# AppendixC

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

| | |
|---|---|
| Institution name: | BAKER UNIVERSITY |
| Address: | 8th and Grove, P.O. Box 65 |
| City: | BALDWIN CITY |
| State: | KS |
| Zip code: | 66006-0065 |
| Respondent name and Title: | Tonya Simms, Assistant Licensure Officer |
| Respondent phone number: | 785-594-4502 |
| Fax: | 785-594-8363 |
| Electronic mail address: | tonya.simms@bakeru.edu |
| Name of President/Chief Executive ( or designee) | Dr. Pat Long |

# 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.

| | |
|---|---|
| 158 | Total number of students enrolled during 2007-2008. |
| 24 | 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.

| | |
|---|---|
| 33 | Total number of students enrolled during 2007-2008. |
| 9 | Total number of program completers 2007-2008. |

(B) Information about supervised student teaching

| | |
|---|---|
| 24 | 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:

| | |
|---|---|
| 11.00 | 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. |
| 0.00 | 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. |
| 1.00 | 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). |

| | |
|---|---|
| 2.00 | 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: |
| 15.00 | The total number of weeks of required supervised student teaching: |
| 525.00 | 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.bakeru.edu |

| 2007-2008 Undergraduate Enrollment | Institution | Education Program |
|---|---|---|
| full-time students | 1098 | 158 |
| part-time students | 939 | 0 |

| 2007-2008 Graduate Enrollment | Institution | Education Program |
|---|---|---|
| full-time students | 291 | 1000 |
| part-time students | 1631 | 14 |

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

| Initial | Advanced | Added Endorsement | Subject Number | Subject Name |
|---|---|---|---|---|
| o | n | o | 71989 | ADAPTIVE SPECIAL EDUCATION |
| n | o | n | 70201 | ART |
| n | o | n | 71311 | BIOLOGY |
| o | n | o | 73010 | BUILDING LEADERSHIP |
| n | o | n | 70399 | BUSINESS |
| n | o | n | 71321 | CHEMISTRY |
| o | n | o | 73006 | DISTRICT LEADERSHIP |
| n | o | n | 71800 | EARLY - LATE CHILDHOOD GENERALIST |
| n | o | n | 70501 | ENGLISH LANGUAGE ARTS |
| n | o | n | 70601 | FRENCH |
| n | o | n | 70611 | GERMAN |
| n | o | n | 70802 | HEALTH |
| n | o | n | 71599 | HISTORY AND GOVERNMENT |
| n | o | n | 71211 | INSTRUMENTAL MUSIC |
| n | o | n | 70521 | JOURNALISM |
| n | o | n | 71121 | MATHEMATICS |
| n | o | n | 71287 | MUSIC |
| n | o | n | 70801 | PHYSICAL EDUCATION |
| n | o | n | 71331 | PHYSICS |
| o | o | n | 71581 | PSYCHOLOGY |
| n | o | n | 71341 | SCIENCE |
| n | o | n | 70641 | SPANISH |
| n | o | n | 70551 | SPEECH/THEATRE |
| n | o | n | 71221 | VOCAL MUSIC |

2007-2008 Admission Requirements.

admission to teacher education:

Students will be admitted to the teacher education program and be declared "Provisional Candidates" when they satisfy all of the following criteria. Student must:

1. Make application to the teacher education program;

2. Possess a composite average > 3.0 on the Professional Skills Surveys;

3. a. Possess a cumulative GPA > 2.5 for all professional and required content area courses, and

b. Have a cumulative GPA > 2.4 for all college credit from any campus; and

4. Pass two of the three parts of the C-BASE or PPST.

Please note that the PLT assessment is not required to become a teacher edcuation candidate. Provisional candidates should meet with a Department faculty member each semester for the purpose of developing a plan of action to correct deficiencies.

admission to student teaching:

Students approved for the professional semester must:

1. Possess a composite average > 3.5 (on a 5.0 scale) on the Professional Skills Survey;

2. a. Possess a cumulative GPA > 2.8 for all professional and required content area courses, and

b. Possess a cumulative GPA > 2.5 for all college credit from any campus; and

3. Pass all three parts of the C-BASE or PPST.

4. Possess a grade of "C" or better in all required professional education course, required content area courses, and in the general education courses of ED 100, SC 115, MA 140, (or meet the University proficiency requirements), and LA 101, LA 102, and LA 301 (for transfer candidates). Students are instructed to take the PLT and Content Area Test during the student teaching semester. They must be successfully completed prior to licensure.

2007-2008 Program Completion Requirements.

Teacher education candidates will successfully complete the teacher education program if they received a "C" grade or better in student teaching, and maintain satisfactory marks on the following conditions that are identified for entry into student teaching:

1. Possess a composite average > 3.5 (on a 5.0 scale) on the Professional Skills Survey;

2. a. Possess a cumulative GPA > 2.8 for all professional and required content area courses, and

b. Possess a cumulative GPA > 2.5 for all college credit from any campus; and

3. Pass all three parts of the C-BASE or PPST.

4. Possess a grade of "C" or better in all required professional education course, required content area courses, and in the general education courses of ED 100, SC 115, MA 140, (or meet the University proficiency requirements), and LA 101, LA 102, and LA 301 (for transfer candidates). Students are instructed to take the PLT and Content Area Test during the student teaching semester. They must be successfully completed prior to licensure.

| 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 |

| | |
|---|---|
| 3.49 | Average GPA of 2007-2008 cohorts. |
| 25.00 | Average ACT score of 2007-2008 cohorts. |

| | |
|---|---|
| 19 | 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 | 6 |
| Female | 18 |
| | |
| African American | 0 |
| American Indian | 0 |
| Asian | 0 |
| Hispanic | 1 |
| White | 23 |
| Other | 0 |
| | |
| Early ChildHood* | 0 |
| Elementary* | 9 |
| JR. High-Middle School* | 3 |
| Secondary* | 5 |
| PreK-12 Programs* | 7 |
| Special Education* | 0 |
| Total<br>*total number may be greater than total number of completers because of “multiple level” options | 24 |

| 2008-2009 Undergraduate Enrollment | Institution | Education Program |
|---|---|---|
| full-time students | 1107 | 159 |
| part-time students | 1042 | 0 |

| 2008-2009 Graduate Enrollment | Institution | Education Program |
|---|---|---|
| full-time students | 409 | 957 |
| part-time students | 1554 | 0 |

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

| Initial | Advanced | Added Endorsement | Subject Number | Subject Name |
|---|---|---|---|---|
| o | n | o | 71989 | ADAPTIVE SPECIAL EDUCATION |
| n | o | n | 70201 | ART |
| n | o | n | 71311 | BIOLOGY |
| o | n | o | 73010 | BUILDING LEADERSHIP |
| n | o | n | 70399 | BUSINESS |
| n | o | n | 71321 | CHEMISTRY |
| o | n | o | 73006 | DISTRICT LEADERSHIP |
| n | o | n | 71800 | EARLY - LATE CHILDHOOD GENERALIST |
| n | o | n | 70501 | ENGLISH LANGUAGE ARTS |
| n | o | n | 70601 | FRENCH |
| n | o | n | 70611 | GERMAN |
| n | o | n | 70802 | HEALTH |
| n | o | n | 71599 | HISTORY AND GOVERNMENT |
| n | o | n | 71211 | INSTRUMENTAL MUSIC |
| n | o | n | 70521 | JOURNALISM |
| n | o | n | 71121 | MATHEMATICS |
| n | o | n | 71287 | MUSIC |
| n | o | n | 70801 | PHYSICAL EDUCATION |
| n | o | n | 71331 | PHYSICS |
| o | o | n | 71581 | PSYCHOLOGY |
| n | o | n | 71341 | SCIENCE |
| n | o | n | 70641 | SPANISH |
| n | o | n | 70551 | SPEECH/THEATRE |
| n | o | n | 71221 | VOCAL MUSIC |

2008-2009 Admission Requirements.

admission to teacher education:

Admission to teacher education:

A student is considered a New Candidate in the teacher education program when ALL of the following criteria have been met.

1) Confirmed interest in admission to the program by making application
2) Successfully completed ED 100
3) Earned a score of 235 or higher on at least two out of three sections of the C-BASE or earned passing scores on at least two sections of the PPST

admission to student teaching:

A student is admitted into the professional semester when all of the following criteria have been met.

1) Earned scores of 235 on all required sections of the C-BASE or passing scores on all sections of the PPST
2) Earned a grade of C or above in all content area and professional courses as well as CO 115
3) Attained an overall cumulative GPA of 2.5
4) Attained a content area and professional GPA of 2.8
5) Attained a composite average of 3.5 on the Personal and Professional Skills Survey
6) Attained a composite average of 3.5 on Professional Development School evaluations
7) Approval from the Undergraduate Teacher Education Committee
8) Completion of 15 hours of community service
9) Completion of the requirements outlined in the Student Artifacts Notebook
10) Completion of at least 15 hours of credit from Baker University
11) Completion of an application to student teach
12) Completion of PY 111 and PY 243

2008-2009 Program Completion Requirements.

Teacher education candidates will successfully complete the teacher education program if all of the following criteria have been met.

1) Earned scores of 235 on all required sections of the C-BASE or passing scores on all sections of the PPST
2) Earned a grade of C or above in all content area and professional courses as well as CO 115
3) Attained an overall cumulative GPA of 2.5
4) Attained a content area and professional GPA of 2.8
5) Attained a composite average of 3.5 on the Personal and Professional Skills Survey
6) Attained a composite average of 3.5 on Professional Development School evaluations
7) Approval from the Undergraduate Teacher Education Committee
8) Completion of 15 hours of community service
9) Completion of the requirements outlined in the Student Artifacts Notebook
10) Completion of at least 15 hours of credit from Baker University
11) Completion of an application to student teach
12) Completion of PY 111 and PY 243
13) Earned a grade of “C” or better in student teaching
14) Graduated with a baccalaureate degree

| 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 | 50 | 18 | 242 |
| Female | 109 | 12 | 715 |
| | | | |
| African American | 9 | 2 | 35 |
| American Indian | | | 2 |
| Asian | 1 | | 2 |
| Hispanic | 4 | 2 | 18 |
| White | 144 | 25 | 828 |
| Other | 1 | | 72 |
| | | | |
| Early ChildHood | | | |
| Early ChildHood Unified | | | |
| Elementary | 60 | | |
| JR. High-Middle School | | | |
| English/Language Arts | 2 | | |
| History comprehensive | | | |
| Math | 3 | 1 | |
| Science | | 2 | |
| Secondary | | | |
| English/Language Arts | 9 | 3 | |
| Journalism | 6 | 1 | |
| Speech/Theatre | 3 | | |
| History and Government | 14 | 1 | |
| Psychology | | | |
| Math | 12 | | |
| Biology | 2 | 1 | |
| Chemistry | 2 | | |
| Physics | | 4 | |
| Earth Space Science | | | |
| Business | 4 | | |
| Family and Consumer Science | | | |

| Demographic Characteristics Teacher Education Enrollment 2008-2009 | Number Initial Program | Number Added Endorsement | Number Advanced Program |
|---|---|---|---|
| Agiculture | | | |
| Technology Education | | | |
| Communication Technology | | | |
| Power,Energy, Transportation Tech | | | |
| Production Technology | | | |
| K-12 Programs | | | |
| Art | 4 | | |
| Foreign Language - French | | | |
| Foreign Language - German | | | |
| Foreign Language - Spanish | | | |
| Foreign Language - Other | | | |
| Music | 6 | | |
| Vocal Music | 2 | | |
| Instrumental Music | 7 | | |
| Health | | 18 | |
| Physical Education | 19 | | |
| Special Education | | | |
| Adaptive | | | |
| Functional | | | |
| Gifted | | | |
| Deaf or Hard of Hearing | | | |
| Visually Imparied | | | |
| Reading Specialist | | | |
| ESOL | | | |
| Library Media Specialist | | | |
| School Counselor | | | |
| School Psychologist | | | |
| Leadership | | | |
| Program | | | 501 |
| Building | | | 366 |
| District | | | 90 |

| | |
|---|---|
| YES | 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 | 34 | 68 |
| Total Enrollments in distance learning courses | 0 | 0 | 559 | 862 |
| List Names of distance learning programs | N/A | N/A | MAED<br>MSSL | Continuing Education |

# Section IV. Response to Areas for Improvement

Date of Last Accreditation Visit:

11/5/2002 12:00:00 AM

Areas for Improvement for Accreditation:

In 2002 we were cited for the following area for improvement: (Advanced Preparation) The unit does not provide adequate opportunities for candidates to interact and work with a diverse facutly.

In the summer of 2006, Baker's School of Education hired two ethnically diverse graduate faculty members. The following summer (2007), another ethnicaly diverse graduate faculty member was hired.

Areas for Improvement for Programs:

N/A

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

TaskStream and Assessment Plan Data Analysis

1) Based on a review of the dispositions ratings of 2006-2007, it was discovered that two of the newer faculty members had not completed the dispositions training and the training of the other undergraduate faculty members was over 4 years old. Therefore, we decided to require that all faculty members complete training again. Inter-rater reliability was done and all faculty met the criteria.

2) As a result of analyzing lesson plan and unit plan data, the department realized that candidates' ability to provide relevant modification and extension activities was lower than their abilities in other areas. Therefore, on the basis of understanding the importance of modification and extension activities, especially as a means to provide differentiated instruction, we will stress this topic on all lesson plans and require all candidates in ED 367 who do not achieve at least basic proficiency on this section to redo and resubmit the lesson for evaluation.

3) Since assessment was rated lowest in several of our assignments (ED 343 Group Presentations, ED 367 Unit/Lesson Plans, ED 440/460 Developmental Portfolios and Baker Performance Assessment), the department faculty will be more intentional in threading this topic throughout the program. Instruction on diagnostic, formative, and summative assessment measures will be presented in earlier classes and it will no longer be the primary responsibility of ED 490 to provide information on and practice in creating assessments. The assessment curriculum will span the program and provide a sequence of assessment instruction. Also, Ed 490 was changed to ED 309 so that assessment could come earlier in a student's program.

4) Based on the analysis of the cooperating teachers' surveys and the fact that many of the surveys were not returned, the department members, with input from the Student Teacher Coordinator, decided to color code the different evaluation forms that cooperating teachers are asked to return. The Student Teacher Coordinator felt like this change would make it easier for busy cooperating teachers to differentiate between the different evaluation forms that are requested throughout the semester.

5) Data from the current technology requirements (electronic grade book, instructional PowerPoint, and web-based professional portfolio) suggest that candidates are performing well on these requirements; however faculty members felt that our technology plan needs to be updated. Therefore, professors in ED 362 and ED 490 added a "Building a Classroom Website" requirement into these courses.

6) Feedback from our Education Advisory Council resulted in several changes. Beginning teachers must understand Professional Learning Communities. In response to this suggestion, a faculty workshop focused on Professional Learning Communities. It was decided to include this topic within both the undergraduate and graduate curriculum. In addition, the Ed.D. program includes a course on Professional Learning Communities.

7) Preservice teachers need more instruction and experience with dealing with students of poverty. In response to this comment, interterm faculty agreed to use Ruby Payne's book, A Framework for Understanding Poverty as the text for the Diversity in Education interterm course.

8) The need for preservice teachers to receive instruction in ELL is growing. In response to this suggestion, department members added this course to the elementary education curriculum.

9) Since modifications and extension activities continue to be rated low in lesson planning data, the department will continue to stress this aspect of lesson planning and will continue to require students to redo inadequate work in this area. We noted that ED 242 students are not required to include this component in their initial plan writing for developmental purposes; in the future, the importance of this aspect of lesson planning will be emphasized even if it is not required at the beginning level of the program.

10) Since the Analysis of Classroom Learning Environment was a low area for both elementary and secondary candidates, this was emphasized in the new KTPT.

11) Based on the data, the reading level criterion in ED 345 Psychology of the Exceptional Child was emphasized. Hopefully all students will meet the accepted level of basic with this increased emphasis.

12) Teacher preparation programs must emphasize technology. EAC members specifically mentioned Smart Boards and Airliners. A Smart Board and Elmo were installed in the main education classroom in September 2008

# Section V. Optional Information

Please use this space to provide additional information:

**Mission**

The Mission of the School of Education is to develop exemplary educational leaders.

**Teacher Education Vision**

The School of Education Vision reflects the Mission statement and the belief that exemplary educational leaders must:

Advocate for, be committed to and care about all students in their learning successess;

Have a strong knowledge base and sense of beliefs and values supported by educational research and best practices;

Have the commitment, passion and skills to transfer knowledge, beliefs and values into policy and practice; and

Mantain an unremitting drive for improvement.

**Notable Features and Accomplishments**

The first 13 graduates of the EdD in Educational Leadership received their diplomas in May 2008.

Agreements with public school partners resulted in a new concurrent credit program.

Responsibility for the Continuing Education program for adult learners was transferred from the School of Professional and Graduate Studies to the School of Education.