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University of Houston-Downtown Traditional Program

2016 Title II Reports

Complete Report Card

AY 2014-15

Institution Information

Name of Institution: University of Houston-Downtown

Institution/Program Type: Traditional

Academic Year: 2014-15

State: Texas

Address: One Main Street

C-440 Commerce Building

Houston, TX, 77002

Contact Name: Dr. Ronald Beebe

Phone: 713-221-8689

Email: beeber@uhd.edu

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>)

Yes

If yes, provide the following:

Award year: 2013

Grantee name: University of Houston-Downtown, Dr. Jacqueline Sack; Dr. Tim Redl, Co-PI

Project name: Improving Teacher Quality State Grants

Grant number: G000685

List partner districts/LEAs:

"Aldine Independent School District

Alief Independent School District

Houston Independent School District"

List other partners:

None

Project Type: Residency

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?
Bilingual Generalist-Spanish (Grades 4-8)	No
Bilingual Generalist-Spanish (Grades EC-6)	No
Business Education (Grades 6-12)	No
Computer Science (Grades 8-12)	No
English as a Second Language Generalist (Grades 4-8)	No
English as a Second Language Generalist (Grades EC-6)	No
English Language Arts and Reading (Grades 4-8)	No
English Language Arts and Reading (Grades 7-12)	No
English Language Arts and Reading (Grades 8-12)	No
English Language Arts and Reading/Social Studies (Grades 4-8)	No

Generalist (Grades 4-8)	No
Generalist (Grades EC-6)	No
History (Grades 7-12)	No
History (Grades 8-12)	No
Journalism (Grades 8-12)	No
Life Science (Grades 7-12)	No
Life Science (Grades 8-12)	No
Mathematics (Grades 4-8)	Yes
Mathematics (Grades 7-12)	No
Mathematics (Grades 8-12)	No
Physical Science (Grades 6-12)	No
Physical Science (Grades 8-12)	No
Science (Grades 4-8)	No
Science (Grades 7-12)	No

Science (Grades 8-12)	No
Social Studies (Grades 7-12)	No
Social Studies (Grades 8-12)	No
Total number of teacher preparation programs: 27	

Section I.b Admissions

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

Junior year formally admitted based on meeting established requirements and interview

Does your initial teacher certification program conditionally admit students?

No

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

<http://www.uhd.edu/urbaned>

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

Formal admission to Teacher Education requires the following: -Declaration of major -Minimum 2.5 overall grade point average -30 semester credit hours (SCH) of course work -Meet TSI Requirements -Be in good standing -Complete all developmental courses, if required -Successful completion of ENG 1301 and 1302 (C or above) -Successful completion of Math 1301 (C or above)- Successful completion of HIST 1305 and 1306 (C or above) - Successful completion of Life and Physical Science Component (2 courses, C or above) -Formal application to the program The university core must be completed as part of these degrees.

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	No
Fingerprint check	No	Yes
Background check	No	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	No
Subject area/academic content test or other subject matter verification	Yes	No

Recommendation(s)	No	No
Essay or personal statement	Yes	No
Interview	Yes	No
Other	No	No

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

2.5

What was the median GPA of individuals accepted into the program in academic year 2014-15

3.03

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2014-15

3.29

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?

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.

Element	Required for Entry	Required for Exit
Transcript	Data not reported	Data not reported
Fingerprint check	Data not reported	Data not reported
Background check	Data not reported	Data not reported
Minimum number of courses/credits/semester hours completed	Data not reported	Data not reported
Minimum GPA	Data not reported	Data not reported
Minimum GPA in content area coursework	Data not reported	Data not reported
Minimum GPA in professional education coursework	Data not reported	Data not reported
Minimum ACT score	Data not reported	Data not reported
Minimum SAT score	Data not reported	Data not reported
Minimum basic skills test score	Data not reported	Data not

		reported
Subject area/academic content test or other subject matter verification	Data not reported	Data not reported
Recommendation(s)	Data not reported	Data not reported
Essay or personal statement	Data not reported	Data not reported
Interview	Data not reported	Data not reported
Other	Data not reported	Data not reported

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

What was the median GPA of individuals accepted into the program in academic year 2014-15

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2014-15

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 2014-15:	431
Unduplicated number of males enrolled in 2014-15:	45
Unduplicated number of females enrolled in 2014-15:	386

2014-15	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	259
<i>Race</i>	
American Indian or Alaska Native:	1
Asian:	14
Black or African American:	55
Native Hawaiian or Other Pacific Islander:	1
White:	97

Two or more races:	0
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Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2014-15.

Average number of clock hours of supervised clinical experience required prior to student teaching	120
Average number of clock hours required for student teaching	600
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	0
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	24
Number of students in supervised clinical experience during this academic year	370

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

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2014-15. 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
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Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	166
Teacher Education - Elementary Education	166
Teacher Education - Junior High/Intermediate/Middle School Education	17
Teacher Education - Secondary Education	6
Teacher Education - Multiple Levels	
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	

Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	5
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	1
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	
Teacher Education - French	

Teacher Education - German	
Teacher Education - History	
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	74
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2014-15. 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 - Special Education	
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	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
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	

Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
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	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	

Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	5
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	1
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other	183

Specify: Interdisciplinary Studies	
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Section I.f Program Completers

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

2014-15: 189

2013-14: 204

2012-13: 270

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 2014-15

Did your program prepare teachers in mathematics in 2014-15?

Yes

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

5

Did your program meet the goal for prospective teachers set in mathematics in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

Noyce Grant, teacher education faculty co-teaching with mathematics faculty

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 2015-16

Is your program preparing teachers in mathematics in 2015-16?

Yes

How many prospective teachers did your program plan to add in mathematics in 2015-16?

10

Provide any additional comments, exceptions and explanations below:

The addition of a graduate dual credit certificate may add additional teachers at the post-baccalaureate level.

Academic year 2016-17

Will your program prepare teachers in mathematics in 2016-17?

Yes

How many prospective teachers does your program plan to add in mathematics in 2016-17?

10

Provide any additional comments, exceptions and explanations below:

The addition of a graduate dual credit certificate may add additional teachers at the post-baccalaureate level.

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/oep/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 2014-15

Did your program prepare teachers in science in 2014-15?

Yes

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

5

Did your program meet the goal for prospective teachers set in science in 2014-15?

No

Description of strategies used to achieve goal, if applicable:

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 2015-16

Is your program preparing teachers in science in 2015-16?

Yes

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

10

Provide any additional comments, exceptions and explanations below:

The current degree plan is not attractive to science majors as it does not provide background for graduate school. We will be working with the Natural Sciences department to develop a Master's certification program specifically for science majors.

Academic year 2016-17

Will your program prepare teachers in science in 2016-17?

Yes

How many prospective teachers does your program plan to add in science in 2016-17?

5

Provide any additional comments, exceptions and explanations below:

We will be working with the Natural Sciences department to develop a Master's certification program specifically for science majors.

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/oep/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 2014-15

Did your program prepare teachers in special education in 2014-15?

No

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

Did your program meet the goal for prospective teachers set in special education in 2014-15?

Data not reported

Description of strategies used to achieve goal, if applicable:

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 2015-16

Is your program preparing teachers in special education in 2015-16?

No

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

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in special education in 2016-17?

No

How many prospective teachers does your program plan to add in special education in 2016-17?

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 2014-15

Did your program prepare teachers in instruction of limited English proficient students in 2014-15?

Yes

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

125

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2014-15?

No

Description of strategies used to achieve goal, if applicable:

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:

We have experienced a decline in enrollment and anticipate that less prospective teachers will complete the program during this time period. However, enrollment has since increased.

Academic year 2015-16

Is your program preparing teachers in instruction of limited English proficient students in 2015-16?

Yes

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

175

Provide any additional comments, exceptions and explanations below:

Increased enrollment in 2014-2015, and change in degree plans for EC-6 Generalist and 4-8 Generalist teacher candidates to include ESL Supplemental certification, will result in increased numbers.

Academic year 2016-17

Will your program prepare teachers in instruction of limited English proficient students in 2016-17?

Yes

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2016-17?

225

Provide any additional comments, exceptions and explanations below:

All program completers will obtain either ESL or Bilingual Supplemental certification for all EC-6 and 4-8 degrees.

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.

NA

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:

The CPDT (Center for the Professional Development of Teachers) Advisory Board was instrumental in providing input in the planning process leading to initiatives in the current program. They provided key input into the possibility of utilizing their schools for fieldwork and possible obstacles that might arise. From a programmatic perspective, discussions held with the CPDT Board provides important feedback in terms of the nature of field-based and student teaching experiences the districts would support. In addition CPDT members provided key input in terms of school availability for student placement - which directly impacts program design. Furthermore, ongoing feedback concerning district needs and possible field based experience cycles have also played an important role in helping us to refine and advance our program. In our academic courses effective strategies for English language learners are infused throughout the courses and addressed in the texts. Students in field based experiences. Finally, the CPDT Advisory board was instrumental in the department's decision to change the degree plans to include ESL or Bilingual Supplemental certification for all EC-6 and 4-8 degree plans.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TEX192 -BILINGUAL GENERALIST EC - 6 Educational Testing Service (ETS) All enrolled students who have completed all noncl	24	237	13	54
TEX192 -BILINGUAL GENERALIST EC - 6 Educational Testing Service (ETS) Other enrolled students	1			

TEX192 -BILINGUAL GENERALIST EC - 6 Educational Testing Service (ETS) All program completers, 2014-15	70	244	59	84
TEX192 -BILINGUAL GENERALIST EC - 6 Educational Testing Service (ETS) All program completers, 2013-14	66	244	55	83
TEX192 -BILINGUAL GENERALIST EC - 6 Educational Testing Service (ETS) All program completers, 2012-13	85	245	73	86
TEX190 -BTLPT - SPANISH Educational Testing Service (ETS) All enrolled students who have completed all noncl	34	253	33	97
TEX190 -BTLPT - SPANISH Educational Testing Service (ETS) Other enrolled students	24	246	17	71
TEX190 -BTLPT - SPANISH Educational Testing Service (ETS) All program completers, 2014-15	66	257	64	97
TEX190 -BTLPT - SPANISH Educational Testing Service (ETS) All program completers, 2013-14	60	257	58	97
TEX190 -BTLPT - SPANISH Educational Testing Service (ETS) All program completers, 2012-13	86	258	81	94
TEX806 -CORE SUBJECTS 4 - 8 ELAR	5			

Educational Testing Service (ETS) All enrolled students who have completed all noncl				
TEX806 -CORE SUBJECTS 4 - 8 ELAR Educational Testing Service (ETS) Other enrolled students	6			
TEX807 -CORE SUBJECTS 4 - 8 MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
TEX807 -CORE SUBJECTS 4 - 8 MATHEMATICS Educational Testing Service (ETS) Other enrolled students	6			
TEX809 -CORE SUBJECTS 4 - 8 SCIENCE Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
TEX809 -CORE SUBJECTS 4 - 8 SCIENCE Educational Testing Service (ETS) Other enrolled students	6			
TEX808 -CORE SUBJECTS 4 - 8 SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
TEX808 -CORE SUBJECTS 4 - 8 SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	6			
TEX801 -CORE SUBJECTS EC - 6 ELAR Educational Testing Service (ETS)	70	245	56	80

All enrolled students who have completed all noncl				
TEX801 -CORE SUBJECTS EC - 6 ELAR Educational Testing Service (ETS) Other enrolled students	62	242	41	66
TEX801 -CORE SUBJECTS EC - 6 ELAR Educational Testing Service (ETS) All program completers, 2014-15	17	240	10	59
TEX805 -CORE SUBJECTS EC - 6 FINE ARTS HEALTH AND PE Educational Testing Service (ETS) All enrolled students who have completed all noncl	70	239	45	64
TEX805 -CORE SUBJECTS EC - 6 FINE ARTS HEALTH AND PE Educational Testing Service (ETS) Other enrolled students	62	235	35	56
TEX805 -CORE SUBJECTS EC - 6 FINE ARTS HEALTH AND PE Educational Testing Service (ETS) All program completers, 2014-15	17	218	6	35
TEX802 -CORE SUBJECTS EC - 6 MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	70	241	43	61
TEX802 -CORE SUBJECTS EC - 6 MATHEMATICS Educational Testing Service (ETS) Other enrolled students	62	237	33	53
TEX802 -CORE SUBJECTS EC - 6 MATHEMATICS Educational Testing Service (ETS) All program completers, 2014-15	17	227	6	35

TEX804 -CORE SUBJECTS EC - 6 SCIENCE Educational Testing Service (ETS) All enrolled students who have completed all noncl	70	233	32	46
TEX804 -CORE SUBJECTS EC - 6 SCIENCE Educational Testing Service (ETS) Other enrolled students	62	224	21	34
TEX804 -CORE SUBJECTS EC - 6 SCIENCE Educational Testing Service (ETS) All program completers, 2014-15	17	218	4	24
TEX803 -CORE SUBJECTS EC - 6 SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl	70	225	34	49
TEX803 -CORE SUBJECTS EC - 6 SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	62	219	23	37
TEX803 -CORE SUBJECTS EC - 6 SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2014-15	17	208	3	18
TEX111 -GENERALIST 4 - 8 Educational Testing Service (ETS) All program completers, 2014-15	18	264	18	100
TEX111 -GENERALIST 4 - 8 Educational Testing Service (ETS) All program completers, 2013-14	21	257	20	95
TEX111 -GENERALIST 4 - 8	22	259	21	95

Educational Testing Service (ETS) All program completers, 2012-13				
TEX191 -GENERALIST EC - 6 Educational Testing Service (ETS) All enrolled students who have completed all noncl	12	243	11	92
TEX191 -GENERALIST EC - 6 Educational Testing Service (ETS) All program completers, 2014-15	79	249	71	90
TEX191 -GENERALIST EC - 6 Educational Testing Service (ETS) All program completers, 2013-14	109	250	99	91
TEX191 -GENERALIST EC - 6 Educational Testing Service (ETS) All program completers, 2012-13	154	250	142	92
TEX233 -HISTORY 7-12 Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
TEX133 -HISTORY 8 -12 Educational Testing Service (ETS) All program completers, 2013-14	1			
TEX235 -MATHEMATICS 7-12 Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
TEX235 -MATHEMATICS 7-12 Educational Testing Service (ETS)	4			

All program completers, 2014-15				
TEX135 -MATHEMATICS 8 -12 Educational Testing Service (ETS) All program completers, 2013-14	1			
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All enrolled students who have completed all noncl	100	259	94	94
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) Other enrolled students	52	259	47	90
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All program completers, 2014-15	136	259	129	95
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All program completers, 2013-14	139	261	135	97
TEX160 -PEDAGOGY - PROF RESP EC-12 Educational Testing Service (ETS) All program completers, 2012-13	261	260	257	98
TEX194 -PEDAGOGY - PROF. RESP. EC-6 Educational Testing Service (ETS) All program completers, 2013-14	1			
TEX194 -PEDAGOGY - PROF. RESP. EC-6 Educational Testing Service (ETS) All program completers, 2012-13	3			

TEX137 -PHYSICAL SCIENCE 8-12 Educational Testing Service (ETS) All program completers, 2014-15	1			
TEX236 -SCIENCE 7-12 Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2014-15	186	156	84
All program completers, 2013-14	201	176	88
All program completers, 2012-13	266	237	89

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

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.

Does your program prepare teachers to:

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

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

Students in all programs take a course in Educational Technology. This course addresses the concepts in PPR Competency 9: The teacher incorporates the effective use of technology to plan, organize, deliver and evaluate instruction for all students. Use of technology is required in the development of all lesson plans completed by teacher candidates. Technology is integrated throughout the program at every level. For example, course assignments in the program include the use of a variety of software: PowerPoint, Photo Story, Movie maker, Excel, Audacity, Publisher, and other web-based software to create presentations and curriculum materials. In addition, all students are required to: 1) communicate by email, 2) use Blackboard Learn in their coursework, and 3) complete assignments using Microsoft Office Professional and other appropriate software. Technology is used by instructors to create and share course information with students, maintain communication, and model effective

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.

In the field based courses, inclusion and understanding the needs of exceptional learners are taught. These topics are also addressed in classroom discussions of PPR Competency 2. Field based placements are in schools that follow inclusion guidelines and candidates are encouraged to consult with their mentor teachers to discuss and observe how inclusion is addressed in their field placements. In all programs (EC-6 Generalist, EC-6 Bilingual Generalist, 4-8 Generalist, and Secondary) students take coursework which includes the following objectives: exceptionalities among children with emphasis upon prevalence, assessment, characteristics, classroom management, and other educational considerations. Additional topics include legal factors in special education, bilingualism, parents and families, individual education program participation, ARD meetings, and current trends and issues. Lessons in all field based experiences are critiqued by mentor teachers, University Supervisors,

Does your program prepare special education teachers to:

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

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.

not applicable

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.

The mission of University of Houston-Downtown's Department of Urban Education teacher preparation program is to address the needs of economically, linguistically, and culturally diverse pre-service teachers and learners. The program consists of four components that provide a strong foundation for the professional development of urban teachers (see Preparation Programs). Preparation Programs: Components: (1) Multicultural Curriculum: Before students are admitted to the program, they must take a prerequisite course entitled Culture of the Urban School. Once accepted into the program, students must take a minimum of 6 hours of multicultural courses. (2) Professional Development: Three 9 hour blocks of content designed to develop an understanding of the needs of individual learners. (3) Field-Based Instruction (three semesters): Students work with mentor teachers in urban schools. (4) Monitoring Student Success: Professional faculty supervise students who are placed in mentor teacher class

Supporting Files

Complete Report Card

AY 2014-15