

# Title II Higher Education Act

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Kansas Wesleyan University  
Traditional Program  
2009-10

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**Name of Institution:** Kansas Wesleyan University  
**Institution/Program Type:** Traditional  
**Academic Year:** 2009-10  
**State:** Kansas

**Address:** 100 E, Claflin

Salina, KS, 67401

**Contact Name:** Dr. Kathleen Barrett-Jones  
**Phone:** 785-827-5541 ext. 13  
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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/credits/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	Yes	NA
Minimum SAT score	Yes	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
Minimum Miller Analogies test score	No	NA
Recommendation(s)	Yes	NA
Essay or personal statement	No	NA
Interview	Yes	NA
Resume	No	NA
Bechelor's degree or higher	No	NA
Job offer from school/district	No	NA
Personality test (e.g.,Myers-Briggs Assessment)	No	NA
Other (specify: NONE )	No	NA

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

<http://www.kwu.edu/enrollment/catalogs.html>

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

Sophomore year

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

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

Students seeking admission into the program can meet our criteria of demonstrating basic skills in reading, writing and math in a variety of ways: ACT scores that meet the national average of subskills in reading, writing and math; SAT scores that meet the national average of subskills in similar areas; and PPST scores that meet the cut scores previously established by the Kansas State Department of Education. Students can use a combination of these three types of tests. An interview is also an important part of our admission process to our program. The Teacher Education Committee comprised of faculty from across campus, teacher education faculty, and two education students who have been admitted to the program interview students seeking admission into the program. Students must meet the interview cut score established by the Unit faculty as part of the criteria to be considered for admission.

### 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 2009-10:	80
Unduplicated number of males enrolled in 2009-10:	24
Unduplicated number of females enrolled in 2009-10:	56

2009-10	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	6
<i>Race</i>	
American Indian or Alaska Native:	2
Asian:	0
Black or African American:	3
Native Hawaiian or Other Pacific Islander:	0
White:	69
Two or more races:	0

### Section I.c Supervised Experience

**Provide the following information about supervised clinical experience in 2009-10.**

Average number of clock hours required prior to student teaching	140
Average number of clock hours required for student teaching	640
Number of full-time equivalent faculty in supervised clinical experience during this academic year	2
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	50.5
Number of students in supervised clinical experience during this academic year	39

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

It is important to note that in addition to the full-time faculty in Kansas Wesleyan University's Teacher Education Department, adjunct faculty are hired to serve as university supervisors for candidates in clinical practice. They complete evaluations on the candidates regarding their planning, teaching, managing of the classroom and other aspects associated with being a teacher. Cooperating teachers also provide supervision and mentoring to our candidates. They are paid a stipend for their services. They provide daily feedback to the candidates and complete evaluations to assist them in becoming effective teachers. The university supervisors and cooperating teachers collaborate on completing a summative evaluation of the candidates' clinical experiences.

## Section I.d Teachers Prepared

Provide the number of teachers prepared, by academic major and subject area prepared to teach in 2009-10. (§205(b)(1)(H))

Academic major	Number prepared
Art	2
Biology	1
Elementary	18
English	5
History	3
Mathematics	1
Music	5
Physical Education	4
Physics	1
TOTAL	40

Subject area	Number prepared
Art	2
Biology	1
Elementary	18
English	5
Health	4
History	3
Mathematics	1
Music	5
Physical Education	4
Physics	1
TOTAL	44

## Section I.e Program Completers

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

2009-10: 39

2008-09: 25

2007-08: 26

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	<p><b>Academic year:</b> 2010-13</p> <p><b>Goal:</b> 6</p> <p><b>Goal met?</b> Yes</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>The goal for 2009-10 was met. The following strategies were used to meet the goal. Advisers both in the Math Department and the Teacher Education Department meet with prospective students and described the academic program. The University uses a Matrix system to monitor the progress of a student's commitment to the University. In addition the Teacher Education Department sponsored a Teacher Academy Day for high school sophomores, juniors and seniors to explore the field of teaching and the need for math teachers was stressed. A new goal for 2010-13 has been set at 6 students prepared to teach mathematics.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>For 2009-10, we prepared one teacher of mathematics who was hired by a rural district in Kansas.</p>
Science	<p><b>Academic year:</b> 2010-13</p> <p><b>Goal:</b> 3</p> <p><b>Goal met?</b> Yes</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>The goal for 2009-10 was met. The following strategies were used to meet the goal. Advisers meet with prospective students and described the academic program. The University uses a Matrix system to monitor the progress of a student's commitment to the University. In addition the Teacher Education Department sponsored a Teacher Academy Day for high school sophomores, juniors and seniors to explore the field of teaching and the need for science teachers was stressed. A new goal for 2010-13 has been set at 3 students prepared to teach science.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in</b></p>

	<p><b>meeting goal:</b></p> <p>For 2009-10, we prepared 2 teachers of science--one biology and one physics. Both were hired in Kansas.</p>
<p>Special education</p>	<p><b>Academic year:</b> 2010-13</p> <p><b>Goal:</b> 7</p> <p><b>Goal met?</b> Yes</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>The goal for 2009-10 was met. It is important to note that in Kansas, SPED is an endorsement which means that an individual must hold a license in another area in order for SPED to be added. The SPED program was promoted with all students seeking a Kansas license. Instructors in the Teacher Education Department encouraged students to add the SPED endorsement. Advisors emphasized that SPED coursework can be taken along with the undergraduate program without adding additional semesters. In addition, advisers met with prospective students and described the SPED academic program. The University uses a Matrix system to monitor the progress of a student's commitment to the University. In addition brochures have been developed that explain the SPED endorsement academic program. The brochures have been shared with SPED directors in the field and faculty in the SPED program have also addressed regional meetings of SPED directors to explain the program. A new goal for 2010-13 has been set at 7 students prepared to teach SPED.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>We prepared 4 teachers in SPED. All were hired in Kansas.</p>
<p>Instruction of limited English proficient students</p>	<p><b>Academic year:</b> 2010-11</p> <p><b>Goal:</b> NA</p> <p><b>Goal met?</b></p> <p><b>Description of strategies used to achieve goal:</b></p> <p>We do not have a program in limited English.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p>
<p>NA</p>	<p><b>Academic year:</b> 2009-10</p> <p><b>Goal:</b> NA</p> <p><b>Goal met?</b></p> <p><b>Description of strategies used to achieve goal:</b></p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in</b></p>

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

## 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.**

Yes

**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:**

There are four successful strategies that our program incorporates that assist us in meeting the assurances listed above. First, the Teacher Education Advisory Council is an important group that provides the Teacher Education Department with information regarding specific needs of local schools and contributes to the success of our candidates. Second strategy, three years ago the Teacher Education Program allocated funds to bring in expert teachers to address specific topics that target understanding children's needs and provide instructional and behavioral strategies that address those needs. These educational programs are in addition to the instruction that strategies receive in candidates' psychology, SPED and methods classes. These programs have included: Ruby Payne's Understanding A Framework of Poverty, Carolyn Tomlinson's Differentiated Instruction and Kagan's Structures. A third successful strategy has been the evaluation of the assurances by cooperating teachers in early field experiences and clinical practice. The final strategy has been requiring candidates to specifically address ELL, SPED and other needs in their lesson plans. This has helped them to consciously plan instruction to meet the specific needs of those children.

## 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
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1				98	171
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				100	174
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1				97	168
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				100	165
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	1				83	175
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2009-10	16	173	14	88	95	177
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2008-09	5				97	178
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2007-08	13	175	12	92	98	179
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	3				96	181
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	3				99	179
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1				95	155
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	3				97	155

ETS0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2007-08	1					
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2007-08	1				96	174
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	2				96	171
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	4				97	169
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1				99	170
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1				97	157
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	3				96	157
ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2009-10	1				92	165
ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2008-09	1					
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2009-10	10	174	10	100	96	175
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2008-09	13	171	13	100	98	175
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2007-08	9				99	175
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	1				91	175
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-	18	177	18	100	98	177

6 Educational Testing Service (ETS) All program completers, 2009-10						
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2008-09	7				98	177
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2007-08	13	178	13	100	99	177
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	3				90	170
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				94	170
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	3				93	171
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1				81	174
ETS0220 -SPEECH COMMUNICATION Educational Testing Service (ETS) All program completers, 2008-09	3				100	690
ETS0220 -SPEECH COMMUNICATION Educational Testing Service (ETS) All program completers, 2007-08	2				100	684

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2009-10	28	26	93	93
All program completers, 2008-09	21	18	86	95
All program completers, 2007-08	22	19	86	97

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)?**

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.**

All preservice teachers must satisfactorily complete a course titled Instructional Technology. In this course they learn the various applications of technology to the classroom. Preservice teachers are then expected to apply these technologies in their development of units and lesson plans in their content areas. These technologies include: clickers, SMART boards, slates, and Auto Focus Vision Viewer . When in clinical practice, they are evaluated on their use of technology during their instruction. Candidates also use SKPE to connect to the seminar class during clinical practice.

## 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.**

Preservice teachers must satisfactorily complete a course which addresses individuals with special needs including those who have disabilities, who are gifted and talented, and who are limited English proficient. The course addresses differentiated instruction and students develop instructional activities which address the various needs of the P-12 students. During this course, all preservice teachers must complete 20 hours of early field experience (EFE). During their EFE, they specifically observe cooperating teachers accommodating the needs of students by differentiating their instruction. Then within their methods courses preservice teachers are required to develop lesson plans with differentiation for the P-12 students addressing disabilities, gifted and talented and limited English proficiency.

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**Does your program prepare special 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 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.**

While Kansas Wesleyan University (KWU) prepares special education teachers to teach students with disabilities effectively through the Associated Colleges of Central Kansas (ACCK), this is not an initial license area. In Kansas SPED is not an initial license area and must be added as an endorsement to an initial license area. ACCK is a consortium of the six area member colleges of Bethany College at Lindsborg, Bethel College at North Newton, Kansas Wesleyan University at Salina, McPherson College at McPherson, Sterling College at Sterling, and Tabor College at Hillsboro. Preservice teachers at KWU pursue an endorsement in adaptive special education at the K-6 and/or the 6-12 levels by taking the coursework provided by ACCK. this coursework includes field experience for three of the four courses. ACCK has developed an assessment system that is aligned with its conceptual framework, Kansas Adaptive Special Education Standards, and national standards for teacher accreditation. ACCK has a fully accredited program that has been approved through December of 2013. The assessment system includes content-based assessment (Praxis II), assessment of the candidate's ability to plan instruction, assessment of clinical experience, assessment of candidate's effect on student learn, philosophical/historical/legal foundations, assessment, and managing behavior/problem-solving/social skills. ACCK students consistently meet or exceed standards. Students unable to meet standards are not formally accepted into the ACCK Adaptive Special Education Program, which is required before clinical experience (student teaching). Cooperating teachers rank ACCK students as proficient or distinguished on final assessment conference reports.

ACCK prepares special education teachers to participate as a member of individualized education program (IEP) teams. Coursework assignments include observation of an IEP and IEP team meeting, IEP videos/simulations, lecture captures on IEPs, planning of an IEP based on a case study, and preparation of an IEP during student teaching (clinical experience).

ACCK prepares special education teacher to work effectively with diversity, including limited English proficiency. Coursework includes diversity interviews, diversity issues in assessment, diversity reference materials, lecture captures on diversity, reading programs for limited English proficient learners, and an oral exam with diversity questions.

## 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.**

Kansas Wesleyan University (KWU) is located in Salina, a central Kansas community with a population of about 48,000. KWU is a small university, grounded in the liberal arts tradition. The University is accredited by the North Central Association of Colleges and Schools-Higher Learning Commission (NCA-HLC). In spring 2007, the University completed a very successful Higher Learning Commission regional accreditation visit, with recommendations for continued accreditation for a 10-year period with no required interim follow-up visits or reports. The Teacher Education Program is accredited by the Kansas Board of Education (since 1947) and the National Council for Accreditation of Teacher Education (since 2002). It is the philosophy of the Teacher Education Program that a liberal arts education coupled with an academic major and professional teacher training produces an effective P-12 teacher. The Conceptual Framework of the program states: "Kansas Wesleyan university prepares reflective teachers with the potential for professional leadership who demonstrate academic and professional excellence, have sound personal qualities, have a commitment to education and life-long learning, demonstrate world citizenship and are committed to faith." KWU offers 11 academic programs that lead to teacher licensure with additional endorsements available in SPED and middle school. During the 2008-2009 academic year, 163 students had declared education as a major and of these 71 (44%) were designated as accepted into the teacher education program. Three important groups provided oversight for the Teacher Education Program. They are the Unit Faculty, Teacher Education Committee and the Teacher Education Advisory Council. Each group has different representation and provides a specific function in the Program. The Unit faculty is comprised of the 11 department chairs of the academic programs that lead to licensure. This group oversees curriculum, assessments, and procedures in teacher education. The Teacher Education Committee is comprised of faculty from the academic programs that lead to licensure plus two students who are fully accepted into the teacher education program. They make decisions regarding acceptance into the program and clinical practice. They also decide on probation in or dismissal from the program. They hear appeals made to the Teacher Education Program. The Teacher Education Advisory Council is comprised of teachers and administrators in the field, graduates of the program, faculty, community members and two students who are who are fully accepted into the teacher education program. This Council makes recommendations regarding program evaluations, follow-up surveys, early field experiences, and they provide an important link to the educational community in Salina and surrounding area. A testimony to the success of KWU's teacher education program are the number of teachers employed by USD 305, Salina. These graduates are contributing to the quality of the Salina schools and their success in meeting AYP.

### Supporting Files

Kansas Wesleyan University  
Traditional Program  
2009-10

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