

Title II Higher Education Act

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Sterling College
Traditional Program
2010-11

Print Report Card

Program Information

Name of Institution: Sterling College

Institution/Program Type: Traditional

Academic Year: 2010-11

State: Kansas

Address: Sterling Teacher Education Program

125 W. Cooper

Sterling, KS, 67579

Contact Name: Ms. Terri Gaeddert

Phone: 6202784230

Email: tgaeddert@sterling.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	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
Recommendation(s)	No	No
Essay or personal statement	Yes	Yes
Interview	No	No
Resume	No	No
Bachelor's degree or higher	No	Yes
Job offer from school/district	No	No
Personality test	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:

<http://www.sterling.edu/academics/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 Requirements for Acceptance to STEP (this process must be completed)

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 (through ACT or College courses):

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 2010-11:	246
Unduplicated number of males enrolled in 2010-11:	90
Unduplicated number of females enrolled in 2010-11:	156

2010-11	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	14
<i>Race</i>	
American Indian or Alaska Native:	5
Asian:	1
Black or African American:	6
Native Hawaiian or Other Pacific Islander:	1
White:	219
Two or more races:	2

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	180
Average number of clock hours required for student teaching	525
Number of full-time equivalent faculty in supervised clinical experience during this academic year	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	205

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

Clock hours for elementary candidates prior to CTE: 271

Clock hours for secondary candidates prior to CTE: 96

Average clock hours for all candidates prior to CTE: 180

Clock hours for elementary CTE: 525 (75 days x 7 hours/day)

Clock hours for secondary CTE: 560 (80 days x 7 hours/day)

Number of full-time equivalent adjunct faculty includes anyone receiving pay/stipends from Sterling College. Cooperating teachers are counted as full time, adjunct STEP supervisors are figured based on full-time equivalency. (12 candidates were supervised by STEP adjuncts, x .66 load = 8 credit hours load which is equivalent to 1/3 faculty member for the year) (54 cooperating teachers were used in 2010-11)

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	2
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	27
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	11
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	4
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	2
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	4
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	2
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	2
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	1
Teacher Education - French	
Teacher Education - German	
Teacher Education- History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	1
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.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	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	27
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	2
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	4
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	1
History	2
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	2
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: 38

2009-10: 36

2008-09: 24

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: 2010-11</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. Personal followup contacts (email, phone calls, etc.) were made to encourage prospective students to come to SC. When meeting with candidates interested in fields with a large number of candidates already, they were asked if they had ever considered math, science, or special education endorsements.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Six candidates were added to math in 2010-11. However, one dropped during the first year. Need to continue to monitor 'fit' of new candidates.</p>
Science	<p>Academic year: 2010-11</p> <p>Goal: Increase candidates by 2</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Met with science majors interested in education. When meeting with candidates interested in fields with a large number of candidates already, they were asked if they had ever considered math, science, or special education endorsements. STEM scholarships are also mentioned.</p>

	<p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Science students attending Sterling College have a focus on the pre-med program. However, we were able to add 3 chemistry and 3 biology candidates during 2010-11. Two dropped during the first year. Need to continue to monitor 'fit' of new candidates, and discuss importance of preparing quality science teachers with the Chemistry and Biology programs.</p>
Special education	<p>Academic year: 2010-11</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>8 candidates declared an intention to add special education as an endorsement area. This included 6 elementary, 1 secondary, and 1 online candidate.</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: 2010-11</p> <p>Goal: Training by specialist</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>The budget increase was used to hire an additional faculty member. While additional funds were not available for a consultant, faculty did meet to review strategies to help ELLs that are modeled in many courses.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Faculty met in department meetings to discuss strategies currently being used and taught to candidates.</p>
n/a	<p>Academic year: 2010-11</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

						State	State
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Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	Average pass rate (%)	Average scaled score
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1				95	170
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	2				97	170
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1				100	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	1				76	173
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2010-11	25	173	19	76	94	178
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2009-10	20	177	20	100	97	178
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2008-09	8				97	178
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1				97	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, 2010-11	1				100	686

ETS0550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2009-10	3				91	671
ETS0550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	4				94	682
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	2				97	158
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	2				96	155
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	2				97	155
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2008-09	1					
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1				96	156
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	5				98	157
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	7				97	157
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	1				92	174
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2010-11	7				97	175
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2009-10	10	178	10	100	98	175
ETS0524 -PRINCIPLES LEARNING AND	11	175	11	100	99	175

TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2008-09						
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2010-11	24	173	22	92	97	177
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2009-10	20	173	20	100	98	177
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2008-09	11	175	11	100	99	177
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	2				95	170
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

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2010-11	32	26	81	93
All program completers, 2009-10	30	30	100	95
All program completers, 2008-09	22	22	100	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

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 and Livebinders 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. They also participate in Skyping, educational blogging, online mentor communities, and twitter.

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 62 in May of 2011. Of the 246 candidates in the program in 2010-11, (25%) of them were online candidates.

Supporting Files

Sterling College
Traditional Program
2010-11

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

