Emporia State University
Traditional Program

2013 | Title II Reports

Complete Report Card

AY 2011-12

Institution Information

Name of Institution: Emporia State University
Institution/Program Type: Traditional
Academic Year: 2011-12
State: Kansas

Address: 1200 Commercial St.

Emporia, KS, 66801

Contact Name: Dr. Joan Brewer
Phone: 620-341-5367
Email: jbrewer@emporia.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?
Art, P-12	No
Biology, 6-12	No
Business, 6-12	No
Chemistry, 6-12	No
Early Childhood Unified B-3	No
Earth & Space Science, 6-12	No
Elementary, K-6	No
English Language Arts, 6-12	No
English, Language Arts, 5-8	No
Foreign Language French, P-12	No
Foreign Language German, P-12	No
Foreign Language Spanish, P-12	No
Health, P-12	No
History, Government, and Social Studies, 5-8	No
History, Government, and Social Studies, 6-12	No
Journalism, 6-12	No
Mathematics, 5-8	No
Mathematics, 6-12	No
Music, Instrumental, P-12	No
Music, Vocal, P-12	No

Physical Education, P-12	No
Physics,6-12	No
Psychology, 6-12	No
Science, 5-8	No
Speech/Theatre, 6-12	No
Total number of teacher preparation programs: 25	

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.emporia.edu/teach/ncate/St2.html

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

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	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	No	No
Minimum SAT score	No	No

	Yes	Yes
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	No	No
Essay or personal statement	No	No
Interview	No	No
Other	No	No

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

2.5

What was the median GPA of individuals accepted into the program in academic year 2011-12

3.34

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 2011-12

3.47

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

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

Are there initial teacher certification programs at the postgraduate level?

Yes

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

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	No
Minimum number of courses/credits/semester hours completed	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	No	No
Minimum SAT score	No	No
Minimum basic skills test score	No	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	No	No
Essay or personal statement	No	No
Interview	No	No
Other	No	No

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

2.5

What was the median GPA of individuals accepted into the program in academic year 2011-12

2.52

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 2011-12

3.33

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 2011-12:	1089
Unduplicated number of males enrolled in 2011-12:	326
Unduplicated number of females enrolled in 2011-12:	763

2011-12	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	50
Race	
American Indian or Alaska Native:	1
Asian:	7
Black or African American:	45
Native Hawaiian or Other Pacific Islander:	2
White:	917
Two or more races:	46

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2011-12.

Average number of clock hours of supervised clinical experience required prior to student teaching	80
Average number of clock hours required for student teaching	1083
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	35
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	263
Number of students in supervised clinical experience during this academic year	390

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 2011-12. 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	144
Teacher Education - Junior High/Intermediate/Middle School Education	

Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	1
Teacher Education - Business	5
Teacher Education - English/Language Arts	17
Teacher Education - Foreign Language	3
Teacher Education - Health	7
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	12
Teacher Education - Music	3
Teacher Education - Physical Education and Coaching	16
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	5
Teacher Education - Social Science	13
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	6
Teacher Education - Chemistry	4
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education- History	
Teacher Education - Physics	2
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	1
Teacher Education - Earth Science	2

Academic Major	Number Prepared
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify: 2-Speech & Theatre	2

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2011-12. 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	144
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	1
Teacher Education - Business	5
Teacher Education - English/Language Arts	17
Teacher Education - Foreign Language	3
Teacher Education - Health	7
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	12
Teacher Education - Music	3
Teacher Education - Physical Education and Coaching	16
Teacher Education - Reading	
Teacher Education - Science	5
Teacher Education - Social Science	13
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	

Teacher Education - Biology	6
Teacher Education - Chemistry	4
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	2
Teacher Education - Spanish	
Teacher Education - Speech	2
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	1
Teacher Education - Earth Science	2
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:

2011-12: 243

2010-11: 260

2009-10: 240

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 2011-12

Did your program prepare teachers in mathematics in 2011-12?

Yes

How many prospective teachers did your program plan to add in mathematics in 2011-12?

12

Did your program meet the goal for prospective teachers set in mathematics in 2011-12?

Yes

Description of strategies used to achieve goal, if applicable:

The Department of Mathematics provides an outstanding program where the mathematics faculty uses a wide variety of technologies and teaching strategies to teach mathematics effectively. The methods course provides a learning lab where the candidates teach the college trigonometry class in Professional Learning Communities under the direction of the mathematics methods professor . The candidates learn to write tests, create lesson plans, use technologies to teach and facilitate learning. Prospective students and their guardians are invited to observe this class. We also have special sessions at the Annual ESU Mathematics Day directed by current students about attending college and how to prepare for it. We have a faculty representative at each college recruiting event and host college mathematics evenings. The mathematics education faculty meet with prospective students during campus visits and follow up with an email or phone call.

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

The mathematics education program at ESU has a track record of successful and award winning mathematics teachers. The department faculty meet each year to discuss strengths and the key points for the admission counselors to use as talking points. The invitation to visit classes was started this year. Results of the recruitment and retention plan have been successful and we now in the process of creating a large poster to use at recruiting events in the future.

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in mathematics in 2012-13?

Yes

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

15

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Will your program prepare teachers in mathematics in 2013-14?

Yes

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

20

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 2011-12

Did your program prepare teachers in science in 2011-12?

Yes

How many prospective teachers did your program plan to add in science in 2011-12?

7

Did your program meet the goal for prospective teachers set in science in 2011-12?

Yes

Description of strategies used to achieve goal, if applicable:

The faculty who are involved in science education are doing a number of things to recruit student majors into science education. The department advertises its various science education programs on the department website. Additionally, advisors within the department share the various options within the science education curriculum with advisees. Many ESU science education majors want to a rural school setting which will require them to be licensed in multiple areas of science education. Middle school science teacher education is a particular area stressed with science education majors as an area of high need. Further, the science faculty regularly participate in campus recruitment events and student campus visits, sharing the available curriculum options in the department. Recruiting materials have been updated to better represent the curricular and professional opportunities available.

A faculty member in biology maintains contact with program alumni, in addition to biology teachers throughout the state of Kansas. Through e-mail, he is able to share developments within the field, available workshops and potential scholarship information that these individuals can then forward to interested prospective teachers.

In the physical sciences, recruitment letters were sent to prospective students with certain ACT scores, as well as those who expressed an interest in the sciences. Additionally, high performing students in beginning-level science courses who are undecided are targeted for recruitment. Efforts have been intensified to expand external relationships and presence between the department and the professional field.

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

In regards to recruiting middle school level science teachers, the department faculty have noticed that students do not initially identify this as the focus target level; however, given opportunities, students find the middle school level as a good fit for them.

Recently, efforts with centralized recruiting within the ESU Admissions Office have been updated and improved. This will help faculty be able to more easily target

those students who have strong interests in science education. This will enable the department to specifically direct its recruitment and retention efforts of future science teachers.

Provide any additional comments, exceptions and explanations below:

ESU offers programs in biology, earth science, physical science, chemistry and physics, as well as a middle level (5-8) option.

Academic year 2012-13

Is your program preparing teachers in science in 2012-13?

Yes

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

7

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Will your program prepare teachers in science in 2013-14?

Yes

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

7

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 2011-12

Did your program prepare teachers in special education in 2011-12?

No

How many prospective teachers did your program plan to add in special education in 2011-12?

Did your program meet the goal for prospective teachers set in special education in 2011-12?

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 2012-13

Is your program preparing teachers in special education in 2012-13?

No

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

Provide any additional comments, exceptions and explanations below:

Special Education is not an initial program.

Academic year 2013-14

Will your program prepare teachers in special education in 2013-14?

No

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

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 2011-12

Did your program prepare teachers in instruction of limited English proficient students in 2011-12?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2011-12?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2011-12?

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:

Instruction of Limited English Proficient Students is not an initial program.

Academic year 2012-13

Is your program preparing teachers in instruction of limited English proficient students in 2012-13?

No

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

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Will your program prepare teachers in instruction of limited English proficient students in 2013-14?

No

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

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:

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.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	5			
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	5			
ETS0134 -ART CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	6			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	3			
ETS0100 -BUSINESS ED Educational Testing Service (ETS) All program completers, 2010-11	2			
ETS0100 -BUSINESS ED Educational Testing Service (ETS) All program completers, 2009-10	8			
ETS0101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	7			
ETS0101 -BUSINESS ED CONTENT KNOWLEDGE	6			

Educational Testing Service (ETS) All program completers, 2010-11				
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, 2011-12	4			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2009-10	5			
ETS0571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2011-12	4			
ETS0571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2009-10	4			
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	70	175	61	87
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2011-12	144	180	144	100
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2010-11	155	180	155	100
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2009-10	142	178	142	100
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	20	179	20	100
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE	13	176	13	100

Educational Testing Service (ETS) All program completers, 2010-11				
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	8			
ETS5174 -FRENCH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2011-12	7			
ETS0550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2010-11	6			
ETS0550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2009-10	7			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	7			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	9			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	12	156	12	100
ETS0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2010-11	2			
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) Other enrolled students	1			
ETS0069 -MIDDLE SCHOOL MATHEMATICS	7			

Educational Testing Service (ETS) All program completers, 2011-12				
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2010-11	13	182	13	100
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	10	179	10	100
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2011-12	8			
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2010-11	5			
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2009-10	4			
ETS0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	3			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	3			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1			
ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	18	157	18	100
ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE	26	157	26	100

Educational Testing Service (ETS) All program completers, 2010-11				
ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	20	156	20	100
ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) Other enrolled students	2			
ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2009-10	3			
ETS0523 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0523 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2010-11	4			
ETS0523 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2009-10	5			
ETS0623 -PRINC LEARNING AND TEACHING 5-9 II Educational Testing Service (ETS) All program completers, 2011-12	4			
ETS0524 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	7			
ETS0524 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2011-12	25	177	25	100
ETS0524 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2010-11	90	173	90	100
ETS0524 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2009-10	79	176	79	100
ETS0624 -PRINC LEARNING AND TEACHING 7-12 II	19	170	16	84

Educational Testing Service (ETS) Other enrolled students				
ETS0624 -PRINC LEARNING AND TEACHING 7-12 II Educational Testing Service (ETS) All program completers, 2011-12	62	174	62	100
ETS0522 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	5			
ETS0522 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2011-12	50	177	50	100
ETS0522 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2010-11	154	178	154	100
ETS0522 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2009-10	143	176	143	100
ETS0622 -PRINC LEARNING AND TEACHING K-6 II Educational Testing Service (ETS) Other enrolled students	67	171	60	90
ETS0622 -PRINC LEARNING AND TEACHING K-6 II Educational Testing Service (ETS) All program completers, 2011-12	94	174	94	100
ETS0390 -PSYCHOLOGY Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0390 -PSYCHOLOGY Educational Testing Service (ETS) All program completers, 2010-11	2			
ETS0390 -PSYCHOLOGY Educational Testing Service (ETS) All program completers, 2009-10	2			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	11	156	3	27
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	17	165	17	100
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE	19	167	19	100

Educational Testing Service (ETS) All program completers, 2010-11				
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	12	170	12	100
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
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			
ETS5195 -SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS5195 -SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2010-11	2			
ETS0221 -SPEECH COMMUNICATIONS Educational Testing Service (ETS) All program completers, 2011-12	2			
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 Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2011-12	236	236	100
All program completers, 2010-11	248	248	100
All program completers, 2009-10	227	227	100

Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?
Yes

If yes, please specify the organization(s) that approved or accredited your program:
State
NCATE
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 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.

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

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.

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.

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.

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

Complete Report Card

AY 2011-12