



Gonzaga University
Traditional Report AY 2021-22
Washington



REPORT COMPLETE
STATUS: **CERTIFIED**

Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

CITY

STATE

ZIP

SALUTATION

FIRST NAME

LAST NAME

Coulter

PHONE

(509) 313-3504

EMAIL

coulter@gonzaga.edu

List of Programs

THIS PAGE INCLUDES:

>> [List of Programs](#)

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Postgraduate level (PG), or both. ([§205\(a\)\(C\)](#))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Teacher Preparation Program](#)

List of Programs

Note: This section is preloaded with the list of programs reported in the prior year's IPRC.

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1202	Elementary Education	Both	
13.1	Special Education	Both	
13.1322	Teacher Education - Biology	Both	
13.1323	Teacher Education - Chemistry	Both	
13.1324	Teacher Education - Drama and Dance	Both	
13.14	Teacher Education - English as a Second Language	Both	
13.1305	Teacher Education - English/Language Arts	Both	
13.1306	Teacher Education - Foreign Language	Both	
13.1307	Teacher Education - Health	Both	
13.1311	Teacher Education - Mathematics	Both	
13.1312	Teacher Education - Music	Both	
13.99	Teacher Education - Other	Both	
13.1314	Teacher Education - Physical Education and Coaching	Both	
13.1329	Teacher Education - Physics	Both	
13.1315	Teacher Education - Reading	Both	
13.1318	Teacher Education - Social Studies	Both	

Total number of teacher preparation programs:

4

Program Requirements

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. [\(\\$205\(a\)\(1\)\(C\)\(i\)\)](#)

THIS PAGE INCLUDES:

- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

Undergraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

1. Are there initial teacher certification programs at the undergraduate level?

- Yes
 No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text" value="Professional Growth Plan, no documented dispositional concerns"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.5

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2

4. Please provide any additional information about the information provided above:

Teacher Education requires a 2.5 GPA cumulative for program admission. Special Education, Physical Education, and Music Education require a 3.0 GPA cumulative for program admission. Candidates must attempt a basic skill assessment (WEST B, ACT, or SAT) for program admission in all three academic categories (reading, writing, and mathematics). 'C' or better is required in all certification coursework.

Postgraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

1. Are there initial teacher certification programs at the postgraduate level?

- Yes
 No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text" value="TOEFL score of 550 if applicable, resume, PGP, endorsement coursework, no dis..."/>	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

4. Please provide any additional information about the information provided above:

Candidates must attempt a basic skill assessment (WEST B, ACT, or SAT) for program admission in all three academic categories (reading, writing, and mathematics). Candidates must have completed all endorsement content coursework and pass the endorsement content assessment prior to admission. 'C' or better is required in all certification coursework.

Supervised Clinical Experience

Note: The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2021-22. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- Yes
 No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	<input type="text" value="90"/>
Number of clock hours required for student teaching	<input type="text" value="390"/>

Are there programs in which candidates are the teacher of record?

- Yes
 No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom

Years required of teaching as the teacher of record in a classroom

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)

[Optional tool](#) for automatically calculating full-time equivalent faculty in the system

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year

Number of students in supervised clinical experience during this academic year

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

The number of students in supervised clinical experience during this academic year includes teacher education candidates who are counted multiple times because of multiple field experiences tied to multiple courses required for multiple endorsements in an academic year.

Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

(§205(a)(1)(C)(ii))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Enrolled Student](#)
- [Program Completer](#)

Enrollment and Program Completers

2021-22 Total	
Total Number of Individuals Enrolled	67
Subset of Program Completers	67

Gender	Total Enrolled	Subset of Program Completers
Male	14	14
Female	52	52
Non-Binary/Other	0	0
No Gender Reported	1	1
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	1	1
Asian	1	1
Black or African American	1	1
Hispanic/Latino of any race	4	4
Native Hawaiian or Other Pacific Islander	0	0
White	52	52

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	6	6
No Race/Ethnicity Reported	2	2

Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic Major](#)

THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by Academic Major](#)

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2021-22.

For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

What are CIP Codes?

No teachers prepared in academic year 2021-22

If your program has no teachers prepared, check the box above and leave the table below blank (or [clear responses already entered](#)).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (<https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="17"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="26"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	7
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	3
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	5
13.1312	Teacher Education - Music	2
13.1314	Teacher Education - Physical Education and Coaching	3
13.1315	Teacher Education - Reading	16
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	9
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	5
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text" value="4"/>
13.99	Education - Other Specify: <input type="text" value="Early Childhood Special Education"/>	<input type="text" value="4"/>

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2021-22. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

[What are CIP Codes?](#)

Does this teacher preparation provider grant degrees upon completion of its programs?

- Yes
 No

No teachers prepared in academic year 2021-22

If this provider does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="16"/>
13.1202	Teacher Education - Elementary Education	<input type="text"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	<input type="text"/>
13.1312	Teacher Education - Music	3
13.1314	Teacher Education - Physical Education and Coaching	1
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	<input type="text"/>
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text" value="Master in Teaching"/>	27
01	Agriculture	<input type="text"/>
03	Natural Resources and Conservation	<input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	1
09	Communication or Journalism	<input type="text"/>

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	<input type="text"/>
12	Personal and Culinary Services	<input type="text"/>
14	Engineering	<input type="text"/>
16	Foreign Languages, Literatures, and Linguistics	<input type="text"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
21	Technology Education/Industrial Arts	<input type="text"/>
22	Legal Professions and Studies	<input type="text"/>
23	English Language/Literature	3
24	Liberal Arts/Humanities	<input type="text"/>
25	Library Science	<input type="text"/>
26	Biological and Biomedical Sciences	3
27	Mathematics and Statistics	3
30	Multi/Interdisciplinary Studies	<input type="text"/>
38	Philosophy and Religious Studies	1
40	Physical Sciences	<input type="text"/>
41	Science Technologies/Technicians	<input type="text"/>
42	Psychology	5
44	Public Administration and Social Service Professions	<input type="text"/>
45	Social Sciences	<input type="text"/>
46	Construction	<input type="text"/>
47	Mechanic and Repair Technologies	<input type="text"/>
50	Visual and Performing Arts	<input type="text"/>
51	Health Professions and Related Clinical Sciences	<input type="text"/>
52	Business/Management/Marketing	<input type="text"/>
54	History	4

CIP Code	Academic Major	Number Prepared
99	Other Specify: <input data-bbox="289 121 1263 163" type="text"/>	<input data-bbox="1295 90 1572 132" type="text"/>

Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

Respond to the following assurances. Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\)](#); [§206\(b\)](#))

Program Assurances

Note: This section is preloaded from the prior year's IPRC.

1. Program 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
 No

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

- Yes
 No

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

- Yes
 No
 Program does not prepare special education teachers

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

- Yes
 No

5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.

- Yes
 No

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

- Yes
 No

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

- Yes
 No

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

Gonzaga University meets the specific assurances by including formal coursework for candidates, the establishment of advisory boards with classroom teacher and administrator representation from our local school districts, service-learning components attached to entry level candidate courses and required field experiences in classrooms with children from low socioeconomic backgrounds. The establishment of a teacher education advisory board provides invaluable feedback and connectivity to the field. Input from board stakeholders identifies the current needs and initiatives impacting the schools where our candidates do their field experiences and seek employment. These advisory boards are also part of our assessment system and analyze the results of our data on candidates to provide input for program validity or change. All teacher preparation candidates are required to do coursework specifically addressing the needs of special population students. This experience covers the federally mandated laws, history, origins,

disability definitions and limitations, and the accommodations needed to appropriately serve these student (see specific section regarding this content for more information). Candidates receive instruction on supporting language acquisition and content learning of English Language Learners (ELLs) through culturally responsive pedagogical approaches. Teacher candidates work with ELLs in their field placements and become familiar with school-based support programs. Fundamentals of second language acquisition are introduced in literacy courses and deepened throughout our new elementary pathway Community, Culture, and Language. Candidates in teacher preparation programs for Special Education are required to complete courses in core academic areas including but not limited to math, reading, and writing. Several courses are offered in arts and sciences while others are in the general teacher education curriculum or within the special education program. These courses are designed to increase content knowledge as well as assist preparation for instruction in these academic areas. Gonzaga University is dedicated to service learning and this mission is connected to entry level teacher education courses. Specific course assignments provide candidates with experience and interactions with at-risk and high need student populations. In addition, our field placement office has developed a system of tracking and placing candidates in low SES schools as a requirement of their field experience component in the teacher preparation program. These strategies have been the successful in assuring candidates gain experience working with students from variety of life conditions.

Annual Goals: Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation 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.

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2021-22\)](#)
- >> [Review Current Year's Goal \(2022-23\)](#)
- >> [Set Next Year's Goal \(2023-24\)](#)

Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in mathematics in 2021-22?

If no, leave remaining questions for 2021-22 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

The goal is to continue increasing awareness among declared mathematics majors pathways to becoming secondary mathematics teachers. This includes undergraduate programs, BRIDGE program to MIT, and MIT that lead to certification. It is important to communicate this is an area of significant teacher shortage, therefore high potential for job placement. Additionally, increasing awareness among Mathematics Department faculty who advise majors the increasing need and shortage of secondary mathematics teachers.

3. Did your program meet the goal?

- Yes
 No

4. Description of strategies used to achieve goal, if applicable:

Our number of students seeking certification in math increased with five candidates getting math endorsements. We continue to cultivate relationships with our colleagues in the math department. Additionally, in individual advising sessions and in our entry level education courses, we encourage students to consider pursuing a math endorsement.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Our primary source of math teaching candidates is the math department and our colleagues in university admissions and graduate enrollment. We need to continue to cultivate relationships with these partners and ensure that they have accurate information about our programs.

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in mathematics in 2022-23? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Continue to collaborate with the math department to encourage students who show talent and interest for teaching to explore education as a possible career. Develop specific marketing materials for our websites (undergraduate and MIT) to highlight the need for math teachers.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in mathematics in 2023-24? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Continue to collaborate with the math department to encourage students who show talent and interest for teaching to explore education as a possible career. Develop specific marketing materials for our websites (undergraduate and MIT) to highlight the need for math teachers. Explore potential sources of financial aid/incentives for prospective math teachers.

Annual Goals: Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation 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.

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2021-22\)](#)
- >> [Review Current Year's Goal \(2022-23\)](#)
- >> [Set Next Year's Goal \(2023-24\)](#)

Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in science in 2021-22?

If no, leave remaining questions for 2021-22 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

Our goal is to continue to increase awareness among declared Biology, Physics, and Chemistry majors of the increasing shortage of secondary science teachers. We will explore using our graduate enrollment services to increase awareness of our BRIDGE program to our Masters in Initial Teaching program.

3. Did your program meet the goal?

- Yes
 No

4. Description of strategies used to achieve goal, if applicable:

Our department chair communicated with Graduate Enrollment Services and we created a one-page overview of the BRIDGE program to aid their conversations with prospective students. We had an increased number of science candidates with five obtaining science endorsements.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

We continue to cultivate relationships with our colleagues in the science departments to build awareness of our secondary teaching program. Additionally, at our MIT information sessions we tell prospective students that science is a highly desirable endorsement with plentiful employment

opportunities. In individual advisor meetings with freshman who have expressed interest in education, we relay a similar message. Additionally, all biology majors at our institution are required to do some sort of community service. Many participate in the "Science in Action" program in which they engage in science activities in local Title 1 elementary schools. This experience in schools has the potential to increase interest in pursuing teaching.

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in science in 2022-23? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Continue to cultivate relationships with our colleagues in the science departments to build awareness of our secondary teaching program. Continue to advise prospective students during MIT information sessions and freshmen advising that science is a highly desirable endorsement with plentiful employment opportunities. Continue to offer support to the "Science in Action" program. Develop specific marketing materials promoting science education on our undergraduate and MIT websites.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in science in 2023-24? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Continue to collaborate with the biology department to encourage students who show talent and interest for teaching to explore education as a possible career. Develop specific marketing materials for our websites (undergraduate and MIT) to highlight the need for science teachers. Explore potential sources of financial aid/incentives for prospective science teachers.

Annual Goals: Special Education

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2021-22\)](#)
- >> [Review Current Year's Goal \(2022-23\)](#)
- >> [Set Next Year's Goal \(2023-24\)](#)

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation 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.

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in special education in 2021-22?

If no, leave remaining questions for 2021-22 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

Our goal is to prepare 13 special education teachers.

3. Did your program meet the goal?

- Yes
 No

4. Description of strategies used to achieve goal, if applicable:

Yes, Gonzaga University's Special Education Department exceeded our goal by preparing 17 special education teachers.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

The 4 additional students certified in Special Education was due to the uncoupling of the Special Education endorsement. This change allowed students who decided not to seek certification, because of the dual endorsement requirement, to reconsider their options and enter the field. We do not believe that we will have this same carry over in the 2022-2023 academic year.

6. Provide any additional comments, exceptions and explanations below:

Washington as well as other states are in frequent need of qualified special education teachers. Our Special Education program aims to provide realistic experiences and content in our program aimed at seeking highly qualified, motivated, and kind individuals to become teachers. Our program also aims to adjust program content to meet the needs of our ever-changing students and their life situations.

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in special education in 2022-23? If no, leave the next question blank.

Yes

No

8. Describe your goal.

Our goal is to prepare 13 special education teachers for the 2022-2023 academic year. This goal is the same as the prior year. We are finding that less students are interested in becoming classroom teachers. The cause of decrease in interest is currently unverified. s.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in special education in 2023-24? If no, leave the next question blank.

Yes

No

10. Describe your goal.

Our goal is to prepare 9 special education teachers for the 2023-2024 academic year. This number is less due to a reduction of students entering higher education programs. A possible solution may be to provide in state incentives to attract and maintain teacher in the state. Possibly a state stipend for student loans at the end of each successful teaching year for the 1st 5-years and/or tuition subsides for completing certification programs.

Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2021-22\)](#)
- >> [Review Current Year's Goal \(2022-23\)](#)
- >> [Set Next Year's Goal \(2023-24\)](#)

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation 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.

[\(\\$205\(a\)\(1\)\(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in instruction of limited English proficient students in 2021-22?

If no, leave remaining questions for 2021-22 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

Maintain a 10% increase in the number of English Language Learner endorsement candidates.

3. Did your program meet the goal?

- Yes
 No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Three years ago, we launched a new major, Community, Culture, and Language that includes an ELL endorsement with elementary certification. In the next several years as students graduate with this degree, we will significantly increase the number of ELL endorsements. At the MIT level, we have created a summer option to add on an ELL endorsement. For secondary candidates, we started a new field experience in an ELL classroom at a local high school. This experience has cultivated interest and awareness in students. Finally, we have worked to get ELL endorsement classes designated to count towards the general education requirements for graduation. We expect these efforts to start yielding significant increases in students with an ELL

endorsement starting next year when the first cohort in the new program graduates.

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank.

Yes

No

8. Describe your goal.

Elementary: Continue the ELL endorsement pathway in the CCL major. Secondary: Revise an existing course, Discipline Specific Literacy to align with selected ELL endorsement competencies. MIT: During program review, consider ways to make the endorsement more affordable and viable.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in instruction of limited English proficient students in 2023-24? If no, leave the next question blank.

Yes

No

10. Describe your goal.

Achieve a 10% increase in the number of ELL endorsements over the prior year.

Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. ([§205\(a\)\(1\)\(B\)](#))

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
305 -BIOLOGY Evaluation Systems group of Pearson Other enrolled students	1			
305 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2021-22	1			
305 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2020-21	1			
315 -COMPUTER SCIENCE Evaluation Systems group of Pearson All program completers, 2021-22	1			
100 -DESIGNATED WORLD LANGUAGES Evaluation Systems group of Pearson Other enrolled students	1			
100 -DESIGNATED WORLD LANGUAGES Evaluation Systems group of Pearson All program completers, 2020-21	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
71 -EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	2			
71 -EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	5			
71 -EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	3			
71 -EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	2			
102 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	10	233	8	80
102 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2021-22	10	257	10	100
102 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	12	241	12	100
102 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	15	245	15	100
103 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	9			
103 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2021-22	10	261	10	100
103 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	12	248	12	100
103 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	15	262	15	100
1 -ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2020-21	4			
23 -ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2019-20	2			
2 -ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	8			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
22 -ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	1			
22 -ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	15	46	15	100
301 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	2			
301 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2021-22	5			
301 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2020-21	7			
301 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2019-20	7			
51 -ENGLISH LANGUAGE LEARNERS Evaluation Systems group of Pearson All program completers, 2021-22	3			
51 -ENGLISH LANGUAGE LEARNERS Evaluation Systems group of Pearson All program completers, 2020-21	5			
51 -ENGLISH LANGUAGE LEARNERS Evaluation Systems group of Pearson All program completers, 2019-20	4			
104 -ESSENTIAL COMPONENTS OF ELEMENTARY READING INSTRUCTION Evaluation Systems group of Pearson Other enrolled students	2			
104 -ESSENTIAL COMPONENTS OF ELEMENTARY READING INSTRUCTION Evaluation Systems group of Pearson All program completers, 2021-22	10	247	10	100
104 -ESSENTIAL COMPONENTS OF ELEMENTARY READING INSTRUCTION Evaluation Systems group of Pearson All program completers, 2020-21	4			
104 -ESSENTIAL COMPONENTS OF ELEMENTARY READING INSTRUCTION Evaluation Systems group of Pearson All program completers, 2019-20	3			
311 -GENERAL SCIENCE Evaluation Systems group of Pearson All program completers, 2021-22	1			
29 -HEALTH/FITNESS Evaluation Systems group of Pearson Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
29 -HEALTH/FITNESS Evaluation Systems group of Pearson All program completers, 2021-22	1			
29 -HEALTH/FITNESS Evaluation Systems group of Pearson All program completers, 2020-21	3			
27 -HISTORY Evaluation Systems group of Pearson Other enrolled students	2			
27 -HISTORY Evaluation Systems group of Pearson All program completers, 2021-22	1			
304 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	4			
304 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2021-22	2			
304 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	3			
304 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	1			
204 -MIDDLE GRADES GENERAL SCIENCE Evaluation Systems group of Pearson All program completers, 2021-22	1			
504 -MUSIC Evaluation Systems group of Pearson Other enrolled students	1			
56 -MUSIC: CHORAL Evaluation Systems group of Pearson Other enrolled students	1			
57 -MUSIC: INSTRUMENTAL Evaluation Systems group of Pearson Other enrolled students	3			
11 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	3			
24 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	2			
3 -SECONDARY ENGLISH - LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2020-21	6			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
7 -SECONDARY ENGLISH - LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2019-20	7			
4 -SECONDARY HISTORY - SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2020-21	7			
10 -SECONDARY HISTORY - SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2019-20	7			
5 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	3			
8 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	1			
8 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	1			
6 -SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2020-21	7			
9 -SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	4			
28 -SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	9			
28 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2021-22	3			
28 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2020-21	6			
28 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2019-20	4			
70 -SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	5			
70 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	8			
70 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	12	263	11	92

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
25 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	1			
12 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	5			
70 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	8			
25 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	4			
2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2020-21	2			

Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(§205\(a\)\(1\)\(B\)\)](#)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
Other enrolled students	53	45	85
All program completers, 2021-22	62	62	100
All program completers, 2020-21	118	111	94
All program completers, 2019-20	101	97	96

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

Provide the following information about the approval or accreditation of your teacher preparation program. ([§205\(a\)\(1\)\(D\)](#), [§205\(a\)\(1\)\(E\)](#))

Note: This section is preloaded from the prior year's IPRC.

Low-Performing

1. Is your teacher preparation program currently approved or accredited?

- Yes
- No

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

- State
- CAEP
- AAQEP
- Other specify:

North West Accreditation

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- Yes
- No

Use of Technology

THIS PAGE INCLUDES:

>> [Use of Technology](#)

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

Use of Technology

1. 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. ([§205\(a\)\(1\)\(F\)](#))

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes
 No

- b. use technology effectively to collect data to improve teaching and learning

Yes
 No

- c. use technology effectively to manage data to improve teaching and learning

Yes
 No

- d. use technology effectively to analyze data to improve teaching and learning

Yes
 No

2. 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.

Candidates in teacher preparation programs demonstrate an understanding of using digital tools for productivity, instruction, data collection, data review, data analysis, and communication. Candidates develop understanding and skills that enable them to design instruction that incorporates the use of digital tools to engage and support diverse learners. The faculty in their courses model and promote the effective use of technology for learning. Candidates in the Department of Teacher Education use a variety of technological tools to cultivate their own professional skills and to support the learning of K-12 students. For example, in the math methods course teacher candidates learn to use digital manipulatives and models to aid students' conceptual understanding. A social studies course is taught entirely online which models for candidates how to design and interact in virtual learning settings. Additionally, candidates generally work with online instructional modules in certain courses utilizing a "flipped classroom" model. Our clinical office uses an online assessment tool to track and assess clinical experiences that requires candidates to interact with digital accountability and assessment platforms. Finally, in field placements and student teaching, candidates develop proficiency in using the instructional technology used by K-12 teachers for a variety of teaching, learning, administrative, and communication purposes. Teaching candidates in the Kinesiology & Physical Education department receive training on how to use heart rate monitors to monitor exercise intensity. They also use video technology such as Vimeo, YouTube, and iMovie to analyze video clips of movement patterns to conduct analyses of correct form for various exercises in their methods courses. Students routinely use Google Docs, Sheets, and Drive to collaborate on lesson planning, assessments, and data collection tasks. In addition, students have utilized Zoom as a platform to deliver virtual physical education instruction in their methods courses due to lingering COVID-19 issues. Special Education teacher candidates receive specific training in technology and use it to address knowledge and skills to meet the needs of their p-21

students. Learning to use software to interpret student growth and development is taught by developing skills to display content data using tables, graphs, figures, charts or other displays while utilizing single-subject design methodology. In addition, instructional use of technology is used to enhance student learning while meeting student needs. A variety of field placements use software to enhance practice of efficient strategies. Technologically aided analysis of single student data for the purpose of assessing and changing teaching strategies and accommodations is part of the emphasis of data driven decision making in the classroom and promotes candidate research involvement. With the changes in how education has been delivered due to the global pandemic, the use of technology to help educate has increased dramatically. Candidates working with students in field placements and/or student teaching have learned to engage with students using a variety of technological means. Student majoring in Special Education seeking teacher certification now have added content in learning virtual programs that are most often used in area schools. Students create assignments and tests as well as provide rubrics for k-12 students to follow in completing assignments. Data collection resources, using polling software to keep student engaged may also be part of their educational experiences. Music education students identify strategies for using technology in the music classroom, including the use of hardware, software, and interactive websites. Students acquire skills and proficiency in applications and technology that will allow them to create music, including but not limited to digital recording and editing, publishing scores, and electronically generating music. Students also become aware of and use tools for presentation and communication as well as design instruction and support students with special needs. At the undergraduate and graduate levels, teacher candidates take courses in which they are expected to use technology in order to analyze student learning. Specifically, candidates are expected to provide graphics (table or chart) to summarize student learning and student voice as well as student work samples that are usually scanned and submitted in a pdf format. Candidates use data and work sample evidence to analyze instruction, looking for gaps in achievement to inform next steps in teaching and learning to best serve students. Technology is routinely integrated across our curriculum and throughout our programs to enhance and support the learning process. Technology supports active engagement, participation, feedback, and helping connect to real-world experiences. There is a myriad of resources that are accessed online, such as web quest, google docs and forms, along with web-based applications for presentation/demonstration, such as research-based websites that provide current learning material for diverse learners. Candidates have access to a classroom set of iPads for classroom/instructor use. In addition, video technology is used to record live-time teaching (VOSAIC) that allows comments during an observed teaching episode. Gonzaga's School of Education is always seeking ways to discover new uses for technology to collect, manage and analyze data. A database is maintained where data are entered each semester and annually reviewed and analyzed. These data include key and major assessment information. Annual studies are conducted to determine the reliability and viability of one key assessment from each program every year. As a School of Education, we use the Global Assessment System, which is a school warehouse with a rich storage of information, data and resources. In addition, Gonzaga's School of Education has purchased Watermark (formerly LIVETEXT), a platform that streamlines data and analytics allowing for the aggregation of evidence from rubrics that shows learners who are meeting particular learning outcomes.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

Note: This section is preloaded from the prior year's IPRC.

Teacher Training

1. Provide a description of the activities that prepare general education teachers to:

a. Teach students with disabilities effectively

All pre-service teacher candidates must take 4 credits of semester courses taught by faculty in the Department of Special Education. In these 4 credits, candidates learn about various disability areas, its impact on education and the educational system, early years and lack of treatment, court cases and federal laws, impact of trauma as well as links with societal impact and treatment of those who are considered part of this designation. Candidates learn about specific handicapping conditions and how they relate to the education process, basic remediation strategies for teaching, and response to Intervention (RTI). In addition, the historical, medical, and psychological perspectives of various disabilities are covered. Teaching candidates in the Kinesiology and Physical Education program take a course (EDPE 315 Adapted Physical Education & Sport) that provides training on how to differentiate instruction to students with physical or mental disabilities in an inclusive classroom. Music students take 4 credits in coursework specifically taught by faculty in the Department of Special Education, addressing the needs of special population students. Additionally, in the music specific methods courses, students identify classroom management strategies that facilitate music learning, address discipline issues, and contribute to a safe and positive learning environment and they identify specific techniques that may be used with exceptional learners to help them in music specific contexts.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

Included in the special education course content courses is information on IEPs and 504 plans in relationships to the role of the teacher. The courses cover assignments that specifically address accommodations, modifications, adaptations to content, as well as development and delivery of these team constructed plans. Candidates in practicum placements (field experience and student teaching) should have an opportunity to participate as a member, when appropriate, in program team efforts under the support and guidance of the cooperating teacher and other team members. Teacher candidates in the Kinesiology and Physical Education program take a course (EDPE 315 Adapted Physical Education & Sport) that addresses the physical educator's role in the IEP Process, how to write goals and objectives for students with IEPs and 504 plans, and how to use effective assessments in the IEP process.

c. Effectively teach students who are limited English proficient.

A course has been redesigned to increase substantially candidate knowledge and experience to effectively teach students who are limited in English proficiency. Candidates learn how to select and teach key vocabulary, make instruction accessible to linguistically diverse students, and practice making ELL adaptations to lesson plans. In addition to the course, candidates work one-on-one with ELL students. They also receive instruction related to working with culturally and linguistically diverse parents and families. Gonzaga University School of Education also has begun a targeted ELL field placement for a subset of candidates in their second field experience. Many of the outreach programs that the department of teacher education leads (Saturday Literacy Tutoring and Summer Language Program), which include participation by large portions of our students, include the delivery of instruction and language supports for students who are limited English proficient. With our new elementary pathway, many of our elementary candidates also receive an ELL endorsement. Additionally, all candidates in this program take two classes focused on supporting multilingual learners and deepening their understanding of language ideologies and the intersection between language, identity, and culture. For secondary candidates, a course has been redesigned to increase substantially candidate knowledge and experience to effectively teach students who are developing English proficiency. Candidates learn how to select and teach key vocabulary, make instruction accessible to linguistically diverse students, and practice making ELL adaptations to lesson plans. In addition to the course, candidates work one-on-one with ELL students. Many of our candidates participate in community outreach programs, such as Saturday Literacy Tutoring and Summer Language Program. These programs include the delivery of instruction and language supports for multilingual learners. Music education students approach emergent bilingual learners from

an asset-based approach. Students focus on stages of language and musical development, culturally responsive practices, assessment strategies, and strategies such as scaffolded instruction.

2. Does your program prepare special education teachers?

- Yes
 No

If yes, provide a description of the activities that prepare *special education teachers* to:

a. Teach students with disabilities effectively

In addition to the courses that all teacher candidates take to learn about individuals with special needs, students who want to become special education teachers have an entire program designed to assist them in developing skills to become effective teachers for students with special needs. This program includes content specific courses, specialized electives, methods for teaching content, field experiences, and student teaching. Candidates who want to become a special education teacher can also obtain certification in another endorsement area and complete those requirements as well.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

The Special Education program requires that all SpEd teacher certification candidates take EDSE 340, Policies and Procedures. This course provides information regarding prereferral process, IEPs, 504 plans including the role and responsibilities of special education teachers in the development and delivery of team constructed plans. Student/Candidate's complete assignments regarding the IEP process, annual goals, short term objectives, legal processes, advocacy, etc. In addition, candidates in practicum placements (field experience and student teaching) are expected to participate as a member, when appropriate, in program team efforts under the support and guidance of the cooperating teacher and other team members.

c. Effectively teach students who are limited English proficient.

Students completing special education certification have courses that assist in their understanding of students with disabilities as well as limited English proficiency. One goal is to teach candidates to focus on teaching necessary language skills to assist those with limited vocabulary within lesson structures. Other skill development centers around frequently assessing skill development across content to make sure instruction focuses helping pre-service students to understand whether a lack of student understanding might be due to a disability versus language limitation. A course has been redesigned to increase substantially candidate knowledge and experience to effectively teach students who are limited in English proficiency. Candidates learn how to select and teach key vocabulary, make instruction accessible to linguistically diverse students, and practice making ELL adaptations to lesson plans. In addition to the course, candidates work one-on-one with ELL students. They also receive instruction related to working with culturally and linguistically diverse parents and families. Gonzaga University School of Education also has begun a targeted ELL field placement for a subset of candidates in their second field experience. Many of the outreach programs that the department of teacher education leads (Saturday Literacy Tutoring and Summer Language Program), which include participation by large portions of our students, include the delivery of instruction and language supports for students who are limited English proficient.

Contextual Information

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

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 (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Please note, the number of students reported as enrolled in Gonzaga University's Teacher Education Program is lower than the actual number of students who are taking teacher education courses, including Supervised Clinical Experiences. The number of teacher candidates admitted to program is extremely low for the 21-22 academic year due to personnel turnover, the implementation of a new admittance system, and timing of when they can formally apply for admittance to the certification program. The candidates must complete twelve credits of Teacher Education coursework, have a submitted score on the Basic Skills Assessment, and have successfully completed one field experience in order to be admitted to program. All of these requirements are often not met until late in a teacher candidate's program, at which point he/she/they is nearing student teaching and counted as completing the program. In previous Title II reports, data reflected all individual candidates enrolled in teacher education courses, including those who were not formally admitted to program. As we were reviewing the assessment data that was provided to Title II through the Professional Educator Standards Board (PESB), we noticed that there are score reports for endorsement areas that Gonzaga does not prepare candidates. After problem solving this issue with PESB, we recognize that there was an issue with the data that was provided to PESB this academic year, and we will work to correct the data in our upcoming PESB report. The following assessments should have been deleted from the Assessment Pass Rates section of the Title II report: 315 Computer Science 1 311 General Science 1 27 History 2 27 History 1 204 Middle Grades General Science 1 6 Secondary Science 7 9 Secondary Science 4 In addition, on the Summary Pass Rates page, the number of program completers is listed as sixty-two, however Gonzaga's records show that there are sixty-seven candidates who have completed our Teacher Preparation Program. There is a discrepancy of program completers, and we are seeking to fix the PESB data in our next reporting cycle.

Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Certification of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.*

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Amanda Coulter

TITLE:

Director of Certification, Gonzaga University

Certification of review of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.*

NAME OF REVIEWER:

Yolanda Gallardo

TITLE:

Dean, School of Education, Gonzaga University