

Annual Report to the Faculty Senate  
*from the*  
University Council on Teacher Education

Academic Year  
September 1, 2017 - August 31, 2018

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## INTRODUCTION

During the past year, September 2017 - August 2018, the University Council on Teacher Education (CTE) has continued to exercise its responsibility for the coordination and regulation of the Teacher Education Program at Utah State University. Operating within the framework of the Utah State University Code of Policies and Procedures, the Council has concerned itself with the:

1. development of teacher education curricula.
2. approval of all teacher education curricula.
3. admission and counseling procedures for students desiring to enter teacher education programs.
4. graduation requirements and the recommendation of graduates for professional licensure.

## MEMBERSHIP

The CTE is composed of 27 (28 counting the Dean) voting members consisting of the Dean of the Emma Eccles Jones College of Education and Human Services, who serves as Chairperson, the Vice Provost for Undergraduate Studies and Research, representatives from the departments within the Emma Eccles Jones College of Education and Human Services involved in the preparation of teachers, and representatives of the colleges offering teaching majors and minors. These members are nominated by the respective deans, in consultation with their staffs, and appointed by the Senate. The term of office is for three years with staggered appointments. The faculty member from the Emma Eccles Jones College of Education and Human Services selected to serve on the University Educational Policies Committee (EPC) is appointed by the Dean of the Emma Eccles Jones College of Education and Human Services to serve on the Council. Inasmuch as all curriculum matters relating to any teacher licensure program should receive consideration by the CTE prior to submission to the EPC, this appointment provides the necessary correlation and communication between the two bodies. In addition, the Utah State Board of Education, the Utah Education Association, and the local school district stakeholders are represented on the CTE. Students at the University are represented by the Senator from the Emma Eccles Jones College of Education and Human Services who has the privilege of one vote. An alternate student is designated to attend in the absence of the College's Senator. The membership of the CTE for the 2017-2018 academic year is identified on page 6 of the report.

The CTE meets regularly on the third Monday of each month. Attendance at the meetings is indicative of the involvement of CTE members in the affairs of the CTE. During the past year, approximately 67% of the members were in attendance at the monthly meetings.

## ACTIVITIES OF THE COUNCIL ON TEACHER EDUCATION

### Action Items—Program Changes

The CTE approved the following program changes:

5. Students are no longer required to have a speech and hearing test prior to admission to teacher education programs.
6. The Council of Teacher Education voted to no longer seek accreditation through CAEP (Council for Accreditation of Educator Preparation). Instead, we joined AAQEP (Association for Advancing Quality Educator Preparation) and are seeking accreditation through them; teacher education, instructional leadership, and school counseling have submitted self-study reports to AAQEP, and the site visit will occur Feb. 12-13, 2018. A decision will be rendered before August 2018.

7. All secondary education teaching majors are now required to complete the Teacher Work Sample. The Teacher Work Sample is a pedagogical performance assessment that is required in order for us to recommend students for licensure with the state of Utah.
8. The English as a second language endorsement sequence of courses has been revised and updated to match the requirements from the state. Two courses will be offered at the 5000 level allowing them to be taken by undergraduates; three courses will continue to be offered at the 6000 level.
9. TEAL 5080, Integrating Arts in to Learning, was approved. This course will be required for all elementary education majors; it has a prerequisite of two arts methods courses, which requires cooperation and collaboration between TEAL and the Caine College of the Arts leadership and faculty in order to ensure that students are able to comply with the requirement. This collaboration is largely coordinated by Aurora Villa, the Beverly Taylor Sorensen Endowed Program Director.
10. Secondary education teaching majors are no longer required to have a teaching minor unless required by their home department. History continues to require students to have a teaching minor along with a history teaching major.
11. Overall entry requirements (admissions standards) for elementary, secondary, and special education programs were established based upon the entry requirements set by the Utah State Board of Education in R277-301-3, which states that programs must:
  - establish entry requirements, approved by the Superintendent, that are designed to ensure that only high-quality individuals enter the licensure program which include measures of: (i) previous academic success; (ii) disposition for employment in an educational setting; and (iii) basic skills in reading, writing, and mathematics
 Specific programs (e.g., special education) can establish more specific admissions requirements. The entry requirements are:
  - GPA of 3.0 with a possibility of a waiver if specific criteria are met (e.g., student seeks admission to a teacher licensure program with a moderate or critical shortage in Utah)
  - a measure of disposition for employment with specific criteria for entry into the program. This measurement must be recorded into the database either by grade or pass/fail
  - basic skills in reading, writing, and mathematics entry requirements be defined by each program with specific minimum grades

## Information Items

1. Students must pass a background check clearance through the FBI and CBI in order to be admitted to teacher education programs. Students who have incidents that might compromise their background check clearance must self-disclose to the teacher education program in which they are enrolled. In addition, the Utah State Board of Education will notify the licensing office if incidents have occurred after a student has been admitted and is in the state database.
2. Secondary education students need to be registered for a clinical course in conjunction with methods course. Clinical courses allow students to practice the methods they are learning. If students are not registered for a clinical course (XXXX 3300 or XXXX 4300), then we are unable to ensure that they have obtained the background check clearance required to be placed in schools and to work with students in those placements.
3. The teacher salary supplement program, which is extra money that funds math, physical science, and computer science teachers who have degrees in these subjects, has now added special education to that program. Teachers can receive an additional \$4k if they apply for this program every year. <https://www.schools.utah.gov/curr/licensing/tssp>

## STUDENT PROFILE

### Students in the Teacher Education Program

Admission into the Teacher Education Program at Utah State University requires formal application to the Office of the Associate Dean for Graduation, Educator Licensing and Accreditation in the Emma Eccles Jones College of Education and Human Services as well as the department where the major work is being offered. Students are not permitted to enroll in professional courses in education until they have been admitted to the Teacher Education Program. The current admission guidelines require that an applicant have a cumulative 3.0 GPA and minimum grades in general education courses that provide evidence of academic success in reading, writing, and mathematics.

A total of 369 undergraduate students were admitted into the Teacher Education Program during the period September 1, 2017 through August 31, 2018. This total represents an increase of 7.2% from the previous year. Table 1 presents a comparison of the students admitted into the Teacher Education Program by teaching major for the two-year period 2016-2017 and 2017-2018. Table 2 provides data related to the mean ACT scores, USU GPA, and cumulative GPA.

A review of these data indicates that ACT scores and GPAs of students admitted into the Teacher Education Program continue to compare favorably with the ACT scores and GPAs of their counterparts at the University. Two hundred ninety-five (395) students admitted into the Teacher Education Program during the 2017-2018 academic year submitted ACT scores. The mean composite ACT score 24.5. During the same period of time, the mean composite ACT scores of entering freshmen at Utah State University was 24.1. The **410** students admitted into the Teacher Education Program had a mean USU GPA of 3.48 and a mean cumulative GPA of 3.53. The Registrar's Office at the university reported a mean GPA for all sophomores at USU for fall 2018 of 3.23.

### Graduates Recommended for Licensing

There were 585 students recommended for educator licensing and endorsements. This total is a increase of 17% percent in 2018 as compared to 2017 (see Table 3). Four hundred eighteen (418) students were recommended for initial licensing in 2018. This total is an increase of 8% in the number of initial licenses granted.

### Praxis Content Testing

Table 4 shows that there were 1397 tests attempted in the ETS Praxis II Content test in the student's major area, and 1,112 (80%) passed. Pass rates for each content area ranged from 31% (math content) to 100%.

### Placement of Program Graduates

The job placement rate of program graduates continues to be of interest to the Council. In 2018 a total of 477 graduates were recommended to the Utah State Board of Education for initial licensing or additional endorsement areas. Three hundred seventy-eight (79%) responded to our placement survey. Of these, 324 (86%) were employed in Utah and 51 (13.5%) accepted teaching contracts out-of-state. These percentages represent a 99 % placement rate for those seeking teaching positions (see Table 5). The 2018 placement rate is higher than the rate achieved in 2017, which was 93 percent

## SUMMARY

This report provides the Faculty Senate with an account of the activities of the CTE and the status of the Teacher Education Program for the 2017-2018 academic year. The CTE's primary activities during this period have been directed at maintaining a quality program.

The membership of the CTE is cognizant of the need to provide well-prepared teachers for our public, private, and charter schools. In response to this challenge, the CTE will continue with its efforts to provide leadership, service, and accountability for the teacher education programs at Utah State University. The intent is to use data and stakeholder input to continuously improve our high-quality pre-service teacher education programs that will attract potential teachers from diverse populations. The information in this report provides evidence that the academic performance of students in the pre-service teacher education program compares favorably with and, in some instances, exceeds the performance of their peers in other academic programs.

**UTAH STATE UNIVERSITY COUNCIL ON TEACHER EDUCATION (CTE)**

**MEMBERSHIP 2017-2018 through 2019-2020\***

\*Terms expire May 30

College and Number	Department or Area	2017-18	2018-19	2019-20
CEHS (1)	Dean			Beth Foley, Chair
CEHS (2)	Associate Dean			Sylvia Read Francine Johnson
Administration (1)	Vice Provost			Ed Reeve
Agriculture (2)	Ag. Education,			Tyson Sorenson
	Family, Consumer Sci			TBD
Education (6)	Teacher Ed and Leadership			Kathy Trundle
	Secondary Education	Eric Mohr*		
	Inst Tech		Sheri Haderlie	
	Comm Disorders & Deaf Ed	Michelle Wilson*		
	Special Education & Rehabilitation			Tim Slocum
	KHS		Peter Mathesius	
	Psychology			Camille Odell
Humanities and Social Sciences (2)	English		Sonia Manuel Dupont	
	History	Tammy Proctor*		
Caine College of Arts (2)	Fine Arts	Dennise Gackstetter*		
	Theater Arts		Cory Evans	
Science (2)	Mathematics			Kady Schneider
	Biology			Richard Mueller
State Department of Public Instruction (1)	Teacher Personnel			Travis Rawlings
University (1)	Educ. Policy Com.			Scott Hunsaker
Public Schools District Representatives (2)	Principal – Box Elder		Bryce Day	
	Teacher – Cache		Kim Panter	
Society of Supts. (1)	Superintendents		Frank Schofield	
USUSA (1)	ASUSU	Deidra Thomas*		
RCDE (1)	Regional Campus		Amy Piotrowski	

**Table 1*****A Comparison of Students Accepted into the Teacher Education Program, 2016-2017 and 2017-2018, by Programs***

	2016-17	2017-18	DIFFERENCE
Early Childhood	21	27	6
Elementary Education (1-8)	124	136	12
Elementary Education (K-6)	31	18	-13
Composite, Elem Educ & Deaf	3	6	3
Composite, Elem Educ & Spec Educ	11	10	-1
Composite, Spec Educ & Early Child	3	1	-2
Special Education	49	52	3
Secondary Education Majors			
Chemistry	1	1	0
English	16	27	11
Geography	1	0	-1
History	10	10	0
Mathematics	13	16	3
P.E.	9	10	1
Physics	0	1	1
Spanish	3	2	-1
Agricultural Education	20	20	0
Art Education	6	6	0
Biological Science	6	4	-2
Business Education	3	6	3
Earth Science	3	1	-2
Family & Consumer Sciences Education	20	14	-6
Mathematics/Statistics	10	16	6
Music	11	10	-1
Physical Science	1	1	0
Social Studies	12	25	13
Technology Engineering Educ (TEE, ETE, TIED)	2	3	1
Theatre Arts	4	1	-3
Teacher Education-Majors TOTAL	344	369	25

**Table 2**  
***Students' Mean Composite ACT Scores, USU GPA,  
 Cumulative GPA by Program, at the Time of Admission into the Teacher Education Program  
 September 2017 through August 2018***

Program	No. of Students Admitted	Students with ACT Scores	Mean ACT Score	Mean USU GPA	Mean Cum GPA
Agricultural Education	6	9	24.75	3.38	3.39
Art Education	20	10	21.00	3.47	3.46
Biological Science	9	7	24.75	3.41	3.42
Business Education	1	4	22.25	3.45	3.41
Chemistry	2	4	22.75	3.66	3.67
Composite, El Ed & Deaf Ed	2	2	25.25	3.46	3.46
Composite, El Ed & Spec Ed	5	8	28.75	3.61	3.60
Early Childhood Education	40	10	26.25	3.64	3.55
Earth Science	7	13	19.75	3.30	3.26
Elem Education (1-8)	10	9	23.50	3.34	3.55
Elem Education (K-6)	6	7	24.75	3.65	3.66
English	9	4	27.25	3.64	3.65
Family & Consumer Science Ed	5	3	20.75	3.45	3.48
History	9	23	25.25	3.54	3.46
Math	10	8	24.25	3.78	3.75
Math/Stat	7	5	31.25	3.24	3.51
Music	10	15	22.25	3.50	3.50
Physical Education	7	3	20.75	3.30	3.30
Physical Science	1	0		3.7	3.46
Physics	6	9	29.25	3.98	3.98
Social Studies	10	12	28.75	3.51	3.52
Spanish	29	10	26.75	2.86	3.74
Special Education	79	10	20.00	3.14	3.53
Tech Engineering Ed (TEE)	2	1	28.50	3.38	3.38
Theatre Arts	1	4	28.50	3.38	3.38
<b>TOTAL</b>	<b>410</b>	<b>295</b>	<b>24.5</b>	<b>3.48</b>	<b>3.53</b>



**Table 3**  
**Teacher Education Program Graduates**  
**Recommended for Teacher Licensing**  
**2011-2018**

	2011	2012	2013	2014	2015	2016	2017	2018
Composite	29	8	8	29	38	34	30	17
Early Childhood	4	17	17	19	21	23	23	31
Elementary	123	109	139	138	116	110	109	144
Elementary K-6	7	17	15	11	9	5	3	7
Secondary	167	113	117	127	101	119	99	154
Endorsements	79	85	107	120	110	76	64	61
Art	8	5	7	5	8	5	6	4
ComD	20	13	28	21	26	15	14	16
HPER	17	27	16	17	16	13	10	7
Lib Media	1	4	4	2	3	6	3	7
Music	10	8	9	15	8	10	8	7
School Counseling	19	52	26	47	28	57	34	61
School Psychology	2	3	5	3	3	2	4	4
Special Education	89	75	79	82	97	69	91	65
TOTAL (initial certificates)	558 (416)	536 (407)	577 (470)	636 (457)	584 (418)	544 (410)	498 (387)	585 (418)

**Table 4**  
**Praxis Attempts of Teacher Education Program Graduates**  
**Recommended for Licensing**  
**2014-2018**

Program	Praxis Test Number and Name	Passing Score	2014		2015		2016		2017		2018	
			Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass
Admin/Supervisory Certificate	0411/5411- Educational Leadership & Supervision		54	49 (91%)	63	57 (90%)	59	54 (92%)	57	56 (98%)	49	49 (100%)
Ag Education	0700/5701- Agriculture		14	13 (93%)	4	4 (100%)	11	11 (100%)	19	19 (100%)	11	11 (100%)
Art Education	0134/5134- Art: Content Knowledge		11	10 (91%)	6	6 (100%)	11	7 (64%)	7	5 (71%)	4	4 (100%)
Biology	0235/5235- Biology: Content Knowledge		10	10 (100%)	18	18 (100%)	18	18 (100%)	6	6 (100%)	7	7 (100%)
Business	5101-Business Education: Content Knowledge		2	2 (100%)	1	1 (100%)	3	3 (100%)	3	3 (100%)	1	1 (100%)
Chemistry	0245/5245- Chemistry: Content Knowledge		8	4 (50%)	9	4 (44%)	28	14 (50%)	19	10 (52%)	14	12 (85.7%)
Chinese	5665-Chinese-Mandarin: World Language		1	0	1	0	1	1 (100%)	1	0	0	0
Early Childhood	0022/5022/5025 Early Childhood		4	4 (100%)	1	1 (100%)	6	6 (100%)	3	3 (100%)	1	1 (100%)
Earth Science	0571/5571- Earth Sci: Content Knowledge		3	0	2	2 (100%)	4	4 (100%)	6	6 (100%)	2	2 (100%)

Program	Praxis Test Number and Name	Passing Score	2014		2015		2016		2017		2018	
			Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass
Elementary Education	0014/5014--Elementary Ed: Content Knowledge		2	2 (100%)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Elementary Education Early Childhood	5032/5002-Elementary Ed: Reading/Language		307	247 (80%)	321	242 (75%)	342	233 (68%)	341	230 (67%)	244	191 (78%)
Early Childhood/Deaf Ed Early Childhood/Elem Ed	5033/5003-Elementary Ed Mathematics		384	234 (61%)	337	267 (79%)	302	252 (83%)	276	232 (84%)	233	191 (82%)
Elem/Deaf Education Elem/Special Education	5034/5004-Elementary Ed Social Studies		340	245 (72%)	350	237 (68%)	377	246 (65%)	352	220 (63%)	274	192 (82%)
Special Education	5035/5005-Elementary Ed Science		312	249 (80%)	317	259 (82%)	315	238 (76%)	305	225 (74%)	230	194 (84%)
English	0041/5041-English Lang: Literature & Composition: Content Knowledge		2	1 (50%)	0	0	0	0	n/a	n/a	2	2 (100%)
English	5038/5039- English Language Arts-Content Knowledge		33	32 (97%)	30	25 (83%)	44	37 (84%)	32	30 (94%)	31	25 (81%)
Family & Consumer Science	0121/5121/5122-Family & Consumer Sciences		19	18 (95%)	31	18 (58%)	17	14 (82%)	11	11 (100%)	18	16 (89%)
French	5174-French: Content Knowledge		4	1 (25%)	1	1 (100%)	1	1 (100%)	1	1 (100%)	0	0
Geography	0921/0920/5921-: Geography		1	1 (100%)	6	4 (67%)	1	1 (100%)	3	3 (100%)	3	3 (100%)

Program	Praxis Test Number and Name	Passing Score	2014		2015		2016		2017		2018	
			Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass
German	5183-German: Content Knowledge		0	0	0	0	3	2 (67%)	0	0	0	0
Health Education	5551 Health Educ		7	7 (100%)	2	1 (50%)	7	6 (86%)	2	2 (100%)	1	1 (100%)
History	0941/5941- World & US History: Content Knowledge		20	10 (50%)	30	15 (50%)	26	14 (54%)	31	20 (65%)	22	15 (68%)
Integrated Science	0435/5435-General Sci: Content Knowledge		15	11 (73%)	5	4 (80%)	5	5 (100%)	9	7 (78%)	4	3 (75%)
Latin	0600-Latin		0	0	1	1 (100%)	0	0	0	0	0	0
Library Media Endorsement	0311/5311-Library Media Endorsement		3	3 (100%)	5	5 (100%)	4	4 (100%)	9	9 (100%)	7	7 (100%)
Marketing	0561- Marketing Education		1	1 (100%)	0	0	0	0	0	0	0	0
Math Level II Endorsement	0069/5169-Middle School Mathematics		92	48 (52%)	80	41 (51%)	59	36 (61%)	55	28 (51%)	51	34 (67%)
Mathematics/ Math/Stats	0061/5061/5161- Mathematics: Content Knowledge		39	25 (64%)	36	19 (53%)	70	32 (46%)	47	19 (40%)	35	13 (37%)
Music	5113-Music Content Knowledge		6	6 (100%)	6	6 (100%)	11	10 (91%)	13	13 (100%)	7	7 (100%)
Physical Education/ PE/Coaching	0091/5091- Physical Ed: Content Knowledge		12	12 (100%)	10	9 (90%)	9	9 (100%)	8	7 (88%)	6	5 (83%)

Program	Praxis Test Number and Name	Passing Score	2014		2015		2016		2017		2018	
			Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass
Physics	0265/5265- Physics: Content Knowledge		8	8 (100%)	6	6 (100%)	9	6 (67%)	6	6 (100%)	7	6 (86%)
Political Science	0930/5931– Government/ Political Sci		2	1 (50%)	4	4 (100%)	6	5 (83%)	4	3 (75%)	2	2 (100%)
Psychology	0390/5391- Psychology		0	0	0	0	3	3 (100%)	3	2 (67%)	3	3 (100%)
Reading Endorsement	0204/5204-Teaching Reading		10	10 (100%)	5	4 (80%)	6	6 (100%)	6	6 (100%)	1	1 (100%)
Sch Counseling	0421/5421-Sch Guidance & Counseling		51	50 (98%)	40	40 (100%)	54	49 (91%)	53	50 (94%)	66	60 (91%)
Sch Psychology	0401/5401/5402- School Psychologist		1	1 (100%)	5	5 (100%)	9	9 (100%)	5	5 (100%)	4	4 (100%)
Social Studies	0081/5081-Social Studies: Content Knowledge		26	22 (85%)	28	17 (61%)	21	15 (71%)	13	9 (69%)	17	15 (88%)
Sociology	0950/5952-Sociology		0	0	0	0	1	1 (100%)	0	0	0	0
Speech	0220/5221-Speech Communication		0	0	0	0	1	1 (100%)	0	0	0	0
Spanish	0191-Spanish: Content Knowledge		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1	1 (100%)
Spanish	5195 Spanish World Language		3	2 (67%)	8	6 (75%)	10	6 (60%)	12	9 (75%)	13	11 (85%)

Program	Praxis Test Number and Name	Passing Score	2014		2015		2016		2017		2018	
			Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass
Special Education	0354/5354-Educ of Exceptional Students: Core Content Knowledge		6	6 (100%)	10	9 (90%)	8	8 (100%)	13	13 (100%)	8	8 (100%)
Special Education	0543/5543-Special Education Core Knowledge Mild Moderate		6	5 (83%)	20	17 (85%)	12	12 (100%)	20	18 (90%)	12	9 (75%)
Special Education	5545- Special Education Core Knowledge & Severe to Profound Applic		2	2 (100%)	3	3 (100%)	1	1 (100%)	1	1 (100%)	2	2 (100%)
Special Education	5047-Middle School English/Language Arts		24	7 (29%)	6	2 (33%)	6	5 (83%)	6	4 (67%)	0	0
Technology Engineering Education	0051/5051-Technology Education		6	6 (100%)	7	7 (100%)	7	6 (86%)	4	4 (100%)	3	3 (100%)
Theatre	0640/0641/5641-Theatre		3	3 (100%)	2	2 (100%)	4	2 (50%)	2	2 (100%)	1	1 (100%)
		TOTAL	1860	1373 (74%)	1817	1369 (75%)	1892	1393 (74%)	1764	1297 (74%)	1397	1112 (80%)

# - No Utah cut-off score established

Table 5

**Placement of Teacher Education Program Graduates  
Recommended for Initial Licensing for the Period  
September 1, 2017 Through August 31, 2018**

1	2	3	4	5	6	7	8	9	10	11
Teaching Major	Total No. Certified	Total No. Responded	In State	Outside State	Other Employment	Seeking Teaching Position	Not Seeking Teaching Position	Continuing Formal Education	% Placement in Teaching of Total Responded	% Placement in Teaching of Total Seeking Employment
Ad/Supervisory	48	20	14	6	4				100%	100%
Ag Ed	10	9	7	2					100%	100%
Art Ed	4	4	2	2					100%	100%
Biological Science	6	6	6						100%	100%
Business	1	1	1						100%	100%
Com Dis/SLP	11	9	8	1					100%	100%
ComDDE/Deaf	5	3	1	2		1			100%	100%
Composite Majors	46	41	35	6					100%	100%
Early Childhood	3	2	1	1					100%	100%
Earth Science	1	1		1					100%	100%
Elem Ed (1-8)	108	94	80	14	1	4			100%	100%
Elem Ed (K-6)	6	4	3	1					100%	100%
English	20	17	15	2					100%	100%
FCSE	16	13	10	3					100%	100%
History	10	4	4						100%	100%

1	2	3	4	5	6	7	8	9	10	11
Teaching Major	Total No. Certified	Total No. Responded	In State	Outside State	Other Employment	Seeking Teaching Position	Not Seeking Teaching Position	Continuing Formal Education	% Placement in Teaching of Total Responded	% Placement in Teaching of Total Seeking Employment
Math	5	5	4	1					100%	100%
Music Ed	7	5	3			1		1	60%	60%
PE	5	2	1	1					100%	100%
Physical Science	5	4	3	1					100%	100%
Physics	1	1	1						100%	100%
Sch Library Media	4	1		1					100%	100%
School Counselor	61	48	46	1	1			1	100%	100%
Sch Psychology	4	4	3	1					100%	100%
Social Studies	10	9	8	1					100%	100%
Spanish	6	5	5						100%	100%
Special Education	22	19	19						100%	100%
Spec Ed Alt	42	38	37		1				100%	100%
Theater	1	1	1						100%	100%
TEE/EET/ITE/TIED	3	3	3						100%	100%
TOTALS	477	378	324	51	10	12		2	99.2%	99.7%

## NOTES

1. Column 10 percent = (Col 4 + Col 5) / Col 3
2. Column 11 percent = (Col 4 + Col 5) / (Col 3 - Col 8 - Col 9)
3. Graduate may be teaching in major or minor content area.