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University of Washington-Seattle
Alternative, IHE-based Program

2014 | Title II Reports

Complete Report Card

AY 2012-13

Institution Information

Name of Institution: University of Washington-Seattle
Institution/Program Type: Alternative, IHE-based
Academic Year: 2012-13
State: Washington

Address: College of Education
212 Miller Hall, Box 353600
Seattle, WA, 98195

Contact Name: Patrick Sexton
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Email: pgsexton@u.washington.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: 2010

Grantee name: Corrine McGuigan

Project name: Teacher Quality Partnership Grant: The HU105 Project

Grant number: CFDA 84.405A

List partner districts/LEAs:

Currently: Mabton School District, Toppenish School District

List other partners:

Heritage University, Educational Service District 105, Center for Strengthening the Teaching Profession, UW-Seattle

Project Type: Residency

Section I.a Program Information

List each teacher preparation program included in your alternative, ihe-based 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?
University Accelerated Certification for Teachers	No
Total number of teacher preparation programs: 1	

Section I.b Admissions

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

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://education.uw.edu/programs/teacher/u-act>

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?

No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

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 2012-13

What is the minimum GPA required for completing the program?

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

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	No
Minimum GPA in professional education coursework	No	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	No	No
Other none	No	No

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 2012-13

3.6

What is the minimum GPA required for completing the program?

3

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

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 2012-13:	
Unduplicated number of males enrolled in 2012-13:	
Unduplicated number of females enrolled in 2012-13:	

2012-13	
Ethnicity	
Hispanic/Latino of any race:	
Race	
American Indian or Alaska Native:	
Asian:	
Black or African American:	
Native Hawaiian or Other Pacific Islander:	
White:	
Two or more races:	

Section I.d Supervised Clinical Experience

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

Average number of clock hours of supervised clinical experience required prior to student teaching	200
Average number of clock hours required for student teaching	1260
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	1
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	5
Number of students in supervised clinical experience during this academic year	12

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

At the summer institute students are in a supervised clinical experience for 5 weeks at 40 hours a week in the summer prior to working in schools.

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))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	4
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	2
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	1
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	3
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	1
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 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))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	4
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	2
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	1
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	3
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	
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:	

Section I.f Program Completers

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

2012-13: 10

2011-12: 0

2010-11: 0

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 2012-13

Did your program prepare teachers in mathematics in 2012-13?

Yes

How many prospective teachers did your program plan to add in mathematics in 2012-13?

1

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:

The U-ACT Program certifies teachers of record in K-12 classrooms in WA State on conditional certification through partnership with Teach for America. Therefore, the U-ACT Program does not actively recruit teacher candidates, instead, Teach for America recruits teachers to the Seattle region, and then those teachers enroll in the U-ACT Program to work towards earning WA state residency teaching certificates. As the regional Teach for America team works through their recruitment and selection process, interested and accepted teachers who intend to teach in secondary contexts engage in the endorsement evaluation process through the College of Education and the appropriate department in the College of Arts & Sciences. All information about this process can be found via the College's website: <http://education.uw.edu/programs/teacher/endorsement-master-teaching-applicants>

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

The U-ACT Program's Associate Director continues to reflect on the endorsement evaluation process in collaboration with the regional Teach for America recruitment and selection team in order to streamline this process and to ensure recruitment of high-quality teacher candidates with deep content knowledge for the appropriate secondary content areas.

Provide any additional comments, exceptions and explanations below:

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?

4

Provide any additional comments, exceptions and explanations below:

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?

4

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 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?

3

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:

The U-ACT Program certifies teachers of record in K-12 classrooms in WA State on conditional certification through partnership with Teach for America. Therefore, the U-ACT Program does not actively recruit teacher candidates, instead, Teach for America recruits teachers to the Seattle region, and then those teachers enroll in the U-ACT Program to work towards earning WA state residency teaching certificates. As the regional Teach for America team works through their recruitment and selection process, interested and accepted teachers who intend to teach in secondary contexts engage in the endorsement evaluation process through the College of Education and the appropriate department in the College of Arts & Sciences. All information about this process can be found via the College's website: <http://education.uw.edu/programs/teacher/endorsement-master-teaching-applicants>

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

The U-ACT Program's Associate Director continues to reflect on the endorsement evaluation process in collaboration with the regional Teach for America recruitment and selection team in order to streamline this process and to ensure recruitment of high-quality teacher candidates with deep content knowledge for the appropriate secondary content areas.

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Is your program preparing teachers in science in 2013-14?

Yes

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

4

Provide any additional comments, exceptions and explanations below:

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?

4

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/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 2012-13

Did your program prepare teachers in special education in 2012-13?

No

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

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

No

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

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

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

No

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

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/oep/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:

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:

Prospective teachers are provided training inside Washington schools that is relevant to the needs of local education institutions. Prospective teachers complete teaching practicum in local Washington schools which are structured to provide them with experience in a range of different cultural and socioeconomic diversity. Many of the practicum placements are purposely located in high needs (low SES) schools.

In addition to their teaching and mentoring at culturally diverse schools, students in the U-ACT Program complete coursework in providing instruction to limited English proficient students. Our program requires that students take coursework in teaching bilingual-bicultural students and differentiating instruction for culturally and linguistically diverse students. Within both content team sessions, and additional courses specific to working with Culturally and Linguistically Diverse students and Special Education students, teacher candidates develop a robust toolkit of methods by which to assess and effectively teach students with disabilities and limited English proficiency. Additionally, this work includes field-based assignments to provide teacher candidates with more opportunity for application of and reflection on the course content. Teacher candidates come out of these courses with the following abilities:

- Ability to summarize student strengths and weaknesses, IEP goals, accommodations, and how they apply to instruction in general education instruction.
- Ability to analyze and apply course content to classroom instruction and student learning.

- Ability to develop and apply adaptations and modifications when teaching to meet the specific needs of learners with disabilities.
- Knowledge about the contexts of Culturally and Linguistically Diverse (CLD) students and students with disabilities and how they are placed in particular families, neighborhoods, cultures, languages, and histories.
- Knowledge of the historical and legal foundations of CLD and Special Education.
- Awareness of the academic, linguistic and social trajectories of CLD students and students with disabilities.
- Understanding of the interaction, specifically the teaching and learning that occurs, between CLD students and students with disabilities and the adults in their lives.
- Awareness of why it is important for teachers to take responsibility for the learning and well-being of all their students, including CLD students and students with disabilities.
- Stages of second language acquisition and levels of language proficiency.
- Differences between conversational and academic language
- Differentiated lesson planning using the SIOP framework
- Classroom strategies to facilitate the participation and learning of CLD students.

Additionally teacher candidates will be able to do the following:

- Use observation and informal interview data to make meaningful assertions about CLD students' experiences in schools
- Identify the language proficiency levels and differentiate between conversational and academic language
- Create and modify lesson plans using the SIOP framework
- Select classroom strategies that simultaneously support academic language development and content learning
- Make connections between sociocultural influences in ELL learning and instruction

The U-ACT Program coursework has embedded working with students with disabilities into the content team courses. Teacher candidates learn how to practice differentiated instruction for students with disabilities not learning to standard and adaptation for learners with special education needs (as captured in IEPs and 504 plans). Coursework also focuses on supporting teacher candidates to develop practical skill sets for working in multicultural education and teaching. Teacher candidates come out of these courses with the following abilities:

- Explore the sociocultural aspects of working with culturally and linguistically diverse students.
- Develop skills for addressing the linguistic and academic needs of CLD students within a variety of classroom settings.
- Develop the ability to assess and determine students' and texts' approximate reading levels.
- Articulate a personal rationale for literacy instruction.
- Develop the ability to locate, evaluate, select, and develop effective content area materials for culturally and linguistically diverse learners.
- Develop the ability to design and implement effective content area reading instruction.
- Identify and develop their own conception of teaching.
- Design lessons that explicitly focus on equity and access.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
22 -BIOLOGY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
5 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	4			
6 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	4			
20 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
20 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2012-13	2			
51 -ENGLISH LANGUAGE LEARNERS	1			

Evaluation Systems group of Pearson All enrolled students who have completed all noncl				
51 -ENGLISH LANGUAGE LEARNERS Evaluation Systems group of Pearson All program completers, 2012-13	1			
26 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2012-13	1			
21 -SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
21 -SCIENCE Evaluation Systems group of Pearson All program completers, 2012-13	3			
28 -SOCIAL STUDIES Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
70 -SPECIAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All enrolled students who have completed all noncl	8		
All program completers, 2012-13	15	15	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

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.

Using technology to assess and collect, manage, and analyze data in order to improve teaching and learning is highlighted throughout our Teacher Education Program coursework. Teacher candidates in the U-ACT Program consider the use of technology and principles of universal design for learning within their specific content team sessions. Depending on the specific content area, explicit use of technologies such as graphic calculators, free web development communication tools, math and science software designed to enhance student learning, etc. are worked on with teacher candidates in their particular teaching contexts. Additionally, all of the content teams require teacher candidates to capture their lessons weekly, using video cameras and subsequently how to

analyze that video to improve upon and change curricula.

As teacher candidates work on assessment issues within their content team sessions, the course goals are centered on teaching prospective teachers how to collect data and monitor student progress that reflects validly and reliably important learning objectives. Throughout the teacher education program students are taught how to use their assessment and research skills to develop new ways of engaging students in the learning process.

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.

Prospective teachers are provided training inside Washington schools that is relevant to the needs of local education institutions. Prospective teachers complete teaching practicum in local Washington schools which are structured to provide them with experience in a range of different cultural and socioeconomic diversity. Many of the practicum placements are purposely located in high needs (low SES) schools.

In addition to their teaching and mentoring at culturally diverse schools, students in the U-ACT Program complete coursework in providing instruction to limited English proficient students. Our program requires that students take coursework in teaching bilingual-bicultural students and differentiating instruction for culturally and linguistically diverse students. Within both content team sessions, and additional courses specific to working with Culturally and Linguistically Diverse students and Special Education students, teacher candidates develop a robust toolkit of methods by which to assess and effectively teach students with disabilities and limited English proficiency. Additionally, this work includes field-based assignments to provide teacher candidates with more opportunity for application of and reflection on the course content. Teacher candidates come out of these courses with the following abilities:

- Ability to summarize student strengths and weaknesses, IEP goals, accommodations, and how they apply to instruction in general education instruction.
- Ability to analyze and apply course content to classroom instruction and student learning.
- Ability to develop and apply adaptations and modifications when teaching to meet the specific needs of learners with disabilities.
- Knowledge about the contexts of Culturally and Linguistically Diverse (CLD) students and students with disabilities and how they are placed in particular families, neighborhoods, cultures, languages, and histories.
- Knowledge of the historical and legal foundations of CLD and Special Education.
- Awareness of the academic, linguistic and social trajectories of CLD students and students with disabilities.
- Understanding of the interaction, specifically the teaching and learning that occurs, between CLD students and students with disabilities and the adults in their lives.
- Awareness of why it is important for teachers to take responsibility for the learning and well-being of all their students, including CLD students and students with disabilities.
- Stages of second language acquisition and levels of language proficiency.
- Differences between conversational and academic language
- Differentiated lesson planning using the SIOP framework
- Classroom strategies to facilitate the participation and learning of CLD students.

Additionally teacher candidates will be able to do the following:

- Use observation and informal interview data to make meaningful assertions about CLD students' experiences in schools
- Identify the language proficiency levels and differentiate between conversational and academic language
- Create and modify lesson plans using the SIOP framework
- Select classroom strategies that simultaneously support academic language development and content learning
- Make connections between sociocultural influences in ELL learning and instruction

The U-ACT Program coursework has embedded working with students with disabilities into the content team courses. Teacher candidates learn how to practice differentiated instruction for students with disabilities not learning to standard and adaptation for learners with special education needs (as captured in IEPs and 504 plans). Coursework also focuses on supporting teacher candidates to develop practical skill sets for working in multicultural education and teaching. Teacher candidates come out of these courses with the following abilities:

- Explore the sociocultural aspects of working with culturally and linguistically diverse students.
 - Develop skills for addressing the linguistic and academic needs of CLD students within a variety of classroom settings.
 - Develop the ability to assess and determine students' and texts' approximate reading levels.
 - Articulate a personal rationale for literacy instruction.
 - Develop the ability to locate, evaluate, select, and develop effective content area materials for culturally and linguistically diverse learners.
 - Develop the ability to design and implement effective content area reading instruction.
 - Identify and develop their own conception of teaching.
 - Design lessons that explicitly focus on equity and access.
-

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.

n/a

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.

<http://education.uw.edu/programs/teacher/u-act>

Supporting Files

Complete Report Card

AY 2012-13



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