

Title II Higher Education Act

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Pittsburg State University
Traditional Program
2009-10

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

Address: 1701 S. Broadway

Pittsburg, KS, 66762

Contact Name: Dr. Jean Dockers
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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	Yes
Fee/Payment	No	Yes
Transcript	Yes	Yes
Fingerprint check	No	No

Background check	No	No
Experience in a classroom or working with children	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum high school GPA	No	No
Minimum undergraduate GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	No
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum GRE score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	No
Minimum Miller Analogies test score	No	No
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	Yes
Interview	No	Yes
Resume	No	No
Bechelor's degree or higher	No	Yes
Job offer from school/district	No	No
Personality test (e.g.,Myers-Briggs Assessment)	No	No
Other (specify:)	No	No

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

www.pittstate.edu

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

Other When Admission Requirements are Completed

Does your initial teacher certification program conditionally admit students? No

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

Praxis I, PPST or The College-Base are required basic skills tests; however, an ACT score of 24 or SAT score of 1730 may be substituted.

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:	1024
Unduplicated number of males enrolled in 2009-10:	383
Unduplicated number of females enrolled in 2009-10:	641

2009-10	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	30
<i>Race</i>	
American Indian or Alaska Native:	25
Asian:	5
Black or African American:	26
Native Hawaiian or Other Pacific Islander:	0
White:	894
Two or more races:	34

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	75
Average number of clock hours required for student teaching	580
Number of full-time equivalent faculty in supervised clinical experience during this academic year	54
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	672
Number of students in supervised clinical experience during this academic year	1350

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

Candidates in the elementary education program are required to complete more clock hours in early field experiences than secondary/PK-12 candidates. However, all candidates have at least three experiences prior to student teaching.

Adjunct faculty listed includes PK-12 teachers who supervise student teachers, interns, pre-labs, and practicum experience.

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
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Art Teacher Education	1
Biology Teacher Education	6
Chemistry Teacher Education	2
Early Childhood Unified	1
Elementary Education K-6	89
English/Language Arts Teacher Education	7
Family and Consumer Science	13
History/Government Teacher Education	13
Mathematics Teacher Education	8
Music Teacher Education	7
Physical Education Teaching and Coaching	19
Psychology	4
Spanish Teacher Education	4
Technology	11
TOTAL	186

Subject area	Number prepared
Art Teacher Education	1
Biology Teacher Education	6
Chemistry Teacher Education	2
Early Childhood Unified	1
Elementary Education K-6	89
English/Language Arts Teacher Education	8
Family and Consumer Science	13
History/Government Teacher Education	13
Mathematics Teacher Education	9
Middle School Math	1
Music Teacher Education	7
Physical Education Teaching and Coaching	20
Spanish Teacher Education	4
Special Education	1
Technology Teacher Education	11
TOTAL	186

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: 186

2008-09: 244

2007-08: 211

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>Academic year: 2009-12</p> <p>Goal: Keep # math majors as is</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Teacher Education worked closely with the mathematics department to increase recruiting efforts for individuals interested in mathematics to consider the BSED education program rather than for the BA in mathematics.</p> <p>Implementation of an internship program during the senior year has helped to retain existing students by increasing field experience hours and mentoring by a teacher in the field.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>The shortage of math teachers was emphasized in recruitment. The internship program was advertised to existing BSED majors. The goal was met since the number of individuals majoring in math education increase by 30%.</p>
Science	<p>Academic year: 2009-11</p> <p>Goal: Increase # of Phy Chem Mj</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p>

	<p>The number of physics and chemistry majors did not increase. However, the number did not decrease.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>The departments need to increase their efforts to encourage more of their majors to seek the teacher education degree or licensure. Plans will be revisited to improve strategies for recruiting more majors.</p>
<p>Special education</p>	<p>Academic year: 2009-10</p> <p>Goal: NA at Initial Level</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
<p>Instruction of limited English proficient students</p>	<p>Academic year: 2009-11</p> <p>Goal: Increase # in ESOL</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>As with other programs for high need, our goal was to maintain or increase the number of candidates minoring in ESOL. We actually had an increase of 37.5%</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Publicizing the minor availability to PK-12 and secondary majors in addition to elementary education majors.</p>
<p>NA</p>	<p>Academic year: 2009-10</p> <p>Goal: NA</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>NA</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>NA</p>

NA	<p>Academic year: 2009-10</p> <p>Goal: NA</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>NA</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>NA</p>
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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.

No

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:

All candidates are required to take a class for working with exceptional students. Elementary Education students are required to take a course that focuses on Diversity. In addition, all candidates attend sessions during the professional semester that covers topics for working with diverse populations including special needs and ELL students. Candidates also have the option of completing a minor in Urban and Suburban Experience, ESOL or Special Education (to complete this minor, candidates must take additional courses at the Graduate level).

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	2				98	171
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	4				100	174
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	5				100	175
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	5				97	168
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	9				100	165
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	7				100	165
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2009-10	2				78	163
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2009-10	1				97	185
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	4				83	175
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2009-10	88	174	72	82	95	177
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS)	134	176	125	93	97	178

All program completers, 2008-09						
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2007-08	111	179	108	97	98	179
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	8				96	181
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	8				94	179
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	8				99	179
ETS0120 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2007-08	9				94	652
ETS0121 -FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) Other enrolled students	1					
ETS0121 -FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) All program completers, 2009-10	9				100	173
ETS0121 -FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) All program completers, 2008-09	12	171	11	92	94	172
ETS0173 -FRENCH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	2					
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	8				95	155
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	7				97	155
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	8				99	156
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	1				95	180
ETS0069 -MIDDLE SCHOOL MATHEMATICS	2				94	177

Educational Testing Service (ETS) All program completers, 2008-09						
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	6				97	169
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	9				99	170
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	14	155	13	93	97	157
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	26	154	26	100	96	157
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	30	156	28	93	95	158
ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2008-09	1					
ETS0523 -PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2009-10	1				100	173
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2009-10	75	169	64	85	96	175
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2008-09	92	172	86	93	98	175
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2007-08	98	172	94	96	99	175
ETS0521 -PRINCIPLES LEARNING AND TEACHING EARLY CHILDHOOD Educational Testing Service (ETS) All program completers, 2009-10	2				98	183
ETS0521 -PRINCIPLES LEARNING AND TEACHING EARLY CHILDHOOD Educational Testing Service (ETS) All program completers, 2008-09	1				97	184
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6	5				91	175

Educational Testing Service (ETS) Other enrolled students						
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6	91	176	87	96	98	177
Educational Testing Service (ETS) All program completers, 2009-10						
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6	138	176	132	96	98	177
Educational Testing Service (ETS) All program completers, 2008-09						
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6	111	176	110	99	99	177
Educational Testing Service (ETS) All program completers, 2007-08						
ETS0390 -PSYCHOLOGY	5					
Educational Testing Service (ETS) All program completers, 2008-09						
ETS0390 -PSYCHOLOGY	3					
Educational Testing Service (ETS) All program completers, 2007-08						
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE	11	173	10	91	90	170
Educational Testing Service (ETS) All program completers, 2009-10						
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE	12	166	11	92	94	170
Educational Testing Service (ETS) All program completers, 2008-09						
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE	6				93	171
Educational Testing Service (ETS) All program completers, 2007-08						
ETS0191 -SPANISH CONTENT KNOWLEDGE	5				83	176
Educational Testing Service (ETS) All program completers, 2009-10						
ETS0191 -SPANISH CONTENT KNOWLEDGE	1				95	177
Educational Testing Service (ETS) All program completers, 2008-09						
ETS0191 -SPANISH CONTENT KNOWLEDGE	2				81	174
Educational Testing Service (ETS) All program completers, 2007-08						
ETS0220 -SPEECH COMMUNICATION	2				100	690
Educational Testing Service (ETS) All program completers, 2008-09						
ETS0220 -SPEECH COMMUNICATION	3				100	684
Educational Testing Service (ETS) All program completers, 2007-08						

ETS0050 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2009-10	9				91	646
ETS0050 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	4					
ETS0050 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2007-08	7				100	653

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2009-10	171	137	80	93
All program completers, 2008-09	232	209	90	95
All program completers, 2007-08	211	200	95	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

Other (specify: NCA)

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.

Most candidates come to us with better than average computer skills. They are required to complete a three credit-hour class as part of the general education requirements. Elementary education majors take a Technology in the Classroom course where they learn to use a wide variety of technology tools. Secondary majors complete a technology course that covers spreadsheets and an introduction to using statistics. All candidates must complete a Teacher Work Sample during the professional semester where they administer a pre- and post-test and then use the results to calculate the percentage of increase or decrease between the two test administrations. They use technology to graph their findings.

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**

No

- **teach students who are limited English proficient effectively**

No

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.

General education teachers gain an understanding of how to work with special needs students and they cover how to develop lessons using differentiation of instruction. However, they do not get experience working with an IEP team unless their cooperating teacher is involved in the placement of a special needs student. Elementary education candidates are required to take a three credit-hour Diversity in the Classroom class that provides them basic skills for working with ELL students. Those candidates who seek a minor in ESOL do tell us that they learn how to work effectively with all students using the skills and knowledge they learn in the ESOL program. All candidates participate in professional development type activities during their on-campus sessions. Plans are in process for providing more experience for all candidates to be better prepared to work with ELL and special needs students.

Does your program prepare special education teachers to:

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

Provide a description of how your program prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Our program does not prepare special education teachers at the initial level except to provide an 18 credit-hour minor that gives the candidates a start toward full licensure in special education. While the training is very valuable, they don't get into IEPs, etc. until the graduate 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

Pittsburg State University
Traditional Program
2009-10

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