

# Title II Higher Education Act

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Emporia State University  
Traditional Program  
2010-11

### Print Report Card

### Program Information

**Name of Institution:** Emporia State University  
**Institution/Program Type:** Traditional  
**Academic Year:** 2010-11  
**State:** Kansas  
  
**Address:** 1200 Commercial St.  
  
 Emporia, KS, 66801  
  
**Contact Name:** Dr. Kenneth Weaver  
**Phone:** 620-341-5367  
**Email:** kweaver@emporia.edu

**Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: No**  
**TQE partnership name or grant number, if applicable:**

### Section I.a Program Admission

**For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.**

Element	Undergraduate	Postgraduate
Application	Yes	Yes
Fee/Payment	Yes	Yes

Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	No
Experience in a classroom or working with children	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum high school GPA	No	No
Minimum undergraduate GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum GRE 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
Resume	No	No
Bachelor's degree or higher	No	No
Job offer from school/district	No	No
Personality test	No	No
Other (specify: )	No	No

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

<http://www.emporia.edu/teach/ncate/St2.html>

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

Junior year

**Does your initial teacher certification program conditionally admit students? Yes**

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

### Section I.b Program 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.**

Total number of students enrolled in 2010-11:	480
Unduplicated number of males enrolled in 2010-11:	91
Unduplicated number of females enrolled in 2010-11:	389

2010-11	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	22
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	4
Black or African American:	11
Native Hawaiian or Other Pacific Islander:	1
White:	423
Two or more races:	4

### Section I.c Supervised Experience

**Provide the following information about supervised clinical experience in 2010-11.**

Average number of clock hours required prior to student teaching	80
Average number of clock hours required for student teaching	1083
Number of full-time equivalent faculty in supervised clinical experience during this academic year	26
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	351
Number of students in supervised clinical experience during this academic year	377

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

### Section I.d Teachers Prepared by Subject Area

**Please provide the number of teachers prepared by subject area for academic year 2010-11. 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	158

Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	5
Teacher Education - Business	6
Teacher Education - English/Language Arts	14
Teacher Education - Foreign Language	2
Teacher Education - Health	0
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	13
Teacher Education - Music	2
Teacher Education - Physical Education and Coaching	25
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	15
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	
Teacher Education - Physics	1
Teacher Education - Spanish	
Teacher Education - Speech	2
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	0
Teacher Education - Earth Science	0
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other	10

Specify: Health Education 5 Earth Science 1 Physical Education 1 Mathematics 1 Psychology 1 Social Sciences 1	
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### Section I.d Teachers Prepared by Academic Major

**Please provide the number of teachers prepared by academic major for academic year 2010-11. 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	158
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	5
Teacher Education - Business	6
Teacher Education - English/Language Arts	14
Teacher Education - Foreign Language	2
Teacher Education - Health	0
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	13
Teacher Education - Music	2
Teacher Education - Physical Education and Coaching	25
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	15
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	
Teacher Education - Physics	1
Teacher Education - Spanish	
Teacher Education - Speech	2
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	0
Teacher Education - Earth Science	0
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.e Program Completers

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

2010-11: 260

2009-10: 240

2008-09: 268

### Section II. Annual Goals

**Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure 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. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.**

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	<p><b>Academic year:</b> 2010-11</p> <p><b>Goal:</b> Promote Middle School end</p> <p><b>Goal met?</b> Yes</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>Kansas endorses Middle Level Mathematics. A candidate can declare this as the sole teaching field. Elementary candidates can add the endorsement and are being told about this opportunity and what they need to do to add this to their license.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>The elementary education advisor is aware of what elementary candidates need to do-- course work and Praxis exam--in order to add this endorsement. In addition, if candidates pass the Middle School Mathematics Praxis (0069), they can add the endorsement to their license even if they have not completed all of the course work.</p>

Science	<p><b>Academic year:</b> 2010-11</p> <p><b>Goal:</b> Promote Middle School end</p> <p><b>Goal met?</b> Yes</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>Kansas endorses Middle Level Science. Elementary candidates can add the endorsement and are being told about this opportunity and what they need to do to add this to their license.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>The elementary education advisor is aware of what elementary candidates need to do-- course work and Praxis exam--in order to add this endorsement. In addition, if candidates pass the Middle School Science Praxis (0439), they can add the endorsement to their license even if they have not completed all of the course work.</p>
Special education	<p><b>Academic year:</b> 2010-11</p> <p><b>Goal:</b> NA</p> <p><b>Goal met?</b></p> <p><b>Description of strategies used to achieve goal:</b></p> <p>Special Education is not an initial program.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p>
Instruction of limited English proficient students	<p><b>Academic year:</b> 2010-11</p> <p><b>Goal:</b> NA</p> <p><b>Goal met?</b></p> <p><b>Description of strategies used to achieve goal:</b></p> <p>Instruction of limited English proficient students is not an initial program.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p>
NA	<p><b>Academic year:</b> 2010-11</p> <p><b>Goal:</b> NA</p> <p><b>Goal met?</b></p> <p><b>Description of strategies used to achieve goal:</b></p> <p>NA</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned</b></p>



	<b>in meeting goal:</b>
	NA

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

NA

## Section II. Assurances

**Please indicate whether your institution is in compliance with the following assurances.**

**Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.**

Yes

**Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.**

Yes

**Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.**

NA

**General education teachers receive training in providing instruction to children with disabilities.**

Yes

**General education teachers receive training in providing instruction to limited English proficient students.**

Yes

**General education teachers receive training in providing instruction to children from low-income families.**

Yes

**Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.**

Yes

**Describe your institution's most successful strategies in meeting the assurances listed above:**

In light of the blue ribbon report on clinical experiences, both elementary and secondary candidates spend considerable time in the schools prior to their student teaching. Elementary education candidates are part time in the elementary school the second semester of their junior year and full time in the elementary school both semesters of the entire senior year. This immersion totals 1400 hours of supervised clinical field experience for the elementary education major. In addition, the university faculty and the elementary teachers collaborate in the delivery of instruction and supervision of the candidates. University faculty are in the elementary schools delivering instruction the entire final year of the program. Secondary education majors spend 80 hours of supervised field experience in middle or high schools prior to their student teaching experience. These 80 hours include shadowing teachers in their professional responsibilities (e.g., attending IEP meetings, team meetings, faculty meetings, parent-teacher conferences) as well as teaching a lesson plan. In addition, the content faculty are providing supervision and they are connecting regularly with the cooperating teachers about trends in the classrooms. The field experiences and the university faculty

work with the school faculty ensure that candidates are very familiar with the needs of the local educational agencies and that training is closely linked to the needs of schools.

In addition to the clinical field experience, the candidates are prepared throughout their program to complete the Teacher Work Sample. This preparation requires them to make instructional decisions. Also, they have been teaching in a classroom prior to student teaching, which provides practice in instructional decision making.

Etiology, assessment, characteristics, and educational considerations are presented for each of the following: learning disabilities; attention deficit-hyperactivity disorder; emotional and behavior disorders; intellectual and developmental disabilities; speech and language disorders; deafness and hearing loss; visual impairments; autism spectrum disorders; physical and health disabilities; severe and multiple disabilities; gifted and talented. Additional topics include knowledge of inclusion, consultation and collaboration, legal issues, parent issues, materials and facilities, and multicultural issues.

In preparation for working with children with limited English proficiency, candidates learn how culture affects the learning process such as cognitive style (field independence and field sensitivity), and the effects of cultural dissonance. In addition they learn instructional methods commonly used with English Language Learners such as Bilingual Education, English as a Second Language and Sheltered English. Special emphasis is placed on the use of differentiated instruction for use with ELL students. Activities which provide training in the aspects of cultural diversity include the candidates being required to write a Cultural Journey in which they must respond to a series of questions to understand their own cultural heritage as the first steps to understanding the diverse needs of the students in their classroom.

In addition, all candidates complete a Diversity Assessment, a Diversity Preparedness Survey, and a Multicultural Diversity Lesson Plan.

Elementary PDS interns attend seminar on teaching children from low income families from both rural and urban settings (e.g., Ruby Payne, SIOP strategies). In addition, all interns have field experiences and clinical practice in rural, urban, and/or Title I schools with mentor teachers to prepare the preservice teachers for those very settings.

Secondary education majors' Phase 1 course work (pre-Student Teaching) uses extensive examples of cultural understanding and sensitivity when dealing with individual students. Examples include recognizing that all students do not have the same financial resources and parental support to conduct work at home and that certain behavior management techniques are not appropriate for certain cultural groups. In addition, course faculty emphasize the importance of understanding each student personally. Teachers often forget that poverty exists even within relatively "affluent" districts. Teachers cannot assume things based on general district demographics.

Overall, all candidates are required to have at least one rural placement and one urban placement. In addition, the Teacher Work Sample requires candidates in Factor 1 to identify and adjust for individual needs for each student in the class. Those adaptations are incorporated in Factor 3 during lesson planning.

In addition to the clinical field experience, the students are prepared throughout their program to complete the Teacher Work Sample. This preparation requires them to make instructional decisions. Also, they have been teaching in a classroom prior to student teaching, which provides practice in instructional decision making.

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### Section III. Assessment Rates

<b>Assessment code - Assessment name Test Company Group</b>	<b>Number taking tests</b>	<b>Avg. scaled score</b>	<b>Number passing tests</b>	<b>Pass rate (%)</b>	<b>State Average pass rate (%)</b>	<b>State Average scaled score</b>
ETS0133 - ART CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2					
ETS0133 - ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	5				100	173
ETS0133 - ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	5				95	170
ETS0133 - ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	10	172	10	100	100	174
ETS0235 - BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2					

ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1				97	170
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	3				100	168
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	2				100	165
ETS0100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2010-11	2					
ETS0100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2009-10	8				100	643
ETS0100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	7				100	659
ETS0101 -BUSINESS EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2					
ETS0101 -BUSINESS EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	6				100	172
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) Other enrolled students	1					
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2009-10	5				100	166
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2008-09	4				100	160
ETS0571 -EARTH AND SPACE SCIENCES - CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1					
ETS0571 -EARTH AND SPACE SCIENCES -	1					

CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11						
ETS0571 -EARTH AND SPACE SCIENCES - CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	4				100	170
ETS0571 -EARTH AND SPACE SCIENCES - CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	2					
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	62	173	47	76	76	173
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2010-11	155	180	155	100	94	178
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2009-10	142	178	142	100	97	178
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2008-09	171	180	171	100	97	178
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	8				85	176
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	13	176	13	100	93	181
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	8				97	181
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	15	176	15	100	94	179
ETS5174 -FRENCH: WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students	1					

ETS0550 -HEALTH EDUCATION Educational Testing Service (ETS) Other enrolled students	1					
ETS0550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2010-11	6				100	686
ETS0550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2009-10	7				91	671
ETS0550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	8				94	682
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4				87	155
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	9				97	158
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	12	156	12	100	96	155
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	9				97	155
ETS0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2010-11	2				100	176
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) Other enrolled students	3				87	177
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2010-11	13	182	13	100	100	182
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	10	179	10	100	95	180
ETS0069 -MIDDLE SCHOOL MATHEMATICS	12	186	12	100	94	177

Educational Testing Service (ETS) All program completers, 2008-09						
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) Other enrolled students	2					
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2010-11	5				100	165
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2009-10	4				100	161
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2008-09	4					
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	3				99	169
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1				98	171
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	5				97	169
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2				80	153
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	26	157	26	100	96	156
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	20	156	20	100	98	157
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	23	161	23	100	97	157
ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) Other enrolled students	1					
ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS)	3				92	165

All program completers, 2009-10						
ETS0265 - PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2008-09	1					
ETS0523 - PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) Other enrolled students	2					
ETS0523 - PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2010-11	4				94	171
ETS0523 - PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2009-10	5				98	172
ETS0523 - PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2008-09	4				88	170
ETS0524 - PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	35	174	33	94	92	174
ETS0524 - PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2010-11	90	173	90	100	97	175
ETS0524 - PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2009-10	79	176	79	100	98	175
ETS0524 - PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2008-09	93	175	93	100	99	175
ETS0522 - PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	62	174	56	90	91	175
ETS0522 - PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2010-11	154	178	154	100	97	177
ETS0522 - PRINCIPLES LEARNING AND	143	176	143	100	98	177



TEACHING K-6 Educational Testing Service (ETS) All program completers, 2009-10						
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2008-09	172	178	172	100	99	177
ETS0390 -PSYCHOLOGY Educational Testing Service (ETS) All program completers, 2010-11	2					
ETS0390 -PSYCHOLOGY Educational Testing Service (ETS) All program completers, 2009-10	2					
ETS0390 -PSYCHOLOGY Educational Testing Service (ETS) All program completers, 2008-09	1					
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	10	157	4	40	67	165
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	19	167	19	100	95	170
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	12	170	12	100	95	171
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	16	169	16	100	94	170
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2					
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1					
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1				83	176
ETS0191 -SPANISH CONTENT KNOWLEDGE	1				95	177

Educational Testing Service (ETS) All program completers, 2008-09					
ETS5195 -SPANISH: WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students	2				
ETS5195 -SPANISH: WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2010-11	2			81	168
ETS0220 -SPEECH COMMUNICATION Educational Testing Service (ETS) All program completers, 2008-09	5			100	690
ETS0221 -SPEECH COMMUNICATIONS Educational Testing Service (ETS) All program completers, 2010-11	2				
ETS0221 -SPEECH COMMUNICATIONS Educational Testing Service (ETS) All program completers, 2009-10	3				

### Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2010-11	248	248	100	93
All program completers, 2009-10	227	227	100	95
All program completers, 2008-09	269	269	100	96

### 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

Other (specify: Higher Learning Commission)

**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. Technology

**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 how your program 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 how your program 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.**

The elementary and secondary education programs integrates technology in several ways. First, teacher education majors complete either IT 325 Instructional Technology for Educators (3 credit hours) or IT 371 Advanced Instructional Technology for Educators (3 credit hours) or comparable technology experiences in department courses. The IT325 course is designed to supplement and enhance basic competencies in current instructional technologies. It is focused toward preservice teachers; content is related to the field of education and is delivered through hands-on activities. Planning and integrating technology into the curriculum are emphasized with computer systems, Internet tools, evaluation tools, and software applications for presenting information for classroom use. The IT 371 course includes the design, development, authoring, and evaluation of multimedia instructional units, using digital media and interactive technologies. The course builds upon content, expertise, and skills in presentation software, web development, and applications obtained in Instructional Technology.

Both courses include gathering, analyzing, and presenting information to enhance instructional practices and meet National Educational Technology Standards.

Content area methods courses include candidates learning how to use content-specific technology to support student learning. The college is providing faculty professional development on mobile learning. Candidate use of iPads--especially in elementary education--is pervasive. In addition, the Science Elementary Methods course requires candidates learn and use robotics.

In addition to required course work, the program's capstone assessment for all Bachelor of Science in Education students is completing the Teacher Work Sample (TWS). For the TWS, the candidate designs a two to three week unit and outlines the instructional design for the unit in the order of the instructional activities. Part of the design must include technology, and the inclusion of technology is part of the TWS rubric.

Third, candidates are required to do a 16 to 32 week student teaching placement in PK-12 schools. Their performance is assessed continually throughout the placement by academic supervisors, education supervisors, and cooperating/mentor teachers. All assessments use a common assessment form composed of 50 indicators. One of those indicators is "11. Uses available classroom technology appropriate for lesson." Thus, the education program has two assessments for candidate use of technology in addition to the course-based assessments.

Finally, facileness with the use of appropriate technology is expected in methods courses throughout the unit.

## Section VI. Teacher Training

### 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 how your program 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.**

SD 550 Survey of Exceptionality is a required course for all education majors at Emporia State University. This course provides an introduction to each of the following exceptionalities: learning disabilities; attention deficit-hyperactivity disorder; emotional and behavior disorders; intellectual and developmental disabilities; speech and language disorders; deafness and hearing loss; visual impairments; autism spectrum disorders; physical and health disabilities; severe and multiple disabilities; gifted and talented. Specific information presented for each exceptionality includes: 1) etiology; 2) assessment; 3) characteristics; and 4) educational considerations. Additional topics include knowledge of inclusion, consultation and collaboration, legal issues, parent issues, materials and facilities, Response to Intervention or, as it is known in Kansas, Multi-Tier System of Supports, and multicultural issues. Activities which specifically provide training directly related to participation as a member of the IEP team consist of: 1) collaborative activities to create visual representations of the various components of the IEP; 2) collaborative activities to define the roles and responsibilities of the various members of an IEP team; and 3) participation in a simulated IEP meeting involving students assuming the roles of 13 members of the educational and other professional staff and the parents and their daughter who is being considered for placement in special education and the process for writing an IEP.

One unit of study within the course is devoted to Multicultural and Bilingual Perspectives. Within this unit the students learn how culture affects the learning process such as cognitive style (field independence and field sensitivity), and the effects of cultural dissonance. In addition they learn instructional methods commonly used with English Language Learners such as Bilingual Education, English as a Second Language and Sheltered English. Special emphasis is placed on the use of differentiated instruction for use with ELL students as well as those with disabilities. Activities which provide training in the aspects of cultural diversity include the students being required to write a Cultural Journey in which they must respond to a series of questions to understand their own cultural heritage as the first steps to understanding the diverse needs of the students in their classroom.

All elementary education majors complete a second required course SD560 Collaboration and Strategies for Inclusive Settings. This course provides the elementary classroom teacher with attitudes, skills, and strategies to educate children with a diverse range of learning needs in the general education classroom. This includes the gifted and talented, children with learning and behavior disabilities, distractibility and/or hyperactivity, health problems, sensory impairments, children who are at risk, and the culturally diverse. The teacher is provided with skills to increase the desire and ability to collaborate with other professionals, para-educators, and parents in a team effort.

Throughout the semester, the students use a model that requires them to consider classroom demands, instructional methods, instructional materials, and classroom grouping when working with students with exceptionalities and students from various cultures.

The course requirements are specifically designed to prepare the students in SD 560 to be effective teachers of all students, including those with exceptionalities and students from diverse backgrounds. Students demonstrate their knowledge of the course content by completing the following projects: using data to determine specific interventions to implement; modifying an actual chapter from a published curriculum, given learners' strengths and needs; designing a graphic organizer for specific curriculum content; determining specific learning strategies to teach students based upon students' needs; modifying daily assignments by using the Universal Design for Learning model; providing positive behavioral supports; describing methods to promote positive student interactions; describing various ways to make the classroom one that reflects and values all cultures in the classroom; and choosing assistive technologies to remove barriers caused by disabilities or language differences.

To prepare students to be a member of an IEP team, they are required to describe the Multi-Tier System of Supports and the roles they must assume as general educators, using this method to determine if a child needs to be referred for assessment to receive special education services. Students in this class participate in a simulated IEP meeting, to prepare them to be an effective team member.

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**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 how your program 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.**

Special Education is an advanced program.

## Section VII. Contextual Information

**Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.**

Emporia State University was established in 1863 as Kansas State Normal with the mission of preparing teachers for the state. Its current population is 6500 students. Emporia State University offers the Bachelor of Science in Education in Elementary Education and Secondary Education. The teacher licensure fields for Secondary Education include Art, Biology, Business Education, Chemistry, Earth and Space Science, English Language Arts, Foreign Language: French and Spanish, History and Government, Health Education, Journalism, Mathematics, Music, Physical Education, Physics, Psychology, and Speech/Theater. Middle

school teaching fields include English Language Arts, History Comprehensive, Mathematics, and Science. The university offers a variety of graduate programs in education. The Master of Arts is offered in Teaching English to Speakers of Other Languages. The Master of Arts in Teaching is offered in Social Sciences. The Master of Library Science also results in the endorsement as School Library Media Specialist. The Master of Instructional Leadership is offered to teachers wanting to add the Teacher Leader endorsement to their license. The Master of Education in Teaching is offered to students in the Alternate Route program. The Master of Science degree is offered in Early Childhood Unified; Advanced Business; Advanced Music; Master Teacher (reading specialist and elementary subject matter); Curriculum and Instruction (curriculum leadership, effective practitioner, and National Board Certification); Instructional Design and Technology; Educational Administration; Library Media Specialist; School Counseling; School Psychology; Special Education, Adaptive; Special Education, Gifted/Talented/Creative; and Physical Education. The Specialist in Education degree may be earned in School Psychology. Courses are offered on-campus, online, and at distance sites at Butler Community College, Olathe, Kansas City Kansas Community College, and the Metro Learning Center in Overland Park. Starting in Fall, 2011, the elementary education program will be delivered as a distance program to Johnson County Community College.

### Supporting Files

Emporia State University  
Traditional Program  
2010-11

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Title II, Higher Education Act  
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