

APPENDIX C
Institutional Questionnaire
For Use in Preparing the Institutional Report

Office of Postsecondary Education
U.S. Department of Education

Annual Institutional Questionnaire on Teacher Preparation: Academic year: 2003-2004

Institution name: **LAKE SUPERIOR STATE UNIVERSITY**
Respondent name and title: **David M. Myton, Ph.D. Chair – School of Education**
Respondent phone number: **906-635-2811** Fax: **906-635-7565**
Electronic mail address: **dmyton@lssu.edu**
Address: **School of Education – South Hall**
650 W. Easterday Avenue
City: **Sault Sainte Marie** State: **Michigan** Zip code: **49783**

Section 207 of Title II of the Higher Education Act mandates that the Department of Education collect data on state assessments, other requirements, and standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary to use these data in submitting an annual report on the quality of teacher preparation to the Congress. The first Secretarial report is due April 7, 2002. Annual state reports to the Secretary are first due on October 7, 2001. Data from institutions with teacher preparation programs are due to states annually, beginning April 7, 2001, for use by states in preparing annual report cards to the Secretary.

Paperwork Burden Statement

This is a required data collection. Response is not voluntary. According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1840-0744 (expiration date: 6/30/2006). The time required for institutions to complete this information collection is estimated to average 66 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Assistant Secretary, Office of Postsecondary Education, U.S. Department of Education, 1990 K Street, NW, Room 6081, Washington, DC 20006.

Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the guide.

Section I. Pass rates.

Please provide the information in the attached Institutional Report Tables C1 and C2 on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state. This information will be provided to your institution by the state or the testing company.

Michigan Test for Teacher Certification
Annual Institution Report
Program Year: 2003-2004

Process date: **02-22-05 10:59:09**
 Institution: **402 - Lake Superior State University**
 Number of Program Completers: **65**

Test Field/Category	Institution			Statewide
	Number Tested	Number Passed	Pass Rate	Pass Rate
Basic Skills				
Reading	60	60	100%	100%
Math	60	60	100%	100%
Writing	60	60	100%	100%
Aggregate	60	60	100%	100%
Academic Content Areas				
002 English	2	--	--	100%
008 Geography	1	--	--	100%
009 History	9	--	--	100%
010 Political Science	2	--	--	100%
011 Psychology	2	--	--	100%
016 Science	5	--	--	100%
017 Biology	4	--	--	100%
018 Chemistry	3	--	--	100%
020 Geology/Earth Science	3	--	--	100%
022 Mathematics (Secondary)	4	--	--	100%
083 Elementary Education	39	39	100%	100%
084 Social Studies	13	13	100%	100%
Aggregate	87	87	100%	100%
Summary Totals and Pass Rate				
	63	63	100%	100%

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

The information contained herein is confidential and must not be disclosed to unauthorized persons. Appropriate safeguards must be implemented to protect against improper disclosure of this information.

This information is intended to be used only for the purpose of federal and state reporting requirements. It is NOT intended to be used for employment decisions, college admission screening, or any other purpose.

Important: Do NOT use this report to revise your program completer information. Use your program completer worksheet.

Michigan Test for Teacher Certification

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: 03-10-05 08:35:54

Institution: 402 - Lake Superior State University

Number of Program Completers: 37

Test Field/Category	Institution			Statewide
	Number Tested	Number Passed	Pass Rate	Pass Rate
Basic Skills				
Reading	36	36	100%	100%
Math	36	36	100%	100%
Writing	36	36	100%	100%
Aggregate	36	36	100%	100%
Academic Content Areas				
002 English	3	--	--	100%
008 Geography	1	--	--	100%
009 History	2	--	--	100%
010 Political Science	1	--	--	100%
011 Psychology	1	--	--	100%
012 Sociology	1	--	--	98%
016 Science	1	--	--	100%
017 Biology	2	--	--	100%
018 Chemistry	2	--	--	100%
022 Mathematics (Secondary)	1	--	--	100%
083 Elementary Education	27	27	100%	100%
084 Social Studies	3	--	--	100%
Aggregate	45	45	100%	100%
Summary Totals and Pass Rate				
	36	36	100%	100%

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

The information contained herein is confidential and must not be disclosed to unauthorized persons. Appropriate safeguards must be implemented to protect against improper disclosure of this information.

This information is intended to be used only for the purpose of federal and state reporting requirements. It is NOT intended to be used for employment decisions, college admission screening, or any other purpose.

Important: Do NOT use this report to revise your program completer information. Use your program completer worksheet.

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2005, the relevant information is for those completing program requirements in academic year 2003-2004. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See guide pages 10 and 11.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Section II. Program information.

(A) Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 2003-2004, including all areas of specialization.

1. Total number of students enrolled during 2003-2004: 340 (based on Fall 2003 enrollment)

(B) Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2003-2004? 66

3. Please provide the numbers of supervising faculty who were:

3 Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

2 Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

18 Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 2003-2004:
23

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): 3
5. The average number of hours per week required of student participation in supervised student teaching in these programs was: 35 hours. The total number of weeks of supervised student teaching required is 27. The total number of hours required is 945 hours.

(C) Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?
X Yes _____ No

7. Is your teacher preparation program currently under a designation as “low-performing” by the state (as per section 208 (a) of the HEA of 1998)? _____ Yes X No

NOTE: See appendix A of the guide for the legislative language referring to “low-performing” programs.

Section III. Contextual information (optional).

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this questionnaire.

Lake Superior School of Education

Mission: Established in 1946 to address the needs of returning World War II veterans and to provide educational opportunities to the people of the Eastern Upper Peninsula, Lake Superior State University still embodies the essence of the early days. A personal education in a safe and friendly environment remains a hallmark of today’s LSSU.

Teacher Preparation Programs: Lake Superior State University offers 14 baccalaureate programs leading to Michigan teacher certification, and 20 minors that can serve as the basis for certificate endorsements. Teacher candidates generally complete an intensive post-baccalaureate two-semester student teaching internship while continuing their professional development through graduate level courses aimed at strengthening research based curriculum development and authentic assessment.

Student Characteristics: Most undergraduates are of traditional college age, and 76% attend full-time.

ADMISSION REQUIREMENTS

Admission to the School of Education: Candidates must have completed 45 credits with at least a 2.7 GPA, demonstrate written and oral communication skills, and pass the MTTC basic skills test in reading, writing, and mathematics.

Accreditation: Local State is accredited by the North Central Association of Colleges and Schools. The teacher preparation program is approved by the Michigan Department of Education.

School of Education Vision:

- The School of Education is a community of learners bound by the shared values that exemplify excellence in the professional education of teachers.
- We are committed to provide opportunities for research, reflection and response in the education of teachers. We achieve these opportunities through situated and contextual learning experiences, and in the foundations for the development of content knowledge, pedagogical knowledge, professional dispositions. We value a commitment to learning communities, and are dedicated to meeting the diverse needs of learners.

Best Practices

- Field experiences emphasizing practical application are integrated throughout the teacher preparation program.
- Student teaching experience spans two semesters giving opportunity to work in two contexts (i.e. the student's major/minor, high/middle school, or upper/lower elementary.)
- All secondary, and many elementary students complete academic majors in content areas.

Notable Features and Accomplishments

- Strong relationship with schools in our region, and an emphasis on preparing students to meet the needs of rural schools and communities, are hallmarks of the program.
- Internship placements in the U.S. and Canada offer international opportunities, including placement in diverse settings (urban/rural), in bilingual schools, and in LSSU chartered schools located around the state of Michigan

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)

David M. Myton

Name of responsible institutional representative for teacher preparation program

Chair, School of Education Title

Certification of review of submission:

_____ (Signature)

Betty J. Youngblood, Ph.D.

Name of President/Chief Executive (or designee)

President, Lake Superior State University Title