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IN | **University of Saint Francis**
Alternative, IHE-based Report AY 2020-21
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

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ZIP

46808

SALUTATION

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FIRST NAME

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List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Information Postgraduate level (PG), or both. **(§205(a)(C))**

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

- Teacher Preparation Program

List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1202	Elementary Education	Both	
13.01	General Education (alternative programs/programs providing pedagogy only)	PG	
13.1	Special Education	Both	

Total number of teacher preparation programs:

3

Program Requirements

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. **(§205(a)(1)(C)(i))**

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

- Full-time equivalent faculty supervising clinical experience
- Adjunct faculty supervising clinical experience
- Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience
- Supervised clinical experience

Undergraduate Requirements

1. Are there initial teacher certification programs at the undergraduate level?

- ● Yes
- ○ No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the table below blank (or **clear responses already entered**) then click save at the bottom of the page.

Element	Admission		Completion	
Transcript	● Yes	○ No	○ Yes	● No
Fingerprint check	○ Yes	● No	○ Yes	● No
Background check	○ Yes	● No	● Yes	○ No
Minimum number of courses/credits/semester hours completed	○ Yes	● No	● Yes	○ No
Minimum GPA	● Yes	○ No	● Yes	○ No
Minimum GPA in content area coursework	● Yes	○ No	● Yes	○ No
Minimum GPA in professional education coursework	● Yes	○ No	● Yes	○ No
Minimum ACT score	○ Yes	● No	○ Yes	● No
Minimum SAT score	○ Yes	● No	○ Yes	● No
Minimum basic skills test score	○ Yes	● No	○ Yes	● No
Subject area/academic content test or other subject matter verification	○ Yes	● No	○ Yes	● No
Recommendation(s)	○ Yes	● No	○ Yes	● No
Essay or personal statement	● Yes	○ No	● Yes	○ No

Element	Admission		Completion	
Interview	○ Yes	● No	○ Yes	● No
Other Specify: [ ]	○ Yes	○ No	○ Yes	○ No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

> 2.8

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

> 2.8

4. Please provide any additional information about the information provided above:

Postgraduate Requirements

1. Are there initial teacher certification programs at the postgraduate level?

● Yes
○ No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the table below blank (or **clear responses already entered**) then click save at the bottom of the page.

Element	Admission		Completion	
Transcript	● Yes	○ No	● Yes	○ No
Fingerprint check	○ Yes	● No	○ Yes	● No
Background check	○ Yes	● No	● Yes	○ No
Minimum number of courses/credits/semester hours completed	● Yes	○ No	● Yes	○ No
Minimum GPA	● Yes	○ No	● Yes	○ No
Minimum GPA in content area coursework	● Yes	○ No	● Yes	○ No
Minimum GPA in professional education coursework	● Yes	○ No	● Yes	○ No
Minimum ACT score	○ Yes	● No	○ Yes	● No
Minimum SAT score	○ Yes	● No	○ Yes	● No
Minimum basic skills test score	○ Yes	● No	○ Yes	● No
Subject area/academic content test or other subject matter verification	○ Yes	● No	○ Yes	● No
Recommendation(s)	○ Yes	● No	○ Yes	● No
Essay or personal statement	● Yes	○ No	○ Yes	● No

Element	Admission		Completion	
	Yes	No	Yes	No
Interview	○	●	○	●
Other Specify:	○ Yes	○ No	○ Yes	○ No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

4. Please provide any additional information about the information provided above:

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2020-21. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Are there programs with student teaching models?

● Yes
○ No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	120
Number of clock hours required for student teaching	640

You have programs with the teacher of record model, but "clock hours of supervised clinical experience required prior to teaching as the teacher of record" and "years required for teaching as the teacher of record" are 0. Please correct the data, or confirm.

☑ **I confirm that there are 0 hours required**

Are there programs in which candidates are the teacher of record?

○ Yes
● No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)	
Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	0

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

Number of years required for teaching as the teacher of record in a classroom	0

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) [Optional tool](#) for automatically calculating full-time equivalent faculty in the system	5
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	1
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	76
Number of students in supervised clinical experience during this academic year	58

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

These numbers provide both practicum and clinical internship placements. Faculty or university supervisors evaluate candidates in both practicums and clinical internships, as well as the cooperating teachers.

Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year. **(§205(a)(1)(C)(ii))**

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

- Enrolled Student
- Program Completer

Enrollment and Program Completers

2020-21 Total	
Total Number of Individuals Enrolled	161
Subset of Program Completers	52

Gender	Total Enrolled	Subset of Program Completers
Male	30	10
Female	130	42
Non-Binary/Other	0	0
No Gender Reported	1	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	1	1
Asian	2	1
Black or African American	11	5
Hispanic/Latino of any race	7	1
Native Hawaiian or Other Pacific Islander	0	0
White	131	42

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	5	1
No Race/Ethnicity Reported	4	1

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	5	1
No Race/Ethnicity Reported	4	1

Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

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

- Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2020-21.

For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. **(§205(b)(1)(H))**

What are CIP Codes?

☐ **No teachers prepared in academic year 2020-21**

If your program has no teachers prepared, check the box above and leave the table below blank (or **clear responses already entered**).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	25
13.1202	Teacher Education - Elementary Education	

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	1
13.1303	Teacher Education - Business	7
13.1305	Teacher Education - English/Language Arts	1
13.1306	Teacher Education - Foreign Language	1
13.1307	Teacher Education - Health	1
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	5
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	2
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	3
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	4
13.1323	Teacher Education - Chemistry	1
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	1
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2020-21. 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 2020-21**

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	25
13.1202	Teacher Education - Elementary Education	
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	1
13.1303	Teacher Education - Business	7
13.1305	Teacher Education - English/Language Arts	1
13.1306	Teacher Education - Foreign Language	1
13.1307	Teacher Education - Health	1

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	5
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	2
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	3
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	4
13.1323	Teacher Education - Chemistry	1
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	1
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify:	
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	

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

CIP Code	Academic Major	Number Prepared
99	Other Specify:	

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, demographic data of candidates' practicum and internship field experiences 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 assures 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. Additionally, all graduate programs require candidates to take SPED 602: Diverse Learners in Today's Classroom and a field based practicum course. Both courses focus on meeting the needs of all learners, developing the knowledge and skills to identify learner needs and implement strategies to meet the needs. Most of the graduate teacher candidates are already employed by P-12 schools on temporary permits, the EPP allows the candidate to remain in their teaching position while

completing field requirements under the supervision of a cooperating teacher and a university assigned mentor. B. Transition to Teaching: Visual Art All-Grade The Transition to Teaching: Visual Art program is hybrid. 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 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 teacher candidates are on an Emergency License and teaching while in the program, candidates may choose to 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 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 may chose to 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 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 may chose to submit a Prior Learning Assessment portfolio. The Prior Learning Assessment (PLA) was revised to include evidence and artifacts that demonstrate teacher candidates have acquired the knowledge and skills of a highly effective teacher. Eligibility to complete a PLA is based on the teacher candidates' ability to meet field performance benchmarks.

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))

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 (2020-21)

1. Did your program prepare teachers in mathematics in 2020-21?

If no, leave remaining questions for 2020-21 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 (2021-22)

7. Is your program preparing teachers in mathematics in 2021-22? If no, leave the next question blank.

- ○ Yes
- ● No

8. Describe your goal.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in mathematics in 2022-23? 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))

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 (2020-21)

1. Did your program prepare teachers in science in 2020-21?

If no, leave remaining questions for 2020-21 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 (2021-22)

7. Is your program preparing teachers in science in 2021-22? If no, leave the next question blank.

○ Yes
● No

8. Describe your goal.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in science in 2022-23? 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))

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 (2020-21)

>> Review Current Year's Goal (2021-22)

>> Set Next Year's Goal (2022-23)

Report Progress on Last Year's Goal (2020-21)

1. Did your program prepare teachers in special education in 2020-21?

If no, leave remaining questions for 2020-21 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:

The principal survey data continues to indicate candidates from the EPP are effective or highly effective. Candidates are evaluated at multiple times throughout the program by cooperating teachers and university supervisors. Evaluations consist of an established performance benchmark to ensure quality performance. The EPP engages its candidates in robust field experiences and course work. Candidate progress is monitored throughout the program to ensure mastery of special education knowledge and skills.

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:

N/A

Review Current Year's Goal (2021-22)

7. Is your program preparing teachers in special education in 2021-22? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

The EPP will integrate virtual teaching pedagogical methods and increase assistive technology proficiencies with candidates.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in special education in 2022-23? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

The EPP will enhance preparation approaches used to deliver knowledge and skills related to special education assessment. The EPP will revise it field assessments used to evaluate teacher candidates in the classroom. The revision will be closely aligned to the CEC and InTASC standards for teacher preparation.

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))

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 (2020-21)

1. Did your program prepare teachers in instruction of limited English proficient students in 2020-21?

If no, leave remaining questions for 2020-21 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 (2021-22)

7. Is your program preparing teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank.

○ Yes
● No

8. Describe your goal.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in instruction of limited English proficient students in 2022-23? 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 RTI'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

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
PIN0008 -BUSINESS Evaluation Systems group of Pearson Other enrolled students	2			
PIN0008 -BUSINESS Evaluation Systems group of Pearson All program completers, 2020-21	4			
PIN0008 -BUSINESS Evaluation Systems group of Pearson All program completers, 2019-20	3			
PIN0008 -BUSINESS Evaluation Systems group of Pearson All program completers, 2018-19	1			
PIN0010 -CAREER AND TECH EDUC-BUS AND INFORMATION TECH Evaluation Systems group of Pearson All program completers, 2019-20	1			
PIN0013 -COMPUTER EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
PIN0014 -EARLY CHILDHOOD GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	1			
PIN0005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	2			
PIN0005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	10	245	9	90
PIN0005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	4			
PIN0060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	2			
PIN0061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	2			
PIN0062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson Other enrolled students	2			
PIN0063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson Other enrolled students	2			
PIN0021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	3			
PIN0021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2020-21	1			
PIN0021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2019-20	1			
PIN0024 -EXCEPTIONAL NEEDS-INTENSE INTERVENTION Evaluation Systems group of Pearson All program completers, 2020-21	5			
PIN0024 -EXCEPTIONAL NEEDS-INTENSE INTERVENTION Evaluation Systems group of Pearson All program completers, 2019-20	2			
PIN0024 -EXCEPTIONAL NEEDS-INTENSE INTERVENTION Evaluation Systems group of Pearson All program completers, 2018-19	1			
PIN0025 -EXCEPTIONAL NEEDS-MILD INTERVENTION Evaluation Systems group of Pearson Other enrolled students	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
PIN0025 -EXCEPTIONAL NEEDS-MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2020-21	20	244	18	90
PIN0025 -EXCEPTIONAL NEEDS-MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2019-20	12	241	10	83
PIN0025 -EXCEPTIONAL NEEDS-MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2018-19	2			
PIN0064 -EXCEPTIONAL NEEDS-MILD INTERVENTION: READING INST Evaluation Systems group of Pearson Other enrolled students	2			
PIN0064 -EXCEPTIONAL NEEDS-MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2020-21	18	212	9	50
PIN0064 -EXCEPTIONAL NEEDS-MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2019-20	12	228	10	83
PIN0064 -EXCEPTIONAL NEEDS-MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2018-19	1			
PIN0030 -FINE ARTS-VISUAL ARTS Evaluation Systems group of Pearson Other enrolled students	1			
PIN0030 -FINE ARTS-VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2019-20	1			
PIN0030 -FINE ARTS-VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2018-19	1			
PIN0066 -HEALTH Evaluation Systems group of Pearson All program completers, 2020-21	2			
PIN0066 -HEALTH Evaluation Systems group of Pearson All program completers, 2018-19	2			
PIN0035 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	1			
PIN0035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	1			
PIN0069 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS 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 (%)
PIN0034 -MIDDLE SCHOOL MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	1			
PIN0071 -MIDDLE SCHOOL SCIENCE Evaluation Systems group of Pearson Other enrolled students	1			
PIN0037 -MIDDLE SCHOOL SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2018-19	1			
PIN0007 -P-12 EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
PIN0007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	7			
PIN0007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	5			
PIN0007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	3			
PIN0067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
PIN0067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	3			
PIN0067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	2			
PIN0067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	1			
PIN0038 -READING Evaluation Systems group of Pearson All program completers, 2018-19	1			
PIN0043 -SCIENCE-CHEMISTRY Evaluation Systems group of Pearson All program completers, 2020-21	1			
PIN0044 -SCIENCE-EARTH SPACE SCIENCE Evaluation Systems group of Pearson Other enrolled students	1			
PIN0044 -SCIENCE-EARTH SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2020-21	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
PIN0045 -SCIENCE-LIFE SCIENCE Evaluation Systems group of Pearson Other enrolled students	4			
PIN0045 -SCIENCE-LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2020-21	2			
PIN0045 -SCIENCE-LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	2			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2018-19	1			
PIN0006 -SECONDARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	3			
PIN0006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	27	250	26	96
PIN0006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	18	255	18	100
PIN0006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	6			
PIN0050 -SOCIAL STUDIES-GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson All program completers, 2020-21	2			
PIN0051 -SOCIAL STUDIES-HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson Other enrolled students	1			
PIN0051 -SOCIAL STUDIES-HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2019-20	4			
PIN0059 -WORLD LANGUAGES-SPANISH Evaluation Systems group of Pearson All program completers, 2020-21	1			
PIN0059 -WORLD LANGUAGES-SPANISH Evaluation Systems group of Pearson All program completers, 2019-20	1			

Summary Pass Rates

THIS PAGE INCLUDES:

>> 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 RTI'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

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2020-21	46	34	74
All program completers, 2019-20	30	27	90
All program completers, 2018-19	11	11	100

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:

  Specialty Accreditation from Council for Exceptional Children

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.

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 focuses on technology integration in the classroom. It requires candidates to create a personal learning network, evaluate technology tools for use in the classroom, and analyze personal and student use of technology. Students explore the flipped and blended classroom frameworks, learn about digital citizenship and 21st-century skills applied in a digital context. Candidates synthesize course content by creating a classroom technology plan, how-to videos of digital tools, and lesson plans integrating technology. 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. In EDUC 568, Responsive Classroom Management, teacher candidates gain experience in creating a website which houses their comprehensive classroom management plan. Websites include details about candidates' management philosophy, rules, procedures, and consequences in written format, as well as infographics. The goal of this assignment is to promote parent/student/teacher

collaboration. The Learning Experience Map (LEM) and the Post-Observation Lesson Analysis Narrative (POLAN), require 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) evaluate candidates' proficiency with collecting and analyzing student performance data utilizing technology. During the candidates' analysis of students' pre and post assessment scores, they are required to use technology to create graphic representation of the data. In 2020-2021, the EPP began using Taskstream. This data collection tool allows candidates and faculty to track and analyze the candidates' field performance data. The Taskstream system will allow candidates and faculty to monitor progression through the program.

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 language: 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. 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 and EDUC 606-Inclusive Content Assessment are additional courses that all teacher candidates enrolled in the Master of Arts in teaching and the Transition to Teaching programs are required to pass. EDUC 609 provides knowledge and skills for general education teachers to successfully differentiate content. EDUC 606 requires candidates to analyze fictitious student achievement data, modify an assessment to meet the needs of the 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. EDUC 674 and 690 are practicum courses in which teacher candidates are required to complete 120 field hours and course content. During the 16-week course, candidates engage in content that builds their awareness and responsiveness to all learners through culturally responsive pedagogy. Every formal lesson evaluated in the field requires teacher candidates to identify students with IEPs and develop instructional strategies that will meet their needs during the lesson. Many of the EPP's teacher candidates are placed in area K-12 schools which have a significant number of students with disabilities. All candidates complete field experiences in the city's main school district, Fort Wayne Community Schools (FWCS) which has an enrollment of 16.35% English Learners. If the candidate is not placed in FWCS, they still must report the demographics of the classroom and school including IEPs and develop lesson plans according to the needs of the learners.

   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 the special education teachers creation of the Individualized Education Program. Candidates in EDUC 568- Responsive Classroom Management prepare for a team approach to appropriately respond to and prevent behaviors, which in some cases are related to an individual's disability. Candidates collaboratively discuss techniques for motivating, engaging, and establishing rapport for students with and without disabilities. EDUC 606-Inclusive Content Assessment requires candidates to participate in a mock data team where data is analyzed and RTI recommendations are developed.

   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. EDUC 674 690 are practicum courses in which teacher candidates are required to complete 120 field hours and course content. During the 16-week course, candidates engage in content that builds their awareness and responsiveness to all learners through culturally responsive pedagogy. 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. Many of the EPP's teacher candidates are placed in area K-12 schools which have a significant number of LEP students. All candidates complete field experiences in the city's main school district, Fort Wayne Community Schools (FWCS) which has an enrollment of 11.5% English Learners. If the candidate is not placed in FWCS, they still must report the demographics of the classroom and school including LEP and develop lesson plans according to the needs of the learners.

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. SPED 671- Practicum in Intense Intervention and SPED 660-Methods and Practicum in Mild Intervention require candidates to write an Individualized Education Program and lead a mock case conference. Every formal lesson evaluated in the field requires teacher candidates to identify students wit IEPs and develop instructional strategies that will meet their needs during the lesson. Many of the EPP's teacher candidates are placed in area K-12 schools which have a significant number of students with disabilities. All candidates complete field experiences in the city's main school district, Fort Wayne Community Schools (FWCS) which has an enrollment of 16.35% English Learners. If the candidate is not placed in FWCS, they still must report the demographics of the classroom and school including IEPs and develop lesson plans according to the needs of the learners.

   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 language: 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 the special education teachers creation of the Individualized Education Program. EDUC 606- Inclusive Content Assessment requires candidates to analyze fictitious student achievement data, modify an assessment to meet the needs of the student with disabilities profile, and write a script for a mock student-led conference reviewing assessment results. SPED 660- Methods & Practicum. SPED 660 is required for all mild intervention special education candidates. Teacher candidates are provided a mock, in-depth psychological evaluation and are required to fully develop and write an Individualized Education Program (IEP). All intense intervention special education major candidates take SPED 671- Methods & Practicum. SPED 671 is required for all intense intervention special education candidates. Teacher candidates are provided a mock in-depth psychological evaluation and are required to fully develop and write an Individualized Education Program (IEP).Once candidates develop an IEP, candidates facilitate 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. When allowed by the participating K-12 school, candidates are encouraged to participate in case conferences during their practicum and clinical internship 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. Candidates in SPED 615- Language and Social Skills engage in an in-depth study of English Learners. Candidates produce strategies and lesson plans to support English Learners. SPED 660 and SPED 671 are practicum courses in which teacher candidates are required to complete 120 field hours and course content. During the 16-week course, candidates engage in content that builds their awareness and responsiveness to all learners through culturally responsive pedagogy. 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. Many of the EPP's teacher candidates are placed in area K-12 schools which have a significant number of LEP students. All candidates complete field experiences in the city's main school district, Fort Wayne Community Schools (FWCS) which has an enrollment of 11.5% English Learners. If the candidate is not placed in FWCS, they still must report the demographics of the classroom and school including LEP and develop lesson plans according to the needs of the learners.

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.

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 state of Indiana allows alternate initial licensure programs, Transition to Teaching. The EPP offers a Transition to Teaching (TTT) program in Secondary Education, which can be converted to a Master of Art in Teaching if the additional courses are completed for the master's degree. This 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 are placed in practicum and student teaching with partner schools. Additionally, candidates must pass the state licensure exam in pedagogy 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. This is a hybrid program. The EPP offers a Transition to Teaching (TTT) program in Special Education (mild, intense, or both), which can be converted to a Master of Science in Teaching if the additional courses are completed for the master's degree. 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. All the graduate programs have been aligned to the Indiana educator preparation standards, InTASC, and CEC standards. In 2020-2021, the EPP offered a Transition to Teaching (TTT) program in Elementary Education, which can be converted to a Master of Art in Teaching if the additional courses are completed for the master's degree. This TTT program prepares candidates in K-6 pedagogy and elementary content methods. Additionally, candidates must pass the state licensure exam in pedagogy and elementary content to apply for an Indiana teaching license.

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:

Mary Riepenhoff

TITLE:

Division Director 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:

Jessica Maria Montalvo

TITLE:

Education Licensing Advisor and Accreditation Coordinator