Print Report Card

Program Information

Name of Institution: WILLIAMS BAPTIST COLLEGE
Institution/Program Type: Traditional
Academic Years: 2010-11
State: Arkansas
Address: 60 W. Fulbright Ave
Walnut Ridge, AR, 72476

Contact Name: Dr. Brad Baine
Phone: 870-759-4127
Email: bbaiae@wbcol.edu

Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant? Yes

Partnership Name or Grant Number, if applicable:

Section Ia Program Admission
For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

<table>
<thead>
<tr>
<th>Element</th>
<th>Undergraduate</th>
<th>Postgraduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application</td>
<td>Yes</td>
<td>NA</td>
</tr>
<tr>
<td>Fee/Payment</td>
<td>No</td>
<td>NA</td>
</tr>
<tr>
<td>Transcript</td>
<td>Yes</td>
<td>NA</td>
</tr>
<tr>
<td>Fingerprint check</td>
<td>No</td>
<td>NA</td>
</tr>
<tr>
<td>Background check</td>
<td>No</td>
<td>NA</td>
</tr>
</tbody>
</table>
Experience in a classroom or working with children  

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Yes</th>
<th>No</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum number of courses/credits/semester hours completed</td>
<td>Yes</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Minimum high school GPA</td>
<td>No</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Minimum undergraduate GPA</td>
<td>Yes</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Minimum GPA in content area coursework</td>
<td>No</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Minimum GPA in professional/education coursework</td>
<td>No</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Minimum ACT score</td>
<td>No</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Minimum SAT score</td>
<td>No</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Minimum GRE score</td>
<td>No</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Minimum basic skills test score</td>
<td>Yes</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Subject area/academic content test or other subject matter verification</td>
<td>Yes</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Recommendation(s)</td>
<td>Yes</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Essay or personal statement</td>
<td>Yes</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Interview</td>
<td>Yes</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Resume</td>
<td>No</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Bachelor's degree or higher</td>
<td>No</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Job offer from school/district</td>
<td>No</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Personality test</td>
<td>No</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Other (specify: Professional Portfolio is required)</td>
<td>Yes</td>
<td>NA</td>
<td></td>
</tr>
</tbody>
</table>

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

Indicate when students are formally admitted into your initial teacher certification programs:
Other minimum 45 semester hours and prior to enrollment in "block" courses.

Does your initial teacher certification program conditionally admit students? No

*Please provide any additional about or exceptions to the admissions information provided.

Subject matter verification is demonstrated by a minimum required grade in certain courses.

The essay or personal statement is presented through an autobiographical sketch, which includes reasons for choosing teaching as a profession, as well as discussing goals and expectations for life and education.

Section 1b Program Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.
<table>
<thead>
<tr>
<th>2010-11</th>
<th>Number enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnicity</td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino of any race</td>
<td>0</td>
</tr>
<tr>
<td>Race</td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
</tr>
<tr>
<td>Black or African American</td>
<td>0</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>82</td>
</tr>
<tr>
<td>Two or more races</td>
<td>0</td>
</tr>
</tbody>
</table>

Section 1c Supervised Experience

Provide the following information about supervised clinical experience in 2010-11.

<table>
<thead>
<tr>
<th>Description</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average number of clock hours required prior to student teaching</td>
<td>92</td>
</tr>
<tr>
<td>Average number of clock hours required for student teaching</td>
<td>640</td>
</tr>
<tr>
<td>Number of full-time equivalent faculty in supervised clinical experience during this academic year</td>
<td>2</td>
</tr>
<tr>
<td>Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (as defined in the Data Collection Guide)</td>
<td>3</td>
</tr>
<tr>
<td>Number of students in supervised clinical experience during this academic year</td>
<td>32</td>
</tr>
</tbody>
</table>

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

There was a typographical error in reporting last year's average number of clock hours required prior to student teaching. Instead of 283 hours, the number of hours should have been 85.

Section 1d Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2010-11. 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. (305(b)(1)(D))

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Number Prepared</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education - General</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Special Education</td>
<td>15</td>
</tr>
<tr>
<td>Teacher Education - Early Childhood Education</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Elementary Education</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Junior High/Intermediate/Middle School Education</td>
<td>5</td>
</tr>
<tr>
<td>Teacher Education - Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>Teacher Education - Multiple Levels</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Agriculture</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Art</td>
<td>2</td>
</tr>
<tr>
<td>Teacher Education - Business</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - English/Language Arts</td>
<td>2</td>
</tr>
<tr>
<td>Teacher Education - Foreign Language</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Health</td>
<td>9</td>
</tr>
<tr>
<td>Teacher Education - Family and Consumer Sciences/Home Economics</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Technology Teacher Education/Industrial Arts</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>Teacher Education - Music</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Physical Education and Coaching</td>
<td>9</td>
</tr>
<tr>
<td>Teacher Education - Reading</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Science Teacher Education/General Science</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Education - Social Science</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Social Studies</td>
<td>3</td>
</tr>
<tr>
<td>Teacher Education - Technical Education</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Computer Science</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Biology</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Chemistry</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Drama and Dance</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - French</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - German</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - History</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Physics</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Spanish</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Speech</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Geography</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Latin</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Psychology</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Earth Science</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - English as a Second Language</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Bilingual, Multilingual, and Multicultural Education</td>
<td></td>
</tr>
<tr>
<td>Education - Other</td>
<td></td>
</tr>
</tbody>
</table>
## Section 1d Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2010.

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 completers. 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. (footnote)

<table>
<thead>
<tr>
<th>Academic Major</th>
<th>Number Prepared</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education - General</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Special Education</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Early Childhood Education</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Elementary Education</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Junior High/Intermediate, Middle School Education</td>
<td>5</td>
</tr>
<tr>
<td>Teacher Education - Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>Teacher Education - Agriculture</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Art</td>
<td>2</td>
</tr>
<tr>
<td>Teacher Education - Business</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - English/Language Arts</td>
<td>2</td>
</tr>
<tr>
<td>Teacher Education - Foreign Language</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Health</td>
<td>9</td>
</tr>
<tr>
<td>Teacher Education - Family and Consumer Sciences/Home Economics</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Technology Teacher Education/Industrial Arts</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>Teacher Education - Music</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Physical Education and Coaching</td>
<td>9</td>
</tr>
<tr>
<td>Teacher Education - Reading</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Science</td>
<td>4</td>
</tr>
<tr>
<td>Teacher Education - Social Science</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Social Studies</td>
<td>3</td>
</tr>
<tr>
<td>Teacher Education - Technical Education</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Computer Science</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Biology</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Chemistry</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Drama and Dance</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - French</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - German</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - History</td>
<td></td>
</tr>
<tr>
<td>Field</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Physics</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Spanish</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Speech</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Geography</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Latin</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Psychology</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Earth Science</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - English as a Second Language</td>
<td></td>
</tr>
<tr>
<td>Teacher Education - Bilingual, Multilingual, and Multicultural Education</td>
<td></td>
</tr>
<tr>
<td>Education - Curriculum and Instruction</td>
<td></td>
</tr>
<tr>
<td>Education - Social and Philosophical Foundations of Education</td>
<td></td>
</tr>
<tr>
<td>Liberal Arts/Humanities</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td></td>
</tr>
<tr>
<td>Social Sciences</td>
<td></td>
</tr>
<tr>
<td>Anthropology</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td></td>
</tr>
<tr>
<td>Geography and Cartography</td>
<td></td>
</tr>
<tr>
<td>Political Science and Government</td>
<td></td>
</tr>
<tr>
<td>Sociology</td>
<td></td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td></td>
</tr>
<tr>
<td>Foreign Languages</td>
<td></td>
</tr>
<tr>
<td>Family and Consumer Sciences/Human Sciences</td>
<td></td>
</tr>
<tr>
<td>English Language/Literature</td>
<td></td>
</tr>
<tr>
<td>Philosophy and Religious Studies</td>
<td></td>
</tr>
<tr>
<td>Agriculture</td>
<td></td>
</tr>
<tr>
<td>Communication or Journalism</td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td></td>
</tr>
<tr>
<td>Mathematics and Statistics</td>
<td></td>
</tr>
<tr>
<td>Physical Sciences</td>
<td></td>
</tr>
<tr>
<td>Astronomy and Astrophysics</td>
<td></td>
</tr>
<tr>
<td>Atmospheric Sciences and Meteorology</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
</tr>
<tr>
<td>Geological and Earth Sciences/Geosciences</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td></td>
</tr>
<tr>
<td>Business/Business Administration/Accounting</td>
<td></td>
</tr>
</tbody>
</table>
Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure 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. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

<table>
<thead>
<tr>
<th>Teacher shortage area</th>
<th>Goal for increasing prospective teachers trained</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mathematics</strong></td>
<td><strong>academic year:</strong> 2010-11</td>
</tr>
<tr>
<td><strong>Goal:</strong> Increase interest in Math</td>
<td></td>
</tr>
<tr>
<td><strong>Goal met?</strong> Yes</td>
<td></td>
</tr>
<tr>
<td><strong>Description of strategies used to achieve goal:</strong></td>
<td></td>
</tr>
<tr>
<td>The Williams Teacher Education Program (WTEP) will examine the Praxis I scores of all teacher education majors and encourage students who score highly on the Math section to pursue a Middle Level Math and Science degree.</td>
<td></td>
</tr>
<tr>
<td>Invite local school administrators to speak to Williams Teacher Education Program candidates and share the need for Math teachers in today's schools.</td>
<td></td>
</tr>
<tr>
<td>Investigate scholarships and incentives for students pursuing a Mathematics education degree.</td>
<td></td>
</tr>
<tr>
<td><strong>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</strong></td>
<td></td>
</tr>
<tr>
<td>Once each semester, analyze the results of the Math section on Praxis I.</td>
<td></td>
</tr>
<tr>
<td>Ask a superintendent from one school in every county in Northeast Arkansas to come and speak on the need for teachers in Mathematics.</td>
<td></td>
</tr>
</tbody>
</table>
**Science**

**Academic year:** 2010-11

**Goal:** Increase Science Teachers

**Goal met?** Yes

**Description of strategies used to achieve goal:**

The WTEP will examine the ACT or SAT scores of all teacher education majors and encourage students who score highly on the Science section to pursue a Middle Level Math and Science degree.

Invite local school administrators to speak to Williams Teacher Education Program candidates and share the need for science teachers in today’s schools.

Investigate scholarships and incentives for students pursuing a Middle Level education degree.

**Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**

Once each semester, analyze the results of the science section on the ACT or SAT for each student enrolled in education classes at Williams.

Ask a Superintendent from one school in every county in Northeast Arkansas to come and speak on the need for science teachers in this area.

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**Special education**

**Academic year:** 2010-11

**Goal:** NA

**Goal met?**

**Description of strategies used to achieve goal:**

NA

**Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**

NA

---

**English proficient students**

**Academic year:** 2010-11

**Goal:** NA

**Goal met?**

**Description of strategies used to achieve goal:**

NA

**Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**

NA

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**Teacher preparation**

**Academic year:** 2010-11
Goal: Implement CCSS in courses

Goal met? No

Description of strategies used to achieve goal:

In the Fall 2011, the Williams Teacher Education Program implemented the State Adopted Common Core State Standards into the Education courses for Pre-Service teachers. The faculty of the Williams Teacher Education Program have developed and received extensive training in various areas of content on how to teach the Common Core State Standards to the primary and secondary level learners. This new content and pedagogy practices has been and will continue to be infused into the current methods and content classes for all Williams Teacher Education Preparation courses.

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

Ensure all faculty members who teach a content course in the education department have vast knowledge of the Common Core State Standards. Provide information to faculty members on available trainings and opportunities to learn the best practices of implementing the Common Core State Standards into all subjects for primary and secondary teachers.

Provide any additional comments, exceptions and explanations below:

Section II. Assurances

Please indicate whether your institution is in compliance with the following assurances.

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution’s graduates are likely to teach, based on past hiring and recruitment trends.

Yes

Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.

Yes

General education teachers receive training in providing instruction to children with disabilities.

Yes

General education teachers receive training in providing instruction to limited English proficient students.

Yes

General education teachers receive training in providing instruction to children from low-income families.

Yes

Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.

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

The Chair of the Education Department is in constant contact with local school administrators about the needs for quality educators at each school.

Williams Teacher Education Program collaborates and consults with the local education corps to stay abreast and implement current strategies and curriculum in the local schools in Northeast Arkansas. Furthermore, faculty members from the Williams Teacher Education Program are continually attending training and workshops held by the Arkansas Department of Education to be well versed in the most recent education trends and practices.

Every student in the Williams Teacher Education Program is required to take a course that educates pre-service teachers how to teach students with special needs.

Each respective education department requires students take a method course that prepares pre-service teachers to teach students with diverse backgrounds and needs.

Section III: Assessment Rates

<table>
<thead>
<tr>
<th>Assessment code - Assessment name</th>
<th>Number taking tests</th>
<th>Avg. scaled score</th>
<th>Number passing tests</th>
<th>Pass rate (%)</th>
<th>State Average pass rate (%)</th>
<th>State Average scaled score</th>
</tr>
</thead>
<tbody>
<tr>
<td>ETS0132 - ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11</td>
<td>3</td>
<td>91</td>
<td>170</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ETS0132 - ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09</td>
<td>3</td>
<td>100</td>
<td>173</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ETS0132 - ART CONTENT TRAD CRITIC AESTHETICS Educational Testing Service (ETS) All program completers, 2010-11</td>
<td>3</td>
<td>94</td>
<td>146</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ETS0132 - ART CONTENT TRAD CRITIC AESTHETICS Vocational Testing Service (ETS) All program completers, 2008-09</td>
<td>3</td>
<td>100</td>
<td>146</td>
<td></td>
<td></td>
<td></td>
</tr>
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Section IV. Low-Performing

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

Is your teacher preparation program currently approved or accredited?
Yes

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

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?
No

Section V. Technology

Does your program prepare teachers to:

* Integrate technology effectively into curricula and instruction
  Yes

* Use technology effectively to collect data to improve teaching and learning
  Yes

* Use technology effectively to manage data to improve teaching and learning
  Yes

* Use technology effectively to analyze data to improve teaching and learning
  Yes

Provide a description of how your program 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 how your program 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
All students in the Williams Teacher Education Program are required to take a core course that teaches students how to use and implement technology in the 21st Century classroom. Pre-service teachers are required to exhibit technology competencies, such as how to use Smart boards, document cameras, Wio cameras, webcasts, blogs, avatars, wikis, glogs, pod casts, digital story books, online e-shows, e-books, etc. In several of their education courses. Each student is required to earn a grade of "C" or higher in a course that teaches students how to use technology to effectively collect, manage, and analyze data. For a class assignment, students are required to take the analyzed data and develop strategies to improve the learning environment and academic achievement for artificial students. In each department of the Williams Teacher Education Program, a methods course is taught that equips students with the knowledge base and practical strategies of how to use universal design for the 21st Century Learner. Students are taught how to identify students’ holistic needs and address those needs by utilizing the available resources at their immediate exposure for the betterment of all learners in a given classroom.

Section VI. Teacher Training

Does your program prepare general education teachers to:

* teach students with disabilities effectively
  Yes

* participate as a member of individualized education program teams
  Yes

* teach students who are limited English proficient effectively
  Yes

Provide a description of how your program prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 6507(b)(3)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Faculty members with extensive experience in teaching special needs students instruct the course that teaches Williams Teacher Education Program students how to teach students with disabilities effectively.

Course requirements for the Williams Teacher Education Program require students to have a thorough understanding of the format of an individualized education program and the process of developing the program. Furthermore, students are required to have a firm knowledge base pertaining to the legislation of educating students with disabilities. Faculty members at Williams provide students with multiple strategies to implement and utilize for the classroom to be a legal environment and conducive for special needs students. For effectively teaching students who have a limited English proficiency, the faculty at Williams teach students how to modify their lessons and utilize language resources to foster a positive learning environment for all learners.

Does your program prepare special education teachers to:

* teach students with disabilities effectively
  NA

* participate as a member of individualized education program teams
  NA
Provide a description of how your program prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 606(c)(1)(C) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

NA

Section VII. Contextual Information

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

Supporting Fits

WILLIAMSBURG COLLEGE
Traditional Program

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Title II, Higher Education Act
OMB Control No.: 1840-0744 (exp. 9/30/2012)