Title II
Higher Education Act

SUBMIT REPORTS

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University of Kansas
Traditional Program
2008-09

Print Report Card

Program Information

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

Address: 1122 West Campus Rd
Joseph R Pearson Hall
Lawrence, KS, 66045

Contact Name: Dr. Sally Roberts
Phone: 785-864-0553
Email: slroberts@ku.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	Yes
Fee/Payment	No	No

Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	No
Experience in a classroom or working with children	No	No
Minimum number of courses/credites/semester hours completed	Yes	Yes
Minimum high school GPA	No	No
Minimum undergraduate GPA	Yes	Yes
Minimum GPA in content area coursework	No	Yes
Minimum GPA in professional education coursework	No	No
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum GRE score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	No
Minimum Miller Analogies test score	No	No
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	Yes
Interview	No	No
Resume	No	No
Bechelor's degree or higher	No	Yes
Job offer from school/district	No	No
Personality test (e.g.,Myers-Briggs Assessment)	No	No
Other (specify:)	No	No

Provide a link to your website where additional information about admissions requirements can be found:
http://soe.ku.edu/admissions/

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:

Applicant's essays are read individually by two faculty using a scoring rubric. Separation of greater than two numbers on a 4 point Likert scale require a third reader. A numeric rating is also provided for prior experience with children and youth, experience with diverse populations or applicant diversity, and letters of recommendation. These numeric ratings are entered into a data base and statistical analysis procedures provide a weighted score across all elements. Applicants for each program are then ranked by order of score. Four of our programs--elementary, unified early childhood, and secondary English and social studies--have a capped number of applicants accepted. Middle and secondary math, middle and secondary science,

and foreign language programs accept all qualified applicants.

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:	676
Unduplicated number of males enrolled in 2008-09:	189
Unduplicated number of females enrolled in 2008-09:	487

2008-09	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	15
Race	
American Indian or Alaska Native:	2
Asian:	18
Black or African American:	15
Native Hawaiian or Other Pacific Islander:	0
White:	563
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	42
Average number of clock hours required for student teaching	760
Number of full-time equivalent faculty in supervised clinical experience during this academic year	17
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	330
Number of students in supervised clinical experience during this academic year	160

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

Our unified early childhood, elementary, and secondary initial licensure programs student teach for an entire year (5th or professional year) in two or three separate placements. This accounts for the large number of IHE and PreK-12 staff listed above.

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	146	148
ART	2	6	8
BIOLOGY	5	3	5
CHEMISTRY	1	2	0
CHINESE	1	1	1
ELEMENTARY	37	49	44
EARLY CHILDHOOD UNIFIED	25	12	4
EARTH & SPACE SCIENCE	1	2	0
ENGLISH & LANGUAGE ARTS	11	12	12
FRENCH	3	4	5
GERMAN	0	1	1
HISTORY & GOVERNMENT	13	10	20
JAPANESE	0	2	0
JOURNALISM	1	0	0
LATIN	0	1	0
MATHEMATICS	17	10	9
MUSIC	15	15	16
PHYSICAL EDUCATION	10	12	12
PHYSICS	0	1	2
SCIENCE	1	1	1
SPANISH	8	1	7
SPEECH/THEATRE	0	1	1

Section I.e Program Completers

Provide the total number of initial teacher certification preparation program completers in each of the following academic years:

2008-09: 166

2007-08: 154

2006-07: 156

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:** 2009-10 **Goal:** Increase by 10% **Goal met?** No **Description of strategies used to achieve goal:** We are a replication site for the UTeach math and science teacher education program. We submitted and the state approved our innovative UKanTeach program for licensing secondary math teachers. We anticipate, based on the current enrollment in the Step 1 and Step 2 UKanTeach courses that our numbers of licensed teachers in secondary math will increase significantly. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** NA
Science	**Academic year:** 2009-10 **Goal:** Increase by 10% **Goal met?** No **Description of strategies used to achieve goal:** We are a replication site for the UTeach math and science teacher education program. We submitted and the state approved our innovative UKanTeach program for licensing secondary math teachers. We anticipate, based on the current enrollment in the Step 1 and Step 2 UKanTeach courses that our numbers of licensed teachers in secondary physics, chemistry, biology, and earth science will increase significantly. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** NA
Special education	**Academic year:** 2009-10 **Goal:** NA

	Goal met? No **Description of strategies used to achieve goal:** The state of Kansas does not license special educators at the initial level. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**
Instruction of limited English proficient students	**Academic year:** 2009-10 **Goal:** Increase by 10% **Goal met?** **Description of strategies used to achieve goal:** We have made our ESOL (English for Speakers of Other Languages) endorsement courses much more accessible for our students getting an initial teaching license. This will allow more students to complete the coursework at the same time they are completing their initial license. Thus, many more students will opt to complete the ESOL endorsement in conjunction with their initial license. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** NA
Other	**Academic year:** **Goal:** **Goal met?** **Description of strategies used to achieve goal:** **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**

Provide any additional comments, exceptions and explanations below:

Section II. Assurances

Please indicate whether your institution is in compliance with the following assurances.

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.
Yes

Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.
Yes

Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.

NA

General education teachers receive training in providing instruction to children with disabilities.
Yes

General education teachers receive training in providing instruction to limited English proficient students.
Yes

General education teachers receive training in providing instruction to children from low-income families.
Yes

Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.
Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

We have made the coursework necessary for the added special education endorsement much more accessible to our students getting an initial teaching license. This has allowed more students to complete the coursework at the same time they are finishing their initial license. Thus, many more students have opted to complete the added endorsement in conjunction with their initial license, at least at the provisional level (individuals can teach special education students in Kansas with a provisional endorsement). We allow the prosepective teachers who have completed the required provisional coursework to either blend (in same classroom) or split (in another school) their second student teaching placement. This means that they are assigned a fully certified general education teacher and fully endorsed special education teacher and student teach with both.

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, 2008-09	3					
133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	6					
133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	8					
235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	5					
235 -BIOLOGY CONTENT						

KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	2					
235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	7					
245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1					
245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	3					
571 -EARTH SCIENCE CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1					
571 -EARTH SCIENCE CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	2					
021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2008-09	23		22	96		
021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2007-08	9					
011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2008-09	36		36	100		
011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2007-08	49		49	100		
011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2006-07	46		46	100		
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS)	14		13	93		

All program completers, 2008-09						
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	14		14	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, 2008-09	2					
173 -FRENCH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	5					
173 -FRENCH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	5					
181 -GERMAN CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	2					
181 -GERMAN CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	1					
550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	6					
550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2007-08	13		12	92		
061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	12		12	100		
061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	7					
061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS)	9					

All program completers, 2006-07						
049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2008-09	1					
049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2006-07	1					
069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	5					
069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2007-08	5					
069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2006-07	1					
439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2008-09	2					
439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2007-08	2					
439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2006-07	1					
113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	18		18	100		
113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	13		13	100		
113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	19		19	100		
091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	12		12	100		
091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS)	15		14	93		

All program completers, 2007-08						
091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	12		12	100		
265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1					
265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1					
265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	2					
523 -PRINCIPLES LEARNING & TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2008-09	9					
523 -PRINCIPLES LEARNING & TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2007-08	7					
523 -PRINCIPLES LEARNING & TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2006-07	4					
524 -PRINCIPLES LEARNING & TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2008-09	91		90	99		
524 -PRINCIPLES LEARNING & TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2007-08	85		84	99		
524 -PRINCIPLES LEARNING & TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2006-07	102		102	100		
521 -PRINCIPLES LEARNING & TEACHING ERLY CHLD Educational Testing Service (ETS) All program completers, 2008-09	23		23	100		
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	37		36	97		
522 -PRINCIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS) All program completers, 2007-08	49		49	100		
522 -PRINCIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS) All program completers, 2006-07	47		47	100		
081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	16		13	81		
081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	12		12	100		
081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	19		19	100		
191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	7					
191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	2					
191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	7					
220 -SPEECH COMMUNICATION Educational Testing Service (ETS) All program completers, 2007-08	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	161	153	95	
All program completers, 2007-08	151	149	99	
All program completers, 2006-07	153	152	99	

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.

All of our teacher candidates take a Educational Computer methods course during their preparation program. Integrating technology into classroom instruction means more than teaching basic skills and

software programs in a separate computer class. Our technology training incorporates the key components of learning—active engagement with hardware and software, participation in group and individual projects, frequent interaction and feedback, and making a connection to real-world application. Our teacher candidates are taught to use technology to enhance their students' learning opportunities, reach different types of learners, and assess and analyze student understanding by multiple means. The state requires that all candidates complete and pass the Kansas Performance Teaching Portfolio (KPTP) during their student teaching. As a part of this culminating experience, each candidate must provide evidence that he/she incorporated technology to enhance student learning, and gather and analyze preassessment, formative, and summative student data.

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**
  No

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 of our teacher candidates take two courses in instructional methodology for students with special needs during their preparation program. Within these courses candidates learn practices that will allow them to develop a class climate reflecting respect of both diversity and inclusiveness; to insure that all materials and activities are accessible by all students; use accessible instructional methods that address multiple learning modalities; encourage effective interactions between all students; use multiple and accessible assessment methods and tools and adjust instruction accordingly; and plan for accommodations and adaptations for students when the instructional design does not meet their needs. The state requires that all candidates complete and pass the Kansas Performance Teaching Portfolio (KPTP) during their student teaching. As a part of this culminating experience, each candidate must provide evidence that he/she can use each of these elements to address identified students with special needs including those with disabilities and students with limited English proficiency.

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.

Kansas does not have an initial teaching license in 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.

Supporting Files

University of Kansas
Traditional Program
2008-09

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Title II, Higher Education Act
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