



University of Saint Francis
Traditional 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

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

CITY

STATE



ZIP

SALUTATION



FIRST NAME

LAST NAME

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2018-19. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

[What are CIP Codes?](#)

Do participants earn a degree upon completion of the program?

- Yes
 No

No teachers prepared in academic year 2018-19

If your program does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="6"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="7"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text" value="2"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	<input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	1
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>
01	Agriculture	<input type="text"/>
03	Natural Resources and Conservation	<input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text"/>
09	Communication or Journalism	<input type="text"/>

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	<input type="text"/>
12	Personal and Culinary Services	<input type="text"/>
14	Engineering	<input type="text"/>
16	Foreign Languages, Literatures, and Linguistics	<input type="text"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
21	Technology Education/Industrial Arts	<input type="text"/>
22	Legal Professions and Studies	<input type="text"/>
23	English Language/Literature	<input type="text"/>
24	Liberal Arts/Humanities	<input type="text"/>
25	Library Science	<input type="text"/>
26	Biological and Biomedical Sciences	<input type="text"/>
27	Mathematics and Statistics	<input type="text"/>
30	Multi/Interdisciplinary Studies	<input type="text"/>
38	Philosophy and Religious Studies	<input type="text"/>
40	Physical Sciences	<input type="text"/>
41	Science Technologies/Technicians	<input type="text"/>
42	Psychology	<input type="text"/>
44	Public Administration and Social Service Professions	<input type="text"/>
45	Social Sciences	<input type="text"/>
46	Construction	<input type="text"/>
47	Mechanic and Repair Technologies	<input type="text"/>
50	Visual and Performing Arts	<input type="text"/>
51	Health Professions and Related Clinical Sciences	<input type="text"/>
52	Business/Management/Marketing	<input type="text"/>
54	History	<input type="text"/>

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:

This section details the department's successful strategies in meeting assurances noted above. A. The hallmark of the undergraduate teacher education program is early and sustained integration of university classroom theory with practical field experience. Pre-service teacher candidates continue to meet programs' substantial field experience requirements. Requirements for candidates in elementary education and special education range from approximately 300 to more than 400 field hours prior to student teaching. Field requirements ensure that candidates work with student and teacher populations in a broad array of schools, including parochial, high-need urban schools, schools located in suburban and rural settings, and charter schools. All candidates complete field experiences in the city's main school district, Fort Wayne Community Schools (FWCS). FWCS has a free-reduced lunch rate of approximately 65%, with a highly diverse student population in regard to race, religion, ethnicity, and language of origin. B. While self-contained special education classrooms continue to function in a number of the region's schools, the co-teaching model of inclusion increasingly has become the norm in schools. As such, candidates in all subject disciplines, at all levels, must work collaboratively with teachers both in general and

special education to serve the needs of students identified as having disabilities. The Co-teaching model is taught and practiced in education courses. C. Graduates in the department's traditional programs continue to receive offers for employment in their licensing areas at a rate of more than 95%. D. The department's monitoring of candidates by means of the tracking system ensures that candidates work with student populations from a variety of ethnic, racial, socio-economic, and linguistic backgrounds. The candidates' diversity of placement sites in accordance with P-12 students' race, ethnicity, socio-economic status, academic performance, and gender is also tracked as well as field placements which include geographic distinctions, such as urban, suburban and private / parochial school settings. E. Teacher candidates complete a 16 week clinical internship. For the majority of candidates who seek licensure in elementary and special education, student teaching consists of two, eight-week sessions. One placement occurs in an elementary education general education classroom. The second placement occurs in a mild intervention exceptional needs classroom. In special education, field experiences may range from one or a combination of several special education service delivery models: full inclusion with co-teaching, fully self-contained special education, or limited pull-out for special services. To meet demands for substitute teaching in the immediate area, the junior and senior teacher candidates' schedules have been revised. They will have courses two days per week, allowing for field placements and substitute teaching (authentic field experiences). F. The EPP received its national accreditation from the Council for the Accreditation for Educator Preparation in Fall 2017. SPAs for both elementary and special education programs have been approved.

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.

As of December 2015, the secondary education program in mathematics was deactivated. The secondary education mathematics candidates enrolled will be "taught out" 2018-2019 at the university but no new secondary education majors will be allowed to enroll.

3. Did your program meet the goal?

- Yes
 No

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

N/A. Due the program being deactivated and only one candidate left in the program, no new goals were established.

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

N/A

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

As of December 2015, the secondary education program in mathematics was deactivated. The one secondary education mathematics candidate enrolled will be "taught out" 2018-2019 at the university but no new secondary education majors will be allowed to enroll.

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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- >> [Set Next Year's Goal \(2020-21\)](#)

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

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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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.

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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 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.

3. Did your program meet the goal?

- Yes
 No

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

All candidates who declare special education as a preparation program are placed in a variety of settings; rural, urban, private, and across many

grades P-12. Candidates develop thorough lesson plans and assessed in their ability to teach students with disabilities. Candidates write an Individualized Education Program and participate in a mock case conference.

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

The EPP developed a new rubric related to candidate performance on Individualized Education Programs (IEPs).

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

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 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.

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 special education preparation program will increase its enrollment of special education teacher candidates through local partnerships and initiatives; such as starting a local chapter of the CEC.

Annual Goals: Instruction of Limited English Proficient Students

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.

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- >> [Set Next Year's Goal \(2020-21\)](#)

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 (%)
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	3			
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	5			
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	6			
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	6			
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	2			
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	5			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	9			
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	6			
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	3			
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	5			
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	8			
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	6			
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson Other enrolled students	3			
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2018-19	5			
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2017-18	8			
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2016-17	5			
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson Other enrolled students	2			
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2018-19	5			
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2017-18	8			
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2016-17	4			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2018-19	9			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2017-18	6			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2016-17	5			
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	2			
064 -EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2016-17	2			
030 -FINE ARTS—VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2018-19	1			
030 -FINE ARTS—VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2017-18	3			
035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	1			
007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	5			
007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	7			
007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	2			
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	1			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	3			
006 -SECONDARY EDUCATION 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 (%)
050 -SOCIAL STUDIES—GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson All program completers, 2018-19	1			
050 -SOCIAL STUDIES—GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson All program completers, 2017-18	4			
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2018-19	1			
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2017-18	4			

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\(a\)\(1\)\(B\)\)](#)

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:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2018-19	10	7	70
All program completers, 2017-18	17	14	82
All program completers, 2016-17	8		

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.

In field courses where candidates' teaching performance is evaluated, key assessments include criteria to measure the candidates' understanding and application of technology integration. All teacher candidates in elementary education, special education, and P-12 Art incorporate technology into the planning and implementation phases of lessons. In SPED 137-Foundations in Exceptionalities, candidates create a research project integrating technology tools. In EDUC 304-Developing Effective Learning & Teaching Competencies, which focuses on Project-Based Learning, the emphasis of one unit is on integrating technology into planning and assessment. EDUC 304 is a field course, thereby providing opportunities for candidates to observe technology-driven lessons in PBL P-12 classroom settings. In addition to the aforementioned courses, several courses for elementary education and special education majors incorporate technology. In EDUC 303-Assessment Principles & practices, candidates specifically address technology based assessments and learn to create assignments, a grade book, and quizzes in Canvas (frequently used LMS in the area schools). SPED 230-Content Interventions for Exceptional Learners II, candidates incorporate assistive technology to develop a literacy unit. In SPED 226-Content Interventions for Exceptional Learners I, candidates collaborate on case studies via Google Docs. In SPED 326-Methods & Transitions, candidates use research on assistive technology to address students' needs in content areas. Additionally, in SPED 326, candidates use Indiana's individualized education plan program to develop a mock IEP. SPED 420-Behavior Assessment & Analysis I, requires candidates to collect data and use technology to monitor and report students' academic and behavioral progress. During Educ 377-Science Methods for Elementary Educators

teacher candidates learn simple coding and how to implement it in science classes. Finally, in EDUC 356- Learning Environments II Applying Skills and Methods teacher candidates develop a classroom website. In READ 200-Foundations of Reading Instruction and READ 302-Methods and Materials in Teaching Reading for ALL Children, elementary and special education majors use technology, such as SmartBoards and handhelds for Dibels as in K-6 classrooms. All teacher education majors are required to collect and chart data using technology in their lesson plans. The rubric for the Learning Experience Map (LEM), which is the department's lesson planning format, includes criterion for utilizing technology as candidates plan lessons. Also, as part of formal lessons' post-assessment process, all teacher candidates are required to analyze data they collect in order to devise strategies to improve student performance. Instructors regularly integrate technology in their pedagogical approaches. Integration of technology serves as a model for candidates to use in developing their own pedagogical approaches. A variety of apps and websites are used throughout courses. Examples of such are Kahoot, Padlet, Quizzlet, and Wordle. Finally, in addition to using Canvas, instructors use Microsoft Sharepoint Tools to collect assignments, to answer questions and provide feedback on documents in real-time, and develop lessons in which candidates must collaborate on a single document to complete assignments.

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

Indiana Educator Preparation Standards include the following: Elementary education teachers have a broad and comprehensive understanding of instructional planning and delivery and demonstrate the ability to plan and deliver standards-based, data-driven differentiated instruction that engages students, makes effective use of contemporary tools and technologies, and helps all students achieve learning goals, including: knowledge of the principles of universal design for learning (UDL) and how to apply UDL guidelines to incorporate the flexibility necessary to maximize learning opportunities for all students. Therefore, the EPP prepares its general education teachers to effectively teach students with disabilities. Special education courses include preparation in skills related to IEP team participation. All majors, including P-12 Art, take SPED 137, Foundations in Exceptionalities. The course text is titled: Teaching in the Inclusive Classroom: A Universal Design for Learning (UDL) Approach by Gargiulo & Metcalf. SPED 137 serves as an introduction of UDL and the principles. UDL strategies are threaded throughout the course. In EDUC 304- Developing Effective Learning & Teaching Competencies, all majors--elementary, special education, and P-12 Visual Art special address 3 UDL systems in a unit to ensure that content is accessible for all students. Candidates gain knowledge and application of the Teacher-Based-Team process in EDUC 303: Assessment Principles and Practices. This entails disaggregation of student data to make instructional choices. In EDUC 303: Assessment Principles and Practices, candidates learn to disaggregate student performance data and prescribe interventions based on the student performance while practicing data team protocols. They also learn to create 'stretch' and modifications when creating classroom assessments. They are introduced to diagnostic testing analysis. All elementary majors complete between 200 - 300 field hours in inclusive classroom settings prior to student teaching where they work with students with special needs. As evidence for proficiency in working with students with special need, elementary education majors develop lesson plans in major field courses that must include a component for Universal Design for Learning (UDL). The candidates' performance of proficiency in working with students with exceptional needs is measured by key assessments which include UDL criteria. The EPP engaged in curriculum mapping of the state's teacher preparation standards. From the mapping, the EPP faculty identified gaps in attention to students with disabilities the talented/gifted in the content area courses. Standards were added to the content courses, objectives were written so that the courses have set alignment to specific standards and objectives which match.

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 137-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 the special education teachers creation of the Individualized Education Program. Candidates in EDUC 356- Learning Environments II 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 303 analyze data from an assessment and participate in a mock professional learning committee (PLC) in which interventions and extensions are selected for any students not meeting mastery. Within their PLC, one candidate represents a special education teacher who advocates for the assessment form, administration, and post assessment intervention strategies.

c. Effectively teach students who are limited English proficient.

Candidates in SPED 137- Foundations in Exceptionalities learn about English Learner proficiency levels, assessments, and individualized plans. Candidates determine strategies to help support learners consider limited English proficient. Candidates in EDUC 412- Effective Practices for Pedagogical Proficiencies, teacher candidates engage in dialogue with various guest speakers representing expertise in multiple cultures present in the Fort Wayne area. Candidates use knowledge gained from the guest speakers to develop and implement culturally responsive pedagogical lesson plans. In every lesson plan that is evaluated in the field, candidates explore the demographics of their placement and identify potential LEP barriers

and provide solutions through the development of their lesson plans.

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

Indiana Educator Preparation Standards include the following: Elementary education teachers have a broad and comprehensive understanding of instructional planning and delivery and demonstrate the ability to plan and deliver standards-based, data-driven differentiated instruction that engages students, makes effective use of contemporary tools and technologies, and helps all students achieve learning goals, including: knowledge of the principles of universal design for learning (UDL) and how to apply UDL guidelines to incorporate the flexibility necessary to maximize learning opportunities for all students. Therefore, the EPP prepares its special education teachers to effectively teach students with disabilities in the following: All candidates take SPED 137-Foundations in Exceptionalities course, which provides an overview of disabilities, diversity, legal issues, processes for developing and implementing Individualized Education Programs, co-teaching, assistive technology, and Universal Design for Learning. In SPED 230-Content Interventions for Exceptional Learners II, special education majors address 3 UDL systems in a unit to ensure content is accessible for all students. In SPED 326-Methods & Transitions, special education majors use Indiana's individualized education plan program to develop a mock IEP. In EDUC 303- Assessment Principles and Practices, candidates learn to disaggregate student performance data and prescribe interventions based on the student performance while practicing data team protocols. They also learn to create 'stretch' and modifications when creating classroom assessments. The students learn to analyze diagnostic assessment data. Candidates pursuing special education licenses are provided more in-depth study of topics covered in the introductory course in addition to coursework related to instructional methods, assessment, and behavior management. Prior to student teaching, candidates seeking a special education license spend 200+ hours in the special-education settings working with a variety of students with special needs. Since 80% of special education majors co-major in elementary education, they complete an additional 200+ field hours in inclusive elementary education settings. Thus, a significant majority of candidates participate in more than 400 field hours prior to student teaching. Special education teacher candidates participate in the range of special educator responsibilities, including development and revision of IEPs. Candidates address IEP mandates in lesson planning, implementation, and assessment. When permitted by all parties, candidates observe students' annual case conferences. Finally, special education candidates take part in professional development events both in schools and across school districts. The EPP engaged in curriculum mapping of the state's teacher preparation standards 2018-2019. From the mapping, the EPP faculty identified gaps in attention to students with disabilities the talented/gifted in the content area courses. Standards were added to the content courses, objectives were written so that the courses have set alignment to specific standards and objectives which match.

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 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 137-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. Candidates in EDUC 356-Learning Environments II 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 a script and participate in a mock meeting to develop goals and solutions. All special education major candidates take SPED 326- Methods & Transitions where candidates are provided an 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 226- Content Interventions I, candidates participate in parent phone calls to facilitate individualized education program teams initiation. 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.

Candidates in SPED 137- Foundations in Exceptionalities learn about English Learner proficiency levels, assessments, and individualized plans. Candidates determine strategies to help support learners consider limited English proficient. Candidates in SPED 421- Language and Social Skills develop a language acquisition timeline and create a lesson plan with specific considerations for barriers and solutions for limited English proficient students. Candidates in EDUC 412- Effective Practices for Pedagogical Proficiencies, teacher candidates engage in dialogue with various guest speakers representing expertise in multiple cultures present in the Fort Wayne area. Candidates use knowledge gained from the guest speakers to

develop and implement culturally responsive pedagogical lesson plans. In every lesson plan that is evaluated in the field, candidates explore the demographics of their placement and identify potential LEP barriers and provide solutions through the development of their lesson plans.

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 three traditional undergraduate licensure programs in the department of education are limited to elementary education, special education, and P-12 Visual Art Education. All extant secondary education programs will be taught out in order to allow currently enrolled candidates to complete their courses of study. The EPP received its national accreditation Fall 2017 from the Council for the Accreditation of Educator Preparation. Its undergraduate programs were SPA approved 2017. The Indiana Board of Education approved the EPP undergraduate programs in February 2018. The EPP's CAEP and SPA evaluations and feedback are available on the EPP website.

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