Title II
Higher Education Act

SUBMIT REPORTS

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McPherson College
Traditional Program
2008-09

Print Report Card

Program Information

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

Address: Box 1402
1600 E. Euclid
McPherson, KS, 67460

Contact Name: Dr. Marilyn Kimbrell
Phone: 6202420542
Email: kimbrelm@mcpherson.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	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	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
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: NA)	No	NA

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

Indicate when students are formally admitted into your initial teacher certification program:
Sophomore year At time of Transfer.

Does your initial teacher certification program conditionally admit students? Yes

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

Students can apply for admission at different intervals of their college or post college career. When the student decides s/he wants to pursue a career in teaching. Admission applications are completed in the spring and fall semesters.

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:	75
Unduplicated number of males enrolled in 2008-09:	24
Unduplicated number of females enrolled in 2008-09:	51

2008-09	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	4
Race	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	6
Native Hawaiian or Other Pacific Islander:	0
White:	65
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	80
Average number of clock hours required for student teaching	560
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)	43
Number of students in supervised clinical experience during this academic year	55

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

The majority of candidates begin their clinical experience at the Sophomore level. This experience is completed in a diverse school. As juniors, candidates complete a minimum of 50 clock hours in the classroom. This junior-level experience requires the candidates to complete lesson plans, teach lessons, self-evaluate their lessons; the cooperating teacher does a formal observation of lessons as well a final evaluation. Student teaching is an entire 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)	12	9	10
Elementary Education	6	4	5
Physical Education/Health	3	0	2
Adaptive Special Education	0	0	0
English as a Second Language	0	0	0
Biology	1	0	0
Psychology	0	1	0
English	0	0	1
Art	1	1	0
Chemistry	0	1	0
Speech/Theatre	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: 16

2007-08: 19

2006-07: 13

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:** License 2 teachers **Goal met?**

	Description of strategies used to achieve goal: Work with Math Department to design curriculum that meets the needs of math educators **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** Work with the admissions and communication department is essential
Science	**Academic year:** 2010-11 **Goal:** License 2 teachers **Goal met?** **Description of strategies used to achieve goal:** Work with Natural Science Department to design curriculum that meets the needs of science educators. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** Work with the admissions and communication department is essential.
Special education	**Academic year:** 2010-11 **Goal:** License 2 teachers **Goal met?** **Description of strategies used to achieve goal:** Work with Special Education department to recruit students to enroll in special education endorsement area. It should be noted that in the State of Kansas, special education is not an initial licensure area. It is an added endorsement. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** Work with the admissions and communication department is essential.
Instruction of limited English proficient students	**Academic year:** 2010-11 **Goal:** License 2 teachers **Goal met?** **Description of strategies used to achieve goal:** Recruit students to enroll in endorsement area. It should be noted that in the State of Kansas, ESOL is not an initial licensure area. It is an added endorsement. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** Work with the admissions and communication department is essential

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:

All methods courses have dedicated portions of the courses that address the assurances listed above.

All students are required to complete practica or student teaching in an urban school.

Section III. Assessment Rates

Assessment code - Assessment					State	State

name Test Company Group	Number taking test	Avg. scaled score	Number passing test	Pass rate (%)	Average pass rate (%)	Average scaled score
133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	2					
235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1					
011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2008-09	4					
011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2007-08	5					
011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2006-07	8					
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	1					
550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2006-07	3					
091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	3					
091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	5					
091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	3					
524 -PRINCIPLES LEARNING & TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2008-09	7					

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524 -PRINCIPLES LEARNING & TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2007-08	7					
524 -PRINCIPLES LEARNING & TEACHING 7-12 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	5					
522 -PRINCIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS) All program completers, 2007-08	5					
522 -PRINCIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS) All program completers, 2006-07	9					
390 -PSYCHOLOGY Educational Testing Service (ETS) All program completers, 2008-09	1					
081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	2					
220 -SPEECH COMMUNICATION Educational Testing Service (ETS) All program completers, 2008-09	1					
220 -SPEECH COMMUNICATION Educational Testing Service (ETS) All program completers, 2006-07	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	14	11	79	93
All program completers, 2008-09	14	11	79	
All program completers, 2007-08	12	8	67	

All program completers, 2007-08	12	8	67	94
All program completers, 2006-07	13	11	85	93
All program completers, 2006-07	13	11	85	

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.

In all professional education courses technology is integrated and practiced by professors and students. The department has SmartBoard Technology and a student response system.

All students must take the Educational Technology course, which provides students with the opportunity to practice and knowledge base of use and integration of technology in the classroom.

Student teachers are required to submit the Kansas Performance Teaching Portfolio, which includes all elements described above.

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.

There are portions in all professional education courses that are devoted to teaching students with exceptionalities and limited English proficiency. McPherson College does offer licensure in Adaptive Special Education and ESOL; however, these are not stand-alone endorsements. They must be in conjunction with other licensure areas.

The lesson plan template that all students must use in their coursework and clinical experiences require students to identify strategies for teaching students with exceptionalities and/or limited English proficiency.

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.

McPherson College prepares special education teachers to teach students with disabilities effectively through the Associated Colleges of Central Kansas (ACCK). ACCK is a consortium of the six area member colleges of Bethany College at Lindsborg, Bethel College at North Newton, Kansas Wesleyan University at Salina, McPherson College at McPherson, Sterling College at Sterling, and Tabor College at Hillsboro. Undergraduate and post-baccalaureate students are enrolled in one of the member colleges to pursue endorsement in adaptive special education at the K-6 and/or the 6-12 levels, and ACCK provides the undergraduate endorsement coursework that includes field experience for three of the four courses. ACCK has developed an assessment system that is aligned with its conceptual framework, Kansas Adaptive Special Education Standards, and national standards for teacher accreditation. ACCK has a fully accredited program that has been approved through December of 2013. The assessment system includes content-based

assessment (Praxis II), assessment of the candidate's ability to plan instruction, assessment of clinical experience, assessment of candidate's effect on student learn, philosophical/historical/legal foundations, assessment, and managing behavior/problem-solving/social skills. ACCK students consistently meet or exceed standards. Students unable to meet standards are not formally accepted into the ACCK Adaptive Special Education Program, which is required before clinical experience (student teaching). Cooperating teachers rank ACCK students as proficient or distinguished on final assessment conference reports.

Participate as a member of individualized education program teams

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

Teach students who are limited English proficient effectively

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

Section VII. Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Supporting Files

McPherson College
Traditional Program
2008-09

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