Title II
Higher Education Act

SUBMIT REPORTS

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Washburn University
Alternative, IHE-based Program
2008-09

Print Report Card

Program Information

Name of Institution: Washburn University
Institution/Program Type: Alternative, IHE-based
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	No	NA
Minimum high school GPA	No	NA
Minimum undergraduate GPA	Yes	NA
Minimum GPA in content area coursework	No	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	Yes	NA
Job offer from school/district	Yes	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 additional information below

Does your initial teacher certification program conditionally admit students? No

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

Students are admitted into the restricted licensure program following the completion of a baccalaureate degree in a secondary or PreK-Grade 12 program we offer (e.g. Biology, Chemistry, Math, English, History, Art, Music, Physical Education or the Modern Foreign Languages). In addition, they must secure a teaching position with a local school district and have nearly completed their content coursework (only 1 or 2 courses remaining).

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:	4
Unduplicated number of males enrolled in 2008-09:	3
Unduplicated number of females enrolled in 2008-09:	1

2008-09	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	0
Race	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	0
Native Hawaiian or Other Pacific Islander:	0
White:	4
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	100
Average number of clock hours required for student teaching	0
Number of full-time equivalent faculty in supervised clinical experience during this academic year	6
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	2
Number of students in supervised clinical experience during this academic year	7

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

Since alternate/restricted students are hired as a teacher in a classroom they do not complete a semester of student teaching. Instead of student teaching the students pursuing the alternative/restricted program enroll in a supervision course and are supervised in their classroom each semester (fall and spring) that they are enrolled in the program (maximum of 6 semesters/3 years).

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)	0	3	0
Chemistry Grades 6-12	0	1	0
Mathematics Grades 6-12	0	1	0
Spanish PreK-Grade 12	0	1	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: 1

2007-08: 3

2006-07: 0

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:** **Goal:** **Goal met?** **Description of strategies used to achieve goal:** Special education is not an option in the alternative/restricted program, because Kansas does not offer special education at the initial teacher licensure level. Therefore, a goal for the restricted program is not applicable. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** NA
Instruction of limited English proficient students	**Academic year:** **Goal:** **Goal met?** **Description of strategies used to achieve goal:** ESOL is not an option in the alternative/restricted program, because Kansas does not offer ESOL at the initial teacher licensure level. Therefore, a goal for the restricted program is not applicable. **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 level.

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
524 -PRINCIPLES LEARNING & TEACHING 7-12						

Educational Testing Service (ETS) All program completers, 2008-09	1					
191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	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	1			

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 with addresses LEP and making appropriate modifications for all children.

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.

We do not prepare special education teachers in the alternative/restricted program, because Kansas does not offer special education at the initial teacher licensure level. The state of Kansas also does not allow a student to pursue a restricted license in special education.

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.

Candidates considering admission into our Alternative/Restricted program must first have completed a baccalaureate degree in a content area in which we offer a license. Once we determine that candidates have the necessary degree in a content area, they seek employment with a district. After they are hired by a district, they can pursue a restricted license in our program. Candidates must apply for admission and meet department criteria, including a passing Pre-Professional Skills Test (PPST) and all of the other requirements indicated in Section 1.a Admission Requirements of this report. Since candidates are hired as a teacher in a school district, they do not complete a traditional student teaching experience. Instead, they are supervised and observed each semester by an assigned faculty member, called a University Supervisor. They also meet with our licensure officer and the department chair each semester. These meetings include advising, support, and guidance. For both the Traditional program and the Alternative program Dr. Gloria A. Dye certified this report. Each report was submitted to the President of the University for approval.

Supporting Files

Washburn University
Alternative, IHE-based Program
2008-09

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