Title II
Higher Education Act

SUBMIT REPORTS

Instructions
Institution/Program Information
Section I.a Admission Requirements
Section I.b Enrollment
Section I.c Supervised Clinical Experience
Section I.d Certification
Section I.e Program Completers
Section II Annual Goals
Section II Assurances
Section III Pass Rates
Section III Assessment Pass Rates
Section III Summary Pass Rates
Section IV Low-Performing
Section V Use of Technology
Section VI Teacher Training
Section VII Contextual Information
Section VIII Report Card Certification
Print Report Card
Change Program
Account Information
Glossary
Contact Us
Institutions

Baker University
Traditional Program
2008-09

Print Report Card

Program Information

Name of Institution: Baker University
Institution/Program Type: Traditional
Academic Year: 2008-09
State: Kansas

Address: 8th & Grove
P. O. Box 65
Baldwin City, KS, 66006

Contact Name: Mrs. Tonya Simms
Phone: 785-549-4502
Email: tonya.simms@bakeru.edu

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	No	NA
Fingerprint check	No	NA
Background check	No	NA
Experience in a classroom or working with children	No	NA
Minimum number of courses/credites/semester hours completed	Yes	NA
Minimum high school GPA	No	NA
Minimum undergraduate GPA	No	NA
Minimum GPA in content area coursework	No	NA
Minimum GPA in professional education coursework	No	NA
Minimum ACT score	No	NA
Minimum SAT score	No	NA
Minimum GRE score	No	NA
Minimum basic skills test score	Yes	NA
Subject area/academic content test or other subject matter verification	No	NA
Minimum Miller Analogies test score	No	NA
Recommendation(s)	No	NA
Essay or personal statement	No	NA
Interview	No	NA
Resume	No	NA
Bechelor's degree or higher	No	NA
Job offer from school/district	No	NA
Personality test (e.g.,Myers-Briggs Assessment)	No	NA
Other (specify: Application)	Yes	NA

Provide a link to your website where additional information about admissions requirements can be found:
http://www.bakeru.edu/baldwin/prospective-students/degrees/education/handbook

Indicate when students are formally admitted into your initial teacher certification program:
Sophomore year Pending all requirements are met at this time.

Does your initial teacher certification program conditionally admit students? No

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

A student is considered a New Candidate and eligible for admittance to the teacher education program when ALL of the following criteria have been met.

- Confirmed interest in admission to the program by making application

- Successfully completed ED 100

- Earned a score of 235 or higher on at least two out of three sections of the C-BASE or earned passing

scores on at least two sections of the PPST

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 2008-09:	166
Unduplicated number of males enrolled in 2008-09:	50
Unduplicated number of females enrolled in 2008-09:	116

2008-09	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	4
Race	
American Indian or Alaska Native:	0
Asian:	1
Black or African American:	9
Native Hawaiian or Other Pacific Islander:	0
White:	151
Two or more races:	1

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2008-09.

Average number of clock hours required prior to student teaching	200
Average number of clock hours required for student teaching	490
Number of full-time equivalent faculty in supervised clinical experience during this academic year	2
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	62
Number of students in supervised clinical experience during this academic year	139

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

We have a part-time adjunct in music who supervises music student teachers when necessary.

Section I.d Certified Licensed

Provide the number of students who have been certified or licensed as teachers, by subject

and area of certification or licensure.

Teaching subject/area	Number certified/ licensed 2008-09	Number certified/ licensed 2007-08	Number certified/ licensed 2006-07
TOTAL (all areas/subjects)	24	23	33
Art	0	1	0
Biology	0	0	1
Business	1	2	0
Elementary Education	10	9	17
English	0	0	2
Foreign Language - German	0	0	1
Foreign Language - Spanish	0	1	0
History	3	2	2
Mathematics	3	4	4
Middle Level English	0	0	0
Middle Level Mathematics	0	0	0
Music	3	4	4
Physical Education	4	0	2
Chemistry	0	0	0
Journalism	0	0	0
Middle Level Science	0	0	0
Speech/Theatre	0	0	0

Section I.e Program Completers

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

2008-09: 30

2007-08: 24

2006-07: 31

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	**Academic year:** 2010-11 **Goal:** Increase math cand by 10% **Goal met?** No **Description of strategies used to achieve goal:** There was no goal set for 2008-2009 so it was impossible to meet the goal. Description of Strategies Used to Achieve: 1. In the entry level courses, provide increased emphasis on the marketability of licensure in this area. 2. Communicate with all licensure candidates about the option to earn an added endorsement through content testing only. 3. Identify mathematically talented students in the elementary program and encourage them to add an endorsement in middle level mathematics. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** Description of steps to improve performance in meeting goal or lessons learned in meeting goal. There are no lessons learned in meeting the goals since there were no goals. 1. Steps: In ED 100 students will research current supply and demand of this high needs area as defined by KSDE. 2. Steps: Emails will be sent to all SOE candidates twice a year informing them of the opportunity to add additional areas by test only. 3. Steps: Identify mathematically talented students by reviewing math ACT scores. Meet with each individually to determine what would be involved in adding the middle level mathematics endorsement. Help such students plan a course of study to attain this goal. See Option 2 under "2007 Changes" in the TEPPH.
Science	**Academic year:** 2010-11 **Goal:** Increase sci. cand by 10% **Goal met?** No **Description of strategies used to achieve goal:** There was no goal set for 2008-2009 so it was impossible to meet the goal.

	Description of Strategies Used to Achieve: 1. In the entry level courses, provide increased emphasis on the marketability of licensure in this area. 2. Communicate with all licensure candidates about the option to earn an added endorsement through content testing only. 3. Identify elementary education majors who show talent in the field of science and encourage them to add an endorsement in middle level science. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** Description of steps to improve performance in meeting goal or lessons learned in meeting goal. There are no lessons learned in meeting the goals since there were no goals. 1. Steps: In ED 100 students will research current supply and demand of high needs areas as defined by KSDE. 2. Steps: Emails will be sent to all SOE candidates twice a year informing them of the opportunity to add additional areas by test only. 3. Steps: Identify talented students in science by reviewing science ACT scores. Meet with each individually to determine what would be involved in adding the middle level science endorsement. Help such students plan a course of study to attain this goal. See Option 2 under "2007 Changes" in the TEPPH.
Special education	**Academic year:** 2010-11 **Goal:** N/A **Goal met?** **Description of strategies used to achieve goal:** N/A **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** N/A
Instruction of limited English proficient students	**Academic year:** 2010-11 **Goal:** N/A **Goal met?** **Description of strategies used to achieve goal:** N/A **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**

	N/A
Other	**Academic year:** **Goal:** **Goal met?** **Description of strategies used to achieve goal:** **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**

Provide any additional comments, exceptions and explanations below:

The nine hours required for provisional licensure in the field are offered through Baker. Approximately 19 students are currently in this provisional licensure track. Kansas State Department of Education does not recognize special education as an initial licensure program.

Kansas does not provide initial licensure for any candidate in English for Speakers of Other Languuages (ESOL).

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.
NA

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:

1. Our most successful strategy for this assurance is providing graduates with the skills that cause school districts to want to hire our graduates. Our employment rates attest to our success in this area. In 2006-2007 we had a 100% employment rate. Our employment rate was 91% in 07-08 and in the challenging economic time of 08-09 our employment rate was 81%. We also hear positive feedback from the field that corroborates this perception that Baker University produces desirable graduates.

2. Our most successful strategy for this assurance is the fact that our program has been based on putting our students in the schools early and often. This is a tradition that has been in place for at least 50 years. Baker knew that practicums were essential to training teachers long before other schools came to that realization. Candidates are in clinical based practicums 200 hours prior to student teaching.

3. NA

4. We address this assurance by requiring all students to take the course ED 345 Psychology of the Exceptional Child.

5. All Baker education students are required to take the course ED 311 Fundamentals of Teaching English Language Learners.

6. This assurance is covered specifically in ED 345 Psychology of the Exceptional Child and in IS 199 Diversity in Education.

7. The success of our strategy in this area was noted by our visiting NCATE/KSDE team members during our accreditation visit last November. We offer a two and a half week--all-day, every day--practicum experience, IS 199 Diversity in Education, that is required of all education students. Our students also recognize and attest to the high value of this experience. In addition, due to our location in small town rural Kansas, candidates complete early practicum experiences in rural areas.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking test	Avg. scaled score	Number passing test	Pass rate (%)	State Average pass rate (%)	State Average scaled score
133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1					
235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	1					
100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	1					
100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2007-08	2					
011 -ELEM ED CURR INSTRUC ASSESSMENT	12		11	92		

Educational Testing Service (ETS) All program completers, 2008-09						
011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2007-08	8					
011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2006-07	15		15	100		
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	2					
181 -GERMAN CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	1					
550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	3					
061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1					
061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	3					
049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2008-09	1					
069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	3					
069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2007-08	3					
069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2006-07	1					
113 -MUSIC CONTENT KNOWLEDGE						

Educational Testing Service (ETS) All program completers, 2008-09	4					
113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	3					
113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	5					
091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	3					
091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	1					
523 -PRINCIPLES LEARNING & TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2008-09	3					
523 -PRINCIPLES LEARNING & TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2007-08	3					
523 -PRINCIPLES LEARNING & TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2006-07	1					
524 -PRINCIPLES LEARNING & TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2008-09	11		11	100		
524 -PRINCIPLES LEARNING & TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2007-08	10		10	100		
524 -PRINCIPLES LEARNING & TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2006-07	15		15	100		
522 -PRINCIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS) All program completers, 2008-09	13		13	100		
522 -PRINCIPLES LEARNING & TEACHING K-6	9					

Educational Testing Service (ETS) All program completers, 2007-08						
522 -PRINCIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS) All program completers, 2006-07	15		15	100		
081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	3					
081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	2					
081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	2					
191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1					

Section III. Summary Rates

Academic Year	Number taking one or more required tests	Number passing all tests taken	Pass Rate (%)	Statewide average pass rate (%)
All program completers, 2008-09	27	24	89	
All program completers, 2007-08	22	22	100	
All program completers, 2006-07	31	31	100	

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

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.

In our ED 365 Technology for Teachers class the students are required:

to demonstrate competency in using information technologies, including the internet and search engines

to demonstrate competency in using a computer to produce text, graphics, and educational materials

to demonstrate competency in the production of a variety of print-based media, including: newsletters, posters, and other printed materials

to demonstrate competency in the production of non-print based media, including: presentations, concept mapping, multimedia, and instructional web pages

to demonstrate the ability to apply principles of visual and information literacy in creating electronic materials and learning environments

to evaluate and select media for instructional purposes

In our ED 309 Evaluation Techniques course our students:

Use a computerized grade book program.

Create grading rubrics for alternative assessment using Taskstream for at least one of the rubrics; construct classroom website; Parent e-mail response; Assessment Instrument: Alternative Assessment Rubric; Website Rubric.

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.

In our Special Education courses that we offer students participate in a Student Improvement Team (SIT) role play that leads to an IEP. As general education majors they are especially encouraged to think about their role and impact on the Present Levels of Educational Performance. Students also listen and question a Parent Panel. Among the various topics discussed the parents emphasize the vital role of communication, the importance of knowing what is on the IEP and how often the tone of the IEP meeting is negative and frustrating. Students are challenged to see the situation through the eyes and the heart of the parent.

In the ELL course they create activities that teach students state content standards and the four areas of the ESOL standards.

Course Description:

This course will explore techniques and strategies to effectively teach content subjects to non-native speakers of the English language. An emphasis will be placed on educational practices that promote cross-cultural awareness, language development, and academic progress for all learners, with a specific focus on the challenges and influences of teaching English Language Learners.

Course Assignment: Create two activities for your content area that incorporates two of the language skills: reading, speaking, listening and writing. Each activity must incorporate the language activity into a lesson that is focused on an indicator from the Kansas Content Standards for your area of licensure.

Does your program prepare special education teachers to:

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

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.

Kansas State Department of Education does not recognize special education as an initial licensure 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

Outcomes Assessment Report

Baker University

Traditional Program

2008-09

Contact Us - Glossary - Log out

Title II, Higher Education Act
OMB Control No.: 1840-0744 (exp. 9/30/2012)