

Name of Institution: Saint Mary's College
Institution/Program Type: Traditional
Academic Year: 2011-12
State: Indiana
Address: US Route 31
230 Madeleva Hall Box 28
Notre Dame, IN, 46556
Contact Name: Dr. MaryAnn Traxler
Phone: 574-284-4485
Email: mtraxler@saintmarys.edu

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?

(<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
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Elementary Education	No
Elementary Education with Indiana Reading Licensure	No
Elementary Education with Mild Intervention Licensure K-6	No
English as a Second Language and/or Bilingual/Bicultural Education K-12	No
Music Education	No
Secondary Education	No
Visual Arts Education	No
Total number of teacher preparation programs: 7	

Section I.b Admissions

Indicate when students are formally admitted into your initial teacher [certification program](#):
 Sophomore year End of Sophomore year

Does your initial teacher [certification program](#) conditionally admit students?
 No

Provide a link to your website where additional information about admissions requirements can be found:

<http://www3.saintmarys.edu/education-requirements-enter>

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

Students enrolling in any field course must complete a background check as mandated by the state of Indiana. The background check is valid for 1 year.

STEP I—General Education and Introduction to the Profession

Students must complete STEP (Standards-Based Teacher Education Preparation) I in order to be admitted to the Education Department.

- Achieve a cumulative 2.5 grade point average in general education courses
- Earn the Saint Mary's College Writing Proficiency
- Complete EDUC 201 Foundations for Teaching in a Multicultural Society with a grade of C+ or above
- Complete the EDUC 201 field experience with a satisfactory evaluation
- Pass the Praxis I exams or submit SAT or ACT scores that are accepted by the state

- Submit an application to the Education Department
- Disposition assessments must indicate that criteria are met

STEP II—Professional Studies and Content Preparation

Students must be fully admitted to the Education Department prior to beginning courses in STEP II.

- Maintain a cumulative 2.5 GPA
- Complete all Education courses with a grade of C or above
- Complete required field experiences at a satisfactory level (minimum 5 hours per week.
- Earn the Advanced Writing Proficiency
- Complete the Methods and Materials Teaching Portfolio at a satisfactory level
- Disposition assessments must indicate that criteria are met
- Complete and submit the Application for Student Teaching

STEP III—Integrated Studies

- Maintain a cumulative 2.5 GPA
- Pass Praxis II exams
- Complete the student teaching semester at a proficient level
- Demonstrate proficiency in performance-based standards evaluation
- Complete the Student Teaching Portfolio at a proficient level.
- Disposition assessments must indicate that criteria are met

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

Are there initial teacher [certification programs](#) at the undergraduate level?

Yes

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.

Element	Required for Entry	Required for Exit
Transcript	No	Yes
Fingerprint check	No	No
Background check	No	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	No
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	Yes	No
Minimum SAT score	Yes	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	No	No
Other College Writing Proficiency; Student Teaching; Education Portfolio: Advanced Writing Proficiency	Yes	Yes

What is the minimum GPA required for admission into the program?

2.5

What was the median GPA of individuals accepted into the program in academic year 2011-12

3.3

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2011-12

3.47

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

Are there initial teacher certification programs at the postgraduate level?

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.

Element	Required for Entry	Required for Exit
Transcript		
Fingerprint check		
Background check		
Minimum number of courses/credits/semester hours completed		
Minimum GPA		
Minimum GPA in content area coursework		
Minimum GPA in professional education coursework		
Minimum ACT score		
Minimum SAT score		
Minimum basic skills test score		
Subject area/academic content test or other subject matter verification		
Recommendation(s)		
Essay or personal statement		
Interview		
Other		

What is the minimum GPA required for admission into the program?

What was the median GPA of individuals accepted into the program in academic year 2011-12

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2011-12

Section I.c Program Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

Total number of students enrolled in 2011-12:	121
Unduplicated number of males enrolled in 2011-12:	2
Unduplicated number of females enrolled in 2011-12:	119
2011-12	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	4
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	4
Black or African American:	0
Native Hawaiian or Other Pacific Islander:	0
White:	113
Two or more races:	0

Section I.d Supervised Experience

Provide the following information about supervised clinical experience in 2011-12.

Average number of clock hours of supervised clinical experience required prior to student teaching	210
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Average number of clock hours required for student teaching	600
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	3
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	88
Number of students in supervised clinical experience during this academic year	59

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

Adjunct faculty include college supervisors (9) who do four formal observations during the semester and meet weekly with student teachers, and cooperating teachers (79) who work with students in their classrooms on a daily basis. Six student teachers equal a 3-credit hour course for a college supervisor.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2011-12. 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))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	6
Teacher Education - Early Childhood Education	4
Teacher Education - Elementary Education	37
Teacher Education - Junior High/Intermediate/Middle School Education	2
Teacher Education - Secondary Education	18
Teacher Education - Multiple Levels	4

Teacher Education - Agriculture	
Teacher Education - Art	3
Teacher Education - Business	
Teacher Education - English/Language Arts	6
Teacher Education - Foreign Language	3
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	4
Teacher Education - Music	1
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	15
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	1
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	2
Teacher Education - Chemistry	2
Teacher Education - Drama and Dance	

Teacher Education - French	
Teacher Education - German	
Teacher Education- History	0
Teacher Education - Physics	
Teacher Education - Spanish	3
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	3
Teacher Education - Bilingual, Multilingual, and Multicultural Education	2
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2011-12. 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))

Academic Major	Number Prepared
Education - General	

Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	37
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	1
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	

Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	

Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	3
History	0
Foreign Languages	3
Family and Consumer Sciences/Human Sciences	
English Language/Literature	6
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	2
Mathematics and Statistics	4
Physical Sciences	
Astronomy and Astrophysics	

Atmospheric Sciences and Meteorology	
Chemistry	2
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

Section I.f Program Completers

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

2011-12: 59

2010-11: 58

2009-10: 61

Section II. 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 to state credential 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\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in mathematics in 2011-12?

Yes

How many prospective teachers did your program plan to add in mathematics in 2011-12?

2

Did your program meet the goal for prospective teachers set in mathematics in 2011-12?

No

Description of strategies used to achieve goal, if applicable:

Met with Director of Admissions. Met with the Teacher Education Council with representatives from each Department. At the committee meetings, teacher shortage areas are discussed with department representatives.

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

EDUC 201 professors speak to students about the need for teachers in teacher shortage areas

Academic advisers speak to teacher candidates about the need for teachers in teacher shortage areas

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in mathematics in 2012-13?

Yes

How many prospective teachers did your program plan to add in mathematics in 2012-13?

2

Provide any additional comments, exceptions and explanations below:

With being a small unit, our numbers fluctuate considerably from year to year at the Secondary Education level. We had 2 Math Majors in 10/11, 4 in 11/12 and 7 for the current year. Our numbers are increasing.

Academic year 2013-14

Will your program prepare teachers in mathematics in 2013-14?

Yes

How many prospective teachers does your program plan to add in mathematics in 2013-14?

1

Provide any additional comments, exceptions and explanations below:

We are hoping to continue increasing our numbers through the actions and strategies we have taken.

Section II. 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 to state credential 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\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in science in 2011-12?

Yes

How many prospective teachers did your program plan to add in science in 2011-12?

2

Did your program meet the goal for prospective teachers set in science in 2011-12?

Yes

Description of strategies used to achieve goal, if applicable:

Met with Director of Admissions. Met with the Teacher Education Council with representatives from each Department. At the committee meetings, teacher shortage areas are discussed with department representatives.

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

EDUC 201 professors speak to students about the need for teachers in teacher shortage areas
Academic advisers speak to teacher candidates about the need for teachers in teacher shortage areas

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in science in 2012-13?

Yes

How many prospective teachers did your program plan to add in science in 2012-13?

2

Provide any additional comments, exceptions and explanations below:

With being a small unit, our numbers fluctuate considerably from year to year at the Secondary Education level. We had 1 Biology and 1 Chemistry Major in 10/11, 2 Biology and 2 Chemistry Majors in 11/12 but none for 12/13. We will continue to push Science as a teaching field through the Teaching Education Council and through student advising.

Academic year 2013-14

Will your program prepare teachers in science in 2013-14?

Yes

How many prospective teachers does your program plan to add in science in 2013-14?

1

Provide any additional comments, exceptions and explanations below:

Section II. 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 to state credential 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\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in special education in 2011-12?

Yes

How many prospective teachers did your program plan to add in special education in 2011-12?

2

Did your program meet the goal for prospective teachers set in special education in 2011-12?

Yes

Description of strategies used to achieve goal, if applicable:

Met with Director of Admissions. We have a designated faculty member who teaches our mild intervention classes who speaks to our elementary teacher candidates about the benefits and shortage in special education teaching. All advisers speak to students about teacher shortages in special education.

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

EDUC 201 professors speak to students about the need for teachers in teacher shortage areas
Academic advisers speak to teacher candidates about the need for teachers in teacher shortage areas

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in special education in 2012-13?

Yes

How many prospective teachers did your program plan to add in special education in 2012-13?

2

Provide any additional comments, exceptions and explanations below:

With being a small unit, our numbers fluctuate considerably from year to year. We had 10 Mild Intervention teacher candidates in 10/11, 6 in 11/12 and 16 for the current year. Our numbers are increasing.

Academic year 2013-14

Will your program prepare teachers in special education in 2013-14?

Yes

How many prospective teachers does your program plan to add in special education in 2013-14?

1

Provide any additional comments, exceptions and explanations below:

We are a relatively small program and our numbers fluctuate considerably. Students who major in elementary education choose among various minor and license areas. Our Mild Intervention program is one of these areas.

Section II. Annual Goals - LEP

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 to state credential 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\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in instruction of limited English proficient students in 2011-12?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2011-12?

3

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2011-12?

No

Description of strategies used to achieve goal, if applicable:

Met with Director of Admissions. We have one designated faculty member who advocates for our ESL program and works with our elementary and secondary majors to encourage them to take the additional coursework to be ESL certified.

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

EDUC 201 professors speak to students about the need for teachers in teacher shortage areas

Academic advisers speak to teacher candidates about the need for teachers in teacher shortage areas

Provide any additional comments, exceptions and explanations below:

It is very difficult for us to get ESL placements. Secondary ESL placements are especially difficult in our cooperating schools.

Academic year 2012-13

Is your program preparing teachers in instruction of limited English proficient students in 2012-13?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2012-13?

5

Provide any additional comments, exceptions and explanations below:

We are pleased with our ability to increase our numbers from 11-12 to 12-13 considering our enrollment is down.

Academic year 2013-14

Will your program prepare teachers in instruction of limited English proficient students in 2013-14?

Yes

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2013-14?

1

Provide any additional comments, exceptions and explanations below:

Conservatively, keeping the same number of ESL teachers will be our priority but we will push to add at least one additional teacher candidate as a goal.

Section II. Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

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

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

The mission statement of the Education Department clearly states that we seek to develop reflective teachers who have the knowledge, dispositions, and skills to help all children learn. Teacher candidates receive appropriate depth and breadth in general education through a well-planned sequence of courses and experiences. They have the identical general education requirements required of a Bachelor of Arts degree at Saint Mary's College and take a total of 44 credits in the following courses: 1 English literature, 1 history, 1 philosophy, 2 religious studies, 1 fine arts, 1 mathematics, 2 laboratory science, 2 social science from different departments, and 3 additional humanities. The graduation requirement is 128 credit hours.

Diversity is integrated at every level of the teacher preparation program. Teacher candidates are introduced to issues related to diversity in the introductory education class. In addition to the multicultural focus of the course, students complete a 30-hour field experience. Once teacher candidates are admitted to the department, all courses continue to address issues of diversity. Candidates consider and implement instructional strategies that support the learning of all students. Saint Mary's College is committed to diverse field and clinical experiences in terms of both grade level and setting. Candidates are placed in three different field experiences prior to their yearlong internship that includes student teaching. All candidates must complete at least one field experience in the South Bend Community School Corporation. The student population in this school corporation is approximately 80% minority, 20% special education, 12% ESL, and 80 receive free meals. Students complete assignments in their field study classrooms that link theory to practice. The Saint Mary's Lesson Plan requires teacher candidates to address any special needs of the students in their classrooms. After teaching, the candidates reflect on and evaluate how well they met the needs of all students. All field evaluations and portfolios include assessments of the candidates' abilities to address the needs of diverse students.

Students completing the Mild Intervention program have the opportunity to observe and teach in appropriate field placements as most schools are either fully inclusive (e.g., Penn-Harris-Madison/School City of Mishawaka) or have a cross-categorical mild resource room in each school (South Bend Community School Corporation).

All courses in the Education Department at Saint Mary's College have been developed with reference to appropriate standards. The Education Department is aligning performance standards from state, college, and specialized professional agencies to ensure our teacher candidates have

the knowledge and skills to be successful teachers when they exit from our program. All assignments and learning experiences in the program are designed with emphasis on performances. Coursework, as well as fieldwork must show evidence of competence in areas in which candidates plan to teach.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	3			
ETS0100 -BUSINESS ED Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0100 -BUSINESS ED Educational Testing Service (ETS) All program completers, 2009-10	1			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0353 -ED OF EXCEPTIONAL STUDENTS CORE CK	9			

Educational Testing Service (ETS) All program completers, 2010-11				
ETS0353 -ED OF EXCEPTIONAL STUDENTS CORE CK Educational Testing Service (ETS) All program completers, 2009-10	15	172	15	100
ETS0542 -ED OF EXCEPTIONAL STUDENTS MTMD Educational Testing Service (ETS) All program completers, 2010-11	9			
ETS0542 -ED OF EXCEPTIONAL STUDENTS MTMD Educational Testing Service (ETS) All program completers, 2009-10	15	184	15	100
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	3			
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2011-12	36	183	36	100
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2010-11	38	181	38	100
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2009-10	46	181	45	98
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	6			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	6			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	7			
ETS0361 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES II Educational Testing Service (ETS) All program completers, 2011-12	3			
ETS0200 -INTRO TO THE TEACHING OF READING Educational Testing Service (ETS)	9			

All program completers, 2010-11				
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	4			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	2			
ETS0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	2			
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	2			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1			
ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	65	182	65	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS)	56	183	55	98

All program completers, 2011-12				
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2010-11	58	181	57	98
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	63	181	62	98
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	65	180	65	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2011-12	56	180	55	98
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2010-11	58	181	58	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2009-10	63	180	62	98
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	65	178	65	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2011-12	56	178	56	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2010-11	58	178	58	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2009-10	63	178	63	100
ETS0300 -READING SPECIALIST Educational Testing Service (ETS) Other enrolled students	2			
ETS0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2011-12	36	545	36	100
ETS0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2010-11	38	533	38	100

ETS0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2009-10	45	532	45	100
ETS0543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2011-12	6			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	4			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	4			
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS5195 -SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2011-12	3			
ETS0204 -TEACHING READING Educational Testing Service (ETS) All program completers, 2011-12	11	174	11	100

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2011-12	58	55	95
All program completers, 2010-11	58	57	98
All program completers, 2009-10	63	62	98

Section IV. Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

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

State

NCATE

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

Section V. Technology

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.

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction
Yes
- use technology effectively to collect data to improve teaching and learning
Yes
- use technology effectively to manage data to improve teaching and learning
Yes
- use technology effectively to analyze data to improve teaching and learning
Yes

Provide a description of 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.

Many of the teacher candidates at Saint Mary's College have excellent technology skills when they enter the College. The Education Department builds on the candidates' prior knowledge and helps them learn how to successfully integrate technology into their teaching practice.

All teacher candidates begin to explore how to use technology to support their professional practice in the instructional technology course, Education 220 - Applied Media and Instructional Technology. In this course, students create lesson plans that are enhanced with technology in terms of presentations, practice, assessments, and communication (Prezi, Glogster, Rubistar, Dipity, Google Sites, etc.) Students also learn to create spreadsheets to collect and organize data as well as employ various new technologies to collect data. By the end of the course, students are

expected to be proficient in sorting and filter data, embedding charts and graphs to support data analysis and performing a mail merge. Most students take this class in their sophomore year prior to being admitted to the Education Department. Once candidates are admitted into the program, every education course has a technology component. Candidates are expected to use technology to support their planning and implementation of instruction throughout their program. Candidates have a variety of experiences using technology in the classroom through their field experiences and clinical practice.

The college has expanded its technology resources and every academic department as well as faculty member is required to report on his or her progress in using technology to support instruction on the faculty annual review. The Education Department has integrated technology throughout the program.

Section VI. Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare **general education** teachers to:

- teach students with disabilities effectively
Yes
- participate as a member of individualized education program teams
Yes
- teach students who are limited English proficient effectively
Yes

Provide a description of the evidence your program uses to show that it prepares **general education** teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Teacher candidates in the Education Department at Saint Mary's College are being prepared to differentiate instruction for students with a variety of learning needs. With its focus on multiculturalism in a broad context including race/ethnicity, religion, socioeconomic status, ability, language, etc., the department prepares teacher candidates to think reflectively about their interactions with all learners. Whether through exposure to multicultural children's literature or providing modifications to students in their field experience classrooms, teacher candidates have a variety of learning experiences that prepare them for today's diverse classrooms.

With regards to students with disabilities specifically, elementary education majors receive initial exposure to the concept of teaching those with learning differences in the introductory course, Foundations of Teaching in a Multicultural Society and its 30-hour field component. During the

sophomore year, teacher candidates also take Ed 240 General Education/Special Education Partnerships, a course which introduces students to different configurations (e.g., inclusion, resource room) with regards to servicing students with disabilities, the general education teacher's role, and the general education/special education connection. Progressing into the junior year, Ed 230 Foundations of Special Education in Elementary/Middle School is a survey course on exceptionalities that has several focus areas integral to the elementary teacher's understanding of the field of special education and teaching students with disabilities:

- 1) federal and state legislation specific to the education of students with disabilities. Most recently, this includes IDEIA 2004 (federal) and Article 7 (state).
- 2) the role of the general education teacher with regards to providing interventions via Response to Intervention (RTI). RTI is studied as a way to provide scientific, research-based instruction to ALL students and to possibly identify students with specific learning disabilities.
- 3) the role of the general education teacher with regards to identification, participation in IEP development, and case conferences for initial or continuing placement of students in special education.
- 4) the importance of the general education curriculum and age-appropriate standards for most students with disabilities.
- 5) the policies on state standardized testing for students with disabilities.
- 6) familiarity with the Individualized Educational Plan, 504 plan, and Functional Behavioral Assessment/Behavioral Intervention Plan
- 7) physical, social, emotional, and cognitive characteristics of students with specific learning disabilities, emotional/behavioral disorders, intellectual disabilities, autism spectrum disorders, speech/language disorders, sensory disabilities, and health disorders.
- 8) evidence-based instructional strategies that are appropriate for intervention with students with disabilities.
- 9) the importance of collaboration of the general education teacher with other personnel.

The course has a field component in a general education classroom. In this experience, students connect theory to practice and complete assignments for the course.

Assignments (both "field" and "course" include):

- 1) Participation in Campus Friends, a 4-hour practicum, whereby teacher candidates interact with young adult students with disabilities on social skills
- 2) A resource/advocacy project – Teacher candidates identify and establish resource files of articles, books, advocacy organizations, and websites specific to various disabilities

3) Differentiated Unit and Lesson-Students plan for a 5 day (minimal) unit and teach one of the lessons in the general education field setting. After observing one student with disabilities, they target at least two specific accommodations for that student for the unit as a whole. One unit lesson or accommodation must use some form of instructional/assistive technology.

4) A book report and informal book circle presentation on a supplemental course book on autism

5) A teacher interview on the general education/special education connection, the RTI process, and the teacher's role in providing interventions.

Information regarding teaching students who are "limited English proficient" (ESL) is included in a number of required courses in the Elementary Education major. Candidates study language transfer issues for ESL students, including grammar and phonics. They study five levels of language proficiency, descriptions, and implications, as well as the ages and stages of literacy development. They understand that ESL students must be given many opportunities to practice vocabulary and reading skills to ensure that they improve. Candidates learn explicit reading strategies for working with ESL students, including modeling and paired reading. Differentiated instruction is studied and practiced. Candidates learn how to modify their speech and gestures to provide maximum comprehension to the ESL student. Multi-sensory input is encouraged along with checking for understanding. Candidates learn to offer a variety of ways for ESL students to show proficiency in the content being studied. Teacher candidates understand that variability does not mean disability. As teachers they must lead others to value first and second (and multiple) languages. Candidates study suitability and validity issues with ESL students and testing. They also understand the power of technology to promote communication with ESL students both within and outside the classroom. At the secondary level, teacher candidates read and engage in discussions about the characteristics of ESL students. They discuss strategies for teaching students in their future classrooms and provides a micro-teaching experience on effectively working with ESL students is provided. At both levels, elementary and secondary, teacher candidates encounter content related to ESL students in several of their required courses. They engage in understanding ESL students and how to help them realize their potential.

Does your program prepare **special education** teachers to:

- teach students with disabilities effectively
Yes
- participate as a member of individualized education program teams
Yes
- teach students who are limited English proficient effectively
Yes

Provide a description of the evidence your program uses to show that it prepares **special education** teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students

who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Preparation of Special Education Teachers to Work with Students with Disabilities

Beginning in the fall of 2008, teacher candidates with an elementary education major have had the option to complete the course of studies to add the Grades K-6 Indiana license, Exceptional Needs: Mild Intervention. In this program, students take five courses in addition to those for the generalist license:

- 1) Ed 362 - Positive Behavioral Support-focus on characteristics of students with behavioral disorders, school-wide management systems, principles of applied behavioral analysis, and collection of data and progress monitoring of student behavior, and the FBA/BIP.
- 2) Ed 365 - Assessment of Exceptional Learners – focus on eligibility criteria of a variety of disabilities. Students examine testing instruments and learn to interpret the results of these assessments. The special education teacher’s role in case conferences is examined.
- 3) Ed 368 Elementary Methods for Exceptional Learners: Mild Disabilities – Students are exposed to Multisensory Structured Language Education Programs aligned with Scientifically-based Reading Research (including Orton-Gillingham, Wilson, Foundations, and LiPS). Students further study the electronic IEP, strategies for students with a variety of disabilities (including autism), and assistive technology
- 4) Ed 434 - Collaboration and Consultation in Special Education – focus is on the interactions between the special education teacher and other professionals in both general and special education. The importance of a positive relationship with students’ parents is examined.

Teacher candidates have two field experiences in special education classrooms prior to student teaching. For teacher candidates completing this dual license, the student teaching experience (Ed 471) is divided between general education and special education.

Teacher candidates are encouraged to submit artifacts from both placements to the Education Portfolio. In addition, teacher candidates fulfill the state requirements for two additional PRAXIS II tests. In the Fall of 2011, one student graduated and passed the two PRAXIS tests.

In spring of 2012, the PRAXIS requirements went from two tests to one test. In Spring of 2012, 6 students graduated with 100% passing of the one test. In Fall of 2012, 1 student graduated and passed the one test. In Spring of 2013, 13 will graduate. To date, 6 of the 15 have passed the one test. There are currently 6 juniors in the Mild Intervention program.

Section VII. Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S.

Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Supporting Files

Saint Mary's College
Traditional Program
2011-12