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FRANKLIN PIERCE UNIVERSITY  
Traditional Program

2014 | Title II  
Reports

## Complete Report Card

AY 2012-13

### Institution Information

Name of Institution: FRANKLIN PIERCE UNIVERSITY  
Institution/Program Type: Traditional  
Academic Year: 2012-13  
State: New Hampshire

Address: 40 University Drive

Rindge, NH, 03461

Contact Name: Dr. Martha Ritter  
Phone: 603-899-1061  
Email: ritterm@franklinpierce.edu

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education? (<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

### Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Art Education (K-12) Undergraduate	No
Elementary (K-8) Undergraduate & Grad	No
General Special Education (K-12) Grad	No
Secondary ELA (5-12) Undergraduate & Grad.	No
Secondary Life Sciences (7-12) Undergrad & Grad	No
Secondary Social Studies (5-12) Undergrad & Grad	No
Total number of teacher preparation programs: 6	

## Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:

Other UG-upon completion of ap process/PG-upon transcript review and submission of application

Does your initial teacher certification program conditionally admit students?

Yes

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

<http://www.franklinpierce.edu/academics/ugrad/catalog.htm>

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

Undergraduate:

Passing scores for the Praxis I in reading, writing, and mathematics are required for formal admittance to the program.

Students are allowed to take courses prior to being formally admitted to the program. Students must maintain a 2.5 GPA to complete the program.

Graduate:

1. Students with a 2.80 and above and who meet all admission requirements may be fully accepted.
2. Students with 2.50-2.79 may be accepted provisionally and must complete three graduate courses with a cumulative GPA of 3.00. This, with the completion of all admission prerequisites, will satisfy requirements for full admission. Students provisionally accepted because of GPA must contact the Director.
3. Students with below 2.50 may be approved to take ED501 e-Portfolio and ED505 Teaching, Learning, and Technology in a Democratic Society, as a non-matriculated student. Students must also take and pass Praxis I during this time. If they are successful and submit official passing Praxis I scores prior to the start of the next Term, application materials will be reviewed again for acceptance purposes.
4. Students who meet all admission requirements may be fully accepted into the Certification- Only program with a 2.50 or above. Students with below a 2.50 may take courses as described above in #3 as a non-matriculated student and request a review of their application after successful completion of those course and Praxis I.

## Section I.b Undergraduate Requirements

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

Are there initial teacher certification programs at the undergraduate level?

Yes

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

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

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

2.5

What was the median GPA of individuals accepted into the program in academic year 2012-13

3.23

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2012-13

3.27

Please provide any additional comments about the information provided above:

## Section I.b Postgraduate Requirements

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

Are there initial teacher certification programs at the postgraduate level?

Yes

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

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

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

2.5

What was the median GPA of individuals accepted into the program in academic year 2012-13

3.4

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2012-13

3.95

Please provide any additional comments about the information provided above:

## Section I.c Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and not an enrolled student.

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2012-13:	175
Unduplicated number of males enrolled in 2012-13:	37
Unduplicated number of females enrolled in 2012-13:	138

2012-13	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	4
Race	
American Indian or Alaska Native:	0
Asian:	2
Black or African American:	2
Native Hawaiian or Other Pacific Islander:	0
White:	165
Two or more races:	2

### Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2012-13.

Average number of clock hours of supervised clinical experience required prior to student teaching	45
Average number of clock hours required for student teaching	600
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	6
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	10
Number of students in supervised clinical experience during this academic year	91

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

UG: For elementary and secondary candidates there were three field experiences prior to student teaching; Curriculum I; Teaching Students with Special Needs Field Experience; and Curriculum II or Principles of Secondary School Organization. These courses have between 15 and 30 hours of field experience. Art Education candidates have four field experience courses, each between 15 and 30 hours. Curriculum I, Curriculum II, and Principles of Secondary School Teaching are supervised. Student teachers have two eight-week placements; supervisors visit once a week.

PG: Clinical experience is required prior to student teaching; however, the experience is not supervised by the University. Prospective teachers work closely with host teachers in K-12 schools. Prospective teachers participate in 2 or 3 8-week student teaching sites having 3 observations by supervisors and 3 observations by cooperating teacher, including a one week solo in each placement.

### Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	22
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	28
Teacher Education - Junior High/Intermediate/Middle School Education	37
Teacher Education - Secondary Education	12
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	3
Teacher Education - Business	
Teacher Education - English/Language Arts	5
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	

Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	4
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	3
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

### Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	22
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	28
Teacher Education - Junior High/Intermediate/Middle School Education	37
Teacher Education - Secondary Education	12
Teacher Education - Agriculture	
Teacher Education - Art	3
Teacher Education - Business	
Teacher Education - English/Language Arts	5
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	4
Teacher Education - Technical Education	
Teacher Education - Computer Science	

Teacher Education - Biology	3
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	4
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	4
History	3
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	1
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	2
Engineering	
Biology	1
Mathematics and Statistics	2
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify: American Studies	10

### Section I.f Program Completers

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

2012-13: 52

2011-12: 54

2010-11: 58

## Section II Annual Goals - Mathematics

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

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

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

Academic year 2012-13

Did your program prepare teachers in mathematics in 2012-13?

Yes

How many prospective teachers did your program plan to add in mathematics in 2012-13?

3

Did your program meet the goal for prospective teachers set in mathematics in 2012-13?

No

Description of strategies used to achieve goal, if applicable:

Our program prepared two teachers in mathematics in 2012-2013. The third undergraduate mathematics major did not complete her education degree/certification program.

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

Provide any additional comments, exceptions and explanations below:

These new teachers completed a double-major in mathematics and elementary/middle school education (k-8).

Academic year 2013-14

Is your program preparing teachers in mathematics in 2013-14?

Yes

How many prospective teachers did your program plan to add in mathematics in 2013-14?

1

Provide any additional comments, exceptions and explanations below:

One mathematics and elementary/middle school double major will graduate with a B.A. in 2014.

Academic year 2014-15

Will your program prepare teachers in mathematics in 2014-15?

Yes

How many prospective teachers does your program plan to add in mathematics in 2014-15?

1

Provide any additional comments, exceptions and explanations below:

One mathematics and elementary/middle school major will graduate with B.A. in 2014.

## Section II Annual Goals - Science

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

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

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

Academic year 2012-13

Did your program prepare teachers in science in 2012-13?

Yes

How many prospective teachers did your program plan to add in science in 2012-13?

3

Did your program meet the goal for prospective teachers set in science in 2012-13?

Yes

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Is your program preparing teachers in science in 2013-14?

Yes

How many prospective teachers did your program plan to add in science in 2013-14?

3

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Will your program prepare teachers in science in 2014-15?

Yes

How many prospective teachers does your program plan to add in science in 2014-15?

3

Provide any additional comments, exceptions and explanations below:

## Section II Annual Goals - Special Education

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

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

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

Academic year 2012-13

Did your program prepare teachers in special education in 2012-13?

Yes

How many prospective teachers did your program plan to add in special education in 2012-13?

15

Did your program meet the goal for prospective teachers set in special education in 2012-13?

Yes

Description of strategies used to achieve goal, if applicable:

Twenty-two students were recommended for certification in Special Education in 2012-2013.

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

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Is your program preparing teachers in special education in 2013-14?

Yes



How many prospective teachers did your program plan to add in special education in 2013-14?

15

Provide any additional comments, exceptions and explanations below:

The University is in the process of adding General Special Education Certification at the undergraduate level and creating multiple pathways to graduate school. This should increase significantly the number of teachers prepared in special education; however, it will take several years to see a significant increase in graduating numbers.

The graduate program has added flexibility to the field hours required prior to student teaching in Special Education. This change should make it easier for experienced teachers to add a special education endorsement to their certification.

Academic year 2014-15

Will your program prepare teachers in special education in 2014-15?

Yes

How many prospective teachers does your program plan to add in special education in 2014-15?

25

Provide any additional comments, exceptions and explanations below:

The steps described above should result in an increase in the number of prospective special education teachers. It will be 2015-16 before we have prospective teachers complete the Special Education program at the undergraduate level (pending NH Board of Education approval expected in June 2014).

At the post-graduate level, we have increased the flexibility of how prospective special education teachers can complete the clinical experience hours prior to student teaching. This should make adding a special education endorsement more accessible for teachers already working in K-12 schools.

## Section II Annual Goals - Instruction of Limited English Proficient Students

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

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

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2012-13

Did your program prepare teachers in instruction of limited English proficient students in 2012-13?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2012-13?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2012-13?

NA

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Is your program preparing teachers in instruction of limited English proficient students in 2013-14?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2013-14?

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Will your program prepare teachers in instruction of limited English proficient students in 2014-15?

No

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2014-15?

Provide any additional comments, exceptions and explanations below:

## Section II Assurances

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

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Instruction regarding meeting the needs of students with disabilities is embedded in all methods courses. The lesson plan format that teacher candidates use in planning requires that candidates state how they will differentiate instruction for particular students with special needs. Additionally, all prospective teachers are required to take a course specifically addressed students with special needs.

The topic of culturally relevant pedagogy is introduced in the first courses required and developed throughout the program. Prospective teachers focus on multi-cultural education, methods to create a welcoming environment and an effective school experience for K-12 students with disabilities including those who are culturally, racially, ethnically and/or linguistically diverse. Through research on achievement gaps, teacher candidates are prepared to meet the needs of all learners including recent immigrants, students who live in poverty, etc. Teacher candidates learn the five stages of language acquisition and modify lessons to accommodate English Language Learners (ELLs).

Field placements prior to student teaching and for student teaching are in diverse environments. Field placements for each student are now tracked in a database to ensure that all candidates have diverse experience (2013-2014).

Student portfolios aligned with the New Hampshire State Teacher Education Standards, as well as the student teaching evaluations, provide evidence that Franklin Pierce is in compliance with the above assurances and support continuous improvement in our teacher preparation programs.

## Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0233 -BIOLOGY CONTENT ESSAYS Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0233 -BIOLOGY CONTENT ESSAYS Educational Testing Service (ETS) All program completers, 2010-11	5			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	3			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	5			
ETS0014 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	11	172	9	82
ETS0014 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	18	161	16	89
ETS033 -ELEM ED MULTI SUBJ MATHEMATICS (CD)	2			

Educational Testing Service (ETS) All enrolled students who have completed all noncl				
ETS5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) Other enrolled students	2			
ETS5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2012-13	18	161	9	50
ETS5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2011-12	8			
ETS5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) Other enrolled students	2			
ETS5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2012-13	18	178	15	83
ETS5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2011-12	8			
ETS5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) Other enrolled students	2			
ETS5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2012-13	18	165	15	83
ETS5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2011-12	8			
ETS5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) Other enrolled students	2			
ETS5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2012-13	18	164	14	78
ETS5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2011-12	8			
ETS0044 -ENG LANG LIT COMP CONTENT & ANALYSIS Educational Testing Service (ETS) Other enrolled students	4			
ETS0044 -ENG LANG LIT COMP CONTENT & ANALYSIS Educational Testing Service (ETS) All program completers, 2011-12	4			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	8			
ETS0042 -ENG LANG LIT COMP ESSAYS Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0042 -ENG LANG LIT COMP ESSAYS Educational Testing Service (ETS)	7			

All program completers, 2010-11				
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	15	178	15	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	30	179	28	93
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2012-13	43	178	40	93
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2011-12	45	178	41	91
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2010-11	52	178	49	94
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All enrolled students who have completed all noncl	15	178	15	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	30	179	29	97
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2012-13	43	179	42	98
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2011-12	45	179	41	91
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2010-11	52	179	47	90
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All enrolled students who have completed all noncl	15	175	15	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	30	176	30	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2012-13	43	177	43	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2011-12	45	176	43	96
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2010-11	52	177	50	96
ETS0082 -SOCIAL STUDIES ANALYTICAL ESSAYS Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0082 -SOCIAL STUDIES ANALYTICAL ESSAYS Educational Testing Service (ETS) All program completers, 2010-11	8			
ETS0086 -SOCIAL STUDIES CONTENT & INTERPRET Educational Testing Service (ETS) All program completers, 2012-13	3			
ETS0086 -SOCIAL STUDIES CONTENT & INTERPRET Educational Testing Service (ETS) All program completers, 2011-12	4			
ETS0086 -SOCIAL STUDIES CONTENT & INTERPRET Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS)	1			

All program completers, 2012-13				
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	8			

### Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2012-13	46	30	65
All program completers, 2011-12	47	36	77
All program completers, 2010-11	58	51	88

### Section IV Low-Performing

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

Is your teacher preparation program currently approved or accredited?

Yes

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

State

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

No

### Section V Use of Technology

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

Does your program prepare teachers to:

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

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

Faculty have mapped how technology is integrated into the coursework and field experience required of all prospective teachers to ensure that they are required to (1) use technology as a learning tool in their coursework in increasingly complex ways; (2) effectively integrate technology into their lesson and unit planning; and, (3) utilize technology in teaching in early field experiences and student teaching to support student learning. A technology component is included in the rubrics for lesson and unit plans. These rubrics are keyed to state standards and 21st century teaching initiatives. The rubrics are used for candidate assessment and aggregated data is reviewed as a part of program assessment. Field experience and student teaching are supervised and technology use is a component of candidate evaluation. During student teaching, supervisors complete a "best practices" rubric, which includes the prospective teacher's effective integration of technology. Observations are discussed with the individual student teachers to support improvement and again, aggregated for program assessment and improvement in the opportunities provided for prospective teachers.

In the graduate program, all prospective teachers are required to complete an "Introduction to Assessment" course which introduces them to ways in which educators use technology to effectively collect, manage, and analyze data on student learning and the work of professional learning communities geared to improve student achievement. This course has been updated to have an even stronger focus on data teams and is being added to the undergraduate curriculum in Fall 2014. Prospective teachers build upon this introduction in all of their methods courses by using different kinds of data on student learning to plan instruction. Beginning in Fall 2013, student teachers are required to demonstrate in a unit plan and series of reflections how they use data on student learning to inform their instruction and improve student achievement. Technology is a part of the expectations for this unit plan, both as an instructional tool and as a tool for prospective teachers analyzing and presenting their data on student learning.

The principals of universal design are introduced in the special education course required of all prospective teachers. A prospective teacher's ability to use the principles of universal design is assessed in the electronic portfolio that each student maintains throughout his or her program. The portfolio is aligned with state standards for educator preparation. Prospective teachers are expected to demonstrate their understanding of and ability to meet the needs of all students.

in the state standard specifically addressing universal design. The portfolio is utilized for candidate assessment and the data is aggregated for program assessment.

## Section VI Teacher Training

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

Does your program prepare general education teachers to:

- teach students with disabilities effectively  
Yes
- participate as a member of individualized education program teams  
Yes
- teach students who are limited English proficient effectively  
Yes

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

The General Special Education Teacher Preparation Program is intensive in nature. The majority of courses have been revised over the past year (2013-14) and the courses' content and utilization of technology has been significantly strengthened. Field experiences required in the majority of methods courses. Prospective teachers have the opportunity to apply what they are learning in their coursework in classrooms. They have the opportunity to observe and work alongside experienced teachers in areas of lesson planning, universal design, creating and implementing IEPs, assessing student with disabilities, response to intervention, progress monitoring, classroom management, etc.

The topic of culturally relevant pedagogy is introduced in the first required courses and is developed throughout the program. Prospective teachers focus on multi-cultural education, methods to create a welcoming environment and an effective school experience for K-12 students with disabilities including those who are culturally, racially, ethnically and/or linguistically diverse. Through research on achievement gaps, teacher candidates are prepared to meet the needs of all learners including recent immigrants, students who live in poverty, etc. Teacher candidates learn the five stages of language acquisition and modify lessons to accommodate English Language Learners (ELLs). They have opportunities to apply appropriate assessment strategies and are made aware of issues of misidentification. There is a heavy emphasis on IEPs in the course titled, The IEP and Instructional Consideration and the Special Education Law Course. Lastly, teacher candidates must have experience in three levels (elementary, middle and high school) prior to completing their program of study. All courses are aligned with NH State Standards.

Does your program prepare special education teachers to:

- teach students with disabilities effectively  
Yes
- participate as a member of individualized education program teams  
Yes
- teach students who are limited English proficient effectively  
Yes

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

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## Section VII Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Franklin Pierce Teacher Education Programs have worked extensively on our program assessment system in the past two years (2012-14). This work has entailed a substantive revision of the majority of required education courses and the methods of evaluation of field experiences, including student teaching.

The new courses and assessments are closely aligned with national INTASC standards, recently adopted New Hampshire State Teacher Education Standards, 21st Century education initiatives (including technology and best practices), Common Core State Standards, and efforts to close achievement gaps. A part of our assessment system has involved a close review of the assessment pass rates on Praxis examinations. This review has prompted a revision of the undergraduate major recommended for prospective elementary school teachers so that it more closely aligns with the required content area knowledge. We have also revised the transcript review process for graduate students. As one example, we have designed a new course "Mathematics for K-8 Educators" to reinforce and deepen mathematical conceptual understandings for successfully supporting student learning. These strategies should help to raise the pass rate on Praxis exams.

### Supporting Files

## Complete Report Card

AY 2012-13



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