Title II
Higher Education Act

SUBMIT REPORTS

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Emporia State University
Alternative, IHE-based Program
2008-09

Print Report Card

Program Information

Name of Institution: Emporia State University
Institution/Program Type: Alternative, IHE-based
Academic Year: 2008-09
State: Kansas

Address: The Teachers College Dean's Office
1200 Commercial St.
Emporia, KS, 66801

Contact Name: Dr. Phillip Bennett
Phone: 620-341-5367
Email: pbennett@emporia.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	NA	Yes
Fee/Payment	NA	Yes

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

Provide a link to your website where additional information about admissions requirements can be found:
http://www.emporia.edu/teach/altrouteprogram/

Indicate when students are formally admitted into your initial teacher certification program:
Postgraduate

Does your initial teacher certification program conditionally admit students? No

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

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:	12
Unduplicated number of males enrolled in 2008-09:	3
Unduplicated number of females enrolled in 2008-09:	9

2008-09	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	0
Race	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	1
Native Hawaiian or Other Pacific Islander:	0
White:	11
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	0
Average number of clock hours required for student teaching	7200
Number of full-time equivalent faculty in supervised clinical experience during this academic year	5
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	12
Number of students in supervised clinical experience during this academic year	9

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

Students possess the Restricted License from KSDE and are employed as full-time teachers at their schools (employment is required to receive the Restricted License. They are enrolled in a university internship course for both semesters of the academic and supervised by an onsite mentor as well as university supervisors (their faculty advisor and an adjunct faculty) who visit the intern onsite. The mentor and supervisors complete an Alternate Route Internship Asssessment composed of 50 indicators periodically over both semesters.

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/	Number certified/	Number certified/

	licensed 2008-09	licensed 2007-08	licensed 2006-07
TOTAL (all areas/subjects)	2	4	0
Biology 6-12	0	3	0
Business 6-12	1	1	0
English Language Arts 6-12	1	0	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: 2

2007-08: 4

2006-07: 0

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:** New program **Goal met?** **Description of strategies used to achieve goal:** The program is listed on the KSDE website for Alternate Route programs. In addition, Emporia State's Alternate Route website (http://www.emporia.edu/teach/altrouteprogram/)contains detailed information explaining the program, eligible content areas, curriculum, and costs. Finally, the program had a booth at a recruiting fair at the university's Metro Learning Center in Kansas City. We are seeing some "word of mouth" at work as well. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** Program administrator is plotting trends since the program is still new.

Science	**Academic year:** 2008-09 **Goal:** New program **Goal met?** **Description of strategies used to achieve goal:** The program is listed on the KSDE website for Alternate Route programs. In addition, Emporia State's Alternate Route website (http://www.emporia.edu/teach/altrouteprogram/)contains detailed information explaining the program, eligible content areas, curriculum, and costs. Finally, the program had a booth at a recruiting fair at the university's Metro Learning Center in Kansas City. We are seeing some "word of mouth" at work as well. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** Program administrator is plotting trends since the program is still new.
Special education	**Academic year:** **Goal:** **Goal met?** **Description of strategies used to achieve goal:** No initial program in Special Education. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**
Instruction of limited English proficient students	**Academic year:** **Goal:** **Goal met?** **Description of strategies used to achieve goal:** Instruction of limited English proficient students is not an initial program. **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:

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:

The most effective strategies are required online and onsite seminars and an online internship course where students learn about and address these issues.

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
235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1					
100 -BUSINESS EDUCATION Educational Testing Service (ETS)	1					

All program completers, 2008-09						
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1					
524 -PRINCIPLES LEARNING & TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2008-09	2					
524 -PRINCIPLES LEARNING & TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2007-08	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	2			
All program completers, 2007-08	1			

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
Other (specify: Higher Learning Commission)

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.

Students integrate technology into a course plan that they create in addition to completing a Teacher Work Sample where they learn how to collect, manage, and analyze data to improve teaching and learning. Students in the Alternate Route Program learn how to write measurable outcomes based on what the student will learn and are trained to assess students based on learning.

The universal design for learning is accomplished by providing flexibility in the ways information is presented through Blackboard online classes, seminars with links to view topics presented, along with training in an online program, LiveText, for submission of a Teacher Work Sample project. Alternate Route Interns do action research by collecting and analyzing data from a unit they teach where they've adapted the assignments for the variety of learners in their classroom. Interns receive training in a variety of instructional strategies including workshops on cooperative learning. Interns plan and implement a cooperative learning lesson, along with planning a variety of instructional methods to reach all learning styles. Topics discussed in an internship course include awareness to barriers such as unsupportive administrators, large class size, learning disorders, and dealing with parents who are not engaged in their child's learning. Classroom management is a seminar workshop that includes role playing and discussion on good versus poor management. One topic we need to deal with is poverty as that has not been addressed. Interns learn to provide appropriate accommodations for all students in a Survey of Exceptional Child course and applying brain based learning techniques during internship. By studying brain based learning, interns realize that all students can learn as long as they provide multiple ways for student learning. Overall, the universal design for learning is implemented quite well in the alternate route program.

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.

SD 550 Survey of Exceptionality is a required course for all education majors at Emporia State University. This course provides an introduction to each of the following exceptionalities: learning disabilities; attention deficit-hyperactivity disorder; emotional and behavior disorders; intellectual and developmental disabilities; speech and language disorders; deafness and hearing loss; visual impairments; autism spectrum disorders; physical and health disabilities; severe and multiple disabilities; gifted and talented. Specific information presented for each exceptionality includes: 1) etiology; 2) assessment; 3) characteristics; and 4) educational considerations. Additional topics include knowledge of inclusion, consultation and collaboration, legal issues, parent issues, materials and facilities, Response to Intervention or, as it is known in Kansas, Multi-Tier System of Supports, and multicultural issues. Activities which specifically provide training directly related to participation as a member of the IEP team consist of: 1) collaborative activities to create visual representations of the various components of the IEP; 2) collaborative activities to define the roles and responsibilities of the various members of an IEP team; and 3) participation in a simulated IEP meeting involving students assuming the roles of 13 members of the educational and other professional staff and the parents and their daughter who is being considered for placement in special education and the process for writing an IEP.

One unit of study within the course is devoted to Multicultural and Bilingual Perspectives. Within this unit the students learn how culture affects the learning process such as cognitive style (field independence and field sensitivity), and the effects of cultural dissonance. In addition they learn instructional methods commonly used with English Language Learners such as Bilingual Education, English as a Second Language and Sheltered English. Special emphasis is placed on the use of differentiated instruction for use with ELL students as well as those with disabilities. Activities which provide training in the aspects of cultural diversity include the students being required to write a Cultural Journey in which they must respond to a series of questions to understand their own cultural heritage as the first steps to understanding the diverse needs of the students in their classroom.

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.

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.

Emporia State University was established in 1863 as Kansas State Normal with the mission of preparing teachers for the state. Its current population is 6500 students. Emporia State University offers the Bachelor of Science in Education in Elementary Education and Secondary Education. The teacher licensure fields for Secondary Education include Art, Biology, Business Education, Chemistry, Earth and Space Science, English Language Arts, Foreign Language: French and Spanish, History and Government, Health Education, Journalism, Mathematics, Music, Physical Education, Physics, Psychology, and Speech/Theater. Middle school teaching fields include English Language Arts, History Comprehensive, Mathematics, and Science. The university offers a variety of graduate programs in education. The Master of Arts is offered in Teaching English to Speakers of Other Languages. The Master of Library Science also results in the endorsement as School Library Media Specialist. The Masters of Instructional Leadership is offered to teachers wanting to add the Teacher Leader endorsement to their license. The Master of Education in Teaching is offered to students in the Alternate Route program. The Master of Science degree is offered in Early Childhood Unified; Master Teacher (reading specialist and elementary subject matter); Curriculum and Instruction (curriculum leadership, effective practitioner, and National Board Certification); Instructional Design and Technology; Educational Administration; Reading; School Counseling; Special Education, Adaptive; Special Education, Gifted/Talented/Creative; and Physical Education. The Specialist in Education degree may be earned in School Psychology. Courses are offered on-campus, online, and at distance sites at Butler Community College, Olathe, Kansas City Kansas Community College, and the Metro Learning Center in Overland Park. The Alternate Route program starts its third year in the summer of 2010.

Supporting Files

Legacy of Excellence brochure

Emporia State University
Alternative, IHE-based Program
2008-09

Title II, Higher Education Act
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