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Section I.a Admission Requirements

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For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level. (§205(a)(1)(C)(i))

- There are no initial teacher certification programs at the undergraduate level.
- There are no initial teacher certification programs at the postgraduate level.

Element	Undergraduate	Postgraduate
	Check all Yes	Check all Yes
	Check all No	Check all No
Application	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Fee/Payment	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Transcript	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Background check	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Experience in a classroom or working with children	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum high school GPA	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum undergraduate GPA	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GRE score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum Miller Analogies test score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

Recommendation(s)	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Interview	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Resume	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Bachelor's degree or higher	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Job offer from school/district	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Personality test (e.g.,Myers-Briggs Assessment)	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Other (specify: _____)	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

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

<http://www.ed.psu.edu/educ/current-students/undergraduate/ent-exit-crit>

Indicate when students are formally admitted into your initial teacher certification program: **Junior year** Other specify:

Does your initial teacher certification program conditionally admit students?

- Yes
- No

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

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Section I.b Enrollment

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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. The sum of the members of each racial category may not necessarily add up to the total number of students enrolled. (§205(a)(1)(C)(ii))

Total number of students enrolled in 2009-10	1402
Unduplicated number of males enrolled in 2009-10	311
Unduplicated number of females enrolled in 2009-10	1091

2009-10	Number enrolled
Ethnicity	
Hispanic/Latino of any race	25
Race	
American Indian or Alaska Native	1
Asian	13
Black or African American	20
Native Hawaiian or Other Pacific Islander	0
White	1297
Two or more races	12

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Section I.c Supervised Clinical Experience

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Provide the following information about supervised clinical experience in 2009-10. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Average number of clock hours required prior to student teaching	154.5
Average number of clock hours required for student teaching	586.5
Number of full-time equivalent faculty in supervised clinical experience during this academic year	41.5
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	0
Number of students in supervised clinical experience during this academic year	965

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

Some full-time faculty who supervise clinical experiences are also engaged in teaching methods courses.

75 students are in a year-long professional development school

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Section I.d Teachers Prepared

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In this section, the question about providing the number of students who have been certified or licensed as teachers has been removed. This question has been replaced with questions about the number of teachers prepared by academic major and subject area. IHEs and non-IHE based alternative route programs should report the number of teachers prepared by academic major and subject area for academic year 2009-10. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the major(s) a program completer declared. "Subject area" refers to the subject area(s) a program completer has been prepared to teach. A program completer can be counted in more than one academic major and subject area. (§205(b)(1)(H))

Academic major	Number prepared	Update
Agricultural Education	14	Edit Delete
Art Education	35	Edit Delete
Communication Sciences Disorders	20	Edit Delete
Curriculum and Instruction (Reading specialist)	7	Edit Delete
Elementary Ed	384	Edit Delete
Kinesiology	41	Edit Delete
Music Education	33	Edit Delete
Secondary Ed	187	Edit Delete
Special Ed	35	Edit Delete
World languages education	22	Edit Delete
TOTAL	778	Edit
		Insert Cancel

Subject area	Number prepared	Update
Agriculture Ed	14	Edit Delete
Art Ed	35	Edit Delete
Biology	16	Edit Delete

Chemistry	4	Edit	Delete
Citizenship	1	Edit	Delete
Communication	45	Edit	Delete
Early childhood	16	Edit	Delete
Earth and Space Science	3	Edit	Delete
English	54	Edit	Delete
Environmental Ed	1	Edit	Delete
French	6	Edit	Delete
General Science	6	Edit	Delete
German	2	Edit	Delete
Health and Physical Education	41	Edit	Delete
K-6	378	Edit	Delete
Mathematics	49	Edit	Delete
Music Ed	33	Edit	Delete
Physics	3	Edit	Delete
Reading	7	Edit	Delete
Social studies	58	Edit	Delete
Spanish	14	Edit	Delete
Special Ed	35	Edit	Delete
Speech/language impaired	20	Edit	Delete
TOTAL	841	Edit	
		Insert	Cancel

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Section I.e Program Completers

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

2009-10 778

2008-09 709

2007-08 756

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Section II Annual Goals

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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. (§205(a)(1)(A)(i), §205(a)(1)(A)(ii), §206(a))

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	Academic year: 2009-10 (format: 2009-10) Goal: 45 Goal met? <input checked="" type="radio"/> Yes <input type="radio"/> No Description of strategies used to achieve goal: Math education faculty meet regularly with colleagues in the math department to work on recruitment of students into math education. Description of steps to improve performance in meeting goal or lessons learned in meeting goal: New curriculum is being developed to offer an integrated undergraduate-graduate program in math and math education to increase options for
Science	Academic year: 2009-10 (format: 2009-10) Goal: 40 Goal met? <input type="radio"/> Yes <input checked="" type="radio"/> No Description of strategies used to achieve goal: We prepared 32 science teachers in 2009-10. Faculty in science education meet regularly with faculty in science to share information about Description of steps to improve performance in meeting goal or lessons learned in

	<p>meeting goal: The Howard Hughes Medical Institute project funded through Dr. Richard Cyr (Eberly College of Science) is targeting the recruitment of biology</p>
<p>Special education</p>	<p>Academic year: 2009-10 (format: 2009-10)</p> <p>Goal: 40</p> <p>Goal met? <input checked="" type="radio"/> Yes <input type="radio"/> No</p> <p>Description of strategies used to achieve goal: We prepared 35 special education teachers in 2009-10. Information about special education is shared with prospective students. An integrated</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal: A dual certification program in early childhood and special education is being proposed through the university curriculum process to increase</p>
<p>Instruction of limited English proficient students</p>	<p>Academic year: 2009-10 (format: 2009-10)</p> <p>Goal: N/A</p> <p>Goal met? <input type="radio"/> Yes <input type="radio"/> No</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
<p>Other (specify:)</p>	<p>Academic year: (format: 2009-10)</p> <p>Goal:</p> <p>Goal met? <input type="radio"/> Yes <input type="radio"/> No</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>

Provide any additional comments, exceptions and explanations below:

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Section II Assurances

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Please indicate whether your institution is in compliance with the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\)](#), [§206\(b\)](#))

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
- No

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

- Yes
- No

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

- Yes
- No
- Program does not prepare special education teachers

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No

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

All candidates complete at least 9 credits (or 270 hours) of course work and/or experiences in accommodations and adaptations for special needs learners. All candidates complete at least 3 credits (or 90 hours) of course work and/or experiences in working

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Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2009-10	757	733	97	95
All program completers, 2008-09	693	684	99	98
All program completers, 2007-08	707	697	99	98

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Section III Assessment Pass 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
ETS0780 -AGRICULTURE (PA) Educational Testing Service (ETS) All program completers, 2009-10	10	693	10	100	100	669
ETS0780 -AGRICULTURE (PA) Educational Testing Service (ETS) All program completers, 2008-09	9				100	688
ETS0780 -AGRICULTURE (PA) Educational Testing Service (ETS) All program completers, 2007-08	15	670	15	100	100	669
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	4				92	172
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	31	172	31	100	96	173
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	32	172	32	100	99	172
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	23	170	23	100	98	173
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	4				97	166
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS)	1				94	167

Other enrolled students						
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	15	177	15	100	100	169
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	6				100	168
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	19	173	19	100	100	168
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) Other enrolled students	1				82	166
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2009-10	4				94	171
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2008-09	6				100	170
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2007-08	2				99	171
ETS0087 -CITIZENSHIP EDUCATION Educational Testing Service (ETS) Other enrolled students	1				92	163
ETS0087 -CITIZENSHIP EDUCATION Educational Testing Service (ETS) All program completers, 2009-10	1				100	169
ETS0087 -CITIZENSHIP EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	3				100	167
ETS0087 -CITIZENSHIP EDUCATION Educational Testing Service (ETS) All program completers, 2007-08	9				98	165
ETS0800 -COMMUNICATION Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	10	775	10	100	100	784
ETS0800 -COMMUNICATION Educational Testing Service (ETS) Other enrolled students	2					
ETS0800 -COMMUNICATION Educational Testing Service (ETS) All program completers, 2009-10	48	731	48	100	100	724
ETS0800 -COMMUNICATION Educational Testing Service (ETS) All program completers, 2008-09	45	737	45	100	100	728

ETS0800 - COMMUNICATION Educational Testing Service (ETS) All program completers, 2007-08	46	737	46	100	100	725
ETS0020 - EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	3				98	649
ETS0020 - EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) Other enrolled students	2				98	643
ETS0020 - EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2009-10	15	685	15	100	99	647
ETS0020 - EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	10	659	10	100	100	651
ETS0020 - EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2007-08	17	685	17	100	100	654
ETS0571 - EARTH AND SPACE SCIENCES - CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1				67	163
ETS0571 - EARTH AND SPACE SCIENCES - CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	3				100	170
ETS0571 - EARTH AND SPACE SCIENCES - CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	8				100	173
ETS0571 - EARTH AND SPACE SCIENCES - CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	6				100	172
ETS0353 - ED OF EXCEPTIONAL STUDENTS: CORE CK Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	4				100	171
ETS0353 - ED OF EXCEPTIONAL STUDENTS: CORE CK Educational Testing Service (ETS) All program completers, 2009-10	31	178	31	100	100	174
ETS0353 - ED OF EXCEPTIONAL STUDENTS: CORE CK Educational Testing Service (ETS) All program completers, 2008-09	38	181	38	100	100	173
ETS0353 - ED OF EXCEPTIONAL STUDENTS: CORE CK Educational Testing Service (ETS)	43	176	43	100	100	173

All program completers, 2007-08						
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	65	177	51	78	84	176
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	27	175	21	78	76	175
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2009-10	366	180	351	96	94	178
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2008-09	339	181	331	98	97	179
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2007-08	354	182	346	98	97	180
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	11	185	11	100	95	177
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4				92	177
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	56	178	56	100	98	179
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	47	182	47	100	99	180
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	47	181	47	100	100	179
ETSo830 -ENVIRONMENTAL EDUCATION Educational Testing Service (ETS) All program completers, 2009-10	1				100	696
ETSo830 -ENVIRONMENTAL EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	2				95	712
ETSo173 -FRENCH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	5				88	180
ETSo173 -FRENCH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	3				97	183
ETSo173 -FRENCH CONTENT KNOWLEDGE Educational Testing Service (ETS)	3				94	182

All program completers, 2007-08						
ETS0511 -FUNDAMENTAL SUBJECTS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	76	171	72	95	97	171
ETS0511 -FUNDAMENTAL SUBJECTS: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	31	175	30	97	95	171
ETS0511 -FUNDAMENTAL SUBJECTS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	558	177	557	100	99	173
ETS0511 -FUNDAMENTAL SUBJECTS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	513	177	513	100	100	174
ETS0511 -FUNDAMENTAL SUBJECTS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	517	176	516	100	100	174
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	6				96	166
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	7				99	165
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	11	150	7	64	94	166
ETS0181 -GERMAN CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	2				91	180
ETS0181 -GERMAN CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				93	180
ETS0181 -GERMAN CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1				100	183
ETS0856 -HEALTH AND PE: CK Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	7				99	166
ETS0856 -HEALTH AND PE: CK Educational Testing Service (ETS) All program completers, 2009-10	40	170	40	100	100	166

ETSo856 -HEALTH AND PE: CK Educational Testing Service (ETS) All program completers, 2008-09	37	169	37	100	100	166
ETSo856 -HEALTH AND PE: CK Educational Testing Service (ETS) All program completers, 2007-08	39	172	39	100	100	167
ETSo600 -LATIN Educational Testing Service (ETS) All program completers, 2008-09	1					
ETSo061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	12	154	11	92	87	154
ETSo061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	6				80	152
ETSo061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	50	163	49	98	96	156
ETSo061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	41	165	41	100	99	156
ETSo061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	37	164	37	100	100	156
ETSo113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	32	176	32	100	98	171
ETSo113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	32	174	32	100	99	171
ETSo113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	18	176	18	100	99	171
ETSo265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1					
ETSo265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2009-10	3				94	162
ETSo265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2008-09	4				100	163
ETSo265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2007-08	6				100	162

ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	190	183	190	100	98	180
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	962	182	962	100	97	180
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	733	183	733	100	99	181
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	665	183	665	100	99	181
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2007-08	693	183	693	100	100	181
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	190	180	190	100	99	179
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	962	180	961	100	98	179
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2009-10	733	180	733	100	99	180
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2008-09	666	180	666	100	100	180
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2007-08	691	180	691	100	100	180
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	190	178	190	100	98	177
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	963	178	961	100	98	177
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2009-10	733	178	731	100	99	177
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2008-09	665	177	665	100	100	177
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2007-08	693	178	692	100	100	177

ETS0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2008-09	3				100	630
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	23	172	22	96	88	168
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	5				84	168
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	54	172	52	96	95	170
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	55	172	55	100	98	171
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	51	175	51	100	97	171
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1				73	171
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2				58	168
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	16	174	14	88	86	174
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	9				91	177
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	12	177	11	92	92	178
ETS0880 -TCHG SPEECH TO STUDENTS W/LANG IMP Educational Testing Service (ETS) All program completers, 2009-10	1				100	682
ETS0880 -TCHG SPEECH TO STUDENTS W/LANG IMP Educational Testing Service (ETS) All program completers, 2008-09	15	749	15	100	100	712
ETS0880 -TCHG SPEECH TO STUDENTS W/LANG IMP Educational Testing Service (ETS) All program completers, 2007-08	12	747	12	100	100	693

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Section IV Low-Performing

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Provide the following information about the approval or accreditation of your teacher preparation program. ([§205\(a\)\(1\)\(D\)](#), [§205\(a\)\(1\)\(E\)](#))

Is your teacher preparation program currently approved or accredited?

- Yes
- No

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

- State
- NCATE
- TEAC
- Other specify:

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)?

- Yes
- No

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Section V Use of Technology

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(§205(a)(1)(F))

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction
 - Yes
 - No
- use technology effectively to collect data to improve teaching and learning
 - Yes
 - No
- use technology effectively to manage data to improve teaching and learning
 - Yes
 - No
- use technology effectively to analyze data to improve teaching and learning
 - Yes
 - No

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.

Candidates enrolled in elementary education, world languages education, English education and special education participate in the EDUCATE initiative, which requires students to purchase a specific notebook computer in order to integrate technology into pedagogical courses:
<http://www.ed.psu.edu/educ/educate>

Candidates enrolled in other programs are required to use technology in all pedagogical courses and field experiences. Video analysis tools, such as

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Section VI Teacher Training

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(§205(a)(1)(G))

Does your program prepare **general education** teachers to:

- teach students with disabilities effectively
 - Yes
 - No
- participate as a member of individualized education program teams
 - Yes
 - No
- teach students who are limited English proficient effectively
 - Yes
 - No

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 general education candidates take 7 credits of special education courses specific to the age range they plan to teach, and all have an additional equivalent of 2 credits embedded in field work and courses that are specific to special needs populations. All candidates are required to take 3 credits of course work related to teaching English language learners.

Does your program prepare **special education** teachers to:

- teach students with disabilities effectively
 - Yes
 - No
 - Program does not prepare special education teachers
- participate as a member of individualized education program teams

- Yes
 - No
 - Program does not prepare special education teachers
- teach students who are limited English proficient effectively
 - Yes
 - No
 - Program does not prepare special education teachers

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.

The special education program has extensive field work connected to university courses related to teaching students with disabilities effectively. All students participate in IEPs, lesson planning, and assessments of student learning. All students take 3 credits of course work related to English language learners.

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Section VIII Report Card Certification

Data Edit Checks

Please resolve the following items:

Section	Item
Section III Assessment Pass Rates	Assessment pass rates have not been reported

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