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University of Kansas
Traditional Program

2015 | Title II
Reports

Complete Report Card

AY 2013-14

Institution Information

Name of Institution: University of Kansas
Institution/Program Type: Traditional
Academic Year: 2013-14
State: Kansas

Address: 1122 West Campus Rd
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Lawrence, KS, 66045

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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 Education	No
Biology Education	No
Chemistry Education	No
Early Childhood Unified Education - Birth - K	No
Earth & Space Science Education	No
Elementary Education	No
Foreign Language Education, Chinese	No
Foreign Language Education, French	No
Foreign Language Education, German	No
Foreign Language Education, Japanese	No
Foreign Language Education, Latin	No
Foreign Language Education, Russian	No
Foreign Language Education, Spanish	No
Health Education	No
Middle Mathematics Education	No
Middle Science Education	No
Music Education	No
Physical Education	No
Physics Education	No

Secondary English Education	No
Secondary History, Government & Social Studies Education	No
UKan Teach Biology Education	No
UKan Teach Chemistry Education	No
UKan Teach Earth and Speace Science Education	No
UKan Teach Physics Education	No
UKan Teach Secondary Mathematics	No
Unified Early Childhood - Birth - 3rd Grade	No
Total number of teacher preparation programs: 27	

Section I.b Admissions

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

Sophomore year

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:

<http://www.soe.ku.edu/admission/>

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

Applicants write essays in response to 4 questions. These include information about the student's desire to become a teacher and at what level (e.g., elementary, secondary math), experiences working with children and youth, attitudes about diversity, as well as a reflective response to an age specific article on an instructional issue. These are read individually by two faculty members using a scoring rubric. Separation of greater than two numbers on a 4-point Likert scale requires a third reader and the scores are averaged. Based on the essays, a numeric rating is provided for prior experience with children and youth, experience with diverse populations or applicant diversity, and letters of recommendation. These numeric ratings are entered into a data base and statistical analysis procedures provide a weighted score across all elements. Applicants for each program are then ranked by order of score. Four of our programs--elementary, unified early childhood, and secondary English and social studies--have a capped number of applicants accepted. Middle and secondary math, middle and secondary science, and foreign language programs accept all qualified applicants.

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 anv of your teacher preparation program(s) at the Undergraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	Yes
Background check	No	Yes
Minimum number of courses/credits/semester hours completed	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	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	No	No
Other Teacher Performance Assessment - KPTP	No	Yes

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

2.75

What was the median GPA of individuals accepted into the program in academic year 2013-14

3.38

What is the minimum GPA required for completing the program?

2.75

What was the median GPA of individuals completing the program in academic year 2013-14

3.35

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?

Yes

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

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	Yes
Background check	No	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	No	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
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
OtherTeacher Performance Assessment - KPTP	No	Yes

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

3

What was the median GPA of individuals accepted into the program in academic year 2013-14

3.89

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2013-14

3.94

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 2013-14:	462
Unduplicated number of males enrolled in 2013-14:	120
Unduplicated number of females enrolled in 2013-14:	342

2013-14	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	28
<i>Race</i>	
American Indian or Alaska Native:	3
Asian:	6
Black or African American:	7
Native Hawaiian or Other Pacific Islander:	0
White:	390
Two or more races:	18

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2013-14.

Average number of clock hours of supervised clinical experience required prior to student teaching	42
Average number of clock hours required for student teaching	760
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	20

Number of full-time equivalent faculty supervising clinical experience during this academic year	29
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	29
Number of students in supervised clinical experience during this academic year	452

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

In all of our licensure programs, candidates complete two separate clinical experiences. Candidates in our Unified Early Childhood and elementary programs complete a 9 to 10-week student teaching in the Fall that begins when the district to which they are assigned requires their teachers to report to their schools; start times do not follow the University calendar. Candidates in secondary English, social studies, math, science, and foreign language complete a full semester advanced practicum in a content specific classroom at the middle or secondary level. The practicum involves 90 to 120 hours over the semester. All candidates student teach in the Spring semester for 15 weeks that begins when the P-12 districts start back after winter break. The candidates also have placements in two different classrooms, levels, and districts between their two clinical experiences (Fall and Spring). This allows our UEC candidates to student teach at the elementary and preschool levels; elementary candidates at the primary and intermediate level; secondary candidates in the middle school and high school. Our Art, Music, and Health/PE candidates are licensed PK-12 and have clinical experiences at both the elementary and secondary levels. The candidates in our UKanTeach math and science programs have extensive field experiences in each of their pedagogy courses as well as a full semester of clinical experience in either a middle or secondary placement.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2013-14. 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	
Teacher Education - Early Childhood Education	24
Teacher Education - Elementary Education	61
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	8
Teacher Education - Business	
Teacher Education - English/Language Arts	16
Teacher Education - Foreign Language	0
Teacher Education - Health	11
Teacher Education - Family and Consumer Sciences/Home Economics	

Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	16
Teacher Education - Music	17
Teacher Education - Physical Education and Coaching	11
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	1
Teacher Education - Social Science	
Teacher Education - Social Studies	21
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	6
Teacher Education - Chemistry	6
Teacher Education - Drama and Dance	
Teacher Education - French	2
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	2
Teacher Education - Spanish	9
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	0
Teacher Education - Psychology	
Teacher Education - Earth Science	2
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2013-14. 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	24
Teacher Education - Elementary Education	61
Teacher Education - Junior High/Intermediate/Middle School Education	7
Teacher Education - Secondary Education	37
Teacher Education - Agriculture	
Teacher Education - Art	8
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	11
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	17
Teacher Education - Physical Education and Coaching	11
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	

Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	6

Mathematics and Statistics	10
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	6
Geological and Earth Sciences/Geosciences	2
Physics	2
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:

2013-14: 202

2012-13: 303

2011-12: 212

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/po/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 2013-14

Did your program prepare teachers in mathematics in 2013-14?

Yes

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

Did your program meet the goal for prospective teachers set in mathematics in 2013-14?

Yes

Description of strategies used to achieve goal, if applicable:

Faculty in the program visited all of the lower level math courses to encourage students who perhaps had not thought about teaching as a career to enroll in our introduction to the profession courses. These two 1-hour courses have built-in field experiences teaching math lessons to elementary students and middle school students. This provides prospective candidates with experience in classrooms as well as a chance to interact with children.

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

We have had a steady increase of candidates in secondary math education over the last 5 years. We believe that this increase is a direct result of advertising our UKanTeach program (we are a UTeach replication site) at both the high schools and to freshmen at KU.

Provide any additional comments, exceptions and explanations below:**Academic year 2014-15****Is your program preparing teachers in mathematics in 2014-15?**

Yes

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

15

Provide any additional comments, exceptions and explanations below:

We hope to specifically increase the interview opportunities for our math students in rural areas and the number of students completing their student teaching in urban and high needs schools with the hope that they will choose those districts when applying for jobs.

Academic year 2015-16**Will your program prepare teachers in mathematics in 2015-16?**

Yes

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

20

Provide any additional comments, exceptions and explanations below:

The secondary math candidates who are being prepared through our UKanTeach program will become a part of our Professional Development Schools program (PDS) in 2015-16, and will be student teaching in our high needs PDS. This effort is specifically in response to the strong request from our administrators in the PDS program to increase the numbers of KU secondary math students (6-12) completing their student teaching in their schools.

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 2013-14

Did your program prepare teachers in science in 2013-14?

Yes

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

10

Did your program meet the goal for prospective teachers set in science in 2013-14?

Yes

Description of strategies used to achieve goal, if applicable:

Faculty in the program visited all of the lower level science courses to encourage students who perhaps had not thought about teaching as a career to enroll in our introduction to the profession courses. These two 1-hour courses have built-in field experiences teaching inquiry-based science lessons to elementary students and middle school students. This provides prospective candidates with experience in classrooms as well as a chance to interact with children.

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:

We did improve numbers of the prospective teachers in Science and doubled our candidates in the physics content area from 2 to 4.

Academic year 2014-15

Is your program preparing teachers in science in 2014-15?

Yes

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

15

Provide any additional comments, exceptions and explanations below:

We hope to specifically increase the interview opportunities for our science students in rural areas and the number of students completing their student teaching in urban and high needs schools with the hope that they will choose those districts when applying for jobs. The secondary science candidates training through our UKanTeach program will become a part of our Professional Development Schools program (PDS) in 2014-15 and will be student teaching in our high needs Professional Development Schools.

Academic year 2015-16

Will your program prepare teachers in science in 2015-16?

Yes

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

20

Provide any additional comments, exceptions and explanations below:

We hope to specifically increase the interview opportunities for our science students in rural areas and the number of students completing their student teaching in urban and high needs schools with the hope that they will choose those districts when applying for jobs. The secondary science candidates who are being prepared through our UKanTeach program will become a part of our Professional Development Schools program (PDS) in 2015-16, and will be student teaching in our high needs PDS. This effort is specifically in response to the strong request from our administrators in the PDS program to increase the numbers of KU secondary science students (6-12) completing their student teaching in their schools.

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 2013-14

Did your program prepare teachers in special education in 2013-14?

No

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

Did your program meet the goal for prospective teachers set in special education in 2013-14?

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 2014-15

Is your program preparing teachers in special education in 2014-15?

Yes

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

12

Provide any additional comments, exceptions and explanations below:

Kansas does not have a direct entry initial teaching license in special education (all special education is at the graduate level as an endorsement added to an initial license in a subject. The Kansas State Department of Education has proposed a change in state regulation to the Board of Education that would allow for a direct entry initial teaching license in special education. The University of Kansas will be an integral part of interested faculty from IHEs across the state to develop a set of new blended standards (like we have in our Unified Early Childhood program that is a blended general education and special education program that licenses birth through 3rd grade) at the elementary level, and a new set of standards for a special education generalist license at the secondary level.

Academic year 2015-16

Will your program prepare teachers in special education in 2015-16?

No

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

Provide any additional comments, exceptions and explanations below:

The Kansas State Department of Education proposed a new state regulation to the Board of Education that would allow for a direct entry initial teaching license in special education. The new regulation was passed in October, 2014. Teaching standards for this new license will be developed in 2015-16.

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/po/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 2013-14

Did your program prepare 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?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2013-14?

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 2014-15

Is your program preparing teachers in instruction of limited English proficient students in 2014-15?

Yes

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

15

Provide any additional comments, exceptions and explanations below:

While licensure in English as a Second Language (ESOL) is an added endorsement in Kansas, in our revised initial licensure program we included all of the courses required for the endorsement except two. Thus, candidates can choose to complete these two additional courses during their undergraduate educator preparation and blend their student teaching combining field experience in general education and with ESOL students allowing them to complete their license with the added ESOL endorsement.

Academic year 2015-16

Will your program prepare teachers in instruction of limited English proficient students in 2015-16?

Yes

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

20

Provide any additional comments, exceptions and explanations below:

While licensure in English as a Second Language (ESOL) is an added endorsement in Kansas, in our revised initial licensure program we included all of the courses required for the endorsement except two. Thus, candidates can choose to complete these two additional courses during their undergraduate educator preparation and blend their student teaching combining field experience in general education and with ESOL students allowing them to complete their license with the added ESOL endorsement.

Section II Assurances

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

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

Yes

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

Yes

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

NA

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

Yes

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

Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

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

We have made the coursework necessary for the added special education endorsement much more accessible to our students getting an initial teaching license. This has allowed more students to complete the coursework at the same time they are finishing their initial license. Thus, many more students have opted to complete the added endorsement in conjunction with their initial license, at least at the provisional level (individuals can teach special education students in Kansas with a provisional endorsement). We allow the prospective teachers who have completed the required provisional coursework to either blend (in same classroom) or split (in another school) their second student teaching placement. This means that they are assigned a fully certified general education teacher and fully endorsed special education teacher and student teach with both. We have also now require all candidates to complete three courses in the ESOL area as a part of their licensure requirements.

Section III Assessment Pass Rates

Assessment code - Assessment name	Number	Avg	Number	Pass
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ASSESSMENT CODE - ASSESSMENT NAME Test Company Group	NUMBER taking tests	AVG. scaled score	NUMBER passing tests	PASS rate (%)
ETS5134-ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	6			
ETS5134-ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	11	174	11	100
ETS5134-ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	7			
ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	6			
ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	19	172	19	100
ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	14	171	14	100
ETS0245-CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	6			
ETS0245-CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0245-CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	9			
ETS5571-EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) Other enrolled students	2			
ETS5571-EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS5571-EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS)	3			

All program completers, 2012-13				
ETS5571-EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2011-12	3			
ETS5021-EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2013-14	23	190	23	100
ETS5021-EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2012-13	30	186	30	100
ETS5021-EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2011-12	23	189	23	100
ETS0011-ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	3			
ETS0011-ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2013-14	60	180	60	100
ETS0011-ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2012-13	88	183	88	100
ETS0011-ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2011-12	50	185	50	100
ETS0041-ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	31	180	31	100
ETS0041-ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	12	181	12	100
ETS5038-ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2013-14	16	181	16	100
ETS5038-ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2012-13	2			

ETS5038-ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS5174-FRENCH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS5174-FRENCH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5174-FRENCH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2011-12	3			
ETS5183-GERMAN WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5183-GERMAN WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS5551-HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2013-14	10	168	8	80
ETS5550-HEALTH EDUCATION (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	13	675	12	92
ETS5550-HEALTH EDUCATION (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2011-12	15	706	14	93
ETS0061-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS0061-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	21	155	21	100
ETS0061-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	19	164	19	100
ETS5161-MATHEMATICS: CK Educational Testing Service (ETS)	6			

Other enrolled students				
ETS5161-MATHEMATICS: CK Educational Testing Service (ETS) All program completers, 2013-14	9			
ETS5049-MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS5169-MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2013-14	6			
ETS0069-MIDDLE SCHOOL MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	7			
ETS0069-MIDDLE SCHOOL MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2011-12	4			
ETS0439-MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS0439-MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS0439-MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2011-12	3			
ETS0113-MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	17	174	17	100
ETS0113-MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	22	174	22	100
ETS0113-MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	30	172	30	100
ETS5091-PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	11	160	11	100

ETS5091-PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1 /	158	1 /	100
ETS5091-PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	15	159	15	100
ETS5265-PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5265-PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS5265-PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	4			
ETS5623-PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2013-14	7			
ETS5623-PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2012-13	9			
ETS5623-PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2011-12	7			
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	11	176	8	73
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2013-14	104	176	103	99
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2012-13	161	177	159	99
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2011-12	126	176	126	100
ETS0524-PRINC LEARNING AND TEACHING 7-12 (DISCONTINUED) Educational Testing Service (ETS)	1			

All program completers, 2012-13				
ETS0524-PRINC LEARNING AND TEACHING 7-12 (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2011-12	26	176	26	100
ETS5621-PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2013-14	20	171	19	95
ETS5621-PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2012-13	30	174	29	97
ETS5621-PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2011-12	18	174	18	100
ETS0521-PRINC LEARNING AND TEACHING EARLY CHILD (DISC) Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS0521-PRINC LEARNING AND TEACHING EARLY CHILD (DISC) Educational Testing Service (ETS) All program completers, 2011-12	5			
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2013-14	60	179	60	100
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2012-13	89	180	89	100
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2011-12	48	181	48	100
ETS0522-PRINC LEARNING AND TEACHING K-6 (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2011-12	2			
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	20	169	18	90

ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	25	172	25	100
ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	21	170	21	100
ETS5195-SPANISH WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students	2			
ETS5195-SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2013-14	8			
ETS5195-SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2012-13	6			
ETS5195-SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2011-12	8			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2013-14	195	187	96
All program completers, 2012-13	291	287	99
All program completers, 2011-12	234	232	99

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.

All of our teacher candidates take an Educational Technology methods course during their preparation program. Integrating technology into classroom instruction means more than teaching basic skills and software programs in a separate computer class. Our technology training incorporates the key components of learning—active engagement with hardware and software, participation in group and individual projects, frequent interaction and feedback, and making a connection to real-world application. Our teacher candidates are taught to use technology to enhance their students' learning opportunities, reach different types of learners, and assess and analyze student understanding by multiple means. The state requires that all candidates complete and pass the Kansas Performance Teaching Portfolio (KPTP) during their student teaching. As a part of this culminating experience, each candidate must provide evidence that he/she incorporated technology to enhance student learning, and gather and analyze preassessment, formative, and summative student data. We have also made a commitment to train both faculty and students to use the new iPad technologies. The SOE provided iPads to all faculty, equipped a lab and mobile carts with iPads, are providing a Tech Camp for faculty to learn to use and teach technology use to the candidates. Also, all university student teaching supervisors were supplied with iPads and use them to both videotape the candidate while he/she is teaching so that they can review their teaching during the supervision visit and our tech crew developed an app that allows the supervisors to complete the formative evaluations on the iPad as they are observing the student. They are then able to download the evaluation to our data warehouse for our ongoing data reviews and reports. Several school districts where are candidates complete clinical early field experiences and student teaching have adopted 1:1 technology programs for their students. Our candidates have been involved in the training and use of this technology with their students during methods courses (Fort Leavenworth) and student teaching (Shawnee Mission).

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 of our teacher candidates take two courses in instructional methodology for students with special needs during their preparation program and three courses in methodology for students with limited English proficiency. Within these courses candidates learn practices that will allow them to develop a class climate reflecting respect of both diversity and inclusiveness; to insure that all materials and activities are accessible by all students; use accessible instructional methods that address multiple learning modalities; encourage effective interactions between all students; use multiple and accessible assessment methods and tools and adjust instruction accordingly; and plan for accommodations and adaptations for students when the instructional design does not meet their needs. The state requires that all candidates complete and pass the Kansas Performance Teaching Portfolio (KPTP) during their student teaching. As a part of this culminating experience, each candidate must provide evidence that he/she can use each of these elements to address identified students with special needs including those with disabilities and students with limited English proficiency.

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.

Kansas does not have an initial teaching license in Special Education.

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 state of Kansas has moved to a statewide requirement that all candidates must achieve a passing score on a teacher performance assessment that is completed

during the clinical experience as a requirement for licensure. The University of Kansas has been involved in the development and piloting of the Kansas Performance Teaching Portfolio (KPTP) and all candidates in our initial programs complete a KPTP during their student teaching. The KPTP is designed to provide the teacher candidate an opportunity to demonstrate how he/she uses the contextual factors to design and implement a unit of study. The teacher candidate provides information about the unit's lesson plans and assessments. Specific information about how the instruction is modified for two individual students within the classroom is also required. In addition, the teacher candidate reflects on the implementation of the unit for the whole class and the two focus students. The KPTP measures the Kansas Professional Standards that have been clustered into six Focus Areas that represent key areas of teaching practice. Within this activity, candidates must show their ability to plan instruction, show their teaching effect on student learning, use assessment information (pretest, formative, and summative data), adapt/accommodate instruction for all students including ESL and those with disabilities, and incorporate technology and integrate reading strategies into their teaching. To date over 500 candidates across all of our programs have successfully completed this assessment (scored at least a minimum of 20 out of 30 points), and we are using candidate data from the various KPTP tasks to enhance our programs. The University has an Assessment System that allows us to monitor all of our licensure programs and to use the data for annually review and to drive our efforts for continuous improvement. Attached are the following: Assessment System description, list of assessments by program area, description of the Kansas Performance Teaching Portfolio (KPTP), and a list of the key assessments for the initial and advanced programs.

Supporting Files

[Assessment system description](#)

[Key Assessments](#)

[State Assessments for program areas](#)

[KPTP description](#)

Complete Report Card

AY 2013-14

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