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Sterling College
Traditional Program

2016 | Title II
Reports

Complete Report Card

AY 2014-15

Institution Information

Name of Institution: Sterling College

Institution/Program Type: Traditional

Academic Year: 2014-15

State: Kansas

Address: Sterling Teacher Education Program

125 W. Cooper

Sterling, KS, 67579

Contact Name: Dr. Terri Gaeddert

Phone: 6202784230

Email: tgaeddert@sterling.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 traditional 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?
Art (Initial, PreK-12)	No
Biology (Initial, 6-12)	No
Chemistry (Initial, 6-12)	No
Elementary ((Initial, K-6)	No
English (Initial, 6-12)	No
Health (Initial, PreK-12)	No
History, Government, & Social Studies (Initial, 6-12)	No
Mathematics (Initial, 6-12)	No
Music (Initial, PreK-12)	No
Physical Education (Initial, PreK-12)	No
Speech Theatre (Initial, 6-12)	No
Total number of teacher preparation programs: 11	

Section I.b Admissions

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

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

http://www.sterling.edu/academics/education

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

The following process is used for all candidates, regardless of year in school (see Academic Catalog 2014-2015)

Acceptance to STEP

Candidates must complete the following requirements to be accepted to STEP:

1. Declare Candidacy

Complete the packet—available from STEP's Administrative Assistant

2. Demonstrate Pre-Professional Skills

Option 1: PPST Test (minimum scores: Writing 172, Reading 173, Math 172)

Option 2: ACT Test (minimum scores: English 19, Reading 20, Math 18)

Option 3: ACT Composite of 22

Option 4: SAT Composite of 1510 (note: composite scores added in 14-15)

3. Complete Level Ia Professional Coursework with a C or higher

4. Maintain a GPA of 2.5 or higher in 24 hours of college credit

5. Present Acceptance Request to Teacher Education Committee (TEC)

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	No	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes

Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	Yes
Minimum GPA in professional education coursework	No	Yes
Minimum ACT score	Yes	No
Minimum SAT score	Yes	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	Yes	No
Essay or personal statement	No	No
Interview	Yes	Yes
Other	Data not reported	Data not reported

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

3.4

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

3.4

Please provide any additional comments about the information provided above:

n=14 undergraduate completers in 2014-2015

Section I.b Postgraduate 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 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 Entrv	Required for Exit
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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	No	No
Minimum GPA in professional education coursework	No	Yes
Minimum ACT score	Yes	No
Minimum SAT score	Yes	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	Yes	No
Recommendation(s)	Yes	No
Essay or personal statement	No	No
Interview	Yes	Yes
OtherCurrent Teaching License	Yes	Yes

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

3.8

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

3.8

Please provide any additional comments about the information provided above:

One postgraduate completed a endorsement program in 2014-2015. (Seven post baccalaureate candidates completed added endorsements in SPED.)

Also: the SAT composite and interview with TEC was added in AY14.

Section I c Enrollment

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:	139
Unduplicated number of males enrolled in 2014-15:	47
Unduplicated number of females enrolled in 2014-15:	92

2014-15	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	18
<i>Race</i>	
American Indian or Alaska Native:	1
Asian:	0
Black or African American:	5
Native Hawaiian or Other Pacific Islander:	2
White:	131
Two or more races:	4

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	195
Average number of clock hours required for student teaching	525
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	5
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	26
Number of students in supervised clinical experience during this academic year	97

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

Clock hours for elementary candidates prior to CTE: 286

Clock hours for secondary candidates prior to CTE: 111

Average clock hours for all candidates prior to CTE: 195

(note: we added a ML block in AY 2014-2015. Candidates spend about 40 hours per semester at the MS level now, increasing the 15 hours for ED272 and 10 hours for ED357 to 20 hours each.) This added 15 hours to both the elementary and secondary candidates total field hours.

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

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

Supervisors were counted by number this year - not FTE, and did not include cooperating teachers. Courses used for counting adjuncts and candidates included: CTE, KPTP (Methods classes) Lab, Reading and Writing, and SE210 SPED.

THESE COUNTS FOR ADJUNCT SUPERVISION INCLUDE COOPERATING TEACHERS, BASED ON INFORMATION IN THE 4-14-2016 WEBINAR. (This is different from last year.)

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))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	7
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	10
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	3
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	1
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	3
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	1
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 - Teachers Prepared by Academic Major

SECTION 16. 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))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	10
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	3
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	1
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	

Engineering	
Biology	
Mathematics and Statistics	1
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: 15

2013-14: 32

2012-13: 31

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?

2

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

Yes

Description of strategies used to achieve goal, if applicable:

Intentionally discussing this program with prospective students. Informing them of grants and opportunities for math majors.

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

Continue to examine the "fit" of candidates for the program. Sometimes candidates choose the program because of financial scholarships available when they aren't a good fit for being successful in math.

Provide any additional comments, exceptions and explanations below:

Added 11 new candidates in 2014-2015; seven of those dropped the same year, leaving 4 added candidates for AY2014.

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?

3

Provide any additional comments, exceptions and explanations below:

We are planning to offer one additional scholarship specifically for math candidates in AY 2016. Currently in AY 2015 we have had seven students declare math education and none of the students have dropped. This is a marked improvement over last year when so many dropped. Our focus on looking for a good fit seems to be helping.

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?

2

Provide any additional comments, exceptions and explanations below:

We will work with new math faculty to enlist additional support for recruiting the right candidates to education.

Our goal is reduced to two because the overall interest in education as a career is declining sharply.

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/po/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?

Yes

Description of strategies used to achieve goal, if applicable:

Recruited two new undergraduate students; also focused on post-baccalaureate candidates. We are offering our professional education program online for qualified science majors who already have a degree in biology and can demonstrate appropriate content knowledge by passing the Praxis II content test required by the state for licensure.

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

Offer a STEP scholarship for science education major for AY2016.

Provide any additional comments, exceptions and explanations below:

We have 6 candidates in AY 2014. All six remained at the end of the year. Two candidates are traditional, biology majors. Four candidates were post baccalaureate science majors returning to take our professional education program.

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?

2

Provide any additional comments, exceptions and explanations below:

We awarded one additional scholarship specifically for science candidates for AY 2016 (at honors convocation spring 2015).

Currently for AY 2015, two students have declared biology education. However, one has dropped. We may be short of meeting the goal for AY 2015.

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?

2

Provide any additional comments, exceptions and explanations below:

We are reducing the goal from three to two. The overall interest in education as a career is sharply declining across the state of Kansas.

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. (**S205(a)(1)(A)(ii), S206(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?

5

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:

Intentionally discussing this program with prospective students. Informing them of grants and opportunities for graduates with a special education endorsement. We are offering our professional education program online for licensed teachers who want to add a special education endorsement to their license.

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

Work with online to market the online program to more teachers. ADDITIONALLY, we offered one additional scholarship specifically for a SPED candidate for AY 2015.

Provide any additional comments, exceptions and explanations below:

For AY 2014-2015, we had eight candidates enroll in the SPED program. Subsequently, the same year, three of them have dropped. Five candidates remained, which met our goal for the year.

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?

5

Provide any additional comments, exceptions and explanations below:

We are planning to offer one additional scholarship specifically for SPED candidates. We will continue with a goal of 5. The online option appears to be working well and meeting needs, but our number of overall candidates in education is down this year. We will evaluate the goal of 5 after another year of data.

In the current 2015-2016 AY we have had five candidates enroll in the SPED program. Since the start of the year, one of them has dropped, which leaves us with 4 candidates added for AY2015 to date. We need an additional candidate to enroll to meet the goal. There may still be some postbaccalaureate teachers who choose to enroll for the summer to start an added endorsement program for SPED.

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?

4

Provide any additional comments, exceptions and explanations below:

Number of students enrolling in education is down across the state of Kansas. As a result of the reduction in number of candidates choosing education, we are

reducing our goal for SPED recruits to 4.

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/ope/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?

Data not reported

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.

Yes

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:

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. Other assurances are addressed in courses: SE210 Introduction to Special Needs, ED201 Field Experience (diverse placements required), ED205 Cultural Diversity, ED400 (Lab requiring ELL adaptations). Since special education is an added endorsement, candidates are required to have a core content area first.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS)	2			
Other enrolled students				

ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5017-ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	1			
ETS5017-ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2014-15	8			
ETS5017-ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2013-14	3			
ETS0011-ELEM ED CURR INSTRUC ASSESSMENT (DISC) Educational Testing Service (ETS) All program completers, 2013-14	17	174	16	94
ETS0011-ELEM ED CURR INSTRUC ASSESSMENT (DISC) Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0041-ENG LANG LIT COMP CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS5038-ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5551-HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS5161-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5161-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS0113-MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS5091-PHYSICAL ED CONTENT KNOWLEDGE	2			

Educational Testing Service (ETS) All program completers, 2014-15				
ETS5091-PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	3			
ETS5091-PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	3			
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	1			
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2014-15	3			
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2013-14	9			
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2012-13	15	172	15	100
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	1			
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2014-15	9			
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2013-14	20	174	20	100
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2012-13	12	175	12	100
ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	3			

ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	6			
ETS5221-SPEECH COMMUNICATION: CK Educational Testing Service (ETS) Other enrolled students	1			
ETS5221-SPEECH COMMUNICATION: CK 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, 2014-15	12	10	83
All program completers, 2013-14	29	26	90
All program completers, 2012-13	28	26	93

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 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.

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 lessons via prezis, 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

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.

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 and develop a LiveBinder resource of strategies for ELL students. 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**
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.

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 2020. 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 enrollment for 2011-2012 was 52 (20%) and the traditional enrollment for 2011-2012 was 199 (80%). The on-line enrollment for 2012-2013 was 59 (24%) and the traditional enrollment for 2012-2013 was 180 (76%). Numbers decreased in 2013-2014 due to low numbers of incoming candidates and higher number of graduates the past two years. In 2013-2014 there were 41 (25%) online candidates and 120 (75%) traditional candidates for a total of 161 candidates in the program.

Supporting Files

Complete Report Card

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