AppendixC

Annual Institutional Questionnaire on Teacher Preparation: Academic Year: 2006-2007

Institution name:	TABOR COLLEGE
Address:	400 South Jefferson
City:	HILLSBORO
State:	KS
Zip code:	67063
Respondent name and Title:	Donna M. Bagley, Chair Education Department
Respondent phone number:	620-947-3121
Fax:	620-947-2607
Electronic mail address:	donnab@tabor.edu
Name of President/Chief Executive (or designee)	Dr. Jules Glanzer

Section II. Program information.

(A)Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your regular teacher preparation program during academic year 2006-2007, including all areas of specialization.

63	Total number of students enrolled during 2006-2007.
28	Total number of program completers 2006-2007.

Number of students in the alternate teacher preparation program at your institution:

Please specify the number of students in your alternate route teacher preparation program during academic year 2006-2007, including all areas of specialization. Do not include Transition to Teaching students who receive a stipend from the state grant.

0	Total number of students enrolled during 2006-2007.
0	Total number of program completers 2006-2007.

(B) Information about supervised student teaching

28	How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2006-2007?

Please provide the numbers of supervising faculty who were:

3.00	1. Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.
4.00	2. Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.
5.00	3. Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

12.00	Total number of supervising faculty for the teacher preparation program during (add: B1, B2, & B3).

2.33	The student/faculty ratio (divide the total # students by total supervising faculty).

40.00	The average number of hours per week required of student participation in supervised student teaching:
16.00	The total number of weeks of required supervised student teaching:
660.00	The total number of supervised student teaching hours required

Information about state approval or accreditation of teacher preparation programs:

n	Is your teacher preparation program currently approved or accredited by the state?
n	Is your teacher preparation program currently accredited by the National Council for the Accreditation of Teacher Education (NCATE)?
n	Is your institution currently accredited by the North Central Association of Colleges and Schools?
	Please list any additional accrediting sources:
	National Association of Schools of Music

An institution is designated as low-performing if the institution was “accredited with probation” between July 1, 2003 and July 1, 2006 by the Kansas State Board of Education

OR

An institution is designated as low-performing if the institution was “denied accreditation” after July 1, 2006 by the Kansas State Board of Education

o	Is your teacher preparation program currently under designation as “low-performing” by the state (as per section 208 (a) of the HEA of 1998)?

Section III. Contextual information.

Web link to Institution:	www.tabor.edu

2006-2007 Undergraduate Enrollment	Institution	Education Program
full-time students	478	63
part-time students	110	2

2006-2007 Graduate Enrollment	Institution	Education Program
full-time students	0	0
part-time students	4	0

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2006-2007 Admission Requirements.

admission to teacher education:

PHASE II: Admission to Teacher Education Program

Admission criteria for Phase II should be met no later than spring semester of a student's sophomore year so that students are eligible to enroll in 300- and/or 400-level education courses beginning first semester of their junior year.
1. A grade of "C" or above in ED 100 Introduction to Education.
2. Completion of two early Field Experiences (ED 110, ED 120, etc.) with satisfactory references from cooperating teachers. Students who receive unsatisfactory references from either of their two field-experiences may be required to repeat one or both of them prior to applying for full acceptance into Phase II.
3. Completion of PHASE II Application to the Teacher Education Program, along with a typed, double-spaced and paginated 250-300 word essay titled, "Why I Want to Teach." Each page should include a header with the applicant's name and date of submission. NO INCOMPLETE APPLICATIONS WILL BE ACCEPTED.

Name
Date

Why I Want To Teach

(Essay)

Sample of first page format:

4. A cumulative college grade point average (GPA) of 2.5 or above.
5. Meet Basic Skills requirements in writing, reading and math.
6. Faculty and Personal Recommendations (2)
7. Submit Portfolio prior to Teacher Education Committee approval

Applications and other requirements will be evaluated at a meeting of the Teacher Education Committee. The committee may make one of three decisions (list follows) concerning the student's application for admission to the program. Students will be notified by letter of the committee's decision.

• Full Status is granted when all Phase II requirements are met and the Teacher Education Committee has approved a student as a Teacher Education Program candidate.

• Provisional Status is granted for a deficiency or lack of completion for any one of the Phase II criteria and the Teacher Education Committee feels the deficiency is temporary or can be remediated. Students must be removed from provisional status by the end of the semester prior to clinical experience. Students should consult their advisor(s) to complete a Deficiency Plan which will be kept on file until the deficiency is removed.

• Non-admittance Status may be recommended if the Teacher Education Committee feels that admittance at this time is not in the best interest of the applicant or the children and young people the student might teach, or for a severe deficiency in one or more of the Phase II requirements. Students may re-apply at a later date.

admission to student teaching:

TO BE ADMITTED TO CLINICAL EXPERIENCE, CANDIDATES WILL...

1. Complete a Phase III Clinical Experience Application form by the first Friday in December of the year prior to the clinical experience. Applications are available in LOHR 19. Attached to the application must be a check or money order for $85 payable to Tabor College which serves as the deposit for the clinical experience fee. If an applicant is not approved for Student Teaching, the money order/check will be returned to the candidate. Candidates must also attach to their application a 250-300 word, typed essay in which they discuss experiences that have prepared them for the clinical experience. The essay should have a title and be paginated if it is more than one page. Each page should also include a header with the applicant's name and date. NO LATE OR INCOMPLETE APPLICATIONS WILL BE RECEIVED.

Name
Date

How Tabor College Teacher Education Has Prepared Me
for a Clinical Experience

(Essay)

Sample of first page format:

2. Submit the name of Departmental Academic Advisor or Department Chair for departmental recommendation for clinical experience. The Department Chair and the Candidate's Academic Advisor should complete references.
3. Submit a name for a Faculty Reference from one additional faculty member (half time or more) outside of major department.
4. Have a cumulative college grade point average (GPA) of 2.5 or above.
5. Secure their advisor's assurance that the candidate will have completed all Professional Education Courses.
6. Secure advisor's assurance that the candidate will have completed all requirements in his/her area of teaching endorsement(s) prior to the beginning of the clinical-teaching semester.
7. Prior to an interview by the Teacher Education Committee, all candidates must be in good standing in all facets of Tabor Life.
8. Be interviewed by the Teacher Education Committee prior to their assignment of clinical teaching. Candidates will only be eligible for an interview after all references have been submitted, and they have met all other criteria. Candidates should bring their portfolios to the interview. Candidates should bring their completed Clinical Candidate Profile with them to the interview.

Once approved for student teaching, each candidate must provide the following:

1. Record of Meeting with Cooperating Teacher/s

The purpose of this form and meeting with the candidate's cooperating teacher is to ensure that the candidate and cooperating teacher will have common expectations of each other over the summer months and that necessary information will have been exchanged between the two. To complete this form the candidate must:

- Make an appointment to complete an one hour observation in the teacher's classroom
- Completed the bottom part of the form
- Give one copy to the cooperating teacher(s). If more than one cooperating teacher, please use the school copier to make a copy for additional cooperating teachers.
- Leave another copy with the building administrator
- Give a copy to the Education Office
- Keep the last copy for yourself. Put it in a safe place.

Over the Summer submit

2. Health (Physical) Form and TB Test. Form must be on file in the Education Office prior to August 1. Candidates will be removed or not allowed to begin clinical experience without proper documentation.

At our August meeting for Clinical Candidates

3. Proof of Liability Insurance. Candidates may purchase insurance from one of the following:

o KNEA (Kansas National Education Association) at an estimated cost of $15
o CEAI (Christian Educators Association International) at an estimated cost of $20
o Kansas Association of American Educators at an estimated cost of $25.

Candidates will be removed from clinical experience without proper documentation.

2006-2007 Program Completion Requirements.

Earned Bachelor's Degree GPA of 2.5 or higher Satisfactory completion of Candidate Portfolio Grade of C or higher in all content and professional education coursework Satisfactory completion of clinical experience.

During 2006-2007 was passing the state certification test required?	**PLT**	**CONTENT**
before student teaching	NO	NO
program completion	NO	NO
degree requirement	NO	NO
certification/licensure only	YES	YES

3.43	Average GPA of 2006-2007 cohorts.
23.85	Average ACT score of 2006-2007 cohorts.

23	Number of completers hired in their fields during their first year of eligibility.

6	Number of completers participating in the Kansas Performance Assessment?
6	Number of completers passing the KPA?

Demographic Characteristics of Completer 2006-2007	Number
Male	5
Female	23
African American	0
American Indian	0
Asian	0
Hispanic	1
White	27
Other	0
Early ChildHood*	0
Elementary*	17
JR. High-Middle School*	0
Secondary*	6
PreK-12 Programs*	5
Special Education*	3
Total	31

*total number may be greater than total number of completers because of “multiple level” options

2007-2008 Undergraduate Enrollment	Institution	Education Program
full-time students	472	49
part-time students	102	0

2007-2008 Graduate Enrollment	Institution	Education Program
full-time students	0	0
part-time students	4	0

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2007-2008 Admission Requirements.

admission to teacher education:

PHASE II: Admission to Teacher Education Program

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admission to student teaching:

PHASE III: Clinical Experience (Student Teaching)

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3. Submit a name for a Faculty Reference from one additional faculty member (half time or more) outside of major department.
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2007-2008 Program Completion Requirements.

Satisfactorily complete Candidate Portfolio
Grade Point Average above 205
Satisfactorily complete clinical experience.
C- or better in all professional education and major coursework.

Will your institution require the state assessments for 2007-2008?	**PLT**	**CONTENT**
before student teaching	NO	NO
program completion	NO	NO
degree requirement	NO	NO
certification/licensure only	YES	YES

Demographic Characteristics Teacher Education Enrollment 2007-2008	Number Initial Program	Number Added Endorsement	Number Advanced Program
Male	13	1	
Female	35		
African American			
American Indian			
Asian			
Hispanic	1		
White	48		
Other			
Early ChildHood			
Early ChildHood Unified			
Elementary			
JR. High-Middle School			
English/Language Arts			
History comprehensive			
Math			
Science			
Secondary			
English/Language Arts	4		
Journalism			
Speech/Theatre			
History and Government	2		
Psychology			
Math	6		
Biology			
Chemistry	2		
Physics			
Earth Space Science			
Business			
Family and Consumer Science			

Demographic Characteristics Teacher Education Enrollment 2007-2008	Number Initial Program	Number Added Endorsement	Number Advanced Program
Agiculture			
Technology Education			
Communication Technology			
Power,Energy, Transportation Tech			
Production Technology			
K-12 Programs			
Art			
Foreign Language - French			
Foreign Language - German			
Foreign Language - Spanish			
Foreign Language - Other			
Music			
Vocal Music			
Instrumental Music			
Health		7	
Physical Education	7		
Special Education			
Adaptive		4	
Functional			
Gifted			
Deaf or Hard of Hearing			
Visually Imparied			
Reading Specialist			
ESOL			
Library Media Specialist			
School Counselor			
School Psychologist			
Leadership			
Program			
Building			
District			

NO	Do you have Professional Development School partnerships that help design, implement, and evaluate clinical experiences?
NO	Does your partnership agreement require teacher ed. faculty to work directly in the schools?

Distance education refers to courses delivered to off-campus locations via live or prerecorded video, or computer technologies. Distance education excludes courses conducted exclusively on campus, courses conducted by written correspondence, courses for which the instructor travels to an off-campus site to deliver instruction in person.

	Initial Program	Added Endorsement	Advanced Program	Other does not lead to licensure
Number of distance Learning courses offered	0	0	0	0
Total Enrollments in distance learning courses	0	0	0	0
List Names of distance learning programs	None	None	None	Npne

Section IV. Response to Areas for Improvement

Date of Last Accreditation Visit:

3/12/2005 12:00:00 AM

Areas for Improvement for Accreditation:

Standard 2 was not met. In focus visit in 2007 Standard was found met. Candidates are not exposed to diverse faculty. Beginning fall of 2008 all candidates will take at least one course from a diverse faculty member who will be teaching the required mathematics class. Faculty do not engage in systematic inquiry in teacher education. Department chair has encouraged all faculty to engage in inquiry. The unit does not have sufficient support staff. A new Teacher Education Coordinator was hired and the position was elevated in rank.

Areas for Improvement for Programs:

Health & PE added additional coursework in the area of prekindergarten children. Mathematics program includes Tabor College clinical experience evaluation tool.

Changes to Programs (content and/or pedagogy curriculum) based on continuous improvement:

Health & PE added additional coursework in the area of prekindergarten children. Mathematics program includes Tabor College clinical experience evaluation tool.

Section V. Optional Information

Please use this space to provide additional information:

Mission

Teacher Education Vision

Notable Features and Accomplishments

Education Faculty Member, Joanne Loewen received the Clarence Hiebert Excellence in Teaching Award.