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Haskell Indian Nations University  
Traditional Program

2016 | Title II  
Reports

## Complete Report Card

AY 2014-15

## Institution Information

**Name of Institution:** Haskell Indian Nations University  
**Institution/Program Type:** Traditional  
**Academic Year:** 2014-15  
**State:** Kansas

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

**Contact Name:** Mrs. Jacqueline Boyd  
**Phone:** 785-832-6685  
**Email:** [jboyd@haskell.edu](mailto:jboyd@haskell.edu)

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?  
(<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

## Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Elementary K-6	No
Total number of teacher preparation programs: 1	

## Section I.b Admissions

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

Junior year

Does your initial teacher certification program conditionally admit students?

No

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

<http://www.haskell.edu/education/index.html>

Please provide any additional comments 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 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	No
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	No	Yes
Minimum GPA in professional education coursework	No	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	Yes	No
OtherKansas Performance Teaching Portfolio - Work Sample	No	Yes

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

2.8

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

3.61

What is the minimum GPA required for completing the program?

2.8

What was the median GPA of individuals completing the program in academic year 2014-15

3.49

Please provide any additional comments about the information provided above:

This is the last year of Praxis I - Pre-Professional Skills Test in the areas of Reading, Writing, and Math (Minimum Basic Skills Test Scores). The Unit has transitioned to the new Praxis Core Academic Skills for Educators in the areas of Reading, Writing, and Math for 2014-15. The Unit has adopted the following cut scores: Reading - 156, Writing - 162, and Math - 150. The Unit is considering increasing the minimum GPA for program completion which will be discussed at the 2015 Data Retreat.

## Section I.b Postgraduate Requirements

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

Are there initial teacher certification programs at the postgraduate level?

No

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

Element	Required for Entry	Required for Exit
Transcript	Data not reported	Data not reported
Fingerprint check	Data not reported	Data not reported
Background check	Data not reported	Data not reported
Minimum number of courses/credits/semester hours completed	Data not reported	Data not reported
Minimum GPA	Data not reported	Data not reported
Minimum GPA in content area coursework	Data not reported	Data not reported
Minimum GPA in professional education coursework	Data not reported	Data not reported
Minimum ACT score	Data not reported	Data not reported
Minimum SAT score	Data not reported	Data not reported
Minimum basic skills test score	Data not reported	Data not reported
Subject area/academic content test or other subject matter verification	Data not reported	Data not reported
Recommendation(s)	Data not reported	Data not reported
Essay or personal statement	Data not reported	Data not reported
Interview	Data not reported	Data not reported
Other	Data not reported	Data not reported

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

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

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2014-15

Please provide any additional comments about the information provided above:

## Section I.c Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

[Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2014-15:	13
Unduplicated number of males enrolled in 2014-15:	1
Unduplicated number of females enrolled in 2014-15:	12

2014-15	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	0
<i>Race</i>	
American Indian or Alaska Native:	13
Asian:	0
Black or African American:	0
Native Hawaiian or Other Pacific Islander:	0
White:	0
Two or more races:	0

## Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2014-15.

Average number of clock hours of supervised clinical experience required prior to student teaching	300
Average number of clock hours required for student teaching	525
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	2

Number of full-time equivalent faculty supervising clinical experience during this academic year	8
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	8
Number of students in supervised clinical experience during this academic year	8

**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 Native Leaders, Junior I semester
- \* Diversity in Educational Settings - 7 School Site Visits - 1 credit hour
- Understanding Diverse Learners, Junior II semester
- \* Field Experience in K-3 Classrooms - 90 hours - 2 credit hours
- Applying Best Practice, Senior I semester
- \* Pre-Student Teaching in K-6 Classrooms - 135 hours - 3 credit hours
- \* First Days of School Seminar - 20 hours - 1 credit hour
- Practicing Pedagogy and Self-Reflection, Senior II semester
- \* Student Teaching in K-6 Classrooms - 15 weeks - 15 credit hours

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

- \*Diversity in Educational Settings - 7 School Site Visits - 1 credit hour

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.

- \*Field Experience in K-3 Classrooms - 90 hours - 2 credit hours

In Junior II semester, the second field experience begins after successful completion of the Junior I semester. Teacher candidates are assigned to an elementary classroom and host teacher in the primary grades (K-3). Candidates will accumulate 90 hours of field experience. The hours will be equally distributed throughout the semester; with the candidates attending his/her assigned classroom an average of 6 hours per week. This field experience allows candidates the opportunity to observe and reflect on classroom practices in the content areas of math and language arts. Candidates also experience a hands-on approach to teaching as they teach scripted math and language arts lessons in the primary grades through a scaffold sequence. The required weekly assignments are specifically designed and sequenced to support the introduction to teaching and the application of "theory-to-practice". The weekly assignments are embedded in the two components described below:

Component A: Knowing the School

Candidates complete an extensive school profile which supports the ability to understand the host school's policies and procedures (school handbook), calendar and schedule, demographics, culture, safety and emergency procedures.

#### Component B: Applying Theory to Practice

Weekly Reflective Response Submissions - Candidates will observe, reflect and respond to math and language arts based topics in alternate weeks. These reflections will support the candidates' understanding and knowledge of math and language arts methods at the primary levels. To further "apply theory to practice"; candidates will follow the steps identified below:

Step 1A – Candidates teach scripted language arts lesson – one-on-one format;

Step 1B – Candidates teach scripted math lesson – one-on-one format;

Step 2 – Candidates teach scripted language arts lesson (reading) – small group format;

Step 3 – Candidates teach scripted math lesson (teacher's manual) – whole group format.

This scaffolding sequence provides candidates with an opportunity to experience teaching in various instructional settings while developing confidence in lesson delivery. Candidates can select scripted lessons from the teacher's manual or teacher websites such as [www.readinga-z.com](http://www.readinga-z.com) or [www.fcrr.org](http://www.fcrr.org). Candidates will have an opportunity to micro-teach selected lessons to their peers in the methodology courses. The host teacher and two methodology instructors will evaluate the delivery of each lesson using the Standards Based Lesson Implementation Rubric.

\* First Days of School Seminar - 20 hours - 1 credit hour

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.

\*Pre-Student Teaching in K-6 Classrooms - 135 hours - 3 credit hours

In Senior I semester, the third field experience begins after successful completion of the Junior II semester. Teacher candidates are assigned to an elementary classroom and host teacher in grades K-6. Candidates will accumulate 135 hours of field experience during this semester. The hours will be equally distributed throughout the semester; with the candidates attending his/her assigned classroom an average of 9 hours per week. This experience allows candidates the opportunity to observe and reflect on classroom practices in all content areas. Candidates also develop further in the realm of "theory-to-practice" through a variety of weekly assignments. These weekly assignments are specifically designed and sequenced to support the development of "theory-to-practice" understandings. The weekly assignments are embedded in the four components described below:

#### Component A: Knowing the School

Candidates complete an extensive school profile which supports the ability to understand the host school's policies and procedures (school handbook), calendar and

schedule, demographics, culture, safety and emergency procedures.

#### Component B: Applying Theory to Practice

Careful observation and thoughtful analysis of lessons promotes the growth of sound teaching practices. Candidates observe five lessons and write a comprehensive report and reflective summary for each lesson observed. This requirement is intended to support and monitor the candidate's ability to learn through the observation of effective, veteran teachers putting theory into practice. Following these experiences teacher candidates begin to create and implement their own lessons, in this sequence:

Step 1 - Candidates plan and teach lesson - one-on-one format

Step 2 - Candidates plan and teach lesson - small group format

Step 3 - Candidates plan and teach lesson - whole group format

(Using teacher's manual and host teacher's guidance.)

#### Component C: Understanding the Curriculum

Candidates complete a curriculum map outlining major subject areas and content to be taught during second semester. This requirement supports the candidate's ability to proactively create unit and lesson plans, to build personal knowledge, to locate supporting materials/resources for the student teaching semester, and to collaborate with the host teacher.

#### Component D: Professional Communication

Candidates write a letter to be sent to parents/guardians of students enrolled in the host classroom. The letter will serve as a self-introduction, briefly explain the student teacher's role, and provide appropriate contact information. The university supervisor will evaluate the letter. Editing will be done as needed and the letter will then be available to be shared at the beginning of second semester.

\* Student Teaching in K-6 Classrooms - 15 weeks - 15 credit hours

In Senior II semester, the clinical experience begins with teacher candidates remaining in the same host classroom as pre-student teaching. This continued placement supports the building of positive relationships with staff, faculty, and students. Teacher candidates progressively perform the roles and responsibilities of an elementary teacher in a K-6 classroom under the supervision and guidance of a host teacher and university supervisor. The fifteen week experience is composed of a three-phase model. All candidates will experience the 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 host 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 host 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 encouraged 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.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2014-15. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	0
Teacher Education - Special Education	0
Teacher Education - Early Childhood Education	0
Teacher Education - Elementary Education	8
Teacher Education - Junior High/Intermediate/Middle School Education	0
Teacher Education - Secondary Education	0
Teacher Education - Multiple Levels	0
Teacher Education - Agriculture	0
Teacher Education - Art	0
Teacher Education - Business	0
Teacher Education - English/Language Arts	0
Teacher Education - Foreign Language	0
Teacher Education - Health	0
Teacher Education - Family and Consumer Sciences/Home Economics	0
Teacher Education - Technology Teacher Education/Industrial Arts	0
Teacher Education - Mathematics	0
Teacher Education - Music	0
Teacher Education - Physical Education and Coaching	0
Teacher Education - Reading	0
Teacher Education - Science Teacher Education/General Science	0
Teacher Education - Social Science	0
Teacher Education - Social Studies	0
Teacher Education - Technical Education	0
Teacher Education - Computer Science	0

Teacher Education - Biology	0
Teacher Education - Chemistry	0
Teacher Education - Drama and Dance	0
Teacher Education - French	0
Teacher Education - German	0
Teacher Education - History	0
Teacher Education - Physics	0
Teacher Education - Spanish	0
Teacher Education - Speech	0
Teacher Education - Geography	0
Teacher Education - Latin	0
Teacher Education - Psychology	0
Teacher Education - Earth Science	0
Teacher Education - English as a Second Language	0
Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
Education - Other Specify:	

## Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2014-15. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	0
Teacher Education - Special Education	0
Teacher Education - Early Childhood Education	0
Teacher Education - Elementary Education	8
Teacher Education - Junior High/Intermediate/Middle School Education	0
Teacher Education - Secondary Education	0
Teacher Education - Agriculture	0
Teacher Education - Art	0

Teacher Education - Business	0
Teacher Education - English/Language Arts	0
Teacher Education - Foreign Language	0
Teacher Education - Health	0
Teacher Education - Family and Consumer Sciences/Home Economics	0
Teacher Education - Technology Teacher Education/Industrial Arts	0
Teacher Education - Mathematics	0
Teacher Education - Music	0
Teacher Education - Physical Education and Coaching	0
Teacher Education - Reading	0
Teacher Education - Science	0
Teacher Education - Social Science	0
Teacher Education - Social Studies	0
Teacher Education - Technical Education	0
Teacher Education - Computer Science	0
Teacher Education - Biology	0
Teacher Education - Chemistry	0
Teacher Education - Drama and Dance	0
Teacher Education - French	0
Teacher Education - German	0
Teacher Education - History	0
Teacher Education - Physics	0
Teacher Education - Spanish	0
Teacher Education - Speech	0
Teacher Education - Geography	0
Teacher Education - Latin	0
Teacher Education - Psychology	0
Teacher Education - Earth Science	0
Teacher Education - English as a Second Language	0
Teacher Education - Bilingual, Multilingual, and Multicultural Education	0

Education - Curriculum and Instruction	0
Education - Social and Philosophical Foundations of Education	0
Liberal Arts/Humanities	0
Psychology	0
Social Sciences	0
Anthropology	0
Economics	0
Geography and Cartography	0
Political Science and Government	0
Sociology	0
Visual and Performing Arts	0
History	0
Foreign Languages	0
Family and Consumer Sciences/Human Sciences	0
English Language/Literature	0
Philosophy and Religious Studies	0
Agriculture	0
Communication or Journalism	0
Engineering	0
Biology	0
Mathematics and Statistics	0
Physical Sciences	0
Astronomy and Astrophysics	0
Atmospheric Sciences and Meteorology	0
Chemistry	0
Geological and Earth Sciences/Geosciences	0
Physics	0
Business/Business Administration/Accounting	0
Computer and Information Sciences	0
Other Specify:	

## Section I.f Program Completers

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

2014-15: 8

2013-14: 10

2012-13: 6

## Section II Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (**§205(a)(1)(A)(ii)**, **§206(a)**)

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

**Academic year 2014-15**

**Did your program prepare teachers in mathematics in 2014-15?**

No

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

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

NA

**Description of strategies used to achieve goal, if applicable:**

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

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

Haskell Indian Nations University only has one teacher preparation program - Elementary Teacher Education Program (ETEP). Endorsement area and/or special program in the area of mathematics is not offered. However, the ETEP offers three math courses in the preparation of elementary education teachers.

EED 202 Math Content Standards for Elementary Education - 3 credit hours. This course provides an introduction to math standards from which elementary mathematics curriculum is created. Topics focus on the processes for learning mathematics, basic learning theories in mathematics, and exploration of general instruction and skills for elementary grade levels. This course is taken in sophomore year as a requirement for the Associates of Arts degree in Para-Professional Education.

EED 330 Math Methods for K-3 Learners - 3 credit hours. This course is designed to provide teacher candidates with knowledge and application of methods used to present mathematical concepts to students in grades kindergarten through third. Emphasis is placed on concept introduction, concept expansion and reinforcement, and assessment practices. This course is taken in Junior II semester and supported with field experience placement, EED 350 Field Experience in K-3 Classrooms.

EED 430 Math Methods for 4-6 Learners - 3 credit hours. This course is designed to provide teacher candidates with knowledge and application of methods used to present mathematical concepts to students in grades fourth through sixth. Emphasis is placed on concept introduction, concept expansion and reinforcement, and assessment practices. This course is taken in Senior I semester and supported with field experience placement, EED 480 Pre-Student Teaching in K-6 Classrooms.

The math instructor position is being advertised as the current instructor is retiring at the end of spring 2014. The math instructor position was not filled during the 2014-15 academic year. An adjunct was hired to teach EED 202 and EED 430 in fall of 2014 and EED 330 in the spring of 2015.

Common Core Math Curriculum has been developed for the university to offer in three stages (Introduction, Application and Assessment). The faculty are planning to teach the Introduction stage for summer school 2015. A new course proposal will be developed and vetted through the SOE Advisory Board. Due to new elementary education standards being proposed at the state level, the revised course proposal for EED 202 was suspended until the new standards were approved and ready for implementation.

### **Academic year 2015-16**

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

No

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

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

The math instructor position was not filled during the 2014-15 academic year resulting in the use of an adjunct instructor. The math instructor position is being re-advertised in hopes of hiring a person who has had experience teaching math to elementary students in grades Kindergarten through sixth.

Due to complexity and sequence of these math courses taught by the math instructor an adjunct was not hired to teach these courses for the 2015-16 academic year. Current School of Ed. faculty members assumed additional teaching duties and taught these math courses.

State Approval for new elementary education standards is expected to occur in the summer of 2016 with hopes of revising all math course syllabi. Faculty are considering changes to the structure and flow of the math content as data reveal some interesting information. This will be further discussed at the annual summer data retreat.

Faculty continue to include Common Core curriculum in the courses as part of current practices.

### **Academic year 2016-17**

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

No

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

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

During the annual summer data retreat, the SOE faculty plan to discuss the need for restructuring a well-round mathematical sequence in the ETEP by analyzing data and reviewing the newly revised state level elementary education standards.

## Section II Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (**§205(a)(1)(A)(ii), §206(a)**)

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

### Academic year 2014-15

Did your program prepare teachers in science in 2014-15?

No

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

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

NA

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Haskell Indian Nations University only has one teacher preparation program - Elementary Teacher Education Program (ETEP). Endorsement area and/or special program in the area of science is not offered. However, the ETEP offers one science course in the preparation of elementary education teachers.

The new science course EED 452 Science and Health Methods for K-6 Learners was offered in the fall of 2014 for 4 credit hours. The course met twice a week for two hours and contained curriculum, instruction, and assessment topics related to science (physical, life, earth and space science) and health.

### Academic year 2015-16

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

No

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

Provide any additional comments, exceptions and explanations below:

The Science instructor will continue to emphasize the Next Generation Science Standards and require Inquiry Based Lesson plans from teacher candidates. The instructor also plans to develop sample Inquiry Based lesson plans. The sample lesson plan was presented to candidates in fall of 2015. Based on feedback from candidates and evaluation results from Inquiry Based Lessons, the instructor will make modifications to the same lesson plan and template.

#### Academic year 2016-17

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

No

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

Provide any additional comments, exceptions and explanations below:

The Science instructor will verify that the revised sample lesson plan and template are effective and ready for use in the academic year 2016-17.

## 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/po/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

#### Academic year 2014-15

Did your program prepare teachers in special education in 2014-15?

No

How many prospective teachers did your program plan to add in special education in 2014-15?

Did your program meet the goal for prospective teachers set in special education in 2014-15?

NA

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Haskell Indian Nations University only has one teacher preparation program - Elementary Teacher Education Program (ETEP). Endorsement area and/or special



program in the area special education is not offered. However, the ETEP does offer two courses focusing on special education topics.

EED 205 Abnormal Psychology - 3 credit hours. This course is designed to provide students with an overview of the field of abnormal psychology. An overview of atypical behaviors that impact the lives of elementary students and their family members will be the focus of study. An integration of American Indian and Alaska Native values and cultural perspectives will be emphasized to the greatest extent possible. This course is taken in sophomore year in the Associates of Art degree in Para-Professional Education.

EED 323 Understanding Exceptionalities - 3 credit hours. This course is designed to provide candidates with an introduction to the field of special education. Candidates will gain an awareness and understanding of the various types of exceptional characteristics, needs, and strengths which influence the development and learning process in elementary children who have been diagnosed as an exceptional child or at-risk student. Other topics of student include: state and federal legislation, IEP process and document, intervention strategies, meaningful accommodations, and adapting instruction and curriculum to meet the diverse needs of all the students in the classroom (including ELL, ESL, and Bilingual). This course is taken in Junior II semester - Understanding Diverse Learners.

The course instructor continuous to seek more professional development to stay current through the use of training opportunities, workshops, webinars and reading various resource books. In the spring of 2015, the course instructor attended and presented at a special education conference.

As a result of the above efforts, the instructor has also begun to use more case studies when teaching the various types of disabilities as well as instructional videos.

#### **Academic year 2015-16**

**Is your program preparing teachers in special education in 2015-16?**

No

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

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

The course instructor continues to self-evaluate her instruction as she begins to identify key assessments and projects that general elementary teachers should know and be able to do.

The course instructor plans to revise both course syllabus to align with the new revised Professional Education Standards in the state of Kansas. Content knowledge and professional skills will be equally represented in the syllabus and in the design of key assessments and projects. These course syllabi revisions will occur in the summer of 2016.

#### **Academic year 2016-17**

**Will your program prepare teachers in special education in 2016-17?**

No

**How many prospective teachers does your program plan to add in special education in 2016-17?**

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

The course instructor plans to implement the revised course syllabi in the spring of 2017 as well as pilot the key assessments and projects.

#### **Section II Annual Goals - Instruction of Limited English Proficient Students**

**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/po/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

**Academic year 2014-15**

Did your program prepare teachers in instruction of limited English proficient students in 2014-15?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2014-15?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2014-15?

NA

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Haskell Indian Nations University has only has one teacher preparation program - Elementary Teacher Education Program (ETEP). Endorsement area and/or special program in the area of Limited English proficiency is not offered. However, the ETEP does offer one course related to Limited English proficiency in the preparation of elementary education teachers.

EED 318 Multicultural Education and English Language Learners - 3 credit hours. This course introduces teacher candidates to the changing demographics of this country and their implications for education. Individuals may differ in class, ethnicity, race, religion, and language. English Language Learners represent a growing number of students in today's classrooms. Principles for working with English Language Learners will be addressed. Gender, sexual orientation, age and physical mental abilities also contribute to diversity. Teacher candidates will explore these differences to build understanding of the role they play in students' lives. This course will identify responsive approached for meeting diverse students' needs that draw from the cultures of students and their communities while supporting the practice of democratic citizenship for all learners. This course is taken in Junior II semester.

The course instructor is providing more coaching when teacher candidates are in the process of demonstrating their ELL lesson. She stops the teaching to address the area of concern and allows the teacher candidate time to recover.

The course instructor attended a conference on Global Collaboration in the spring of 2015. From this conference, the instructor has gained a listing of resources and collaboration opportunities to work with others from diverse backgrounds/cultures to provide insight and hands-on experiences to our teacher candidates.

**Academic year 2015-16**

**Is your program preparing teachers in instruction of limited English proficient students in 2015-16?**

No

**How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015-16?**

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

The course instructor has organized guest speakers from the contacts made at the Global Collaboration Conference. The instructor plans to revise the course syllabus to align with the new Professional Education Standards for the state of Kansas in the summer of 2016. Key assessments and projects will incorporate both content knowledge and professional skills.

**Academic year 2016-17**

**Will your program prepare teachers in instruction of limited English proficient students in 2016-17?**

No

**How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2016-17?**

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

The course instructor plans to implement the revised course syllabi in the fall of 2016 as well as pilot the key assessments and projects.

## 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:**

- 1)Local Agency and State Needs - Our teacher candidates are prepared to work locally in Kansas, as well as other states seeking elementary education teachers. Our teacher candidates are even able to transition to tribal schools in their own communities. Their preparation at our university is of high quality and rigor to meet the demands of CCSS, legislation and characteristics of students they encounter.
- 2)Needs of the schools - Our candidates are thoroughly prepared to meet the needs of schools and curriculum as they learn best practices and current curriculum from instructors, workshops and training sessions.
- 3)Special Education Teachers - Not applicable as we do not prepare special education teachers.
- 4) 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.
- 5) Providing instruction to limited English proficient students - 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.
- 6) 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.
- 7) 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 responsibilities 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 Pass Rates**

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5017-ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS)	1			

Other enrolled students				
ETS5017-ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2014-15	8			
ETS0011-ELEM ED CURR INSTRUC ASSESSMENT (DISC) Educational Testing Service (ETS) Other enrolled students	1			
ETS0011-ELEM ED CURR INSTRUC ASSESSMENT (DISC) Educational Testing Service (ETS) All program completers, 2013-14	10	175	10	100
ETS0011-ELEM ED CURR INSTRUC ASSESSMENT (DISC) Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	2			
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2014-15	7			
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2013-14	10	174	10	100
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2012-13	5			

### Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2014-15	8		
All program completers, 2013-14	10	10	100
All program completers, 2012-13	6		
All program completers, combined 3 academic years	24	24	100

### Section IV Low-Performing

## 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

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)?

Yes

## 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 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 Para-Professional Education. The AA degree program includes the use of technology in several courses. For example, course requirements for EED 205, Abnormal Psychology 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, materials, and online math programs, 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). In EED 204, students utilize the Internet to gather, investigate, and analyze information on various children's literature topics, books and authors/illustrators. They then present the information to peers using various technology tools - PowerPoint, Prezi, Blog etc. 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 every course and documented in course syllabi. The faculty acknowledge the impact of technology in education and realize that it should be intentional and systematically embedded in every ETEP course offering, particularly those courses

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](http://www.nasa.gov/teacherssandbox), [www.nctm.org](http://www.nctm.org), and [www.pbs.org/teachersdomain](http://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](http://www.raz-kids.com) and [www.readinga-z.com](http://www.readinga-z.com), authors' web pages, such as [www.janbrett.com](http://www.janbrett.com), [www.scholastic.com](http://www.scholastic.com), [www.starfall.com](http://www.starfall.com), [www.fccr.org](http://www.fccr.org) and other language arts resources.

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 - Elmo, 4) computers and Internet access, 5) LCD projectors, 6) Two Promethean Boards in two classroom, and 20 iPads for classroom instruction. 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 (diagnostic, formal and informal formative, and summative). 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 Excel spreadsheet and include charts displaying information about the students grades/progress.

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.

During the course of the academic year (2012-2013), instructors have received training in several areas of technology. A practicing teacher provided two half-day sessions on Promethean Board use and Flipchart creations. Instructors also attended two webinar sessions - E-Readers in the Classroom and Using iPads as Form of Instruction. These two webinars inspired instructors to seek funding to purchase twenty iPads for classroom use. In preparation of the twenty iPads, instructors will develop guidelines and iPad policy for student use. An instructor and couple of students are using Prezi as another form of formal presentations. Two instructors have also registered for a 2-day technology conference in August - SidLit.

In 2013-14 SOE faculty continued to seek and attain professional development in technology by attending the annual SIDLIT Technology Conference in the summer and scheduling and viewing webinar sessions related to technology. Faculty are the sharing the knowledge gained with peers and teacher candidates as more technology is being presented in instruction of courses.

In 2014-15 academic school year, the SOE faculty are becoming more purposeful with the use of classroom Ipads and technology resources. Apps and resources are constantly being shared between instructors and teacher candidates.

## 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.**

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. 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. This course introduces 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 three specific education courses EED 305 Developmental Psychology, EED 323 Understanding Exceptionalities, and EED 324 Introduction to Curriculum Theory and Development. In EED 305 Developmental Psychology, candidates 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. 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. All three courses include a strong focus on meeting the needs of students with disabilities.

In senior year during the student teaching phase, candidates are required to design and teach three standards based lesson plans to be observed by the SOE supervisor. These lessons must address each core subject area of Math, English Language Arts, Science, or 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.

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#### Does your program prepare special education teachers to:

- **teach students with disabilities effectively**  
NA
- **participate as a member of individualized education program teams**  
NA
- **teach students who are limited English proficient effectively**  
NA

**Provide a description of 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.**

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. At the end of 2014-15 academic year, we will have 168 graduates of the Elementary Teacher Education Program from Haskell Indian Nations University. The School of Education faculty and SOE Advisory Board continue to work collaboratively to ensure our mission and vision are being met. The mission of the Elementary Teacher Education Program at Haskell Indian Nations University is to provide a quality Elementary Teacher Education Program grounded in traditional and contemporary American educational philosophies and theories, current best practices, and K-6 curriculum standards while integrating Native American culture perspectives to foster equitable learning communities for children. The SOE Vision is dedicated to developing Native Leaders who are critical thinkers, high achiever, reflective practitioners, and caring leaders for tomorrow's learners. In 2012-13, The School of Education had their first NCATE/KSDE accreditation visit. Out of seven standards, we met six standards, including one standard at the Target Level (Standard 3 - Field Experience and Clinical Practice). The standard not met was Standard 2 - Assessment. We were given Provisional Accreditation for two years with a focus visit scheduled for fall 2014 on Standard 2 only. All previous accreditation visits were at the state level with KSDE. In the fall of 2015, the School of Education at Haskell Indian Nations University had their focus visit on Standard 2 - Assessment with the NCATE and KSDE accreditation team. NCATE's accreditation decision was made in May 2015 - all seven standards were met. Final KSDE approval was granted on August 11, 2015 on all seven standards being met. Due to the time frame, the ETEP was still identified as low-performing status until the final approval in August 11, 2015. The unit is now fully accredited. The SOE defined the number of candidates enrolled for 2014-15 as the number of juniors and number of teacher candidates accepted into the program in March 2015 who have not yet completed the program. More than likely, the number of seniors in the program will be counted as program complete at the end of the academic year.

## Supporting Files

## Complete Report Card

AY 2014-15