

[VIEW TITLE II REPORTS](#)[SUBMIT REPORTS](#)[About Title II](#) | [Contacts](#)[Login](#)[Technical Assistance](#)

Barclay  
Traditional Program

2016 | Title II  
Reports

## Complete Report Card

AY 2014-15

## Institution Information

**Name of Institution:** Barclay  
**Institution/Program Type:** Traditional  
**Academic Year:** 2014-15  
**State:** Kansas

**Address:** 607 N Kingman

Haviland, KS, 67059

**Contact Name:** Mrs. Cheryl Couch  
**Phone:** 620-770-6621  
**Email:** [cheryl.couch@barclaycollege.edu](mailto:cheryl.couch@barclaycollege.edu)

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? |
|---|---|
| Elementary Education K-6                        | No  |
| Total number of teacher preparation programs: 1 |   |

## Section I.b Admissions

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

Junior year

Does your initial teacher certification program conditionally admit students?

Yes

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

<http://www.barclaycollege.edu/undergraduate/campus/elementary/index.html>

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

None at this time.

## 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 |
|---------|--------------------|-------------------|
|---------|--------------------|-------------------|

| Requirement   | Required for Entry | Required for Exit |
|---|--------------------|-------------------|
| Transcript  | Yes                | Yes               |
| Fingerprint check   | No                 | No                |
| Background check  | Yes                | No                |
| Minimum number of courses/credits/semester hours completed              | Yes                | Yes               |
| Minimum GPA   | Yes                | Yes               |
| Minimum GPA in content area coursework                                  | Yes                | Yes               |
| Minimum GPA in professional education coursework                        | Yes                | Yes               |
| Minimum ACT score   | Yes                | No                |
| Minimum SAT score   | Yes                | No                |
| Minimum basic skills test score   | Yes                | No                |
| Subject area/academic content test or other subject matter verification | No                 | Yes               |
| Recommendation(s)   | Yes                | Yes               |
| Essay or personal statement   | Yes                | Yes               |
| Interview   | Yes                | Yes               |
| Other Negative TB Test  | Yes                | Yes               |

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

2

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

3.3

**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 2014-15**

0

**Please provide any additional comments about the information provided above:**

Barclay College did not have anyone who completed the program in 2014-2015.

## 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 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.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:       | 6 |
| Unduplicated number of males enrolled in 2014-15:   | 2 |
| Unduplicated number of females enrolled in 2014-15: | 4 |

| 2014-15                                    | Number enrolled |
|--|-----------------|
| <i>Ethnicity</i>                           |                 |
| Hispanic/Latino of any race:               | 1               |
| <i>Race</i>                                |                 |
| American Indian or Alaska Native:          | 0               |
| Asian:                                     | 0               |
| Black or African American:                 | 0               |
| Native Hawaiian or Other Pacific Islander: | 0               |
| White:                                     | 5               |
| Two or more races:                         | 0               |

## 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          | 209 |
| Average number of clock hours required for student teaching   | 480 |
| Average number of clock hours required for mentoring/induction support                                      | 68  |
| Number of full-time equivalent faculty supervising clinical experience during this academic year            | 0   |
| Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff) | 1   |
| Number of students in supervised clinical experience during this academic year                              | 0   |

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

Barclay College is a new approved program and did not have any candidates completing student teaching clinicals during 2014-2015.

## 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))

No teachers prepared in academic year 2014-15

| 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  |                 |
| 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/General Science        |                 |
| Teacher Education - Social Science                                   |                 |
| Teacher Education - Social Studies                                   |                 |
| Teacher Education - Technical Education                              |                 |
| Teacher Education - Computer Science                                 |                 |

|  |  |
|--|--|
| 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<br>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  |  |

|                                   |  |
|-----------------------------------|--|
| Computer and information sciences |  |
| Other<br>Specify:                 |  |

## Section I.f Program Completers

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

2014-15: 0

2013-14: 0

2012-13: 0

## 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/oep/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?**

No

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

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

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:**

**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:**

**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:**

## 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?**

No

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

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

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:**

**Academic year 2015-16**

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

No

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

**Provide any additional comments, exceptions and explanations below:**

**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:**

## 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?**

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:**

**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:

## 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/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 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?

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:

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:**

All candidates must take courses in Diverse Learners, which prepares students for various differentiated instruction strategies, lesson planning, and cooperative learning strategies to meet the needs of all learners. All candidates are required to take Children with Special Needs and learn about the 13 special education classifications and strategies to implement with each one of these disability categories are modeled and reflected upon in the classroom. All Methods courses embed lesson planning and modeling of differentiated instruction for students with limited English, special needs, and who are at-risk due to multiple factors including low-income. Barclay College is in a rural area of SW Kansas and candidates spend the majority of field experiences learning how to work with various school districts in the rural areas of Kansas due to teacher shortages in these areas.

## Section III Assessment Pass Rates

**No assessment pass rates are available for this program for the current reporting year.**

Confirmed

**Please provide an explanation:**

Barclay College is a new approved teacher education preparation program and did not have any candidates who were ready to take the Praxis Exams during the 2014-2015 year.

## Section III Summary Pass Rates

**No summary pass rates are available for this program for the current reporting year.**

Confirmed

**Please provide an explanation:**

Barclay College is a new approved teacher education preparation program with the State of Kansas as of December 2014 and did not have any candidates ready to take Praxis Exams in the 2014-2015 year.

## 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

Association of Christian School International

**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.**

As part of the unit of study lesson planning process candidates are required to identify assessments (pre-assessment, post-assessments, formative, and summative) and how the data from these assessments will be utilized to make changes in the unit. During student teaching, student teachers are required to collect data on a positive behavior case study and analyze the data for one week prior to making data decisions of PBIS and implementing new behaviors, then recording and analyzing the data from the new behaviors and comparing and contrasting the results and if it increased the student learning. During math and reading internship, candidates tutor a student who is not at grade level in reading or math and give pre and post assessments to that student, as well as, keep data on the activities that are implemented with the student to show increase in student learning. Student Teachers are required to teach an 8 day unit and conduct a pre and post assessment of student learning on the unit and analyze the data and make corrections based on the data. Candidates complete lesson plans, assessments, and units on word processing systems using technology and visuals. Candidates complete a professional Weebly ePortfolio with information and data regarding his/her student learning for review by hiring districts. This is a confidential ePortfolio with high regard to student confidentiality taken prior to input into the system with no identifying information provided.

## 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 are required to take Children with Special Needs and Diverse Learners where they learn through modeled strategies about students with the 13 various disability categories and how to effectively differentiate lesson plans for students with disabilities or limited English proficiencies. These are carried over into all methods courses where candidates create unit of studies and must differentiate instruction for a student with special needs and a limited English student. During student teaching, candidates are required to attend an IEP meeting as part of the IEP team and present information regarding data on the student in question. Candidates also have to complete a positive behavior support case study on one student in the classroom in order to increase learning. These case studies have lead to students receiving services based on the data from the case study.

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.

Barclay College does not have a program for Special Education or ESOL certification at this time.

## 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.

Program Assessment System The program assessment system incorporates summative and formative assessments of candidate performance and program operations. Candidate Performance The achievement of candidates to be successful in performance outcomes is dependent upon other components of the program assessment system. Each component requires continuous monitoring, advisement, and assessment to ensure program quality. Key assessments embedded at transition points are used to assess teacher candidates' knowledge, content, and skills, pedagogy, and dispositions. Program Operations Unit operations include Teacher Education resources, productivity of course assignments and assessments, and faculty performance. Evaluation of the Program Assessment System The Program Assessment System includes data from program operations, and program assessments. The process is a subset of the college-wide assessment process. The Unit Chair, Program Chair, and Student Teaching Supervisor review assessment instruments and data and establish assessment tasks. The Teacher Education Advisory Council reviews information presented by the Unit Chair and is charged with recommending changes, and determining outcomes, new resources, and changes shared by programs. The assessment review system is based directly on the standards established by KSDE, as well as the INTASC standards and outcomes identified in the conceptual framework. This system incorporates a process to collect, prepare, and present information on candidate assessments aligned with the standards and outcomes.

Candidates are measured at multiple transition points, and aggregated at the program and unit level. The data is housed in the Student Learning Portfolio, and

electronic portfolio embedded in Barclay College's server, as well as, the Teacher Education Data Management System housed in the G Drive of the college's server.

## Supporting Files

[Strategic 5 Year Plan for Teacher Education](#)

## Complete Report Card

AY 2014-15

 This is a United States Department of Education computer system.

[About Title II](#) | [Technical Assistance](#) | [Privacy Policy](#) | [Contacts](#)