Seattle Pacific University
Traditional Program

2017 | Title II Reports

Complete Report Card

AY 2015-16

Institution Information

Name of Institution: Seattle Pacific University
Institution/Program Type: Traditional
Academic Year: 2015-16
State: Washington

Address: 3307 Third Avenue West, Suite 403

Seattle, WA, 98119

Contact Name: David Denton
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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/oii/tqp/index.html.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Master of Arts in Teaching Graduate Program	No
Undergraduate Teacher Certification Program	No
Total number of teacher preparation programs: 2	

Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:
Junior year   After BA or BS for Graduate Program

Does your initial teacher certification program conditionally admit students?
Yes

Provide a link to your website where additional information about admissions requirements can be found:
http://www.spu.edu/depts/soe/admissions/soe.asp

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

traditional graduate teacher certification program.

Graduate students who do not have all application information complete may be admitted on probation. All application requirements must be satisfactorily met by the end of the first year of a two year program.

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level?

Yes

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

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	Yes	Yes
Background check	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	No	No
Essay or personal statement	No	No
Interview	Yes	No
Other passing edTPA	No	Yes

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

3

What was the median GPA of individuals accepted into the program in academic year 2015-16

3.59

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2015-16

3.66

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the postgraduate level?

Yes

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

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	Yes	Yes
Background check	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes

Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	Yes	No
Other GRE or Millers Analogy required for admission if cum GPA lower than 3.0; passing edTPA	Yes	Yes

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

3

What was the median GPA of individuals accepted into the program in academic year 2015-16

3.34

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2015-16

3.93

Please provide any additional comments about the information provided above:

Note, the admission GPA for Title II Traditional report 2014-2015 showed a median admission GPA of 3.34. The admission GPA for 2015-2016 happened to be the same, 3.34.

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 2015-16:	100
Unduplicated number of males enrolled in 2015-16:	16
Unduplicated number of females enrolled in 2015-16:	84

2015-16	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	6
Race	
American Indian or Alaska Native:	1
Asian:	4
Black or African American:	2
Native Hawaiian or Other Pacific Islander:	0
White:	55
Two or more races:	3

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2015-16.

Average number of clock hours of supervised clinical experience required prior to student teaching	60
Average number of clock hours required for student teaching	750
Average number of clock hours required for mentoring/induction support	30
Number of full-time equivalent faculty supervising clinical experience during this academic year	3
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	20
Number of students in supervised clinical experience during this academic year	73

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

undergraduates complete 20 weeks of supervised clinical practice, while graduates complete 14 weeks. Both graduates and undergraduates are required to complete at least 60 hours of field experience prior to student teaching.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2015-16. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	16
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	31
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	13
Teacher Education - Foreign Language	1
Teacher Education - Health	3
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	5
Teacher Education - Music	8
Teacher Education - Physical Education and Coaching	3
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	1
Teacher Education - Social Science	
Teacher Education - Social Studies	4
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	1
Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	6
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	1
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	5
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 2015-16. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared

Education - General	
Teacher Education - Special Education	12
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	2
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	1
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	2
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	

Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	1
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: Integrated Studies (for earning Elementary Endorsement)	16

Section I.f Program Completers

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

2015-16: 68

2014-15: 72

2013-14: 62

Section II Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

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

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

Academic year 2015-16

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

Yes

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

3

Did your program meet the goal for prospective teachers set in mathematics in 2015-16?

Yes

Description of strategies used to achieve goal, if applicable:

Recruiting candidates into shortage areas. Counseling enrolled candidates to add endorsements based on meeting content preparation requirements.

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

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Is your program preparing teachers in mathematics in 2016-17?

Yes

How many prospective teachers did your program plan to add in mathematics in 2016-17?

7

Provide any additional comments, exceptions and explanations below:

Program administrators continue to encourage candidates to earn endorsements in shortage areas, such as mathematics.

Academic year 2017-18

Will your program prepare teachers in mathematics in 2017-18?

How many prospective teachers does your program plan to add in mathematics in 2017-18?

7

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

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

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

Academic year 2015-16

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

Yes

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

3

Did your program meet the goal for prospective teachers set in science in 2015-16?

Yes

Description of strategies used to achieve goal, if applicable:

Program administrators continue to encourage candidates to earn endorsements in shortage areas.

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

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Is your program preparing teachers in science in 2016-17?

Yes

How many prospective teachers did your program plan to add in science in 2016-17?

1

Provide any additional comments, exceptions and explanations below:

Program administrators continue to encourage candidates to earn endorsements in shortage areas.

Academic year 2017-18

Will your program prepare teachers in science in 2017-18?

Yes

How many prospective teachers does your program plan to add in science in 2017-18?

5

Provide any additional comments, exceptions and explanations below:

Program administrators continue to encourage candidates to earn endorsements in shortage areas.

Section II Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/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 2015-16

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

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

6

Did your program meet the goal for prospective teachers set in special education in 2015-16?

Yes

Description of strategies used to achieve goal, if applicable:

Program administrators continue to encourage candidates to earn endorsements in shortage areas.

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:

Program administrators continue to encourage candidates to earn endorsements in shortage areas.

Academic year 2016-17

Is your program preparing teachers in special education in 2016-17?

Yes

How many prospective teachers did your program plan to add in special education in 2016-17?

7

Provide any additional comments, exceptions and explanations below:

Program administrators continue to encourage candidates to earn endorsements in shortage areas.

Academic year 2017-18

Will your program prepare teachers in special education in 2017-18?

Yes

How many prospective teachers does your program plan to add in special education in 2017-18?

7

Provide any additional comments, exceptions and explanations below:

Program administrators continue to encourage candidates to earn endorsements in shortage areas.

Section II Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

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

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 2015-16

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

Yes

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

3

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2015-16?

Yes

Description of strategies used to achieve goal, if applicable:

Program administrators continue to encourage candidates to earn endorsements in shortage areas.

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

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Is your program preparing teachers in instruction of limited English proficient students in 2016-17?

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2016-17?

3

Provide any additional comments, exceptions and explanations below:

Program administrators continue to encourage candidates to earn endorsements in shortage areas.

Academic year 2017-18

Will your program prepare teachers in instruction of limited English proficient students in 2017-18?

Yes

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2017-18?

1

Provide any additional comments, exceptions and explanations below:

Section II Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

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

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

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

We have designed specific courses to address English Language Learners and Special Education knowledge and skills as well as refining syllabi of existing courses to include relevant and critical information. We continue to work with our partner placement districts and schools to provide experiences for our teacher candidates in diverse settings.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
22 -BIOLOGY Evaluation Systems group of Pearson Other enrolled students	3			
22 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2014-15	1			
22 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2013-14	3			
23 -CHEMISTRY Evaluation Systems group of Pearson Other enrolled students	2			
23 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2015-16	1			
23 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2013-14	2			

Evaluation Systems group of Pearson All program completers, 2015-16				
100 -DESIGNATED WORLD LANGUAGES Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
100 -DESIGNATED WORLD LANGUAGES Evaluation Systems group of Pearson Other enrolled students	3			
100 -DESIGNATED WORLD LANGUAGES Evaluation Systems group of Pearson All program completers, 2015-16	1			
100 -DESIGNATED WORLD LANGUAGES Evaluation Systems group of Pearson All program completers, 2014-15	1			
101 -DESIGNATED WORLD LANGUAGES: LATIN Evaluation Systems group of Pearson All program completers, 2015-16	1			
24 -EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2013-14	1			
5 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	3			
5 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	8			
5 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	40	264	40	100
5 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	30	266	30	100
6 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	2			
6 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	9			
6 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	39	262	39	100
6 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	30	262	30	100
102 -ELEMENTARY EDUCATION SUBTEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
102 -ELEMENTARY EDUCATION SUBTEST I Educational Testing Service (ETS) Other enrolled students	45	254	45	100
102 -ELEMENTARY EDUCATION SUBTEST I Educational Testing Service (ETS) All program completers, 2015-16	16	256	16	100
102 -ELEMENTARY EDUCATION SUBTEST I Educational Testing Service (ETS) All program completers, 2014-15	4			
103 -ELEMENTARY EDUCATION SUBTEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
103 -ELEMENTARY EDUCATION SUBTEST II Educational Testing Service (ETS) Other enrolled students	45	253	44	98
103 -ELEMENTARY EDUCATION SUBTEST II Educational Testing Service (ETS) All program completers, 2015-16	17	258	17	100
	1			

Educational Testing Service (ETS) All program completers, 2014-15				
23 -ELEMENTARY LITERACY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
23 -ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2015-16	7			
23 -ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2014-15	14	50	14	100
23 -ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2013-14	10	47	10	100
22 -ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
22 -ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	15	46	15	100
22 -ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	28	50	28	100
22 -ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2013-14	21	51	21	100
116 -ENGLISH AS AN ADDITIONAL LANGUAGE Evaluation Systems group of Pearson All program completers, 2013-14	1			
301 -ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
20 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	1			
301 -ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) Other enrolled students	14	261	14	100
20 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2015-16	6			
301 -ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2015-16	9			
20 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2014-15	13	270	13	100
20 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2013-14	10	270	10	100
51 -ENGLISH LANGUAGE LEARNERS Evaluation Systems group of Pearson Other enrolled students	2			
51 -ENGLISH LANGUAGE LEARNERS Evaluation Systems group of Pearson All program completers, 2015-16	4			
51 -ENGLISH LANGUAGE LEARNERS Evaluation Systems group of Pearson All program completers, 2013-14	2			
118 -FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2013-14	2			
41 -FAMILY AND CONSUMER SCIENCES EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	2			
	1			

Evaluation Systems group of Pearson All program completers, 2015-16				
29 -HEALTH/FITNESS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
29 -HEALTH/FITNESS Evaluation Systems group of Pearson Other enrolled students	2			
29 -HEALTH/FITNESS Evaluation Systems group of Pearson All program completers, 2015-16	3			
29 -HEALTH/FITNESS Evaluation Systems group of Pearson All program completers, 2013-14	2			
27 -HISTORY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
27 -HISTORY Evaluation Systems group of Pearson Other enrolled students	11	263	9	82
27 -HISTORY Evaluation Systems group of Pearson All program completers, 2015-16	6			
27 -HISTORY Evaluation Systems group of Pearson All program completers, 2014-15	5			
27 -HISTORY Evaluation Systems group of Pearson All program completers, 2013-14	7			
30 -K-12 PERFORMING ARTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
30 -K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2015-16	6			
30 -K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2014-15	4			
30 -K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2013-14	5			
42 -LIBRARY MEDIA Evaluation Systems group of Pearson Other enrolled students	1			
304 -MATHEMATICS Educational Testing Service (ETS) Other enrolled students	7			
304 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2015-16	2			
26 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	1			
26 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	2			
26 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2013-14	4			
203 -MIDDLE GRADES MATHEMATICS Educational Testing Service (ETS) Other enrolled students	3			
203 -MIDDLE GRADES MATHEMATICS Educational Testing Service (ETS) All program completers, 2015-16	1			
	1			

Evaluation Systems group of Pearson All program completers, 2014-15				
11 -MIDDLE LEVEL HUMANITIES SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	1			
12 -MIDDLE LEVEL MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	1			
12 -MIDDLE LEVEL MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	3			
12 -MIDDLE LEVEL MATHEMATICS Evaluation Systems group of Pearson All program completers, 2013-14	3			
13 -MIDDLE LEVEL SCIENCE Evaluation Systems group of Pearson Other enrolled students	1			
13 -MIDDLE LEVEL SCIENCE Evaluation Systems group of Pearson All program completers, 2014-15	3			
35 -MUSIC: CHORAL Evaluation Systems group of Pearson All program completers, 2015-16	2			
35 -MUSIC: CHORAL Evaluation Systems group of Pearson All program completers, 2014-15	2			
35 -MUSIC: CHORAL Evaluation Systems group of Pearson All program completers, 2013-14	4			
34 -MUSIC: GENERAL Evaluation Systems group of Pearson Other enrolled students	4			
34 -MUSIC: GENERAL Evaluation Systems group of Pearson All program completers, 2015-16	5			
34 -MUSIC: GENERAL Evaluation Systems group of Pearson All program completers, 2014-15	3			
34 -MUSIC: GENERAL Evaluation Systems group of Pearson All program completers, 2013-14	5			
36 -MUSIC: INSTRUMENTAL Evaluation Systems group of Pearson Other enrolled students	1			
36 -MUSIC: INSTRUMENTAL Evaluation Systems group of Pearson All program completers, 2015-16	6			
36 -MUSIC: INSTRUMENTAL Evaluation Systems group of Pearson All program completers, 2014-15	3			
36 -MUSIC: INSTRUMENTAL Evaluation Systems group of Pearson All program completers, 2013-14	4			
1006 -OPI FRENCH American Council on the Teaching of Foreign Langua Other enrolled students	1			
1013 -OPI MANDARIN American Council on the Teaching of Foreign Langua Other enrolled students	1			
1018 -OPI SPANISH American Council on the Teaching of Foreign Langua All enrolled students who have completed all noncl	1			
1018 -OPI SPANISH American Council on the Teaching of Foreign Langua Other enrolled students	1			
	1			

American Council on the Teaching of Foreign Langua All program completers, 2014-15				
24 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	2			
24 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	2			
21 -SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	1			
21 -SCIENCE Evaluation Systems group of Pearson All program completers, 2014-15	1			
21 -SCIENCE Evaluation Systems group of Pearson All program completers, 2013-14	5			
7 -SECONDARY ENGLISH - LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2015-16	9			
7 -SECONDARY ENGLISH - LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2014-15	8			
7 -SECONDARY ENGLISH - LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2013-14	5			
10 -SECONDARY HISTORY - SOCIAL STUDIES Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
10 -SECONDARY HISTORY - SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2015-16	6			
10 -SECONDARY HISTORY - SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2014-15	4			
10 -SECONDARY HISTORY - SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2013-14	4			
8 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	3			
8 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	2			
8 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2013-14	4			
9 -SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	2			
9 -SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2014-15	1			
9 -SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2013-14	4			
28 -SOCIAL STUDIES Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
28 -SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	8			
28 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2015-16	4			
	4			

Evaluation Systems group of Pearson All program completers, 2014-15				
28 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2013-14	5			
70 -SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	7			
70 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	16	262	16	100
25 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	16	47	16	100
25 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	13	48	13	100
70 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	14	264	14	100
70 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	5			
25 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	5			
32 -THEATRE ARTS Evaluation Systems group of Pearson Other enrolled students	1			
32 -THEATRE ARTS Evaluation Systems group of Pearson All program completers, 2014-15	1			
32 -THEATRE ARTS Evaluation Systems group of Pearson All program completers, 2013-14	2			
33 -VISUAL ARTS Evaluation Systems group of Pearson Other enrolled students	7			
28 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2013-14	1			
33 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2013-14	1			
29 -WORLD LANGUAGE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
29 -WORLD LANGUAGE Evaluation Systems group of Pearson All program completers, 2014-15	1			
2002 -WPT CHINESE American Council on the Teaching of Foreign Langua Other enrolled students	1			
2005 -WPT FRENCH American Council on the Teaching of Foreign Langua Other enrolled students	1			
2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All enrolled students who have completed all noncl	1			
2015 -WPT SPANISH American Council on the Teaching of Foreign Langua Other enrolled students	1			
2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2014-15	1			

Group	Number taking tests	Number passing tests	Pass rate (%)
All enrolled students who have completed all noncl	23	22	96
Other enrolled students	179	172	96
All program completers, 2015-16	188	188	100
All program completers, 2014-15	219	219	100
All program completers, 2013-14	191	191	100

Section IV Low-Performing

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

Is your teacher preparation program currently approved or accredited?
Yes

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

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?
No

Section V Use of Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare teachers to:

- **integrate technology effectively into curricula and instruction**
  Yes
- **use technology effectively to collect data to improve teaching and learning**
  Yes
- **use technology effectively to manage data to improve teaching and learning**
  Yes
- **use technology effectively to analyze data to improve teaching and learning**
  Yes

Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

We expect our candidates to use technology throughout the program. They are involved in using a variety of technologies to complete their work for courses. These include search engines, various blogging tools, word processors, spreadsheets, discussion groups, listserves, and a variety of other web 2.0 and computer-based technologies.

Our faculty also model the incorporation of various technologies into coursework. As mentioned above, students are regularly engaged in assignments that require them to use technology. They also see technology used on a regular basis. Document projectors, Internet projections, a variety of animations, as well as smartboards, and other technologies are routinely used in classes they take.

Since our students take many of their courses while embedded in the internship placement, they have an immediate opportunity to apply the technology they use in completing university coursework as well as what they are taught in their specific technology course.

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.

While multiple courses required students to be able to differentiate instructional strategies to work with a range of learners, undergraduate and graduate programs include specific courses that overtly address working with students with disabilities and limited English Proficiency. At the undergraduate level, EDU 2300, Diversity

team to meet the needs of students with disabilities through participation in an IEP team.

In addition to the integrated focus in the Master of Arts in Teaching program, all students are required to take EDSP 6644 Educating Exceptional Students to help ensure that our students are well prepared to work with students with disabilities.

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.

Students majoring in special education take a total of 18 quarter credits in methods courses related to teaching students with disabilities. In addition, they take 8 quarter credits of foundations courses 3 credit hours in writing IEPs, and between 10 and 18 quarter credits in student teaching.

Master of Arts in Teaching teacher candidates take 25 graduate level quarter credits in Special Education content and an additional 12 credits in general and specific methods as part of their certification program. All Special Education coursework is aligned with Washington State Endorsement competencies.

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.

Teacher Education consists of graduate and undergraduate programs. The undergraduate program is organized into four quarters, around foundations, methods, skills, and application courses. Graduate teacher education includes a two-year Master of Arts in Teaching (MAT). Teacher preparation programs at Seattle Pacific University require all teacher candidates demonstrate content, pedagogical, and professional knowledge and skills, along with meeting all endorsement competencies required for residency certification according to Washington Administrative Code 181-78A-270. All teacher candidates must demonstrate evidence of having a positive impact on student learning outcomes associated with state learning standards. A positive impact on student learning means showing evidence of student growth through effective planning, instruction, assessment, and reflection. Teacher candidates earning residency certification must demonstrate effective performance in field experience, clinical student teaching, and coursework. Assessment of effective performance in field experience and clinical teaching is done by comparing candidate performance to criteria defined in RCW 28A.405.100. Teacher evaluation criteria shown in RCW 28A.405.100 infer proficiency on professional dispositions, which are necessary for productive interactions with students, colleagues, administrators, and parents or guardians. Teacher candidates earning residency certification demonstrate proficient performance in coursework according to University requirements and widely agreed upon academic competencies and dispositions defined by the School of Education and also those standards informed by professional organizations.

Supporting Files

Residency Teacher Certification Handbook 2016_2017

Example MAT Special Education Course Sequence 2015-2017

Complete Report Card