

Title II Higher Education Act

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University of Saint Francis
Traditional Program
2008-09

Print Report Card

Program Information

Name of Institution: University of Saint Francis
Institution/Program Type: Traditional
Academic Year: 2008-09
State: Indiana

Address: 2701 Spring Street

 Fort Wayne, IN, 46808

Contact Name: Maureen McCon
Phone: 260 399-7700
Email: mmccon@sf.edu

Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: No
TQE partnership name or grant number, if applicable:

Section I.a 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.

Element	Undergraduate	Postgraduate
Application	Yes	Yes
Fee/Payment	No	No

Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	No
Experience in a classroom or working with children	No	No
Minimum number of courses/credits/semester hours completed	Yes	No
Minimum high school GPA	No	No
Minimum undergraduate GPA	Yes	Yes
Minimum GPA in content area coursework	No	No
Minimum GPA in professional education coursework	Yes	No
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum GRE score	No	Yes
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	No
Minimum Miller Analogies test score	No	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	No	Yes
Interview	Yes	Yes
Resume	No	Yes
Beachelor's degree or higher	No	Yes
Job offer from school/district	No	No
Personality test (e.g.,Myers-Briggs Assessment)	No	No
Other (specify: State Sex Offender Check)	Yes	Yes

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 program:
Sophomore year

Does your initial teacher certification program conditionally admit students? No

Please provide any additional about or exceptions to the admissions information provided above:

Post Baccalaureatte program admission only requires either GRE or MAT scores if the candidate's UG GPA is below 3.0.

We do a State Sex Offender Check on all applicants.

Section I.b Program Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on 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.

Total number of students enrolled in 2008-09:	128
Unduplicated number of males enrolled in 2008-09:	38
Unduplicated number of females enrolled in 2008-09:	90

2008-09	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	1
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	1
Native Hawaiian or Other Pacific Islander:	0
White:	99
Two or more races:	2

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2008-09.

Average number of clock hours required prior to student teaching	199
Average number of clock hours required for student teaching	600
Number of full-time equivalent faculty in supervised clinical experience during this academic year	10
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	24.76
Number of students in supervised clinical experience during this academic year	127

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

Ave. Number of clock hours required prior to student teaching:

Elementary Ed =270

Secondary Ed =161

Art Ed =165

There were 266 students in clinicals but the unduplicated number was 127. (Many students were in more than one clinical.)

Initial Post baccalaureate = 100

Section I.d Certified Licensed

Provide the number of students who have been certified or licensed as teachers, by subject and area of certification or licensure.

Teaching subject/area	Number certified/ licensed 2008-09	Number certified/ licensed 2007-08	Number certified/ licensed 2006-07
TOTAL (all areas/subjects)	25	34	28
Elementary Education/Mild Intervention	13	15	15
Elementary Education (only)	1	0	4
Health/Physical Education/Mild Intervention	1	1	2
Health/Physical Education (only)	2	1	0
Health/Mild Intervention (only)	1	0	0
Language Arts/Mild Intervention	0	3	1
Language Arts (only)	0	1	1
Math/Mild Intervention	0	0	1
Mild Intervention (only)	2	4	1
Social Studies/Mild Intervention	2	1	0
Social Studies (only)	1	0	0
Life Science	0	1	0
Visual Art	2	3	3
Elem. Ed /Mild Intervention /Social Studies	0	1	0
Elem. Ed /Mild Intervention /Visual Art	0	1	0
Business Education /Mild Intervention	0	1	0
Business Education (only)	0	1	0

Section I.e Program Completers

Provide the total number of initial teacher certification preparation program completers in each of the following academic years:

2008-09: 26

2007-08: 33

2006-07: 27

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.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	Academic year: Goal: Goal met? Description of strategies used to achieve goal: Description of steps to improve performance in meeting goal or lessons learned in meeting goal:
Science	Academic year: Goal: Goal met? Description of strategies used to achieve goal: Description of steps to improve performance in meeting goal or lessons learned in meeting goal:
Special education	Academic year: Goal: Goal met? Description of strategies used to achieve goal: Description of steps to improve performance in meeting goal or lessons learned in meeting goal:
Instruction of limited English proficient students	Academic year: Goal: Goal met? Description of strategies used to achieve goal: Description of steps to improve performance in meeting goal or lessons learned in meeting goal:
Other	Academic year: Goal:

	<p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
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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:

I. Traditional Cohort

A. The institution's most successful strategy in meeting assurances noted above include merged dual licensure programs. With the exception of the K-12 visual arts program, baccalaureate (undergraduate) initial licensing programs of study prepare candidates in content disciplines that are merged with preparation in mild intervention exceptional needs. The merged programs of study are known as dual licensure programs. They prepare candidates to work with children with a broad range of abilities. Candidates may operationalize teaching licenses both in content areas, mild intervention and a selected subject discipline. Among the 2008 –2009 cohort, one-hundred percent of program completers in the baccalaureate dual licensure programs received employment offers from area school districts.

The initial licensing visual arts K through 12 program prepares candidates to teach at all student

developmental levels, K through 12. The visual arts secondary education program prepares candidates to teach students at the middle school and high school developmental levels. These prospective teachers receive seven fewer credit hours of training in special education than their peers in other initial licensing programs.

Post-baccalaureate programs include initial licensure in exceptional needs. Two programs at that level, mild intervention and intense intervention, prepare prospective teachers.

The USF Department of Education is nationally recognized; individual programs are state recognized and approved. The currently state-approved programs are:

Baccalaureate / Undergraduate Level**

- o Elementary Education/Mild Intervention
- o Business /Mild Intervention
- o Chemistry/Mild Intervention
- o Health/Mild Intervention*
- o Language Arts/Mild Intervention
- o Life Science/Mild Intervention
- o Mathematics/Mild Intervention
- o Physical Education/Mild Intervention*
- o Social Studies/Mild Intervention
- o Visual Art, K-12
- o Visual Art, 6 – 12

* The Health and Physical Education programs are a combined major

**All bachelor's degree programs are Mild Intervention, with the exception of Visual Art

Currently state-approved initial licensure baccalaureate (graduate) level programs are:

- o Exceptional Needs—Mild Intervention
- o Exceptional Needs—Intense Intervention

B. Another successful strategy of the institution is the number and variety of field experience hours prospective teachers receive in the initial licensure programs. Baccalaureate (undergraduate) elementary education / mild intervention candidates complete more than 200 hours of university-supervised field experiences prior to student teaching. Baccalaureate (undergraduate) secondary education / mild intervention candidates complete more than 150 hours of university-supervised field experiences prior to student teaching. Visual art majors, both K-12 and secondary education, complete more than 150 hours of university-supervised field experiences prior to student teaching.

Visual arts K through 12 and visual arts secondary education programs require 150 hours of university-supervised field experiences prior to student teaching. Teacher candidates also receive 16 weeks of student teaching.

Both elementary / mild intervention and secondary / mild intervention programs, student teaching consists of two, eight-week placements. One placement occurs in an elementary education general education classroom. The second placement occurs in a mild intervention exceptional needs setting. This setting may

range from one or a combination of several special education service delivery models: full inclusion, pull-out, and / or self-contained.

Field experiences for post-baccalaureate (graduate) initial licensure candidates consist of one-hundred hours of university-supervised practicum in a setting that corresponds to their program of study, either mild intervention or intense intervention. Candidates also receive 16 weeks of student teaching in their program of study.

The unit assessment system guarantees that prospective teachers receive training in school settings with students from low-income, limited English proficiency, and at-risk populations. Many university-supervised field experiences prior to and during student teaching require candidates to follow the protocols of the Candidate Field Experience Process (CFAP). The following links provide details of all programs' field experiences and corresponding requirements for undergraduate and graduate levels initial licensure programs.

- o (Section II, Table A) Baccalaureate Initial Licensure Dual Elementary/MI Program
- o (Section II, Table B) Baccalaureate Initial Licensure Dual Secondary/MI Programs
- o (Section II, Table C) Baccalaureate Initial Licensure Visual Art Program
- o (Section II, Table D) Post-Baccalaureate Initial and Advanced Exceptional Needs Programs

The Director of Field Experiences monitors candidate experiences and makes appropriate placement assignments to ensure that candidates have field and clinical practice preparation working with students from diverse backgrounds. The Field Placement Demographics document (Section II, Table E) verifies candidates' field and clinical placements, which include structured experiences interacting with diverse student populations. Placements include work with students with exceptionalities and students from diverse ethnic/racial, linguistic, gender, and socioeconomic groups. Placements are tracked through the Candidate Tracking System (CTS)[Section II, Table F] . The CTS documents diversity of placement sites in accordance with P-12 students' race and ethnicity, socio-economic status, academic performance, and gender. Also, the CTS tracks placements which include geographic distinctions, such as urban, suburban and private / parochial school settings.

As noted above in the Field Placement Demographics document, candidates in the post-baccalaureate Exceptional Needs Program complete clinical practices in settings contingent on their employment status (e.g., currently employed in schools) and licensing status. Initial licensing candidates at the post-baccalaureate level must complete both Practicum (SPED 513) and student teaching (EDUC 583). It is mandatory that candidates complete field requirements in schools appropriate to their licensure area, interacting with students from diverse racial, ethnic, and socioeconomic backgrounds. Candidates may complete Practicum, SPED 513 placements on-campus in the summer academic improvement program Oaks and Willows. This program offers scholarships to families meeting free and reduced lunch criteria. Moreover, candidates may complete Practicum, SPED 513 in a local social service agency, such as the Turnstone Center for Children and Adults with Disabilities.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking test	Avg. scaled score	Number passing test	Pass rate (%)	State Average pass rate (%)	State Average scaled score
133 - ART CONTENT KNOWLEDGE Educational Testing Service (ETS)	4					

All program completers, 2008-09						
133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	3					
235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	2					
100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2007-08	3					
5730 -COMPUTERIZED PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	30		30	100		
5730 -COMPUTERIZED PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2007-08	34		34	100		
5710 -COMPUTERIZED PPST READING Educational Testing Service (ETS) All program completers, 2008-09	30		30	100		
5710 -COMPUTERIZED PPST READING Educational Testing Service (ETS) All program completers, 2007-08	34		34	100		
5720 -COMPUTERIZED PPST WRITING Educational Testing Service (ETS) All program completers, 2008-09	31		31	100		
5720 -COMPUTERIZED PPST WRITING Educational Testing Service (ETS) All program completers, 2007-08	34		34	100		
542 -ED EXCEPT STUDENTS: MILD MODER. DISABIL Educational Testing Service (ETS) All program completers, 2008-09	24		24	100		
542 -ED EXCEPT STUDENTS: MILD MODER. DISABIL Educational Testing Service (ETS) All program completers, 2007-08	30		30	100		
353 -EDUC. EXCEPTIONAL STUDENTS: CK Educational Testing Service (ETS)	25		24	96		

All program completers, 2008-09						
353 - EDUC. EXCEPTIONAL STUDENTS: CK Educational Testing Service (ETS) All program completers, 2007-08	30		30	100		
011 - ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2008-09	15		12	80		
011 - ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2007-08	19		17	89		
041 - ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	3					
550 - HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	6					
550 - HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2007-08	3					
091 - PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	6					
091 - PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	3					
730 - PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	1					
730 - PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2007-08	1					
710 - PPST READING Educational Testing Service (ETS) All program completers, 2008-09	1					
710 - PPST READING Educational Testing Service (ETS) All program completers, 2007-08	2					
720 - PPST WRITING Educational Testing Service (ETS) All program completers, 2007-08	1					

300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2008-09	15		15	100		
300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2007-08	19		19	100		
081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	4					
081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	3					

Section III. Summary Rates

Academic Year	Number taking one or more required tests	Number passing all tests taken	Pass Rate (%)	Statewide average pass rate (%)
All program completers, 2008-09	34	34	100	
All program completers, 2007-08	36	35	97	

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 currently in place.

I. Traditional Cohort

Coursework prior to field and clinical experiences provide candidates with essential knowledge and skills to apply technology as instructional tools in the classroom. Preparation begins with the university's general education requirements that candidates demonstrate proficiencies in Word, Power Point, and Excel.

At the baccalaureate level, the unit requires candidates to demonstrate competency with multiple components of technology in Technology Applications in Teaching, EDUC 205 and its requisite Teaching with Technology signature assignment (Section V, Document A). Given this background, candidates are then able to take full advantage of the technology available in schools and to employ technology as instructional tools. The Candidate Field Assessment Process (CFAP) components include criteria which measure candidates' technology proficiencies. These assessment instruments include the Lesson Planning Guides (Section V, Document B), and Formal Observation Evaluation (Section V, Document C). Candidates' dispositional stances toward instructional technologies are assessed during field experiences and clinical practice by means of the Assessment of Professional Dispositions instrument (Section V, Document D).

Candidates in the post-baccalaureate Exceptional Needs Program, initial licensing level, must successfully complete the signature assignment in Technology Applications in Education, (EDUC 505), requiring the creation of multiple lesson plans incorporating technology into mild and intense intervention lessons. As with baccalaureate initial licensing candidates, the post-baccalaureate initial and advanced licensing candidates complete CFAP's multiple assessments that measure proficiencies related to instructional technology.

The technology criterion in the INCLUDE Plan (Friend and Bursuck) rubric (Section V, Document E) is used to assess initial and advanced candidates in the Mild Intervention Program, Methods and Techniques for Teaching Exceptional Elementary Children (SPED 508) and Advanced Methods for Teaching Exceptional Middle and High School Youth (SPED 509). In the Intense Intervention Program, Functional Curriculum / Assistive Technology (SPED 518) incorporates and assesses Individual Education Program (IEP) proficiencies related to assistive technology. Additionally, criteria on the following instruments: Practicum Evaluation (Practicum, SPED 513)[Section V, Document F], Student Teaching Evaluation (Student Teaching, EDUC 583) [Section V, Document G] and the Assessment of Professional Dispositions (Section V, Document H) are used to assess candidates' technology proficiencies during field and clinical experiences.

In initial licensing programs at the baccalaureate level, instructors incorporate seven categories of technology into instruction Technology to Enhance Teaching and Learning (Section V, Document I). The most frequently employed technologies are: research technology, instructional technology, and assessment technology. In research technology, instructors require that candidates process information to acquire content and pedagogical strategies and to understand school communities in which candidates complete field experiences. With instructional technology, candidates learn to use media to teach in an interactive

manner. Through the use of Assessment Technology candidates learn to diagnose, score, and formulate remediation approaches. To a lesser extent, instructors utilize technologies in the categories of Presentation, Instructional Support, and Safety and Security. Assistive Technology is incorporated into physical education courses for secondary education Health and Physical Education majors. The greatest variety of technologies is utilized in Educational Psychology and Measurement, EDUC 250, where the instructor utilizes five categories. Teacher candidates learn to use median, mean, mode, and item analysis to determine students' performance on forced-choice evaluations. These skills are utilized in authentic classroom settings as candidates plan, implement, and assess the effectiveness of formal lessons. The planning phase of the formal lesson utilizes the Lesson Planning Guide (LPG) to pre-assess students' knowledge and skills. The LPG aligns with the principles of the universal design for learning.

The LPG reflects approaches to teaching, learning, and assessment that are noted below. UDL principles are listed, followed by the application of principles to the Lesson Planning Guide (LPG). The LPG's section numbers and categories are provided.

1. Flexible in Use: Approaches begin with the student: Understand the demographic, socio-economic, linguistic, and learning ranges of students with whom teacher candidates will work. LPG # 1: OVERVIEW INFORMATION
2. Equitable in Use: Approaches offer a variety approaches congruent with broad ranges of student learning styles and types of intelligences. Approaches to instruction differentiate content, processes, and / or products. LPG # 5: DIFFERENTIATION
3. Simple and Intuitive: Anticipatory sets, procedures and activities, and closure are fully aligned with standards, goals, and objectives. LPG # 3: LEARNING STANDARDS; LPG # 4: LEARNING CONTENT GOALS AND OBJECTIVES; and, LPG # 10: OVERVIEW of the LESSON PLAN.
4. Perceptible through Information Conveyed: Materials and technologies are integrated into lessons from the early planning phases to address the needs of all students. LPG # 7: INSTRUCTIONAL STRATEGIES; and, LPG # 8: MATERIALS
5. Tolerant of Errors: Lessons include continual, formative assessments to perceive students' level of understanding. Varieties of instructional approaches are prepared in anticipation of alternatives. LPG # 2: PRE-ASSESSMENT; LPG # 7: INSTRUCTIONAL STRATEGIES; and, LPG # 9: POST-ASSESSMENT.
6. Low in Physical Effort: The classroom environment—seating, procedures, ventilation, temperature, noise, is organized so that distractions are minimized and student attention is maximized. LPG # 6: LEARNING ENVIRONMENT
7. Appropriate to Useable Size and Space: Student physical, behavioral, and emotional characteristics (see # 1, above) are considered in early planning phases. Adjustments to seating, attention to communication needs, and availability of appropriate materials and technologies are anticipated and readied for implementation. LPG # 1: OVERVIEW INFORMATION; and, LPG # 6: LEARNING ENVIRONMENT
8. A Community of Learners: Approaches to instruction and assessment, the physical environment, and classroom management principles are sensitive to inclusion of students with special needs in general education settings. LPG # 1: OVERVIEW INFORMATION; LPG # 4: LEARNING CONTENT GOALS AND OBJECTIVES; LPG # 5: DIFFERENTIATION; and, LPG #9: POST-ASSESSMENT.
9. Inclusive Instructional Climate: Instructional procedures includes clear, detailed expectations for students' academic achievement. Instructional approaches and assessments are delivered in a positive, unbiased manner. Feedback to students is appropriate, genuine, and focused on improving performance. LPG # 6: LEARNING ENVIRONMENT; LPG #7: INSTRUCTIONAL; and, LPG #9: POST-ASSESSMENT.

With LPG's as their points of reference, teacher candidates formulate formal lessons plans. Following delivery of lessons, evaluated by university supervisors, teacher candidates respond to nine questions that

are part of the Post-Observation Lesson Plan Analysis (POLAN)[Section V, Document J].

The POLAN is a component of the Candidate Field Assessment Process. The POLAN is completed following the candidate's delivery of the formal lesson. POLAN is the candidate's self-review of the formal lesson delivery. Additionally, the candidate analyzes students' performance on post-assessments administered at the end of the lesson. The analysis, with graphic depiction of results, is a major component of the POLAN. The analysis should elaborate on the question: "Did the students learn?" Student assessments samples reflecting of a range of performance levels (below average, average, above average) must be submitted with the POLAN. The candidate submits the POLAN on TaskStream for evaluation by the university supervisor.

Courses at the initial licensing level that require teacher candidates to utilize the LPG and POLAN are Practicum in Teaching (EDUC 201), Advanced Practicum in Teaching (EDUC 301), Student Teaching, (EDUC 480), Practicum (SPED 513), and Student Teaching, (SPED 583).

In initial licensing program at the post-baccalaureate courses, instructors incorporate seven categories of technology into instruction. The most frequently employed technologies are research technology and presentation technology. In presentation technology candidates learn to use media to teach in an interactive manner. To a lesser extent, instructors utilize technologies in the categories of presentation, instructional support, assistive, and safety and security. Instructional support technology is not incorporated into courses at the post-baccalaureate levels. The greatest variety of technologies is utilized in Teacher Inquiry, SPED 550, where the instructor utilizes five categories.

In 2008, the university's Department of Education became one of the 15-member Partnership for 21st Century Skills in the nation. As a Partnership member, the department sponsors a faculty member who has participated in webinars, podcasts, vodcasts, and on-line phone conferences with the 14 partner universities. These training sessions are designed to develop an appreciation and awareness of the instructional power that Multimedia Recordings of Teaching (MRT's)/video tapes can bring to teacher preparation programming. The department collaborates with partner universities to analyze how teaching with MRT's can pinpoint precise moments when student learning occurs. Defining moments when teaching transfers to learning is documented and referred to as "Records of Practice." Various on-line video sources and additional resources to assist in sharing these techniques with faculty and pre-service candidates are part of the web-based site generated and compiled by partner universities involved in this grant project. The on-line video sources are then used in university teacher education course work to explore instructional methodology and analyze culturally responsive teaching practices.

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 614(d)(1)(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.

Traditional Preparation Programs: Baccalaureate (Undergraduate) Teacher Candidates

I. Traditional Cohort

At the baccalaureate (undergraduate) initial licensing level, the dual licensure programs prepare teacher candidates both in a content discipline and in special education, mild intervention. The exceptions are programs in visual arts, K-12 visual arts and secondary education visual arts.

Several required courses prepare all candidates, including those in art education, to work effectively with children disabilities. Included in this preparation is training related to participation as members of IEP teams.

The first teacher education course, EDUC 140—Introduction to Teaching in Inclusive Settings, is co-taught by an instructor licensed in special education and an instructor licensed in a general education discipline. Specific course content focuses on the teaching profession and addressing the needs of learners from diverse backgrounds. Course content includes exploring the needs of students with special linguistic needs and those with disabilities. Infused throughout the co-taught course, candidates learn the roles IEP team members play in addressing student needs.

The second teacher education course, EDUC 201—Practicum in Teacher Education, is a second co-taught special education—general education course. In this course, candidates develop an understanding of the role collaboration plays among special education and general education teachers in meeting student needs. Candidates participate in 50 hours of authentic classroom experiences. They work with school-site cooperating teachers, university instructors, and peers to design interventions for students from diverse populations. Interventions are those that candidates, as future teachers, will propose as members of IEP teams. Candidates are introduced to their IEP roles as general education or special education teachers.

The third special education-general education co-taught course is EDUC 301—Advanced Practicum in Teacher Education. During this course, candidates work between 50 - 75 hours in mild intervention classrooms, typically in urban settings with students from diverse linguistic, racial, and ethnic backgrounds. In addition to designing and implementing lessons for students with disabilities, candidates have opportunities to observe IEP conferences.

All traditional preparation program candidates take SPED 430, Behavior /Classroom Management. A component of this course focuses on candidates' acquisition and improvement of professional interpersonal skills to facilitate cooperation among teachers, parents, professionals, students, and paraprofessionals. Candidates apply their knowledge of behavior assessment, problem-solving tools, and collaborative learning skills in a capstone simulation of IEP conferences. Candidates assume roles of typical participants of IEP conferences.

A final university-based course taken by all traditional baccalaureate (undergraduate) candidates is SPED 405— Effective Collaboration and Use of Community Resources. In this course, candidates research information regarding community resources that potentially address the needs of students with disabilities. Furthermore, candidates research, design, and publish informational documents for parents regarding the roles and responsibilities of IEP team members. These documents present parents with resources found both in schools and communities that may be applicable to meeting student needs.

Traditional Preparation Programs: Post-Baccalaureate (Graduate)

Teacher Candidates

In post-baccalaureate (graduate) level exceptional needs programs, mild intervention and intense intervention, initial licensing candidates take six master's level courses whose content trains them to participate as members of IEP teams. In SPED 527—Foundations of Exceptionalities, candidates are introduced to the IEP process, including the roles and responsibilities of team members.

Candidates in SPED 537—Collaboration and Communication in Exceptional Needs, learn collaboration models, including roles and responsibilities of professionals and parents who serve as members of an interdisciplinary team.

Candidates in SPED 508—Methods and Techniques for Teaching Exceptional Elementary Children learn techniques for designing and implementing least restrictive environments. Also, they learn the legal responsibilities of teachers, parents, and other professionals who serve on IEP teams. Moreover, they become familiar with customized instructional planning tools that can be used for IEP documentation. All instruction is based on the academic standards. In SPED 509—Advanced Methods for Teaching Exceptional Middle and High School Youth, graduate level candidates learn methods, materials, and instructional and strategies. Transition plans and future careers for students with disabilities are designed for possible presentation at IEP conferences.

In SPED 518—Functional Curriculum / Assistive Technology, candidates develop knowledge and the skills to design, implement, and deliver appropriate intervention services. Such services are essential to meeting the developmental needs of designed to meet the needs of young children with disabilities. Understanding of appropriate intervention services is a major component of special education teachers' roles and responsibilities on IEP teams. Candidates in SPED 540—Diagnostic /Prescriptive Teaching of Exceptional Students, review currently used diagnostics which provide a variety of assessment information. They develop an Individual Educational Program for children with emotional and mild disabilities.

Does your program prepare special 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 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 614(d)(1)(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.

Traditional Preparation Programs

Baccalaureate (Undergraduate) Teacher Candidates

As noted above, at the baccalaureate (undergraduate) initial licensing level, the dual licensure programs prepare teacher candidates both in a content discipline and in special education, mild intervention. The exceptions are programs in visual arts, K-12 visual arts and secondary education visual arts.

In addition to the five required courses outlined above , two additional courses prepare candidates, with the exception of those in art education, to work effectively with children disabilities. Included in this preparation is training related to participation as members of IEP teams.

Traditional program candidates, with the exception of those in visual arts, take one of two courses that focus on the roles of special education teachers in schools. Elementary / mild intervention majors take SPED 237, Mild Disabilities / Interventions. This course is designed to develop an awareness of instructional and

curriculum methods for

students with mild disabilities in the least restrictive environment. This includes general

education/special education collaboration and practical issues in education including: inclusive practices, adaptation and modification of materials, evaluation of student progress, and appropriate use of Individual Education Programs. As a field-based course, candidates work with school administrators, classroom teachers, and students.

Secondary education / mild intervention majors take SPED 328, Methods for Teaching Exceptional Middle and High School Youth. This is an upper level exceptional needs methods course taught in an urban high school setting. Continuum of services, program models, techniques and strategies for transition and instruction are studies. The Individualized Education Program process is emphasized, including Transition Plans, Functional

Behavior Assessment and Behavior Intervention Plans. Faculty and staff in the high school provide relevant information regarding high school students and the environment of a diverse urban high school. Candidates are assigned to high school classrooms for opportunities to interact with teachers and students for one half of the class time. An additional 30 hours of involvement in the school is required.

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.

At USF the School of Professional Studies (SOPS) is the unit. Members include the Departments of Psychology and Counseling, Education, and Social Work (Unit Organizational Chart) [Section VII, Document A]. Teacher education program has been NCATE approved since 1972. The unit's baccalaureate initial licensing programs of study prepare candidates in content disciplines that are merged with mild intervention exceptional needs. The merged programs of study are known as dual licensure programs, since candidates may operationalize teaching licenses in both content areas, mild intervention and a selected subject discipline. Also, candidates may opt to license in mild intervention or a selected subject discipline. The baccalaureate initial licensing level also offers a visual arts program of study that prepares candidates to teach at all student developmental levels, K through 12, without preparation in mild intervention. Post-baccalaureate programs include initial licensure in exceptional needs, both mild intervention and intense intervention. Post-baccalaureate exceptional needs candidates may seek licensure in preschool, elementary, and/or middle/high school settings. Faculty from the Departments of Education, Psychology, and Nursing collaborate in teaching post-baccalaureate programs. The department of education offers a transition to teaching program in one discipline, secondary education visual art. Also, teacher licensing programs available are identical to those in the baccalaureate initial licensing programs. Those programs are: Baccalaureate / Undergraduate Level** o Elementary Education/Mild Intervention o Business /Mild Intervention o Chemistry/Mild Intervention o Health/Mild Intervention* o Language Arts/Mild Intervention o Life Science/Mild Intervention o Mathematics/Mild Intervention o Physical Education/Mild Intervention* o Social Studies/Mild Intervention o Visual Art, K-12 o Visual Art, 6 – 12 * The Health and Physical Education programs are a combined major **All bachelor's degree programs are Mild Intervention, with the exception of Visual Art

[Supporting Files](#)

[Section II, Table A](#)

[Section II, Table B](#)

[Section II, Table C](#)

[Section II, Table D](#)

[Section II, Table E](#)

[Section II, Table F](#)

[Section V, Document A](#)

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University of Saint Francis

Traditional Program

2008-09

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University of Saint Francis
Traditional Program
2008-09

Print Report Card

Program Information

Name of Institution: University of Saint Francis
Institution/Program Type: Traditional
Academic Year: 2008-09
State: Indiana

Address: 2701 Spring Street

 Fort Wayne, IN, 46808

Contact Name: Maureen McCon
Phone: 260 399-7700
Email: mmccon@sf.edu

Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: No
TQE partnership name or grant number, if applicable:

Section I.a 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.

Element	Undergraduate	Postgraduate
Application	Yes	Yes
Fee/Payment	No	No

Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	No
Experience in a classroom or working with children	No	No
Minimum number of courses/credits/semester hours completed	Yes	No
Minimum high school GPA	No	No
Minimum undergraduate GPA	Yes	Yes
Minimum GPA in content area coursework	No	No
Minimum GPA in professional education coursework	Yes	No
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum GRE score	No	Yes
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	No
Minimum Miller Analogies test score	No	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	No	Yes
Interview	Yes	Yes
Resume	No	Yes
Beachelor's degree or higher	No	Yes
Job offer from school/district	No	No
Personality test (e.g.,Myers-Briggs Assessment)	No	No
Other (specify: State Sex Offender Check)	Yes	Yes

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 program:
Sophomore year

Does your initial teacher certification program conditionally admit students? No

Please provide any additional about or exceptions to the admissions information provided above:

Post Baccalaureatte program admission only requires either GRE or MAT scores if the candidate's UG GPA is below 3.0.

We do a State Sex Offender Check on all applicants.

Section I.b Program Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on 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.

Total number of students enrolled in 2008-09:	128
Unduplicated number of males enrolled in 2008-09:	38
Unduplicated number of females enrolled in 2008-09:	90

2008-09	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	1
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	1
Native Hawaiian or Other Pacific Islander:	0
White:	99
Two or more races:	2

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2008-09.

Average number of clock hours required prior to student teaching	199
Average number of clock hours required for student teaching	600
Number of full-time equivalent faculty in supervised clinical experience during this academic year	10
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	24.76
Number of students in supervised clinical experience during this academic year	127

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

Ave. Number of clock hours required prior to student teaching:

Elementary Ed =270

Secondary Ed =161

Art Ed =165

There were 266 students in clinicals but the unduplicated number was 127. (Many students were in more than one clinical.)

Initial Post baccalaureate = 100

Section I.d Certified Licensed

Provide the number of students who have been certified or licensed as teachers, by subject and area of certification or licensure.

Teaching subject/area	Number certified/ licensed 2008-09	Number certified/ licensed 2007-08	Number certified/ licensed 2006-07
TOTAL (all areas/subjects)	25	34	28
Elementary Education/Mild Intervention	13	15	15
Elementary Education (only)	1	0	4
Health/Physical Education/Mild Intervention	1	1	2
Health/Physical Education (only)	2	1	0
Health/Mild Intervention (only)	1	0	0
Language Arts/Mild Intervention	0	3	1
Language Arts (only)	0	1	1
Math/Mild Intervention	0	0	1
Mild Intervention (only)	2	4	1
Social Studies/Mild Intervention	2	1	0
Social Studies (only)	1	0	0
Life Science	0	1	0
Visual Art	2	3	3
Elem. Ed /Mild Intervention /Social Studies	0	1	0
Elem. Ed /Mild Intervention /Visual Art	0	1	0
Business Education /Mild Intervention	0	1	0
Business Education (only)	0	1	0

Section I.e Program Completers

Provide the total number of initial teacher certification preparation program completers in each of the following academic years:

2008-09: 26

2007-08: 33

2006-07: 27

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.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	Academic year: Goal: Goal met? Description of strategies used to achieve goal: Description of steps to improve performance in meeting goal or lessons learned in meeting goal:
Science	Academic year: Goal: Goal met? Description of strategies used to achieve goal: Description of steps to improve performance in meeting goal or lessons learned in meeting goal:
Special education	Academic year: Goal: Goal met? Description of strategies used to achieve goal: Description of steps to improve performance in meeting goal or lessons learned in meeting goal:
Instruction of limited English proficient students	Academic year: Goal: Goal met? Description of strategies used to achieve goal: Description of steps to improve performance in meeting goal or lessons learned in meeting goal:
Other	Academic year: Goal:

	Goal met? Description of strategies used to achieve goal: Description of steps to improve performance in meeting goal or lessons learned in meeting goal:
--	--

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:

I. Traditional Cohort

A. The institution's most successful strategy in meeting assurances noted above include merged dual licensure programs. With the exception of the K-12 visual arts program, baccalaureate (undergraduate) initial licensing programs of study prepare candidates in content disciplines that are merged with preparation in mild intervention exceptional needs. The merged programs of study are known as dual licensure programs. They prepare candidates to work with children with a broad range of abilities. Candidates may operationalize teaching licenses both in content areas, mild intervention and a selected subject discipline. Among the 2008 –2009 cohort, one-hundred percent of program completers in the baccalaureate dual licensure programs received employment offers from area school districts.

The initial licensing visual arts K through 12 program prepares candidates to teach at all student

developmental levels, K through 12. The visual arts secondary education program prepares candidates to teach students at the middle school and high school developmental levels. These prospective teachers receive seven fewer credit hours of training in special education than their peers in other initial licensing programs.

Post-baccalaureate programs include initial licensure in exceptional needs. Two programs at that level, mild intervention and intense intervention, prepare prospective teachers.

The USF Department of Education is nationally recognized; individual programs are state recognized and approved. The currently state-approved programs are:

Baccalaureate / Undergraduate Level**

- o Elementary Education/Mild Intervention
- o Business /Mild Intervention
- o Chemistry/Mild Intervention
- o Health/Mild Intervention*
- o Language Arts/Mild Intervention
- o Life Science/Mild Intervention
- o Mathematics/Mild Intervention
- o Physical Education/Mild Intervention*
- o Social Studies/Mild Intervention
- o Visual Art, K-12
- o Visual Art, 6 – 12

* The Health and Physical Education programs are a combined major

**All bachelor's degree programs are Mild Intervention, with the exception of Visual Art

Currently state-approved initial licensure baccalaureate (graduate) level programs are:

- o Exceptional Needs—Mild Intervention
- o Exceptional Needs—Intense Intervention

B. Another successful strategy of the institution is the number and variety of field experience hours prospective teachers receive in the initial licensure programs. Baccalaureate (undergraduate) elementary education / mild intervention candidates complete more than 200 hours of university-supervised field experiences prior to student teaching. Baccalaureate (undergraduate) secondary education / mild intervention candidates complete more than 150 hours of university-supervised field experiences prior to student teaching. Visual art majors, both K-12 and secondary education, complete more than 150 hours of university-supervised field experiences prior to student teaching.

Visual arts K through 12 and visual arts secondary education programs require 150 hours of university-supervised field experiences prior to student teaching. Teacher candidates also receive 16 weeks of student teaching.

Both elementary / mild intervention and secondary / mild intervention programs, student teaching consists of two, eight-week placements. One placement occurs in an elementary education general education classroom. The second placement occurs in a mild intervention exceptional needs setting. This setting may

range from one or a combination of several special education service delivery models: full inclusion, pull-out, and / or self-contained.

Field experiences for post-baccalaureate (graduate) initial licensure candidates consist of one-hundred hours of university-supervised practicum in a setting that corresponds to their program of study, either mild intervention or intense intervention. Candidates also receive 16 weeks of student teaching in their program of study.

The unit assessment system guarantees that prospective teachers receive training in school settings with students from low-income, limited English proficiency, and at-risk populations. Many university-supervised field experiences prior to and during student teaching require candidates to follow the protocols of the Candidate Field Experience Process (CFAP). The following links provide details of all programs' field experiences and corresponding requirements for undergraduate and graduate levels initial licensure programs.

- o (Section II, Table A) Baccalaureate Initial Licensure Dual Elementary/MI Program
- o (Section II, Table B) Baccalaureate Initial Licensure Dual Secondary/MI Programs
- o (Section II, Table C) Baccalaureate Initial Licensure Visual Art Program
- o (Section II, Table D) Post-Baccalaureate Initial and Advanced Exceptional Needs Programs

The Director of Field Experiences monitors candidate experiences and makes appropriate placement assignments to ensure that candidates have field and clinical practice preparation working with students from diverse backgrounds. The Field Placement Demographics document (Section II, Table E) verifies candidates' field and clinical placements, which include structured experiences interacting with diverse student populations. Placements include work with students with exceptionalities and students from diverse ethnic/racial, linguistic, gender, and socioeconomic groups. Placements are tracked through the Candidate Tracking System (CTS)[Section II, Table F] . The CTS documents diversity of placement sites in accordance with P-12 students' race and ethnicity, socio-economic status, academic performance, and gender. Also, the CTS tracks placements which include geographic distinctions, such as urban, suburban and private / parochial school settings.

As noted above in the Field Placement Demographics document, candidates in the post-baccalaureate Exceptional Needs Program complete clinical practices in settings contingent on their employment status (e.g., currently employed in schools) and licensing status. Initial licensing candidates at the post-baccalaureate level must complete both Practicum (SPED 513) and student teaching (EDUC 583). It is mandatory that candidates complete field requirements in schools appropriate to their licensure area, interacting with students from diverse racial, ethnic, and socioeconomic backgrounds. Candidates may complete Practicum, SPED 513 placements on-campus in the summer academic improvement program Oaks and Willows. This program offers scholarships to families meeting free and reduced lunch criteria. Moreover, candidates may complete Practicum, SPED 513 in a local social service agency, such as the Turnstone Center for Children and Adults with Disabilities.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking test	Avg. scaled score	Number passing test	Pass rate (%)	State Average pass rate (%)	State Average scaled score
133 - ART CONTENT KNOWLEDGE Educational Testing Service (ETS)	4					

All program completers, 2008-09						
133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	3					
235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	2					
100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2007-08	3					
5730 -COMPUTERIZED PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	30		30	100		
5730 -COMPUTERIZED PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2007-08	34		34	100		
5710 -COMPUTERIZED PPST READING Educational Testing Service (ETS) All program completers, 2008-09	30		30	100		
5710 -COMPUTERIZED PPST READING Educational Testing Service (ETS) All program completers, 2007-08	34		34	100		
5720 -COMPUTERIZED PPST WRITING Educational Testing Service (ETS) All program completers, 2008-09	31		31	100		
5720 -COMPUTERIZED PPST WRITING Educational Testing Service (ETS) All program completers, 2007-08	34		34	100		
542 -ED EXCEPT STUDENTS: MILD MODER. DISABIL Educational Testing Service (ETS) All program completers, 2008-09	24		24	100		
542 -ED EXCEPT STUDENTS: MILD MODER. DISABIL Educational Testing Service (ETS) All program completers, 2007-08	30		30	100		
353 -EDUC. EXCEPTIONAL STUDENTS: CK Educational Testing Service (ETS)	25		24	96		

All program completers, 2008-09						
353 - EDUC. EXCEPTIONAL STUDENTS: CK Educational Testing Service (ETS) All program completers, 2007-08	30		30	100		
011 - ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2008-09	15		12	80		
011 - ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2007-08	19		17	89		
041 - ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	3					
550 - HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	6					
550 - HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2007-08	3					
091 - PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	6					
091 - PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	3					
730 - PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	1					
730 - PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2007-08	1					
710 - PPST READING Educational Testing Service (ETS) All program completers, 2008-09	1					
710 - PPST READING Educational Testing Service (ETS) All program completers, 2007-08	2					
720 - PPST WRITING Educational Testing Service (ETS) All program completers, 2007-08	1					

300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2008-09	15		15	100		
300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2007-08	19		19	100		
081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	4					
081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	3					

Section III. Summary Rates

Academic Year	Number taking one or more required tests	Number passing all tests taken	Pass Rate (%)	Statewide average pass rate (%)
All program completers, 2008-09	34	34	100	
All program completers, 2007-08	36	35	97	

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 currently in place.

I. Traditional Cohort

Coursework prior to field and clinical experiences provide candidates with essential knowledge and skills to apply technology as instructional tools in the classroom. Preparation begins with the university's general education requirements that candidates demonstrate proficiencies in Word, Power Point, and Excel.

At the baccalaureate level, the unit requires candidates to demonstrate competency with multiple components of technology in Technology Applications in Teaching, EDUC 205 and its requisite Teaching with Technology signature assignment (Section V, Document A). Given this background, candidates are then able to take full advantage of the technology available in schools and to employ technology as instructional tools. The Candidate Field Assessment Process (CFAP) components include criteria which measure candidates' technology proficiencies. These assessment instruments include the Lesson Planning Guides (Section V, Document B), and Formal Observation Evaluation (Section V, Document C). Candidates' dispositional stances toward instructional technologies are assessed during field experiences and clinical practice by means of the Assessment of Professional Dispositions instrument (Section V, Document D).

Candidates in the post-baccalaureate Exceptional Needs Program, initial licensing level, must successfully complete the signature assignment in Technology Applications in Education, (EDUC 505), requiring the creation of multiple lesson plans incorporating technology into mild and intense intervention lessons. As with baccalaureate initial licensing candidates, the post-baccalaureate initial and advanced licensing candidates complete CFAP's multiple assessments that measure proficiencies related to instructional technology.

The technology criterion in the INCLUDE Plan (Friend and Bursuck) rubric (Section V, Document E) is used to assess initial and advanced candidates in the Mild Intervention Program, Methods and Techniques for Teaching Exceptional Elementary Children (SPED 508) and Advanced Methods for Teaching Exceptional Middle and High School Youth (SPED 509). In the Intense Intervention Program, Functional Curriculum / Assistive Technology (SPED 518) incorporates and assesses Individual Education Program (IEP) proficiencies related to assistive technology. Additionally, criteria on the following instruments: Practicum Evaluation (Practicum, SPED 513)[Section V, Document F], Student Teaching Evaluation (Student Teaching, EDUC 583) [Section V, Document G] and the Assessment of Professional Dispositions (Section V, Document H) are used to assess candidates' technology proficiencies during field and clinical experiences.

In initial licensing programs at the baccalaureate level, instructors incorporate seven categories of technology into instruction Technology to Enhance Teaching and Learning (Section V, Document I). The most frequently employed technologies are: research technology, instructional technology, and assessment technology. In research technology, instructors require that candidates process information to acquire content and pedagogical strategies and to understand school communities in which candidates complete field experiences. With instructional technology, candidates learn to use media to teach in an interactive

manner. Through the use of Assessment Technology candidates learn to diagnose, score, and formulate remediation approaches. To a lesser extent, instructors utilize technologies in the categories of Presentation, Instructional Support, and Safety and Security. Assistive Technology is incorporated into physical education courses for secondary education Health and Physical Education majors. The greatest variety of technologies is utilized in Educational Psychology and Measurement, EDUC 250, where the instructor utilizes five categories. Teacher candidates learn to use median, mean, mode, and item analysis to determine students' performance on forced-choice evaluations. These skills are utilized in authentic classroom settings as candidates plan, implement, and assess the effectiveness of formal lessons. The planning phase of the formal lesson utilizes the Lesson Planning Guide (LPG) to pre-assess students' knowledge and skills. The LPG aligns with the principles of the universal design for learning.

The LPG reflects approaches to teaching, learning, and assessment that are noted below. UDL principles are listed, followed by the application of principles to the Lesson Planning Guide (LPG). The LPG's section numbers and categories are provided.

1. Flexible in Use: Approaches begin with the student: Understand the demographic, socio-economic, linguistic, and learning ranges of students with whom teacher candidates will work. LPG # 1: OVERVIEW INFORMATION
2. Equitable in Use: Approaches offer a variety approaches congruent with broad ranges of student learning styles and types of intelligences. Approaches to instruction differentiate content, processes, and / or products. LPG # 5: DIFFERENTIATION
3. Simple and Intuitive: Anticipatory sets, procedures and activities, and closure are fully aligned with standards, goals, and objectives. LPG # 3: LEARNING STANDARDS; LPG # 4: LEARNING CONTENT GOALS AND OBJECTIVES; and, LPG # 10: OVERVIEW of the LESSON PLAN.
4. Perceptible through Information Conveyed: Materials and technologies are integrated into lessons from the early planning phases to address the needs of all students. LPG # 7: INSTRUCTIONAL STRATEGIES; and, LPG # 8: MATERIALS
5. Tolerant of Errors: Lessons include continual, formative assessments to perceive students' level of understanding. Varieties of instructional approaches are prepared in anticipation of alternatives. LPG # 2: PRE-ASSESSMENT; LPG # 7: INSTRUCTIONAL STRATEGIES; and, LPG # 9: POST-ASSESSMENT.
6. Low in Physical Effort: The classroom environment—seating, procedures, ventilation, temperature, noise, is organized so that distractions are minimized and student attention is maximized. LPG # 6: LEARNING ENVIRONMENT
7. Appropriate to Useable Size and Space: Student physical, behavioral, and emotional characteristics (see # 1, above) are considered in early planning phases. Adjustments to seating, attention to communication needs, and availability of appropriate materials and technologies are anticipated and readied for implementation. LPG # 1: OVERVIEW INFORMATION; and, LPG # 6: LEARNING ENVIRONMENT
8. A Community of Learners: Approaches to instruction and assessment, the physical environment, and classroom management principles are sensitive to inclusion of students with special needs in general education settings. LPG # 1: OVERVIEW INFORMATION; LPG # 4: LEARNING CONTENT GOALS AND OBJECTIVES; LPG # 5: DIFFERENTIATION; and, LPG #9: POST-ASSESSMENT.
9. Inclusive Instructional Climate: Instructional procedures includes clear, detailed expectations for students' academic achievement. Instructional approaches and assessments are delivered in a positive, unbiased manner. Feedback to students is appropriate, genuine, and focused on improving performance. LPG # 6: LEARNING ENVIRONMENT; LPG #7: INSTRUCTIONAL; and, LPG #9: POST-ASSESSMENT.

With LPG's as their points of reference, teacher candidates formulate formal lessons plans. Following delivery of lessons, evaluated by university supervisors, teacher candidates respond to nine questions that

are part of the Post-Observation Lesson Plan Analysis (POLAN)[Section V, Document J].

The POLAN is a component of the Candidate Field Assessment Process. The POLAN is completed following the candidate's delivery of the formal lesson. POLAN is the candidate's self-review of the formal lesson delivery. Additionally, the candidate analyzes students' performance on post-assessments administered at the end of the lesson. The analysis, with graphic depiction of results, is a major component of the POLAN. The analysis should elaborate on the question: "Did the students learn?" Student assessments samples reflecting of a range of performance levels (below average, average, above average) must be submitted with the POLAN. The candidate submits the POLAN on TaskStream for evaluation by the university supervisor.

Courses at the initial licensing level that require teacher candidates to utilize the LPG and POLAN are Practicum in Teaching (EDUC 201), Advanced Practicum in Teaching (EDUC 301), Student Teaching, (EDUC 480), Practicum (SPED 513), and Student Teaching, (SPED 583).

In initial licensing program at the post-baccalaureate courses, instructors incorporate seven categories of technology into instruction. The most frequently employed technologies are research technology and presentation technology. In presentation technology candidates learn to use media to teach in an interactive manner. To a lesser extent, instructors utilize technologies in the categories of presentation, instructional support, assistive, and safety and security. Instructional support technology is not incorporated into courses at the post-baccalaureate levels. The greatest variety of technologies is utilized in Teacher Inquiry, SPED 550, where the instructor utilizes five categories.

In 2008, the university's Department of Education became one of the 15-member Partnership for 21st Century Skills in the nation. As a Partnership member, the department sponsors a faculty member who has participated in webinars, podcasts, vodcasts, and on-line phone conferences with the 14 partner universities. These training sessions are designed to develop an appreciation and awareness of the instructional power that Multimedia Recordings of Teaching (MRT's)/video tapes can bring to teacher preparation programming. The department collaborates with partner universities to analyze how teaching with MRT's can pinpoint precise moments when student learning occurs. Defining moments when teaching transfers to learning is documented and referred to as "Records of Practice." Various on-line video sources and additional resources to assist in sharing these techniques with faculty and pre-service candidates are part of the web-based site generated and compiled by partner universities involved in this grant project. The on-line video sources are then used in university teacher education course work to explore instructional methodology and analyze culturally responsive teaching practices.

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 614(d)(1)(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.

Traditional Preparation Programs: Baccalaureate (Undergraduate) Teacher Candidates

I. Traditional Cohort

At the baccalaureate (undergraduate) initial licensing level, the dual licensure programs prepare teacher candidates both in a content discipline and in special education, mild intervention. The exceptions are programs in visual arts, K-12 visual arts and secondary education visual arts.

Several required courses prepare all candidates, including those in art education, to work effectively with children disabilities. Included in this preparation is training related to participation as members of IEP teams.

The first teacher education course, EDUC 140—Introduction to Teaching in Inclusive Settings, is co-taught by an instructor licensed in special education and an instructor licensed in a general education discipline. Specific course content focuses on the teaching profession and addressing the needs of learners from diverse backgrounds. Course content includes exploring the needs of students with special linguistic needs and those with disabilities. Infused throughout the co-taught course, candidates learn the roles IEP team members play in addressing student needs.

The second teacher education course, EDUC 201—Practicum in Teacher Education, is a second co-taught special education—general education course. In this course, candidates develop an understanding of the role collaboration plays among special education and general education teachers in meeting student needs. Candidates participate in 50 hours of authentic classroom experiences. They work with school-site cooperating teachers, university instructors, and peers to design interventions for students from diverse populations. Interventions are those that candidates, as future teachers, will propose as members of IEP teams. Candidates are introduced to their IEP roles as general education or special education teachers.

The third special education-general education co-taught course is EDUC 301—Advanced Practicum in Teacher Education. During this course, candidates work between 50 - 75 hours in mild intervention classrooms, typically in urban settings with students from diverse linguistic, racial, and ethnic backgrounds. In addition to designing and implementing lessons for students with disabilities, candidates have opportunities to observe IEP conferences.

All traditional preparation program candidates take SPED 430, Behavior /Classroom Management. A component of this course focuses on candidates' acquisition and improvement of professional interpersonal skills to facilitate cooperation among teachers, parents, professionals, students, and paraprofessionals. Candidates apply their knowledge of behavior assessment, problem-solving tools, and collaborative learning skills in a capstone simulation of IEP conferences. Candidates assume roles of typical participants of IEP conferences.

A final university-based course taken by all traditional baccalaureate (undergraduate) candidates is SPED 405— Effective Collaboration and Use of Community Resources. In this course, candidates research information regarding community resources that potentially address the needs of students with disabilities. Furthermore, candidates research, design, and publish informational documents for parents regarding the roles and responsibilities of IEP team members. These documents present parents with resources found both in schools and communities that may be applicable to meeting student needs.

Traditional Preparation Programs: Post-Baccalaureate (Graduate)

Teacher Candidates

In post-baccalaureate (graduate) level exceptional needs programs, mild intervention and intense intervention, initial licensing candidates take six master's level courses whose content trains them to participate as members of IEP teams. In SPED 527—Foundations of Exceptionalities, candidates are introduced to the IEP process, including the roles and responsibilities of team members.

Candidates in SPED 537—Collaboration and Communication in Exceptional Needs, learn collaboration models, including roles and responsibilities of professionals and parents who serve as members of an interdisciplinary team.

Candidates in SPED 508—Methods and Techniques for Teaching Exceptional Elementary Children learn techniques for designing and implementing least restrictive environments. Also, they learn the legal responsibilities of teachers, parents, and other professionals who serve on IEP teams. Moreover, they become familiar with customized instructional planning tools that can be used for IEP documentation. All instruction is based on the academic standards. In SPED 509—Advanced Methods for Teaching Exceptional Middle and High School Youth, graduate level candidates learn methods, materials, and instructional and strategies. Transition plans and future careers for students with disabilities are designed for possible presentation at IEP conferences.

In SPED 518—Functional Curriculum / Assistive Technology, candidates develop knowledge and the skills to design, implement, and deliver appropriate intervention services. Such services are essential to meeting the developmental needs of designed to meet the needs of young children with disabilities. Understanding of appropriate intervention services is a major component of special education teachers' roles and responsibilities on IEP teams. Candidates in SPED 540—Diagnostic /Prescriptive Teaching of Exceptional Students, review currently used diagnostics which provide a variety of assessment information. They develop an Individual Educational Program for children with emotional and mild disabilities.

Does your program prepare special 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 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 614(d)(1)(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.

Traditional Preparation Programs

Baccalaureate (Undergraduate) Teacher Candidates

As noted above, at the baccalaureate (undergraduate) initial licensing level, the dual licensure programs prepare teacher candidates both in a content discipline and in special education, mild intervention. The exceptions are programs in visual arts, K-12 visual arts and secondary education visual arts.

In addition to the five required courses outlined above , two additional courses prepare candidates, with the exception of those in art education, to work effectively with children disabilities. Included in this preparation is training related to participation as members of IEP teams.

Traditional program candidates, with the exception of those in visual arts, take one of two courses that focus on the roles of special education teachers in schools. Elementary / mild intervention majors take SPED 237, Mild Disabilities / Interventions. This course is designed to develop an awareness of instructional and

curriculum methods for

students with mild disabilities in the least restrictive environment. This includes general

education/special education collaboration and practical issues in education including: inclusive practices, adaptation and modification of materials, evaluation of student progress, and appropriate use of Individual Education Programs. As a field-based course, candidates work with school administrators, classroom teachers, and students.

Secondary education / mild intervention majors take SPED 328, Methods for Teaching Exceptional Middle and High School Youth. This is an upper level exceptional needs methods course taught in an urban high school setting. Continuum of services, program models, techniques and strategies for transition and instruction are studies. The Individualized Education Program process is emphasized, including Transition Plans, Functional

Behavior Assessment and Behavior Intervention Plans. Faculty and staff in the high school provide relevant information regarding high school students and the environment of a diverse urban high school. Candidates are assigned to high school classrooms for opportunities to interact with teachers and students for one half of the class time. An additional 30 hours of involvement in the school is required.

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.

At USF the School of Professional Studies (SOPS) is the unit. Members include the Departments of Psychology and Counseling, Education, and Social Work (Unit Organizational Chart) [Section VII, Document A]. Teacher education program has been NCATE approved since 1972. The unit's baccalaureate initial licensing programs of study prepare candidates in content disciplines that are merged with mild intervention exceptional needs. The merged programs of study are known as dual licensure programs, since candidates may operationalize teaching licenses in both content areas, mild intervention and a selected subject discipline. Also, candidates may opt to license in mild intervention or a selected subject discipline. The baccalaureate initial licensing level also offers a visual arts program of study that prepares candidates to teach at all student developmental levels, K through 12, without preparation in mild intervention. Post-baccalaureate programs include initial licensure in exceptional needs, both mild intervention and intense intervention. Post-baccalaureate exceptional needs candidates may seek licensure in preschool, elementary, and/or middle/high school settings. Faculty from the Departments of Education, Psychology, and Nursing collaborate in teaching post-baccalaureate programs. The department of education offers a transition to teaching program in one discipline, secondary education visual art. Also, teacher licensing programs available are identical to those in the baccalaureate initial licensing programs. Those programs are: Baccalaureate / Undergraduate Level** o Elementary Education/Mild Intervention o Business /Mild Intervention o Chemistry/Mild Intervention o Health/Mild Intervention* o Language Arts/Mild Intervention o Life Science/Mild Intervention o Mathematics/Mild Intervention o Physical Education/Mild Intervention* o Social Studies/Mild Intervention o Visual Art, K-12 o Visual Art, 6 – 12 * The Health and Physical Education programs are a combined major **All bachelor's degree programs are Mild Intervention, with the exception of Visual Art

[Supporting Files](#)

[Section II, Table A](#)

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