



University of Montana-Western  
Traditional Report AY 2018-19  
Montana



REPORT COMPLETE  
STATUS: CERTIFIED

## Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic year](#)
- [IPEDS ID](#)

### IPEDS ID

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

### ADDRESS

### CITY

### STATE



### ZIP

### SALUTATION



### FIRST NAME

### LAST NAME

Straus

**PHONE**

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# List of Programs

THIS PAGE INCLUDES:

>> [List of Programs](#)

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Information Postgraduate level (PG), or both.

**(§205(a)(C))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Teacher Preparation Program](#)

## List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	Both	
13.1202	Elementary Education	Both	
13.1	Special Education	Both	
13.1302	Teacher Education - Art	Both	
13.1322	Teacher Education - Biology	Both	
13.1303	Teacher Education - Business	Both	
13.1321	Teacher Education - Computer Science	Both	
13.1324	Teacher Education - Drama and Dance	Both	
13.1337	Teacher Education - Earth Science	Both	
13.1305	Teacher Education - English/Language Arts	Both	
13.1316	Teacher Education - General Science	Both	
13.1328	Teacher Education - History	Both	
13.1311	Teacher Education - Mathematics	Both	
13.1312	Teacher Education - Music	Both	
13.99	Teacher Education - Other	Both	
13.1314	Teacher Education - Physical Education and Coaching	Both	
13.1315	Teacher Education - Reading	Both	
13.1317	Teacher Education - Social Sciences	Both	

Total number of teacher preparation programs:

18

# Program Requirements

THIS PAGE INCLUDES:

- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. [\(\\$205\(a\)\(1\)\(C\)\(i\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

## Undergraduate Requirements

1. Are there initial teacher certification programs at the undergraduate level?

- Yes  
 No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

Element	Admission	Completion
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: Teaching performance; Writing performance; Service learning; Teacher Work Sa...	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.7

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.7

4. Please provide any additional information about the information provided above:

No additional information to provide.

## Postgraduate Requirements

1. Are there initial teacher certification programs at the postgraduate level?

- Yes  
 No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

Element	Admission	Completion
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text" value="Teaching performance, Service learning, Teacher Work Sample"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.7

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.7

4. Please provide any additional information about the information provided above:

No additional information to provide.

## Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2018-19. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- Yes  
 No

If yes, provide the next two responses. If no, leave them blank.

### Programs with student teaching models (most traditional programs)

Number of clock hours of supervised clinical experience required prior to student teaching

212

Number of clock hours required for student teaching

420

Are there programs in which candidates are the teacher of record?

- Yes  
 No

If yes, provide the next two responses. If no, leave them blank.

### Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom

Number of years required for teaching as the teacher of record in a classroom

## All Programs

**Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)**

12

[Optional tool](#) for automatically calculating full-time equivalent faculty in the system

**Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)**

29

**Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year**

293

**Number of students in supervised clinical experience during this academic year**

365

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

No additional information to provide.



# Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

**(§205(a)(1)(C)(ii))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Enrolled Student](#)
- [Program Completer](#)

## Enrollment and Program Completers

2018-19 Total	
Total Number of Individuals Enrolled	697
Subset of Program Completers	129

Gender	Total Enrolled	Subset of Program Completers
Male	203	42
Female	494	87
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	40	5
Asian	3	0
Black or African American	2	0
Hispanic/Latino of any race	30	5
Native Hawaiian or Other Pacific Islander	1	0
White	591	109

Race/Ethnicity	Total Enrolled	Subset of Program Completers
<b>Two or more races</b>	13	4
<b>No Race/Ethnicity Reported</b>	17	6

## Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic Major](#)

### THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by Academic Major](#)

## Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2018-19.

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\(b\)\(1\)\(H\)](#))

### What are CIP Codes?

No teachers prepared in academic year 2018-19

If your program has no teachers prepared, check the box above and leave the table below blank (or [clear responses already entered](#)).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (<https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="11"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="59"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	21
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	4
13.1303	Teacher Education - Business	5
13.1305	Teacher Education - English/Language Arts	7
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	2
13.1312	Teacher Education - Music	1
13.1314	Teacher Education - Physical Education and Coaching	15
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	4
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	1
13.1322	Teacher Education - Biology	1
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	3
13.1328	Teacher Education - History	7
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text" value="Teacher Librarian"/>	2

## Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2018-19. 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\(b\)\(1\)\(H\)](#))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

### [What are CIP Codes?](#)

Do participants earn a degree upon completion of the program?

- Yes  
 No

No teachers prepared in academic year 2018-19

If your program does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	<input type="text"/>
13.1202	Teacher Education - Elementary Education	55
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	19
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	2
13.1303	Teacher Education - Business	5
13.1305	Teacher Education - English/Language Arts	7
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	<input type="text"/>
13.1312	Teacher Education - Music	1
13.1314	Teacher Education - Physical Education and Coaching	14
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	4
13.1318	Teacher Education - Social Studies	<input type="text"/>
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	1
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	6
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>
01	Agriculture	<input type="text"/>
03	Natural Resources and Conservation	<input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text"/>
09	Communication or Journalism	<input type="text"/>

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	<input type="text"/>
12	Personal and Culinary Services	<input type="text"/>
14	Engineering	<input type="text"/>
16	Foreign Languages, Literatures, and Linguistics	<input type="text"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
21	Technology Education/Industrial Arts	<input type="text"/>
22	Legal Professions and Studies	<input type="text"/>
23	English Language/Literature	<input type="text"/>
24	Liberal Arts/Humanities	<input type="text"/>
25	Library Science	<input type="text"/>
26	Biological and Biomedical Sciences	<input type="text"/>
27	Mathematics and Statistics	<input type="text"/>
30	Multi/Interdisciplinary Studies	<input type="text"/>
38	Philosophy and Religious Studies	<input type="text"/>
40	Physical Sciences	<input type="text"/>
41	Science Technologies/Technicians	<input type="text"/>
42	Psychology	<input type="text"/>
44	Public Administration and Social Service Professions	<input type="text"/>
45	Social Sciences	<input type="text"/>
46	Construction	<input type="text"/>
47	Mechanic and Repair Technologies	<input type="text"/>
50	Visual and Performing Arts	<input type="text"/>
51	Health Professions and Related Clinical Sciences	<input type="text"/>
52	Business/Management/Marketing	<input type="text"/>
54	History	<input type="text"/>

CIP Code	Academic Major	Number Prepared
99	Other Specify: <input data-bbox="289 121 1260 163" type="text"/>	<input data-bbox="1292 90 1568 132" type="text"/>



# Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

Respond to the following assurances. Note: Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\)](#); [§206\(b\)](#))

## Program Assurances

1. Program 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  
 No

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

- Yes  
 No

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

- Yes  
 No  
 Program does not prepare special education teachers

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

- Yes  
 No

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

- Yes  
 No

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

- Yes  
 No

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

- Yes  
 No

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

All secondary education and K-12 education students attain a double-major or the equivalent of a double-major: a major in their content area, and a major in education. All elementary education and PK - Grade 3 students complete a carefully aligned content-background preparation in various subjects and complete a rigorous sequence of education courses. The elementary education and PK - Grade 3 courses include integrated content, to provide a strong foundation. All education courses contain integrated components related to meeting the needs of special education students. Montana Western students complete a robust set of Field Experiences in a variety of settings. We are particularly proud of our emphasis on preparing teachers for the very small rural schools in Montana. We engage our candidates in multiple field experiences in P-12 schools prior to student teaching. We also engage our elementary education and PK - Grade 3 degree students in a campus-based lab school field experience which brings children and youth from one-room and two-room schools to our campus.



## 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 teacher preparation 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\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

**Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.**

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

### THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

## Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in mathematics in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

It was our goal to add 10 prospective teachers of mathematics for 2018-19.

3. Did your program meet the goal?

- Yes  
 No

4. Description of strategies used to achieve goal, if applicable:

We wrote that our strategy to achieve the goal for 2018-19 included four actions that we would take: (1) Formation of the University Teacher Education Committee (UTEC). This committee consists of at least one faculty member from each of the departments on our campus which represent content areas

in which we certify teacher candidates for licensure. Education Division faculty members on the committee consist of the Division Chair, the accreditation officer, and the program leads for K-12, secondary, elementary, and P-3 programs. Ex officio members of the committee are the Provost and the Director of Student Success. The UTEC has great potential for strengthening the interface between education faculty and faculty members in the other departments, including mathematics. One purpose of the committee is to more effectively reach out to first-year students and transfer students who are interested in mathematics education, science education, and special education, encouraging those students to declare those fields as their major. (2) The division met with the Director of Admissions and strategized about improved recruiting processes aimed not only at gaining increased enrollment in education overall, but specifically in the areas of mathematics education, science education, and special education. (3) The Education Division Chair sent individualized emails out to all prospective students who had submitted applications to UMW with an intent to declare an education field as their major. The Division Chair tailored those emails to encourage the applicants in pursuing the specific subject area(s) in which they had stated an interest, thus fostering support for mathematics education, science education, and special education, where applicable. (4) During the University's spring on-campus prospective students' day, the University held a first-time-ever separate event for prospective students interested in education fields. While outreach to the prospective students was largely general in nature, there was specific mention of the fields of mathematics education, science education, and special education in particular. Discussion of those fields occurred in relationship to the fact that all three are in high demand with regard to the current teaching shortage in Montana.

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

The strategies employed in meeting these goals are well-developed and generally effective approaches. The Education Division anticipates making better and more extensive use of the UTEC, which is still a relatively new committee. We expect to continue to employ the other strategies described above, too. We also plan to reduce our goal to a more manageable number of new prospective mathematics educators. See #10, below.

**6. Provide any additional comments, exceptions and explanations below:**

No comments to add.

## Review Current Year's Goal (2019-20)

**7. Is your program preparing teachers in mathematics in 2019-20? If no, leave the next question blank.**

- Yes  
 No

**8. Describe your goal.**

It was our goal to add 10 prospective teachers of mathematics for 2019-20.

## Set Next Year's Goal (2020-21)

**9. Will your program prepare teachers in mathematics in 2020-21? If no, leave the next question blank.**

- Yes  
 No

**10. Describe your goal.**

It is our goal to add 5 prospective teachers of mathematics for 2020-21. Our goals in previous years have been too ambitious, and at the time of this writing, the University faces possible shortfalls in enrollment due to the effects of the COVID-19 pandemic.



# 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 teacher preparation 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\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

**Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.**

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Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

## THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

## Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in science in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

It was our goal to add 5 prospective teachers in science education for AY 2018-19.

3. Did your program meet the goal?

- Yes  
 No

4. Description of strategies used to achieve goal, if applicable:

We wrote that our strategy to achieve the goal for 2018-19 included four actions that we would take: (1) Formation of the University Teacher Education Committee (UTEC). This committee consists of at least one faculty member from each of the departments on our campus which represent content areas

in which we certify teacher candidates for licensure. Education Division faculty members on the committee consist of the Division Chair, the accreditation officer, and the program leads for K-12, secondary, elementary, and P-3 programs. Ex officio members of the committee are the Provost and the Director of Student Success. The UTEC has great potential for strengthening the interface between education faculty and faculty members in the other departments, including mathematics. One purpose of the committee is to more effectively reach out to first-year students and transfer students who are interested in mathematics education, science education, and special education, encouraging those students to declare those fields as their major. (2) The division met with the Director of Admissions and strategized about improved recruiting processes aimed not only at gaining increased enrollment in education overall, but specifically in the areas of mathematics education, science education, and special education. (3) The Education Division Chair sent individualized emails out to all prospective students who had submitted applications to UMW with an intent to declare an education field as their major. The Division Chair tailored those emails to encourage the applicants in pursuing the specific subject area(s) in which they had stated an interest, thus fostering support for mathematics education, science education, and special education, where applicable. (4) During the University's spring on-campus prospective students' day, the University held a first-time-ever separate event for prospective students interested in education fields. While outreach to the prospective students was largely general in nature, there was specific mention of the fields of mathematics education, science education, and special education in particular. Discussion of those fields occurred in relationship to the fact that all three are in high demand with regard to the current teaching shortage in Montana.

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

The strategies employed in meeting these goals are well-developed and generally effective approaches. The Education Division anticipates making better and more extensive use of the UTEC, which is still a relatively new committee. We expect to continue to employ the other strategies described above, too. We also plan to reduce our goal to a more manageable number of new prospective science educators. See #10, below.

**6. Provide any additional comments, exceptions and explanations below:**

No comments to add.

## Review Current Year's Goal (2019-20)

**7. Is your program preparing teachers in science in 2019-20? If no, leave the next question blank.**

- Yes  
 No

**8. Describe your goal.**

It was our goal to add 10 prospective teachers in science education for 2019-20.

## Set Next Year's Goal (2020-21)

**9. Will your program prepare teachers in science in 2020-21? If no, leave the next question blank.**

- Yes  
 No

**10. Describe your goal.**

It is our goal to add 5 prospective teachers in science education in 2020-21. Our goals in previous years have been too ambitious, and at the time of this writing, the University faces possible shortfalls in enrollment due to the effects of the COVID-19 pandemic.





## 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 teacher preparation 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\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

**Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.**

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

### THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

## Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in special education in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

We planned to add 20 prospective teachers to the special education program for 2018-19.

3. Did your program meet the goal?

- Yes  
 No

4. Description of strategies used to achieve goal, if applicable:

The special education program coordinator uses a combination of internal outreach to first-year and transfer students, along with outreach to K-12 school partners across the state of Montana. The special education program coordinator is very active in the K-12 schools, and she uses her contacts

within those schools to promote the field of special education and to encourage enrollment in the program which she coordinates. Furthermore, we wrote last year that our strategy to achieve the goal for 2018-19 included four actions that we would take: (1) Formation of the University Teacher Education Committee (UTEC). This committee consists of at least one faculty member from each of the departments on our campus which represent content areas in which we certify teacher candidates for licensure. Education Division faculty members on the committee consist of the Division Chair, the accreditation officer, and the program leads for K-12, secondary, elementary, and P-3 programs. Ex officio members of the committee are the Provost and the Director of Student Success. The UTEC has great potential for strengthening the interface between education faculty and faculty members in the other departments, including mathematics. One purpose of the committee is to more effectively reach out to first-year students and transfer students who are interested in mathematics education, science education, and special education, encouraging those students to declare those fields as their major. (2) The division met with the Director of Admissions and strategized about improved recruiting processes aimed not only at gaining increased enrollment in education overall, but specifically in the areas of mathematics education, science education, and special education. (3) The Education Division Chair sent individualized emails out to all prospective students who had submitted applications to UMW with an intention to declare an education field as their major. The Division Chair tailored those emails to encourage the applicants in pursuing the specific subject area(s) in which they had stated an interest, thus fostering support for mathematics education, science education, and special education, where applicable. (4) During the University's spring on-campus prospective students' day, the University held a first-time-ever separate event for prospective students interested in education fields. While outreach to the prospective students was largely general in nature, there was specific mention of the fields of mathematics education, science education, and special education in particular. Discussion of those fields occurred in relationship to the fact that all three are in high demand with regard to the current teaching shortage in Montana.

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

The strategies employed in meeting these goals are well-developed and generally effective approaches. The Education Division anticipates making better and more extensive use of the UTEC, which is still a relatively new committee. We expect to continue to employ the other strategies described above, too. We also plan to reduce our goal to a more manageable number of new prospective special education teachers. See #10, below.

**6. Provide any additional comments, exceptions and explanations below:**

No comments to add.

## Review Current Year's Goal (2019-20)

**7. Is your program preparing teachers in special education in 2019-20? If no, leave the next question blank.**

- Yes  
 No

**8. Describe your goal.**

We planned to add 15 prospective teachers to the special education program for 2019-20.

## Set Next Year's Goal (2020-21)

**9. Will your program prepare teachers in special education in 2020-21? If no, leave the next question blank.**

- Yes  
 No

**10. Describe your goal.**

We plan to add 15 prospective teachers to the special education program for 2020-21. Elsewhere in this report, we have reduced our goals for 2020-21 in the areas of mathematics and science education, and the rationale for those reductions rests largely on the fact that our previous goals have been too ambitious, and that we are currently operating in very uncertain times, due to the current public health crisis brought on by the COVID-19 pandemic. However, for this particular field, we are currently working on the adoption and approval of a post-baccalaureate certificate in special education which--if well-marketed across the state--we hope will be of significant interest to prospective special education teachers.

# 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 teacher preparation 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\(a\)\(1\)\(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

## THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

## Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in instruction of limited English proficient students in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes  
 No

4. Description of strategies used to achieve goal, if applicable:

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

6. Provide any additional comments, exceptions and explanations below:

## Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in instruction of limited English proficient students in 2019-20? If no, leave the next question blank.

- Yes  
 No

8. Describe your goal.

## Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

- Yes  
 No

10. Describe your goal.

## Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

## Assessment Pass Rates

Your state does not require assessments for an initial teaching credential; thus, this section is not applicable. To acknowledge, please select "This Page is Completed" at the bottom of the page, and click "Save".

## Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period.  [\(§205\(a\)\(1\)\(B\)\)](#)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

## Summary Pass Rates

Your state does not require assessments for an initial teaching credential; thus, this section is not applicable. To acknowledge, please select "This Page is Completed" at the bottom of the page, and click "Save".

# Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

## Low-Performing

1. 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
- CAEP
- AAQEP
- Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- Yes
- No



# Use of Technology

THIS PAGE INCLUDES:

>> [Use of Technology](#)

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

## Use of Technology

1. 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. ([§205\(a\)\(1\)\(F\)](#))

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes  
 No

- b. use technology effectively to collect data to improve teaching and learning

Yes  
 No

- c. use technology effectively to manage data to improve teaching and learning

Yes  
 No

- d. use technology effectively to analyze data to improve teaching and learning

Yes  
 No

2. 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.

Every candidate must pass a required course dedicated to developing their skills in using a wide variety of state-of-the-art technological tools useful for teaching. Candidates must demonstrate effective use of instructional technology in their Teacher Work Sample, in unit plans created in methods courses, and in lessons taught during student teaching. They use technology to collect, manage, and analyze data as part of their Teacher Work Sample during Student Teaching.

# Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

**(§205(a)(1)(G))**

## Teacher Training

### 1. Provide a description of the activities that prepare general education teachers to:

#### a. Teach students with disabilities effectively

In 2012 the Teacher Education Program was revised, and the course on teaching students with exceptional needs was eliminated from the program. Course content from that class was embedded in a wide range of courses taken by our general education candidates, and evidence of candidates' knowledge in this area is assessed in those classes. Strategies for working with children with special needs are embedded in a wide range of courses. Thus, candidates receive extensive, integrated preparation throughout their programs of study with regard to the effective education of students with disabilities. Furthermore, candidates receive training in working with children with disabilities during their field placements, and during student teaching as well. Evidence is collected from supervising teachers' observations and in instructors' observations. With the implementation of two statewide surveys of completers and their employers, the Education Division now also collects evidence of completers' satisfaction with their preparation in this area, as well as evidence of employers' views of how well candidates have been prepared in this area.

#### b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

Preparation in participating on an Individualized Education Program team is specifically taught to prospective general education teachers in EDU 382 Assessment, Curriculum, and Instruction. Additional preparation in this area is provided during EDU 306 School Law and Advocacy for All K-12 Learners. Both courses are part of the Professional Education Core, and are required of all elementary education, PreK - Grade 3, and K-12/secondary education majors.

#### c. Effectively teach students who are limited English proficient.

Preparation for working with students who have limited English proficiency (LEP) is embedded in all literacy education courses in the teacher education program. Candidates enrolled in the elementary education program and the PreK - Grade 3 degree program are required to take four literacy education courses. Candidates enrolled in K-12 and secondary education programs are required to take one literacy education course. Limited opportunities to work with students with LEP are provided to our candidates during field placements and student teaching, due to the demographics of our state. Our institution recognizes this as a weakness in our program.

### 2. Does your program prepare special education teachers?

- Yes  
 No

If yes, provide a description of the activities that prepare *special education teachers* to:

#### a. Teach students with disabilities effectively

The entire special education program of study is carefully designed to prepare prospective special education teachers to effectively teach students with disabilities. In particular, candidates are required to take EDSP 303 Teaching Students with Intellectual Disabilities, which focuses on working with students who have moderate to severe disabilities in intellectual, motor, communication, perceptual, and/or social skills. Furthermore, candidates must take EDSP 464 Methods of Instruction for Students with High Incidence Disabilities. This course prepares candidates to provide

accommodations and support for students with a wide range of mild to moderate disabilities. Candidates experience additional preparation in the areas of response to intervention, meeting the needs of students with emotional disturbances, and in applying principles of behaviorism to the teaching and learning cycle.

**b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.**

Candidates in the special education program receive specific training in writing Individualized Education Programs while enrolled in EDSP 281 Collaboration and Planning to Execute IEPs. This course also trains candidates to work effectively with all participants and stakeholders in an IEP team.

**c. Effectively teach students who are limited English proficient.**

Preparation for working with students who have limited English proficiency (LEP) is embedded in all literacy education courses in the teacher education program. Candidates enrolled in the elementary education program and in the PreK-Grade 3 degree program are required to take four literacy education courses. Candidates enrolled in K-12 and secondary education programs are required to take one literacy education course. Since the special education K-12 minor must be combined with one of the aforementioned majors, all special education candidates receive preparation in working with LEP students. During field experiences, limited opportunities to work with LEP students are provided to our candidates, due to the demographics of our state. Our institution recognizes this as a weakness in our program.

## Contextual Information

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On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

## 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 (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

During the fall 2015 CAEP review, the reviewers found our assessment system comprehensive and consistent. Our program is noted in the state and throughout the region for producing high quality teachers. Our faculty collaborate extensively and continuously to improve our programs. We are known in the region for providing our teaching candidates with more time in K-12 schools, prior to student teaching, than other universities. We attained accreditation under CAEP in May 2016. We were the first EPP in Montana to attain CAEP accreditation.

## Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

# Report Card Certification

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Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

## Certification of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Dr. Laura P. Straus

TITLE:

Professor of Education and Accreditation Coordinator

## Certification of review of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF REVIEWER:

Dr. Beth Weatherby

TITLE:

Chancellor, University of Montana Western