

Title II Higher Education Act

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Laura Straus Program User

Select Academic Year Menu

2020-21 Academic Year Data

2022 Title II Reports National Teacher Preparation Data

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University of Montana-Western

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MT
University of Montana-Western Traditional Report AY 2020-21 Montana
Report CompleteStatus: 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

180692

☐ THIS INSTITUTION HAS NO IPEDS ID

If no IPEDS ID, please provide an explanation

Address

710 S. Atlantic

Address line 2:

City

Dillon

State

Montana

Zip

59725

Salutation

Dr.

First Name

Laura

Last Name

Straus

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(406) 683-7040

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Save/Stay

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Section I: Program Information

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](#)

This Page Includes:

- [List of Programs](#)

List of Programs

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List of Programs			
CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	Both	<ul style="list-style-type: none">EditDelete
13.1202	Elementary Education	Both	<ul style="list-style-type: none">EditDelete
13.1	Special Education	Both	<ul style="list-style-type: none">EditDelete
13.1302	Teacher Education - Art	Both	<ul style="list-style-type: none">EditDelete
13.1322	Teacher Education - Biology	Both	<ul style="list-style-type: none">EditDelete
13.1303	Teacher Education - Business	Both	<ul style="list-style-type: none">EditDelete
13.1321	Teacher Education - Computer Science	Both	<ul style="list-style-type: none">EditDelete
13.1324	Teacher Education - Drama and Dance	Both	<ul style="list-style-type: none">EditDelete
13.1337	Teacher Education - Earth Science	Both	<ul style="list-style-type: none">Edit

List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update <ul style="list-style-type: none"> Delete
13.1305	Teacher Education - English/Language Arts	Both	<ul style="list-style-type: none"> Edit Delete
13.1316	Teacher Education - General Science	Both	<ul style="list-style-type: none"> Edit Delete
13.1328	Teacher Education - History	Both	<ul style="list-style-type: none"> Edit Delete
13.1311	Teacher Education - Mathematics	Both	<ul style="list-style-type: none"> Edit Delete
13.1312	Teacher Education - Music	Both	<ul style="list-style-type: none"> Edit Delete
13.99	Teacher Education - Other	Both	<ul style="list-style-type: none"> Edit Delete
13.1314	Teacher Education - Physical Education and Coaching	Both	<ul style="list-style-type: none"> Edit Delete
13.1315	Teacher Education - Reading	Both	<ul style="list-style-type: none"> Edit Delete
13.1317	Teacher Education - Social Sciences	Both	<ul style="list-style-type: none"> Edit Delete
<div> <div></div> <div></div> </div>		UG, PG, or Both <input checked="" type="radio"/> UG <input type="radio"/> PG <input type="radio"/> Both <input type="radio"/>	<ul style="list-style-type: none"> Insert Cancel

Total number of teacher preparation programs:

18

Save Option

To save this page, indicate whether it is still in progress (indicating you may have entered data, but have not yet completed all portions of the page) or completed (indicating you have completed all portions of the page). When pages are marked as complete, the red dot next to the section on the right side menu will change to a green dot. You will still be able to edit all pages of your report until you certify the full report through the Certification link.

Section I: Program Information

Program Requirements

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](#)

This Page Includes:

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

Undergraduate Requirements

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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.

Undergraduate Requirements		
Element	Admission	Completion
Transcript	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Fingerprint check	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Background check	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Minimum number of courses/credits/semester hours completed	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Minimum GPA	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Minimum GPA in content area coursework	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Minimum GPA in professional education coursework	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Minimum ACT score	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>
Minimum SAT score	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>
Minimum basic skills test score	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>
Subject area/academic content test or other subject matter verification	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Recommendation(s)	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Essay or personal statement	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Interview	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>
Other Specify:		
Other specify: <div>Teaching performance; W</div>	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>

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.)

2.75

4. Please provide any additional information about the information provided above: No additional information to provide.

No additional information to provide.

Postgraduate Requirements

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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.

Postgraduate Requirements		
Element	Admission	Completion
Transcript	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Fingerprint check	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Background check	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Minimum number of courses/credits/semester hours completed	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Minimum GPA	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Minimum GPA in content area coursework	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Minimum GPA in professional education coursework	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Minimum ACT score	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>
Minimum SAT score	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>
Minimum basic skills test score	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>
Subject area/academic content test or other subject matter verification	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Recommendation(s)	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Essay or personal statement	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Interview	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>
Other Specify:		
Other specify: Teaching performance, Se	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>

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.)

2.75

4. Please provide any additional information about the information provided above: No additional information to provide.

No additional information to provide.

Supervised Clinical Experience

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Provide the following information about supervised clinical experience in 2020-21. ([§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	Number of clock hours of supervised clinical experience required prior to student teaching
	212
Number of clock hours required for student teaching	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)

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 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

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

If there are no programs with a student teacher model or teacher of record model, please describe the teaching model(s) used:

All Programs

All Programs

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

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

[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)

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

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

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

Number of students in supervised clinical experience during this academic year

Number of students in supervised clinical experience during this academic year

Please provide any additional information about or descriptions of the supervised clinical experiences: AY 2020-21 was an atypical year for supervised clinical experiences, due to the COVID-19 pandemic. The University of Montana Western (UMW) educator preparation program (EPP), like all other EPPs in the state of Montana, was able to arrange face-to-face placements of candidates in student teaching and internship placements only. Methods courses, which normally include clinical experience, were re-designed for the 2020-21 academic year to include experiences which provided alternatives to typical in-school field placements. An exception to these re-designed arrangements occurred with three elementary methods courses offered in Fall 2020 and three elementary methods courses offered in Spring 2021. For those six courses, candidates participated in virtual field placements which provided them with supervised clinical experiences, using distance learning

AY 2020-21 was an atypical year for supervised clinical experiences, due to the COVID-19 pandemic. The University of Montana Western (UMW) educator preparation program (EPP),

and a variety of videoconferencing and other technology platforms

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Calculate Full-Time Equivalent Faculty in the System

For any other part-time faculty supervising clinical experience, indicate the number of faculty and the percentage that represents the part-time employment rate for those faculty members (for example, 25% for a faculty member employed at a quarter of the time compared to a full-time faculty member)

Employment Rate (%)	Number of Faculty	Update
100% (Full-Time)	<input type="text"/>	
50% (Half-Time)	<input type="text"/>	
<input type="text" value="75%"/>	Employment Rate (%) <input type="text"/>	Number of Faculty <input type="text" value="Delete"/>

Employment Rate (%)

25%

Number of Faculty

Update

Employment Rate (%)

Number of Faculty

Delete

Add Row

Calculate FTE

Section I: Program Information

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](#)

This Page Includes:

- [Enrollment and Program Completers](#)

Enrollment and Program Completers

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Enrollment and Completer Totals

2020-21 Total

Total Number of Individuals Enrolled

Total Number of Individuals Enrolled in 2020-21

564

Subset of Program Completers

Subset of Program Completers in 2020-21

141

Program Enrollment and Completers By Gender

Gender	Total Enrolled	Subset of Program Completers
Male	Male Enrollment 142	Male Completers 25
Female	Female Enrollment 421	Female Completers 116
Non-Binary/Other	Non-Binary/Other Enrollment 0	Non-Binary/Other Completers 0
No Gender Reported	Nonreported gender Enrollment 1	Nonreported gender Completers 0

Program Enrollment and Completers By Race/Ethnicity

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	American Indian or Alaska Native Enrollment 69	American Indian or Alaska Native Completers 27
Asian	Asian Enrollment 3	Asian Completers 2
Black or African American	Black or African American Enrollment 3	Black or African American Completers 0
Hispanic/Latino of any race	Hispanic/Latino of any race enrollment 30	Hispanic/Latino of any race Completers 9
Native Hawaiian or Other Pacific Islander	Native Hawaiian or Other Pacific Islander Enrollment 1	Native Hawaiian or Other Pacific Islander Completers 0
White	White Enrollment 430	White Completers 99
Two or more races	Two or more races Enrollment 18	Two or more races Completers 3

Race/Ethnicity	Total Enrolled	Subset of Program Completers
No Race/Ethnicity Reported	Nonreported race/ethnicity Enrollment	Nonreported race/ethnicity Completers
	10	1

Save Option

To save this page, indicate whether it is still in progress (indicating you may have entered data, but have not yet completed all portions of the page) or completed (indicating you have completed all portions of the page). When pages are marked as complete, the red dot next to the section on the right side menu will change to a green dot. You will still be able to edit all pages of your report until you certify the full report through the Certification link.

Info

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Section I: Program Information**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

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Please provide the number of teachers prepared by subject area for academic year 2020-21.

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 2020-21

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?v=55>).

Teachers Prepared by Subject Area		
CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	Number Prepared 15
13.1202	Teacher Education - Elementary Education	Number Prepared 65
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared

CIP Code	Subject Area	Number Prepared
13.1210	Teacher Education - Early Childhood Education	Number Prepared <input type="text" value="25"/>
13.1301	Teacher Education - Agriculture	Number Prepared <input type="text"/>
13.1302	Teacher Education - Art	Number Prepared <input type="text" value="6"/>
13.1303	Teacher Education - Business	Number Prepared <input type="text" value="6"/>
13.1305	Teacher Education - English/Language Arts	Number Prepared <input type="text" value="4"/>
13.1306	Teacher Education - Foreign Language	Number Prepared <input type="text"/>
13.1307	Teacher Education - Health	Number Prepared <input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared <input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared <input type="text"/>
13.1311	Teacher Education - Mathematics	Number Prepared <input type="text"/>
13.1312	Teacher Education - Music	Number Prepared <input type="text" value="2"/>
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared <input type="text" value="9"/>
13.1315	Teacher Education - Reading	Number Prepared <input type="text"/>
13.1316	Teacher Education - Science Teacher Education/General Science	Number Prepared <input type="text" value="1"/>
13.1317	Teacher Education - Social Science	Number Prepared <input type="text" value="6"/>
13.1318	Teacher Education - Social Studies	Number Prepared <input type="text"/>
13.1320	Teacher Education - Trade and Industrial	Number Prepared <input type="text"/>
13.1321	Teacher Education - Computer Science	Number Prepared <input type="text"/>
13.1322	Teacher Education - Biology	Number Prepared <input type="text"/>
13.1323	Teacher Education - Chemistry	Number Prepared <input type="text"/>
13.1324	Teacher Education - Drama and Dance	Number Prepared <input type="text"/>
13.1328	Teacher Education - History	Number Prepared <input type="text" value="9"/>
13.1329	Teacher Education - Physics	Number Prepared <input type="text"/>
13.1331	Teacher Education - Speech	Number Prepared <input type="text"/>
13.1337	Teacher Education - Earth Science	Number Prepared <input type="text" value="2"/>
13.14	Teacher Education - English as a Second Language	Number Prepared <input type="text"/>
13.99	Education - Other Specify: Other specify: <input type="text" value="Teacher Librarian"/>	Number Prepared <input type="text" value="1"/>

Teachers Prepared by Academic Major

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Please provide the number of teachers prepared by academic major for academic year 2020-21. 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 2020-21

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).

Teachers Prepared by Academic Major		
CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	Number Prepared <input type="text"/>
13.1202	Teacher Education - Elementary Education	Number Prepared <input type="text" value="52"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared <input type="text"/>
13.1210	Teacher Education - Early Childhood Education	Number Prepared <input type="text" value="25"/>
13.1301	Teacher Education - Agriculture	Number Prepared <input type="text"/>
13.1302	Teacher Education - Art	Number Prepared <input type="text" value="5"/>
13.1303	Teacher Education - Business	Number Prepared <input type="text" value="1"/>
13.1305	Teacher Education - English/Language Arts	Number Prepared <input type="text" value="3"/>
13.1306	Teacher Education - Foreign Language	Number Prepared <input type="text"/>
13.1307	Teacher Education - Health	Number Prepared <input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared <input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared <input type="text"/>
13.1311	Teacher Education - Mathematics	Number Prepared <input type="text"/>
13.1312	Teacher Education - Music	Number Prepared <input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared <input type="text" value="3"/>
13.1315	Teacher Education - Reading	Number Prepared <input type="text"/>
13.1316	Teacher Education - General Science	Number Prepared <input type="text" value="1"/>
13.1317	Teacher Education - Social Science	Number Prepared <input type="text" value="4"/>
13.1318	Teacher Education - Social Studies	Number Prepared <input type="text"/>
13.1320	Teacher Education - Trade and Industrial	Number Prepared <input type="text"/>
13.1321	Teacher Education - Computer Science	Number Prepared <input type="text"/>
13.1322	Teacher Education - Biology	Number Prepared <input type="text"/>
13.1323	Teacher Education - Chemistry	Number Prepared <input type="text"/>
13.1324	Teacher Education - Drama and Dance	Number Prepared <input type="text"/>
13.1328	Teacher Education - History	Number Prepared <input type="text" value="4"/>
13.1329	Teacher Education - Physics	Number Prepared <input type="text"/>
13.1331	Teacher Education - Speech	Number Prepared <input type="text"/>
13.1337	Teacher Education - Earth Science	Number Prepared <input type="text"/>
13.14	Teacher Education - English as a Second Language	Number Prepared <input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	Number Prepared <input type="text"/>
01	Agriculture	Number Prepared <input type="text"/>
03	Natural Resources and Conservation	Number Prepared <input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	Number Prepared <input type="text"/>
09	Communication or Journalism	Number Prepared <input type="text"/>
11	Computer and Information Sciences	Number Prepared <input type="text"/>
12	Personal and Culinary Services	Number Prepared <input type="text"/>
14	Engineering	Number Prepared <input type="text"/>
16	Foreign Languages, Literatures, and Linguistics	Number Prepared <input type="text"/>

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

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Section I: Program Information**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\(b\)\)](#)

This Page Includes:

- [Program Assurances](#)

Program Assurances

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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 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 general education and special education 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

All secondary education and K-12 education students attain the equivalent of a double-major: a major in their content area, and a major in education. All elementary education and PK -

youth from one-room and two-room schools to our campus.

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Section II: Annual Goals

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\(a\)](#))

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 \(2020-21\)](#)
- [Review Current Year's Goal \(2021-22\)](#)
- [Set Next Year's Goal \(2022-23\)](#)

Report Progress on Last Year's Goal (2020-21)

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1. Did your program prepare teachers in mathematics in 2020-21?

If no, leave remaining questions for 2020-21 blank (or [clear responses already entered](#)).

☒ Yes

☐ No

2. Describe your goal. It was 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 setting goals for 2020-21, the University faced possible shortfalls in enrollment due to the effects of the COVID-19 pandemic.

It was 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 setting goals for 2020-21, the University faced

3. Did your program meet the goal? ☐ Yes
☒ No

4. Description of strategies used to achieve goal, if applicable: We came close to achieving this goal, with the addition of 4 mathematics teacher candidates. Our mathematics education specialist worked closely with the admissions office, and with the advising office, to identify students who expressed an early interest in mathematics education. He cultivated that interest, and served as the faculty advisor for these students. As they progressed through their programs of study, he provided continual advising support for these candidates, both for their education courses and for their content area studies.

We came close to achieving this goal, with the addition of 4 mathematics teacher candidates. Our mathematics education specialist worked closely with the admissions office, and with the

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable: Our goal is to continue as described, above, and to maintain the progress we have realized. We also realize that keeping these students moving through their studies in an intentional manner has proved to be very beneficial

Our goal is to continue as described, above, and to maintain the progress we have realized. We also realize that keeping these students moving through their studies in an intentional manner has

for them, and for scheduling their required secondary methods course.

No additional comments to add.

6. Provide any additional comments, exceptions and explanations below: No additional comments to add.

Review Current Year’s Goal (2021-22)

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7. Is your program preparing teachers in mathematics in 2021-22? If no, leave the next question blank. ☒ Yes
☐ No

8. Describe your goal. It is our goal to add 4 prospective teachers of mathematics for 2021-22. Our goals in previous years have been too ambitious, and at the time of this writing, the University still faces additional shortfalls in enrollment due to the effects of the COVID-19 pandemic.

It is our goal to add 4 prospective teachers of mathematics for 2021-22. Our goals in previous years have been too ambitious, and at the time of this writing, the University still faces additional

Set Next Year’s Goal (2022-23)

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9. Will your program prepare teachers in mathematics in 2022-23? If no, leave the next question blank. ☒ Yes
☐ No

It is our goal to add 4 prospective teachers of mathematics for 2022-23.

10. Describe your goal. It is our goal to add 4 prospective teachers of mathematics for 2022-23.

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Section II: Annual Goals

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\(a\)\)](#)

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 \(2020-21\)](#)
- [Review Current Year’s Goal \(2021-22\)](#)
- [Set Next Year’s Goal \(2022-23\)](#)

Report Progress on Last Year’s Goal (2020-21)

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1. Did your program prepare teachers in science in 2020-21?

If no, leave remaining questions for 2020-21 blank (or [clear responses already entered](#)).

☒ Yes

☐ No

2. Describe your goal. It was 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.

It was 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

3. Did your program meet the goal? ☐ Yes

☒ No

None

4. Description of strategies used to achieve goal, if applicable: None

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable: None

None

None

6. Provide any additional comments, exceptions and explanations below: None

Review Current Year’s Goal (2021-22)

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7. Is your program preparing teachers in science in 2021-22? If no, leave the next question blank. ☒ Yes

☐ No

8. Describe your goal. It was our goal to add 3 prospective teachers of science for 2021-22. Our goals in previous years have been too ambitious, and at the time of this writing, the University still faces additional shortfalls in enrollment due to the effects of the COVID-19 pandemic.

It was our goal to add 3 prospective teachers of science for 2021-22. Our goals in previous years have been too ambitious, and at the time of this writing, the University still faces additional

Set Next Year’s Goal (2022-23)

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9. Will your program prepare teachers in science in 2022-23? If no, leave the next question blank. ☒ Yes
☐ No

10. Describe your goal. For 2022-23, it is still our goal to add 3 prospective teachers of science. This goal should not be too ambitious, we hope. Our science education specialist prepared a plan/report to enhance recruitment and retention of science education candidates, which was submitted as part of our CAEP accreditation self-study report documentation. We hope that the enactment of some or all of the strategies described within that report will help us in meeting this goal.

For 2022-23, it is still our goal to add 3
prospective teachers of science. This goal should
not be too ambitious, we hope. Our science
education specialist prepared a plan/report to

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Section II: Annual Goals

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\(a\)\)](#)

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 \(2020-21\)](#)
- [Review Current Year’s Goal \(2021-22\)](#)
- [Set Next Year’s Goal \(2022-23\)](#)

Report Progress on Last Year’s Goal (2020-21)

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1. Did your program prepare teachers in special education in 2020-21?

If no, leave remaining questions for 2020-21 blank (or [clear responses already entered](#)).

☒ Yes
☐ No

2. Describe your goal. We planned 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.

We planned 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

3. Did your program meet the goal? ☐ Yes
☒ No

Please see above.

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

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable: None.

None.

None.

6. Provide any additional comments, exceptions and explanations below: None.

Review Current Year’s Goal (2021-22)

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7. Is your program preparing teachers in special education in 2021-22? If no, leave the next question blank. ☒ Yes

☐ No

8. Describe your goal. It was our goal to add 10 prospective teachers of special education for 2021-22. Our goals in previous years have been too ambitious, and at the time of this writing, the University still faces additional shortfalls in enrollment due to the effects of the COVID-19 pandemic.

It was our goal to add 10 prospective teachers of special education for 2021-22. Our goals in previous years have been too ambitious, and at the time of this writing, the University still faces

Set Next Year’s Goal (2022-23)

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9. Will your program prepare teachers in special education in 2022-23? If no, leave the next question blank. ☒ Yes

☐ No

10. Describe your goal. Our goal remains the same, to add 10 prospective teachers of special education for 2022-23. In addition to the approach mentioned in #1, above, the university has also adopted new tools in the Office of Admissions which assist us in directing our recruitment and retention efforts in a more targeted and specific manner. The EPP is working in conjunction with the Admissions Office to take advantage of this new capability as it pertains to this goal.

Our goal remains the same, to add 10 prospective teachers of special education for 2022-23. In addition to the approach mentioned in #1, above, the university has also adopted new

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Section II: Annual Goals

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\(a\)\)](#)

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 \(2020-21\)](#)
- [Review Current Year's Goal \(2021-22\)](#)
- [Set Next Year's Goal \(2022-23\)](#)

Report Progress on Last Year's Goal (2020-21)

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1. Did your program prepare teachers in instruction of limited English proficient students in 2020-21?

If no, leave remaining questions for 2020-21 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 (2021-22)

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7. Is your program preparing teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank. ☐ Yes
☒ No

8. Describe your goal.

Set Next Year's Goal (2022-23)

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9. Will your program prepare teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank. ☐ Yes
☒ No

10. Describe your goal.

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Section III: Program Pass Rates

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 RTT'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

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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".

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Section III: Program Pass Rates

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 RTT'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

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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".

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Section IV: Low-Performing

Low-Performing

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

This Page Includes:

- [Low-Performing](#)

Low-Performing

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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:

Other specify:

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

☒ No

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Section V: Use of Technology

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.

This Page Includes:

- [Use of Technology](#)

Use of Technology

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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:

1. integrate technology effectively into curricula and instruction ☒ Yes
☐ No
 2. use technology effectively to collect data to improve teaching and learning ☒ Yes
☐ No
 3. use technology effectively to manage data to improve teaching and learning ☒ Yes
☐ No
 4. 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. Furthermore, these required courses include instruction in the application of Universal Design for Learning (UDL) in instructional design. 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. Candidates use technology to

collect, manage, and analyze data as part of their Teacher Work Sample during Student Teaching.

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. Furthermore, these required

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Section VI: Teacher Training

Teacher Training

Provide the following information about your teacher preparation program. [\(§205\(a\)\(1\)\(G\)\)](#)

This Page Includes:

- [Teacher Training](#)

Teacher Training

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

In 2012 the Teacher Education Program was revised, and the course on teaching students with exceptional needs was eliminated from the

2. 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

Preparation in participating on an Individualized Education Program team is specifically taught to prospective general education teachers in EDU 382 Assessment, Curriculum, and Instruction.

education majors.

3. 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.

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

2. Does your program prepare special education teachers? ☒ Yes
☐ No

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

1. 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 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

the teaching and learning cycle.

2. 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.

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

3. 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.

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

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Contextual Information

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

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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 visiting team found this educator preparation program's (EPP's) assessment system to be comprehensive and consistent. The EPP's program is noted in the state and throughout the region for producing high quality teachers. The EPP faculty collaborate extensively and continuously to improve programs. This EPP is known in the region for providing its teacher candidates with more time in K-12 schools, prior to student teaching, than other universities. The EPP attained accreditation under CAEP in May 2016. It was the first EPP in Montana to attain CAEP accreditation. As of this writing (June 2022), the EPP has submitted a self-study report for renewal of its CAEP accreditation, and will receive its site review in Fall of 2022.

During the fall 2015 CAEP review, the visiting team found this educator preparation program's (EPP's) assessment system to be comprehensive and consistent. The EPP's program is noted in the

Supporting Files

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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.

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Report Card Certification

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:

Title:

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:

Title: