

Title II Higher Education Act

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Sterling College
Traditional Program
2009-10

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Name of Institution: Sterling College
Institution/Program Type: Traditional
Academic Year: 2009-10
State: Kansas

Address: Sterling Teacher Education Program
125 W. Cooper
Sterling, KS, 67579

Contact Name: Dr. Gladys Ritterhouse
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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	No
Transcript	Yes	Yes
Fingerprint check	No	No

Background check	No	No
Experience in a classroom or working with children	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum high school GPA	No	No
Minimum undergraduate GPA	Yes	No
Minimum GPA in content area coursework	Yes	No
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum GRE score	No	No
Minimum basic skills test score	No	No
Subject area/academic content test or other subject matter verification	No	Yes
Minimum Miller Analogies test score	No	No
Recommendation(s)	No	No
Essay or personal statement	Yes	Yes
Interview	No	No
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: C or higher in College Level Lit, Comp, Math)	Yes	No

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

www.sterling.edu/academics/adademic-departments/education

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

Other Descriptors are provided below showing admittance criteria.

Does your initial teacher certification program conditionally admit students? No

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

I Acceptance to STEP

A. ED195 Introduction to Education completed with a grade of C or higher

1. Declare major at Registrar's office

2. Submit application for Candidacy to Teacher Education Program Administrative Assistant

3. Attach letter of application and IDEAL Attribute Rubric completed by SE210 host teacher and self

B. ED201 Field Experience in Education completed with a grade of C or higher

C. ED206 Classroom Management completed with a grade of C or higher

D. SE210 Introduction to Infants, Children and Youth with Special Needs completed with a grade of C or higher

E. Qualified through Pre-Professional Skills Test:

1. ACT _____ Reading (20) _____ English (19) _____ Math (18)

OR

Completion of College Level Classes in

Composition I _____ Literature _____ Algebra or Math _____

with a grade of C or higher

F. Cumulative GPA of 2.5 or higher in all post secondary work

G. Meet with Education Adviser

H. Admittance letter to candidate

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:	219
Unduplicated number of males enrolled in 2009-10:	82
Unduplicated number of females enrolled in 2009-10:	137

2009-10	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	10
<i>Race</i>	
American Indian or Alaska Native:	2
Asian:	3
Black or African American:	7
Native Hawaiian or Other Pacific Islander:	0
White:	195

Two or more races:	2
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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	250
Average number of clock hours required for student teaching	450
Number of full-time equivalent faculty in supervised clinical experience during this academic year	3.5
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	55
Number of students in supervised clinical experience during this academic year	35

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

Secondary candidates are placed with both middle level and high school level cooperating teachers. Thus, the number of supervising adjunct faculty (PK-12) is higher than the number of students in supervised clinical experiences. There are 2 IHE adjunct faculty who help supervise clinical placements, all others are PK-12.

Section I.d Teachers Prepared

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

Academic major	Number prepared
Art	2
Biology	1
Elementary Education	22
English	2
Exercise Science	7
Math	2
TOTAL	36

Subject area	Number prepared
Art	2
Biology	1
Elementary Education	22
English-Language Arts	2
Health	7
Math	2

Physical Education	7
TOTAL	43

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: 35

2008-09: 24

2007-08: 14

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: 2009-10</p> <p>Goal: Increase candidates by 2</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Professors from the Teacher Education Program met with students interested in Mathematics for purposes of informing them of the opportunities in the teaching field.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Students showed interest in the possibility of focusing their studies on an endorsement in teaching Mathematics.</p>
Science	<p>Academic year: 2009-10</p> <p>Goal: Increase candidates by 2</p> <p>Goal met? No</p>

	<p>Description of strategies used to achieve goal:</p> <p>Met with science majors interested in education.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Students attending Sterling College have a focus on the pre-med program. More advertising may need to be implemented regarding the need for teachers in the fields of biology and chemistry.</p>
Special education	<p>Academic year: 2009-10</p> <p>Goal: Increase candidates by 2</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Pamphlets were distributed through the Admissions office that explained that Special Education is not an initial license area in Kansas, but that the students may take coursework so they can add an endorsement in Special Education to whatever initial license they hold. Professors encouraged pre-service teachers to add a special education endorsement to their chosen area of licensure.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Admissions Recruiters and Professors were furnished more detailed information regarding the fact that Special Education is not an initial licensure area. They learned more details about how students could take coursework and add a Special Education Endorsement. Recruiters and faculty then were able to better share that information with prospective students as a way to increase their teaching skills and as a way to increase their "marketability" in the current economy.</p>
Instruction of limited English proficient students	<p>Academic year: 2009-10</p> <p>Goal: n/a</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>n/a</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>n/a</p>
n/a	<p>Academic year: 2009-10</p> <p>Goal: n/a</p> <p>Goal met? No</p>

	<p>Description of strategies used to achieve goal:</p> <p>n/a</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>n/a</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.

Yes

General education teachers receive training in providing instruction to children from low-income families.

Yes

Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.

Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

Having the pre-service teachers learn about and practice the use of Differentiated Instruction has given those teachers another tool with which to meet the diverse needs of students in their classrooms.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1				98	171
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4					
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1				97	168
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				100	165
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	5				83	175
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2009-10	19	177	19	100	95	177
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2008-09	8				97	178
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2007-08	6				98	179
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1				96	181
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	2				94	179
ETS0550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2009-10	3				95	680
ETS0550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	4				94	682
ETS0550 -HEALTH EDUCATION Educational Testing Service (ETS)	1				95	675

All program completers, 2007-08						
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	2				95	155
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	2				97	155
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1				99	156
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2008-09	1					
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1				99	170
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	5				97	157
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	7				96	157
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	2				95	158
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	2				91	175
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2009-10	10	178	10	100	96	175
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2008-09	11	175	11	100	98	175
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2007-08	5				99	175
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	3				91	175

ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2009-10	19	173	19	100	98	177
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2008-09	11	175	11	100	98	177
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2007-08	7				99	177
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				94	170
ETS0220 -SPEECH COMMUNICATION Educational Testing Service (ETS) All program completers, 2008-09	1				100	690
ETS0220 -SPEECH COMMUNICATION Educational Testing Service (ETS) All program completers, 2007-08	2				100	684

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2009-10	29	29	100	93
All program completers, 2008-09	22	22	100	95
All program completers, 2007-08	12	12	100	97

Section IV. Low-Performing

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

Is your teacher preparation program currently approved or accredited?

Yes

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

State

NCATE

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

No

Section V. Technology

Does your program prepare teachers to:

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

Provide a description of how your program prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of how your program prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

As a requirement of the Sterling Teacher Education Program, pre-service teachers must complete a comprehensive unit plan covering at least 8 days of instruction. Within the context of this plan they must incorporate both teacher and student use of technology in the instructional process at least three times.

As the pre-service teacher collects data from the required pre-test, formative assessments, and summative test, they use technology to set up the results so they can best determine what interventions they must provide to improve student learning.

To enhance the universality of their classroom instruction, pre-service teachers learn to incorporate Google Docs into their instruction. They are practiced in presenting their lesson via pod-casts and/or online modalities, as well as supplementing their presentations with interactive boards and document readers.

Section VI. Teacher Training

Does your program prepare general education teachers to:

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

Provide a description of how your program prepares general education teachers to teach students with

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

Pre-service teachers in the Sterling Teacher Education Program (STEP) learn how to recognize the various exceptionalities they may encounter in their general education classrooms. They locate various strategies and technology that could be used to give support to students with disabilities. They determine which strategies and/or technology may best be used to enhance the education of a student with a particular disability.

The STEP pre-service teacher learns to recognize the parts of an IEP and the terminology that might be used in such a document. They are aware of the general education teacher's role in helping to carry out an IEP and of documenting student success (or lack of it).

They gain an awareness of the fact that the general education teacher is responsible for each student in their classroom, whether identified with a disability or not. The STEP pre-service teachers recognize that they have the initial role in helping to identify students who fall above or below the norm in the general education classroom and that the general education teacher is the main person responsible for calling a Student Intervention Team for a child whose needs are not being met, despite interventions provided by the general education teacher.

The STEP pre-service teachers understand the challenges they may face when required to teach the same concept to students of varying readiness levels. They are prepared, through the use of Differentiated Instruction and other strategies, to meet the learning needs of all students. They have come to understand that the Special Education program in a school is, indeed, "a service, not a place."

Within the various reading and methods courses taken in the Sterling Teacher Education Program, pre-service teachers are provided with strategies that help equip them to work with English Language Learners. During their final methods placement prior to their clinical (student) teaching experience, Pre-Service teachers work in school district hosting a large population of English Language Learners. Through this experience they see classroom interaction among teachers, students new to the United States, and students whose first language is English.

Does your program prepare special education teachers to:

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

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

While all pre-service teachers in the Sterling Teacher Education Program are taught strategies to provide differentiation in

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

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

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

Section VII. Contextual Information

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

The Sterling Teacher Education Program (STEP) is offered to prospective teachers via a traditional campus program and through an on-line presentation. Courses for both models are the same in content and were, for the most part, written by campus professors. The on-line model for STEP is one cause of increasing enrollment in the Sterling Teacher Education Program, having grown from 2 students at its inception in August 2007 to a total of 33 students in May 2009. The first two cohorts of program completers from STEP Online - totaling 8 - will be represented in the 2009-10 data.

Supporting Files

Sterling College
Traditional Program
2009-10

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