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Central Christian College
Traditional Program

2016 | Title II
Reports

Complete Report Card

AY 2014-15

Institution Information

Name of Institution: Central Christian College
Institution/Program Type: Traditional
Academic Year: 2014-15
State: Kansas

Address: 1200 South Main

McPherson, KS, 67460

Contact Name: Ms. Staci Horton
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Email: staci.horton@centralchristian.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
English 6-12	No
History, Government, and Social Studies 6-12	No
Math 6-12	No
Music Education PreK-12	No
Physical Education K-12	No
Total number of teacher preparation programs: 6	

Section I.b Admissions

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

Sophomore 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:

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

Previous text box does not provide sufficient room for the full link to additional information about admissions requirements:

<http://www.centralchristian.edu/PDFs/TeacherEducation/TEACHER%20EDUCATION%20FORM%20-%20Candidate%20Checklist.pdf>

In the event that a student does not reach our cut scores on the C-BASE EXAM, we require the student to retake the failed portion of the C-BASE EXAM the following

January. The teacher education committee may make the decision to waive a low score or may take their cumulative GPA of their first 45 hours of college work as an

indication of their abilities in math, English and writing. The student must have a cumulative GPA of 2.75 or higher and course grades of C or better in our two English grammar and math courses.

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	Yes	Yes
Fingerprint check	No	No
Background check	No	Yes
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	Data not reported	Data not reported

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

3.66

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

3.08

Please provide any additional comments about the information provided above:

Along with the 2.75 cumulative GPA, the Teacher Education candidate is required to maintain a Core Professional Education GPA of 3.0. English Education candidates must maintain a 3.0 cumulative GPA.

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:	8
Unduplicated number of males enrolled in 2014-15:	3
Unduplicated number of females enrolled in 2014-15:	5

2014-15	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	0
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	0
Native Hawaiian or Other Pacific Islander:	0
White:	8
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	230
Average number of clock hours required for student teaching	686
Average number of clock hours required for mentoring/induction support	0
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)	0
Number of students in supervised clinical experience during this academic year	2

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 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	1
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	2
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	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	
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	1
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))

Academic Major	Number Prepared
Education - General	

Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	1
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	2
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	1
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	1
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: 3

2013-14: 6

2012-13: 3

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?

Yes

Description of strategies used to achieve goal, if applicable:

Good admission recruitment

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?

Yes

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

1

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

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

Yes

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

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 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?

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:

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?

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:

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/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 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:

A class was offered in the spring of 2016 for ELL endorsement testing. A program report will be completed for the 2016-2017 school year.

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:

Section II Assurances

Sensitivity to Local Needs

Central Christian College (CCC) has the privilege of being located in a community that has a progressive school district. It is known throughout our state as one of excellence. The community has high expectations of its school personnel, facilities, policies and their ability to create a learning environment that leads to good citizenship, academic preparation and career orientation.

Our institution and its personnel, past and present, have been an integral part of the local educational community. Presently, several members of our Education Advisory Committee (EAC) come from the educational and professional community. Surrounding districts are as aggressive in their quest to provide a viable education in the twenty-first century. They too have representatives on the EAC. It is from these districts and the schools they represent, that CCC's education department obtains guest presenters for our classes and seminars. Additionally, these schools host our teacher candidates in their field experiences which take place in the following classes and settings: Introduction to Education, Methods of Instruction classes, Junior Practicum and Clinical Teaching.

During the field experiences, our students and faculty are in constant contact with local trends, strategies, needs and community values that impact the learning environment. The CCC Teacher Education Program seeks to formalize an agreement with the local districts to integrate our students into their schools for our field experiences, thus solidifying our understanding of the local needs and their understanding and input into our program.

Further evidence of our understanding of local needs stems from the Teacher Education graduate survey that was sent to all of our program completers in the spring of 2015. A principal survey was also sent in the spring of 2015 to schools where graduates are employed. This allows the department to know specifically what it can do to better meet the needs of local school districts, particularly where our program completers are employed.

Disability Training

All of our teacher candidates must complete a course in "exceptionalities in the classroom." The course includes introduction to cognitive, emotional, behavioral, social, economic and physical disabilities. They observe students in the learning environment to supplement their instruction and assignments in the classroom. Guest presenters, who are practitioners in surrounding districts, are brought in to strengthen their studies with real life incidents they will face in the classroom. The

students are familiarized with IEPs and the role of the classroom instructor in that process.

Through our methods classes the candidates are presented with various teaching strategies to address a variety of learners. These are unique challenges to those who are disabled and those who are not. Candidates become familiar with learning and teaching styles and personality/temperament types. Strategies such as Quantum Learning, MTSS and Kagan Structures on cooperative learning and others are practiced and implemented into their practicum and clinical teaching. The goal is to facilitate all learners through a diversified approach of instruction.

Low Income, Rural and Urban Schools

Our program addresses the needs of the low income students in the following manner. The candidate is first introduced to the needs of those of lower income through the Introduction to Education class. Incorporated in the class is a presentation of Ruby Payne's work on poverty. The students participate in discussion, readings and reflection on information about poverty as it occurs in rural and urban areas. Using Dr. Payne's works, the student is able to identify the characteristics of low, middle and upper income values, expectations, experiences and make some application to their educational implications. Because of our students' diverse backgrounds, we typically have students who will share their personal experiences with their classmates. During the Introduction to Education class, we place the students in a school that has a high percentage of free and reduced lunch population. As our students shadow a teacher for a week, they see first-hand the challenges the school personnel have in meeting the students' needs. The host school aids in our students' understanding by providing the candidates opportunity to work one-to-one with the young student.

During the course on Philosophy of Education, candidates are introduced to a wide variety of historical and present day scenarios on the application of educational philosophy to cultural context. Urban and rural education issues are included. Topics on economics, physical isolation, population density, school and class size, teacher recruitment and retention are examined in the context of urban and rural settings.

All of our candidates are trained in multiple instructional strategies to meet the needs of all students including those in poverty, rural and urban schools. These include but are not limited to MTSS, Kagan structures, differentiated instruction, learning and teaching styles and other strategies.

Presently, some of the students are placed in rural areas for early field experience, junior practicum and clinical teaching. Our institution is in a rural setting and we do not have reasonable access to urban areas. In the future, we hope to be able to place some students in an urban experience through distance placement.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0011-ELEM ED CURR INSTRUC ASSESSMENT (DISC) Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5038-ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5161-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5161-MATHEMATICS CONTENT KNOWLEDGE	1			

Educational Testing Service (ETS) All program completers, 2013-14				
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2013-14	4			
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2012-13	3			
ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2014-15	2		
All program completers, 2013-14	5		
All program completers, 2012-13	3		
All program completers, combined 3 academic years	10	6	60

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

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.

Section V-Use of Technology

Each of our candidates takes a course on Instructional Technology. This course is designed to acquaint prospective teachers with current technology and its application to PreK-12 education, including lesson planning. A sampling of topics will include, but not be limited to: presentation software, web sites/Internet resources, pod and web casting, web page/wiki creation, and online storage/organizational tools.

Students will be immersed in utilizing technology to enhance learning by creating and using: podcasts and video casts, animations, Google apps, accessing online lesson plans and manipulatives, organizational tools, and other selected online tools.

Students will evaluate technology including: web sites, software, and other tools/devices. An overview of total cost ownership and tools/devices that are available for classroom use. Students will use the evaluations and overviews to create a "technology rich" classroom. Students will also reflect on safe usage of technology and learn about their digital footprint.

Development of a Personal Learning Network will result in students understanding the value of online resources for professional development and lifelong learning. Students will be able to find, save and organize resources through use of RSS feeds, social bookmarking and other online tools. An understanding of the use of collaboration and communication tools for the elementary/secondary classroom.

The development of a template for the explicit lesson planning will lead to one complete lesson. The lesson will be developed using a previously created lesson plan found on the Internet. The previously developed lesson plan will be reformatted and content added/changed to fit CCC's lesson planning template, class content, and the student's own style. Copy right issues will also be discussed during the process.

The methods classes that follow will assist the candidate in the implementation of the technology into classroom activity and management.

In the course of completing our training program, all students take a course in Educational Assessment and Measurement. Candidates are introduced to school wide software programs that include recording of grades and assessments that accessible to students and parents. The programs allow teachers to manage data from a variety of assessments to make changes in the instructional strategy to meet school, district and state standards. Emphasis is placed on how to monitor progress throughout the course of the semester and communicate that progress to the parents and administration using technology.

Each methods class addresses the topic of how to improve instruction utilizing data. The value of analysis of pre and post assessments to guide and direct instruction is covered. The students are introduced to formal programs such as AIMS-WEB in their methods classes and see the program implemented in their clinical experience in area schools.

At the close of each candidate's program to fulfill the state department of education's requirement, each student must complete the Kansas Performance Teaching Portfolio as a component of his/her student teaching experience. The project requires the students to use technology in a variety of ways, all of which is to assist the student in adjusting their teaching to better meet the students' needs.

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.

Section VI-Teacher Training

Our program is young and beginning to grow with 23 graduates. Though we do not have an ESL, ELL or Special Education Program, to equip CCC education students to gain experience to prepare to teach ESL and SWD, education students must take the course "ED-CC 300 Exceptional & Diverse Learners." Education students have the option to take the course "GS-SM 111 Conversation Lab Tutor (1)," lead study clusters and tutor students who may have disabilities or who are ESL students.

Our graduates tell us they feel prepared to work with all types of students including those with unique needs. They also indicate they work well with the specialists in their buildings. The program does offer instruction and field experience with those students who are facing limited English proficiency, IEPs and a variety of disabilities.

Candidates are first introduced to students with disabilities in their sixty plus hours of field experience associated with the Introduction to Education Course in their freshman or sophomore year. During these "hands-on" experiences, they work with students who have IEPs and English language deficiencies. Later in their program,

during their methods classes, they again have classroom observation and projects in lesson planning which include accommodations to students with special needs. During this time, they are able to work on a limited basis with those on the instructional team who specialize in areas such as autism, speech, hearing, learning disabled and numerous other disabilities.

Each future teacher is required to take a course in "exceptionalities", which acquaints him/her with the attributes to the spectrum of disabilities that are present in most school systems. Part of the course requirements call for an IEP research and design plan to be presented in a narrative as well as an in-class presentation. Guest presentations included a speech pathologist, and ESOL teacher, and a music education teacher who specialized in serving special needs students in the music classroom. The focus of the "exceptionalities" class is to communicate the need and challenge of reaching all learners.

During the month-long Junior Practicum and the semester-long Student Teaching modules, candidates are able to participate in IEP meetings pending approval of the host school's IEP committee. In most cases, the candidate assists the cooperating teacher with the implementation of the IEP. Additionally, the KPTP challenges students to target two focus students who may have an IEP and to pay special attention to addressing the student's cognitive, social and emotional needs. This awareness provides our students the opportunity to plan and execute successful differentiation in the classroom during student teaching.

Presently, our teacher education unit does not have an approved special education, ELL or ESL programs.

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.

We do not offer a program in Special Education.

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.

On March 12, 2012, the Kansas State Board of Education granted continued accreditation through December 31, 2016 as a result of our onsite visit in the fall of 2011.

Supporting Files

[Complete Report Card](#)

Complete Report Card

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