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Haskell Indian Nations University
Traditional Program
2008-09

Print Report Card

Program Information

Name of Institution: Haskell Indian Nations University

Institution/Program Type: Traditional

Academic Year: 2008-09

State: Kansas

Address: 155 Indian Avenue
P.O. Box 5014
Lawrence , KS, 66046

Contact Name: Mrs. Jacqueline Boyd

Phone: 785-832-6685

Email: jboyd@haskell.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	Yes	NA
Minimum number of courses/credits/semester hours completed	Yes	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	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)	Yes	NA
Essay or personal statement	Yes	NA
Interview	Yes	NA
Resume	No	NA
Beachelor'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:

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

Junior year

Does your initial teacher certification program conditionally admit students? No

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

The Elementary Teacher Education Program (ETEP) admission process occurs only in the spring semester. Applications must be submitted by March 1. Program applicant interviews are scheduled the second week in March. Potential teacher candidates will be notified of the final recommendation (acceptance or non-acceptance) within 10 working days from the scheduled interviews. On a case by case basis, the interview team may request a second interview session to determine the final recommendation.

Teacher candidates who are admitted into the program begin in the fall as member of a cohort and continue with the same cohort throughout junior and senior year.

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:	17
Unduplicated number of males enrolled in 2008-09:	7
Unduplicated number of females enrolled in 2008-09:	10

2008-09	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	0
<i>Race</i>	
American Indian or Alaska Native:	17
Asian:	0
Black or African American:	0
Native Hawaiian or Other Pacific Islander:	0
White:	0
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	300
Average number of clock hours required for student teaching	525
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)	9
Number of students in supervised clinical experience during this academic year	9

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

Haskell Indian Nations University offers an Elementary Teacher Education Program (ETEP) structured in four specific semester blocks starting junior year. Each block is designated by a focus topic.

- Building Foundations, junior I semester
- Understanding the Whole Child, junior II semester
- Learning to Teach, senior I semester

- Practicing Pedagogy, senior II semester

In each semester block, teacher candidates are provided with a variety of field experiences.

In junior I semester, teacher candidates begin building a foundation of educational knowledge through course work and school site visitations. Candidates visit a variety of school sites throughout Kansas and surrounding areas, spending an entire day at each school selected. The following demographics are considered when selecting visitation sites- urban, suburban, rural, inner city, low SES, ELL/ESL students, students with disabilities, public, private, and tribal. Exposure to schools serving student populations of varying demographics provides teacher candidates an opportunity to experience multiple school settings and student diversity.

In junior II semester, candidates are assigned to a public school classroom/cooperating teacher. Teacher candidates are required to complete 120 hours of field experience by assisting the cooperating teacher with activities requiring limited professional background knowledge and skills, such as individual instruction or other student assistance. Teacher candidates at this level may accumulate field experience hours through involvement in other school activities as deemed appropriate by the cooperating teacher and university supervisor. During this clinical experience phase, teacher candidates respond, via Taskstream, to questions/scenarios designed to build connections between course work and field experience.

Prior to the beginning of senior I semester, candidates are required to arrive a week earlier for a classroom management/first days of school seminar. The week begins with candidates arriving at their assigned school placement for staff development and teacher workday. Candidates spend half of the first two days in the assigned building assisting the cooperating teacher with various teacher duties, such as setting-up the classroom, creating bulletin boards, organizing shelf space for student materials and supplies, etc. The other half of the day is spent on-campus discussing the content from two textbooks, *How to be an Effective Teacher - The First Days of School* by Harry and Rosemary Wong and *The Teacher's Guide to Success* by Ellen Kronowitz. Candidates spend the entire third and fourth day in the elementary schools as students arrive for the first day of school. They meet all the students for the first time and observe how a veteran teacher establishes the classroom environment through classroom rules, expectations, routines, etc. On Friday, candidates spend the morning in the schools and return in the afternoon to campus to debrief about the week's experience and reflect on both the textbook content and the classroom experience. The program finds this process very beneficial and insightful as candidates begin to build a rapport with students, parents, teachers, staff and build administrators.

In senior I semester, teacher candidates are placed in a public school classroom with a cooperating teacher. Teacher candidates indicate interest in a variety of grade levels and they are placed based on availability. Teacher candidates are required to accumulate 120 hour of pre-student teaching experience through a scaffolding approach. Candidates learn to teach by engaging in four levels of teaching (one-on-one instruction, small group, whole group instruction using teacher notes and scripts directly from a teacher manual, and a whole group lesson developed under the guidance of the cooperating teacher). This pre-student teaching experience will allow students to apply concepts of "theory into practice" (applying the principles, methods, and strategies acquired in methodology courses) while preparing for the student teaching semester. Teacher candidates remain in this placement through the spring semester to complete their student teaching experience.

In senior II semester, teacher candidates are provided the opportunity to apply the methods and strategies they have acquired during the ETEP experience in a elementary classroom. Teacher candidates have established familiarity with students, teachers and the school community and continue to build professional relationships throughout the year. All candidates will experience three phases of student teaching, with each phase consisting of five weeks.

- Phase I consists of acquiring teacher responsibilities and duties through a written collaborative plan. The cooperating teacher and student teacher will collaborate and determine which content area will be acquired

first. Each week a new content areas will be added to the student teacher's responsibilities and duties.

- Phase II consists of five weeks of full-time teaching and assuming all teacher responsibilities and duties, such as, managing all routines and student behaviors, morning, lunch, and after school duty, organizing and instructing lessons, assessing students learning, and participating in various meetings (school and district wide).

- Phase III consists of transitioning the teacher responsibilities and duties back to the cooperating teacher. The process will begin by returning the first content area acquired in phase I and so forth until all content areas are returned to the cooperating teacher. For the last week of student teaching, candidate are encouraged to observe in grade levels not yet observed.

The design and structure of this ETEP provides our candidates with a significant number of field experience hours which connect closely with course content and real classroom applications.

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)	4	3	2
Early - Late Childhood Generalist	4	3	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: 5

2007-08: 7

2006-07: 3

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

	<p>Goal: NA</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
Science	<p>Academic year: 2008-09</p> <p>Goal: NA</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
Special education	<p>Academic year: 2008-09</p> <p>Goal: NA</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
Instruction of limited English proficient students	<p>Academic year: 2008-09</p> <p>Goal: NA</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
Other	<p>Academic year: 2008-09</p> <p>Goal: NA</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>

Provide any additional comments, exceptions and explanations below:

Haskell Indian Nations University only has one teacher preparation program - Elementary Teacher

Education Program (ETEP). Endorsement areas and special programs in the area of mathematics, science, special education and limited English proficiency are not offered at the Haskell. However, the ETEP does offer one course in each of these subject areas as part of the required course work for the teacher candidates. A description of each course including the course content and the semester candidates enroll in the course is described below.

In the Building Foundations, junior I semester, teacher candidates enroll in EED 313, Language Acquisition course. The emphasis of this course is on teaching strategies and the preparation of classrooms for English Language Learners (ELL). Course content provides foundational knowledge for pre-service teachers who will likely face the challenge of working with ELL students as classroom continue to become more language diverse. Course instruction outlines the theory and explains and illustrates examples of instructional approaches that work best for teaching ELLs content while they are also learning English.

In Understanding the Whole Child, junior II semester, teacher candidates enroll in EED 312 Multicultural Education and EED 323 Understanding Exceptionalities. The EED 312 course provides an introduction to the concepts of multicultural education and documents the increasing multicultural diversity of the United States, including language. Course content fosters teacher candidates understanding of differing values, customs, and traditions and provides multicultural experience which lead to applications within the learning environment.

In EED 323 candidates are introduced to the field of special education. They will gain an awareness and understanding of the various types of exceptional characteristics, needs, and strengths that influence the development and learning process in elementary children who have been diagnosed as an exceptional child or at-risk student. Other topics of study will include: state and federal legislation, IEP process and document, intervention strategies, meaningful accommodations, and adapting instruction and curriculum to meet the diverse needs of all the students in the classroom.

In Learning to Teach, senior I semester, candidates enroll EED 412 Methods of Teaching Science in the Elementary Classroom and EED 422 Methods of Teaching Math in the Elementary Classroom. In EED 412, candidates learn how to design, teach, and assess the fundamental concepts of physical, life, earth, and space sciences. Further unifying concepts of science and inquiry processes used in the discovery of new knowledge will be investigated and utilized. Diversity found within cultural views about science and its interconnectedness to the physical, emotional, intellectual, and spiritual aspect of life will be explored. In EED 422, candidates will learn how to design, teach, and assess fundamental mathematical concepts, procedures, and reasoning processes. Defining numbers, operations, geometry, measurement, data analysis, probability, and algebra applications will be modeled in the classroom. Mathematical skills and their application to a variety of situations for the purpose of solving real-life problems (family/community) will be emphasized.

Candidates are also required to enroll in EED 202 Math Content Standards for Elementary Teachers during their sophomore year. This course provides an introduction to math standards from which elementary mathematics curriculums are created. Topics focus on the process of learning mathematics and basic learning theories in mathematics. Students will examine the five content standards, created by the National Council of Teachers of Mathematics, and explore the general span of instruction and skills for all elementary grade levels, related to these standards.

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:

1) Providing instruction to children with disabilities - Candidates thoroughly examine the state and federal laws (P.L. 94-142, Section 504 and ADA). Every principle is presented and tested in each law. Candidates are required to role play and an IEP meeting and create a mock IEP document. Candidates create and present a task analysis lesson focusing on one adaptive skill for a student with moderate mental retardation. In standards based lesson plans, candidates are required to differentiate their lessons for all ranges of abilities. For example, dyslexia, vision impairment, behavioral disorder and gifted and talented students.

2) Providing instruction to ELL - Candidates examine guidelines for working with ELLs, read classroom stories and reflect on those stories to spark discussion of effective problem solving solutions for the classroom. Classroom discussions are integrated with the textbook outline. A sampling of discussion questions are listed - How do I assess a student's English?, How do I get my reluctant speakers to speak English?, How do I teach grade level content to English beginners? and How do I help students build learning strategies? Candidates also observe an ELL classroom and interact with the ELL teacher.

3) Providing instruction to children from low-income families - Candidates reflect and respond to various real classroom scenarios. Candidates examine and explore solution for children who have experienced the poverty or whose learning may be effected by socio-economic status.

4) urban and rural schools - Candidates engage in group dialogue sessions after reading articles dealing with urban and rural education topics. The groups then share those discussion with the class. There are many times where candidates expand their knowledge by providing insight into their own urban or rural school experience.

The strength of meeting these assurances lie in our field and clinical experiences. Our candidates are placed in school setting where most of these characteristics are present in the school and community. Candidates observe veteran teacher interactions with students and eventually experience those interactions when in the student teaching role. Candidates also assume the reasonabilities and duties of their cooperating teacher during the student teacher semester, which means they attend all meetings regarding professional development and student issues such as SIT meeting, IEP meetings, parent/teacher conferences, etc. This provides candidates will ample opportunity to work with children from various backgrounds and abilities.

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
011 - ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2008-09	7					
011 - ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2006-07	4					
522 -PRINCIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS) All program completers, 2008-09	6					
522 -PRINCIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS) All program completers, 2006-07	4					

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	7			
All program completers, 2006-07	4			

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

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.

The integration of technology within curricula and instruction is included in all courses offered at all levels within the Haskell ETEP. Students entering Haskell's ETEP have earned an Associates of Arts (AA) in Paraprofessional Education. The AA degree program includes the use of technology in several course requirements. For example, course requirements for EED 205, Abnormal Psychology for Teachers, includes the creation and presentation of a Power Point slide show related to a childhood disorder; requirements for EED 202, Math Content Standards, include the exploration of web resources provided by NCTM and Kendall Hunts's Trailblazers Mathematics materials, and the collection and display of data using Microsoft's Excel spread sheets to facilitate the construction of various graphs (pie, histogram, stem and leaf, bar graph and pictograms). EED 203 engages students in utilizing the Internet to take an imaginative adventure around the world, stopping at various countries on all seven continents to gather a variety of information. PowerPoint and Publisher applications are used by the students to organize and present information in a kid-friendly format. These experiences introduce students to the availability of curricula enhancement and support using technology. Students also have opportunities to use overhead projectors, LCD projectors, and digital projector cameras.

During junior and senior semesters, the use of technological support is included in several courses. In March, 2010, EED 314 Multimedia Technology in Education, which has been a required course for many years, was removed from the program's course offerings. This action was taken due to the realization that technology needs to become intentionally and systematically embedded in every ETEP course offering, particularly those related to methods of teaching in senior II semester.

Examples of ETEP'S course requirements and use of technology include, but are not limited to : 1) use of web site and compact disc presentations provided by course textbook publishing companies such as those available from Pearson and Allyn and Bacon; 2) creation of a current BIE boarding school profile/magazine using web resources and Microsoft Publisher; 3) use of on-line learning modules and case studies provided by The IRIS center, Vanderbilt University to support course work related to classroom management, assessments, reading and understanding exceptionalities; 4) use of web resources and video lessons made available from www.nasa.gov/teacherssandbox, www.nctm.org, and www.pbs.org/teachersdomain to support course work in math and science; and 5) use of additional classroom resources to enhance language arts

instruction, such as www.raz-kids.com and www.readinga-z.com, authors' web pages, such as www.janbrett.com, and www.scholastic.com.

The campus classrooms within the ETEP include various examples of technology support devices, such as 1) overhead projectors, 2) video cameras, 3) digital projection cameras, 4) computers and Internet access, and 5) LCD projectors. The ETEP building has a small computer lab with Internet access and WIFI, for student use. Greater access to computers and the Internet is available at the campus computer lab in the main campus library.

All ETEP teacher candidates are required to subscribe to TaskStream, an online reporting and data collection system. This system allows teacher candidates the ability to search national and state curriculum and professional standards, create rubrics, build lesson plans, and communicate with other professionals who post information. The TaskStream system also allows Haskell's ETEP faculty to create customized course assignments and assessment tools (course assignment rubrics, field experience evaluation and forms). Field experience host and cooperating teachers are also provided access to the system which enables responses to posted bi-weekly and summative teacher candidate evaluations. Teacher candidates submit required entries on-line and receive faculty assessment feedback via TaskStream. Evaluation data related to teacher candidate course performance and field placement performance is also collected using this system.

During clinical experiences, teacher candidates have the opportunity to observe and use a variety of additional examples of supportive educational technology. Classrooms within the local school district have SmartBoards, Classroom Response Systems - individual remote clickers to indicate each individual response to review questions, laptop computers for student/classroom use and access to programs, such as EdTech Teacher and United Streamline videos.

In junior II semester, the ETEP offers an assessment and evaluation course which provides candidate with an introduction to various types of assessments used in education (formal and informal). Candidates learn how to identify, select, and create grade and age-level appropriate assessments. Candidate also begin to understand how results from those assessment tools are used in the classroom to improve teaching and learning. The candidate began to view grading programs and create charts contain information about the students progress. We are making plans to strengthen the use of technology in organizing and analyzing student data.

Candidates also have experience administering various reading assessments (interest inventories, letter recognition, sight words, informal reading inventories, fluency records, running records, DIBELS, etc.) in the Language Arts Practicum. This experience provides the candidates with knowledge to form reading groups based on reading abilities and the types of lessons necessary for each group's abilities. For example, we view data charts from DIBELS and discuss the types of instruction that will occur at the various levels for primary grade (Kindergarten-3rd grade).

The ETEP realizes the limited exposure and practice teacher candidates have with collecting, managing, and analyzing data through the use of technology. Therefore, this summer's work session will involve faculty revising and incorporating the use of technology in collection, management, and analysis of data in all methodology courses. Each content area should contain course examples of technology use in instruction, collection, management and analysis of data. After exposure to various examples, candidate will be given opportunities to practice and implement these new requirements. The assessment and evaluation course will also be enhanced. All course changes will be effective and implemented in the fall of 2010.

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.

1) Teaching children with disabilities - Candidates have experience creating and presenting a task analysis lesson focusing on one adaptive skill for a student with moderate mental retardation. Candidates have a basic understanding and knowledge of the various types of disabilities and the accommodations that are related to each disability. Candidates are required to design and teach five standards based lesson plans to be observed by the SOE supervisor during the full-time student teaching phase. These lessons must contain each core subject area of Math, Reading, Writing, Science, and Social Studies. Within these standards based lessons, candidates are required to differentiate their lessons based on the various student disabilities in the elementary classroom. If there are no students with IEPs, then the candidate is still required to plan a lesson for a range of varying disabilities. For example, dyslexia, vision impairment, behavioral disorder and gifted and talented students. Student teachers are also encouraged to collaborate with the cooperating teacher and special education teacher when planning these standards based lessons to ensure appropriate accommodation are made.

IEP team member - Candidates thoroughly examine the state and federal laws (P.L. 94-142, Section 504 and ADA). Every principle is presented and tested in each law. Candidates are required to role play an IEP meeting and create a mock IEP document. These activities are all accomplished in the college classroom.

However, our candidates also experience the IEP process in the elementary school by attending the various meetings such as referral meetings, student intervention team (SIT) meetings, evaluation meeting or participating in the evaluation process, such as completing a teacher behavioral checklist or documenting time on task activities. Eventually the candidates observe and participate in an actual IEP meeting with parents and other team members. The fact that our candidates are placed in an elementary school for the entire year for pre-student teaching followed by the student teaching experience has been very beneficial as they are able to see the entire IEP process which in some cases takes a whole school year.

2) Teaching ELL - Candidates examine guidelines for working with ELLs, read classroom stories and reflect on those stories to spark discussion of effective problem solving solutions for the classroom. Classroom discussion are integrated with the textbook outline. A sampling of discussion questions are listed - How do I assess a student's English?, How do I get my reluctant speakers to speak English?, How do I teach grade level content to English beginners? and How do I help students build learning strategies? Candidates also observe an ELL classroom and interact with the ELL teacher.

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.

Haskell does not offer a teacher preparation program in the area of 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.

There is a long history associated with this university. Haskell officially opened its doors in 1884 under the name of the United States Indian Industrial Training School. The purpose of the school was to provide an agricultural education to young American Indian children in grades one through five. By 1927, high school classes were being offered. In 1935 another transition was made as Haskell began offering vocational-technical courses. The last high school class graduated in 1965. In 1970, Haskell began offering junior college curriculum and became known as Haskell Indian Junior College. In 1992, the National Haskell Board of Regents recommended a new name to reflect its vision for Haskell as a national center for Indian education, research, and cultural preservation. In 1993, the Assistant Secretary for Indian Affairs approved the change, and Haskell became "Haskell Indian Nations University." Haskell Indian Nations University is the only inter-tribal university in the United States. Students who attend Haskell represent many federally-recognized tribes across the United States making the student body the most diverse group imaginable. Haskell offers four baccalaureate programs in elementary education, American Indian Studies, business administration, and environmental science. Haskell still offer associate degree programs in four areas education, business, science and the arts. The Elementary Teacher Education Program was the first baccalaureate program offered at Haskell Indian Nations University. The ETEP was established to prepare American Indians and Alaska Natives teacher to return to their native communities and teach. The first graduating cohort graduated in 1997. Today, there are 135 graduates of the Elementary Teacher Education Program from Haskell Indian Nations University. The mission of the Elementary Teacher Education Program at Haskell Indian Nations University is to prepare American Indian and Alaska Native (AI/AN) teacher candidates to teach all children, kindergarten through sixth grade, in accordance with traditional and contemporary American educational philosophies and standards while incorporating Native and other cultural perspectives. A sequence of four interconnecting semesters of instruction and student activities is designed to foster the harmonious development of the individual's intellectual (cognitive), emotional (affective), spiritual, and physical capacities, enabling the establishment and maintenance of health and wellness.

Supporting Files

Haskell Indian Nations University
 Traditional Program
 2008-09

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Title II, Higher Education Act
OMB Control No.: 1840-0744 (exp. 9/30/2012)
