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Humboldt State University Traditional Program

Complete Report Card

2015

AY 2013-14

Institution Information

Name of Institution: Humboldt State University
Institution/Program Type: Traditional
Academic Year: 2013-14
State: California

Address: 1 Harpst Street

Arcata, CA, 95521

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

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at

<http://www2.ed.gov/about/offices/list/oi/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Education Specialist (Special Education)	No
Multiple Subjects (Elementary)	No
Single Subjects (Secondary)	No
Total number of teacher preparation programs: 3	

Section I.b Admissions

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

Senior year

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.humboldt.edu/education>

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.

([Â§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 Performance Assessment	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 2013-14

What is the minimum GPA required for completing the program?

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

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.
([Â§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	No
Fingerprint check	Yes	No
Background check	Yes	No
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	No
Subject area/academic content test or other subject matter verification	Yes	No
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	Yes	No
Other Performance Assessment	No	Yes

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

2.67

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

3.2

What is the minimum GPA required for completing the program?

3

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

3.25

Please provide any additional comments about the information provided above:

Section I.c Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

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

[Additional guidance on reporting race and ethnicity data.](#)

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

2013-14	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	
<i>Race</i>	
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 2013-14.

Average number of clock hours of supervised clinical experience required prior to student teaching	45
Average number of clock hours required for student teaching	836

Average number of clock hours required for mentoring/induction support	40
Number of full-time equivalent faculty supervising clinical experience during this academic year	
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	
Number of students in supervised clinical experience during this academic year	

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 2013-14. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (Â§205(b)(1)(H))

Subject Area	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 - 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	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General 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 - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2013-14. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (Â§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	
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:

2013-14:

2012-13: 88

2011-12: 98

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

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

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

Academic year 2013-14

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

Yes

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

10

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

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:

Four of the prospective teachers have previous multiple subject credentials.

Academic year 2014-15

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

Yes

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

6

Provide any additional comments, exceptions and explanations below:

We added a second cohort of secondary credential candidates to accommodate applicants in the area of mathematics.

This number may increase if students with a previous multiple subject credential choose to add this authorization.

Academic year 2015-16

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

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

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

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

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

Academic year 2013-14

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

Yes

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

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

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:

We planned to add 8 prospective teachers in science in 2013-14, but only had 7 qualified applicants.

Academic year 2014-15

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

Yes

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

10

Provide any additional comments, exceptions and explanations below:

We have added a second cohort of secondary credential candidates to accommodate applicants in the area of science.

Academic year 2015-16

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

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

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

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

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

Academic year 2013-14

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

Yes

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

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

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:

We had planned on preparing 35 special education teachers in 2013-2014, but only had 27 qualified applicants.

The Special Education program has revised the schedule of course offerings to allow individuals who already hold a multiple subject or single subject credential to add a mild/moderate special education credential by completing one semester of coursework. Information regarding this opportunity has been disseminated to local school districts, previous credential completers, and Humboldt County Office of Education.

Four teachers with previous credentials are candidates in the Mild to Moderate Education Specialist Preliminary Credential Program.

Academic year 2014-15

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

Yes

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

25

Provide any additional comments, exceptions and explanations below:

Teachers who hold a multiple or single subject credential continue to have a reduced course load if they complete the Mild to Moderate Education Specialist Credential.

A second credential program authorizing teachers to teach students with Moderate to Severe Disabilities is offered during the summer, increasing the number of qualified special education teachers.

Academic year 2015-16

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

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

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

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

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

Academic year 2013-14

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

Yes

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

90

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

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:

Humboldt hired new faculty with expertise in preparing teachers to teach limited English proficient students.

We planned on adding 90 prospective teachers authorized to teach English Learners. We have 79 candidates in the credential programs at Humboldt State University in 2013-2014.

Academic year 2014-15

Is your program preparing 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?

110

Provide any additional comments, exceptions and explanations below:

We added a second cohort of single subject credential candidates who will all be authorized to teach English Learners.

Academic year 2015-16

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

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

Provide any additional comments, exceptions and explanations below:

Section II Assurances

Please certify that your institution is in compliance with the following assurances. (Â§205(a)(1)(A)(iii), Â§206(b))

Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Graduates of the credential programs are prepared to meet the needs of the local region and the state of California. Candidates receive extensive training in teaching the state adopted curriculum, the California assessment system and overall issues related to student academic achievement.

The teacher preparation program is develops the knowledge, skills and disposition that enable candidates to make effective instructional decisions including (a) knowing and understanding the subjects of the curriculum at grade level(s); (b) organizing and managing a class or a group of pupils for instructional activities; (c) organizing and managing student behavior and provide a productive and supportive classroom environment; (d) preparing lesson plans and making prior arrangements for class activities; (e) using an effective mix of teaching strategies and instructional activities; (f) meeting the instructional needs of students who are English learners; (g) meeting the instructional needs of students from diverse cultural backgrounds; (h) meeting the instructional needs of students with special learning needs; (i) communicating effectively with the parents or guardians of students; (j) maintaining positive rapport and fostering students' motivation and excitement; (k) thinking about problems that occur in teaching and try out various solutions; (l) understanding child development, human learning and the purposes of schools; understanding how personal, family and community conditions may affect learning; (m) learning about students' interests and motivations, and how to teach accordingly; (n) getting students involved in engaging activities and to sustain on-task behavior; (o) using computer-based applications to help students learn curriculum subjects; (p) using computer-based technology in class activities and to keep class records; (q) monitoring student progress by using formal and informal assessment methods; (r) assessing pupil progress by analyzing a variety of evidence including test scores; (s) assisting individual students in areas of their instructional needs in reading/math; (t) adjusting teaching strategies so all k-12 students have chances to understand and learn; (u) adhering to principles of educational equity in the teaching of all students; (v) using class time efficiently by relying on daily routines and planned transitions; and (w) knowing about resources in the school and community for at-risk students/families.

General education teachers are prepared to teach students with disabilities and candidates to (a) know and understand

federal and state laws that govern special education; (b) assess students' interest and abilities using multiple assessment procedures; (c) adapt curriculum to meet the learning needs of students with disabilities; (d) use individual and group assessment information in planning appropriate lessons; (e) plan instructional activities in integrated settings for students with disabilities; (f) use teaching strategies validated by research as effective; (g) use positive behavioral support techniques; (h) monitor outcomes and modify instruction based on k-12 student accomplishments; (i) develop student assessments that indicate progress toward IEP objectives; (j) conduct educational assessments as defined in students' assessment plans; (k) work with other teachers in inclusive school environments; and (l) collaborate with para-educators in meeting students' instructional needs.

Credential programs prepare teachers to promote educational equity and encourage multicultural understanding. This is accomplished in the context of providing English Learners with English language development and equitable access to a quality education. Candidates participate in learning activities designed to assist prospective teachers in developing effective instructional and assessment practices for English learners.

In the development of lesson/unit plans, candidates are asked to relate core curriculum to students' background and interests. The core curriculum is adapted to meet the linguistic needs of k-12 students. In addition, candidates present teaching strategies that encourage students who are English Learners in the development of cognitive skills such as analytical thinking, evaluating, problem solving, and reaching sound conclusions based on data.

Coursework is designed to promote cultural and linguistic sensitivity. Candidates develop lesson and unit plans that include specific modifications for English learner students, students with different intelligences and learning styles, at-risk students, low-income students and students with contrasting abilities and disabilities. The purpose of this coursework is for candidates to acquire skills necessary to deliver the content material using methods that reflect contemporary thought in teaching content area subjects to today's diverse student population. All models and strategies are examined with special consideration of the needs of all students, including women; students from diverse cultural and linguistic backgrounds; students from low-income families, at risk students, students with disabilities; gifted and talented students; and lesbian, gay, bisexual and transgender students.

During student teaching at the school sites, University supervisors formally assess candidates in regard to their planning and use of appropriate strategies as they deliver instruction. University supervisors look for congruence between the objectives the candidates outline and the sequence of instruction. They also assess the effectiveness of the lessons in terms of the level of student engagement and involvement, the diversity of strategies utilized, the lack of bias in materials, and the utilization of activities that engage students of varied learning styles and modalities.

Candidates use current theory on second language development to develop lessons/units that incorporate effective instructional strategies for English-language learners. This activity includes the objective of promoting educational equity and encouraging multicultural understanding. Candidates review standards for English language learners and adapt core curriculum to students' diverse linguistic abilities.

Candidates are prepared to provide instruction to students from rural and urban schools. Coursework and fieldwork includes the observation and analysis of the psychological, economic, and cognitive factors that affect student motivation and learning. A specific assignment that relates to this goal is the development of an interview with a student and his/her parents. The purpose of this interview is to determine attitudes to school and learning English. Concomitantly, the candidate assesses the student's relationship with his/her own culture and the U.S. macroculture. Candidates also create a student/school profile. They focus on a specific student and gather information from the student and the student's family. The purpose of this assignment is to consider how best to meet the affective and cognitive needs of the student. Through school records, observations, and interviews, candidates write a 2-3 page profile of the selected student's linguistic and academic needs.

University supervisors, in conducting clinical supervision with candidates, focus on the candidates' abilities to create an inclusive classroom that fosters the success of the diverse students in their classrooms. Observations focus on candidates' competence and abilities in teaching linguistically diverse students. Diversity is also more broadly defined to include information on how well candidates succeed in creating a classroom that encourages participation and success of students from socioeconomic, cultural, and ethnic backgrounds, as well as students with disabilities. University supervisors and mentor teachers evaluate the candidates formatively and summatively in regard to their abilities (a) to present material in a manner which challenges diverse interests; (b) ensure all students have equal

access to the curriculum; (c) promote students' self-esteem, mutual respect, and involvement among students of varied backgrounds; (d) exhibit and encourage respect for human diversity and individuality; (e) model behaviors that demonstrate and promote cultural and linguistic sensitivity; and (f) understand prejudice and implement strategies to prevent and/or reduce it.

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

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.

Candidates in the credential program are assessed for entry level technology skills. Candidates are required to verify entry level skills by either passing a technology competency test or completing a technology course (Education 285, Technology Skills for Educators).

The program entry level skills include the following: Each candidate demonstrates knowledge of current basic computer hardware and software terminology; demonstrates competency in the operation and care of computer related hardware and education related software; implements basic troubleshooting techniques for computer systems and related peripheral devices (e.g. checking the connections, isolating the problem components, distinguishing between software and hardware problems) before accessing the appropriate avenue of technical support; demonstrates knowledge and understanding of the legal and ethical issues concerned with the use of computer-based technology; and uses computers to communicate through printed media (e.g. email, presentation software, and charts, course descriptions, and student reports), online media (webpages, presentations that incorporate linked video and sound) ; and employs online tools to collaborate. Candidates who have taken Education 285 (or demonstrated skill competency through testing) create education related websites (e.g. to communicate with parents and students), post videos, evaluate educational software, create lessons using Internet resources (e.g. a web quest), and understand copyright and Fair use guidelines.

Humboldt State University collaborates with local school personnel in selecting suitable school sites for prospective teacher candidates where they can observe and participate in effective uses of technology. In collaboration with Humboldt County Office of Education school sites are identified that have District Technology Plans.

In the credential programs candidates use computer applications to manage records (e.g. gradebook, attendance, and assessment records); are familiar with a variety of computer-based collaborative tools (e.g. threaded discussion groups, newsgroups, list servers, online chat, audio/video conferences, peer evaluation using Taskstream); choose software for its relevance, effectiveness, alignment with content standards, and value added to student learning; demonstrate competence in the use of electronic research tools (e.g. access the Internet to search for and retrieve information); demonstrate the ability to assess the authenticity, reliability, and bias of the data gathered; identify student learning styles and determine appropriate technological resources to improve learning; consider the content to be taught and select the best technological resource to support, manage, and enhance learning; demonstrate the ability to create and maintain effective learning environments using computer-based technology; analyze best practices and research findings on the use of technology and design lessons accordingly; and demonstrate knowledge of copyright issues (e.g. distribution of copyrighted materials and proper citing of sources).

As part of the student teaching experience candidates use computer applications to manipulate and analyze data (e.g. create, use and report from a database; and to create charts and reports from a spreadsheet); interact and collaborate with others using computer-based collaborative tools (e.g. threaded discussion groups, newsgroups, electronic list management applications, online chat, and audio/video conferences); optimize lessons based upon the technological resources available in the classroom (e.g. Smart Boards, netbooks, data sensors), school library media centers, computer labs, district and county facilities, and other locations; design, adapt and use lessons which address the students' needs to develop information literacy and problem solving skills as tools for lifelong learning; create or make use of learning environments inside the classroom, as well as in library media centers or computer labs or fieldwork sites that promote effective use of technology aligned with the curriculum; use technology in lessons to increase students' ability to plan, locate, evaluate, select, and use information to solve problems and draw conclusions; use technology as a tool for assessing student learning and for providing feedback to students and their parents; frequently monitor and reflect upon the results of using technology in instruction and adapt lessons accordingly; collaborate with other teachers, mentors, librarians, resource specialists, and other experts, to support technology-enhanced curriculum (for example, they may collaborate on interdisciplinary lessons or cross grade level projects or with local agencies); and contribute to site-based planning or local decision making regarding the use of

technology and acquisition of technological resources.

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.

Candidates in all credential programs learn about all of the 14 primary categories of disabilities, those that do and those that do not require IEPs. Candidates are expected to identify the characteristics of each of these categories of special needs students so that they would be able to notice the signs and make a referral if they had such an unidentified student in their classrooms. There is a strong focus on learning disabilities, which are the vast majority that our candidates will be facing in their future classrooms.

Candidates are expected to know the history of special education, beginning with the federally funded civil rights PL 94-142 of 1975 for all handicapped children. They trace the concept of "learning disabled" from there to the concepts that we hold today. They are expected to know about IDEA legislation and the changes this law has made in special education service and delivery.

Candidates learn their role as teachers in the study team, and the Response to Intervention (RTI) pre-referral process. They learn the process of the IEP identification, referral, and assessment through case study examples. They learn their role in the IEP planning and meeting, implementation and evaluation through lecture, discussion, role play and debriefing.

Candidates know the rights of students and parents concerning the child's placement, review and dismissal from special education programs, as well as to understand any special protections afforded by law.

Candidates learn about identifying and assessing students for referral by learning about the characteristics of the 14 primary categories of disabilities. In our geographical area, we have so many different school districts, each with its own requirements and guidelines for referral assessment that we expect our candidates to learn a more general idea of how the assessment process works.

Our candidates use assessment on a regular basis for all of the general education students, and are trained to be alert for students who do not make expected progress. We teach them to find out who to ask for help at their school site - nurse, school psychologist, resource specialist, etc., and help them understand that this does vary from school district to school district. Candidates are expected to find out how the referral and assessment process works at their own placement sites, to serve as an example for their futures.

Our candidates use a number of appropriate language assessment tools, including the California English Language Development Test (CELDT). Candidates study and participate in a demonstration of the CELDT administered to all English learners, grades K-12. Candidates learn about reclassification of English learners as reflected in state law, including regulations adopted by the State Board of Education. These include using the CELDT, teacher evaluation,

parent opinion and consultation, and comparison of performance in basic skills to native English speakers.

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.

Teach Students with Disabilities Effectively

The Special Education Program at Humboldt State University promotes the vision that students with disabilities can enjoy academic confidence and developmental, educational growth by interacting with teachers who maximize the students' learning potential and provide a student-centered learning environment.

The program focuses on preparing successful special education teachers who model advocacy for their students and work within an expanded educational community student support system of parents, colleagues, and community members. Through their written and oral communication skills, they demonstrate sound subject matter knowledge and pedagogical methods. They model respect for and rapport with diverse student, parent, and community populations.

Credential candidates in the program: (a) understand the characteristics of special education students with disabilities, (b) utilize informal and formal assessment tools to identify individual student strengths and needs areas, and (c) develop and implement individualized educational programs that include matching teaching and learning styles. Candidates value their students. They demonstrate sensitivity toward and respect for students with disabilities by building curriculum from the foundation of what students know and creating an intellectual scaffolding for students' academic success.

The Special Education Credential Program develops candidates'™ knowledge of and ability to examine educational policies and practices. Candidates learn to effectively implement educational programs that reflect current best practices, updating programs as new practices emerge. Each candidate demonstrates knowledge of current legislative, judicial, and regulatory initiatives and their implications for teachers of students with mild to moderate and severe disabilities.

Each of the courses in the program presents academic content that reflects best practices with regard to provision of special education and related services to students with disabilities. Required texts in each of the classes have all been published within the past several years, and each text contains scores of references to the professional literature in special education, both conceptual and empirical.

IEP Team

The program provides a comprehensive review of special education history, categories of exceptional children, educational restructuring in special education, inclusion, state and federal legislation and other policy issues that relate to delivery of services. Candidates discuss the unique influence of the family and child-family interactions, parental response to a child with a disability, and parents as advocates and collaborators. As candidates examine and consider different categories of children, additional issues related to policies and practices are considered such as

family and lifespan issues, early intervention, and educational adaptations for children with various disabilities.

Candidates learn the background of current federal and state education laws. Candidates learn how the latest federal amendments to the Individuals With Disabilities Act (614)(d)(1)(B) affect general education teachers and students as well as special education students.

Candidates learn how to effectively participate as a member of an Individualized Education Program team and how to use the range of program options that must be considered for all special education students. Candidates extensively discuss the continuum of program options looking at the least restrictive to the most restrictive educational settings and instructional strategies for special education. They also discuss how various special education program options are related to general education. Candidates review the following topics; the special education laws and legal rulings, the inclusion movement, cultural and linguistic diversity, assistive technology and organizations that provide support to children with learning disabilities and their parents.

Candidates are introduced to knowledge regarding child development, learning theories, models of teaching, lesson design, assessment, and effective classroom management. Candidates demonstrate knowledge and application of teaching models that are developmentally appropriate and effective, including the elements of direct instruction and specific strategies that benefit English language learners.

The candidate is introduced to various models of effective p-12 instruction. In reviewing instructional models, candidates engage in an analysis of traditional, current theories of human cognition and learning styles and modalities. Howard Gardner's theory of multiple intelligences and applications of mind/brain/body research is reviewed theoretically and practically.

Curriculum for the Special Education Credential Program and the associated fieldwork, provides candidates with a comprehensive view of the following elements that are essential in planning appropriate curricula for children with mild to severe disabilities:

• Academic content standards, K-12

• California curriculum frameworks

• Selection of instructional materials

• Instructional strategies for diverse students

• Curriculum packages in reading, language, spelling

• Curriculum packages in mathematics

• Curriculum packages in science, social studies and health

• Common Core Standards

Candidates are required to evaluate curriculum practices with regard to educational issues for children and youth with disabilities. Candidates review curriculum in relation to assessment, current research, California academic content standards, quality of materials available, transition, learning styles, consultation and collaboration strategies, and assistive technology.

Candidates are provided with information regarding electronic resources available to special educators. Candidates are shown how to access appropriate government documents and clearinghouses of information.

Teach Students Who Are English Learners

Candidates are well prepared to teach emergent bilinguals who are English Learners. Coursework includes an examination of bilingual and ESL models, methodologies, best practices for emergent bilinguals, and language proficiency and assessment. Topics include the following: a) the goals of bilingual education; b) models for primary

language content-area instruction (e.g., alternate day, simultaneous translation, and preview-review); c) language acquisition vs. language learning models and methods; d) specially designed content-area instruction delivered in English; and e) formal and informal methods of language proficiency assessment (e.g., standardized tests, checklists and inventories, discourse analysis, designation/redesignation). f) Culturally responsive pedagogies.

The program incorporates a broad range of topics related to serving students and families from culturally and linguistically diverse backgrounds. These topics include an examination of the nature, structure, and use of language; theories of first and second language acquisition; and factors that may be related to acquisition of language and literacy. The courses incorporate topics in the following areas of study: a) theories of first and second language acquisition (e.g., nativist, empiricist, interactionist, transactionist models; stages of first and second language acquisition; and the nature of linguistic input); b) curricular, pedagogical, psychological, sociological, and other influences of second language acquisition and use c) Asset based educational model where we dismantle deficit thinking and discourse that surround schools in regards to immigrant communities.

The above areas of study are addressed through lectures, readings, assignments, and discussions of candidates' experiences in field settings with significant numbers of second language learners. The instructor is a certified bilingual teacher with over twenty years experience working in educational and community settings with students and families from culturally and linguistically diverse backgrounds.

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 School of Education has served the local community, the North Coast region and the state of California through the preparation of teachers who share a deep commitment to social justice; progressive, research based approaches to educating the diverse student body of California schools; and an ethic of critical activism in support of the students, schools and the communities in which they serve. We are committed to high quality education of teachers and to keeping children and adolescents at the heart of our teaching. We believe our society needs teachers who are creative and independent thinkers, take on leadership roles in our profession, demonstrate academic excellence, and commit themselves to high ethical standards. We perceive our candidates not as passive recipients, but rather as active, life-long learners. We believe that literacy is the responsibility of every teacher and essential for life-long learning. Our goal for all of our candidates is that they will graduate from our program and become exceptional teachers and strong advocates for children, adolescents, and for public education. We believe in offering a challenging academic program that focuses on best educational practices and the creation of a community of caring in our program and in our public school classrooms. We respond to our candidates' work personally; help our students become aware of their own assumptions, preconceptions, and personal filters; and assist them in understanding how such assumptions, preconceptions, and filters affect their teaching and the equity of the education that their students receive. We are committed to the act of teaching as being one of social activism and promotion of social justice. We see teachers as being agents of social change. We know that teaching is one of the most difficult and demanding professions, and we believe that no profession is more rewarding or more worth the dedication required than teaching. Program leaders, coordinators, and faculty in the School of Education at Humboldt State University carefully select high caliber credential candidates for each program and collaborate with local school districts in identifying fieldwork classrooms with committed, well-qualified mentor teachers. A hallmark of our programs is the considerable amount of time spent working in fieldwork classrooms. Our programs offer individual mentorship through the student teaching experience with excellent graduation and employment rates. Each program is a one-year course of study beginning in the fall. The School of Education joined the Performance Assessment for California Teachers (PACT) consortium to meet the Teacher Performance Assessment requirements. The pilot of PACT teacher performance assessments was successfully completed during the 2007-2008 academic year. The Elementary and Secondary Programs continue to fully implement PACT and continue to use PACT for candidate assessment. The Secondary Education program received funding to transform all the coursework into an online hybrid format in fall 2011. The program now has the capability to provide distance supervision. This will increase the program's outreach service to rural sites in our region that currently are too far away to allow prospective candidates to enter the campus face-to-face program.

Supporting Files

Complete Report Card

AY 2013-14



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