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To: Joyce A. Scott, Deputy Commissioner for Academic and Student Affairs

From: Larry J. Baker, Assistant Dean

Re: Title II Institutional Report

Attached to this memorandum is a copy of the Title II Institutional Report for the Teacher Preparation Program at Montana State University-Bozeman. Since this is our first annual report and in the absence of an established template, I submit this format for your consideration. These are baseline data for the program and support the results submitted by the Educational Testing Service.

If there is additional information that you need, please contact me at 406-994-4936. Thank you for your time and effort with this project.

Institutional Title II Report

Montana State University - Bozeman

College of Education, Health and Human Development

Teacher Preparation Program

1999-2000 Academic Year

Aggregate and Summary Institution-Level Pass-rate Data

For the academic year 1999-2000 the aggregate and summary pass-rate data for Montana State University-Bozeman Teacher Preparation Program reveals that 227 students completed the program (see Table 1). Of this total, only 226 students were verified by the Educational Testing Service as having passed the assessment. One student passed the assessment, but the test scores were not “matched” since data are maintained only for five years by ETS. However, the Department of Education keeps copies of all student test results and was able to verify the passing scores. Thus the pass rate for MSU-Bozeman was 100%.

Table 1
HEA – Title II
1999-2000 Academic Year

Institution Name	Montana State University-Bozeman
Institution Code	4488
State	Montana
Number of Program Completers Submitted	227
Number of Program Completers found, matched, and used in passing rate Calculations*	226

Type of Assessment	Assessment Code Number	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate
Basic Skills				
COMMUNICATION SKILLS	500	17	17	100%
GENERAL KNOWLEDGE	510	10	10	100%
PPST READING	710	169	169	100%
CBT READING	711	42	42	100%
PPST WRITING	720	171	171	100%
CBT WRITING	721	40	40	100%
PPST MATHEMATICS	730	172	172	100%
CBT MATHEMATICS	731	43	43	100%

*The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled “Number Taking Assessment” since a completer can take more than one assessment.

Basic Features of the Teacher Preparation Program

Enrollment Data

Elementary Education		700
Secondary Education		762
Sex	Female	958
	Male	504
Residency	In-state	1184
	Out-of-state	278
Status	Full time	1205
	Part time	257
Career Placement	In-state	35%
	Out-of-state	65%

Total number of Weeks in Supervised Practice Teaching 13 Weeks

Student/Faculty Ratio in Supervised Practice Teaching 4/1

Accreditation

The Teacher Preparation Program is accredited by the Office of Public Instruction of the State of Montana and by the National Council for the Accreditation of Teacher Education

Program Assessment

Teacher Preparation Programs at Montana State University-Bozeman utilize a series of multiple assessments and decision points throughout the program to ensure high levels of competence, and at the same to permit opportunities for remediation of certain weaknesses. The decision points include 1) assessments made at the point of admission into the university, 2) during the early field experience, 3) during fulfillment of university core requirements, 4) prior to admission into the teacher preparation program, 5) during the Junior year paraprofessional experience, 6) during the student teaching semester, and 7) at the conclusion of studies prior to graduation and recommendation for licensure. Grade point average, ACT, and high school rank; spontaneous and prepared writing samples; a report on work the candidate has done with children; university core GPA, university GPA, and select writing and communications core course grades; performance during the in-school experiences, paraprofessional experience, and student teaching, and performance on the PPST are all used to ensure programmatic focus on development of relevant teaching skills, knowledge, and dispositions.