

[VIEW TITLE II REPORTS](#)[SUBMIT REPORTS](#)[About Title II](#) | [Contacts](#)[Login](#)[Technical Assistance](#)

Southwestern College  
Alternative, IHE-based Program

2016 | Title II  
Reports

## Complete Report Card

AY 2014-15

## Institution Information

**Name of Institution:** Southwestern College  
**Institution/Program Type:** Alternative, IHE-based  
**Academic Year:** 2014-15  
**State:** Kansas

**Address:** 100 College

Winfield, KS, 67156

**Contact Name:** Dr. Cameron Carlson

**Phone:** 620-229-6115

**Email:** [cameron.carlson@sckans.edu](mailto:cameron.carlson@sckans.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 alternative, ihe-based 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?
Biology	No
Business	No
Chemistry	No
English	No
History, Government, and Social Studies	No
Mathematics	No
Mid Level Mathematics	No
Music	No
Physical Education	No
Speech/Theatre	No
<b>Total number of teacher preparation programs: 10</b>	

## Section I.b Admissions

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

Postgraduate

**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://ps.sckans.edu/programs/graduate/education/master-arts-teaching>

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

Students are admitted to the post-graduate initial teacher education program with the completion of all the admission criteria including a bachelor's or master's degree with a minimum GPA of 2.75/4.0 at the undergraduate level or 3.0/4.0 at the graduate level. The area of potential licensure must include a bachelor's degree, or there must be equivalent academic hours in a bachelor's program to be qualified to teach in a content area, e.g. an engineer who wants to teach mathematics. The applicant must have field experiences prior to entry into the program and have passed the Praxis II content exam in the area of potential licensure.

## 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	No
Background check	Yes	Yes
Minimum number of courses/credits/semester hours completed	No	No
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	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	Yes	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	No	No
Interview	Yes	Yes
Other	No	No

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 2014-15

0

**What is the minimum GPA required for completing the program?**

2.5

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

0

**Please provide any additional comments about the information provided above:**

Zero GPAs reflect no students pursuing an alternative license during the designated time frame.

## 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?**

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 Postgraduate level.**

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	No	No
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	Yes
Interview	No	No

Other	Data not reported	Data not reported
-------	-------------------	-------------------

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

2.75

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

0

What is the minimum GPA required for completing the program?

3

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

0

Please provide any additional comments about the information provided above:

Zero GPAs reflect no students pursuing an alternative license during the designated time frame.

## Section I.c Enrollment

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

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

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

Total number of students enrolled in 2014-15:	0
Unduplicated number of males enrolled in 2014-15:	0
Unduplicated number of females enrolled in 2014-15:	0

2014-15	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	0
<i>Race</i>	
American Indian or Alaska Native:	0

Asian:	0
Black or African American:	0
Native Hawaiian or Other Pacific Islander:	0
White:	0
Two or more races:	0

## Section I.d Supervised Clinical Experience

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

Average number of clock hours of supervised clinical experience required prior to student teaching	0
Average number of clock hours required for student teaching	0
Average number of clock hours required for mentoring/induction support	60
Number of full-time equivalent faculty supervising clinical experience during this academic year	0
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	0
Number of students in supervised clinical experience during this academic year	0

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

Supervised clinical experience: A series of supervised field experiences (including student teaching) with 6-12 students that occur as a sequenced, integral part of the preparation program prior to the candidate becoming the teacher of record.(ii) closely supervised interaction between prospective teachers and faculty, experienced teachers, principals, other administrators, and school leaders in secondary schools, and providing support for such interaction.

(B) Integrate pedagogy and classroom practice and promote effective teaching skills in academic content areas.

(E) Be tightly aligned with course work

(G) As applicable, provide training and experience to enhance the teaching skills of prospective teachers to better prepare such teachers to meet the unique needs of teaching in rural or urban communities.

## Section I.e Teachers Prepared by Subject Area

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

No teachers prepared in academic year 2014-15

Subject Area	Number Prepared
Education - General	

Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
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	
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	
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	
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 - Other Specify:	

## Section I.e Teachers Prepared by Academic Major

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

No teachers prepared in academic year 2014-15

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
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	
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	
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.f Program Completers

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

2014-15: 0

2013-14: 10

2012-13: 6

## Section II Annual Goals - Mathematics

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

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

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

**Academic year 2014-15**

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

Yes

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

1

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

No

**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 2015-16**

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

Yes

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

0

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

**Academic year 2016-17**

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

Yes

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

0

Provide any additional comments, exceptions and explanations below:

## 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/pol/tsa.html>.

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

**Academic year 2014-15**

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

Yes

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

2

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

No

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 2015-16**

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

Yes

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

0

Provide any additional comments, exceptions and explanations below:

**Academic year 2016-17**

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

Yes

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

0

Provide any additional comments, exceptions and explanations below:

## 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 2014-15**

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

Yes

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

15

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

Yes

**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 2015-16**

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

Yes

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

15

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

**Academic year 2016-17**

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

Yes

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

10

**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 2014-15**

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

No

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

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

NA

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

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

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

**Academic year 2015-16**

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

No

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

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

**Academic year 2016-17**

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

No

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

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

## 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:**

In the alternative licensure program, students take graduate level courses in multicultural education, English language learning, special education, classroom management and have field work in locations that address the unique characteristics of the students within rural or urban schools. The graduate level coursework is for restricted licensure teachers. In some classes there are also graduate students taking classes in special education or curriculum and instruction. An outcome of the commingling of graduate student populations is that an alternative licensure program teacher uses discussion boards, wikis, blogs, and group assignments to learn and practice teaching with the guidance of classroom teachers who have been in-service from one year to one or more decades. This is a rich learning environment for beginning teachers to learn about and discuss and then teach young adolescents and adolescents. Data collected from teachers in the restricted licensure program as well as data collected during supervised clinical field work and classroom teaching indicate alternative licensure students are successful in the meeting the assurances listed.

### Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0061-MATHEMATICS CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			

### Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2012-13	2		

### 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

Higher Learning Commission

**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.**

Restricted licensure teachers are required to use Microsoft Office suite in their course work to submit assignments, projects, and teaching activities. They make presentations in their classes and classrooms using technology. Courses in the licensure program are web-based Blackboard course shells that provide for learning the use of the Internet for learning, presentations, and assessments. During student teaching or restricted licensure teaching, teachers are assessed through a professional teaching standard on their abilities to integrate technology into classroom instruction.

During teaching, a teacher work sample is completed, which requires students to collect, manage, analyze, and present data indicating the performance of student learning while the student teacher or teacher was teaching. In addition, school-based technologies include the use of web-based software products enabling teachers to present and manage data for parents and students to view. Data analysis occurs with mentor teachers.

Students are assessed through the teacher work sample as well as in-service teaching in using instructional tools and technology to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and communication, and help all students use instructional technology effectively.

## Section VI Teacher Training

## 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.

During the restricted licensure teaching/mentoring, the teacher has special education students in the classroom. As part of the alternative licensure program of study, the teacher completes a course preparing her/him to teach special education students.

Included in the course work are special education teachers/faculty. The restricted licensure teacher and the pre-service teacher have the background to be an effective teacher of special education students. The college supervisor assesses the effectiveness of the teacher as well as the pre-service teacher in the classroom so that the restricted licensure teacher or perspective classroom teacher can gain a solid foundation of knowledge about the students and provide differentiated instruction and assessment to ensure student learning. The college supervisor in the restricted licensure program as well as the college supervisor and cooperating teacher in the alternative licensure traditional program assess the effectiveness of the restricted licensure teacher or the pre-service teacher in the classroom through the professional education standard that states, the teacher provides learning experiences and assessments to effectively teach students with disabilities.

Training to participate as a member of an individualized education program team occurs through the special education course and is included as part of the responsibilities for the restricted licensure teacher or during student teaching. In the restricted licensure program, the teacher has the full responsibilities as the instructor of record and the mentor and college supervisor assist to integrate the teacher as a team member supporting special education students. In the traditional program, an expectation of the student teaching program is for the cooperating teacher to include the student teacher in special education team meetings. In turn, the cooperating teacher mentors the student teacher to be an effective participant in the team.

English language learning is included as part of a required course in the reading program for secondary licensure programs. The effectiveness of the restricted licensure teacher or pre-service teacher in the classroom is assessed by the college supervisor or cooperating teacher as well as the college supervisor in her/his abilities to teach all students.

English language learning (ELL) areas assessed to ensure the teacher or pre-service teachers are able to teach English language learners are:

- Encouraging the speaking skills of ELLs through show and tell, partner, and small group work
- Creating class books and dictionaries to show connections
- Using books on tape/CD/E-books to aid in comprehension for ELLs.

- Using ReQuest, Cultural Academic Trivia and Question-only, among other techniques, to enhance comprehension.

Pre-service and restricted licensure teachers will plan vocabulary activities that facilitate word acquisition, including use of word walls, sentence starters and appropriate modeling and scaffolding.

Pre-service and restricted licensure teachers will encourage the home school connection by inviting parents and other relatives to share their culture and literature with the class.

Pre-service and restricted licensure teachers will create language experience charts and stories to facilitate language growth and usage.

Pre-service and restricted licensure teachers will encourage interaction between students who can aid ELLs, including older ELLs, former ELLs, siblings, and adults.

Students will increase the background knowledge of ELLs, so comprehension skills can be increased.

Students will provide repetition and multiple presentations for ELLs.

Pre-service and restricted licensure teachers will recognize when assessments are unfair or biased towards certain groups, and which are most effective with ELLs.

Students will encourage reading through paired and echo reading to increase fluency.

Pre-service and restricted licensure teachers will provide journal and free writing for ELLs, providing these children opportunities for writing without grading repercussions.

Pre-service teachers will use a variety of literature to motivate and encourage ELLs, including, but not limited to: poetry, basal stories, bi-lingual dictionaries, bi-lingual books and culturally relevant books.

All pre-service and restricted licensure teachers are in classrooms where ELL students learn and are assessed.

---

#### 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.**

Special education is not an area of initial licensure in Kansas.

#### Section VII Contextual Information

## 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.**

The alternative licensure program is also referred to as the Master's of Arts in Teaching program. Offering the program at the advanced level provides rich, intellectually diverse learning experiences for restricted licensure teachers. The graduate courses are populated with in-service teachers who have successfully taught for one or more years. Their teaching experiences are part of the curriculum through discussion boards, group projects, and ongoing professional communications. Faculty in the program have advanced degrees and ongoing teaching responsibilities in geographically diverse settings. More information about the program can be obtained through the following link: <http://www.southwesterncollege.org/graduate/education/master-of-arts-in-teaching> The restricted licensure program did not have completers in 2014-15.

### Supporting Files

## Complete Report Card

AY 2014-15

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

[About Title II](#) | [Technical Assistance](#) | [Privacy Policy](#) | [Contacts](#)