

Tabor College  
Traditional Program

2014 | Title II  
Reports

Complete Report Card

AY 2012-13

## Institution Information

**Name of Institution:** Tabor College  
**Institution/Program Type:** Traditional  
**Academic Year:** 2012-13  
**State:** Kansas

**Address:** 400 S. Jefferson

Hillsboro, KS, 67063

**Contact Name:** Dr. David Loewen  
**Phone:** 620-947-3121  
**Email:** davidl@tabor.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?
Biology 6-12	No
Business 6-12	No
Chemistry 6-12	No
Elementary Education K-6	No
English Language Arts 6-12	No
Health PK-12	No
History, Government, and Social Studies 6-12	No
Instrumental Music PK-12	No
Mathematics 6-12	No
Music Education PK-12	No
Physical Education PK-12	No
Vocal Music PK-12	No
<b>Total number of teacher preparation programs: 12</b>	

## Section I.b Admissions

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

Other Prior to taking upper level courses in professional education

**Does your initial teacher certification program conditionally admit students?**

Yes

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

[www.tabor.edu](http://www.tabor.edu)

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

The Mathematics Program requires passage of a content test as a requirement for admission.

## 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	No	No
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	No
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	No	No
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 2012-13

3.382

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 2012-13

3.682

Please provide any additional comments about the information provided above:

## 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?

No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

Element	Required for Entry	Required for Exit
Transcript	Data not reported	Data not reported
Fingerprint check	Data not reported	Data not reported
Background check	Data not reported	Data not reported
Minimum number of courses/credits/semester hours completed	Data not reported	Data not reported
Minimum GPA	Data not reported	Data not reported
Minimum GPA in content area coursework	Data not reported	Data not reported
Minimum GPA in professional education coursework	Data not reported	Data not reported
Minimum ACT score	Data not reported	Data not reported
Minimum SAT score	Data not reported	Data not reported
Minimum basic skills test score	Data not reported	Data not reported
Subject area/academic content test or other subject matter verification	Data not reported	Data not reported
Recommendation(s)	Data not reported	Data not reported
Essay or personal statement	Data not reported	Data not reported
Interview	Data not reported	Data not reported
Other	Data not reported	Data not reported

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

What was the median GPA of individuals accepted into the program in academic year 2012-13

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2012-13

Please provide any additional comments about the information provided above:

## 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 2012-13:	70
Unduplicated number of males enrolled in 2012-13:	21
Unduplicated number of females enrolled in 2012-13:	49

2012-13	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	4
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	2
Native Hawaiian or Other Pacific Islander:	0
White:	64
Two or more races:	0

## Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2012-13.

Average number of clock hours of supervised clinical experience required prior to student teaching	150
Average number of clock hours required for student teaching	640
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	2

Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	33
Number of students in supervised clinical experience during this academic year	17

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

33 adjunct faculty were classroom supervising teachers. There are more than the number of students because some of our students choose to have two, instead of only one placement.

## Section I.e Teachers Prepared by Subject Area

**Please provide the number of teachers prepared by subject area for academic year 2012-13. 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	0
Teacher Education - Special Education	0
Teacher Education - Early Childhood Education	0
Teacher Education - Elementary Education	9
Teacher Education - Junior High/Intermediate/Middle School Education	0
Teacher Education - Secondary Education	13
Teacher Education - Multiple Levels	2
Teacher Education - Agriculture	0
Teacher Education - Art	0
Teacher Education - Business	1
Teacher Education - English/Language Arts	2
Teacher Education - Foreign Language	0
Teacher Education - Health	1
Teacher Education - Family and Consumer Sciences/Home Economics	0
Teacher Education - Technology Teacher Education/Industrial Arts	0
Teacher Education - Mathematics	0
Teacher Education - Music	2
Teacher Education - Physical Education and Coaching	1
Teacher Education - Reading	0
Teacher Education - Science Teacher Education/General Science	0
Teacher Education - Social Science	0

Teacher Education - Social Studies	0
Teacher Education - Technical Education	0
Teacher Education - Computer Science	0
Teacher Education - Biology	0
Teacher Education - Chemistry	0
Teacher Education - Drama and Dance	0
Teacher Education - French	0
Teacher Education - German	0
Teacher Education- History	1
Teacher Education - Physics	0
Teacher Education - Spanish	0
Teacher Education - Speech	0
Teacher Education - Geography	0
Teacher Education - Latin	0
Teacher Education - Psychology	0
Teacher Education - Earth Science	0
Teacher Education - English as a Second Language	0
Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
Education - Other Specify:	

## Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2012-13. 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	0
Teacher Education - Special Education	0
Teacher Education - Early Childhood Education	0
Teacher Education - Elementary Education	9
Teacher Education - Junior High/Intermediate/Middle School Education	0
Teacher Education - Secondary Education	13

Teacher Education - Agriculture	0
Teacher Education - Art	0
Teacher Education - Business	1
Teacher Education - English/Language Arts	2
Teacher Education - Foreign Language	0
Teacher Education - Health	1
Teacher Education - Family and Consumer Sciences/Home Economics	0
Teacher Education - Technology Teacher Education/Industrial Arts	0
Teacher Education - Mathematics	0
Teacher Education - Music	2
Teacher Education - Physical Education and Coaching	1
Teacher Education - Reading	0
Teacher Education - Science	0
Teacher Education - Social Science	0
Teacher Education - Social Studies	0
Teacher Education - Technical Education	0
Teacher Education - Computer Science	0
Teacher Education - Biology	0
Teacher Education - Chemistry	0
Teacher Education - Drama and Dance	0
Teacher Education - French	0
Teacher Education - German	0
Teacher Education - History	1
Teacher Education - Physics	0
Teacher Education - Spanish	0
Teacher Education - Speech	0
Teacher Education - Geography	0
Teacher Education - Latin	0
Teacher Education - Psychology	0
Teacher Education - Earth Science	0
Teacher Education - English as a Second Language	0
Teacher Education - Bilingual, Multilingual, and Multicultural Education	0



Education - Curriculum and Instruction	0
Education - Social and Philosophical Foundations of Education	0
Liberal Arts/Humanities	0
Psychology	0
Social Sciences	0
Anthropology	0
Economics	0
Geography and Cartography	0
Political Science and Government	0
Sociology	0
Visual and Performing Arts	0
History	1
Foreign Languages	0
Family and Consumer Sciences/Human Sciences	0
English Language/Literature	2
Philosophy and Religious Studies	0
Agriculture	0
Communication or Journalism	0
Engineering	0
Biology	0
Mathematics and Statistics	0
Physical Sciences	0
Astronomy and Astrophysics	0
Atmospheric Sciences and Meteorology	0
Chemistry	0
Geological and Earth Sciences/Geosciences	0
Physics	0
Business/Business Administration/Accounting	1
Computer and Information Sciences	0
Other Specify:	

## Section I.f Program Completers

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

2012-13: 24

2011-12: 28

2010-11: 23

## 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 2012-13**

**Did your program prepare teachers in mathematics in 2012-13?**

Yes

**How many prospective teachers did your program plan to add in mathematics in 2012-13?**

2

**Did your program meet the goal for prospective teachers set in mathematics in 2012-13?**

Yes

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

We are involved with admissions in speaking to prospective students

**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 2013-14**

**Is your program preparing teachers in mathematics in 2013-14?**

Yes

**How many prospective teachers did your program plan to add in mathematics in 2013-14?**

2

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

We have two students that have declared this as a major but have not yet been added to the program.

**Academic year 2014-15**

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

Yes

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

2

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

## Section II Annual Goals - Science

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

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

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

**Academic year 2012-13**

**Did your program prepare teachers in science in 2012-13?**

Yes

**How many prospective teachers did your program plan to add in science in 2012-13?**

4

**Did your program meet the goal for prospective teachers set in science in 2012-13?**

No

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

Collaboration with recruitment and admissions.

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

We feel we set the goal too high.

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

This is a rigorous field; often times students feel they can make more money in other occupations related to science.

**Academic year 2013-14**

**Is your program preparing teachers in science in 2013-14?**

Yes

**How many prospective teachers did your program plan to add in science in 2013-14?**

2

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

**Academic year 2014-15**

**Will your program prepare teachers in science in 2014-15?**

Yes

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

2

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

## Section II Annual Goals - Special Education

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

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

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

**Academic year 2012-13**

**Did your program prepare teachers in special education in 2012-13?**

No

**How many prospective teachers did your program plan to add in special education in 2012-13?**

**Did your program meet the goal for prospective teachers set in special education in 2012-13?**

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 2013-14**

**Is your program preparing teachers in special education in 2013-14?**

No

**How many prospective teachers did your program plan to add in special education in 2013-14?**

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

**Academic year 2014-15**

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

No

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

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

## Section II Annual Goals - Instruction of Limited English Proficient Students

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

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/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 2012-13**

**Did your program prepare teachers in instruction of limited English proficient students in 2012-13?**

No

**How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2012-13?**

**Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2012-13?**

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 2013-14**

**Is your program preparing teachers in instruction of limited English proficient students in 2013-14?**

No

**How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2013-14?**

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

In Kansas, ESOL is not an initial preparation program, it is an added endorsement. In 2014-15 an ESOL minor has been added to the catalog and will prepare our students for this area of licensure. A considerable number of students will be adding the endorsement through testing.

**Academic year 2014-15**

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

Yes

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

10

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

Students have yet to enroll, the number is approximate based on conversations with students.

## Section II Assurances

**Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.**

**Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.**

Yes

**Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.**

Yes

**Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.**

NA

**Prospective general education teachers are prepared to provide instruction to students with disabilities.**

Yes

**Prospective general education teachers are prepared to provide instruction to limited English proficient students.**

No

**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:**

Tabor College makes significant use of schools and school personnel in both rural and urban schools. Students are required to complete field experiences in both settings.

Tabor College is a member of Associated Colleges of Central Kansas (ACCK) which is a consortium that provides an added endorsement in Special Education. Because this is an added endorsement candidates must have completed a licensure program in another content area which ensures competence in core academic subjects. All general education candidates enroll in at least one course which provides training in working with special needs students as well as a field experience in a special education classroom. Tabor College is located in rural Kansas. All candidates are provided with field experiences in both rural and urban schools. An Intercultural Communications course is required of all education students.

### Section III Assessment Pass Rates

<b>Assessment code - Assessment name Test Company Group</b>	<b>Number taking tests</b>	<b>Avg. scaled score</b>	<b>Number passing tests</b>	<b>Pass rate (%)</b>
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	4			
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT	7			

Educational Testing Service (ETS) All program completers, 2012-13				
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2011-12	20	178	20	100
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2010-11	15	174	14	93
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2011-12	5			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	4			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	2			
ETS0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) Other enrolled students	1			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE	6			



Educational Testing Service (ETS) All program completers, 2011-12				
ETS0524 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2010-11	5			
ETS0624 -PRINC LEARNING AND TEACHING 7-12 II Educational Testing Service (ETS) Other enrolled students	1			
ETS0624 -PRINC LEARNING AND TEACHING 7-12 II Educational Testing Service (ETS) All program completers, 2012-13	6			
ETS0624 -PRINC LEARNING AND TEACHING 7-12 II Educational Testing Service (ETS) All program completers, 2011-12	13	170	12	92
ETS0624 -PRINC LEARNING AND TEACHING 7-12 II Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0522 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0522 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2010-11	15	176	14	93
ETS0622 -PRINC LEARNING AND TEACHING K-6 II Educational Testing Service (ETS) Other enrolled students	4			
ETS0622 -PRINC LEARNING AND TEACHING K-6 II Educational Testing Service (ETS) All program completers, 2012-13	7			
ETS0622 -PRINC LEARNING AND TEACHING K-6 II Educational Testing Service (ETS) All program completers, 2011-12	20	175	20	100
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	2			

### Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2012-13	13	12	92
All program completers, 2011-12	36	35	97
All program completers, 2010-11	21	20	95

## 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

Association of Christian Schools Intl.

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.

At Tabor College education students take a course called Technology in the K-12 Classroom. Our department utilizes an interactive white-board, document camera, clickers, and a cart of iPads during class instruction and for student use in making presentations and doing micro-teaching sessions. LiveText is used in classes to gather data as well. Students are exposed to MTSS in the state of Kansas that uses technology to analyze data in order to appropriately target student learning needs and provide appropriate interventions. Our program also prepares candidates to integrate technology effectively into curriculum and instruction through the utilization of technology in the schools where students are placed in the field. All secondary content area majors are required to prepare several technology-based lessons in their methods courses. During Philosophy of Education students are required to delve into the ways that technology is currently changing the way that instruction and assessment is conducted and delivered. The Kansas Performance Teaching Portfolio, which our students are required to complete, requires the planning and teaching of a lesson in which students use technology.

## 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**  
No

**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.**

All candidates are required to take a course; Exceptional Learners, which requires a 12 hour field experience in a special education setting. Many candidates participate as a team member of an IEP meeting while in clinical experience. Elementary majors take a course on adapting instruction for adaptive learning needs. In clinical experience, candidates are expected to teach all students. Secondary students are taught methods of adapting assessments and reading materials to the needs of their students who need various forms of adaptations. All students are introduced to a multi-tiered system of support as adopted by the the State of Kansas throughout their program of study that meshes assessment with different levels of intervention. An ESOL minor will be in place for the 2014-15 school year. Many of our education students have expressed interest in obtaining an ESOL endorsement

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**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.**

In Kansas, Special Education is an added endorsement which requires candidates to have a teaching license. Tabor College prepares special education teachers to teach students with disabilities effectively 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. 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).

Teach students who are limited English proficient effectively

ACCK prepares special education teachers to work effectively with diversity, including limited English proficiency. Coursework includes diversity interviews, diversity issues in assessment, diversity reference materials, lecture captures on diversity, reading programs for limited English proficient 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.**

Anecdotal information that continuously comes back from the field and from our Teacher Education Advisory Committee (made up of administration from seven different schools districts in the area) consistently confirms the quality of teachers that matriculate from Tabor and from the other ACCK affiliated colleges. During the recent years of financial shortages which created a tough market for teachers to find jobs, we continued to have 100% of our program completers find the kind of teaching jobs that they sought. Though we have no post-graduate programs in education it is not unusual for students to complete an educational studies major or a content major and then come back to complete their licensure program after graduation. It is also not unusual for us to have students come to Tabor as non-traditional students in order to seek to meet licensure requirements. These students are required to complete the same requirements as our undergraduates since we have no special post-graduate programs.

Supporting Files

Complete Report Card

AY 2012-13

