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Seattle Pacific University  
Traditional Program

2015 | Title II  
Reports

## Complete Report Card

AY 2013-14

### Institution Information

**Name of Institution:** Seattle Pacific University  
**Institution/Program Type:** Traditional  
**Academic Year:** 2013-14  
**State:** Washington

**Address:** 3307 Third Avenue West, Suite 403  
Seattle, WA, 98119

**Contact Name:** David Denton  
**Phone:** 206.281.2504  
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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?  
(<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

### Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Master of Arts in Teaching Graduate Program	No
Undergraduate Teacher Certification Program	No
<b>Total number of teacher preparation programs: 2</b>	

### Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:

Sophomore year After BA/BS for Graduate Program

Does your initial teacher certification program conditionally admit students?

Yes

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

<http://www.spu.edu/depts/soe/admissions/soe.asp>

We have two iterations of our traditional teacher preparation program — one at the undergraduate level and one at the graduate level. The Master of Arts in Teaching (MAT) is a traditional graduate teacher certification program. That is why sophomore and post graduate are both listed above.

Graduate students who don't have all application information complete may be admitted on probation. All application requirements must be satisfactorily met by the end of the first year of a two year program.

## Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. **(§205(a)(1)(C)(i))**

Are there initial teacher certification programs at the undergraduate level?

Yes

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.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	Yes	Yes
Background check	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum 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 basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	No	No
Essay or personal statement	No	No
Interview	Yes	No
Other passing edTPA	No	Yes

What is the minimum GPA required for admission into the program?

2.8

What was the median GPA of individuals accepted into the program in academic year 2013-14

3.43

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2013-14

3.56

Please provide any additional comments about the information provided above:

## Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. **(§205(a)(1)(C)(i))**

Are there initial teacher certification programs at the postgraduate level?

Yes

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.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	Yes	Yes
Background check	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes

Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	Yes	No
Other GRE or Millers Analogy required for admission if cum GPA lower than 3.0; passing edTPA	Yes	Yes

What is the minimum GPA required for admission into the program?

3

What was the median GPA of individuals accepted into the program in academic year 2013-14

3.57

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2013-14

3.9

Please provide any additional comments about the information provided above:

### Section I.c 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.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2013-14:	75
Unduplicated number of males enrolled in 2013-14:	18
Unduplicated number of females enrolled in 2013-14:	57

2013-14	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	9
<i>Race</i>	
American Indian or Alaska Native:	3
Asian:	10
Black or African American:	4
Native Hawaiian or Other Pacific Islander:	0
White:	59
Two or more races:	5

### Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2013-14.

Average number of clock hours of supervised clinical experience required prior to student teaching	60
Average number of clock hours required for student teaching	542
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	4
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	20
Number of students in supervised clinical experience during this academic year	64

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

undergraduates complete 20 weeks of supervised clinical practice, while graduates complete 14 weeks. Both graduates and undergraduates are required to complete at least 60 hours of field experience prior to student teaching.

### Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2013-14. 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))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	4
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	28
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	1
Teacher Education - Business	
Teacher Education - English/Language Arts	10
Teacher Education - Foreign Language	
Teacher Education - Health	1
Teacher Education - Family and Consumer Sciences/Home Economics	2
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	6
Teacher Education - Music	12
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	5
Teacher Education - Social Science	
Teacher Education - Social Studies	5
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	3
Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	1
Teacher Education - French	
Teacher Education - German	
Teacher Education- History	7
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	1
Teacher Education - English as a Second Language	2
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

### Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2013-14. 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))

Academic Major	Number Prepared
Education - General	

Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	1
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	2
Teacher Education - Music	2
Teacher Education - Physical Education and Coaching	1
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	2
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	2
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	2
Foreign Languages	
Family and Consumer Sciences/Human Sciences	1
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	

Mathematics and Statistics	2
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify: Integrated Studies	24

## Section I.f Program Completers

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

2013-14: 62

2012-13: 78

2011-12: 90

## Section II 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 to state credential 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)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

### Academic year 2013-14

Did your program prepare teachers in mathematics in 2013-14?

Yes

How many prospective teachers did your program plan to add in mathematics in 2013-14?

5

Did your program meet the goal for prospective teachers set in mathematics in 2013-14?

Yes

Description of strategies used to achieve goal, if applicable:

Recruiting candidates into shortage areas. Counseling enrolled candidates to add endorsements based on meeting content preparation requirements.

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

Provide any additional comments, exceptions and explanations below:

Program administrators monitor shortage area endorsements according to data collected by the Professional Educator Standards Board at <http://data.pesb.wa.gov/production>

### Academic year 2014-15

Is your program preparing teachers in mathematics in 2014-15?

Yes

How many prospective teachers did your program plan to add in mathematics in 2014-15?

3

Provide any additional comments, exceptions and explanations below:

Program administrators continue to encourage candidates to earn endorsements in shortage areas.

### Academic year 2015-16

Will your program prepare teachers in mathematics in 2015-16?

Yes

3

Provide any additional comments, exceptions and explanations below:

## Section II 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 to state credential 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)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2013-14

Did your program prepare teachers in science in 2013-14?

Yes

How many prospective teachers did your program plan to add in science in 2013-14?

5

Did your program meet the goal for prospective teachers set in science in 2013-14?

Yes

Description of strategies used to achieve goal, if applicable:

Recruiting candidates into shortage areas. Counseling enrolled candidates to add endorsements based on meeting content preparation requirements.

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

Provide any additional comments, exceptions and explanations below:

Program administrators monitor shortage area endorsements according to data collected by the Professional Educator Standards Board at <http://data.pesb.wa.gov/production>

Academic year 2014-15

Is your program preparing teachers in science in 2014-15?

Yes

How many prospective teachers did your program plan to add in science in 2014-15?

3

Provide any additional comments, exceptions and explanations below:

Program administrators continue to encourage candidates to earn endorsements in shortage areas.

Academic year 2015-16

Will your program prepare teachers in science in 2015-16?

Yes

How many prospective teachers does your program plan to add in science in 2015-16?

3

Provide any additional comments, exceptions and explanations below:

## Section II Annual Goals - Special Education

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 to state credential 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)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2013-14

Did your program prepare teachers in special education in 2013-14?

Yes

10

**Did your program meet the goal for prospective teachers set in special education in 2013-14?**

No

**Description of strategies used to achieve goal, if applicable:**

The undergraduate program has a special education major to encourage undergraduates to teach special education.

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

Recruiting candidates into shortage areas. Counseling enrolled candidates to add endorsements based on meeting content preparation requirements and also benefits of endorsing in shortage areas linked to strong hiring rates.

**Provide any additional comments, exceptions and explanations below:**

Program administrators monitor shortage area endorsements according to data collected by the Professional Educator Standards Board at <http://data.pesb.wa.gov/production>

**Academic year 2014-15**

**Is your program preparing teachers in special education in 2014-15?**

Yes

**How many prospective teachers did your program plan to add in special education in 2014-15?**

8

**Provide any additional comments, exceptions and explanations below:**

The Professional Educator Standards Board began requiring those endorsing in special education also add a general education endorsement, most often for our candidates this includes either English Language Arts, or Elementary Education.

**Academic year 2015-16**

**Will your program prepare teachers in special education in 2015-16?**

Yes

**How many prospective teachers does your program plan to add in special education in 2015-16?**

6

**Provide any additional comments, exceptions and explanations below:**

## Section II Annual Goals - Instruction of Limited English Proficient Students

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 to state credential 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)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

**Academic year 2013-14**

**Did your program prepare teachers in instruction of limited English proficient students in 2013-14?**

Yes

**How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2013-14?**

7

**Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2013-14?**

No

**Description of strategies used to achieve goal, if applicable:**

We continue to strongly encourage candidates to add English Language Learners endorsement with English Language Arts during induction to programs, and early in the advising process.

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

**Provide any additional comments, exceptions and explanations below:**

**Academic year 2014-15**



Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2014-15?

4

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in instruction of limited English proficient students in 2015-16?

Yes

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2015-16?

7

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.

Yes

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:

We have designed specific courses to address ELL and SPED knowledge and competencies as well as refining syllabi of existing courses to include relevant and critical information. We continue to work with our partner placement districts and schools to provide experiences for our teacher candidates in diverse settings. We also monitor data produced by the Professional Educator Standards Board describing shortage areas along with other data for making program improvements <http://data.pesb.wa.gov/home>

## Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
50 -BILINGUAL EDUCATION Evaluation Systems group of Pearson All program completers, 2012-13	1			
22 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2013-14	3			
22 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2012-13	2			
22 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2011-12	3			
23 -CHEMISTRY Evaluation Systems group of Pearson Other enrolled students	1			
23 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2013-14	2			

23 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2012-13	1			
23 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2011-12	2			
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, 2012-13	1			
100 -DESIGNATED WORLD LANGUAGES Evaluation Systems group of Pearson All program completers, 2011-12	1			
24 -EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2011-12	1			
5 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
5 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	39	261.46	37	95
5 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	30	265.63	30	100
5 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	26	266.31	26	100
5 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	33	264.91	33	100
6 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
6 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	39	256.92	35	90
6 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	30	261.97	30	100
6 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	26	260.04	26	100
6 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	33	257.36	33	100
23 -ELEMENTARY LITERACY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
23 -ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2013-14	9			
22 -ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2013-14	21	51.33	21	100
20 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
20 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	9			
20 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2013-14	9			
	17	268.76	17	100

Evaluation Systems group of Pearson All program completers, 2012-13				
20 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2011-12	15	272.73	15	100
51 -ENGLISH LANGUAGE LEARNERS Evaluation Systems group of Pearson All program completers, 2013-14	2			
51 -ENGLISH LANGUAGE LEARNERS Evaluation Systems group of Pearson All program completers, 2012-13	6			
51 -ENGLISH LANGUAGE LEARNERS Evaluation Systems group of Pearson All program completers, 2011-12	4			
41 -FAMILY AND CONSUMER SCIENCES EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
41 -FAMILY AND CONSUMER SCIENCES EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	2			
29 -HEALTH/FITNESS Evaluation Systems group of Pearson Other enrolled students	1			
29 -HEALTH/FITNESS Evaluation Systems group of Pearson All program completers, 2013-14	2			
29 -HEALTH/FITNESS Evaluation Systems group of Pearson All program completers, 2012-13	5			
29 -HEALTH/FITNESS Evaluation Systems group of Pearson All program completers, 2011-12	8			
27 -HISTORY Evaluation Systems group of Pearson Other enrolled students	5			
27 -HISTORY Evaluation Systems group of Pearson All program completers, 2013-14	7			
27 -HISTORY Evaluation Systems group of Pearson All program completers, 2012-13	4			
27 -HISTORY Evaluation Systems group of Pearson All program completers, 2011-12	5			
30 -K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2013-14	5			
26 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	2			
26 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2013-14	4			
26 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2012-13	5			
26 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2011-12	5			
10 -MIDDLE LEVEL HUMANITIES SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	1			
10 -MIDDLE LEVEL HUMANITIES SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	1			
	1			

Evaluation Systems group of Pearson All program completers, 2012-13				
11 -MIDDLE LEVEL HUMANITIES SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	1			
12 -MIDDLE LEVEL MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	4			
12 -MIDDLE LEVEL MATHEMATICS Evaluation Systems group of Pearson All program completers, 2013-14	3			
12 -MIDDLE LEVEL MATHEMATICS Evaluation Systems group of Pearson All program completers, 2011-12	1			
13 -MIDDLE LEVEL SCIENCE Evaluation Systems group of Pearson Other enrolled students	4			
35 -MUSIC: CHORAL Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
35 -MUSIC: CHORAL Evaluation Systems group of Pearson All program completers, 2013-14	3			
35 -MUSIC: CHORAL Evaluation Systems group of Pearson All program completers, 2012-13	2			
35 -MUSIC: CHORAL Evaluation Systems group of Pearson All program completers, 2011-12	4			
34 -MUSIC: GENERAL Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
34 -MUSIC: GENERAL Evaluation Systems group of Pearson Other enrolled students	1			
34 -MUSIC: GENERAL Evaluation Systems group of Pearson All program completers, 2013-14	4			
34 -MUSIC: GENERAL Evaluation Systems group of Pearson All program completers, 2012-13	2			
34 -MUSIC: GENERAL Evaluation Systems group of Pearson All program completers, 2011-12	4			
36 -MUSIC: INSTRUMENTAL Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
36 -MUSIC: INSTRUMENTAL Evaluation Systems group of Pearson Other enrolled students	3			
36 -MUSIC: INSTRUMENTAL Evaluation Systems group of Pearson All program completers, 2013-14	3			
36 -MUSIC: INSTRUMENTAL Evaluation Systems group of Pearson All program completers, 2012-13	2			
36 -MUSIC: INSTRUMENTAL Evaluation Systems group of Pearson All program completers, 2011-12	4			
1013 -OPI MANDARIN American Council on the Teaching of Foreign Langua All program completers, 2012-13	1			
1018 -OPI SPANISH American Council on the Teaching of Foreign Langua Other enrolled students	1			
	1			

American Council on the Teaching of Foreign Language All program completers, 2012-13				
1018 -OPI SPANISH American Council on the Teaching of Foreign Language All program completers, 2011-12	1			
24 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	2			
25 -PHYSICS Evaluation Systems group of Pearson All program completers, 2012-13	1			
25 -PHYSICS Evaluation Systems group of Pearson All program completers, 2011-12	2			
21 -SCIENCE Evaluation Systems group of Pearson All program completers, 2013-14	4			
21 -SCIENCE Evaluation Systems group of Pearson All program completers, 2011-12	2			
7 -SECONDARY ENGLISH - LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2013-14	5			
10 -SECONDARY HISTORY - SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2013-14	4			
8 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2013-14	4			
9 -SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2013-14	4			
28 -SOCIAL STUDIES Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
28 -SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	1			
28 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2013-14	4			
28 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2012-13	6			
28 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2011-12	5			
81 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
70 -SPECIAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
25 -SPECIAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
70 -SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	10	269.3	10	100
70 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	4			
25 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	5			
	14	267.36	14	100

Evaluation Systems group of Pearson All program completers, 2012-13				
70 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2011-12	8			
32 -THEATRE ARTS Evaluation Systems group of Pearson Other enrolled students	1			
32 -THEATRE ARTS Evaluation Systems group of Pearson All program completers, 2013-14	2			
32 -THEATRE ARTS Evaluation Systems group of Pearson All program completers, 2012-13	1			
32 -THEATRE ARTS Evaluation Systems group of Pearson All program completers, 2011-12	2			
33 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2013-14	1			
33 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2012-13	3			
33 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2011-12	1			
2002 -WPT CHINESE American Council on the Teaching of Foreign Langua All program completers, 2012-13	1			
2015 -WPT SPANISH American Council on the Teaching of Foreign Langua Other enrolled students	2			
2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2012-13	1			
2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2011-12	1			

### Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All enrolled students who have completed all noncl	15	13	87
Other enrolled students	124	114	92
All program completers, 2013-14	176	176	100
All program completers, 2012-13	128	128	100
All program completers, 2011-12	147	147	100

### 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 Use of 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.

- **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.

All candidates create an electronic portfolio for showing competence on program standards. All candidates add evidence to their portfolio using a variety of media, such as attachments and images. Candidates in all programs are also required to complete a course in educational technology, between 1 and 3 credits. Candidates also use a set of digital assessments across internship for reflecting, showing competence on teacher evaluation standards, and identifying areas for improvement.

## 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.

While multiple courses required students to be able to differentiate instructional strategies to work with a range of learners, undergraduate and graduate programs include specific courses that overtly address working with students with disabilities and limited English Proficiency. At the undergraduate level, EDU 2300, Diversity & the Classroom covers these topics. In addition, there is a separate class that deals specifically with how to work effectively with the rest of the building/district team to meet the needs of students with disabilities through participation in an IEP team.

In addition to the integrated focus in the Master of Arts in Teaching program, all students are required to take EDSP 6644 Educating Exceptional Students to help ensure that our students are well prepared to work with students with disabilities.

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.

Students majoring in special education take a total of 18 quarter credits in methods courses related to teaching students with disabilities. In addition, they take 8 quarter credits of foundations courses 3 credit hours in writing IEPs, and between 10 and 18 quarter credits in student teaching.

Master of Arts in Teaching teacher candidates take 27 graduate level quarter credits in Special Education content and methods as part of their certification program. All Special Education coursework is carefully aligned with the 2007 Washington State Endorsement competencies.

## 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.

Content Knowledge: ALL teacher candidates seeking endorsement are required to have a completed major in their endorsement area or they work with our Certification Office to design an "Approved Plan of Study" comprised of college/university coursework and/or documented professional experience that exceeds the minimum endorsement core content competencies. Required courses are content courses, not "teacher education" courses to ensure our candidates exceed the minimum content knowledge required for the endorsement. The "Approved Plan of Study" must be successfully completed in addition to all other state and university endorsement and certification requirements. Of special note is the "Integrated Studies" Major required of all Undergraduate Teacher Candidates interested in teaching Elementary Education. Twenty-four of our 2011-2012 Undergraduates completed this major that requires sixty-four quarter credits of prescribed

of these six areas as a specialization. These people were entered as having completed a major in "Liberal Arts/Humanities" on the report. As our assessment data indicates, our internal process for ensuring strong content knowledge appears to prepare teacher candidates well for the state assessments. Teacher candidates have two opportunities to pass the state assessment, which is a program completion requirement as well as a practicum pre-requisite. Consequently, 100% of all program completers pass the state assessment in their endorsement area(s). Seattle Pacific University offers a range of teacher preparation opportunities. The largest program is the undergraduate teacher education program. While a student cannot major in education, the liberal arts background acquired in the general education requirements, deepened in a major aligned with competencies in a large array of endorsements, prepare our teacher candidates thoroughly in the content they will be teaching. In addition to the undergraduate residency teacher certification program, SPU also offers a Master of Arts in Teaching graduate residency teacher certification program. Admission is extremely competitive with preference given to qualified applicants seeking endorsements in the high need areas of math, sciences, special education, ELL and Bilingual Education. The Masters of Arts in Teaching program is a two year course of study with courses offered primarily in the evening. This design allows candidates the opportunity to fulfill current daytime commitments/employment before devoting full-time attention to their clinical experiences.

### Supporting Files

[Residency Teacher Certification Handbook](#)

[Sample Traditional Graduate Mentor Training Handbook](#)

[Sample Traditional Graduate Course Sequence for Secondary Endorsement](#)

[Program Assessment Plan Data and Results for 2013-2014](#)

## Complete Report Card

AY 2013-14

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