AppendixC

Annual Institutional Questionnaire on Teacher Preparation: Academic Year: 2007-2008

Institution name:	PITTSBURG STATE UNIVERSITY
Address:	1701 South Broadway
City:	PITTSBURG
State:	KS
Zip code:	66762
Respondent name and Title:	Rozanne Sparks, Director of Teacher Education
Respondent phone number:	620235-4488
Fax:	620-235-4421
Electronic mail address:	rsparks@pittstate.edu
Name of President/Chief Executive (or designee)	Dr. Tom Bryant

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 2007-2008, including all areas of specialization.

1078	Total number of students enrolled during 2007-2008.
214	Total number of program completers 2007-2008.

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 2007-2008, including all areas of specialization. Do not include Transition to Teaching students who receive a stipend from the state grant.

105	Total number of students enrolled during 2007-2008.
30	Total number of program completers 2007-2008.

(B) Information about supervised student teaching

244	How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2007-2008?

Please provide the numbers of supervising faculty who were:

40.00	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.
32.00	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.
4.00	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.

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

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

35.00	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:
560.00	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:

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.pittstate.edu

2007-2008 Undergraduate Enrollment	Institution	Education Program
full-time students	5250	1078
part-time students	496	214

2007-2008 Graduate Enrollment	Institution	Education Program
full-time students	375	63
part-time students	738	350

Teacher Preparation Programs – List approved programs for 2007-2008.

Initial	Advanced	Added Endorsement	Subject Number	Subject Name
o	n	n	71989	ADAPTIVE SPECIAL EDUCATION
n	o	n	70201	ART
n	o	n	71311	BIOLOGY
o	n	n	73010	BUILDING LEADERSHIP
n	o	n	71321	CHEMISTRY
n	o	n	71083	COMMUNICATION TECHNOLOGY
o	n	n	73006	DISTRICT LEADERSHIP
n	o	n	71800	EARLY - LATE CHILDHOOD GENERALIST
n	o	n	76089	EARLY CHILDHOOD UNIFIED
n	o	n	71381	EARTH AND SPACE SCIENCE
o	n	n	70591	ENGLISH FOR SPEAKERS OF OTHER LANGUAGES
n	o	n	70501	ENGLISH LANGUAGE ARTS
n	o	n	70901	FAMILY AND CONSUMER SCIENCE
n	o	n	70601	FRENCH
o	n	n	71990	FUNCTIONAL SPECIAL EDUCATION
n	o	n	71599	HISTORY AND GOVERNMENT
n	o	n	71592	HISTORY COMPREHENSIVE
n	o	n	71211	INSTRUMENTAL MUSIC
o	n	n	72024	LIBRARY MEDIA
n	o	n	71121	MATHEMATICS
n	o	n	71287	MUSIC
n	o	n	70801	PHYSICAL EDUCATION
n	o	n	71331	PHYSICS
n	o	n	71084	POWER, ENERGY, TRANSPORTATION TECHNOLOGY
n	o	n	71085	PRODUCTION TECHNOLOGY
n	o	n	71581	PSYCHOLOGY
o	n	n	70541	READING SPECIALIST
o	n	n	72004	SCHOOL COUNSELOR
o	n	n	71901	SCHOOL PSYCHOLOGIST
n	o	n	71341	SCIENCE
n	o	n	70641	SPANISH
n	o	n	70551	SPEECH/THEATRE
n	o	n	71082	TECHNOLOGY EDUCATION
n	o	n	71221	VOCAL MUSIC

2007-2008 Admission Requirements.

admission to teacher education:

1. Complete the Admission Application
2. Be recommended for Teacher Education by advisor and three instructors
3. Pass PPST: Reading = 173, Writing = 172, Math = 172 OR C-Base: All 235, OR ACT = 24 OR SAT = 1040
4. Successfully Complete CURIN 261 Explorations in Education
5. Complete Common Core of General Education courses with a 2.75 GPA (Elem)
6. Earn a "C" or better in ENGL 101 & 299, COMM 207, MATH 113 or higher (Sec)
7. Secondary: Cum GPA = 2.50
8. Elementary: Complete Electronic Portfolio requirement
9. Signed Attestation Form

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admission to student teaching:

ELEMENTARY:
1. Admission to Teacher Education
2. Academic Standards:
a. Cum GPA = 2.80
b. In-Major GPA = 3.00, no grade lower than "C"
c. Completion of 50 hours program classes
d. Completion of a minimum of 100 credit hours
e. 2.00 GPA in English/Lit, Social Sciences, Math/Science
f. Grade of "C" or higher in: Dev Psych and Educ Psych
g. Complete Clinical Experience
h. Complete MATH 304 Math for Educ II
i. At least six hours of resident credit at PSU
3. Complete Diversity Projects in PSYCH 357 and SSLS 510
4. Complete Components of the Electronic Portfolio
5. Signed Attestation Form
6. Approval of Department of Curriculum & Instruction

PK-12/SECONDARY:
1. Admission to Teacher Education
2. Academic Atandards:
a. Cum GPA = 2.50
b. In-major GPA = 2.75
c. "C" or higher in Dev Psych and "B" or higher in Educ Psych
d. GPA of 3.00 in 15 hours of Prof Educ courses with no grade lower than "C"
1. Explorations in Education
2. Overview of Exceptional Students
3. Educational Psychology (B or higher)
4. Middle and Secondary Reading
5. Techniques of Teaching
e. Complete minimum of 95 cum hours and 30 in-major hours
f. At least six hours of resident credit at PSU
3. Complete Diversity Projects in PSYCH 357 and SSLS 510
4. Signed Attestation Form
5. Approval of Major Academic Department

2007-2008 Program Completion Requirements.

1. Successfully complete all subject matter content courses
2. Successfully complete the professional semester
3. Comulative GPA of 2.50 (sec) or 2.80 (elem)
4. In-major GPA of 3.00 (elem) and 2.75 (sec)
5. Positive recommendations from cooperating teacher(s) and supervisors

During 2007-2008 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

3.45	Average GPA of 2007-2008 cohorts.
21.40	Average ACT score of 2007-2008 cohorts.

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

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

Demographic Characteristics of Completer 2007-2008	**Number**
Male	60
Female	158
African American	2
American Indian	5
Asian	1
Hispanic	5
White	205
Other	0
Early ChildHood*	5
Elementary*	113
JR. High-Middle School*	9
Secondary*	58
PreK-12 Programs*	49
Special Education*	3
Total *total number may be greater than total number of completers because of “multiple level” options	237

2008-2009 Undergraduate Enrollment	Institution	Education Program
full-time students	5501	822
part-time students	362	134

2008-2009 Graduate Enrollment	Institution	Education Program
full-time students	372	18
part-time students	892	334

Teacher Preparation Programs – List approved programs for 2008-2009.

Initial	Advanced	Added Endorsement	Subject Number	Subject Name
o	n	n	71989	ADAPTIVE SPECIAL EDUCATION
n	o	n	70201	ART
n	o	n	71311	BIOLOGY
o	n	n	73010	BUILDING LEADERSHIP
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d. Completion of a minimum of 100 credit hours
e. 2.00 GPA in English/Lit, Social Sciences, Math/Science
f. Grade of "C" or higher in: Dev Psych and Educ Psych
g. Complete Clinical Experience
h. Complete MATH 304 Math for Educ II
i. At least six hours of resident credit at PSU
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1. Explorations in Education
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4. In-major GPA of 3.00 (elem) and 2.75 (sec)
5. Positive recommendations from cooperating teacher(s) and supervisors

Will your institution require the state assessments for 2008-2009?	**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 2008-2009	Number Initial Program	Number Added Endorsement	Number Advanced Program
Male	318		117
Female	638		235
African American	12		4
American Indian	24		3
Asian	4		4
Hispanic	16		6
White	895		333
Other	5		2
Early ChildHood			10
Early ChildHood Unified	16		
Elementary	403		
JR. High-Middle School	11		
English/Language Arts	1		
History comprehensive			
Math	8	4	
Science	2	15	
Secondary	305		
English/Language Arts	45		
Journalism			
Speech/Theatre	10		
History and Government	82		
Psychology	23		
Math	52		
Biology	22		
Chemistry	7		
Physics	3		
Earth Space Science		5	
Business			
Family and Consumer Science	30		

Demographic Characteristics Teacher Education Enrollment 2008-2009	Number Initial Program	Number Added Endorsement	Number Advanced Program
Agiculture			
Technology Education	31	2	
Communication Technology	31	2	
Power,Energy, Transportation Tech	31	2	
Production Technology	31	2	
K-12 Programs	232		
Art	19		
Foreign Language - French	2		
Foreign Language - German			
Foreign Language - Spanish	13		
Foreign Language - Other			
Music	57		
Vocal Music	57		
Instrumental Music	57		
Health			
Physical Education	141		
Special Education	15		78
Adaptive	15		14
Functional			52
Gifted			
Deaf or Hard of Hearing			
Visually Imparied			
Reading Specialist			30
ESOL	15		25
Library Media Specialist			71
School Counselor			25
School Psychologist			7
Leadership			106
Program			
Building			100
District			6

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	12	0	71	0
Total Enrollments in distance learning courses	167	0	1065	0
List Names of distance learning programs	No programs, just classes	No program	Library Media Specialist	No programs

Section IV. Response to Areas for Improvement

Date of Last Accreditation Visit:

11/10/2004 12:00:00 AM

Areas for Improvement for Accreditation:

Standard 3: Field Experiences and Clinical Practice

Area for Improvement
Not all content areas require adequate field experiences for secondary candidates prior to the professional semester.

Rationale: While the unit requires field experiences for elementary candidates in the year prior to the Professional Semester, there is no such requirement for all secondary candidates. Secondary candidates provided feedback indicating they felt they had limited opportunities for field experiences to better prepare them to student teach.

Response: PK-12 Secondary programs have added field experiences in a variety of ways. Math, Biology/Chemistry/Physics, English, and Spanish/French have added a field experience component (extra one-credit hour) to their Techniques for Teaching class. Technology education candidates work with area middle school and elementary schools in planning, producing, and presenting the process and product of their work. Other programs have added an additional 33 clock hours of field experience by requiring their candidates to take an additional Clinical Experience.

Standard 4: Diversity

Area of Improvement
Faculty does not represent sufficient cultural diversity.

Rationale: Although an effort has been made to recruit faculty from diverse background, little progress has been made.

Response: An African/American woman has been added to the Curriculum and Instruction faculty as an Assistant Professor. She teaches all Early/Late Childhood Education candidates for their reading methods/practicum class, and all PK-12/Secondary majors during the professional semester when she presents about working with a diverse population of students. There is a major focus on hiring additional minority faculty.

Areas for Improvement for Programs:

Areas for Improvement for Programs:

Early Childhood: A plan to develop an assessment system was provided. However, at this time no assessment system was evident to the reviewers.

Response: This program is no longer in operation.

History Comprehensive (I, 5-8): The performance data lacked sufficient validation documentation.

Response: This area will be addressed with the new KSDE assessment requirement.

History & Government (I, 6-12): (1) Clear and specific coursework that is required is not clearly aligned with all the standards. Sometimes a course was cited as meeting the standard but it is not a required course. (2) It is not always clear how students complete performance measures and how that performance is evaluated.

Response: These areas will be addressed with the new KSDE assessment requirement.

Psychology (I, 6-12): Examples of non-exam candidate performance need clearer descriptions.

Response: This area will be addressed with the new KSDE assessment requirement.

Earth & Space Science (I, 6-12) and Physics (I, 6-12): (1) The program needs to consider a greater variety of multiple assessments that can be used to measure candidate performance in earth and space science. (2) The collection of performance data for specific earth and space science assessments has not been identified.

Response: These areas will be addressed with the new KSDE assessment requirement.

Family & Consumer Science (I, 6-12)?1) Identify courses that require candidates to demonstrate an understanding of the major concepts, theoretical views, scientific principles, resources, and skills for all 11 areas specified in the first standard. (2) Identify courses that require candidates to demonstrate an understanding of the cultural well-being of individuals, families and communities. (3) Show evidence that candidates understand how technology enhances the functioning and productivity of individuals and families. (4) Show evidence that performance assessment data relate to the standards, and that data are used/will be used for continuous improvements for the specific standards.

Response: These areas will be addressed with the new KSDE assessment requirement.

Technology Education, Communications Technology, Power, Energy, Transportation Technology, and Production Technology (I, 6-12): Although not a formal weakness, it would be useful to report assessment data by technology major area rather than including all data in the general area of technology.

Response: This area will be addressed with the new KSDE assessment requirement.

Art (I, PK-12): Stronger evidence of the use of current technologies such as computer generated art production.

Response: All Art teacher candidates are now required to take a course in current technologies.

Physical Education (I, PK-12): Dance, rhythms, and tumbling (skill, knowledge, progressions, integration, etc.) and attitude/disposition toward them, are all addressed as part of one course.

Response: This area will be addressed with the new KSDE assessment requirement.

Building Leadership (A, Pk-12): (1) The assessment plan provides insufficient evidence of systemic data collection for the building leadership program. (2) Insufficient evidence is found to support data being used to determine status of candidates as they progress through the program.

Response: A process for determining student progress has been implemented.

District Leadership (A, PK-12): (1) The assessment plan is narrow in scope and provides insufficient evidence of systemic collection for the district leadership program. (2) Insufficient evidence is found to support data being used to determine status of candidates. (3) There is no assurance that candidates for district leadership will be competent in special education administration.

Response: A process for determining student progress has been implemented.

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

All teacher education programs have developed rubrics, collected data, and are reflecting upon results from the data. New assessments have been developed and faculty are communicating on how effective the changes are.

The College of Education is actively working to ease the teacher shortage in Kansas in the areas of science and special education. Grants from the Kansas Board of Regents have been received to increase the number of highly qualified middle school science teachers, and expand the restricted (alternative) licensure program that was started in Kansas City. An innovative program for training entry-level special education (adaptive) was approved by KSDE and the program started August 2008. There are 30 people in the program with six of them teaching in special education classrooms in the KCK area and in southeast Kansas.

Section V. Optional Information

Please use this space to provide additional information:

Mission

Mission – Institution

Pittsburg State University, a comprehensive regional university, provides undergraduate and graduate programs and services to the citizens of southeast Kansas, but also to others who seek the benefits offered. This is accomplished by the unique combination of academic programs in arts and science, business, education, and technology. The university is equally committed to fulfilling its statewide mission in technology and economic development by facilitating partnerships with secondary and postsecondary educational institutions, businesses, and industry.

The university supports an organizational and interpersonal structure, which actively encourages individuals to achieve their potential. The university provides programs and services that create opportunities for students and other individuals to develop intellectually, ethically, aesthetically, emotionally, socially, and physically. The university provides intellectual leadership and multicultural experiences, which contribute to the preservation of the heritage of the region and the enhancement of its inhabitants. Finally, the university recognizes the world as interdependent and, thus, seeks to promote a broad and interactive international perspective.

Mission – College of Education
The mission of the College of Education is to prepare competent, committed, caring professionals, provide service to the various communities of which we are a part, and expand the body of knowledge through research and dissemination activities.

Teacher Education Vision

Teacher Education Vision

The vision for the college is defined by the shared beliefs of its faculty. Those beliefs include a commitment to scholarship, as a means of maintaining program vitality and to service, as a responsibility to contribute to the betterment of the university, the profession and the community. But the greatest commitment we have is to teaching.

College faculty and staff are expected to serve as leaders in the university, the community, and in the various professions they represent. As technology dramatically impacts teaching and learning, we are committed to identifying and implementing appropriate applications of educational technology throughout the curriculum. We have a responsibility to prepare students for a rapidly changing world in which tools for communications, and information access, retrieval and processing are constantly evolving.

And finally, the college faculty understands that to best prepare our students with the knowledge and skills they need, we must expose the students to extensive, supervised clinical experiences. For them to gain the expertise required to be accomplished entry-level professionals, they need quality field experiences along side successful practitioners.

Notable Features and Accomplishments