

Title II

Teacher Preparation Report

March 22, 2001

The University of Montana - Missoula



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**HEA - Title II
1999-2000 Academic
Year**

Institution Name	UNIVERSITY OF MONTANA
Institution Code	4489
State	Montana
Number of Program Completers Submitted	190
Number of Program Completers found, matched, and used in passing rate Calculations¹	184

March 2, 2001

<i>Type of Assessment</i>	<i>Assessment Code Number</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>	Statewide		
					<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
Basic Skills							
COMMUNICATION SKILLS	500	7			52	52	100%
GENERAL KNOWLEDGE	510	7			44	44	100%
PPST READING	710	136	136	100%	496	496	100%
CBT READING	711	42	42	100%	232	232	100%
PPST WRITING	720	135	135	100%	501	501	100%
CBT WRITING	721	43	43	100%	227	227	100%
PPST MATHEMATICS	730	133	133	100%	497	497	100%
CBT MATHEMATICS	731	44	44	100%	233	233	100%



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<i>Type of Assessment²</i>	Statewide					
	<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills	184	184	100%	776	776	100%
Aggregate - Professional Knowledge						
Aggregate - Academic Content Areas (Math, English, Biology, etc.)						
Aggregate - Other Content Areas (Elementary Education, Career/Technical Education, Health Educations, etc.)						
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)						
Aggregate - Performance Assessments						
Summary Totals and Pass Rates⁵	184	184	100%	776	776	100%

¹ 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.

² Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

³ Number of completers who took one or more tests in a category and within their area of specialization.

⁴ Number who passed all tests they took in a category and within their area of specialization.

⁵ Summary Totals and Pass Rates are based on the number of completers who took one or more tests in a category and within their area of specialization.

Section II. Program Information
The University of Montana – Missoula 1999-2000

S.1 Total number of students admitted into teacher Preparation, all specializations, in academic year 1999-2000.	<u>241</u>
S.2 Number of students in supervised student teaching In academic year 1999-2000.	<u>243</u>
Number of faculty members who supervised student teachers:	
• S.3A Full-time faculty in professional education	<u>9</u>
• S.3B Part-time faculty in professional education but full-time in the institution.	<u>19</u>
• S.3C Part-time faculty in professional education, not otherwise employed by the institution	<u>68</u>
S.4 Total faculty student teaching supervisors	<u>96</u>
S.5 Student teacher/faculty ratio	<u>2.53</u>
S.6A The average number of student teaching hours per week required (only in-class time, not including class preparation.)	<u>35</u>
S.6B The total number of weeks of supervised student teaching required	<u>16</u>
S.7 Average total number of hours required	<u>560</u>

THE UNIVERSITY OF MONTANA-MISSOULA

Mission:

The School of Education is a professional school within a research university. As such, its mission is to: prepare professionals for education and human service professions; advance and disseminate the body of knowledge in those professions; provide knowledge, resources and service to the professions and to the state. In achieving this mission we endeavor to promote excellence and to serve as an agent for positive change in education and human service professions.

Teacher Preparation Programs: The University of Montana-Missoula offers 27 baccalaureate programs leading to state teacher certification and six graduate-level certification programs. Secondary teacher candidates earn a bachelor's degree in a subject area major and minor or extended major. Candidates who already hold a bachelor's degree may pursue certification through the Masters degree in Curriculum and Instruction. Candidates preparing to teach elementary school must develop a subject area concentration in one of seven areas of licensure. K-12 endorsements may be added to the basic license in literacy studies, library media, or special education. Programs also available in: Educational Administration, Counselor Education, School Psychology, and Higher Education.

Student Characteristics:

Established in 1930, the School of Education has more than 10,000 alumni teaching in every state in the union and in several foreign countries. Approximately 60% of our students are traditional age (19-22) and 40% are non-traditional (above 25). Nearly half of the students admitted to the School of Education transfer in from other institutions, either in-state or out-of-state. We are 68% female and 6% minority (primarily Native American).

Admission Requirements

Admission to Teacher Education: Candidates must have completed 30 semester credits with a minimum cumulative GPA of 2.75, including all transfer credits; completion of an introductory psychology course and an English composition course with a grade of C or better in each; passing scores on one of the following standardized tests: Praxis I: Pre-Professional Skills Test (PPST) with minimum scores of 170 each in reading, writing, and math; Praxis I: Computer based test (CBT) with minimum scores of 316 reading, 314 writing, and 315 math; or Graduate Record Exam (GRE) with minimum scores of 450 verbal and 450 quantitative. A weighted formula is used to select the strongest group of students admitted each year. Admission decisions are based on the individual's: cumulative GPA, grade in English composition, experience with children and adolescents, application essay, and recommendations of two faculty members.

Accreditation:

The School of Education is accredited at all levels by the National Council for Accreditation of Teacher Education (NCATE), the Northwest Association of Schools and Colleges, and the Montana State Board of Public Education.

Section III.

CONTEXTUAL INFORMATION

Teacher Education Vision: Programs in the School of Education are organized to foster the development of a learning community and incorporate three basic themes: integration of knowledge and experience; cooperation among participants; and inclusivity, caring, and respect for others.

Best Practices

Programs at all levels emphasize professional ethics, a commitment to life-long learning, academic competence and skills in higher-order thinking, an appreciation for the integration of knowledge, a sense of self worth, and respect for the uniqueness of the individual and the diversity of cultural heritage. Program features include integrated instruction by course clusters or blocks, faculty collaboration and student cooperative learning, multiple assessment strategies, developmentally sequenced field experiences, and university-school partnership activities. Two educational laboratories are associated with the School of Education: the Preschool Laboratory and the Co-Teach Preschool Program. Students who will be teaching primary grades or who wish to acquire additional skills for working with children with disabilities are encouraged to participate in these laboratory programs.

Notable Features and Accomplishments

- *UM graduate: 1995 Milken Family Award winner – Teacher
- *UM graduate: 1997 Milken Family Award winner - Administrator
- *UM graduate: Montana Superintendent of the Year, AASA, 1996
- *UM graduate: Montana Teacher of the Year, Distinguished Alumni and current member of the Montana State Board of Public Education.
- *UM graduate: 1996 McNair Scholar
- *UM faculty: International appointments and exchange: China, Taiwan, Belize, UK, former Soviet Union, Namibia (Africa), Botswana, South America.
- *School of Education faculty named: Most Inspirational Teacher (3 faculty), Advisor of the Year, C.A.S.E. Professor of the Year, numerous other institutional awards.
- *Significant partnerships with public schools, including a major center for School Safety and prevention of school violence (\$1.2 Million, USOE)
- *International Training Center for Earth Observing System (EOS) with Forestry School to translate and utilize telemetric satellite data with GIS imaging in K-12 science (\$10.5 Million, NASA).
- *Montana Tales Project: Professional Development for K-12 teachers in Instructional Technology (USOE, \$9.1Million, 14 district partnership).
- *Technology enriched, technology intensive curriculum – Broad based access and use of multi-media technology in the curriculum. Facility includes 6 “smart” classrooms.
- *Co-Teach Preschool Laboratory – Serves 3-5 year children, with and without disabilities, in partnership with the Missoula School District;
- *Teacher's Resource Center – electronic and print courseware for full K-12 curriculum; used by UM students, faculty, and K-12 faculty from across the state

Section IV. Certification.

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 *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation*.

_____ (Signature)

Don Robson

Name of responsible institutional representative
For teacher preparation program

Dean, School of Education Title

Certification of review of submission:

_____ (Signature)

George Dennison

Name of President/Chief Executive (or designee)

President, The University of Montana Title