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Baker University
Alternative, IHE-based Program

2016 | Title II
Reports

Complete Report Card

AY 2014-15

Institution Information

Name of Institution: Baker University
Institution/Program Type: Alternative, IHE-based
Academic Year: 2014-15
State: Kansas

Address: 7301 College Boulevard
Suite 120
Overland Park, KS, 66210

Contact Name: Mrs. Tonya Simms
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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?
(<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a Program Information

List each teacher preparation program included in your alternative, ihe-based route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Art Education	No
Biology	No
Business	No
Chemistry	No
Elementary Education	No
English	No
Foreign Languages - French	No
Foreign Languages - German	No
Foreign Languages - Spanish	No
Health	No
History and Government	No
Journalism	No
Mathematics	No
Middle Level English	No
Middle Level Mathematics	No
Middle Level Science	No
Music Education - General	No
Music Education - Instrumental	No
Music Education - Vocal	No

Physical Education	No
Physics	No
Speech and Theatre	No
Total number of teacher preparation programs: 22	

Section I.b Admissions

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

Postgraduate

Does your initial teacher certification program conditionally admit students?

No

Provide a link to your website where additional information about admissions requirements can be found:

www.bakeru.edu/soe-prospective-students/restricted-licensure

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

Candidates are accepted into the Restricted Licensure Program after verification that they have met all program admittance requirements and successfully completed the Restricted Licensure interview. At this point, applicants receive an acceptance letter into the program. They are admitted upon enrolling in the first Restricted Licensure course.

The basic skills test is waived if the cumulative college GPA is a 3.0 or higher on a 4.0 scale. The resumes must include the contact information for three references, which are different than the letters of recommendation.

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (**§205(a)(1)(C)(i)**)

Are there initial teacher certification programs at the undergraduate level?

No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

Element	Required for Entry	Required for Exit
Transcript	Data not reported	Data not reported
Fingerprint check	Data not reported	Data not reported
Background check	Data not reported	Data not reported
Minimum number of courses/credits/semester hours completed	Data not reported	Data not reported
Minimum GPA	Data not reported	Data not reported

Minimum GPA in content area coursework	Data not reported	Data not reported
Minimum GPA in professional education coursework	Data not reported	Data not reported
Minimum ACT score	Data not reported	Data not reported
Minimum SAT score	Data not reported	Data not reported
Minimum basic skills test score	Data not reported	Data not reported
Subject area/academic content test or other subject matter verification	Data not reported	Data not reported
Recommendation(s)	Data not reported	Data not reported
Essay or personal statement	Data not reported	Data not reported
Interview	Data not reported	Data not reported
Other	Data not reported	Data not reported

What is the minimum GPA required for admission into the program?

What was the median GPA of individuals accepted into the program in academic year 2014-15

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2014-15

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the postgraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	No
Minimum number of courses/credits/semester hours completed	No	No
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	No

Minimum GPA in professional education coursework	No	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	No	No
Interview	Yes	Yes
OtherWritten Disposition Assessment	Yes	Yes

What is the minimum GPA required for admission into the program?

2.75

What was the median GPA of individuals accepted into the program in academic year 2014-15

3.62

What is the minimum GPA required for completing the program?

2.75

What was the median GPA of individuals completing the program in academic year 2014-15

3.79

Please provide any additional comments about the information provided above:

Section I.c 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.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

[Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2014-15:	16
Unduplicated number of males enrolled in 2014-15:	4

Unduplicated number of males enrolled in 2014-15:	4
Unduplicated number of females enrolled in 2014-15:	12

2014-15	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	1
<i>Race</i>	
American Indian or Alaska Native:	1
Asian:	1
Black or African American:	0
Native Hawaiian or Other Pacific Islander:	0
White:	13
Two or more races:	2

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2014-15.

Average number of clock hours of supervised clinical experience required prior to student teaching	0
Average number of clock hours required for student teaching	0
Average number of clock hours required for mentoring/induction support	18
Number of full-time equivalent faculty supervising clinical experience during this academic year	1
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	2
Number of students in supervised clinical experience during this academic year	16

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

Baker University's Restricted Licensure Program allows candidates immediate access to the classroom as a teacher-of-record. Candidates arrive at Baker already possessing a bachelor's degree in a content area; consequently, Baker does not provide the subject area the candidate seeks licensure in nor does Baker provide the candidate's academic major. Baker's Restricted Licensure Program provides pedagogy-related courses to prepare the candidate for initial licensure.

The Restricted Licensure program is a two-year program during which time the candidate is enrolled in a Supervised Practicum each semester. Baker University provides a University Supervisor who conducts a minimum of two supervision visits per semester. During these visits, the University Supervisor visits with the building-level mentor teacher and/or the building administrator to discuss the candidate's progress, observe the candidate during an instructional setting, visit with the candidate, and complete the Restricted Licensure Candidate Evaluation form with the candidate. Both the candidate and the Supervisor receive a copy of the form. Baker also keeps a copy in the candidate's permanent file. This form also is used by the candidate's building-level mentor teacher and administrator, whom the

University Supervisor also stays in close contact with throughout the school year.

For a two-year period, because of the economy, students were allowed to enter the Restricted Licensure program without a teaching position. Effective September 2010, the program was amended to state that no one could enter the program without a teaching contract. We have a few students who entered the program in 09-10 without a contract, and as agreed at the time they entered the program, must return to a student teaching block through Baker University in order to complete the state requirements for University initial license.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2014-15. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	2
Teacher Education - Business	1
Teacher Education - English/Language Arts	2
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	1
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	

Teacher Education - Social Studies	2
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2014-15. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

No teachers prepared in academic year 2014-15

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	

Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	

Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	

Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

Section I.f Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years:

2014-15: 9

2013-14: 3

2012-13: 6

Section II Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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. (**§205(a)(1)(A)(ii), §206(a)**)

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2014-15

Did your program prepare teachers in mathematics in 2014-15?

Yes

How many prospective teachers did your program plan to add in mathematics in 2014-15?

1

Did your program meet the goal for prospective teachers set in mathematics in 2014-15?

No

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Baker is re-evaluating the need for the Restricted Licensure program based on low enrollment numbers.

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Is your program preparing teachers in mathematics in 2015-16?

No

How many prospective teachers did your program plan to add in mathematics in 2015-16?

Provide any additional comments, exceptions and explanations below:

Baker is not accepting applications for the Restricted Licensure program for the 2016-2017 academic year. We had only two new teachers (art and music) that started the restricted licensure program for the 15-16 year and they were not in mathematics.

Academic year 2016-17

Will your program prepare teachers in mathematics in 2016-17?

No

How many prospective teachers does your program plan to add in mathematics in 2016-17?

Provide any additional comments, exceptions and explanations below:

Baker is not accepting applications for the Restricted Licensure program for the 2016-2017 academic year. Enrollment is slowly decreasing in this alternative licensure program. A partial explanation is that the Kansas Legislature has passed a law that concerns STEM licensure. Individuals with a STEM content degree can obtain a STEM license from KSDE without completing a teacher preparation program.

Section II Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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. (**§205(a)(1)(A)(ii), §206(a)**)

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2014-15

Did your program prepare teachers in science in 2014-15?

Yes

How many prospective teachers did your program plan to add in science in 2014-15?

1

Did your program meet the goal for prospective teachers set in science in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

Baker had flyers and informational tables at various conferences.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

n/a

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Is your program preparing teachers in science in 2015-16?

Yes

How many prospective teachers did your program plan to add in science in 2015-16?

1

Provide any additional comments, exceptions and explanations below:

The candidate with a chemistry content who began her program in 2014 will complete in 2016. We do not plan to add any students beyond this in 2016-2017.

Academic year 2016-17

Will your program prepare teachers in science in 2016-17?

No

How many prospective teachers does your program plan to add in science in 2016-17?

Provide any additional comments, exceptions and explanations below:

Baker is not accepting applications for the Restricted Licensure program in 2016-2017 academic year; we are re-evaluating the need for the program because of low enrollment numbers. Enrollment is slowly decreasing in this alternative licensure program. A partial explanation is that the Kansas Legislature has passed a law that concerns STEM licensure. Individuals with a STEM content degree can obtain a STEM license from KSDE without completing a teacher preparation program.

Section II Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional

development programs) or alternative route to state credential 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. (**\$205(a)(1)(A)(ii)**, **\$206(a)**)

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2014-15

Did your program prepare teachers in special education in 2014-15?

No

How many prospective teachers did your program plan to add in special education in 2014-15?

Did your program meet the goal for prospective teachers set in special education in 2014-15?

NA

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

The Kansas State Department of Education does not recognize Special Education as an initial licensure program through the Restricted Licensure program.

Academic year 2015-16

Is your program preparing teachers in special education in 2015-16?

No

How many prospective teachers did your program plan to add in special education in 2015-16?

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in special education in 2016-17?

No

How many prospective teachers does your program plan to add in special education in 2016-17?

Provide any additional comments, exceptions and explanations below:

The Kansas State Department of Education does not recognize Special Education as an initial licensure program through the Restricted Licensure program.

Section II Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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. (**§205(a)(1)(A)(ii), §206(a)**)

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/oep/poI/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2014-15

Did your program prepare teachers in instruction of limited English proficient students in 2014-15?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2014-15?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2014-15?

NA

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

The Kansas State Department of Education does not recognize ELL as an initial licensure program.

Academic year 2015-16

Is your program preparing teachers in instruction of limited English proficient students in 2015-16?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015-16?

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in instruction of limited English proficient students in 2016-17?

No

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2016-17?

Provide any additional comments, exceptions and explanations below:

Section II Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

NA

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared 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 program provides instruction and strategies to assure that each candidate can meet the Federal Assurances in the Title II report.

Assurance # 1—Course: Introduction to Teaching

Objective: Candidates will understand how the community and various agencies interrelate and interact with public schools. Objective: Be able to articulate a teacher's legal duty in area which include, but are not limited to supervision, liability, freedom of expression, creating a safe and orderly confidential environment, copyright, and plagiarism. Comment: this course covers professional skills and responsibilities. Included is history of education and current trends.

Course: Understanding the Foundations of Education

Objective: Candidates will understand how the community and various agencies interrelate and interact with public schools. Objective: Be able to articulate a

teacher's legal duty in areas which include, but not limited to supervision, liability, freedom of expression, creating a safe and orderly confidential environment, copyright and plagiarism. Comment: This course covers professional skills and responsibilities. Included is history of education and current trends.

Assurance # 2—Course: Planning for Instruction

Objective: Candidates will demonstrate their design for a supportive learning environment and articulate its effect on learning.

KSDE Professional Education Standard: Standard #5 The educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Course: Understanding the Learner

Objective: Candidates demonstrate understanding of the influences on the learning process including motivation/attribution theory. Candidates will demonstrate understanding of the influences on the learning process including basic needs of learners, and social and moral influences.

Assurance # 3—The Kansas State Department of Education does not recognize Special Education as an initial licensure program.

Assurance # 4—Course: Working with Diverse and Exceptional Learners

Objective: Candidates will know the KSDE standards required for the content area and the effective practices, trends, and values/beliefs associated with the area of working with students with diverse learning needs. Candidates will understand the legal foundations for special education, developmental disability services and linguistic diversity.

Course Understanding the Learner

Objective: Candidates will demonstrate an understanding of strategies for differentiating instruction for learners with special needs. Comment: Students will learn to adapt, modify and enhance curriculum including assistive technology.

Assurance # 5—The Kansas State Department of Education does not recognize ELL as an initial licensure program. The course: Working with Diverse and Exceptional Learners, addresses what a general education teacher would need to know to provide instruction to limited English proficient students.

Objective: Candidates will know the KSDE standards required for the content area and the effective practices, trends, and values/beliefs associated with the area of working with students with diverse learning needs. Candidates will understand the legal foundations for special education, developmental disability services and linguistic diversity.

This course: Understanding the Learner, will assist the general education teacher in providing instruction that addresses specific needs of an ELL student. Differentiation of instruction provides adaptations and modifications to assist students to learn.

Objective: Candidates will demonstrate an understanding of strategies for differentiating instruction for learners with special needs. Comment: Students will learn to adapt, modify and enhance curriculum including assistive technology.

Assurance # 6—Courses: Understanding the Learner and Working with Diverse and Exceptional Learners

Objective: Candidates will understand ecological theory and its use for identifying how family, community, and society at large impact individual student learning and the delivery of special education services and services for students who have limited English skills. Candidates will demonstrate an understanding of diverse learning styles, multiple intelligences, and strategies for differentiating instruction for learners with special needs. KSDE Professional Education Standard: Standard # 3 The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on

developmental levels, and that are adapted to diverse learners, including those with exceptionalities.

Assurance # 7—Course: Becoming a Reflective Teacher

Objective: Candidates will understand how the community and various agencies interrelate and interact with the public schools. Candidate will demonstrate an understanding of diverse learning styles and multiple intelligences. Candidates will demonstrate an understanding of adolescent social and emotional development that affect attitude.

Summary comment:

The reason that Baker University is so successful in meeting the assurances is the design of the classes! The courses have a spiral design. Topics are introduced in one class, explored in a second and then applied in another. The repeating of the important objectives insures that Baker University candidates not only understand the concepts taught, but have studied them and are required to use them during their two year program under the restricted license. The candidates are the instructors of record as hired by the district.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5134-ART CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5134-ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	3			
ETS0100-BUSINESS ED Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5101-BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			

ETS5101-BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	3			
ETS0245-CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0245-CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0041-ENG LANG LIT COMP CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS0041-ENG LANG LIT COMP CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS0041-ENG LANG LIT COMP CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5038-ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students	1			
ETS0061-MATHEMATICS CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS0061-MATHEMATICS CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS0439-MIDDLE SCHOOL SCIENCE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS0113-MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS5265-PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5624-PRINC LEARNING AND TEACHING 7-12	7			

Educational Testing Service (ETS) All program completers, 2014-15				
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2013-14	3			
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2012-13	11	176	11	100
ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5195-SPANISH WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5195-SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2012-13	1			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2014-15	9		
All program completers, 2013-14	3		
All program completers, 2012-13	12	12	100
All program completers, combined 3 academic years	24	24	100

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

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 Use of Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

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 the evidence that your program uses to show that it 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 the evidence your program uses to show that it 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.

Two courses specifically address technology and its use in the classroom. The candidates are instructors of record in their P-12 classrooms and are observed during the duration of the two year program. The candidates receive instruction in the use of technology but also use technology in their classrooms and are observed using technology by the university supervisor. COURSE: Planning for Instruction

Objective: Candidates will demonstrate understanding of effective technology integration in the classroom. Comment: Students have assignments that require them to do a technology rich lesson plan.

Course: Introduction to Teaching

Objective: Candidates are required to do a podcast, use the internet to find lesson plans for a topic of choice

Section VI Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

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 the evidence your program uses to show that it 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.

The candidates in the RL program enter the program with a Bachelors degree within their content licensure area but no pedagogy. They take the following course that helps to prepare them for differentiation in their instruction for P-12 students. This helps them to address individual students with diverse needs.

COURSE: Working With Diverse and Exceptional Learners

Objective: Candidates will learn how to adapt/modify curriculum and instruction, including the use of assistance technology, in order to meet the unique needs of students with diverse learning needs. Comments: Students are required to observe a resource room and discuss strategies that can be used in their classes. Candidates will be able to assess student's work for progress reports and updating individualized Education Programs. Candidates will understand characteristics of students with diverse learning needs. Candidates will understand the process of finding students in need of special education, evaluating for eligibility and assessing for program planning to meet the needs of students with diverse learning needs. Comment: Students will need to manage data and make suggestions for an IEP. Candidates will understand how linguistic diversity affects learning. Comment: Requires students to plan instruction and create learning opportunities that make content meaningful.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**

No

- **participate as a member of individualized education program teams**

No

- **teach students who are limited English proficient effectively**

No

Provide a description of the evidence your program uses to show that it 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.

Kansas Department of Education does not recognize special education as an initial licensure 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.

Section I.b. The Kansas State Department of Education requires a minimum 2.75 GPA in the final 60 hours of coursework. Baker University requires a minimum cumulative GPA of 3.0 on a 4.0 scale.

Supporting Files

Complete Report Card

AY 2014-15

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