Title II
Higher Education Act

SUBMIT REPORTS

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Washburn University
Traditional Program
2008-09

Print Report Card

Program Information

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

Address: 1700 SW College Ave

Topeka, KS, 66621

Contact Name: Dr. Gloria Dye
Phone: 785-670-1432
Email: gloria.dye@washburn.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	Yes	NA
Fingerprint check	No	NA
Background check	Yes	NA
Experience in a classroom or working with children	Yes	NA
Minimum number of courses/credites/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	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)	Yes	NA
Essay or personal statement	Yes	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: Professional Conduct Disposition Form)	Yes	NA

Provide a link to your website where additional information about admissions requirements can be found:
http://www.washburn.edu/cas/education/

Indicate when students are formally admitted into your initial teacher certification program:
Other See below

Does your initial teacher certification program conditionally admit students? Yes

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

Students are admitted following the completion of 24 hours of university approved general education and 4 hours of professional coursework. In addition, admission requires a minimum GPA as well as the specified requirements indicated above.

The conditional admission process requires a petition. This petition should be completed by students seeking admission into the professional teacher education program, even though they have not achieved required PPST scores. Students are allowed only one petition throughout their matriculation in a teacher education program, regardless of whether the petition is approved or denied by the faculty of the

Department of Education. The petition requirements are as follows: 1)Successfully completed 2 of the 3 required PPST areas (i.e., math, writing, and reading), 2)No more than 2 (two) points away from the required PPST score on the exam not passed, 3)Hold a 2.75 cumulative grade point average, 4)Hold a grade of B or better in the subject matter area of the exam not passed (For PPST Math- MA 116, PPST Writing – EN 101, and PPST Reading – Average of B in History courses completed), 5)Taken the exam 3 times, with documented interventions between exams (attach a one page typed narrative and supporting documentation that addresses the following: a)the number of times you have attempted the exam you have not passed; b)interventions you have undertaken between each attempt at the exam (e.g., use of tutors, Learning Plus, faculty consultation and advice) for the purpose of improving your score. Attach any documentation that supports your statements (e.g., letters from faculty or tutors; proof of time with Learning Plus); c)awards received related to teacher education and/or your work with children and youth; d)descriptions and supporting documentation of meritorious performance in classroom situation; e)additional evidence that supports your potential as a teacher (e.g., letters of recommendation). The petition is then examined by the Education Department Admissions Committee, and a letter of approval/denial is sent to the student.

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:	84
Unduplicated number of males enrolled in 2008-09:	17
Unduplicated number of females enrolled in 2008-09:	67

2008-09	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	2
Race	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	0
Native Hawaiian or Other Pacific Islander:	0
White:	65
Two or more races:	2

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	228
Average number of clock hours required for student teaching	480

Number of full-time equivalent faculty in supervised clinical experience during this academic year	13
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	169
Number of students in supervised clinical experience during this academic year	451

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

Students in our programs have multiple clinical experiences. They have 2 experiences early in their program, called EPIC and Becoming an Educational Professional, followed by an exceptionalities course, a struggling learners course, methods course (multiple methods courses for Elementary majors), and concluding with Student Teaching. The pre-student teaching clock hours listed above are for our Elementary license only. However, our Elementary with Middle School Licensure programs require an additional 20 clock hours, and our Elementary with Early Childhood Unified (Birth-Grade 3) requires an additional 132 clock hours. Our Secondary and Preschool-Grade 12 programs require 80 clock hours, prior to student teaching, in pedagogy, and an additional 12-20 clock hours of methods work in the content area.

The number of full time equivalent adjunct faculty in supervised clinical field experience includes the cooperating teachers from student teaching, student teaching supervisors/observers, called University Supervisors, and additional adjunct faculty who supervise clinical experiences.

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)	83	74	53
Art PreK-Grade 12	1	2	1
Chemistry Grades 6-12	1	0	0
Elementary K-Grade 6	50	46	26
Early Childhood Unified Birth-Grade 3	0	0	1
English Language Arts Grades 6-12	9	6	7
German PreK-Grade 12	0	1	1
History and Government Grades 6-12	6	6	7
Mathematics Grades 6-12	3	3	3
Music PreK-Grade 12	5	5	2
Physical Education PreK-Grade 12	7	5	3
Spanish PreK-Grade 12	0	0	2
Vocal Music PreK-Grade 12	1	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: 96

2007-08: 82

2006-07: 66

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 Candidates **Goal met?** **Description of strategies used to achieve goal:** Work with Financial Aid, the Admissions Office, and the Math Department to encourage recruitment and participation in the teacher education program. Publicize Teach Grant availability for students pursuing this high need field. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** NA
Science	**Academic year:** 2010-11 **Goal:** Increase Candidate number **Goal met?** **Description of strategies used to achieve goal:** Work with Financial Aid, the Admissions Office, and the Science Departments to encourage recruitment and participation in the teacher education program. Publicize Teach Grant availability for students pursuing this high need field. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**

	NA
Special education	**Academic year:** 2010-11 **Goal:** Increase Candidate number **Goal met?** **Description of strategies used to achieve goal:** Kansas does not offer an initial teaching license in special education. We have encouraged more students into special education by permitting student to begin their special education coursework at the undergraduate level as an option. We have been doing this for over 7 years and have seen an increase in the number of students trained in special education methodologies though not all of these students earn a special education license. We work with Financial Aid and the Admissions Office to encourage recruitment and participation in the teacher education program. Publicize Teach Grant availability for students pursuing this high need field. We have also established a good professional working relationship with the directors of Special Services from the local school districts. We will continue to work with them to determine their needs, and to have them help us with recruitment. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** NA
Instruction of limited English proficient students	**Academic year:** 2010-11 **Goal:** Develop new program **Goal met?** **Description of strategies used to achieve goal:** Kansas does not offer an initial teaching license in ESOL. After students earn their initial license they can add ESOL as an endorsement. We are in the process of procuring permission to develop a new ESOL program. We have begun to search for a candidate to teach ESOL. We will submit an ESOL program to be approved by the state during the summer of 2010. We have developed a total of 5 courses (3 new courses) that have been approved by the department, college, and are making their way through the university approval system. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** NA
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:

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:

Multiple courses are identified which provide candidates with information about students with disabities, students struggling in their learning and students from low income homes. We are in the process of developing an ESOL program for licensure at the undergraudate and graduate levels.

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, 2008-09	1					

133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	2					
133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	1					
245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1					
021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2008-09	1					
011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2008-09	54		54	100		
011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2007-08	46		46	100		
011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2006-07	33		33	100		
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	11		11	100		
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	5					
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	10		10	100		
181 -GERMAN CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	2					
061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	3					

061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	3					
061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	3					
113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	6					
113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	6					
113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	4					
091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	9					
091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	8					
091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	5					
523 -PRINCIPLES LEARNING & TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2008-09	1					
523 -PRINCIPLES LEARNING & TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2007-08	1					
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	34		32	94		
524 -PRINCIPLES LEARNING &						

TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2007-08	25		25	100		
524 -PRINCIPLES LEARNING & TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2006-07	26		26	100		
522 -PRINCIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS) All program completers, 2008-09	57		54	95		
522 -PRINCIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS) All program completers, 2007-08	51		51	100		
522 -PRINCIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS) All program completers, 2006-07	38		37	97		
081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	7					
081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	7					
081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	5					
191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	2					

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	93	87	94	
All program completers, 2007-08	77	76	99	

All program completers, 2006-07	65	64	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

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.

Students complete an Educational Technology course which helps prepare them learn how to effectively integrate technology into their curriculum. Many of the pedagogical courses require students to incorporate technology into their teaching. Students during their student teaching semester complete a performance assessment which requires students to collect data, use data and analyze data to make instructional decisions. Students are taught about universal design in several of their courses including educational psychology, introduction to special education, and methods courses.

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.

We offer a course on introduction to special education and working with struggling learners. Those two courses along with the methods courses provide students an opportunity to learn about children/adolescents/young adults with disabilities, develop interventions/adaptations/strategies, and implement those strategies with students who are struggling in their learning. We also provide opportunities for pre-service teachers to see, understand the make-up of, critique, and discuss the responsibilities and membership of an IEP team. Students also view current IEPs and discuss them. We currently address LEP in our courses, and we are in the process of implementing a new ESOL program at the undergraduate and graduate levels. All candidates must also take a course in reading which addresses LEP and making appropriate modifications for all children.

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.

Though our special education coursework is predominately at the graduate level, candidates seeking an endorsement in special education can take a methods, practicum, and an educational planning course at the initial (undergraduate) level. Students are given projects/assignments to understand how to teach children with disabilities, develop and implement an IEP, and make appropriate adaptations/modifications for all children/adolescents/young adults with disabilities and/or limited English language proficiency. All candidates must also take a course in reading which addresses LEP and making appropriate modifications for all children.

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.

Each of our initial teacher licensure programs is in the undergraduate program. Though our institution does collect race/ethnicity data, no data was available for 15 of our enrolled students because the student has not provided this information to the institution. These students were not included in the race/ethnicity portion of Section1.b Enrollment of this report. In Section 1.d Certification of this report, we were required to report each student only once; however, our elementary students typically earn more than 1 license (due to our elementary program requirement of an endorsement area). Using certification reports provided by the state of Kansas, we were advised to remove any additional endorsement area listing for these students since the report does not allow the number of total licenses to exceed the number of total students receiving licenses. Consequently, the report does not represent the true breadth of our programs, which include the Middle School History, Middle School Mathematics, Middle School Language Arts, and Early Childhood Unified licenses.

Supporting Files

Washburn University
Traditional Program
2008-09

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