Baker University
Traditional Program

2014 | Title II Reports

Complete Report Card

AY 2012-13

Institution Information

Name of Institution: Baker University
Institution/Program Type: Traditional
Academic Year: 2012-13
State: Kansas

Address: 8th & Grove
P. O. Box 65
Baldwin City, KS, 66006

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 traditional 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, Government, and Social Studies	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:
Sophomore year   Pending all requirements are met at this time.

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:
http://www.bakeru.edu/baldwin/prospective-students/degrees/education/handbook

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

Pre-Requisites for Admission into the Undergraduate School Of Education Teacher Education Program

A student meets the Pre-Requisites when they:

successfully complete ED 100,

successfully complete ED 243,

receive a score of 235 or higher on at least two out of three sections of the C-BASE, or passing scores on at least two sections of the PPST, or qualification for an
 exemption (ACT score of 26 or above or SAT score of 1170 or above), and

have made application to the USOE

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?

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
 Undergraduate level.**

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

	No	Yes
Minimum GPA in content area coursework	No	Yes
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	No	No
Recommendation(s)	No	No
Essay or personal statement	No	No
Interview	No	No
Other	No	No

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 2012-13

3.32

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2012-13

3.38

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?

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 Postgraduate 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 2012-13

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2012-13

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 2012-13:	70
Unduplicated number of males enrolled in 2012-13:	23
Unduplicated number of females enrolled in 2012-13:	47

2012-13	Number enrolled
Ethnicity	

Hispanic/Latino of any race:	0
Race	
American Indian or Alaska Native:	1
Asian:	2
Black or African American:	3
Native Hawaiian or Other Pacific Islander:	0
White:	64
Two or more races:	0

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2012-13.

Average number of clock hours of supervised clinical experience required prior to student teaching	200
Average number of clock hours required for student teaching	600
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	4
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	161
Number of students in supervised clinical experience during this academic year	98

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

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2012-13. 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	18
Teacher Education - Junior High/Intermediate/Middle School Education	2
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	

Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	3
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	3
Teacher Education - Physical Education and Coaching	1
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	1
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education- History	5
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	1
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 2012-13. 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))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	18
Teacher Education - Junior High/Intermediate/Middle School Education	2
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	3
Teacher Education - Physical Education and Coaching	1
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	5
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	3
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	

Biology	1
Mathematics and Statistics	1
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: Speech and Theatre	1

Section I.f Program Completers

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

2012-13: 35

2011-12: 35

2010-11: 33

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 2012-13

Did your program prepare teachers in mathematics in 2012-13?

Yes

How many prospective teachers did your program plan to add in mathematics in 2012-13?

Did your program meet the goal for prospective teachers set in mathematics in 2012-13?

Yes

Description of strategies used to achieve goal, if applicable:

In the entry level courses, Baker provided an increased emphasis on the marketability of licensure in mathematics. We communicated with all licensure candidates about the state option to earn an added endorsement through content testing only. We identified mathematically talented candidates in the elementary program and encouraged them to add an endorsement in middle level mathematics.

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

In our ED 100 course, candidates researched current supply and demand of this high needs area as defined by Kansas State Department of Education. E-mails were sent to all School of Education candidates twice a year informing them of the opportunity to add additional content areas by testing only. We identified mathematically talented candidates by reviewing math ACT scores. We met with each candidate individually to determine what would be involved in adding the middle level mathematics endorsement. Baker can assist such candidates plan a course of study to attain this goal.

Provide any additional comments, exceptions and explanations below:

We were able to add 5 secondary math candidates which were 4 more than our goal of 1.

Academic year 2013-14

Is your program preparing teachers in mathematics in 2013-14?

Yes

How many prospective teachers did your program plan to add in mathematics in 2013-14?

1

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

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

Yes

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

1

Provide any additional comments, exceptions and explanations below:

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 2012-13

Did your program prepare teachers in science in 2012-13?

Yes

How many prospective teachers did your program plan to add in science in 2012-13?

1

Did your program meet the goal for prospective teachers set in science in 2012-13?

No

Description of strategies used to achieve goal, if applicable:

In the entry level courses, Baker provided an increased emphasis on the marketability of licensure in the sciences—Biology, Chemistry, Physics and Middle Level Science. We communicated with all licensure candidates about the state option to earn an added endorsement through content testing only. We identified candidates in the elementary program and encouraged them to add an endorsement in middle level science.

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

In our ED 100 course, candidates researched current supply and demand of this high needs area as defined by Kansas State Department of Education. E-mails were sent to all School of Education candidates twice a year informing them of the opportunity to add additional content areas by testing only. We identified candidates in the elementary program and encouraged them to add an endorsement in middle level science. We also identified candidates with high ACT scores in the area of science and encouraged them to consider adding a science endorsement by testing only.

We met with each elementary candidate individually to determine what would be involved in adding the middle level science endorsement. Baker can assist such candidates as they plan a course of study to attain this goal.

Provide any additional comments, exceptions and explanations below:

It is possible that fewer students are interested in science education because of recent past and current Kansas political view of teachers and the disparity in income for an educator versus another career choice. Several science students are enrolled pre-med.

Academic year 2013-14

Is your program preparing teachers in science in 2013-14?

Yes

How many prospective teachers did your program plan to add in science in 2013-14?

1

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

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

Yes

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

1

Provide any additional comments, exceptions and explanations below:

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 2012-13

Did your program prepare teachers in special education in 2012-13?

No

How many prospective teachers did your program plan to add in special education in 2012-13?

Did your program meet the goal for prospective teachers set in special education in 2012-13?

Data not reported

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:

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

Academic year 2013-14

Is your program preparing teachers in special education in 2013-14?

No

How many prospective teachers did your program plan to add in special education in 2013-14?

Provide any additional comments, exceptions and explanations below:

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

Academic year 2014-15

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

No

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

Provide any additional comments, exceptions and explanations below:

Kansas State Department of Education does not recognize special education as an initial 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/ope/pol/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 2012-13

Did your program prepare teachers in instruction of limited English proficient students in 2012-13?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2012-13?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2012-13?

Data not reported

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:

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

Academic year 2013-14

Is your program preparing teachers in instruction of limited English proficient students in 2013-14?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2013-14?

Provide any additional comments, exceptions and explanations below:

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

Academic year 2014-15

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

No

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

Provide any additional comments, exceptions and explanations below:

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

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:

1. Our most successful strategy for this assurance is providing graduates with the skills that cause school districts to want to hire our graduates. Our employment rates attest to our success in this area. In 2006-2007 we had a 100% employment rate. Our employment rate was 91% in 07-08 and in the challenging economic times of 08-09 and 09-10 our employment rates were 81% and 96%, respectively. The employment rate for 2010-2011, 2011-2012, and 2012-2013 was 100%. We also hear positive feedback from the field that corroborates this perception that Baker University produces desirable, capable graduates.

2. Our most successful strategy for this assurance is the fact that our program has been based on putting our candidates in the schools early and often. This is a tradition that has been in place for at least 50 years. Baker knew that practicums were essential to training teachers long before other schools came to that realization. Candidates are in clinical based practicums 200 hours prior to student teaching.

3. No, the state of Kansas does not offer SPED licensure at the Initial License level however, all Baker education candidates are required to take Psychology of the Exceptional Child. All elementary candidates are required to take either Methods for Teaching Adaptive Learners or Characteristics of Adaptive Learners. We also have additional SPED courses they can take for masters credit. If they choose to take these courses when they complete their initial program they can also have enough hours in SPED to qualify for a provisional SPED license.

4. We address this assurance by requiring all candidates to take the course ED 345 Psychology of the Exceptional Child.

5. Yes, In ED 311, the ELL course, candidates create activities that teach students state content standards and the four areas of the ESOL standards.

Course Description:

This course will explore techniques and strategies to effectively teach content subjects to non-native speakers of the English language. An emphasis will be placed on educational practices that promote cross-cultural awareness, language development, and academic progress for all learners, with a specific focus on the challenges and influences of teaching English Language Learners.

Course Assignment: Create two lesson plans for your content area that incorporates ESOL curricular standards and

language supports. Each activity must incorporate the language supports into a lesson that is focused

on an indicator from the Common Core State Standards (for ELA and Math) or the Kansas Curricular

Standards for other subjects relative to your area of concentration. Candidates are encouraged to use a

lesson previously submitted to a content area methods course and add the appropriate language supports.

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

6. This assurance is covered specifically in ED 345 Psychology of the Exceptional Child and in IS 199 Diversity in Education.

7. The success of our strategy in this area was noted by our visiting NCATE/KSDE team members during our last accreditation visit. We offer a two and a half week—all-day, every day—practicum experience, IS 199 Diversity in Education, that is required of all education candidates. Our candidates also recognize and attest to the high value of this experience. In addition, due to our location in small town rural Kansas, candidates complete early practicum experiences in rural areas.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS0101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	2			
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2012-13	18	180	17	94
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2011-12	20	182	20	100
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2010-11	20	180	20	100
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	3			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	2			

ETS0550 -HEALTH EDUCATION Educational Testing Service (ETS) Other enrolled students	1			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) Other enrolled students	2			
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	4			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	2			
ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	4			
ETS0623 -PRINC LEARNING AND TEACHING 5-9 II Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS0623 -PRINC LEARNING AND TEACHING 5-9 II Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0524 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2010-11	12	177	12	100

ETS0624 -PRINC LEARNING AND TEACHING 7-12 II Educational Testing Service (ETS) Other enrolled students	1			
ETS0624 -PRINC LEARNING AND TEACHING 7-12 II Educational Testing Service (ETS) All program completers, 2012-13	12	175	12	100
ETS0624 -PRINC LEARNING AND TEACHING 7-12 II Educational Testing Service (ETS) All program completers, 2011-12	11	171	11	100
ETS0624 -PRINC LEARNING AND TEACHING 7-12 II Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0522 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2011-12	6			
ETS0522 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2010-11	20	181	20	100
ETS0622 -PRINC LEARNING AND TEACHING K-6 II Educational Testing Service (ETS) Other enrolled students	1			
ETS0622 -PRINC LEARNING AND TEACHING K-6 II Educational Testing Service (ETS) All program completers, 2012-13	18	180	18	100
ETS0622 -PRINC LEARNING AND TEACHING K-6 II Educational Testing Service (ETS) All program completers, 2011-12	15	179	15	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, 2012-13	5			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	2			

ETS0221 -SPEECH COMMUNICATIONS 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, 2012-13	32	29	91
All program completers, 2011-12	34	34	100
All program completers, 2010-11	33	32	97

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.

In our ED 265 Technology for Teachers class the candidates are required:

to demonstrate competency in using information technologies, including the internet and search engines

to demonstrate competency in using a computer to produce text, graphics, and educational materials

to demonstrate competency in the production of a variety of print-based media, including: newsletters, posters, and other printed materials

to demonstrate competency in the production of non-print based media, including: presentations, concept mapping, multimedia, and instructional web pages

to demonstrate the ability to apply principles of visual and information literacy in creating electronic materials and learning environments

to evaluate and select media for instructional purposes

to construct a classroom website

In our ED 309 Evaluation Techniques course our candidates:

Use a computerized grade book program.

Create grading rubrics for alternative assessment using TaskStream for at least one of the rubrics; Parent e-mail response; Assessment Instrument: Alternative Assessment Rubric; Website Rubric.

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.

All candidates take a course which provides an overview of the field of special education and a basic understanding of special education law, current policies, and best practices. Candidates learn the etiology, identification, and characteristics of the disabilities recognized under federal law. Special emphasis is placed on classroom implications, teacher planning and use of differentiated instruction, as well as inclusive educational practices. Candidates participate in a Student

Improvement Team (SIT) role play that leads to an IEP. As general education majors they are especially encouraged to think about their role and impact on the Present Levels of Educational Performance. Candidates also listen to and question a Parent Panel. Among the various topics discussed the parents emphasize the vital role of communication, the importance of knowing what is on the IEP and how the tone of the IEP meeting is often negative and frustrating. Candidates are challenged to see the situation through the eyes and the heart of the parent. Additionally, specific assignments are designed to encourage the use of differentiated instruction, developing study guides and appropriate incorporation of useful accommodations.

In ED 311, the ELL course, candidates create activities that teach students state content standards and the four areas of the ESOL standards.

Course Description:

This course will explore techniques and strategies to effectively teach content subjects to non-native speakers of the English language. An emphasis will be placed on educational practices that promote cross-cultural awareness, language development, and academic progress for all learners, with a specific focus on the challenges and influences of teaching English Language Learners.

Course Assignment: Create two lesson plans for your content area that incorporates ESOL curricular standards and

language supports. Each activity must incorporate the language supports into a lesson that is focused

on an indicator from the Common Core State Standards (for ELA and Math) or the Kansas Curricular

Standards for other subjects relative to your area of concentration. Candidates are encouraged to use a

lesson previously submitted to a content area methods course and add the appropriate language supports.

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

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 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.

All of Baker's emphasis on special education is in the context of the fact that the Kansas State Department of Education does not recognize special education as an initial licensure program.

In order to teach students with disabilities effectively:

Effective practices to teach students with disabilities effectively are learned in four course offerings: ED 345 Psychology of the Exceptional Learner, ED 413 Methods for Teaching Adaptive Learners, ED 414 Characteristics of Adaptive Learners, and ED 415 Practicum for Adaptive Learners. All candidates are required to take ED

345. Elementary candidates are required to take one more additional course, either ED 413 or ED 414. A candidate who chooses to take all four courses may earn a provisional endorsement in special education. Baker also offers two 500-level courses for graduate credit; this encourages many candidates to pursue the full special education endorsement following graduation. The special education area has grown in numbers in recent years under the capable guidance of the instructor of these courses.

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.

Kansas State Department of Education does not recognize Special Education or ESOL as an initial licensure program.

Supporting Files

Complete Report Card

AY 2012-13

ED.gov   This is a United States Department of Education computer system.

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