Title II
Higher Education Act

SUBMIT REPORTS

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Wichita State University
Traditional Program
2008-09

Print Report Card

Program Information

Name of Institution: Wichita State University
Institution/Program Type: Traditional
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	Yes	NA
Fee/Payment	No	NA

Transcript	Yes	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	Yes	NA
Minimum GPA in content area coursework	Yes	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:)	No	NA

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

Indicate when students are formally admitted into your initial teacher certification program:
Other Admitted with all entry requirements are met.

Does your initial teacher certification program conditionally admit students? Yes

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

Students must pass a Standardized Test requirement to be admitted into the program. For all majors, Math, Reading, and Writing/English must be passed. Students can fulfill these three areas with optional testing from ACT, CAAP, PPST, or CBASE. For candidates in Elementary and Early Childhood Unified, they are additionally required to take the CBASE of Science and Social Studies. Students are admitted conditionally into the Initial Teacher certification Program if there is a special circumstance and they have petitioned for College Exceptions Committee Approval.

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:	994
Unduplicated number of males enrolled in 2008-09:	272
Unduplicated number of females enrolled in 2008-09:	722

2008-09	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	49
Race	
American Indian or Alaska Native:	8
Asian:	12
Black or African American:	45
Native Hawaiian or Other Pacific Islander:	0
White:	821
Two or more races:	59

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	150
Average number of clock hours required for student teaching	600
Number of full-time equivalent faculty in supervised clinical experience during this academic year	14
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	232
Number of students in supervised clinical experience during this academic year	804

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

All initial program candidates are enroll in three experiences prior to student teaching. The field experience involves observation in comprehensive schools and then day schools (self-contained, all-day special education program) or special education classes within comprehensive schools. Methods courses encompass the pre-student teaching experience by program and by level. For example, all elementary candidates complete a one semester pre-student teaching experience, which is divided into two specific areas—that is, they may do science and social studies the first eight weeks and then reading and math the second eight weeks. Secondary candidates have a literacy practicum field experience as well as the pre-student teaching field experience. The P-12 programs—art, foreign language, music, and physical education—have slight

variations in their field experience arrangement. During student teaching all candidates spend full days in their assignment for 15-16 weeks.

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)	151	162	119
Art (P-12)	3	4	2
Music (P-12)	10	15	8
Physical Education (P-12)	14	8	9
Foreign Language-Spanish (P-12)	3	6	3
Foreign Language- French (P-12)	0	2	0
Early Childhood Unified	1	8	7
Elementary	76	80	67
Biology (6-12)	5	2	1
Chemistry (6-12)	1	0	0
Earth and Space Science (6-12)	1	0	0
English (6-12)	11	17	11
History (6-12)	13	13	5
Journalism (6-12)	0	0	1
Mathematics (6-12)	3	7	5
Physics (6-12)	1	2	0
Speech & Theatre (6-12)	1	0	0
English (5-8)	2	0	0
History (5-8)	1	1	1
Mathematics (5-8)	7	4	4
Science (5-8)	1	1	2
Elementary (K-9)	0	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: 151

2007-08: 162

2006-07: 119

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:** 13 **Goal met?** Yes **Description of strategies used to achieve goal:** Undergraduate recruiting, alternative licensure and quality instruction and PDS Partnerships helped to achieve the goal. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** The secondary science faculty, Dr. Danny Bergman, recruited potential teachers through mini-presentations in WSU's Freshman and Sophomore science and mathematics classes. Undergraduate enrollments are up. Through the Teacher Quality Partnership the alternative certification faculty, Dr. Terry Behrendt, will talk to high school students (juniors/seniors) who are considering teaching in each of the seven traditional high schools in Wichita, and University Scholarship support has been committed and will increase to support to math/science teachers.
Science	**Academic year:** 2008-09 **Goal:** 4 **Goal met?** Yes **Description of strategies used to achieve goal:** Undergraduate recruiting, alternative licensure and quality instruction and PDS partnerships helped to achieve the goal. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**

	The secondary science faculty, Dr. Danny Bergman, recruited potential teachers through mini-presentations in WSU's Freshman and Sophomore science and mathematics classes. Undergraduate enrollments are up. Through the Teacher Quality Partnership the alternative certification faculty, Dr. Terry Behrendt, will talk to high school students (juniors/seniors) who are considering teaching in each of the seven traditional high schools in Wichita, and University Scholarship support has been committed and will increase to support to math/science teachers.
Special education	**Academic year:** 2008-09 **Goal:** 14 **Goal met?** Yes **Description of strategies used to achieve goal:** Special Education in Kansas is Adaptive, Functional and Gifted and these are not an initial licensure areas. Early Childhood Unified is attached to Elementary Education or taken at the Master's level and also is not a initial license. To work in collaboration with WSU servicing area school districts, special education cooperatives, and other community programs to meet the need of their open positions. In addition, the goal to support individual students in gaining professional knowledge, skills and dispositions to meet their individual goals. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** 1. Faculty have met and/or spoken with area districts, special ed coops, etc., including attending KASEA meetings and seeking out needs during advisory council meetings. 2. Faculty have met with all students for advisement in matters that link to personal goals. 3. WSU has partnered with KU in the ALIVE grant to promote additional licensed teacher in the area of functional.
Instruction of limited English proficient students	**Academic year:** 2008-09 **Goal:** 14 **Goal met?** Yes **Description of strategies used to achieve goal:** ESOL is not an inital license in Kansas. The goals are to increase the number of candidates that obtain ESOL endorsements and to increase the content knowledge, skills and oedagogical content knowledge of the ESOL candidates. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** Review the ELL PRAXIS II Content Assessment to assure that the WSU ESOL course work is alligned to the concepts. Encourage the candidates to take the ESOL course work to increase their content knowledgeand pedagogical content knowledge, before taking the PRAXIS II assessment.

	ESOL strategies and courses are embedded in the newly developed Professional Development School Model at WSU.
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:

WSU has been working closely with the Wichita Public Schools to create professional development schools that assure that students receive quality training to be successful with urban PreK-12 students of poverty, diverse populations, and students who have limited English proficiencies. Instruction in Core classes at the University tie directly to observations and school experiences through and including student teaching.

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	4					
133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	1					
235 -BIOLOGY 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					
021 -EDUCATION OF YOUNG CHILDREN 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	81		77	95		
011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2007-08	84		81	96		
011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2006-07	70		69	99		
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	9					
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	15		15	100		

041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	11		11	100		
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	4					
061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	6					
061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	4					
049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2008-09	2					
069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	8					
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	6					
439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2006-07	3					
089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2008-09	2					
089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS)	1					

All program completers, 2007-08						
089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2006-07	1					
113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	9					
113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	7					
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	12		11	92		
091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	7					
091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	11		11	100		
523 -PRINCIPLES LEARNING & TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2008-09	13		9	69		
523 -PRINCIPLES LEARNING & TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2007-08	6					
523 -PRINCIPLES LEARNING & TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2006-07	8					
524 -PRINCIPLES LEARNING & TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2008-09	36		35	97		
524 -PRINCIPLES LEARNING & TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2007-08	47		45	96		

524 -PRINCIPLES LEARNING & TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2006-07	30		29	97		
522 -PRINCIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS) All program completers, 2008-09	91		88	97		
522 -PRINCIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS) All program completers, 2007-08	103		99	96		
522 -PRINCIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS) All program completers, 2006-07	83		83	100		
081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	14		12	86		
081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	11		11	100		
081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	7					
191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	3					
191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	3					
220 -SPEECH COMMUNICATION Educational Testing Service (ETS) All program completers, 2008-09	1					

Section III. Summary Rates

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

	required tests	taken		(%)
All program completers, 2008-09	141	126	89	
All program completers, 2007-08	156	148	95	
All program completers, 2006-07	122	120	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.

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. Examples include the faculty use of Blackboard and other online tools for teaching content, web-enhanced learning, instructional media such as video and SMART Boards, social networking, interactive distance learning such as closed circuit electronic transmission, learning in virtual environments, Wiki-mediated mentoring and learning communities, coaching and collaborative feedback via interactive video conferencing, and, in some cases, use of assistive technologies to

support learning of diverse student needs.

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.

All WSU Professional Education programs provide that candidates systematically reflect upon and engage in professional practice with diverse students/clients (e.g., ethnicity, race, socio-economic status, gender, exceptionalities, language, religion, and sexual orientation) and in a variety of settings (e.g., urban/rural, Supplemental Educational Services [SES], grade levels, and/or the context in which the candidate is employed) as relevant to the specific areas of professional expertise." . Consistent with the unit's policy, initial candidates in Introduction to Diversity courses are placed in a highly diverse school and a special day school serving students with exceptionalities. Various assignments across the curriculum focus on integrating and assessing experiences working with other diverse candidates and with P–12 students.

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 Adaptive,Functional and Gifted and is not an initial license. The special education program prepares special education teachers to teach students with disabilities effectively through its links to Kansas teacher licensure standards, as well as to the research-based knowledge within the field of special education. Specifically, students take courses that provide (a) foundational information, such as

laws, policies/procedures through course - CI 719 Foundations of Special Education; (b) legal, procedural and best practice procedures for developing, using and revising the Individualized Education Program (IEP) through courses - CI 724, CI 737, and CI 742 Assessments and Methods (Adaptive, Gifted, Functional respectively); (c) skills of collaboration and teaming through course CI 811 Family-Professional Collaboration; (d) assessing and teaching children with varying learning challenges, including English Language Learners through courses – CI 822 Evaluation/Diagnostics, CI 814, CI 815, and CI 820 Advanced Methods (Gifted, Adaptive and Functional respectively). Field-based experience courses are required for students to demonstrate they have mastered these skills in practice (e.g., CI 749A, CI 749G, CI 749F, CI 814A, CI 815A, and CI 820A). Program assessments are embedded in courses to verify the skills have been mastered within the special education program, as well

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.

The WSU Unit Assessment System is designed to align with multiple standards and requirements including the unit's conceptual framework, Kansas state licensure standards, and national/ professional standards, and meets the requirements of the Kansas Board of Regents and Higher Learning Commission. The candidate assessment data are collected through course-embedded assessments as described in each program assessment plan. A technology-facilitated Data Management System is used to collect candidates' assessment data and then generate reports to make decisions about candidates, programs, and the unit. At least once a year, each program faculty uses a set of Core Review Questions to review the data to determine the program's overall effectiveness in meeting program standards, unit conceptual framework guiding principles, and NCATE knowledge. Data are also examined for possible improvements to the program, assessments, or unit operations. Each program also establishes a Program Advisory Council, which is made up of various program constituents, but predominately relevant practitioners, who are responsible for providing advice, input, and assistance to the Program Committee. Once the review is completed, a final report is then submitted to the Unit Assessment Committee at the end of spring semester each year.

Supporting Files

Wichita State University
Traditional Program
2008-09

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Title II, Higher Education Act
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