Title II
Higher Education Act

SUBMIT REPORTS

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Kansas State University
Traditional Program
2008-09

Print Report Card

Program Information

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

Address: 1100 Mid-Campus Dr.
Bluemont Hall
Manhattan, KS, 66506

Contact Name: Dr. Michael Perl
Phone: 785-532-5524
Email: perl@ksu.edu

Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: Yes

TQE partnership name or grant number, if applicable: #P336B040022 Enhancing Teacher Quality Through Multi-institutional Partnerships

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/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	Yes	NA
Minimum ACT score	No	NA
Minimum SAT score	No	NA
Minimum GRE score	No	NA
Minimum basic skills test score	Yes	NA
Subject area/academic content test or other subject matter verification	No	NA
Minimum Miller Analogies test score	No	NA
Recommendation(s)	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: A grade of C or higher in 6 designated courses)	Yes	NA

Provide a link to your website where additional information about admissions requirements can be found:
http://coe.k-state.edu/ss/handbook/checklists.htm#te

Indicate when students are formally admitted into your initial teacher certification program:
Other Student are admitted whenever all requirements are met, generally late in the sophomore year.

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 be conditionally admitted if they: (1) are enrolled in the early field experience but have not yet completed it; (2) are first semester transfer students, who have all other requirements met, and have not had a chance to take the Pre-Professional Skills Tests (PPST); (3) have taken the PPST but the official scores have not arrived at the College of Education offices. We accept the students copy of the scores.

With all three situations, students' records are checked at the end of the semester to see if they have met the requirements. If they have, they are given full admittance. If they have not, they are removed from the

teacher education program.

As indicated in the "other" row above, students must successfully complete the following courses with a specified grade or higher: Orientation to Teacher Education at Kansas State University with a grade of "credit." Candidates must complete the following courses with a grade of C or higher: Expository Writing I & II, Public Speaking, Algebra or a higher level math course, Statistics or a course which includes statistics.

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:	812
Unduplicated number of males enrolled in 2008-09:	166
Unduplicated number of females enrolled in 2008-09:	646

2008-09	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	25
Race	
American Indian or Alaska Native:	7
Asian:	1
Black or African American:	10
Native Hawaiian or Other Pacific Islander:	0
White:	755
Two or more races:	2

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	115
Average number of clock hours required for student teaching	646
Number of full-time equivalent faculty in supervised clinical experience during this academic year	65
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	954
Number of students in supervised clinical experience during this academic year	1432

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

NOTE: The number of students includes 528 in early field experiences that have not yet been admitted into the teacher education program.

Kansas State University has an extensive program of professional development schools. Of their four field experiences, all candidates have at least two of them in professional development schools and most have all four in professional development schools.

Clinical instructors are employed to work in each of the professional development schools. These are individuals who teach for the school district half time and supervise clinical experiences for the University, including student teaching, half time. They are paid by the College of Education for halftime employment.

In addition to being supervised and evaluated by clinical instructors and university instructors/professors, candidates are assigned to work in the classrooms of cooperating teachers for each of their clinical experiences. These cooperating teachers oversee the candidates' work and evaluate their performance. For student teaching (a full day, 17 week experience) each candidate is assigned a cooperating teacher who works closely with them and is paid a stipend for this work.

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)	339	320	321
agriculture	11	10	9
art	10	3	9
biology	7	8	5
business	1	6	7
chemistry	3	3	1
elementary	173	153	169
early childhoon	7	19	15
English	28	26	20
family & consumer sciences	7	8	10
French	2	0	2
history & government	32	31	32
journalism	4	6	9
math	17	27	18
music	23	10	7
physics	3	1	2
Spanish	6	7	5
speech/theatre	2	1	1

earth science	3	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: 352

2007-08: 354

2006-07: 342

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:** We did not have a goal. **Goal met?** **Description of strategies used to achieve goal:** N/A **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** N/A
Science	**Academic year:** 2008-09 **Goal:** We did not have a goal. **Goal met?** **Description of strategies used to achieve goal:** N/A **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** N/A

Special education	**Academic year:** 2008-09 **Goal:** N/A **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:** 2008-09 **Goal:** N/A **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:

Our Special Education program and English as a Second Language (ESL) program are graduate endorsements. The ESL program is recognized throughout the country as a model program and has been adopted by several IHE's. Currently approximately 1200 students are enrolled in one or more courses leading to the endorsement in ESL.

Though the College has not set goals to increase math and science candidates for 2008-09, we have set goals for the coming year to increase these numbers. Over the past three years we have graduated an average of 20 math teachers and 10 science teachers each year. This is a significant number for each of these fields. Our goal for both programs is to maintain these numbers. Our strategy is to identify from inquiring students those who have an interest in math and/or science and have an adviser contact them. In addition a math education faculty member or a science education faculty member will contact each of these individuals to encourage them to pursue a teaching career.

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:

Candidates are required to complete a portfolio as part their clinical experiences during each of the last three semesters of their program. Candidates must address the above mentioned areas in order to successfully complete these portfolios.

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
700 -AGRICULTURE Educational Testing Service (ETS) All program completers, 2008-09	12		12	100		
700 -AGRICULTURE Educational Testing Service (ETS) All program completers, 2007-08	8					
700 -AGRICULTURE Educational Testing Service (ETS) All program completers, 2006-07	12		12	100		
133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	9					
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	10		10	100		
235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	6					
235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	8					
235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	4					
100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	1					
100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2007-08	7					
100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2006-07	4					
245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	2					
245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1					
245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	2					
571 -EARTH SCIENCE CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	2					
571 -EARTH SCIENCE CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	1					

021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2008-09	5					
021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2007-08	11		11	100		
021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2006-07	14		14	100		
011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2008-09	155		148	95		
011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2007-08	159		155	97		
011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2006-07	151		150	99		
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	25		22	88		
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	20		20	100		
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	14		14	100		
120 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2008-09	3					
120 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2007-08	7					
120 -FAMILY AND CONSUMER SCIENCES	10		10	100		

Educational Testing Service (ETS) All program completers, 2006-07						
121 -FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) All program completers, 2008-09	5					
173 -FRENCH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1					
173 -FRENCH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	2					
061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	16		15	94		
061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	29		27	93		
061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	13		13	100		
113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	17		17	100		
113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	12		11	92		
113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	7					
265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	2					
265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1					
265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS)	1					

All program completers, 2006-07						
523 -PRINCIPLES LEARNING & TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2007-08	1					
523 -PRINCIPLES LEARNING & TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2006-07	1					
524 -PRINCIPLES LEARNING & TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2008-09	143		143	100		
524 -PRINCIPLES LEARNING & TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2007-08	138		135	98		
524 -PRINCIPLES LEARNING & TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2006-07	121		120	99		
521 -PRINCIPLES LEARNING & TEACHING ERLY CHLD Educational Testing Service (ETS) All program completers, 2008-09	5					
521 -PRINCIPLES LEARNING & TEACHING ERLY CHLD Educational Testing Service (ETS) All program completers, 2007-08	9					
522 -PRINCIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS) All program completers, 2008-09	155		153	99		
522 -PRINCIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS) All program completers, 2007-08	163		161	99		
522 -PRINCIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS) All program completers, 2006-07	164		164	100		
081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	31		31	100		
081 -SOCIAL STUDIES: CONTENT						

KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	30		27	90		
081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	34		31	91		
191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	6					
191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	9					
191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	7					
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	306	292	95	
All program completers, 2007-08	311	296	95	
All program completers, 2006-07	290	285	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.

The semester following their admission to the teacher education program, candidates are required to take the course "Educational Technology for Teaching and Learning." In subsequent semesters they are required to use technology in their teacher education courses. During student teaching, candidates are required to use technology to teach and to collect, manage, and analyze data and report the results in their student teaching portfolio.

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 candidates receive instruction in working with limited English proficient students and special needs students, including participation on an individualized education plan team. They are required to have at least one clinical experience with special needs students. During student teaching candidates are required to address the needs of special students and report their results in the student teaching portfolio.

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.

At Kansas State University special education is not an initial teacher preparation program. It requires graduate work and is an endorsement to an initial teaching license.

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.

See the following Web site http://www.coe.ksu.edu/. Click on KSDE/NCATE Accreditation Site to see the complete explanation of the Kansas State University College of Education Program and relevant assessments. The password for the site is gocats. Also attached are the NCATE accreditation letter announcing the continuing accreditation of the teacher education program, the NCATE action report, and the Kansas State Department of Education accreditation approval.

Supporting Files

NCATE Accreditation Letter

NCATE Accreditation Action Report

KSDE Accreditation Letter

Kansas State University
Traditional Program
2008-09

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