Title II
Higher Education Act

SUBMIT REPORTS

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Wichita State University
Alternative, IHE-based Program
2008-09

Print Report Card

Program Information

Name of Institution: Wichita State University
Institution/Program Type: Alternative, IHE-based
Academic Year: 2008-09
State: Kansas

Address: 1845 Fairmount St

Wichita, KS, 67260

Contact Name: Mrs. Sheril Logan
Phone: (316) 978-3300
Email: sheril.logan@wichita.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	NA	No
Fee/Payment	NA	No

Transcript	NA	Yes
Fingerprint check	NA	Yes
Background check	NA	Yes
Experience in a classroom or working with children	NA	No
Minimum number of courses/credites/semester hours completed	NA	Yes
Minimum high school GPA	NA	No
Minimum undergraduate GPA	NA	Yes
Minimum GPA in content area coursework	NA	Yes
Minimum GPA in professional education coursework	NA	No
Minimum ACT score	NA	No
Minimum SAT score	NA	No
Minimum GRE score	NA	Yes
Minimum basic skills test score	NA	Yes
Subject area/academic content test or other subject matter verification	NA	Yes
Minimum Miller Analogies test score	NA	Yes
Recommendation(s)	NA	No
Essay or personal statement	NA	Yes
Interview	NA	Yes
Resume	NA	Yes
Bechelor's degree or higher	NA	Yes
Job offer from school/district	NA	Yes
Personality test (e.g.,Myers-Briggs Assessment)	NA	No
Other (specify: none)	NA	No

Provide a link to your website where additional information about admissions requirements can be found:
http:/www.wichita.edu/education/altlic Click on Programs

Indicate when students are formally admitted into your initial teacher certification program: Postgraduate

Does your initial teacher certification program conditionally admit students? No

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

Completed at least a BA/BS degree from an accredited higher education institution two or more years prior to entry into the program.

Have a degree in the licensure content field or sufficient (approx. 30-40 hours) coursework in subject planning to teach.

Provided evidence of a minimum of two years of work experience in a field that corresponds with subject(s) planning to teach.

A GPA of 2.50 or higher both in the student's anticipated academic teaching field and overall, as well as a 3.0 in the last sixty hours of coursework (or 2.75 combined with GRE test scores of 945).

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:	47
Unduplicated number of males enrolled in 2008-09:	14
Unduplicated number of females enrolled in 2008-09:	33

2008-09	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	3
Race	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	1
Native Hawaiian or Other Pacific Islander:	0
White:	32
Two or more races:	11

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	135
Average number of clock hours required for student teaching	600
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)	8
Number of students in supervised clinical experience during this academic year	21

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

In the alternative program the candidate must be employed as the Teacher of Record (TOR) in a middle or secondary classroom of a KSDE accredited school. KSDE requires a teaching contract before a restricted license is issued. The candidate must be working full time in a classroom. Nine hours of induction course work must be completed the summer before the candidate begins teaching. Additional course work is take

each semester and summer of the two year program.

In the alternative teacher licensure program, the internship fulfills the required student teaching assignment for the purposes of licensure. In addition to contracted teaching positions, candidates attend an internship practicum consisting of attendance in a university course focused on field experiences each semester.

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)	21	27	22
Mathematics Middle Level	1	0	0
Mathematics 6-12	2	4	5
Biology 6-12	5	4	4
Physics 6-12	1	2	1
Chemistry 6-12	1	1	2
Earth Space Science 6-12	1	0	0
Science Middle Level	1	0	0
English 6-12	5	8	2
History 6-12	1	2	1
Music P-12	1	1	1
Spanish- P-12	2	5	3
Art P-12	0	0	2
Latin	0	0	1

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: 19

2007-08: 22

2006-07: 16

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:** 3 **Goal met?** Yes **Description of strategies used to achieve goal:** Alternative program has used recruiting and quality instruction to help achieve the goal. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** The alternative certification faculty have talked returning adults to recruit them into the program and made presentations to local engineering union members. The university scholarships and Teach Grants have helped to provide financial support to the returning adults.
Science	**Academic year:** 2008-09 **Goal:** 8 **Goal met?** Yes **Description of strategies used to achieve goal:** Recruiting, quality instruction and mentoring for candidates have helped to achieve the goal. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** the alternative certification faculty have actively recruited and mentored candidates. University Scholarships and Teach Grants have helped to lift the financial burden.
Special education	**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:**
Instruction of	

limited English proficient students	**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:**
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.
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:

The alternate program documents, assessments and rubrics, syllabi and assessment plan, focus on all six principles of the units Conceptual Framework which includes diversity and serving diverse populations. Candidates enter the program with an undergraduate or advanced degree in the licensure content field, or if they have a degree in an unrelated field they complete the comparable content coursework in that content field prior to entering the program. Within the professional education coursework and the field experiences, candidates address issues of professionalism and reflection, human development and diversity, connection of teaching experiences and assessment, technology, content, and collaboration.

Candidates' knowledge, skills, and dispositions are subject to continuous assessment and are periodically reviewed with the intent to revise the program as needed.

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
235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	3					
235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	5					
235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	2					
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, 2007-08	4					
245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	1					
571 -EARTH SCIENCE CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1					

041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	5					
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	4					
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	5					
173 -FRENCH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1					
061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	2					
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	1					
069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	1					
439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2008-09	1					
113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1					
113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	1					
265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1					
265 -PHYSICS CONTENT						

KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	2					
523 -PRINCIPLES LEARNING & TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2008-09	2					
524 -PRINCIPLES LEARNING & TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2008-09	17		17	100		
524 -PRINCIPLES LEARNING & TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2007-08	22		22	100		
524 -PRINCIPLES LEARNING & TEACHING 7-12 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	1					
191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1					
191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	6					
191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	4					

Section III. Summary Rates

Academic Year	Number taking one or more required	Number passing all tests taken	Pass Rate (%)	Statewide average pass rate (%)

	tests			
All program completers, 2008-09	19	19	100	
All program completers, 2007-08	22	22	100	
All program completers, 2006-07	16	16	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.

One of the unit's conceptual framework guiding principles is technology, and the college mission specifies an institutional culture that is technology rich. Faculty include use of technology within their syllabi. Faculty model the use of technology within their own teaching and require candidates to use technology as a teaching tool within their field-based experiences. In the full course of instruction Technology is required and observed in the classroom setting as candidates are monitored in field observations.

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.

Candidates systematically reflect upon and engage in professional practice with diverse students as relevant to the specific areas of professional expertise. In the units Conceptual Framework the area of Human Development and Diversity assures that candidates have basic theories of human development and learning and understands diversity (e.g., ethnic, racial, socio-economic status, gender, exceptionalities, language, religion, sexual orientation, and geographic area). Candidates apply this knowledge to learning, teaching, guiding, and clinical situations.

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.

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.

Mission Statement: The WSU Transition to Teaching's purpose is to recruit, prepare and support content specialists as they transition to the teaching profession. Alternative licensure candidates have either worked in industry or are recent graduates who would like to teach, but elected to earn a degree in a non-teaching field. Candidates complete 34 course hours in two to three years while teaching in their subject area. The

program starts with 9 hours of intensive course work in classroom pedagogy before working with students. Candidates are hired as the teacher of record. Candidates are assigned a mentor to assist them throughout the program. This model provides high -quality support and on-site instructional assistance to alternative teachers as they transition into the teaching profession.

Supporting Files

Wichita State University
Alternative, IHE-based Program
2008-09

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