Title II
Higher Education Act

Haskell Indian Nations University
Traditional Program
2010-11

Print Report Card

Program Information

Name of Institution: Haskell Indian Nations University
Institution/Program Type: Traditional
Academic Year: 2010-11
State: Kansas

Address: 155 Indian Avenue
P.O. Box 5014
Lawrence , KS, 66046

Contact Name: Mrs. Jacqueline Boyd
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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	NA
Fee/Payment	No	NA

Transcript	Yes	NA
Fingerprint check	No	NA
Background check	No	NA
Experience in a classroom or working with children	Yes	NA
Minimum number of courses/credites/semester hours completed	Yes	NA
Minimum high school GPA	No	NA
Minimum undergraduate GPA	Yes	NA
Minimum GPA in content area coursework	No	NA
Minimum GPA in professional education coursework	No	NA
Minimum ACT score	No	NA
Minimum SAT score	No	NA
Minimum GRE score	No	NA
Minimum basic skills test score	Yes	NA
Subject area/academic content test or other subject matter verification	No	NA
Recommendation(s)	Yes	NA
Essay or personal statement	Yes	NA
Interview	Yes	NA
Resume	No	NA
Bachelor's degree or higher	No	NA
Job offer from school/district	No	NA
Personality test	No	NA
Other (specify:)	No	NA

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

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

Does your initial teacher certification program conditionally admit students? No

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

The Elementary Teacher Education Program (ETEP) admission process occurs only in the spring semester. Applications must be submitted by March 1. Program applicant interviews are scheduled the second week in March. Potential teacher candidates will be notified of the final recommendation (acceptance or non-acceptance) within 10 working days from the scheduled interviews. On a case by case basis, the interview team may request a second interview session to determine the final recommendation.

Teacher candidates who are admitted into the program begin in the fall as member of a cohort and continue with the same cohort throughout junior and senior year.

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:	20
Unduplicated number of males enrolled in 2010-11:	4
Unduplicated number of females enrolled in 2010-11:	16

2010-11	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	0
Race	
American Indian or Alaska Native:	20
Asian:	0
Black or African American:	0
Native Hawaiian or Other Pacific Islander:	0
White:	0
Two or more races:	0

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	300
Average number of clock hours required for student teaching	525
Number of full-time equivalent faculty in supervised clinical experience during this academic year	3
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	10
Number of students in supervised clinical experience during this academic year	10

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

Haskell Indian Nations University offers an Elementary Teacher Education Program (ETEP) structured in four specific semester blocks starting junior year. Each block is designated by a focus topic.

- Building Foundation, junior I semester

- Understanding the Whole Child, junior II semester

- Learning to Teach, senior I semester

- Practicing Pedagogy, senior II semester

In each semester block, teacher candidates are provided with a variety of field experiences.

In junior I semester, teacher candidates begin building a foundation of educational knowledge through course work and school site visitations. Candidates visit a variety of school sites throughout Kansas and surrounding areas, spending an entire day at each school selected. The following demographics are considered when selecting visitation sites - urban, suburban, rural, inner city, low SES, ELL/ESL students, students with disabilities, public, private, and tribal. Exposure to schools serving student populations of varying demographics provide teacher candidates an opportunity to experience multiple school settings and student diversity.

In junior II semester, candidates are assigned to a public school classroom and host teacher. Teacher candidates are required to complete 120 hours of field experience by assisting the host teacher with activities requiring limited professional background knowledge and skills, such as individual instruction and other student assistance. Teacher candidates at this level may accumulate field experience hours through involvement in other school activities as deemed appropriate by the host teacher and university supervisor. During this clinical experience phase, teacher candidates respond via TaskStream, to questions and scenarios designed to build connection between course work and field experience.

Prior to the beginning of senior I semester, candidates are required to arrive a week earlier for a classroom management/first days of school seminar. This week begins with candidates arriving at their assigned school placement for staff development and teacher work day. Candidates spend half of the first two days in the assigned building assisting the cooperating teacher with various teacher duties, such as setting-up the classroom, creating bulletin boards, organizing shelf space for student materials and supplies, etc. The other half of the day is spent on-campus discussing content from two textbooks, How to be an Effective Teacher - The First Days of School by Harry and Rosemary Wong and The Teacher's Guide to Success by Ellen Kronowitz. Candidates spend the entire third and fourth day in the elementary school as students arrive for the first day of school. They meet students for the first time and observe how a veteran teacher establishes the classroom environment through classroom rules, expectations, routines, etc. On Friday, candidates spend the morning in the school and return in the afternoon to campus to debrief about the week's experience and reflect on both course content and classroom experience. The program finds this process very beneficial as candidates begin to build a rapport with students, parents, teachers, staff and build administration.

In senior I semester, teacher candidate are placed in a public school classroom with a cooperating teacher. Teacher candidates indicate interest in a variety of grade levels and they are placed based on availability. Teacher candidates are required to accumulate 120 hours of pre-student teaching experience through a scaffolding approach. Candidates learn to teach by engaging in four levels of teaching (one-on-one instruction, small group, whole group using teacher notes and scripts directly from a teacher manual, and whole group lesson developed under the guidance of the cooperating teacher). This pre-student teaching experience will allow students to apply concepts of "theory into practice" (applying the principle, methods, and strategies acquired in methodology courses) while preparing for student teaching semester. Teacher candidates remain in this same placement through spring semester to complete their student teaching experience.

In senior II semester, teacher candidates are provided the opportunity to apply the methods and strategies they have acquired during the pre-student teaching experience in the classroom. Teacher candidates have established familiarity with students, teachers, and school community and continue to build professional relationships throughout the year. All candidates will experience three phases of student teaching, with each phase consisting of five weeks.

- Phase I consists of acquiring teacher responsibilities and duties through a collaborative plan. The cooperating teacher and student teacher will collaborate and determine which content areas will be acquired first. Each week a new content area will be added to the student teacher's responsibilities and duties.

- Phase II consists of five weeks of full-time teaching and assuming all teacher responsibilities and duties, such as, managing all routines and student behaviors, morning, lunch and after school duty, organizing and instructing lessons, assessing student learning, and participating in various meetings (school and district wide).

- Phase III consists of transitioning the teacher responsibilities and duties back to the cooperating teacher, this process will begin by returning the first content area acquired in phase I and so forth until all content areas are returned to the cooperating teacher. For the last week of student teaching, candidates are encourage to observe in grade levels not yet observed.

The design and structure of this ETEP provides our candidates with a significant number of field experience hours which connects closely to course content and classroom applications.

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	5
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	

Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education- History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

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	5
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	

Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	

Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
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: 5

2009-10: 5

2008-09: 5

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	**Academic year:** 2010-11 **Goal:** NA **Goal met?** **Description of strategies used to achieve goal:** **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**
Science	**Academic year:** 2010-11 **Goal:** NA **Goal met?** **Description of strategies used to achieve goal:** **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**
Special education	**Academic year:** 2010-11 **Goal:** NA **Goal met?** **Description of strategies used to achieve goal:** **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**
Instruction of limited English proficient students	**Academic year:** 2010-11 **Goal:** NA **Goal met?** **Description of strategies used to achieve goal:** **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**
NA	**Academic year:** 2010-11 **Goal:** NA **Goal met?**

	Description of strategies used to achieve goal: **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**

Provide any additional comments, exceptions and explanations below:

In the state of Kansas, Special Education and English Language Learners (ELL) are not recognized as an initial licensure areas.

Haskell Indian Nations University only has one teacher preparation program - Elementary Teacher Education Program(ETEP). Endorsement areas and special programs in the area of mathematics, science, special education and limited English proficiency are not offered at the Haskell. However, the ETEP does offer courses in each of these content areas as part of the required course work for the teacher candidates. The semester candidates enroll in these courses and the course description is provided below.

In Building Foundations, junior I semester, teacher candidates enroll in EED 313, Language Acquisition course. The emphasis of this course is on teaching strategies and the preparation of classrooms for English Language Learners (ELL). Course content provides foundational knowledge for pre-service teachers who will likely face the challenge of working with ELL students as classrooms continue to become more language diverse. Course instruction outlines the theory and explains and illustrates examples of instructional approaches that work best for teaching ELLs content while they are also learning English.

In Understanding the Whole Child, junior II semester, teacher candidates enroll in EED 312 Multicultural Education and EED 323 Understanding Exceptionalities. The EED 312 course provides an introduction to the concepts of multicultural education and documents the increasing multicultural diversity of the United States, including language. Course content fosters teacher candidate understanding of differing values, customs, and traditions and provides multicultural experience which lead to applications within the learning environment.

In EED 323 candidates are introduced to the field of special education. They will gain an awareness and understanding of the various types of exceptional characteristics, needs, and strengths that influence the development and learning process in elementary children who have been diagnosed as an exceptional child or at-risk student. Other topics of study include - state and federal legislation, IEP process and documentation, intervention strategies, meaningful accommodations, and adapting instruction and curriculum to meet the diverse needs of all the students in the classroom.

In Learning to Teach, senior I semester, candidates enroll in EED 412 Methods of Teaching in Science in Elementary Classrooms and EED 422 Methods of Teaching Math in the Elementary Classrooms. In EED 412, candidates learn how to design, teach, and assess the fundamental concepts of physical, life, earth and space sciences. Further unifying concepts of science and inquiry processes used in the discovery of new knowledge will be investigated and utilized. Diversity found within cultural views about science and its interrelatedness to the physical, emotional, intellectual, and spiritual aspect of life will be explored. In EED 422, candidates will learn how to design, teach, and assess fundamental mathematical concepts, procedures, and reasoning processes. Defining numbers, operations, geometry, measurement, data analysis, probability, and algebra applications will be modeled in the classroom. Mathematical skills and their applications to a variety of situations for the purpose of solving real-life problems (family/community) will be emphasized.

Candidates are also required to enroll in EED 202 Math Content Standards for Elementary Teachers during their sophomore year. This course provides an introduction to math standards from which elementary mathematics curriculums are created. Topics focus on the process of learning mathematics and basic learning theories in mathematics. Students will examine five content standards, created by the National Council of Teachers of Mathematics, and explore the general span of instruction and skills for all elementary grade levels, related to these standards.

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:

1) Providing instruction to children with disabilities - Candidates thoroughly examine the state and federal laws (P.L. 94-142, Section 504 and ADA). Every principle is presented and tested in each law. Candidates are required to role play and an IEP meeting and create a mock IEP document. Candidates create and present a task analysis lesson focusing on one adaptive skill for a student with moderate mental retardation. In standards based lesson plans, candidates are required to differentiate their lessons for all ranges of abilities. For example, dyslexia, vision impairment, behavioral disorder and gifted and talented students.

2) Providing instruction to ELL - Candidates examine guidelines for working with ELLs, read classroom scenarios and reflect on those stories to spark discussion of effective problem solving solutions for the classroom. Classroom discussions are integrated with the textbook outline. A sampling of discussion questions are listed - How do I assess a student's English?, How do I get my reluctant speakers to speak English?, How do I teach grade level content to English beginners? and How do I help students build learning strategies? Candidates also observe an ELL classroom and interact with the ELL teacher.

3) Providing instruction to children from low-income families - Candidates reflect and respond to various real classroom scenarios. Candidates examine and explore solution for children who have experienced the poverty or whose learning may be effected by socio-economic status.

4) urban and rural schools - Candidates engage in group dialogue sessions after reading articles dealing with urban and rural education topics. The groups then share those discussion with the class. There are many

times where candidates expand their knowledge by providing insight into their own urban or rural school experience.

The strength of meeting these assurances lie in our field and clinical experiences. Our candidates are placed in school settings where most of these characteristics are present in the school and community. Candidates observe veteran teacher interactions with students and eventually experience those interactions when in the student teaching role. Candidates also assume the responsbilities and duties of their cooperating teacher during the student teacher semester, which means they attend all meetings regarding professional development and student issues such as SIT meetings, IEP meetings, parent/teacher conferences, etc. This provides candidates will multiple opportunities to work with children from various backgrounds and abilities.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	1				76	173
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2010-11	4				94	178
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2009-10	5				97	178
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2008-09	8				97	178
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	1				91	175
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2010-11	4				97	177
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2009-10	6				98	177
ETS0522 -PRINCIPLES LEARNING AND	7				99	177

TEACHING K-6 Educational Testing Service (ETS) All program completers, 2008-09						

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2010-11	4			93
All program completers, 2009-10	6			95
All program completers, 2008-09	8			96
All program completers, combined 3 academic years	18	13	72	

Section IV. Low-Performing

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

Is your teacher preparation program currently approved or accredited?
Yes

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

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?
No

Section V. 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 integration of technology within curricula and instruction is included in all courses offered at all levels within the Haskell ETEP. Students entering Haskell's ETEP have earned an Associates of Arts (AA) in Paraprofessional Education. The AA degree program includes the use of technology in several course requirements. For example, course requirements for EED 205, Abnormal Psychology for Teachers, includes the creation and presentation of a Power Point slide show related to a childhood disorder; requirements for EED 202, Math Content Standards, include the exploration of web resources provided by NCTM and Kendall Hunts's Trailblazers Mathematics materials, and the collection and display of data using Microsoft's Excel spread sheets to facilitate the construction of various graphs (pie, histogram, stem and leaf, bar graph and pictograms). Students also explore use of electronic records management systems,in EED 206 Classroom Design and Management. EED 203 engages students in utilizing the Internet to take an imaginative adventure around the world, stopping at various countries on all seven continents to gather a variety of information. PowerPoint and Publisher applications are used by the students to organize and present information in a kid-friendly format. These experiences introduce students to the availability of curricula enhancement and support using technology. Students also have opportunities to use overhead projectors, LCD projectors, and digital projector cameras.

During junior and senior semesters, the use of technological support is included in several courses. In March, 2010, EED 314 Multimedia Technology in Education, which has been a required course for many years, was removed from the program's course offerings. This action was taken due to the realization that technology needs to become intentionally and systematically embedded in every ETEP course offering, particularly those related to methods of teaching in senior II semester.

Examples of ETEP"S course requirements and use of technology include, but are not limited to : 1) use of web site and compact disc presentations provided by course textbook publishing companies such as those available from Pearson and Allyn and Bacon; 2) creation of a current BIE boarding school profile/magazine using web resources and Microsoft Publisher; 3) use of on-line learning modules and case studies provided by The IRIS center, Vanderbilt University to support course work related to classroom management, assessments, reading and understanding exceptionalities; 4) use of web resources and video lessons made available from www.nasa.gov/teacherssandbox, www.nctm.org, and www.pbs.org/teachersdomain to support course work in math and science; and 5) use of additional classroom resources to enhance language arts instruction, such as www.raz-kids.com and www.readinga-z.com, authors' web pages, such as www.janbrett.com, and www.scholastic.com.

The campus classrooms within the ETEP include various examples of technology support devices, such as 1) overhead projectors, 2) video cameras, 3) digital projection cameras, 4) computers and Internet access, and 5) LCD projectors. The ETEP building has a small computer lab with Internet access and WIFI, for student use. Greater access to computers and the Internet is available at the campus computer lab in the main campus library.

All ETEP teacher candidates are required to subscribe to TaskStream, an online reporting and data collection system. This system allows teacher candidates the ability to search national and state curriculum and professional standards, create rubrics, build lesson plans, and communicate with other professionals who post information. The TaskStream system also allows Haskell's ETEP faculty to create customized course assignments and assessment tools (course assignment rubrics, field experience evaluation and forms). Field experience host and cooperating teachers are also provided access to the system which enables responses to posted bi-weekly and summative teacher candidate evaluations. Teacher candidates submit required assignments on-line and receive faculty assessment feedback via TaskStream. Evaluation data related to teacher candidate course performance and field placement performance is also collected using this system.

During clinical experiences, teacher candidates have the opportunity to observe and use a variety of additional examples of supportive educational technology. Classrooms within the local school district have SmartBoards, Classroom Response Systems - individual remote clickers to indicated each individual

response to review questions, laptop computers for student/classroom use and access to programs, such as EdTech Teacher and United Streaming videos.

In junior II semester, the ETEP offers an assessment and evaluation course which provides candidate with an introduction to various types of assessments used in education (formal and informal). Candidates learn how to identify, select, and create grade and age-level appropriate assessments. Candidate also begin to understand how assessment results are used in the classroom to improve teaching and learning. The candidate began to view grading programs and create charts displaying information about the students progress.

Candidates also have experience administering various reading assessments (interest inventories, letter recognition, sight words, informal reading inventories, fluency records, running records, DIBELS, etc.) in the Language Arts Practicum. This experience provides the candidates with knowledge to form reading groups based on reading abilities and the types of lessons necessary for each group's abilities. For example, we view data charts from DIBELS and discuss the types of instruction that will occur at the various levels for primary grade (Kindergarten-3rd grade).

All senior level teacher candidates are required to complete the Kansas Performance Teaching Portfolio (KPTP) which includes the collection of pre and post test data related to student learning and submit a report of this data collection using various technological skills and resources. For example, candidates are required to disaggregate pre and post data using at least two contextual factors in chart/graph or table form. Then they discuss those results in reference to the learning goals and objectives for the unit. The KPTP also requires candidates to plan and implement lessons which demonstrate their ability to integrate technology to support student learning. For example, a candidate could show a You Tube clip as he/she is describes the lifecycle stages of a Monarch butterfly.

The ETEP has implemented a program change which focuses on technology effective spring 2011. All courses are required to have a technology connection such as, showing various online teaching resources to be used in lesson plans, creating excel spreadsheet to collect classroom data, and utilizing a tutorial online program to enhance math and language arts skills.

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.

1) Teaching children with disabilities - Teacher candidates begin their awareness and study of disabilities at the sophomore level when they enrolled in EED 205 - Abnormal Psychology for Teachers and EED 206 - Classroom Design and Management. EED 205 course content is designed to create awareness,

understanding, and knowledge of general characteristics and educational needs of students with disabilities and/or atypical life experiences. EED 206 course content includes assignments and discussions to construct knowledge related to the physical, social, and behavioral needs of all students, with consideration for inclusion, respect, and support for students with disabilities. Both courses introduce students to general terms and concepts related to appropriate educational practices and support systems within school and community settings for students with disabilities.

At the junior level, teacher candidates continue to develop the ability to teach students with disabilities when enrolled in EED 308 - Child Growth and Development, EED - 321 Fundamentals of Assessment, and EED 322 - Psychology in Education. These courses focus on the study of theories and related practices when considering typically developing students, but also provide a framework for understanding these critical components as related to student with disabilities. All three courses include a strong focus on meeting the needs of students with disabilities. During the junior year when enrolled in EED 324 - Introduction to Curriculum Theory and Development, candidates study and create behavioral learning objectives, and aligned lessons and assessments. The ability to differentiate input modes, responses modes, measurement criterion, learning materials, and assessment practices is introduced during this course. In EED - 323 Understanding Exceptionalities, candidates have experience creating and presenting a task analysis lesson focusing on one adaptive skill for a student with moderate mental retardation. Candidates also gain a basic understanding and knowledge of the various types of disabilities and the accommodations that are related to each disability.

In senior year during the student teaching phase, candidates are required to design and teach five standards based lesson plans to be observed by the SOE supervisor. These lessons must address each core subject area of Math, Reading, Writing, Science, and Social Studies. Within these standards based lessons, candidates are required to differentiate lessons based on the various student disabilities in the elementary classroom. If there are no students with IEPs, the candidate is still required to plan a lesson for a range of varying disabilities. For example, dyslexia, vision impairment, behavioral disorder and gifted and talented students. Student teachers are also encouraged to collaborate with the cooperating teacher and special education teacher when planning these standards based lessons to ensure appropriate accommodations are made.

IEP team member - Candidates thoroughly examine the state and federal laws (P.L. 94-142, Section 504 and ADA). Every principle is presented and tested in each law. Candidates are required to role play an IEP meeting and create a mock IEP document. These activities are all accomplished in the college classroom.

However, our candidates also experience the IEP process in the elementary school by attending the various meetings such as referral meetings, student intervention team (SIT) meetings, evaluation meeting or participating in the evaluation process, such as completing a teacher behavioral checklist or documenting time on task activities. Eventually the candidates observe and participate in an actual IEP meeting with parents and other team members. The fact that our candidates are placed in an elementary school for the entire year for pre-student teaching followed by the student teaching experience has been very beneficial as they may be able to observe and be a part of the complete identification and placement process, or annual IEP reviews.

2) Teaching ELL - Candidates examine guidelines for working with ELLs, read classroom scenarios and reflect on those scenarios to spark discussion of effective problem solving solutions for the classroom. Classroom discussion are integrated with the textbook outline. A sampling of discussion questions are listed - How do I assess a student's English?, How do I get my reluctant speakers to speak English?, How do I teach grade level content to English beginners? and How do I help students build learning strategies? Candidates also observe at an ELL high incidence schools within the community.

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.

Haskell does not offer a teacher preparation program in the area of special education.

Section VII. Contextual Information

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

There is a long history associated with this university. Haskell officially opened its doors in 1884 under the name of the United States Indian Industrial Training School. The purpose of the school was to provide an agricultural education to young American Indian children in grades one through five. By 1927, high school classes were being offered. In 1935 another transition was made as Haskell began offering vocational-technical courses. The last high school class graduated in 1965. In 1970, Haskell began offering junior college curriculum and became known as Haskell Indian Junior College. In 1992, the National Haskell Board of Regents recommended a new name to reflect its vision for Haskell as a national center for Indian education, research, and cultural preservation. In 1993, the Assistant Secretary for Indian Affairs approved the change, and Haskell became "Haskell Indian Nations University." Haskell Indian Nations University is the only inter-tribal university in the United States. Students who attend Haskell represent many federally-recognized tribes across the United States making the student body the most diverse group imaginable. Haskell offers four baccalaureate programs in elementary education, American Indian Studies, business administration, and environmental science. Haskell still offer associate degree programs in four areas education, business, science and the arts. The Elementary Teacher Education Program was the first baccalaureate program offered at Haskell Indian Nations University. The ETEP was established to prepare American Indians and Alaska Natives teacher to return to their native communities and teach. The first cohort graduated in 1997. Today, there are 140 graduates of the Elementary Teacher Education Program from Haskell Indian Nations University. The mission of the Elementary Teacher Education Program at Haskell Indian Nations University is to prepare American Indian and Alaska Native (AI/AN) teacher candidates to teach all children, kindergarten through sixth grade, in accordance with traditional and contemporary American educational philosophies and standards while incorporating Native and other cultural perspectives. A sequence of four interconnecting semesters of instruction and student activities is designed to foster the harmonious development of the individual's intellectual (cognitive), emotional (affective), spiritual, and physical capacities, enabling the establishment and maintenance of health and wellness. This is the last cohort to graduate under the ETEP mission stated above. The School of Education faculty and Teacher Advisory Board have collaborated and revised the conceptual framework, mission, and vision. The group analyzed teacher candidate data, narrative responses from the student teachers' exit interview, cooperating teachers' feedback, SOE faculty self-reflections and course evaluations. The School of

Education's mission and vision are closely aligned with the University's mission and vision. Next year's Title II report will reflect these changes. Program completer for 2007-2008 were not matched and their results were not uploaded to Westat. There were seven program completers who took both the PLT and Praxis II exams from September 1, 2007 - August 31, 2008. Of the seven program completers 5 passed the PLT exam and all 7 passed the Praxis II.

Supporting Files

Haskell Indian Nations University

Traditional Program

2010-11

Title II, Higher Education Act
OMB Control No.: 1840-0744 (exp. 9/30/2012)