Institution Information

Name of Institution: Montana State University-Billings
Institution/Program Type: Traditional
Academic Year: 2012-13
State: Montana
Address: 1500 University Drive
COE, Room 278
Billings, MT, 59101
Contact Name: Ms. Jennifer Burns
Phone: 406-657-2293
Email: jburns@msubillings.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)
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.

<table>
<thead>
<tr>
<th>Teacher Preparation Programs</th>
<th>Teacher Quality Partnership Grant Member?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Education Broadfield</td>
<td>No</td>
</tr>
<tr>
<td>Elementary Education/Reading (K-12) Double Major</td>
<td>No</td>
</tr>
<tr>
<td>Elementary Education/Special Education (P-12) Double Major</td>
<td>No</td>
</tr>
<tr>
<td>K-12, Art Education</td>
<td>No</td>
</tr>
<tr>
<td>K-12, Health and Human Performance</td>
<td>No</td>
</tr>
<tr>
<td>K-12, Music Education</td>
<td>No</td>
</tr>
<tr>
<td>K-12, Spanish Education</td>
<td>No</td>
</tr>
<tr>
<td>Masters of Education, Curriculum &amp; Instruction</td>
<td>No</td>
</tr>
</tbody>
</table>
Section I.b Admission

Indicate when students are formally admitted into your initial teacher certification program:
Sophomore year Admission to 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:
www.msubillings.edu

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

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.

<table>
<thead>
<tr>
<th>Element</th>
<th>Required for Entry</th>
<th>Required for Exit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transcript</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Fingerprint check</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Background check</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Minimum number of courses/credits/semester hours completed</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Minimum GPA</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Minimum GPA in content area coursework</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Minimum GPA in professional education coursework</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Minimum ACT score</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Minimum SAT score</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Minimum basic skills test score</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Subject area/academic content test or other subject matter verification</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Recommendation(s)</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Essay or personal statement</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Interview</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Other Praxis II Content Exam</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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 2012-13
3.34

What is the minimum GPA required for completing the program?
2.65

What was the median GPA of individuals completing the program in academic year 2012-13
3.46

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.

<table>
<thead>
<tr>
<th>Element</th>
<th>Required for Entry</th>
<th>Required for Exit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transcript</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Fingerprint check</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Background check</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Minimum number of courses/credits/semester hours completed</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Minimum GPA</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Minimum GPA in content area coursework</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Minimum GPA in professional education coursework</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Minimum ACT score</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Minimum SAT score</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Minimum basic skills test score</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Subject area/academic content test or other subject matter verification</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Recommendation(s)</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Essay or personal statement</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Interview</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Other Praxis II Content Knowledge Exam</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

What is the minimum GPA required for admission into the program?
2.65

What was the median GPA of individuals accepted into the program in academic year 2012-13
3.6

What is the minimum GPA required for completing the program?
2.65

What was the median GPA of individuals completing the program in academic year 2012-13
3.835

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 2012-13 | 1035 |
| Unduplicated number of males enrolled in 2012-13 | 252 |
Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2012-13.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Number enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic/Latino of any race:</td>
<td>43</td>
</tr>
<tr>
<td>American Indian or Alaska Native:</td>
<td>21</td>
</tr>
<tr>
<td>Asian:</td>
<td>7</td>
</tr>
<tr>
<td>Black or African American:</td>
<td>7</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander:</td>
<td>1</td>
</tr>
<tr>
<td>White:</td>
<td>886</td>
</tr>
<tr>
<td>Two or more races:</td>
<td>20</td>
</tr>
</tbody>
</table>

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2012-13. 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))
### Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2012-13. 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))

<table>
<thead>
<tr>
<th>Academic Major</th>
<th>Number Prepared</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education - General</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Special Education</td>
<td>25</td>
</tr>
<tr>
<td>Teacher Education - Early Childhood Education</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Elementary Education</td>
<td>119</td>
</tr>
<tr>
<td>Teacher Education - Junior High/Intermediate/Middle School Education</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Secondary Education</td>
<td>71</td>
</tr>
<tr>
<td>Teacher Education - Agriculture</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Art</td>
<td>5</td>
</tr>
<tr>
<td>Teacher Education - Business</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - English/Language Arts</td>
<td>6</td>
</tr>
<tr>
<td>Teacher Education - Foreign Language</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Health</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Family and Consumer Sciences/Home Economics</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Technology Teacher Education/Industrial Arts</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Mathematics</td>
<td>5</td>
</tr>
<tr>
<td>Teacher Education - Music</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Education - Physical Education and Coaching</td>
<td>5</td>
</tr>
<tr>
<td>Teacher Education - Reading</td>
<td>6</td>
</tr>
<tr>
<td>Teacher Education - Science</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Social Science</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Social Studies</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Technical Education</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Computer Science</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Biology</td>
<td>2</td>
</tr>
<tr>
<td>Teacher Education - Chemistry</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Drama and Dance</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - French</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - German</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - History</td>
<td>13</td>
</tr>
<tr>
<td>Teacher Education - Physics</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Spanish</td>
<td>3</td>
</tr>
</tbody>
</table>
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
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: Sports Management

<table>
<thead>
<tr>
<th>Section I.f Program Completers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide the total number of teacher preparation program completers in each of the following academic years:</td>
</tr>
<tr>
<td>2012-13: 179</td>
</tr>
<tr>
<td>2011-12: 187</td>
</tr>
<tr>
<td>2010-11: 128</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section II Annual Goals - Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>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))</td>
</tr>
<tr>
<td>Information about teacher shortage areas can be found at <a href="http://www2.ed.gov/about/offices/list/ope/pol/tda.html">http://www2.ed.gov/about/offices/list/ope/pol/tda.html</a>.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Academic year 2012-13</td>
</tr>
<tr>
<td>Did your program prepare teachers in mathematics in 2012-13?</td>
</tr>
</tbody>
</table>
How many prospective teachers did your program plan to add in mathematics in 2012-13?
0
Did your program meet the goal for prospective teachers set in mathematics in 2012-13?
Yes
Description of strategies used to achieve goal, if applicable:

Academic year 2013-14
Is your program preparing teachers in mathematics in 2013-14?
Yes
How many prospective teachers did your program plan to add in mathematics in 2013-14?
9
Provide any additional comments, exceptions and explanations below:
The plan is to recruit 12 undergraduates and 6 post graduates for science and math combined so the reported number of 9 prospective mathematics teachers is an average of the recruitment plan numbers.

Academic year 2014-15
Will your program prepare teachers in mathematics in 2014-15?
Yes
How many prospective teachers does your program plan to add in mathematics in 2014-15?
9
Provide any additional comments, exceptions and explanations below:
We have a NSF Noyce grant with plans to prepare 6 undergraduates and 3 graduates in mathematics.

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)(I)(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 2012-13
Did your program prepare teachers in science in 2012-13?
Yes
How many prospective teachers did your program plan to add in science in 2012-13?
5
Did your program meet the goal for prospective teachers set in science in 2012-13?
Yes
Description of strategies used to achieve goal, if applicable:

Academic year 2013-14
Is your program preparing teachers in science in 2013-14?
Yes
Provide any additional comments, exceptions and explanations below:
The plan is to recruit 12 undergraduates and 6 post graduates for science and math combined so the reported number of 9 prospective science teachers is an average of the recruitment plan numbers.

Academic year 2014-15
Will your program prepare teachers in science in 2014-15?
Yes

How many prospective teachers does your program plan to add in science in 2014-15?
9

Provide any additional comments, exceptions and explanations below:
We have a NSF Noyce Grant with plans to prepare 6 undergraduate and 3 graduates as Broadfield Science teachers.

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. (§203(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 2012-13
Did your program prepare teachers in special education in 2012-13?
Yes

How many prospective teachers did your program plan to add in special education in 2012-13?
0

Did your program meet the goal for prospective teachers set in special education in 2012-13?
Yes

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:
The College of Education is currently at capacity enrollment in the Special Education Endorsement project and ABA program and will strive to maintain these numbers for the future. We are currently working on partnerships with MSU Northern and Aaniih Nakoda College to provide opportunities for Elementary majors to add special education endorsements. Additionally, we are developing a Memorandum of Agreement with University of Montana Western to enroll Post Baccalaureate Special Education Endorsement students in our Master of Science in Special Education: Generalist Option.

Academic year 2013-14
Is your program preparing teachers in special education in 2013-14?
Yes

How many prospective teachers did your program plan to add in special education in 2013-14?
0

Provide any additional comments, exceptions and explanations below:

We currently have a partnership with Aaniih Nakoda College. A Memorandum of Agreement with MSU Northern and University of Montana Western has not been successfully negotiated to date. Enrolling U of M Western's Post Baccalaureate Special Education students in our Master of Science in Special Education: Generalist Option is not tenable. The reason for this is U of M Western is using undergraduate coursework and our generalist option is developed to be graduate level coursework.

Academic year 2014-15
Will your program prepare teachers in special education in 2014-15?
Yes

How many prospective teachers does your program plan to add in special education in 2014-15?
0

Provide any additional comments, exceptions and explanations below:
The College of Education is currently at capacity enrollment in the Special Education Endorsement project and the ABA program is searching for additional faculty to grow the program. We are still exploring a partnership with MSU Northern and are open to other partnerships with other Tribal colleges.

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](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 2012-13

Did your program prepare teachers in instruction of limited English proficient students in 2012-13?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2012-13?

Did your program meet the goal for prospective teachers set in Instruction of limited English proficient students in 2012-13?

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 2013-14

Is your program preparing teachers in instruction of limited English proficient students in 2013-14?

No

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

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Will your program prepare teachers in Instruction of limited English proficient students in 2014-15?

No

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

Provide any additional comments, exceptions and explanations below:

We currently have faculty building a TESOL program which is not yet available.

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
We have maintained diversity of our field experience opportunities and inclusion of Montana's Indian Education for All throughout our curricula. As of fall 2014, we have revised and implemented a new Elementary Education Program. Revisions were made specifically to better prepare Elementary Education candidates for what diversities they will encounter in schools. We are also exploring an ESL program.

### Section III Assessment Pass Rates

No assessment pass rates have been reported.

**Please note that pass rates will be provided to Westat by the state or the testing company or companies (or entities). You do not need to upload or submit any files for this section.**

You will be notified via email once pass rates have been uploaded. Please be sure to review the pass rates for accuracy once they are uploaded. Westat expects to receive and upload pass rate files for most programs by mid-April.

### Section III Summary Pass Rates

No summary pass rates have been reported.

**Please note that pass rates will be provided to Westat by the state or the testing company or companies (or entities). You do not need to upload or submit any files for this section.**

You will be notified via email once pass rates have been uploaded. Please be sure to review the pass rates for accuracy once they are uploaded. Westat expects to receive and upload pass rate files for most programs by mid-April.

### 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
NWCU

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 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.

Methods of using appropriate technologies are included in our courses. Reading and Learning Clinics teach students to use technology effectively to collect, manage, and analyze student learning. The principles of universal design are embedded in the pre-student teaching field experiences. Educational technology to which students are exposed has increased through the use of student technology fees.

The Evidences of Professional Growth process is used in junior and senior level initial preparation and is also used in graduate level preparation. Refining that process is the focus of our proposed Transformation Initiative.

### 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
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.

All teaching candidates must successfully complete SPED 260 - Introduction to Teaching Exceptional Learners - 3cr. This course considers the characteristics of children with exceptional learning needs. Examines the services and strategies to provide for individual needs of each student with disabilities in the least restrictive environment. This course also provides students with an in-school practicum experience. The scope of this course includes special education, gifted and talented and students who consider English as their second language. The College of Education has also revised their Broadfield Elementary Education Program to include 5 additional classes in the areas of Special Education, Assessment, Technology, Reading, and Classroom Management.

The College of Education is exploring the feasibility of a TESOL certificate program.

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.

Montana State University offers a B.S. degree with a double major in Special Education at both the elementary and secondary levels. A graduate student may earn a Master of Science in Special Education or a Post Master's Supervisory Endorsement in Special Education. Special Education programs require course work in Diagnostic Teaching of Reading, Learning Disabilities, Emotional Disturbance, Developmental Disabilities, teaching learning and behavior in schools, legal and current issues in Special Education, and collaboration and individualization in education. All three of these specific areas are addressed in our current curriculum.

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.

Assessment Pass Rate is completed by the Montana Office of Public Instruction.

Supporting Files

Complete Report Card