AppendixC

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

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

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.

1105	Total number of students enrolled during 2006-2007.
209	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.

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

(B) Information about supervised student teaching

231	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:

45.00	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.
15.00	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.

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

3.61	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

2006-2007 Undergraduate Enrollment	Institution	Education Program
full-time students	5348	811
part-time students	399	115

2006-2007 Graduate Enrollment	Institution	Education Program
full-time students	363	9
part-time students	749	496

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2006-2007 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

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

2006-2007 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 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

3.40	Average GPA of 2006-2007 cohorts.
21.10	Average ACT score of 2006-2007 cohorts.

160	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 2006-2007	**Number**
Male	65
Female	166
African American	8
American Indian	8
Asian	0
Hispanic	3
White	211
Other	1
Early ChildHood*	3
Elementary*	113
JR. High-Middle School*	10
Secondary*	90
PreK-12 Programs*	30
Special Education*	8
Total *total number may be greater than total number of completers because of “multiple level” options	254

2007-2008 Undergraduate Enrollment	Institution	Education Program
full-time students	5378	951
part-time students	494	52

2007-2008 Graduate Enrollment	Institution	Education Program
full-time students	414	22
part-time students	801	443

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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 requirements
9. Signed Attestation Form

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. Complete 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 Concentration Areas
   f. Grade of "C" or higher in: Dev Psych and Educ Psych
   g. Complete CURIN 307 Clinical Experience
   h. Complete MATH 304 Math for Education 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 from Department of Curriculum and Instruction

PK-12/SECONDARY:
1. Admission to Teacher Education
2. Academic Standards:
   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 & Secondary Reading
      5. Techniques of Teaching
   e. Complete minimum of 95 cumulative 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. Cumulative GPA of 2.50 (Sec) or 2.80 (Elem)
4. In-major GPA of 3.00 (Elem) and 2.75 (PK-12/Sec)
5. Positive recommendations from cooperating teacher(s) and supervisors

Will your institution require the	**PLT**	**CONTENT**

state assessments for 2007-2008?		
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	275		126
Female	621		338
African American	26		12
American Indian	30		5
Asian	4		9
Hispanic	20		10
White	798		427
Other	18		1
Early ChildHood	7		6
Early ChildHood Unified			
Elementary	400		
JR. High-Middle School	20		
English/Language Arts	2		
History comprehensive	2		
Math	12		
Science	4		
Secondary	314		57
English/Language Arts	50		15
Journalism			1
Speech/Theatre	16		3
History and Government	83		6
Psychology	26		
Math	44		15
Biology	23		8
Chemistry	2		2
Physics	2		
Earth Space Science	6		
Business			6
Family and Consumer Science	33		

Demographic Characteristics Teacher Education Enrollment 2007-2008	Number Initial Program	Number Added Endorsement	Number Advanced Program
Agiculture			
Technology Education	29		1
Communication Technology	9		
Power,Energy, Transportation Tech	5		
Production Technology	15		
K-12 Programs	249		286
Art	3		3
Foreign Language - French	2		
Foreign Language - German			
Foreign Language - Spanish	15		4
Foreign Language - Other			
Music	60		
Vocal Music	60		
Instrumental Music	60		
Health			
Physical Education	131		1
Special Education	19	10	80
Adaptive	19	6	65
Functional		4	15
Gifted			
Deaf or Hard of Hearing			
Visually Imparied			
Reading Specialist			36
ESOL	19		54
Library Media Specialist			80
School Counselor		4	20
School Psychologist			8
Leadership		9	119
Program			
Building			118
District		9	1

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	2	0	25	0
Total Enrollments in distance learning courses	150	0	180	0
List Names of distance learning programs	No Program, Just Classes	No Program	Library Media Specialist	No Program

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:

PK-12/Secondary program candidates must be admitted to teacher education before they can take Educational Psychology, Middle & Secondary Reading, and Techniques for Teaching. This change will ensure that these candidates take their main pedagogy classes the semester before student teaching. It will also help candidates be better prepared for the Principles of Learning and Teaching test.

Most PK-12/Secondary programs have added field experiences to their programs.

All programs have developed rubrics, collected data, and began 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, special education, and math. 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) is being submitted to KSDE for approval.

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