title II
higher education act

2021 TITLE II REPORTS
National Teacher Preparation Data

WA

Seattle Pacific University
Traditional Report AY 2019-20
Washington

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

☐ **THIS INSTITUTION HAS NO IPEDS ID**

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

3307 Third Avenue West, Suite 405

CITY

Seattle

STATE

Washington ▼

ZIP

98119

SALUTATION

Dr. ▼

FIRST NAME

Robin

LAST NAME

Henrikson

PHONE

(206) 281-2186

EMAIL

henrir@spu.edu

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
13.01	General Education (alternative programs/programs providing pedagogy only)	UG	
13.1	Special Education	UG	
13.99	Teacher Education - Other	PG	

Total number of teacher preparation programs:

3

Program Requirements

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

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

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

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: passing edTPA	○ 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

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.)

3

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: GRE or Millers Analogy required for admission if cum GPA lower than 3.0; passing…	● 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

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.)

3

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

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2019-20. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

You have programs with the student teacher model, but "clock hours of supervised clinical experience required prior to student teaching" is 0. Please correct the data, or confirm.

☑ **I confirm that there are 0 hours required**

Are there programs with student teaching models?

- ● Yes
- ○ No

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

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	0
Number of clock hours required for student teaching	750

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	

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

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	4
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	20
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	72
Number of students in supervised clinical experience during this academic year	53

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

Undergraduate (UG) experiences vary according to their grade level (elementary vs. secondary/K-12), but they should complete between around 700 and 900 hours overall. Here's the quarter-by-quarter breakdown: September Experience: UGs begin their experience by spending two full-time weeks (the week before school begins and the first week of school) at their school site, which allows them to get to know the students and observe important start-of-year activities. 2 x 37.5 = 75 hours Fall quarter: During "methods" quarter, UGs spend eight consecutive Thursdays at their school site beginning in October. 8 x 7.5 = 60 hours Winter quarter: During "integrated" quarter, UGs endorsing in elementary ed (and special ed with an elementary emphasis) spend three days/week at their school site for ten weeks, or 10 x 22.5 = 225 hours, while UGs endorsing in secondary education (and special education with a secondary emphasis) will work at their sites full-time, or 10 x 37.5 = 375 hours. Spring quarter: During the final "internship" quarter, all UGs should be at their sites full-time. 10 x 37.5 = 375 hours

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

The sum of one or more categories does not equal the reported total. Please correct the data, or confirm.

☑ **Sum(s) do not equal total**

PLEASE PROVIDE AN EXPLANATION:

Some students select both a race as well as Hispanic ethnicity.

2019-20 Total	
Total Number of Individuals Enrolled	85
Subset of Program Completers	46

Gender	Total Enrolled	Subset of Program Completers
Male	26	11
Female	59	35
Non-Binary/Other	0	0
No Gender Reported	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	1	0
Asian	5	4

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Black or African American	2	1
Hispanic/Latino of any race	8	1
Native Hawaiian or Other Pacific Islander	1	1
White	67	37
Two or more races	4	1
No Race/Ethnicity Reported	5	2

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Black or African American	2	1
Hispanic/Latino of any race	8	1

Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

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

THIS PAGE INCLUDES:

>> Teachers Prepared by Subject Area

>> Teachers Prepared by Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2019-20.

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 2019-20**

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	8
13.1202	Teacher Education - Elementary Education	19

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	1
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	9
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	1
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	3
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	4
13.1312	Teacher Education - Music	4
13.1314	Teacher Education - Physical Education and Coaching	1
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	1
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	3
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	1
13.1324	Teacher Education - Drama and Dance	1
13.1328	Teacher Education - History	3
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 2019-20. 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 2019-20**

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	4
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	2
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	2
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	2
13.1312	Teacher Education - Music	3
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: 13.02 General Education for PG	20
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	7
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:	

CIP Code	Academic Major	Number Prepared
99	Other Specify:	

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))**

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:

We have designed specific courses to address English Language Learners and Special Education knowledge and skills as well as refining syllabi of existing courses to include relevant and critical information. We continue to work with our partner placement districts and schools to provide experiences for our teacher candidates in diverse settings.

Annual Goals: Mathematics

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

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

- Quantifiable Goals

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in mathematics in 2019-20?

If no, leave remaining questions for 2019-20 blank (or clear responses already entered).

- ● Yes
- ○ No

2. Describe your goal.

Yes, we anticipate certifying four teachers in mathematics.

3. Did your program meet the goal?

- ○ Yes
- ● No

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

We enrolled 6 students in mathematics; four completed in 2019-2020

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

Offer flexible program options for sustaining enrollment.

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

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in mathematics in 2020-21? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

Yes, we anticipate enrolling approximately five teachers in mathematics.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in mathematics in 2021-22? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

We anticipate enrolling approximately five teachers in mathematics.

Annual Goals: Science

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

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

- Quantifiable Goals

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in science in 2019-20?

If no, leave remaining questions for 2019-20 blank (or clear responses already entered).

- ● Yes
- ○ No

2. Describe your goal.

Yes, currently we have three science teachers enrolled in MAT/UG

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:

Continue to recruit teacher candidates through admissions, specifically seeking out diverse applicants and working with the UG teaching program and interdisciplinary studies to seek out potential candidates.

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

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in science in 2020-21? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

We anticipate enrolling approximately five science teacher candidates.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in science in 2021-22? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

To enroll five science teacher candidates.

Annual Goals: Special Education

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

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

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

- Quantifiable Goals

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in special education in 2019-20?

If no, leave remaining questions for 2019-20 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

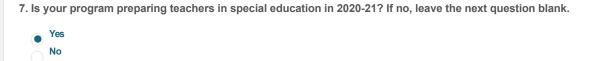We anticipate certifying approximately 6 special education teachers.

3. Did your program meet the goal?

- ● Yes
- ○ No

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

The program flexibility at the graduate level, supervision, edTPA support by faculty and supervisors and additional student and faculty support. At the undergraduate level students are not encouraged to take special education courses out of sequence, but we (special education faculty) adjust when we have students who come to us from a junior college or a students who switched to special education.

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 (2020-21)

7. Is your program preparing teachers in special education in 2020-21? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

We anticipate enrolling 8-10 special education teachers for UG and about 10-12 MAT.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in special education in 2021-22? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

To enroll 8 UG and 10 MAT.

Annual Goals: Instruction of Limited English Proficient Students

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

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

- Quantifiable Goals

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in instruction of limited English proficient students in 2019-20?

If no, leave remaining questions for 2019-20 blank (or clear responses already entered).

- ○ Yes
- ● No

2. Describe your goal.

3. Did your program meet the goal?

- ○ Yes
- ○ No

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

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

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

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

○ Yes
● No

8. Describe your goal.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank.

○ Yes
● No

10. Describe your goal.

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 (%)
503 -ART Evaluation Systems group of Pearson Other enrolled students	3			
503 -ART Evaluation Systems group of Pearson All program completers, 2017-18	1			
22 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2017-18	2			
305 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2017-18	2			
23 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2017-18	1			
100 -DESIGNATED WORLD LANGUAGES 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 (%)
100 -DESIGNATED WORLD LANGUAGES Evaluation Systems group of Pearson All program completers, 2017-18	2			
307 -EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson Other enrolled students	1			
102 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	21	248	18	86
5 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	1			
102 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	3			
102 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	35	251	35	100
103 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	21	252	19	90
103 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	4			
6 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	1			
103 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	35	258	35	100
23 -ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2019-20	5			
23 -ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2017-18	13	47	13	100
22 -ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	4			
22 -ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	18	46	18	100
301 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
301 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	16	267	16	100
20 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	1			
51 -ENGLISH LANGUAGE LEARNERS Evaluation Systems group of Pearson All program completers, 2018-19	8			
118 -FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2019-20	2			
41 -FAMILY AND CONSUMER SCIENCES EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
120 -HEALTH EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	1			
29 -HEALTH/FITNESS Evaluation Systems group of Pearson Other enrolled students	3			
29 -HEALTH/FITNESS Evaluation Systems group of Pearson All program completers, 2017-18	1			
27 -HISTORY Evaluation Systems group of Pearson Other enrolled students	5			
27 -HISTORY Evaluation Systems group of Pearson All program completers, 2018-19	1			
27 -HISTORY Evaluation Systems group of Pearson All program completers, 2017-18	5			
30 -K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2019-20	2			
30 -K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2017-18	3			
42 -LIBRARY MEDIA Evaluation Systems group of Pearson All program completers, 2018-19	7			
128 -LIBRARY SPECIALIST Evaluation Systems group of Pearson All program completers, 2017-18	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
304 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	4			
204 -MIDDLE GRADES GENERAL SCIENCE Evaluation Systems group of Pearson Other enrolled students	1			
204 -MIDDLE GRADES GENERAL SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	1			
204 -MIDDLE GRADES GENERAL SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	1			
203 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	3			
12 -MIDDLE LEVEL MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	1			
504 -MUSIC Evaluation Systems group of Pearson Other enrolled students	2			
504 -MUSIC Evaluation Systems group of Pearson All program completers, 2017-18	1			
35 -MUSIC: CHORAL Evaluation Systems group of Pearson All program completers, 2017-18	1			
36 -MUSIC: INSTRUMENTAL Evaluation Systems group of Pearson Other enrolled students	1			
36 -MUSIC: INSTRUMENTAL Evaluation Systems group of Pearson All program completers, 2017-18	1			
1018 -OPI SPANISH American Council on the Teaching of Foreign Langua All program completers, 2017-18	1			
24 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	1			
308 -PHYSICS Evaluation Systems group of Pearson All program completers, 2017-18	1			
7 -SECONDARY ENGLISH - LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2019-20	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
7 -SECONDARY ENGLISH - LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	11	47	11	100
10 -SECONDARY HISTORY - SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2017-18	4			
8 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	2			
8 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	2			
9 -SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	6			
28 -SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	2			
28 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2017-18	4			
70 -SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	4			
25 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	2			
70 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	12	267	12	100
70 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	6			
25 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	6			
55 -THEATRE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	2			
32 -THEATRE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	1			
33 -VISUAL ARTS 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 (%)
28 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2017-18	4			
29 -WORLD LANGUAGE Evaluation Systems group of Pearson All program completers, 2017-18	1			
2006 -WPT GERMAN American Council on the Teaching of Foreign Langua All program completers, 2017-18	1			
2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2017-18	1			

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 (%)
Other enrolled students	68	63	93
All program completers, 2019-20	18	18	100
All program completers, 2018-19	39	39	100
All program completers, 2017-18	203	201	99
All program completers, combined 3 academic years	260	258	99

Low-Performing

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

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

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.**

    We expect our candidates to use technology throughout the program. They are involved in using a variety of technologies to complete their work for courses. These include search engines, various blogging tools, word processors, spreadsheets, discussion groups, listserves, and a variety of other web 2.0 and computer-based technologies. This has increased even more due to COVID-related instruction. Our faculty also model the incorporation of various technologies into coursework. As mentioned above, students are regularly engaged in assignments that require them to use technology. They also see technology used on a regular basis. Document projectors, Internet projections, a variety of animations, as well as smartboards, and other technologies are routinely used in classes they take. Since our students take many of their courses while embedded in the internship placement, they have an immediate opportunity to apply the technology they use in completing university coursework as well as what they are taught in their specific technology course. During spring of 2019-2020 teacher candidates had even more experience with working with their students using educational technology due to the move to online learning.

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**

   There are specific courses that address working with students with disabilities. Undergraduate level: EDU 2300: EDU 4200, EDU 4250 (Strategies for Diverse Learners I and II) and EDU 2100 and EDU 2300 (Diversity in the Classroom). For the Master of Arts in Teaching program (PG), an integrated approach is taken but specifically, EDU 6132: Learners in Context and EDU 6133 Diversity, Equity and Inclusion in Education. In addition, all students are required to take EDSP 6644: Educating Exceptional Students to further prepare all students to work with students with disabilities.

   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.***

   Teachers take the course EDU 2300: Diversity in the Classroom that specifically prepares teachers in how to participate as a member of an IEP team. For the MAT program, students are required to take EDSP 6644: Educating Exceptional Students that meets this requirement.

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

   Teachers take the course EDU 2300: Diversity in the Classroom that specifically prepares teachers to work with students with limited English Proficiency. For the MAT program, students are required to take EDSP 6644: Educating Exceptional Students that meets this requirement.

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**

   EDSP 3107 Exceptionality in the Classroom EDSP 4651 Special Education Assessment EDSP 4652 Disabilities of Attention and Learning EDSP 4653 Teaching Reading to Exceptional Students EDSP 4657 Behavior Management EDSP 4648 Teaching Students with Emotional and Behavioral Disabilities

   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.***

   EDSP 3107 Exceptionality in the Classroom EDSP 4642 Individual Education Programs

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

EDRD 2000 Psychology of Reading EDRD 3200 Reading II: Reading Methods EDU 3205/3255 Classroom Management EDRD 4200 Interventions for Struggling Readers EDU 4200/4250 General Methods II Strategies for Diverse Learners

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.

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.

Teacher Education consists of graduate and undergraduate programs. The undergraduate program is organized into four quarters, around foundations, methods, skills, and application courses. Graduate teacher education includes a two-year Master of Arts in Teaching (MAT). Teacher preparation programs at Seattle Pacific University require all teacher candidates demonstrate content, pedagogical, and professional knowledge and skills, along with meeting all endorsement competencies required for residency certification according to Washington Administrative Code 181-78A-270. All teacher candidates must demonstrate evidence of having a positive impact on student learning outcomes associated with state learning standards. A positive impact on student learning means showing evidence of student growth through effective planning, instruction, assessment, and reflection. Teacher candidates earning residency certification must demonstrate effective performance in field experience, clinical student teaching, and coursework. Assessment of effective performance in field experience and clinical teaching is done by comparing candidate performance to criteria defined in RCW 28A.405.100. Teacher evaluation criteria shown in RCW 28A.405.100 infer proficiency on professional dispositions, which are necessary for productive interactions with students, colleagues, administrators, and parents or guardians. Teacher candidates earning residency certification demonstrate proficient performance in coursework according to University requirements and widely agreed upon academic competencies and dispositions defined by the School of Education and also those standards informed by professional organizations.

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:

Robin L Henrikson

TITLE:

Director of Assessment, School of Education

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:

Peter Renn

TITLE:

Assistant Dean, School of Education