

Institutional and Program Report Card

Program Information

Name of Institution: University of South Carolina - Upstate
Institution/Program Type: Traditional
Academic Year: 2010-11
State: South Carolina

Address: 800 University Way

Spartanburg, SC, 29303

Contact Name: Mrs. Carolyn Culbertson
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Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: No

TQE partnership name or grant number, if applicable:

Section I.a Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

Element	Undergraduate	Postgraduate
Application	Yes	NA
Fee/Payment	No	NA
Transcript	Yes	NA
Fingerprint check	No	NA
Background check	Yes	NA
Experience in a classroom or working with children	No	NA
Minimum number of courses/credits/semester hours completed	Yes	NA
Minimum high school GPA	No	NA
Minimum undergraduate GPA	Yes	NA
Minimum GPA in content area coursework	Yes	NA
Minimum GPA in professional education coursework	Yes	NA
Minimum ACT score	Yes	NA
Minimum SAT score	Yes	NA

Minimum GRE score	No	NA
Minimum basic skills test score	No	NA
Subject area/academic content test or other subject matter verification	No	NA
Recommendation(s)	Yes	NA
Essay or personal statement	No	NA
Interview	No	NA
Resume	No	NA
Bachelor's degree or higher	No	NA
Job offer from school/district	No	NA
Personality test	No	NA
Other (specify: not applicable)	No	NA

Provide a link to your website where additional information about admissions requirements can be found:
<http://www.uscupstate.edu/academics/education/default.aspx?id=31034>

Indicate when students are formally admitted into your initial teacher certification program:
 Sophomore year not applicable

Does your initial teacher certification program conditionally admit students? Yes

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

We allow a one semester grace period ONLY for second-degree students seeking initial certification or certification only. These students already possess a BA/BS.

Section I.b Program Enrollment

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

Total number of students enrolled in 2010-11:	1144
Unduplicated number of males enrolled in 2010-11:	281
Unduplicated number of females enrolled in 2010-11:	863
2010-11	Number enrolled
<i>Ethnicity</i>	

Hispanic/Latino of any race:	37
<i>Race</i>	
American Indian or Alaska Native:	3
Asian:	7
Black or African American:	231
Native Hawaiian or Other Pacific Islander:	0
White:	785
Two or more races:	33

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2010-11.

Average number of clock hours required prior to student teaching	100
Average number of clock hours required for student teaching	490
Number of full-time equivalent faculty in supervised clinical experience during this academic year	27
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	3
Number of students in supervised clinical experience during this academic year	167

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

Section I.d Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2010-11. 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	

Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	19
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	11
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	11
Teacher Education - Social Science	
Teacher Education - Social Studies	21
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	3
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 - Other Specify:	

Section I.d Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2010-11. 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
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Education - General	
Teacher Education - Special Education	8
Teacher Education - Early Childhood Education	73
Teacher Education - Elementary Education	50
Teacher Education - Junior High/Intermediate/Middle School Education	45
Teacher Education - Secondary Education	20
Teacher Education - Agriculture	
Teacher Education - Art	8
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	
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	3
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	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	

Computer and Information Sciences	
Other	
Specify:	

Section I.e Program Completers

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

2010-11: 204

2009-10: 244

2008-09: 167

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	<p>Academic year: 2011-12</p> <p>Goal: Offer ML Discrete Math</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>This goal has been partially met. We are currently collaborating with the liaison from the Mathematics Department to develop a course that contains more topics from discrete mathematics that are applicable for middle level mathematics teachers.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Collaboration efforts will be expanded to include not only the Mathematics Department liaison to the School of Education, but also those professors who currently teach Discrete Mathematics. It is anticipated that the course will be fully developed for implementation in the Fall of 2013.</p>

<p>Science</p>	<p>Academic year: 2011-12</p> <p>Goal: Offer Dual Degree Option</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>In collaboration with the Natural Sciences and Engineering department, we have created programs of study outlining how to graduate with two B.S. degrees - one in biology or chemistry and one in biology or chemistry education.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>This dual degree option was implemented in the Fall of 2010, and several students have opted for this. Our goal is to attract any biology/chemistry majors into teacher education as a viable option by providing a clear path for completing both degrees in a timely manner. This option will continue to be promoted.</p>
<p>Special education</p>	<p>Academic year: 2011-12</p> <p>Goal: Increase Sp. Ed. Majors</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>During 2011-12, LD Program members continued to implement its recruitment plan that targets four activities aimed to increase recruitment of candidates from underrepresented groups, including African-Americans, Hispanics, and individuals with disabilities, in order to supply greater diversification in the special education workforce. To evaluate these efforts, measures to track the number of new LD Program Majors and a process to obtain the demographics of candidates accepted into the LD Program were fully implemented. In Year-Three of implementing the recruitment plan activities, the LD Program's student enrollment increased by 17 students, or 30% in comparison to the baseline enrollment established at the beginning of 2009 (when the recruitment plan was devised). The LD Program student diversity also increased. 25 students, or 34% of the LD Program majors represent a diverse pool of candidates (in terms of race, disability, and gender).</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>The LD Program initiated its recruitment activities based upon the Recruitment/Retention Plan developed during the Fall 2009. The Plan specifies four activity categories: 1) Dissemination of electronic/printed recruitment materials, 2) Attendance at campus recruitment events, 3) Participation in two off-campus recruitment events, and 4) Creation of a website for the LD Program. (The Website continues to be developed.) Additionally, the Program members have engaged in formulating a new School-wide recruitment initiative that will be implemented beginning in the Fall 2011 semester. Titled Men Teach, the School of Education makes efforts to attract males into the teaching</p>

profession. Additionally, LD Program members identified two funding sources that are available to LD candidates for supporting their education. The first, The South Carolina Teacher Loan Program, is available only to residents of South Carolina who are attending college for the purpose of becoming certified teachers employed in the state's school system in areas of critical need, as defined by the State Board of Education. For recipients who become certified and teach in an area of critical need, the loan will be cancelled at the rate of 20 percent for each full year of teaching, up to 100 percent. Special Education teachers, including those who teach children with learning disabilities, satisfy the critical need criteria. The second award, the TEACH Grant Program, provides grants of up to \$4,000 per year to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families. Eligible recipients must teach in high-need areas: bilingual education and English language acquisition, foreign language, mathematics, reading specialization, science, or special education. This grant opportunity is funded under the College Cost Reduction and Access Act of 2007, for which Congress created the Teacher Education Assistance for College and Higher Education. These grant and loan opportunities are now posted on the University Financial Aid Website and advertised in Project recruitment materials. In examining survey data given to students originally coded as undeclared majors, they attributed their decision to join the LD Program both to the support given by their academic advisor and to information provided in LD Program literature. The named advisor meets with students with less than 30-hours who are interested in pursuing a degree in education but have not yet declared a specific major. This role, established as a new position Spring 2010, is funded and staffed by the University Admission Office. Due to its success toward increasing LD Program enrollments, the position is deemed an important asset to Project recruitment efforts and subsequently will be sustained as a permanent component of the School of Education advisement operations.

Instruction of limited English proficient students

Academic year: 2011-12

Goal: Add ESOL Courses

Goal met? No

Description of strategies used to achieve goal:

We are in the process of adding undergraduate, 500 level course numbers for five ESOL courses to correspond with their current 700 level graduate counterparts. These will be offered to students as electives interested in adding on ESOL certification to other licensure categories. We are also in the process of submitting paperwork to the SC Department of Education to request that our courses be recognized as a program leading to initial add-on licensure in ESOL for both undergraduates and graduates. Once this is complete, we will submit an NCATE SPA report requesting recognition in TESOL either in September 2012 or March 2013.

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

Attended an NCATE/TESOL professional development session on authoring the SPA, in contact with the SC Department of Education, and working on alignment of coursework assessments.

n/a	<p>Academic year: 2011-12</p> <p>Goal: n/a</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>n/a</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>n/a</p>
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Provide any additional comments, exceptions and explanations below:

Section II. Assurances

Please indicate whether your institution is in compliance with the following assurances.

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.

Yes

Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.

Yes

General education teachers receive training in providing instruction to children with disabilities.

Yes

General education teachers receive training in providing instruction to limited English proficient students.

Yes

General education teachers receive training in providing instruction to children from low-income families.

Yes

Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.

Yes

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

Each of our 12 initial certification programs have purposely selected key schools for each of the three key clinical experiences prior to student teaching that reflect diversity. These schools include high needs, at-risk,

year round schools, high free/reduced lunch, immersion classrooms, single-gender classrooms, ESOL, and more. These practices are deliberate to assure our students are able to meet the needs of All K-12 students.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1					
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	8				99	171
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1				98	171
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				100	172
ETS0131 -ART MAKING Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1					
ETS0131 -ART MAKING Educational Testing Service (ETS) All program completers, 2010-11	8				91	166
ETS0131 -ART MAKING Educational Testing Service (ETS) All program completers, 2009-10	1				96	164
ETS0131 -ART MAKING Educational Testing Service (ETS) All program completers, 2008-09	1				98	165
ETS0030 -BIOLOGY AND GENERAL SCIENCE Educational Testing Service (ETS) All program completers, 2010-11	3				100	674
ETS0030 -BIOLOGY AND GENERAL SCIENCE Educational Testing Service (ETS) All program completers, 2009-10	2				100	684
ETS0030 -BIOLOGY AND GENERAL SCIENCE Educational Testing Service (ETS) All program completers, 2008-09	3				100	697

ETS0353 -ED OF EXCEPTIONAL STUDENTS: CORE CK Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1					
ETS0353 -ED OF EXCEPTIONAL STUDENTS: CORE CK Educational Testing Service (ETS) All program completers, 2010-11	1				100	175
ETS0353 -ED OF EXCEPTIONAL STUDENTS: CORE CK Educational Testing Service (ETS) All program completers, 2009-10	16	182	16	100	100	178
ETS0353 -ED OF EXCEPTIONAL STUDENTS: CORE CK Educational Testing Service (ETS) All program completers, 2008-09	18	177	18	100	100	178
ETS0382 -ED OF EXCEPTIONAL STUDENTS: LEARNING DISABILITIES Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1					
ETS0382 -ED OF EXCEPTIONAL STUDENTS: LEARNING DISABILITIES Educational Testing Service (ETS) All program completers, 2010-11	8				99	177
ETS0382 -ED OF EXCEPTIONAL STUDENTS: LEARNING DISABILITIES Educational Testing Service (ETS) All program completers, 2009-10	16	172	16	100	100	174
ETS0382 -ED OF EXCEPTIONAL STUDENTS: LEARNING DISABILITIES Educational Testing Service (ETS) All program completers, 2008-09	18	177	18	100	100	175
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	4				98	180
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) Other enrolled students	4				98	181
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2010-11	73	180	73	100	100	182
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS)	74	179	73	99	100	183

All program completers, 2009-10						
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2008-09	61	180	61	100	100	183
ETS0012 -ELEM ED CONTENT AREA EXERCISES Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	2				97	156
ETS0012 -ELEM ED CONTENT AREA EXERCISES Educational Testing Service (ETS) Other enrolled students	2				89	155
ETS0012 -ELEM ED CONTENT AREA EXERCISES Educational Testing Service (ETS) All program completers, 2010-11	50	156	50	100	100	157
ETS0012 -ELEM ED CONTENT AREA EXERCISES Educational Testing Service (ETS) All program completers, 2009-10	58	155	58	100	99	157
ETS0012 -ELEM ED CONTENT AREA EXERCISES Educational Testing Service (ETS) All program completers, 2008-09	34	158	34	100	99	158
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	5				90	177
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	2				88	175
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2010-11	50	176	48	96	98	179
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2009-10	57	177	55	96	99	179
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2008-09	34	177	33	97	99	178
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	11	169	8	73	95	180
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	7				98	181
ETS0041 -ENG LANG LIT COMP CONTENT	8				99	181

KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09						
ETS0042 -ENG LANG LIT COMP ESSAYS Educational Testing Service (ETS) All program completers, 2010-11	12	151	9	75	94	158
ETS0042 -ENG LANG LIT COMP ESSAYS Educational Testing Service (ETS) All program completers, 2009-10	7				97	160
ETS0042 -ENG LANG LIT COMP ESSAYS Educational Testing Service (ETS) All program completers, 2008-09	8				99	159
ETS0063 -MATH PROOFS MODELS PROBLEMS PART 1 Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	3				90	159
ETS0063 -MATH PROOFS MODELS PROBLEMS PART 1 Educational Testing Service (ETS) All program completers, 2009-10	4				100	166
ETS0063 -MATH PROOFS MODELS PROBLEMS PART 1 Educational Testing Service (ETS) All program completers, 2008-09	4				100	168
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	3				92	141
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	4				97	157
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	4				100	155
ETS0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	3					
ETS0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS)	7				100	177

All program completers, 2010-11						
ETS0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2009-10	14	173	14	100	100	173
ETS0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2008-09	6				100	174
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1					
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) Other enrolled students	1				93	168
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2010-11	11	169	10	91	99	171
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	9				100	174
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	7				97	174
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2010-11	11	164	10	91	94	161
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2009-10	8				97	161
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2008-09	5				100	162
ETS0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	4				83	166
ETS0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2010-11	16	166	14	88	85	165
ETS0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2009-10	15	171	12	80	89	165
ETS0089 -MIDDLE SCHOOL SOCIAL STUDIES	11	168	10	91	98	170

Educational Testing Service (ETS) All program completers, 2008-09						
ETS0093 -PHYSICAL ED VIDEO EVALUATION Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1				92	169
ETS0093 -PHYSICAL ED VIDEO EVALUATION Educational Testing Service (ETS) All program completers, 2010-11	13	167	11	85	96	169
ETS0093 -PHYSICAL ED VIDEO EVALUATION Educational Testing Service (ETS) All program completers, 2009-10	9				98	167
ETS0093 -PHYSICAL ED VIDEO EVALUATION Educational Testing Service (ETS) All program completers, 2008-09	8				99	166
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1				100	157
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	13	155	12	92	98	158
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	9				100	160
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	8				100	159
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	1				98	179
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	1				88	178
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	1				91	176
ETS0523 -PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	2				68	168
ETS0523 -PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS)	23	173	20	87	92	173

All program completers, 2010-11						
ETS0523 -PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2009-10	25	172	24	96	95	173
ETS0523 -PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2008-09	16	171	16	100	97	173
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	4				93	174
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	3				82	173
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2010-11	35	173	32	91	96	175
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2009-10	19	172	17	89	97	175
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2008-09	27	173	26	96	98	176
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	11	167	8	73	90	175
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	5				88	175
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2010-11	137	176	131	96	97	177
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS)	148	177	142	96	98	178

All program completers, 2009-10						
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2008-09	116	177	113	97	98	178
ETS0354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2010-11	7				100	177
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	2				72	164
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2				84	168
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	5				93	170
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	6				98	171
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	8				98	170
ETS0083 -SOCIAL STUDIES: INTERPRET MATERIALS Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	2				92	169
ETS0083 -SOCIAL STUDIES: INTERPRET MATERIALS Educational Testing Service (ETS) Other enrolled students	2				89	167
ETS0083 -SOCIAL STUDIES: INTERPRET MATERIALS Educational Testing Service (ETS) All program completers, 2010-11	5				92	168
ETS0083 -SOCIAL STUDIES: INTERPRET MATERIALS Educational Testing Service (ETS)	5				99	169

All program completers, 2009-10						
ETS0083 -SOCIAL STUDIES: INTERPRET MATERIALS Educational Testing Service (ETS) All program completers, 2008-09	9				99	170
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1				94	175
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				100	173
ETS0192 -SPANISH PRODUCTIVE LANGUAGE SKILLS Educational Testing Service (ETS) All program completers, 2008-09	1				85	171
ETS5195 -SPANISH: WORLD LANGUAGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1					
ETS5195 -SPANISH: WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2010-11	3				84	175

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2010-11	204	182	89	94
All program completers, 2009-10	202	188	93	97
All program completers, 2008-09	165	158	96	97

Section IV. Low-Performing

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

Is your teacher preparation program currently approved or accredited?

Yes

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

NCATE

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

No

Section V. Technology

Does your program prepare teachers to:

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

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

All SoE students are required to complete an educational technology class in addition to the general education computer science requirement. Additionally, every SoE classroom contains a Promethean Board and student response systems in a SMART classroom package which faculty use to model effective teaching. Students also are trained to use this equipment during their presentations in the university classroom as well as lesson implementation in their clinical settings. All methods courses require technology integration and/or projects. The programs align curricula with ISTE standards.

SoE students complete components of a Teacher Work Sample (TWS) in stages as they progress through their clinical sequence with a final TWS due at the completion of student teaching. Several of the components of the TWS require students to develop and administer a pre/post assessment. All collected data must be entered into Excel, graphed and analyzed.

Section VI. Teacher Training

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

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

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

All USC Upstate education majors are required to take SEDF 341 - Introduction to Exceptional Learners/Special Education. As a requirement for this course, students must participate in the IEP process at a designated school placement as well as mock simulations in the university classroom.

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

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

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

The School of Education's Bachelor of Science degree in Special Education specifically prepares candidates to meet the South Carolina certification and highly qualified requirements for licensure in Learning Disabilities (K-12). It is a state approved program and has accreditation by the Council for Exceptional Children (CEC). The program of study consists of 122 hours of coursework; 54 hours comprise of professional education courses in the areas of learning disabilities (LD) and literacy. In addition to aligning its curriculum offerings with the CEC Content and LD Performance-based Standards, candidates also design and implement instruction in accordance with the state Content Standards and demonstrate the professional dispositions defined by the South Carolina Department of Education Standards of Conduct.

The LD Program of study consists of four stages (semesters) and is systematically designed for candidates to acquire, practice, and refine competencies in a developmental, recursive manner. The focus for each course is categorized into one of four groups: 1) content, 2) skill, 3) skill- theory, and 4) a complete immersion in a field experience. The content-based courses target corresponding CEC Standards to establish the candidates' knowledge in those areas (i.e., LD Characteristics [stage I], Assessment [stage II], Organization and Management of the Diverse Classroom [stage III], and Issues and Trends in Exceptionalities [IV]). The skill-based classes include field placements where candidates apply multiple CEC Standards that focus on teaching methods for individual content areas (i.e., LD Math and Literacy I [stage I], Literacy II [stage II], LD Reading and LD Language Disorders [stage III]). The skill-theory classes have candidates apply principles of behavioral and cognitive theory (i.e., LD Methods [stage I] and LD Curriculum [stage II]) and the two field-based courses require activities beyond the assignments completed in the method skill-based course practicums (stages II and IV).

The over-arching paradigm shaping all instruction in the LD Program is the principle that a teacher's actions are to be research-based. Student outcomes are measured by what the IDEA refers to as Responsiveness-to-Intervention (RtI) practices. This methodological approach ensures that candidates gain the knowledge and skills proven most likely to accomplish desired student-learning outcomes. Candidates in turn are held accountable for their teaching performances. To accomplish this, the LD Program provides candidates with continuous interactive experiences with schoolchildren in multiple settings, including schools with high poverty communities and student populations from multiple cultural and linguistic backgrounds. In each of their pre-student teaching placements, candidates document in quantifiable terms students' academic gains to evaluate how well their RtI practices are appropriately designed to meet the settings' and students' unique needs. This assessment model measuring overall impact on student learning provides data-driven evidence assuring that candidates employ effective practices.

In addition to working with children who have limited English proficiency in their clinical settings, candidates complete a variety of projects in the Program's Language Disorder class devoted to addressing ELL learner needs. They complete the series of IRIS modules, including its case study and response questions. Candidates also develop lesson plans for demonstrating their ability to select, adapt, and use instructional strategies and materials that address an ELL student's language deficiencies.

Candidates also receive specific training that prepares them for their future roles as members of individualized education program (IEP) teams. In the Program's, first stage, candidates complete exam essay questions regarding the diagnostic process, including the legal rights and responsibilities of participants outlined in IDEA and write four fictitious IEPs. During stage II, candidates complete an assessment report based upon formal testing that they conduct with an assigned student in their practicum setting. In the Program's practicum [stage III], candidates write IEPs for students with whom they teach and attend the IEP meetings. During the final stage, candidates are encouraged to lead an IEP meeting.

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.

On an annual basis, the Program Coordinators (i.e., Elementary, Early Childhood, Learning Disabilities, Middle Level and Secondary, Art, and Physical Education) compile their program's candidates' performance data into a report that is submitted to the University Assessment Committee. These documents present an analysis and summary of how the candidates' Praxis II test data, the ADEPT Exit Portfolio ratings, and Teacher Work Sample outcomes indicate program alignment with the Unit's goals, as well as the South Carolina, specialized professional, and Institutional Standards. They also include narratives of how the program has made improvements based upon the previous year's analysis of data as well as about the decisions made for modifying instruction to meet current best practices. These reports are evaluated by the University Assessment Committee and shared across to the Institution's academic community.

University of South Carolina - Upstate
Traditional Program
2010-11