

Name of Institution: Prairie View A&M University
 Institution/Program Type: Traditional
 Academic Year: 2008-09
 State: Texas
 Address: P.O. Box 519, MS 2400
 Prairie View, TX, 77446
 Contact Name: Dr. Lucian Yates, III
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Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: No

TQE partnership name or grant number, if applicable:

Section I.a Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

Element	Undergraduate	Postgraduate
Application	Yes	Yes
Fee/Payment	No	Yes
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	No
Experience in a classroom or working with children	No	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum high school GPA	No	No
Minimum undergraduate GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum GRE score	No	No
Minimum basic skills test score	Yes	Yes

Subject area/academic content test or other subject matter verification	No	No
Minimum Miller Analogies test score	No	No
Recommendation(s)	Yes	Yes
Essay or personal statement	No	No
Interview	No	No
Resume	No	No
Bachelor's degree or higher	No	Yes
Job offer from school/district	No	Yes
Personality test	No	No
Other (specify:)	No	No

Provide a link to your website where additional information about admissions requirements can be found:

<http://www.pvamu.edu/pages/163.asp>

Indicate when students are formally admitted into your initial teacher certification program:
Junior year After completing 42 hours core, and before taking CUIIN courses.

Does your initial teacher certification program conditionally admit students? No

Please provide any additional about or exceptions to the admissions information provided above:

none

Section I.b Program Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

Total number of students enrolled in 2008-09:	209
Unduplicated number of males enrolled in 2008-09:	73
Unduplicated number of females enrolled in 2008-09:	136

2008-09	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	5
<i>Race</i>	
American Indian or Alaska Native:	3
Asian:	1
Black or African American:	189
Native Hawaiian or Other Pacific Islander:	0
White:	11
Two or more races:	0

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2008-09.

Average number of clock hours of supervised clinical experience required prior to student teaching	60
Average number of clock hours required for student teaching	640
Number of full-time equivalent faculty supervising clinical experience during this academic year	5
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	2
Number of students in supervised clinical experience during this academic year	79

Please provide any additional information about or descriptions of the supervised clinical experiences:

Students are required to student teach for 16 weeks and for certain K-12 majors are required to student teach in both elementary and secondary areas.

Section I.d Certified Licensed

Provide the number of students who have been certified or licensed as teachers, by subject and area of certification or licensure.

Teaching subject/area	Number certified/ licensed 2008-09	Number certified/ licensed 2007-08	Number certified/ licensed 2006-07
TOTAL (all areas/subjects)	363	450	449
Generalist (EC-4)	25	35	22
Bilingual Generalist (EC-4)	0	0	3
Elementary Health Education	0	0	0
Elementary Self Contained (1-8)	0	0	0
English Language Arts and Reading (4-8)	7	9	13
Generalist (4-8)	3	3	2
Mathematics (4-8)	2	2	5
Science (4-8)	1	1	1
Social Studies (4-8)	0	2	1
English Language Arts and Reading (8-12)	0	1	2
Family and Consumer Science (8-12)	0	0	1
Mathematics (8-12)	0	0	3
Physical Education (8-12)	0	0	1
Technology Education	1	0	3
Secondary Health Education (6-12)	0	0	0
Secondary Spanish (6-12)	1	0	0
Generic Special Education (EC-12)	8	7	6
Health (EC-12)	0	1	1
Music (EC-12)	7	4	2
Physical Education (EC-12)	7	4	2
Art (PreK-12)	0	0	0
History (EC-12)	0	1	0
Educational Diagnostician (EC-12)	11	15	22
Principal (EC-12)	148	162	131

Temporary Principal (PreK-12)	0	0	0
Temporary Assistant Principal (PreK-12)	0	0	0
Probationary Principal	34	47	37
Superintendent (EC-12)	1	4	5
Temporary Superintendent (PreK-12)	0	0	0
Probationary Superintendent (EC-12)	0	0	0
Reading Specialist (EC-12)	0	0	1
School Counselor (EC-12)	107	143	161
School Librarian (EC-12)	0	0	4
Counselor (PreK-12)	0	0	0
Trades and Industrial Education (8-12)	5	12	15
Vocational Health Science Technology (8-12)	0	0	1
Vocational Agriculture Production (6-12)	0	0	0

Section I.e Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years:

2008-09: 129

2007-08: 121

2006-07: 110

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
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<p>Mathematics</p>	<p>Academic year: 2009-10</p> <p>Goal: Increase production by 50</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Seeking grants for scholarship for students</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Hire recruiter to recruit, retain, and graduate highly qualified teachers in the STEM area.</p> <p>Working to obtain NSF Grant Funding.</p>
<p>Science</p>	<p>Academic year: 2009-10</p> <p>Goal: Increase STEM candidates</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Expanding course offerings to attract candidates interested in teaching science.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Hire recruiter to recruit, retain, and graduate highly qualified teachers in the STEM area.</p> <p>Working to obtain NSF Grant Funding.</p>
<p>Special education</p>	<p>Academic year: 2009-10</p> <p>Goal: Increase STEM candidates</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Expanding course offerings to attract candidates interested in</p>

	<p>teaching special education.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Hire recruiter to recruit, retain, and graduate highly qualified teachers in the STEM area.</p> <p>Working to obtain NSF Grant Funding.</p>
<p>Instruction of limited English proficient students</p>	<p>Academic year: 2009-10</p> <p>Goal: Increase STEM candidates</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>Expanding course offerings to attract candidates interested in teaching limit english proficient students.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Hire recruiter to recruit, retain, and graduate highly qualified teachers in the STEM area.</p> <p>Working to obtain NSF Grant Funding.</p>
	<p>Academic year:</p> <p>Goal:</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>

Provide any additional comments, exceptions and explanations below:

Section II. Assurances

Please certify that your institution is in compliance with the following assurances.
 (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.
 Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.
 Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.
 Yes

Prospective general education teachers are prepared to provide instruction to students with disabilities.
 Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.
 No

Prospective general education teachers are prepared to provide instruction to students from low-income families.
 Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.
 Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
103 -Bilingual Generalist EC-4 Educational Testing Service (ETS) All program completers, 2007-08	1					
117 -English Language Arts and Reading	4					

4-8 Educational Testing Service (ETS) All program completers, 2008-09						
117 -English Language Arts and Reading 4-8 Educational Testing Service (ETS) All program completers, 2007-08	3					
131 -English Language Arts and Reading 8-12 Educational Testing Service (ETS) All program completers, 2007-08	2					
111 -Generalist 4-8 Educational Testing Service (ETS) All program completers, 2007-08	1					
101 -Generalist EC-4 Educational Testing Service (ETS) All program completers, 2008-09	27		21	78		
101 -Generalist EC-4 Educational Testing Service (ETS) All program completers, 2007-08	21		19	90		
138 -Life Science 8-12 Educational Testing Service (ETS) All program completers, 2007-08	1					
115 -Mathematics 4-8 Educational Testing Service (ETS) All program completers, 2008-09	3					
115 -Mathematics 4-8 Educational Testing Service (ETS) All program completers, 2007-08	2					
135 -Mathematics 8-12 Educational Testing Service (ETS) All program completers, 2008-09	1					
135 -Mathematics 8-12 Educational Testing Service (ETS) All program completers, 2007-08	1					
110 -Pedagogy and Professional Responsibilities 4-8 Educational Testing Service (ETS) All program completers, 2008-09	9					
110 -Pedagogy and Professional Responsibilities 4-8	9					

Educational Testing Service (ETS) All program completers, 2007-08						
130 -Pedagogy and Professional Responsibilities 8-12 Educational Testing Service (ETS) All program completers, 2008-09	5					
130 -Pedagogy and Professional Responsibilities 8-12 Educational Testing Service (ETS) All program completers, 2007-08	5					
160 -Pedagogy and Professional Responsibilities EC-12 Educational Testing Service (ETS) All program completers, 2008-09	19		18	95		
160 -Pedagogy and Professional Responsibilities EC-12 Educational Testing Service (ETS) All program completers, 2007-08	24		22	92		
100 -Pedagogy and Professional Responsibilities EC-4 Educational Testing Service (ETS) All program completers, 2008-09	26		17	65		
100 -Pedagogy and Professional Responsibilities EC-4 Educational Testing Service (ETS) All program completers, 2007-08	18		17	94		
158 -Physical Education EC-12 Educational Testing Service (ETS) All program completers, 2008-09	2					
158 -Physical Education EC-12 Educational Testing Service (ETS) All program completers, 2007-08	1					
170 -PPR for Trade and Industrial Education 8-12 Educational Testing Service (ETS) All program completers, 2008-09	1					
116 -Science 4-8 Educational Testing Service (ETS) All program completers, 2007-08	2					
118 -Social Studies 4-8 Educational Testing Service (ETS)	2					

All program completers, 2008-09						
118 -Social Studies 4-8 Educational Testing Service (ETS) All program completers, 2007-08	2					
047 -Spanish 6-12 Educational Testing Service (ETS) All program completers, 2008-09	1					
081 -Spanish Oral Proficiency (TOPT) Educational Testing Service (ETS) All program completers, 2008-09	1					
161 -Special Education EC-12 Educational Testing Service (ETS) All program completers, 2008-09	13		12	92		
161 -Special Education EC-12 Educational Testing Service (ETS) All program completers, 2007-08	19		14	74		

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2008-09	64	49	77	
All program completers, 2007-08	65	50	77	

Section IV. Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

If yes, please specify the organization(s) that approved or accredited your program:

State
NCATE

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

Section V. Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction
Yes
- use technology effectively to collect data to improve teaching and learning
Yes
- use technology effectively to manage data to improve teaching and learning
Yes
- use technology effectively to analyze data to improve teaching and learning
Yes

Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

Section VI. Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare **general education** teachers to:

- teach students with disabilities effectively
Yes
- participate as a member of individualized education program teams
Yes
- teach students who are limited English proficient effectively
Yes

Provide a description of the evidence your program uses to show that it prepares **general education** teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students

who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Does your program prepare **special education** teachers to:

- teach students with disabilities effectively
Yes
- participate as a member of individualized education program teams
Yes
- teach students who are limited English proficient effectively
Yes

Provide a description of the evidence your program uses to show that it prepares **special education** teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Section VI. Teacher Training

Does your program prepare general education teachers to:

The Program in general education teaches students with disabilities effectively by requiring that all majors complete a special education introduction course where they are exposed to major issues in special education and the needs of diverse learners. Additionally, students are required to participate in classroom observations and demonstrations of teaching strategies across special education programs. Candidates also participate in mock ARD meetings where they learn and practice the role of teachers and others. Minimal training is offered to students in the area of teaching students who are limited English proficient but our students are encouraged to study and take the ESL TExES test as an endorsement to their certification.

Does your program prepare special education teachers to:

The Program in special education teaches students with disabilities effectively by requiring that all majors complete a special education introduction course where they are exposed to major issues in special education and the needs of diverse learners. Additionally, students are required to participate in classroom observations and demonstrations of teaching strategies across special education programs. Candidates also participate in mock ARD meetings where they learn and practice the role of teachers and others in that meeting. Candidates who major in special education have teaching methods (Methods for Teaching Exceptional Children SPED 4113 and practical applications (Practicum SPED 4123) and Student Teaching in Special Education (CUIN 4443), to prepare them for the rigors involved in special education. Minimal training is offered to

students in the area of teaching students who are limited English proficient but our students are encouraged to study and take the ESL TExES test as an endorsement to their certification.

Section VII. Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Supporting Files

Prairie View A&M University
Traditional Program
2008-09