Title II
Higher Education Act

SUBMIT REPORTS

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Tabor College
Traditional Program
2008-09

Print Report Card

Program Information

Name of Institution: Tabor College
Institution/Program Type: Traditional
Academic Year: 2008-09
State: Kansas

Address: 400 S. Jefferson

Hillsboro, KS, 67063

Contact Name: Dr. Donna Bagley
Phone: 620-947-3121
Email: donnab@tabor.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	Yes
Fee/Payment	No	No

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

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

Indicate when students are formally admitted into your initial teacher certification program:
Other Prior to taking upper level courses in professional education

Does your initial teacher certification program conditionally admit students? Yes

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

We began an alternate program in 2009 but unfortunately no students enrolled.

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:	55
Unduplicated number of males enrolled in 2008-09:	17
Unduplicated number of females enrolled in 2008-09:	38

2008-09	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	3
Race	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	0
Native Hawaiian or Other Pacific Islander:	0
White:	52
Two or more races:	0

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	642
Number of full-time equivalent faculty in supervised clinical experience during this academic year	3
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	32
Number of students in supervised clinical experience during this academic year	18

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

Because of the rigorous preparation in pre clinical supervised field experiences, Tabor College prepares its candidates well for the semester long clinical experience. While in clinical experience, secondary candidates are assessed by the college supervisor (who also is responsible for professional education course work), the cooperating teacher and a content professor from the content area in which the candidate is being licensed. Elementary candidates are assessed by their college supervisor who is also the content person responsible for professional education and the cooperating teacher.

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)	15	12	25
Elementary	6	10	17
Biology	0	0	0
Business Education	0	0	0
Chemistry	1	0	0
English Language Arts	2	1	1
Health	3	0	2
History & Government	0	1	3
Mathematics	3	0	0
General Music	0	0	2
Instrumental Music	0	0	0
Vocal Music	0	0	0
Physical Education	3	0	2

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: 18

2007-08: 16

2006-07: 29

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:** 2008-09

	Goal: 1 per year **Goal met?** Yes **Description of strategies used to achieve goal:** The Education Department works very closely with the Mathematics Department to ensure coherence between content courses and pedagogy course work. Tabor College is experience an increase in all areas of secondary licensure through the Coordinator of Secondary Education performance. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** Coordination between departments is critical and the creation of the position Coordinator of Secondary Education is highly beneficial.
Science	**Academic year:** 2008-09 **Goal:** 1 per year **Goal met?** Yes **Description of strategies used to achieve goal:** The Education Department works very closely with the Biology and Chemistry Departments to ensure coherence between content courses and pedagogy course work. Faculty from both departments are members of the Teacher Education Committee. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** The Education Department is working closely with the Biology & Chemistry departments to resolve scheduling difficulties to make it easier for students to schedule required courses.
Special education	**Academic year:** 2008-09 **Goal:** 2 per year **Goal met?** No **Description of strategies used to achieve goal:** In Kansas, special education is an added endorsement which requires candidates to have a teaching license. We recruit students while they are enrolled in Introduction to Education through guest presenters from ACCK. ACCK faculty work closely with admission offices and develop and disseminate materials regarding programs. We have developed four year plans so candidates in the elementary program can add special education endorsements and appropriately plan their programs. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** This year we had 1 program completer. We had fewer than our average for 2008-2009. We have more students who are in the process of completing the program in the next few years who will lead up back to equipping more special education teachers.

Instruction of limited English proficient students	**Academic year:** **Goal:** **Goal met?** **Description of strategies used to achieve goal:** We do not have an approved program but we are planning to design and seek approval for a program next year. We hope to implement a program the following year. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**
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:

Tabor College makes significant use of schools and school personnel in both rural and urban schools. Students are required to complete field experiences in both settings.

Tabor College is a member of Associated Colleges of Central Kansas (ACCK) which is a consortium that provides an added endorsement in special Education. Because this is an added endorsement candidates must have completed a licensure program in another content area which ensures competence in core academic subjects. All general education candidates enroll in at least on course which provides training in working with special needs students as well as a field experience in a special education classroom. Tabor College is located in rural Kansas. All candidates are provided with field experiences in both rural and urban schools. An important speaker in Introduction to Education provides information on working with low income families.

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
245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1					
245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	1					
011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2008-09	8					
011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2007-08	10		10	100		
011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2006-07	16		16	100		
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	2					

041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1					
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	2					
550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	2					
061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	3					
113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	2					
091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	2					
091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	3					
524 -PRINCIPLES LEARNING & TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2008-09	8					
524 -PRINCIPLES LEARNING & TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2007-08	2					
524 -PRINCIPLES LEARNING & TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2006-07	11		11	100		
522 -PRINCIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS) All program completers, 2008-09	8					
522 -PRINCIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS) All program completers, 2007-08	10		10	100		

522 -PRINCIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS) All program completers, 2006-07	16		16	100		
081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1					
081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	3					

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	16	14	88	
All program completers, 2007-08	12	11	92	
All program completers, 2006-07	27	27	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
Other (specify: Association of Christian Schools Intl.)

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.

Our program prepares candidates to integrate technology effectively into curriculum and instruction by modeling the use of technology in the classes we teach. In field experiences, candidates are asked to conduct a technology audit and to utilize the technology available in the school to which they are assigned. In their clinical experiences candidates are expected to utilize technology to complete the Kansas Performance Teaching Portfolio and to continue to utilize available technology for lesson delivery.

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**
  No

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 candidates are required to take a course: Exceptional Learners which requires a 12 hour field experience in a special education setting. Many candidates participate as a team member of an IEP meeting while in clinical experience. Elementary majors take a course on adapting instruction for adaptive learning needs. In clinical experience, candidates are expected to teach all students.

We are developing plans for a minor in English as a Second Language which would lead to ESL as an added endorsement. We hope to secure Tabor College approval for the program in the fall semester and to secure Kansas State Department of Education approval for ESL as an added endorsement in the March 2011 review process.

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.

In Kansas, special education is an added endorsement which requires candidates to have a teaching license. Tabor College prepares special education teachers to teach students with disabilities effectively through the Associated Colleges of Central Kansas (ACCK). ACCK is a consortium of the six area member colleges of Bethany College at Lindsborg, Bethel College at North Newton, Kansas Wesleyan University at Salina, McPherson College at McPherson, Sterling College at Sterling, and Tabor College at Hillsboro. Undergraduate and post-baccalaureate students are enrolled in one of the member colleges to pursue endorsement in adaptive special education at the K-6 and/or the 6-12 levels, and ACCK provides the undergraduate endorsement coursework that includes field experience for three of the four courses. ACCK has developed an assessment system that is aligned with its conceptual framework, Kansas Adaptive Special Education Standards, and national standards for teacher accreditation. ACCK has a fully accredited program that has been approved through December of 2013. The assessment system includes content-based assessment (Praxis II), assessment of the candidate's ability to plan instruction, assessment of clinical experience, assessment of candidate's effect on student learn, philosophical/historical/legal foundations, assessment, and managing behavior/problem-solving/social skills. ACCK students consistently meet or exceed standards. Students unable to meet standards are not formally accepted into the ACCK Adaptive Special Education Program, which is required before clinical experience (student teaching). Cooperating teachers rank ACCK students as proficient or distinguished on final assessment conference reports.

ACCK prepares special education teachers to participate as a member of individualized education program (IEP) teams. Coursework assignments include observation of an IEP and IEP team meeting, IEP videos/simulations, lecture captures on IEPs, planning of an IEP based on a case study, and preparation of an IEP during student teaching (clinical experience).

Teach students who are limited English proficient effectively

ACCK prepares special education teacher to work effectively with diversity, including limited English proficiency. Coursework includes diversity interviews, diversity issues in assessment, diversity reference materials, lecture captures on diversity, reading programs for limited English proficient learners, and an oral exam with diversity questions.

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

Tabor College

Traditional Program

2008-09

Title II, Higher Education Act
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