

Title II Higher Education Act

Submit Reports

View Reports / Resources

Technical Assistance

Contacts / Help

SUBMIT REPORTS

- Instructions
- Institution/Program Information
- Section I.a Admission Requirements
- Section I.b Enrollment
- Section I.c Supervised Clinical Experience
- Section I.d Teachers Prepared by Subject Area
- Section I.d Teachers Prepared by Academic Major
- Section I.e Program Completers
- Section II Annual Goals
- Section II Assurances
- Section III Pass Rates
- Section III Assessment Pass Rates
- Section III Summary Pass Rates
- Section IV Low-Performing
- Section V Use of Technology
- Section VI Teacher Training
- Section VII Contextual Information
- Section VIII Report Card Certification
- Print Report Card**
- Change Program
- Account Information
- Glossary
- Contact Us
- Program Management
 - Program Status Report
 - Institution Login Report
 - User Activity

[Contact Us](#) - [Glossary](#) - [Log out](#)

Pittsburg State University
Traditional Program
2010-11

Print Report Card

Program Information

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

Address: 1701 S. Broadway

Pittsburg, KS, 66762

Contact Name: Dr. Jean Dockers

Phone: 620-235-4363

Email: jdockers@pittstate.edu

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	No

Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	No
Experience in a classroom or working with children	No	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
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	Yes
Interview	No	Yes
Resume	No	No
Bachelor's degree or higher	No	Yes
Job offer from school/district	No	Yes
Personality test	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 2010-11:	1069
Unduplicated number of males enrolled in 2010-11:	408
Unduplicated number of females enrolled in 2010-11:	661

2010-11	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	39
<i>Race</i>	
American Indian or Alaska Native:	27
Asian:	3
Black or African American:	25
Native Hawaiian or Other Pacific Islander:	1
White:	962
Two or more races:	37

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2010-11.

Average number of clock hours required prior to student teaching	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)	683
Number of students in supervised clinical experience during this academic year	1420

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 by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2010-11. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were

prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	1
Teacher Education - Early Childhood Education	2
Teacher Education - Elementary Education	122
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	118
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	1
Teacher Education - Business	
Teacher Education - English/Language Arts	9
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	14
Teacher Education - Technology Teacher Education/Industrial Arts	9
Teacher Education - Mathematics	13
Teacher Education - Music	13
Teacher Education - Physical Education and Coaching	29
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	4
Teacher Education - Chemistry	3
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education- History	17
Teacher Education - Physics	
Teacher Education - Spanish	1
Teacher Education - Speech	2
Teacher Education - Geography	

Teacher Education - Latin	
Teacher Education - Psychology	3
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	8
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.d Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2010-11. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	1
Teacher Education - Early Childhood Education	2
Teacher Education - Elementary Education	122
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	118
Teacher Education - Agriculture	
Teacher Education - Art	1
Teacher Education - Business	
Teacher Education - English/Language Arts	9
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	14
Teacher Education - Technology Teacher Education/Industrial Arts	9
Teacher Education - Mathematics	13
Teacher Education - Music	13
Teacher Education - Physical Education and Coaching	29
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	4
Teacher Education - Chemistry	3
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	17
Teacher Education - Physics	
Teacher Education - Spanish	1
Teacher Education - Speech	2
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	3
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	8
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	

Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

Section I.e Program Completers

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

2010-11: 242

2009-10: 186

2008-09: 244

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. Project Rural was added this year. It is a KBOR grant funded mentoring program for the Math majors. This program adds an additional support network for the math majors for two semesters of their senior year.</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. Most of the BSED math majors who completed student teaching participated in Project Rural. The goal was met since the number of individuals majoring in math education increased by 35%.</p>
Science	<p>Academic year: 2009-12</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 increased by 1 this year. Project Rural also supports science majors through their senior year. We met this goal by increasing our program completer by 33%.</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 in this hard to fill teaching field.</p>
Special education	<p>Academic year: 2011-13</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>
Instruction of limited English proficient students	<p>Academic year: 2011-13</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 maintained our numbers this year.</p> <p>Description of steps to improve performance in meeting goal or lessons learned</p>

	<p>in meeting goal:</p> <p>Publicizing the minor availability to PK-12 and secondary majors in addition to elementary education majors. We have also created, and made available to students, a program guide which shows where the coursework for the ESOL minor falls.</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>
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>

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).

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, 2010-11	1				100	173
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	2				95	170
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	4				100	174
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1					
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	3				97	170
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	5				100	168

ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	9				100	165
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2010-11	3				95	174
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2009-10	2				100	166
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2010-11	2				93	186
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2009-10	1				98	186
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	15	166	11	73	76	173
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2010-11	107	174	98	92	94	178
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2009-10	88	176	79	90	97	178
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2008-09	135	176	127	94	97	178
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	8				93	181
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	8				97	181
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE	8				94	179

Educational Testing Service (ETS) All program completers, 2008-09						
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, 2010-11	12	171	11	92	96	172
ETS0121 - FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) All program completers, 2009-10	11	170	10	91	95	172
ETS0121 - FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) All program completers, 2008-09	12	171	11	92	94	172
ETS0061 - MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2				87	155
ETS0061 - MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	12	148	10	83	97	158
ETS0061 - MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	8				96	155
ETS0061 - MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	7				97	155
ETS0069 - MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2010-11	1				100	182
ETS0069 - MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	1				95	180
ETS0069 - MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	2				94	177

ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	12	167	12	100	99	169
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	3				98	171
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	6				97	169
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1				80	153
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	19	156	16	84	96	156
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	16	155	15	94	98	157
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	29	154	28	97	97	157
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				98	172
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	6				92	174
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2010-11	89	174	81	91	97	175
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2009-10	82	171	77	94	98	175
ETS0524 -PRINCIPLES LEARNING AND	94	172	88	94	99	175

TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2008-09						
ETS0521 -PRINCIPLES LEARNING AND TEACHING EARLY CHILDHOOD Educational Testing Service (ETS) All program completers, 2010-11	1				100	185
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 Educational Testing Service (ETS) Other enrolled students	14	168	12	86	91	175
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2010-11	113	174	105	93	97	177
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2009-10	93	176	90	97	98	177
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2008-09	139	176	134	96	99	177
ETS0390 -PSYCHOLOGY Educational Testing Service (ETS) All program completers, 2010-11	1					
ETS0390 -PSYCHOLOGY Educational Testing Service (ETS) All program completers, 2008-09	5					
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3				67	165
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	13	171	12	92	95	170
ETS0081 -SOCIAL STUDIES: CONTENT	13	174	13	100	95	171

KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10						
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	12	166	11	92	94	170
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	5				83	176
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				95	177
ETS5195 -SPANISH: WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students	2					
ETS5195 -SPANISH: WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2010-11	1				81	168
ETS0220 -SPEECH COMMUNICATION Educational Testing Service (ETS) All program completers, 2008-09	2				100	690
ETS0050 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2010-11	5					
ETS0050 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2009-10	9				100	648
ETS0050 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	4					

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2010-11	205	177	86	93
All program completers, 2009-10	179	159	89	95
All program completers, 2008-09	234	211	90	96

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.

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