



University of Saint Francis

Alternative, IHE-based Report AY 2018-19

Indiana



REPORT COMPLETE

STATUS: CERTIFIED

Institution Information

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

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

152336

 THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

2701 Spring Street

CITY

Fort Wayne

STATE

Indiana

ZIP

46808

SALUTATION

Ms.

FIRST NAME

Kelly

LAST NAME

CIP Code	Academic Major	Number Prepared
99	Other Specify: <input data-bbox="289 121 1260 163" type="text"/>	<input data-bbox="1292 90 1568 132" type="text"/>

Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

Respond to the following assurances. Note: Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\)](#); [§206\(b\)](#))

Program Assurances

1. Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

- Yes
 No

2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

- Yes
 No

3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

- Yes
 No
 Program does not prepare special education teachers

4. Prospective general education teachers are prepared to provide instruction to students with disabilities.

- Yes
 No

5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.

- Yes
 No

6. Prospective general education teachers are prepared to provide instruction to students from low-income families.

- Yes
 No

7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

- Yes
 No

8. Describe your institution's most successful strategies in meeting the assurances listed above:

A. In all graduate education programs, candidate's practicum and internship field experiences the placements' demographic data is tracked. Subsequently, the Director of Field Experiences reviews the individual candidate data before assigning future clinical internship (student teaching) placements. The monitoring of field placements with assures the department that candidates are completing field experiences in school settings with diverse populations and in diverse geographic locales. Field experiences for post-baccalaureate (graduate) initial licensing exceptional needs candidates consist of one hundred and twenty hours of university-supervised practicum. Practicum field experiences occur in settings that correspond to candidates' program of study. Candidates also complete 16 weeks of clinical internship (student teaching) in their program of study. B. Transition to Teaching: Visual Art All-Grade Beginning Fall 2015, the Transition to Teaching program in Art was approved to expand the licensure coverage from middle school and high school levels only to Pre-School through Grade 12 (P-12). The revised program will increase field experience placement settings from 2 to 3, and the field hours from 125 to 175 hours prior to student teaching. As capstone field experiences, visual art candidates complete

16 weeks of clinical internship (student teaching) in elementary, middle school or high school settings. The EPP tracks the candidates' field placements. Field placements are monitored to include geographic distinctions, such as urban, suburban and private / parochial school settings and school settings with students from diverse populations. The monitoring of field placements assures the department that candidates are completing field experiences in school settings with diverse populations and in diverse geographic locales. Field experiences for post-baccalaureate (graduate) initial licensing candidates consist of 120 hours of university-supervised practicum. Practicum field experiences occur in settings that correspond to candidates' program of study. Candidates also complete 16 weeks of clinical internship (student teaching) in their program of study, unless they are currently employed on an Emergency License through the corporation. If they are on an Emergency License and teaching while in the program, candidates submit a Prior Learning Assessment portfolio.

C. Transition to Teaching: Middle and Secondary School The Transition to Teaching program was approved for middle school and high school levels for post-baccalaureate candidates seeking licensure in a middle or secondary content area such as mathematics or science. Each candidate's practicum field placement performance data are recorded. Subsequently, the Director of Field Experiences reviews the individual candidate data before assigning future clinical internship (student teaching) placements to assure diversity in placements. The monitoring of field placements assures the department that candidates are completing field experiences in school settings with diverse populations and in diverse geographic locales. Field experiences for post-baccalaureate (graduate) initial licensing candidates consist of 120 hours of university-supervised practicum. Practicum field experiences occur in settings that correspond to candidates' program of study. Candidates also complete 16 weeks of clinical internship (student teaching) in their program of study, unless they are currently employed on an Emergency License through the corporation. If they are on an Emergency License and teaching while in the program, candidates submit a Prior Learning Assessment portfolio.

D. Transition to Teaching: Special Education Mild and Intense Intervention The Transition to Teaching program was approved for P-12 mild and intense intervention licensure. Each candidate's practicum field placement performance data are recorded. Subsequently, the Director of Field Experiences reviews the individual candidate data before assigning future clinical internship (student teaching) placements to assure diversity in placements. The monitoring of field placements assures the department that candidates are completing field experiences in school settings with diverse populations and in diverse geographic locales. Field experiences for post-baccalaureate (graduate) initial licensing candidates consist of 120 hours of university-supervised practicum. Practicum field experiences occur in settings that correspond to candidates' program of study. Candidates also complete 16 weeks of clinical internship (student teaching) in their program of study, unless they are currently employed on an Emergency License through the corporation. If they are on an Emergency License and teaching while in the program, candidates submit a Prior Learning Assessment portfolio. The current Prior Learning Assessment is under revision so that candidates may demonstrate that they have acquired the knowledge and skills to engage in effective teaching so that students are engaged in effective learning.

Annual Goals: Mathematics

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

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in mathematics in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes
 No

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

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

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

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in mathematics in 2019-20? If no, leave the next question blank.

Yes

No

8. Describe your goal.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in mathematics in 2020-21? If no, leave the next question blank.

Yes

No

10. Describe your goal.

Annual Goals: Science

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

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

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Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in science in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes
 No

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

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

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

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in science in 2019-20? If no, leave the next question blank.

Yes

No

8. Describe your goal.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in science in 2020-21? If no, leave the next question blank.

Yes

No

10. Describe your goal.

Annual Goals: Special Education

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

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

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

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- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in special education in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

The EPP will align foundational assessment and exceptionalities courses within the Master of Arts in Teaching, Transition to Teaching, and MSEd in Special Education programs to increase common courses and quality instruction.

3. Did your program meet the goal?

- Yes
 No

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

Course blueprints and maps were updated to ensure all preparation standards are met. Collaborative work with the EPPs Teaching and Learning

Services department increased the use of best practices for distance learning.

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

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

The graduate special education program became part of our Virtual Campus which resulted in a substantially reduced tuition rate, broader advertising for the program by our outside vendor, and increased enrollment. The Special Education graduate programs are aligned the program with the TTT and MAT in secondary education. This alignment allows the special education program to mirror the length of courses in the MAT and TTT, as well as create 2-3 common courses required of all of the graduate programs (TTT, MAT, and MSED). Thus far, the common courses created a better online experience for candidates and the instructor; increased the enrollment in the common courses and the interaction of special education and secondary education students created a positive learning experience.

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in special education in 2019-20? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

The EPP will increase its enrollment in online special education programs.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in special education in 2020-21? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

The goal of the special education program is to prepare high quality special education teachers who can apply their knowledge and skills in a variety of classroom settings.

Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

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

[\(\\$205\(a\)\(1\)\(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

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

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in instruction of limited English proficient students in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes
 No

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

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

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

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in instruction of limited English proficient students in 2019-20? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(§205\(a\)\(1\)\(B\)\)](#)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

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

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
008 -BUSINESS Evaluation Systems group of Pearson Other enrolled students	3			
008 -BUSINESS Evaluation Systems group of Pearson All program completers, 2018-19	1			
008 -BUSINESS Evaluation Systems group of Pearson All program completers, 2016-17	1			
010 -CAREER AND TECH EDUC—BUS AND INFORMATION TECH Evaluation Systems group of Pearson Other enrolled students	1			
010 -CAREER AND TECH EDUC—BUS AND INFORMATION TECH Evaluation Systems group of Pearson All program completers, 2017-18	1			
013 -COMPUTER EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	1			
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	4			
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	2			
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2016-17	2			
024 -EXCEPTIONAL NEEDS—INTENSE INTERVENTION Evaluation Systems group of Pearson Other enrolled students	1			
024 -EXCEPTIONAL NEEDS—INTENSE INTERVENTION Evaluation Systems group of Pearson All program completers, 2018-19	1			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson Other enrolled students	5			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2018-19	2			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2017-18	1			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2016-17	1			
064 -EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson Other enrolled students	3			
064 -EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2018-19	2			
064 -EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2017-18	1			
064 -EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2016-17	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
030 -FINE ARTS—VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2018-19	1			
066 -HEALTH Evaluation Systems group of Pearson All program completers, 2018-19	2			
035 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	2			
034 -MIDDLE SCHOOL MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	4			
034 -MIDDLE SCHOOL MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	2			
034 -MIDDLE SCHOOL MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	1			
036 -MIDDLE SCHOOL SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	1			
037 -MIDDLE SCHOOL SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2018-19	1			
007 -P–12 EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	3			
007 -P–12 EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	1			
067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	2			
067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	1			
067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	1			
038 -READING Evaluation Systems group of Pearson All program completers, 2018-19	1			
043 -SCIENCE—CHEMISTRY Evaluation Systems group of Pearson All program completers, 2017-18	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson Other enrolled students	2			
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	2			
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	1			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	4			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	6			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	14	260	14	100
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	6			
050 -SOCIAL STUDIES—GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson Other enrolled students	1			
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson Other enrolled students	6			
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2017-18	2			
059 -WORLD LANGUAGES—SPANISH Evaluation Systems group of Pearson Other enrolled students	1			

Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

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

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2018-19	11	8	73
All program completers, 2017-18	16	16	100
All program completers, 2016-17	6		

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

Low-Performing

1. Is your teacher preparation program currently approved or accredited?

- Yes
- No

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

- State
- CAEP
- AAQEP
- Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- Yes
- No

Use of Technology

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Use of Technology](#)

Use of Technology

1. Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. ([§205\(a\)\(1\)\(F\)](#))

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes
 No

- b. use technology effectively to collect data to improve teaching and learning

Yes
 No

- c. use technology effectively to manage data to improve teaching and learning

Yes
 No

- d. use technology effectively to analyze data to improve teaching and learning

Yes
 No

2. Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

The EPP requires candidates to demonstrate competency with multiple components of technology in the course, EDUC 505- Integrated Classroom Technology at the graduate level. This course includes signature assignments that are aligned with state pedagogy standards and CAEP standards. Multiple courses incorporate information regarding appropriate instructional and assessment applications into their curriculum. Those courses are: SPED 613, Collaborative Models of Behavior Management; SPED 626, Functional Curriculum/Assistive Technology. READ 610, Literacy for All Learners, requires candidates to incorporate technology in assignments that demonstrate candidates' competencies in teaching literacy concepts. During EDUC 606, teacher candidates demonstrate their knowledge and skills in developing a gradebook, assignments and quizzes in an electronic LMS. In SPED 613, Collaborative Models of Behavior Management, a progress monitoring assignment requires candidates to use technology to collect and chart data in order to devise effective interventions for student behaviors. The Learning Experience Map (LEM) coupled with the Post-Observation Lesson Analysis Narrative (POLAN), requires candidates to use data to create and deliver formal instructional experiences suited for all learners in inclusive P-12 classes with the use or intended use of technology. Instruments utilized for the EPP's Candidate Field Assessment Process (CFAP) gauge candidates' proficiency with collecting and analyzing student performance data. Utilizing technology, candidates collect, analyze and display students' pre and post assessment scores. Also, candidates compare performance of sub-groups.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

Teacher Training

1. Provide a description of the activities that prepare general education teachers to:

a. Teach students with disabilities effectively

The EPP requires all candidates in the Master of Arts in Teaching and Transition to Teaching programs to enroll in SPED 602- Diverse Learners in Today's Classroom. The course engages candidates in an in-depth study of characteristics of students with exceptionalities. Applications of Universal Design for Learning are studied and applied in all field settings. All field evaluations include a component where the teacher candidate must demonstrate knowledge and skills in developing and delivering lessons which incorporate UDL strategies to effectively teach all students. EDUC 609- Diagnosis and Differentiation provides knowledge and skills for general education teachers to successfully differentiate content. EDUC 606- Inclusive Content Assessment requires candidates to modify an assessment to meet the needs of a mock student with disabilities profile, and write a script for a mock student-led conference reviewing assessment results. Every formal lesson evaluated in the field requires teacher candidates to identify students with disabilities and develop instructional strategies that will meet their needs during the lesson.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

The EPP produces learning experiences for candidates studying to be general education teachers to be engaged in the Individualized Education Program process. Candidates in SPED 602-Diverse Learners in Today's Classroom produce Present Levels of Performance related to students with disabilities in the role of a general education teacher. These present levels are developed in response to the special education teachers' creation of the Individualized Education Program. Candidates in EDUC 568-Responsive Classroom Management participate in a conference involving parents, teachers, and the K-12 student with concerns related to behavior. University faculty provide candidates with scenarios detailing a description of the K-12 student with exceptionalities. Candidates develop both a script and participate in a mock meeting to develop goals and solutions. Candidates in EDUC 606-Inclusive Content Assessment analyze data from an assessment and participate in a mock student led conference in which intervention strategies are selected based on the students' areas of weakness. .

c. Effectively teach students who are limited English proficient.

The EPP does not have a specific course dedicated to limited English proficient. However, each lesson development and delivery requires candidates to employ UDL strategies for effective instruction of all learners. The EPP requires all candidates in the Master of Arts in Teaching and Transition to Teaching programs to enroll in SPED 602- Diverse Learners in Today's Classroom. The course engages candidates in an in-depth study of characteristics of LEP students. Applications of Universal Design for Learning are studied and applied in all field settings. All field evaluations include a component where the teacher candidate must demonstrate knowledge and skills in developing and delivering lessons which incorporate UDL strategies to effectively teach all students. EDUC 609- Diagnosis and Differentiation provides knowledge and skills for general education teachers to successfully differentiate content. Every formal lesson evaluated in the field requires teacher candidates to identify LEP students and develop instructional strategies that will meet their needs during the lesson.

2. Does your program prepare special education teachers?

- Yes
 No

If yes, provide a description of the activities that prepare *special education teachers* to:

a. Teach students with disabilities effectively

The EPP offers post-baccalaureate candidates the ability to license in mild and/or intense intervention. Courses are aligned to state and national standards to ensure candidates receive high quality preparation. The EPP developed a new course, SPED 660- Methods and Practicum in Mild Intervention to enhance candidate proficiencies as a special education teacher. Candidates in exceptional needs initial licensing programs must take SPED 602- Diverse Learners in Today's Classrooms. The course content introduces them to the IEP process, including their roles and responsibilities as members of IEP teams. All candidates take a course in SPED 613-Collaborative Models of Behavior Management. In this course, emphasis is placed on knowledge and skills that promote candidates' development of interpersonal and collaboration skills to facilitate their work not only with P-12 students, but with colleagues, supervisors, and the families of students with special learning, emotional, and linguistic needs. SPED 626-Functional Curriculum and Assisted Technology exposes teacher candidates to resources and methods needed to effectively instruct students with intense exceptional needs. These courses develop candidates' knowledge and skills necessary for Individual Education Programs, Transition Plans, Functional Behavior Assessments, and Behavior Intervention Plans.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

Indiana Educator Preparation Standards include the following: Teachers of students with mild and intense exceptional needs have a broad and comprehensive understanding of procedures for developing, implementing, monitoring, and amending individualized programs and demonstrate the ability to follow these procedures in planning and implementing individualized programs. Candidates in SPED 602-Foundations in Exceptionalities produce Present Levels of Performance related to students with disabilities in the role of a general education teacher. These present levels are developed in response to the special education teachers creation of the Individualized Education Program. EDUC 606- Inclusive Content Assessment requires candidates to modify an assessment to meet the needs of a mock student with disabilities profile, and write a script for a mock student-led conference reviewing assessment results. All special education major candidates take SPED 660- Methods & Practicum. Candidates taking SPED 660 are provided a mock in-depth psychological evaluation and are required to fully develop and write an Individualized Education Program (IEP). Once the IEP has been developed, candidates facilitate, in the role of the special education teacher, a case conference with peers and university faculty members. The case conference requires candidates to be aware of Free and Appropriate Public Education, Least Restrictive Environments, and Goals for the students with exceptionalities. In SPED 626- Assistive Technology and Functional Curriculum, candidates develop measurable goals and participate in a detailed study of each element of the IEP process. Candidates are encouraged to participate, when allowed by the participating K-12 school, in case conferences during their practicum experiences.

c. Effectively teach students who are limited English proficient.

The EPP does not have a specific course dedicated to limited English proficient. However, each lesson development and delivery requires candidates to employ UDL strategies for effective instruction of all learners. The EPP requires all candidates in the Master of Arts in Teaching and Transition to Teaching programs to enroll in SPED 602- Diverse Learners in Today's Classroom. The course engages candidates in an in-depth study of characteristics of LEP students. Applications of Universal Design for Learning are studied and applied in all field settings. All field evaluations include a component where the teacher candidate must demonstrate knowledge and skills in developing and delivering lessons which incorporate UDL strategies to effectively teach all students. EDUC 609- Diagnosis and Differentiation provides knowledge and skills for general education teachers to successfully differentiate content. Every formal lesson evaluated in the field requires teacher candidates to identify LEP students and develop instructional strategies that will meet their needs during the lesson.

Contextual Information

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

Contextual Information

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

The EPP offers a Transition to Teaching (TTT) program in Middle and Secondary Education. The TTT program prepares candidates in pedagogy who hold Baccalaureate degrees in content areas. The EPP does not prepare candidates in content disciplines. Candidates must demonstrate proficiency of content knowledge and skills by passing the state of Indiana's licensure exams in content areas before they take their practicum and student teaching with the EPP. Additionally, candidates must pass the state licensure exam in pedagogy in order to apply for an Indiana teaching license. The EPP offers a transition to teaching program in P-12 Visual Art. This initial licensing program of study prepares candidates to teach Pre-K through 12. The new license is expanded from its previous focus only on grades 6-12. Post-baccalaureate Special Education candidates may seek licensure in preschool, elementary, and/or middle-high school settings. Under Indiana's licensing rules, candidates may receive an initial license in mild intervention and add content areas to the initial license by passing state-approved standardized content knowledge tests, such as mathematics, science, etc. The Special Education licensure program requirements were decreased by three credit hours to align to the Indiana state Transition to Teaching required program hours. This now allows the EPP to be listed as a TTT Special Education EPP in Indiana on the Indiana Department of Education's website. The EPP revised its graduate special education, MAT in secondary education and TTT course content and course sequences to allow for some shared courses, similar timelines, and close alignment to the Indiana Educator Preparation Standards.

Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Certification of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Dr. Mary Riepenhoff

TITLE:

Chair of Division of Education

Certification of review of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF REVIEWER:

Kelly Rothgeb

TITLE:

Accreditation Coordinator