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Ottawa University
Traditional Program

2015 | Title II Reports

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AY 2013-14

Institution Information

Name of Institution: Ottawa University
Institution/Program Type: Traditional
Academic Year: 2013-14
State: Kansas

Address: 1001 South Cedar

Ottawa, KS, 66067

Contact Name: Dr. Amy Hogan
Phone: 785-248-2554
Email: amy.hogan@ottawa.edu

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

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a Program Information

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

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Art	No
Biology	No
Business	No
Educational Leadership	No
Elementary Education	No
English Language Arts	No
History, Government, and Social Studies	No
Mathematics	No
Music: General	No
Music: Instrumental	No
Music: Vocal	No
Physical Education	No
Speech/Theatre	No
Total number of teacher preparation programs: 13	

Section I.b Admissions

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

Other Upon completion of School of Education admission requirements.

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://ottawa.smartcatalogiq.com/en/2014-2015/Catalog/Undergraduate-Admission/Education-BA-Kansas/Ad>

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

Section I.b Undergraduate Requirements

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

Are there initial teacher certification programs at the undergraduate level?

Yes

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

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	Yes
Background check	Yes	Yes
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	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	Yes
Interview	Yes	No
OtherTeacher Work-Sample	No	Yes

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

2.5

What was the median GPA of individuals accepted into the program in academic year 2013-14

3.52

What is the minimum GPA required for completing the program?

2.75

What was the median GPA of individuals completing the program in academic year 2013-14

3.78

Please provide any additional comments about the information provided above:

A 2.75 GPA is required in licensure course work (content and professional education areas) to complete the program.

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (**S205(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
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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 2013-14

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2013-14

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 2013-14:	208
Unduplicated number of males enrolled in 2013-14:	63
Unduplicated number of females enrolled in 2013-14:	145

2013-14	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	10
<i>Race</i>	
American Indian or Alaska Native:	7
Asian:	1
Black or African American:	9
Native Hawaiian or Other Pacific Islander:	0
White:	170
Two or more races:	1

Section I.d Supervised Clinical Experience

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2013-14.

Average number of clock hours of supervised clinical experience required prior to student teaching	80
Average number of clock hours required for student teaching	560
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	7
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	24
Number of students in supervised clinical experience during this academic year	173

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

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2013-14. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	40
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	2
Teacher Education - English/Language Arts	2
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	

Teacher Education - Mathematics	4
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	1
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	1
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	4
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify: Educational Leadership (Advanced)	1

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2013-14. 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

maior. If no individuals were prepared in a particular academic maior, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	40
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	1
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	

Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	4
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	2
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	1
Mathematics and Statistics	4

Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	2
Computer and Information Sciences	
Other Specify: Educational Leadership	1

Section I.f Program Completers

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

2013-14: 53

2012-13: 57

2011-12: 59

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 2013-14

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

Yes

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

3

Did your program meet the goal for prospective teachers set in mathematics in 2013-14?

Yes

Description of strategies used to achieve goal, if applicable:

Incorporated Mathematics and Science days for recruiting. Worked closely to monitor mathematics candidates as a team of mathematics professors, secondary education professors, and academic advisors. Encouraged candidates to engage in the greater school community and to assist with the middle and high school tutoring programs.

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

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in mathematics in 2014-15?

Yes

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

3

Provide any additional comments, exceptions and explanations below:

We will continue to incorporate Mathematics and Science days for recruiting. We will work closely to monitor mathematics candidates as a team of mathematics professors, secondary education professors, and academic advisors. We will encourage candidates to engage in the greater school community and to assist with the middle and high school tutoring programs.

Academic year 2015-16

Will your program prepare teachers in mathematics in 2015-16?

Yes

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

3

Provide any additional comments, exceptions and explanations below:

We will continue to incorporate Mathematics and Science days for recruiting. We will work closely to monitor mathematics candidates as a team of mathematics professors, secondary education professors, and academic advisors. We will encourage candidates to engage in the greater school community and to assist with the middle and high school tutoring programs.

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/oep/po/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 2013-14

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

Yes

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

2

Did your program meet the goal for prospective teachers set in science in 2013-14?

Yes

Description of strategies used to achieve goal, if applicable:

We incorporated Mathematics and Science days for recruiting. We worked closely to monitor biology candidates as a team of biology professors, secondary education professors, and academic advisors. We encouraged candidates to engage in the greater school community and to assist with the middle and high school tutoring programs.

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

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in science in 2014-15?

Yes

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

2

Provide any additional comments, exceptions and explanations below:

We will continue to incorporate Mathematics and Science days for recruiting. We will work closely to monitor biology candidates as a team of biology professors, secondary education professors, and academic advisors. We will encourage candidates to engage in the greater school community and to assist with the middle and high school tutoring programs.

Academic year 2015-16

Will your program prepare teachers in science in 2015-16?

Yes

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

2

Provide any additional comments, exceptions and explanations below:

We will continue to incorporate Mathematics and Science days for recruiting. We will work closely to monitor biology candidates as a team of biology professors, secondary education professors, and academic advisors. We will encourage candidates to engage in the greater school community and to assist with the middle and high school tutoring programs.

Section II Annual Goals - Special Education

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

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

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

Academic year 2013-14**Did your program prepare teachers in special education in 2013-14?**

No

How many prospective teachers did your program plan to add in special education in 2013-14?**Did your program meet the goal for prospective teachers set in special education in 2013-14?**

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:****Academic year 2014-15****Is your program preparing teachers in special education in 2014-15?**

No

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

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in special education in 2015-16?

No

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

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Instruction of Limited English Proficient Students

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

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

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

Academic year 2013-14

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

Yes

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

4

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2013-14?

No

Description of strategies used to achieve goal, if applicable:

We hired an ESOL faculty to assist with recruiting in the coming years.

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:

It will take a few years to direct students into this program as freshman; the program is still considered new. We hired (January 2014) an ESOL full-time faculty member.

Academic year 2014-15**Is your program preparing teachers in instruction of limited English proficient students in 2014-15?**

Yes

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

5

Provide any additional comments, exceptions and explanations below:

Our new faculty member plans to strategically recruit candidates into the program.

Academic year 2015-16**Will your program prepare teachers in instruction of limited English proficient students in 2015-16?**

Yes

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

10

Provide any additional comments, exceptions and explanations below:

Our new faculty member plans to continue to strategically recruit candidates into the program. Our new cataloged 2015-16 initial programs, all require at least one ESOL/ELL course.

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:

We create opportunities for our candidates to observe and learn from teachers who work in diverse populations. Our candidates reflect on these experiences. In addition, during the student teaching semester - candidates work with practicing teachers to further discuss students needs, especially those with diverse backgrounds.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5134-ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5101-BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5101-BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS0011-ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	13	167	8	62
ETS0011-ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS)	40	177	40	100

All program completers, 2013-14				
ETS0011-ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2012-13	43	179	43	100
ETS0011-ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2011-12	51	178	51	100
ETS0061-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5161-MATHEMATICS: CK Educational Testing Service (ETS) Other enrolled students	1			
ETS5091-PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			
ETS5091-PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5091-PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	3			
ETS5091-PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	6			
ETS5623-PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5623-PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	7			
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2013-14	9			

ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2012-13	3			
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0524-PRINC LEARNING AND TEACHING 7-12 (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS5621-PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2013-14	3			
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	20	169	15	75
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2013-14	36	176	35	97
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2012-13	41	176	41	100
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2011-12	28	174	28	100
ETS0522-PRINC LEARNING AND TEACHING K-6 (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS0522-PRINC LEARNING AND TEACHING K-6 (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	3			
ETS0522-PRINC LEARNING AND TEACHING K-6 (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2011-12	27	176	27	100
ETS5221-SPEECH COMMUNICATION: CK Educational Testing Service (ETS) Other enrolled students	1			

Section III Summary Data Dates

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2013-14	50	48	96
All program completers, 2012-13	49	49	100
All program completers, 2011-12	59	59	100

Section IV Low-Performing

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

Is your teacher preparation program currently approved or accredited?

Yes

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

State

NCATE

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

Section V Use of Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction
Yes
- use technology effectively to collect data to improve teaching and learning
Yes
- use technology effectively to manage data to improve teaching and learning
Yes
- use technology effectively to analyze data to improve teaching and learning
Yes

Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as

applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

Since Fall 2003, a technology course for all candidates has been an aspect of the teacher education program coursework. The coursework for the technology course is evaluated each academic year. The coursework helps candidates learn to plan instruction using appropriate technologies and incorporate technologies to better understand data collection and analysis.

Candidates are to demonstrate aspects of technology use in lesson planning (curricula and instruction) and this is noted/recorded during student teaching. During student teaching, candidates create a unit which encompasses data collection, including managing and analyzing the data to improve teaching and student learning.

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.

Since Fall 2002 (or prior), candidates have been introduced to a myriad of strategies to assist teaching students with disabilities. Beginning in Fall 2008, candidates have been provided integrated strategies for ELL learners. The candidates learn about the individualized education program teams during their Exceptional Child course. The strategies used during this coursework are evaluated each academic year.

Candidates also learn strategies to assist communication with parents, and added discussions are provided about parents of students with limited English proficiency and/or disabilities. Lesson plans for all methods courses document aspects of instructional strategies to assist students with limited English proficiency and disabilities. During student teaching, candidates are encouraged to participate on individualized education program teams (though we have found some school districts resistive of having a student teacher as part of the team). During student teaching, candidates plan a unit where they specifically document the instructional strategies used for students with limited English proficiency and disabilities. Data is collected and analyzed to improve teaching and student learning.

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.

NA -- currently, in the state of Kansas special education is not an initial licensure program.

Section VII Contextual Information

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

Supporting Files

Complete Report Card

AY 2013-14

ED.gov This is a United States Department of Education computer system.

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