Title II
Higher Education Act

SUBMIT REPORTS

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Pittsburg State University
Traditional Program
2008-09

Print Report Card

Program Information

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

Address: 1701 S. Broadway

Pittsburg, KS, 66762

Contact Name: Dr. Rozanne Sparks
Phone: 620-235-4488
Email: rsparks@pittstate.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	Yes

Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	No
Experience in a classroom or working with children	Yes	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	Yes	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	Yes
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:
www.pittstate.edu

Indicate when students are formally admitted into your initial teacher certification program:
Other When Admission Requirements are Completed

Does your initial teacher certification program conditionally admit students? No

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

Praxis I PPST or The College-Base are required basic skills tests; however, an ACT score of 24 or SAT score of 1040 may be substituted.

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:	1022
Unduplicated number of males enrolled in 2008-09:	343
Unduplicated number of females enrolled in 2008-09:	679

2008-09	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	0
Race	
American Indian or Alaska Native:	32
Asian:	5
Black or African American:	13
Native Hawaiian or Other Pacific Islander:	0
White:	910
Two or more races:	33

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	50
Average number of clock hours required for student teaching	560
Number of full-time equivalent faculty in supervised clinical experience during this academic year	33
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	672
Number of students in supervised clinical experience during this academic year	1230

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

Candidates in the elementary education program are required to complete more clock hours in early field experiences than are secondary/PK-12 candidates. However, all candidates have at least three experiences prior to student teaching.

Adjunct faculty listed includes PK-12 teachers who supervise student teachers, interns, pre-labs, and practicum experiences.

Students in supervised clinical experience during the academic year include candidates in all programs listed in the statement just prior to this statement.

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)	218	206	201
Art	5	5	3
Biology	10	7	5
Chemistry	0	2	0
Physics	1	0	0
English	6	9	7
Family and Consumer Science	12	8	6
French	0	1	0
Mathematics	6	8	10
Middle Level Math	3	2	7
Middle Level Social Studies	0	0	2
Music	6	8	4
Physical Education	25	28	19
Psychology	4	3	7
Spanish	0	2	2
History/Government	11	6	13
Speech Theatre	3	2	2
Technology	4	7	8
Elementary K-6	122	108	106

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: 244

2007-08: 211

2006-07: 209

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:** 2007-08 **Goal:** Keep # math majors as is **Goal met?** Yes **Description of strategies used to achieve goal:** The mathematics department increased their efforts for recruiting individuals interested in mathematics into the education program rather than for the BA in mathematics. They also publicized "Math Day" for area high school students which resulted in more interest in math education. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** The shortage of math teachers was emphasized in recruitment. The goal was met since the number of individuals majoring in math education increase by 33.3%.
Science	**Academic year:** 2007-08 **Goal:** Increase # of Phy Chem Mj **Goal met?** No **Description of strategies used to achieve goal:** The number of physics and chemistry majors did not increase. However, the number did not decrease. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** The departments need to increase their efforts to encourage more of their majors to seek the teacher education degree or licensure. Plans will be revisited to improve strategies for recruiting more majors.
Special education	**Academic year:** **Goal:** NA at Initial Level **Goal met?** **Description of strategies used to achieve goal:** **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**

Instruction of limited English proficient students	**Academic year:** 2007-08 **Goal:** Increase # in ESOL **Goal met?** Yes **Description of strategies used to achieve goal:** As with other programs for high need, our goal was to maintain the number of candidates minoring in ESOL. We actually had an increase of 37.5% **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** Publicizing the minor availability to PK-12 and secondary majors in addition to elementary education majors.
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.
Yes

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.
No

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:

All candidates are required to take a class for working with exceptional students. In addition, they attend sessions during the professional semester that covers topics for working with special needs and ELL students. They also have the option of completing a minor in ESOL or Special Education (to complete this minor, candidates must take additional courses at the Graduate level).

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	5					
133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	3					
235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	7					
235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	7					
235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	6					
245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	1					
011 -ELEM ED CURR INSTRUC ASSESSMENT						

Educational Testing Service (ETS) All program completers, 2008-09	123		108	88		
011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2007-08	109		102	94		
011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2006-07	112		108	96		
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	8					
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	8					
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	7					
120 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2007-08	9					
120 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2006-07	6					
121 -FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) All program completers, 2008-09	11		10	91		
173 -FRENCH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	2					
061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	7					
061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	8					

061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	10		10	100		
069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	2					
113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	6					
113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	8					
113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	4					
091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	24		24	100		
091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	28		26	93		
091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	20		18	90		
265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1					
523 -PRINCIPLES LEARNING & TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2006-07	1					
524 -PRINCIPLES LEARNING & TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2008-09	85		75	88		
524 -PRINCIPLES LEARNING & TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2007-08	96		90	94		
524 -PRINCIPLES LEARNING &						

TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2006-07	87		85	98		
521 -PRINCIPLES LEARNING & TEACHING ERLY CHLD Educational Testing Service (ETS) All program completers, 2008-09	1					
522 -PRINCIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS) All program completers, 2008-09	126		119	94		
522 -PRINCIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS) All program completers, 2007-08	107		104	97		
522 -PRINCIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS) All program completers, 2006-07	113		111	98		
390 -PSYCHOLOGY Educational Testing Service (ETS) All program completers, 2008-09	5					
390 -PSYCHOLOGY Educational Testing Service (ETS) All program completers, 2007-08	3					
390 -PSYCHOLOGY Educational Testing Service (ETS) All program completers, 2006-07	7					
081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	11		10	91		
081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	6					
081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	15		13	87		
191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1					
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	2					
220 -SPEECH COMMUNICATION Educational Testing Service (ETS) All program completers, 2008-09	2					
220 -SPEECH COMMUNICATION Educational Testing Service (ETS) All program completers, 2007-08	2					
220 -SPEECH COMMUNICATION Educational Testing Service (ETS) All program completers, 2006-07	1					
050 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	4					
050 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2007-08	7					
050 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2006-07	8					

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	213	181	85	
All program completers, 2007-08	205	182	89	
All program completers, 2006-07	202	193	96	

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: NCA)

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.

Most candidates come to us with better than average computer skills. They are required to complete a three credit-hour class as part of the general education requirements. Elementary education majors take a Technology in the Classroom class where they learn to use a wide variety of technology tools. Secondary majors complete a technology course that covers spreadsheets and an introduction to using statistics. All candidates must complete a Teacher Work Sample during the professional semester where they administer a pre- and post-test and then use the results to calculate the percentage of increase or decrease between the two test administrations. They use technology to graph their findings.

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**
  No
- **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.**

General education teachers gain an understanding of how to work with special needs students and they cover how to develop lessons using differiation of instruction. However, they do not get experience working with an IEP team unless their cooperating teacher is involved in the placement of a special needs student. Elementary education candidates are required to take a three credit-hour Diversity in the Classroom class that provides them basic skills for working with ELL students. Those candidates who seek a minor in ESOL do tell us that they learn how to work effectively with all students using the skills and knowledge they learn in the ESOL program. All candidates participate in professional development type activities during their on-campus sessions. Plans are in process for providing more experience for all candidates to be better prepared to work with ELL and special needs students.

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.

Our program does not prepare special education teachers at the initial level except to provide an 18 credit-hour minor that gives the candidates a start toward full licensure in special education. While the training is very valuable, they don't get into IEPs, etc. until the graduate program.

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

Pittsburg State University
Traditional Program
2008-09

Title II, Higher Education Act
OMB Control No.: 1840-0744 (exp. 9/30/2012)