CA

Sonoma State University
Traditional Report AY 2018-19
California

REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

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

- Academic year
- IPEDS ID

IPEDS ID

123572

☐ **THIS INSTITUTION HAS NO IPEDS ID**

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

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SECTION I: PROGRAM INFORMATION

List of Programs

THIS PAGE INCLUDES:

›› List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Information Postgraduate level (PG), or both. **(§205(a)(C))**

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

- Teacher Preparation Program

List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1202	Elementary Education	PG	
13.1	Special Education	PG	
13.1302	Teacher Education - Art	PG	
13.1322	Teacher Education - Biology	PG	
13.1323	Teacher Education - Chemistry	PG	
13.1337	Teacher Education - Earth Science	PG	
13.1305	Teacher Education - English/Language Arts	PG	
13.1306	Teacher Education - Foreign Language	PG	
13.1316	Teacher Education - General Science	PG	
13.1311	Teacher Education - Mathematics	PG	
13.1312	Teacher Education - Music	PG	
13.1314	Teacher Education - Physical Education and Coaching	PG	
13.1329	Teacher Education - Physics	PG	
13.1318	Teacher Education - Social Studies	PG	

Total number of teacher preparation programs:

SECTION I: PROGRAM INFORMATION

Program Requirements

THIS PAGE INCLUDES:

- Undergraduate Requirements
- Postgraduate Requirements
- Supervised Clinical Experience

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

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

- Full-time equivalent faculty supervising clinical experience
- Adjunct faculty supervising clinical experience
- Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience
- Supervised clinical experience

Undergraduate Requirements

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

- Yes
- No

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

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

Element	Admission	Completion
Interview	○ Yes ○ No	○ Yes ○ No
Other Specify:	○ Yes ○ No	○ Yes ○ No

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

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.)

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

Postgraduate Requirements

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

○ Yes
○ No

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

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

Element	Admission	Completion
Interview	● Yes ○ No	○ Yes ● No
Other Specify:	○ Yes ● No	○ Yes ● No

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

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.)

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

Supervised Clinical Experience

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

Are there programs with student teaching models?

○ Yes
○ No

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

Number of clock hours of supervised clinical experience required prior to student teaching	209
Number of clock hours required for student teaching	435

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

○ Yes
○ No

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

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)	
Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	
Number of years required for teaching as the teacher of record in a classroom	

All Programs	
Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	5
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	18
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	136
Number of students in supervised clinical experience during this academic year	131

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

SECTION I: PROGRAM INFORMATION

Enrollment and Program Completers

THIS PAGE INCLUDES:

›› Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year. **(§205(a)(1)(C)(ii))**

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

- Enrolled Student
- Program Completer

Enrollment and Program Completers

2018-19 Total	
Total Number of Individuals Enrolled	174
Subset of Program Completers	124

Gender	Total Enrolled	Subset of Program Completers
Male	36	28
Female	138	96
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	1	1
Asian	6	5
Black or African American	0	0
Hispanic/Latino of any race	39	23
Native Hawaiian or Other Pacific Islander	0	0
White	120	89

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	1	0
No Race/Ethnicity Reported	7	6

SECTION I: PROGRAM INFORMATION

Teachers Prepared

THIS PAGE INCLUDES:

- Teachers Prepared by Subject Area
- Teachers Prepared by Academic Major

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

Teachers Prepared by Subject Area

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

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

What are CIP Codes?

☐ **No teachers prepared in academic year 2018-19**

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

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

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	1
13.1202	Teacher Education - Elementary Education	84

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	3
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	9
13.1306	Teacher Education - Foreign Language	2
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	5
13.1312	Teacher Education - Music	1
13.1314	Teacher Education - Physical Education and Coaching	2
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	2
13.1317	Teacher Education - Social Science	10
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	4
13.1323	Teacher Education - Chemistry	1
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2018-19. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

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

What are CIP Codes?

Do participants earn a degree upon completion of the program?

- Yes
- No

☐ **No teachers prepared in academic year 2018-19**

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

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	
13.1202	Teacher Education - Elementary Education	
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	

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

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

CIP Code	Academic Major	Number Prepared
99	Other Specify:	

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

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:

Elementary/Multiple Subjects: The program addresses the needs of all students. Special populations of students and their needs are addressed throughout the program. Specifically, the needs of limited English proficient students are met through the course EDMS 411: Teaching Second Language Learners and in EDMS 470: Multicultural Pedagogy. In addition, EDMS 463: Reading for Young Students and EDMS 464: Teaching Reading to the Older and Struggling Students, include strategies for limited English proficient students. In the field component of the program student populations reflect the growing need for teaching skills addressing the needs of children from low-income families. Courses and supervision are designed to meet the needs of students who qualify under special education guidelines, learners of English, or those who are low-income. The multiple subject field components is based on a strong collaborative model with mentor teachers and university supervisors addressing immediate and local school needs. Secondary/Single Subject: The program has close ties with local and state agencies where graduates are likely to be hired. Forty-five hours of experience in an educational setting is an admissions requirement and students are placed in local classrooms for observation and student teaching

experiences. A Community Advisory Board is comprised of teachers and administrators who advise our program on needs from the school sites which is fed back to instructors who adjust their curricula to meet the needs of the site and to help inform candidates of the need new teachers are facing in the classroom. Newly credentialed teachers are invited to participate in panel discussions and are asked to give individual presentations in program courses about issues they face in the field. All students take EDSS 430: Introduction to Special Education. This introductory course presents theory, program concepts, and teaching practices related to students with special needs. Emphasis is placed on understanding and addressing the educational and social needs of secondary-aged students with disabilities as well as gifted and talented students. Our program coursework focuses on issues related to developmental needs of students from all socioeconomic backgrounds, races and ethnic groups. Our approach to instruction focuses on English language learner strategies, collaborative instruction for all classrooms, and issues related to teaching in underprivileged and low socioeconomic settings. Our field placements are in schools that are in low socioeconomic settings.

SECTION II: ANNUAL GOALS

Annual Goals: Mathematics

THIS PAGE INCLUDES:

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

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

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

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

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

- Quantifiable Goals

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

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

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

- Yes
- No

2. Describe your goal.

Admit 4 candidates

3. Did your program meet the goal?

- Yes
- No

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

1. Foundational Level Math and Science Courses: One way that we recruit additional math and science teachers is through our Foundational Level math and science credentials prep courses offered in the summer and during the academic year. We provided new and veteran teachers with a free course

that covers pedagogy and content material. In this course we cover CSET test preparation so that teachers can add a math or science credential to their existing credential. We encourage credential candidates in the Multiple Subject Credential Program to add the Foundational Level General Science Credential to their newly-obtained MS credential and we do the same for our Single Subject credential candidates where more are taking the Science CSET to add to their newly-earned credential. We're recruiting Multiple Subject Credential teachers with no current teaching positions. The School of Education partners with the School of Extended Education to provide our Foundational Level General Science Methods and Content courses. We plan to offer one Foundational level math and science course in the summer to recruit current Multiple Subject teachers. 2. STEP (STEM Teacher Education Pathways) Website: the website is the central tool for advising and support components of this initiative as well as an integral part of the recruitment/outreach component. The website is designed to facilitate communication among faculty, staff, candidates, prospective candidates, and science and mathematics teachers. It also provides links to preparation program materials, credential procedures and forms, employment opportunities, field resources, and sources of support and assistance including fellowships, scholarships, and financial aid. It invites interested candidates to email the coordinator for additional information and clarification as well as set up appointments for additional support. This is often the starting point for community college students and career changers. It is updated regularly with changes to the application forms and reminders of upcoming scholarship opportunities and deadlines. 3. Outreach and Recruitment: Our STEM Teacher Education Pathways, funded by the Math and Science Teacher Initiative (MSTI) continues to recruit and support undergraduates into exploring the education field. We are coordinating with university development to create a recruitment and marketing plan to make our programs more visible to the Sonoma State and surrounding community, 4. Students who consider teaching math and science learn about the SSU MESA. Furthermore, we are supporting the school of science and technology with funds to run a 2025 graduation initiative advisor to specifically recruit for stem teaches. 5. We now developed a science foundation waiver program with no students yet and we are now working on the computer science authorization. We have also developed a new undergraduate course to focus on science teaching issues and embeds the 45 hour classroom observation requirement. 6. Sonoma State High School Partnerships: STEP supports teacher education programs emphasizing science and mathematics teaching. Recruitment, campus visits, and EDUC 150 are components of this partnership. Sonoma State EDUC 150 is currently will be offered at five local high schools and taught by science teachers. Its emphasis is math and science.STEP supports curriculum development and cross enrollment fees for EDUC 150. 7. Stipends:STEP provides stipends and reimbursements to all Sonoma State University Science and Mathematics Teacher Credential Candidates. This includes all credentialing fees, exam preparation fees, and textbook stipends. Undergraduates enrolled in waiver programs received support for clearance costs and permission costs. 8. Pathway Advising: STEP will continue to support the Science departments with their development of pathway programs in their content area and support their department recruitment efforts. We continue to support with the CSET preparation advising. 9. MESA: SSU MESA program offers weekly free tutoring for math and science students and supports two teacher assistants in computer science classes. Some of these students plan to become science or math teachers in the future. 10. North Bay Residency. We have received a CTC Residency Grant that allows selected math or science candidates to receive over $12,000 in stipends while being supported in a community of learners and secure a job in the partner district. 11. Trellis Education. We partner with the non profit Trellis to provide high quality mentoring, support, and stipends to selected math and science candidates.

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

See response to #4

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

In addition to candidates who are recommended for a math or science credential, we offer Foundational Level Math and Science Courses in the summer and during the academic year. These courses provide new and veteran teachers with a free course that covers pedagogy and content material to add a math or science credential to their existing credential. We typically prepare 10-12 teachers to teach math or science each year through these courses.

Review Current Year's Goal (2019-20)

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

- ○ Yes
- ○ No

8. Describe your goal.

Admit 4 candidates. Last years goals were higher because we included foundational level candidates from the summer institute, but those candidates shouldn't be including this program in the goals since we don't actually recommend the credential and it's not used for in determining the CSU's determination of specific math/science goals.

Set Next Year's Goal (2020-21)

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

- Yes
- No

10. Describe your goal.

Admit 8 candidates

SECTION II: ANNUAL GOALS

Annual Goals: Science

THIS PAGE INCLUDES:

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

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

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- Quantifiable Goals

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

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

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

- Yes
- No

2. Describe your goal.

Admit 6 candidates

3. Did your program meet the goal?

- Yes
- No

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

1. Foundational Level Math and Science Courses: One way that we recruit additional math and science teachers is through our Foundational Level math and science credentials prep courses offered in the summer and during the academic year. We provided new and veteran teachers with a free course

that covers pedagogy and content material. In this course we cover CSET test preparation so that teachers can add a math or science credential to their existing credential. We encourage credential candidates in the Multiple Subject Credential Program to add the Foundational Level General Science Credential to their newly-obtained MS credential and we do the same for our Single Subject credential candidates where more are taking the Science CSET to add to their newly-earned credential. We're recruiting Multiple Subject Credential teachers with no current teaching positions. The School of Education partners with the School of Extended Education to provide our Foundational Level General Science Methods and Content courses. We plan to offer one Foundational level math and science course in the summer to recruit current Multiple Subject teachers. 2. STEP (STEM Teacher Education Pathways) Website: the website is the central tool for advising and support components of this initiative as well as an integral part of the recruitment/outreach component. The website is designed to facilitate communication among faculty, staff, candidates, prospective candidates, and science and mathematics teachers. It also provides links to preparation program materials, credential procedures and forms, employment opportunities, field resources, and sources of support and assistance including fellowships, scholarships, and financial aid. It invites interested candidates to email the coordinator for additional information and clarification as well as set up appointments for additional support. This is often the starting point for community college students and career changers. It is updated regularly with changes to the application forms and reminders of upcoming scholarship opportunities and deadlines. 3. Outreach and Recruitment: Our STEM Teacher Education Pathways, funded by the Math and Science Teacher Initiative (MSTI) continues to recruit and support undergraduates into exploring the education field. We are coordinating with university development to create a recruitment and marketing plan to make our programs more visible to the Sonoma State and surrounding community, 4. Students who consider teaching math and science learn about the SSU MESA. Furthermore, we are supporting the school of science and technology with funds to run a 2025 graduation initiative advisor to specifically recruit for stem teaches. 5. We now developed a science foundation waiver program with no students yet and we are now working on the computer science authorization. We have also developed a new undergraduate course to focus on science teaching issues and embeds the 45 hour classroom observation requirement. 6. Sonoma State High School Partnerships: STEP supports teacher education programs emphasizing science and mathematics teaching. Recruitment, campus visits, and EDUC 150 are components of this partnership. Sonoma State EDUC 150 is currently will be offered at five local high schools and taught by science teachers. Its emphasis is math and science.STEP supports curriculum development and cross enrollment fees for EDUC 150. 7. Stipends:STEP provides stipends and reimbursements to all Sonoma State University Science and Mathematics Teacher Credential Candidates. This includes all credentialing fees, exam preparation fees, and textbook stipends. Undergraduates enrolled in waiver programs received support for clearance costs and permission costs. 8. Pathway Advising: STEP will continue to support the Science departments with their development of pathway programs in their content area and support their department recruitment efforts. We continue to support with the CSET preparation advising. 9. MESA: SSU MESA program offers weekly free tutoring for math and science students and supports two teacher assistants in computer science classes. Some of these students plan to become science or math teachers in the future. 10. North Bay Residency. We have received a CTC Residency Grant that allows selected math or science candidates to receive over $12,000 in stipends while being supported in a community of learners and secure a job in the partner district. 11. Trellis Education. We partner with the non profit Trellis to provide high quality mentoring, support, and stipends to selected math and science candidates.

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

See response to #4

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

In addition to candidates who are recommended for a math or science credential, we offer Foundational Level Math and Science Courses in the summer and during the academic year. These courses provide new and veteran teachers with a free course that covers pedagogy and content material to add a math or science credential to their existing credential. We typically prepare 10-12 teachers to teach math or science each year through these courses.

Review Current Year's Goal (2019-20)

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

- ○ Yes
- ○ No

8. Describe your goal.

Admit 6 candidates. Last years goals were higher because we included foundational level candidates from the summer institute, but those candidates shouldn't be including this program in the goals since we don't actually recommend the credential and it's not used for in determining the CSU's determination of specific math/science goals.

Set Next Year's Goal (2020-21)

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

- Yes
- No

10. Describe your goal.

Admit 10 candidates

SECTION II: ANNUAL GOALS

Annual Goals: Special Education

THIS PAGE INCLUDES:

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

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

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

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

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

- Quantifiable Goals

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

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

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

- Yes
- No

2. Describe your goal.

25

3. Did your program meet the goal?

- Yes
- No

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

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

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

Review Current Year's Goal (2019-20)

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

- Yes
- No

8. Describe your goal.

25

Set Next Year's Goal (2020-21)

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

- Yes
- No

10. Describe your goal.

25

SECTION II: ANNUAL GOALS

Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

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

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

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

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

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

- Quantifiable Goals

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

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

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

- Yes
- No

2. Describe your goal.

250

3. Did your program meet the goal?

- Yes
- No

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

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

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

Review Current Year's Goal (2019-20)

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

- ◯ Yes
- ◯ No

8. Describe your goal.

250

Set Next Year's Goal (2020-21)

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

- ◯ Yes
- ◯ No

10. Describe your goal.

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SECTION III: PROGRAM PASS RATES

Assessment Pass Rates

THIS PAGE INCLUDES:

›› Assessment Pass Rates

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

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

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

- Pass rate
- Scaled score
- Teacher credential assessment

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
140 -ART SUBTEST I Evaluation Systems group of Pearson All program completers, 2018-19	3			
140 -ART SUBTEST I Evaluation Systems group of Pearson All program completers, 2016-17	3			
141 -ART SUBTEST II Evaluation Systems group of Pearson All program completers, 2018-19	3			
141 -ART SUBTEST II Evaluation Systems group of Pearson All program completers, 2016-17	3			
120 -BIOLOGY/LIFE SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2018-19	1			
120 -BIOLOGY/LIFE SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2017-18	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
120 -BIOLOGY/LIFE SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2016-17	1			
098 -CBEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	7			
098 -CBEST Evaluation Systems group of Pearson Other enrolled students	33	152	33	100
098 -CBEST Evaluation Systems group of Pearson All program completers, 2018-19	90	151	90	100
098 -CBEST Evaluation Systems group of Pearson All program completers, 2017-18	114	154	114	100
098 -CBEST Evaluation Systems group of Pearson All program completers, 2016-17	123	157	123	100
105 -ENGLISH SUBTEST I Evaluation Systems group of Pearson All program completers, 2018-19	5			
105 -ENGLISH SUBTEST I Evaluation Systems group of Pearson All program completers, 2017-18	6			
105 -ENGLISH SUBTEST I Evaluation Systems group of Pearson All program completers, 2016-17	9			
106 -ENGLISH SUBTEST II Evaluation Systems group of Pearson All program completers, 2018-19	5			
106 -ENGLISH SUBTEST II Evaluation Systems group of Pearson All program completers, 2017-18	6			
106 -ENGLISH SUBTEST II Evaluation Systems group of Pearson All program completers, 2016-17	9			
107 -ENGLISH SUBTEST III Evaluation Systems group of Pearson All program completers, 2018-19	5			
107 -ENGLISH SUBTEST III Evaluation Systems group of Pearson All program completers, 2017-18	6			
107 -ENGLISH SUBTEST III Evaluation Systems group of Pearson All program completers, 2016-17	9			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
108 -ENGLISH SUBTEST IV Evaluation Systems group of Pearson All program completers, 2018-19	5			
108 -ENGLISH SUBTEST IV Evaluation Systems group of Pearson All program completers, 2017-18	6			
108 -ENGLISH SUBTEST IV Evaluation Systems group of Pearson All program completers, 2016-17	9			
TP021 -K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2018-19	1			
TP011 -K-12 PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	2			
211 -MATHEMATICS SUBTEST I Evaluation Systems group of Pearson Other enrolled students	1			
211 -MATHEMATICS SUBTEST I Evaluation Systems group of Pearson All program completers, 2018-19	2			
211 -MATHEMATICS SUBTEST I Evaluation Systems group of Pearson All program completers, 2016-17	4			
212 -MATHEMATICS SUBTEST II Evaluation Systems group of Pearson Other enrolled students	1			
212 -MATHEMATICS SUBTEST II Evaluation Systems group of Pearson All program completers, 2018-19	2			
212 -MATHEMATICS SUBTEST II Evaluation Systems group of Pearson All program completers, 2016-17	4			
213 -MATHEMATICS SUBTEST III Evaluation Systems group of Pearson Other enrolled students	1			
213 -MATHEMATICS SUBTEST III Evaluation Systems group of Pearson All program completers, 2016-17	1			
C2161 -MULT SUBJ-LITERACY 1 Evaluation Systems group of Pearson Other enrolled students	1			
C2152 -MULT SUBJ-LITERACY 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
C2152 -MULT SUBJ-LITERACY 2 Evaluation Systems group of Pearson Other enrolled students	20	27	20	100
C2152 -MULT SUBJ-LITERACY 2 Evaluation Systems group of Pearson All program completers, 2018-19	84	26	84	100
C2151 -MULT SUBJ-MATH 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
C2151 -MULT SUBJ-MATH 1 Evaluation Systems group of Pearson Other enrolled students	23	23	21	91
C2151 -MULT SUBJ-MATH 1 Evaluation Systems group of Pearson All program completers, 2018-19	84	24	84	100
101 -MULTIPLE SUBJECTS SUBTEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
101 -MULTIPLE SUBJECTS SUBTEST I Evaluation Systems group of Pearson Other enrolled students	34	231	31	91
101 -MULTIPLE SUBJECTS SUBTEST I Evaluation Systems group of Pearson All program completers, 2018-19	85	234	85	100
101 -MULTIPLE SUBJECTS SUBTEST I Evaluation Systems group of Pearson All program completers, 2017-18	84	236	84	100
101 -MULTIPLE SUBJECTS SUBTEST I Evaluation Systems group of Pearson All program completers, 2016-17	112	239	112	100
214 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
102 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson Other enrolled students	4			
214 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson Other enrolled students	30	234	27	90
214 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All program completers, 2018-19	60	240	60	100
102 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All program completers, 2018-19	25	240	25	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
102 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All program completers, 2017-18	84	245	84	100
102 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All program completers, 2016-17	112	249	112	100
103 -MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
103 -MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson Other enrolled students	34	233	33	97
103 -MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson All program completers, 2018-19	85	238	85	100
103 -MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson All program completers, 2017-18	84	240	84	100
103 -MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson All program completers, 2016-17	112	243	112	100
136 -MUSIC SUBTEST I Evaluation Systems group of Pearson All program completers, 2017-18	2			
136 -MUSIC SUBTEST I Evaluation Systems group of Pearson All program completers, 2016-17	2			
137 -MUSIC SUBTEST II Evaluation Systems group of Pearson All program completers, 2017-18	2			
137 -MUSIC SUBTEST II Evaluation Systems group of Pearson All program completers, 2016-17	2			
138 -MUSIC SUBTEST III Evaluation Systems group of Pearson All program completers, 2017-18	2			
138 -MUSIC SUBTEST III Evaluation Systems group of Pearson All program completers, 2016-17	2			
129 -PHYSICAL EDUCATION SUBTEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
129 -PHYSICAL EDUCATION SUBTEST I Evaluation Systems group of Pearson All program completers, 2018-19	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
129 -PHYSICAL EDUCATION SUBTEST I Evaluation Systems group of Pearson All program completers, 2016-17	1			
130 -PHYSICAL EDUCATION SUBTEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
130 -PHYSICAL EDUCATION SUBTEST II Evaluation Systems group of Pearson All program completers, 2018-19	2			
130 -PHYSICAL EDUCATION SUBTEST II Evaluation Systems group of Pearson All program completers, 2016-17	1			
131 -PHYSICAL EDUCATION SUBTEST III Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
131 -PHYSICAL EDUCATION SUBTEST III Evaluation Systems group of Pearson All program completers, 2018-19	2			
131 -PHYSICAL EDUCATION SUBTEST III Evaluation Systems group of Pearson All program completers, 2016-17	1			
123 -PHYSICS SUBTEST III Evaluation Systems group of Pearson All program completers, 2016-17	1			
092 -RICA VIDEO Evaluation Systems group of Pearson All program completers, 2017-18	1			
081.1 -RICA.1 Evaluation Systems group of Pearson Other enrolled students	5			
081.1 -RICA.1 Evaluation Systems group of Pearson All program completers, 2018-19	82	228	72	88
081.1 -RICA.1 Evaluation Systems group of Pearson All program completers, 2017-18	82	231	73	89
081.1 -RICA.1 Evaluation Systems group of Pearson All program completers, 2016-17	111	235	109	98
118 -SCIENCE SUBTEST I Evaluation Systems group of Pearson Other enrolled students	1			
118 -SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2018-19	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
215 -SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2018-19	5			
118 -SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2017-18	3			
118 -SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2016-17	3			
119 -SCIENCE SUBTEST II Evaluation Systems group of Pearson Other enrolled students	1			
119 -SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2018-19	1			
119 -SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2017-18	3			
119 -SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2016-17	3			
218 -SCIENCE SUBTEST II: CHEMISTRY Evaluation Systems group of Pearson All program completers, 2018-19	1			
219 -SCIENCE SUBTEST II: EARTH & SPACE SCIENCES Evaluation Systems group of Pearson All program completers, 2018-19	1			
217 -SCIENCE SUBTEST II: LIFE SCIENCES Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
217 -SCIENCE SUBTEST II: LIFE SCIENCES Evaluation Systems group of Pearson Other enrolled students	1			
217 -SCIENCE SUBTEST II: LIFE SCIENCES Evaluation Systems group of Pearson All program completers, 2018-19	3			
TP003 -SECONDARY ENGLISH-LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	9			
TP004 -SECONDARY HISTORY/SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2018-19	10	47	10	100
TP005 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	5			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TP006 -SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	7			
114 -SOCIAL SCIENCE SUBTEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
114 -SOCIAL SCIENCE SUBTEST I Evaluation Systems group of Pearson Other enrolled students	1			
114 -SOCIAL SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2018-19	10	237	10	100
114 -SOCIAL SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2017-18	9			
114 -SOCIAL SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2016-17	9			
115 -SOCIAL SCIENCE SUBTEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
115 -SOCIAL SCIENCE SUBTEST II Evaluation Systems group of Pearson Other enrolled students	1			
115 -SOCIAL SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2018-19	10	245	10	100
115 -SOCIAL SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2017-18	9			
115 -SOCIAL SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2016-17	9			
116 -SOCIAL SCIENCE SUBTEST III Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
116 -SOCIAL SCIENCE SUBTEST III Evaluation Systems group of Pearson Other enrolled students	1			
116 -SOCIAL SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2018-19	10	244	10	100
116 -SOCIAL SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2017-18	9			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
116 -SOCIAL SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2016-17	9			
145 -SPANISH SUBTEST I Evaluation Systems group of Pearson Other enrolled students	1			
145 -SPANISH SUBTEST I Evaluation Systems group of Pearson All program completers, 2018-19	2			
145 -SPANISH SUBTEST I Evaluation Systems group of Pearson All program completers, 2017-18	1			
145 -SPANISH SUBTEST I Evaluation Systems group of Pearson All program completers, 2016-17	2			
146 -SPANISH SUBTEST II Evaluation Systems group of Pearson Other enrolled students	1			
146 -SPANISH SUBTEST II Evaluation Systems group of Pearson All program completers, 2018-19	2			
146 -SPANISH SUBTEST II Evaluation Systems group of Pearson All program completers, 2017-18	1			
146 -SPANISH SUBTEST II Evaluation Systems group of Pearson All program completers, 2016-17	2			
147 -SPANISH SUBTEST III Evaluation Systems group of Pearson Other enrolled students	1			
147 -SPANISH SUBTEST III Evaluation Systems group of Pearson All program completers, 2018-19	2			
147 -SPANISH SUBTEST III Evaluation Systems group of Pearson All program completers, 2017-18	1			
147 -SPANISH SUBTEST III Evaluation Systems group of Pearson All program completers, 2016-17	2			
TP015 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2018-19	3			
TP020 -WORLD LANGUAGE Evaluation Systems group of Pearson Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TP020 -WORLD LANGUAGE Evaluation Systems group of Pearson All program completers, 2018-19	2			
142 -WRITING SKILLS Evaluation Systems group of Pearson Other enrolled students	1			
142 -WRITING SKILLS Evaluation Systems group of Pearson All program completers, 2017-18	1			
142 -WRITING SKILLS Evaluation Systems group of Pearson All program completers, 2016-17	5			

SECTION III: PROGRAM PASS RATES

Summary Pass Rates

THIS PAGE INCLUDES:

›› Summary Pass Rates

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

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

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

- Pass rate
- Scaled score
- Teacher credential assessment

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2018-19	124	114	92
All program completers, 2017-18	130	121	93
All program completers, 2016-17	160	158	99

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

1. Is your teacher preparation program currently approved or accredited?

- Yes
- No

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

- State
- CAEP
- AAQEP
- Other specify:

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

- Yes
- No

SECTION V: USE OF TECHNOLOGY

Use of Technology

THIS PAGE INCLUDES:

>> Use of Technology

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

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

Use of Technology

1. **Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. (§205(a)(1)(F))**

   Does your program prepare teachers to:

   a. **integrate technology effectively into curricula and instruction**

   - Yes
   - No

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

   - Yes
   - No

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

   - Yes
   - No

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

   - Yes
   - No

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

   Courses throughout our programs provide access to technology for instruction and to prepare for the designated teacher performance assessment . Our Technology committee and the University Faculty Center provides professional development to our faculty on how to integrate technology into the curriculum. There is no key assessment in technology education. One will be proposed. We have a faculty member whose expertise is in digital literacy to support technology integration in our programs.

Teacher Training

THIS PAGE INCLUDES:

>> Teacher Training

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

Teacher Training

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

   a. **Teach students with disabilities effectively**

   In EDSP 430: Introduction to Special Education, general education candidates engage in class discussions, complete field work journals , and complete an Inclusive Action Plan to first learn how to teach students with disabilities effectively. In the candidate's required teaching performance assessment, candidates (1) describe how they would plan instruction to support students with disabilities, analyze their teaching for students with disabilities, and analyze the work of students with disabilities. Finally, candidates are assessed in their ability through observations and evaluations in clinical practice.

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

   In EDSP 430: Introduction to Special Education, general education candidates engage in class discussions, complete field work journals , and complete an Inclusive Action Plan to first learn how to participate as a member of individualized education program teams. In the candidate's required teaching performance assessment, candidates must describe information learned from students' IEPs and how that information informed instruction. Finally, candidates are assessed in their ability through observations and evaluations in clinical practice.

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

   General candidates complete a course (EDMS 463 for multiple subject, EDSS 446 for single subject) in which they are introduced to and practice effective teaching for students who are limited English proficient. In EDMS 463: Teaching Language and Literacy in the Elementary School candidates engage in literature book circle discussions, in class book clubs, and case study/reflections. In EDSS 446 (Language and Literacy Across the Curriculum: Middle and Secondary Schools) candidates engage in class activities, discussions, and online modules. They create a set of multimedia resources for supporting ELs, and create a set of lessons that apply what they learned to support limited English proficiency students. In the candidate's required teaching performance assessment, candidates must describe information learned about students English language proficiency and how that information informed instruction. Finally, candidates are assessed in their ability through observations and evaluations in clinical practice.

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

   - ○ Yes
   - ○ No

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

   a. **Teach students with disabilities effectively**

   In EDSP 430: Introduction to Special Education, candidates engage in class discussions, complete field work journals , and complete an Inclusive Action Plan to first learn how to teach students with disabilities effectively. Candidates continue practicing and being assessed on this ability through multiple courses. Candidates complete a "Teaching Event" in which they (1) assess students, (2) plan, provide, and Evaluate instruction & Assessing Student Learning and (3) reflect on teaching and learning, Finally, candidates are assessed in their ability through observations and evaluations in clinical practice.

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

In EDSP 430: Introduction to Special Education, candidates engage in class discussions, complete field work journals ,and complete an Inclusive Action Plan to first learn how to participate effectively as a team member and/or case manager for the IFSP/IEP/transition planning process, from pre-referral interventions and requisite assessment processes, through planning specially-designed instruction to support access to the core curriculum, developing appropriate IFSP/IEP/transition planning goals based on standards and following all legal requirements of the IFSP/IEP/transition planning process. Candidates continue practicing and being assessed on this ability in EDSP 423: Assessment of Students with Disabilities, where candidates conduct a formal interview and assessment of candidates that would inform what to include in an IEP. Finally, candidates are assessed in their ability through observations and evaluations in clinical practice.

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

Education Specialist candidates complete two courses (EDMS 463, EDSS 446) in which they are able to meet the full range of typologies of English language learners, speakers of non-standard English, students who have no communication/language system, and advanced learners who have varied reading levels and language backgrounds. In EDMS 463: Teaching Language and Literacy in the Elementary School candidates engage in literature book circle discussions, in class book clubs, and case study/reflections. In EDSS 446 (Language and Literacy Across the Curriculum: Middle and Secondary Schools) candidates engage in class activities, discussions, and online modules. They create a set of multimedia resources for supporting ELs, and create a set of lessons that apply what they learned to support limited English proficiency students. Finally, candidates are assessed in their ability through observations and evaluations in clinical practice.

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

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.

Sonoma State University's educator preparation programs will submit reports annually to the California Commission on Teacher Credentialing including candidate performance and the steps the programs make of these data to improve the programs. An approved California Teacher Performance Assessment is implemented will all multiple subject (elementary education) and single subject (secondary) candidates as mandated by state law; the special education program is voluntarily developing a parallel performance assessment. This assessment is a cornerstone of linking credential candidate performance to student achievement. The educator preparation programs also participate in the annual survey of graduates and their employers/supervisors. These data inform the program faculties regarding the perceived effectiveness of the preparation programs in the context of each graduate's first year of teaching.

Supporting Files

No files have been provided.

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

Report Card Certification

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:

Kristen Boland

TITLE:

Assessment and Accreditation Specialist

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:

David England

TITLE:

Interim Dean, School of Education