





Unduplicated number of females enrolled in 2009-10:	133
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2009-10	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	4
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	2
Black or African American:	38
Native Hawaiian or Other Pacific Islander:	0
White:	110
Two or more races:	0

**Section I.c Supervised Experience**

**Provide the following information about supervised clinical experience in 2009-10.**

Average number of clock hours required prior to student teaching	205
Average number of clock hours required for student teaching	525
Number of full-time equivalent faculty in supervised clinical experience during this academic year	13
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	14
Number of students in supervised clinical experience during this academic year	130

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

**Section I.d Teachers Prepared**

**Provide the number of teachers prepared, by academic major and subject area prepared to teach in 2009-10. (§205(b)(1)(H))**

Academic major	Number prepared
1	89
TOTAL	89

Subject area	Number prepared
Art	0
Biology	3
Collaborative Teacher 6-12	2
Collaborative Teacher K-6	11
Elementary	52

English/Language Arts	3
General Science	0
History	1
Mathematics	4
Physical Education	9
Social Science	4
TOTAL	89

### Section I.e Program Completers

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

2009-10: 89

2008-09: 76

2007-08: 66

### Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure 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. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	<p><b>Academic year:</b> 2009-10</p> <p><b>Goal:</b> 5% Increase</p> <p><b>Goal met?</b> No</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>Notify students of the possible assistance of the TEACH Grant.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>Improve the means of notifying students about the TEACH Grant by including a statement in written correspondence sent to applicants.</p>
Science	<p><b>Academic year:</b> 2009-10</p> <p><b>Goal:</b> 5% Increase</p>

	<p><b>Goal met?</b> No</p> <p><b>Description of strategies used to achieve goal:</b>                      Notify students of the possible assistance of the TEACH Grant.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b>                      Improve the means of notifying students about the TEACH Grant by including a statement in written correspondence sent to each applicant.</p>
<p>Special education</p>	<p><b>Academic year:</b> 2009-10</p> <p><b>Goal:</b> 5 % Increase</p> <p><b>Goal met?</b> Yes</p> <p><b>Description of strategies used to achieve goal:</b>                      Notify students of the possible assistance of the TEACH Grant.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b>                      Improve the means of notifying students about the TEACH Grant by including a statement in written correspondence sent to applicants.</p>
<p>Instruction of limited English proficient students</p>	<p><b>Academic year:</b> 2009-10</p> <p><b>Goal:</b> N/A</p> <p><b>Goal met?</b> Yes</p> <p><b>Description of strategies used to achieve goal:</b>                      N/A</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b>                      N/A</p>
<p>Recruitment Efforts</p>	<p><b>Academic year:</b> 2009-10</p> <p><b>Goal:</b> 1 %</p> <p><b>Goal met?</b> Yes</p> <p><b>Description of strategies used to achieve goal:</b>                      Continue working to recruit Math and Science Teachers.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b>                      Improve means of notifying prospects.</p>

Provide any additional comments, exceptions and explanations below:

N/A

**Section II. Assurances**

Please indicate whether your institution is in compliance with the following assurances.

**Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution’s graduates are likely to teach, based on past hiring and recruitment trends.**

Yes

**Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.**

Yes

**Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.**

Yes

**General education teachers receive training in providing instruction to children with disabilities.**

Yes

**General education teachers receive training in providing instruction to limited English proficient students.**

Yes

**General education teachers receive training in providing instruction to children from low-income families.**

Yes

**Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.**

Yes

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

All these assurances are integrated in courses and internship and assessed at the midpoint and program completion.

**Section III. Assessment Rates**

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1					
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1				70	150
ETS0235 -BIOLOGY CONTENT KNOWLEDGE	3				100	157

Educational Testing Service (ETS) All program completers, 2009-10						
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				100	154
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	4				100	158
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	71	152	63	89	89	154
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	60	153	60	100	99	158
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	60	153	56	93	99	158
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	51	156	51	100	100	158
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	5				85	167
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	3				100	172
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	6				100	173
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	2				100	176
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3				90	159
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE	1				100	163

Educational Testing Service (ETS) All program completers, 2007-08						
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2				74	135
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	4				100	144
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				100	144
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	2				100	141
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3				87	149
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	9				100	151
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	6				100	152
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	9				100	154
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	5				66	158
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	4				100	167
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				100	165
ETS0081 -SOCIAL STUDIES: CONTENT	1				100	165



KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08						
ETS0941 -WORLD AND U.S. HISTORY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1				100	152
ETS0941 -WORLD AND U.S. HISTORY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1				100	161

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2009-10	84	84	100	100
All program completers, 2008-09	75	71	95	99
All program completers, 2007-08	71	71	100	100

Section IV. Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

If yes, please specify the organization(s) that approved or accredited your program:

State

NCATE

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

Section V. Technology

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 how your program 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 how your program prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.**

All these assurances are integrated in courses and internship and assessed at the midpoint and program completion.

### Section VI. Teacher Training

**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 how your program prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

All these assurances are integrated in courses and internship and assessed at the midpoint and program completion.

**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 how your program 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.**

All these assurances are integrated in courses and internship and assessed at the midpoint and program completion.

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.

Supporting Files

Auburn U Montgomery  
Traditional Program  
2009-10

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