

# Title II

## Higher Education Act

- Instructions
- Institution/Program Information
- Section I.a Admission Requirements
- Section I.b Enrollment
- Section I.c Supervised Clinical Experience
- Section I.d Teachers Prepared by Subject Area
- Section I.d Teachers Prepared by Academic Major
- Section I.e Program Completers
- Section II Annual Goals
- Section II Assurances
- Section III Pass Rates
- Section III Assessment Pass Rates
- Section III Summary Pass Rates
- Section IV Low-Performing
- Section V Use of Technology
- Section VI Teacher Training
- Section VII Contextual Information
- Section VIII Report Card Certification
- Print Report Card
- Change Program
- Account Information
- Glossary
- Contact Us
- Program Management
  - Program Status Report
  - Institution Login Report
  - User Activity

[Contact Us](#) - [Glossary](#) - [Log out](#)

University of Kansas  
 Traditional Program  
 2010-11

### Print Report Card

### Program Information

**Name of Institution:** University of Kansas  
**Institution/Program Type:** Traditional  
**Academic Year:** 2010-11  
**State:** Kansas

**Address:** 1122 West Campus Rd  
 Joseph R Pearson Hall  
 Lawrence, KS, 66045

**Contact Name:** Dr. Sally Roberts  
**Phone:** 785-864-0553  
**Email:** sroberts@ku.edu

**Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: No**  
**TQE partnership name or grant number, if applicable:**

### Section I.a Program Admission

**For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.**

Element	Undergraduate	Postgraduate
Application	Yes	Yes
Fee/Payment	No	No

Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	No
Experience in a classroom or working with children	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum high school GPA	No	No
Minimum undergraduate GPA	Yes	Yes
Minimum GPA in content area coursework	No	Yes
Minimum GPA in professional education coursework	No	No
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum GRE score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	Yes
Interview	No	No
Resume	No	No
Bachelor's degree or higher	No	Yes
Job offer from school/district	No	No
Personality test	No	No
Other (specify: )	No	No

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

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

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

Sophomore year

**Does your initial teacher certification program conditionally admit students?** No

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

Applicant's essays are read individually by two individual faculty members using a scoring rubric. Separation of greater than two numbers on a 4 point Likert scale requires a third reader. A numeric rating is also 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 math, middle science, and foreign language programs accept all qualified applicants.

### Section I.b Program Enrollment

**Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.**

Total number of students enrolled in 2010-11:	749
Unduplicated number of males enrolled in 2010-11:	202
Unduplicated number of females enrolled in 2010-11:	547

2010-11	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	21
<i>Race</i>	
American Indian or Alaska Native:	3
Asian:	10
Black or African American:	10
Native Hawaiian or Other Pacific Islander:	0
White:	685
Two or more races:	20

### Section I.c Supervised Experience

**Provide the following information about supervised clinical experience in 2010-11.**

Average number of clock hours required prior to student teaching	42
Average number of clock hours required for student teaching	760
Number of full-time equivalent faculty in supervised clinical experience during this academic year	17
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	390
Number of students in supervised clinical experience during this academic year	749

**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 Unified Early Childhood, elementary, and secondary English, social studies, math, science, and foreign language complete an 8 week student teaching in the Fall and a 12 week internship in the Spring in two different classrooms, levels, and districts. 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.d Teachers Prepared by Subject Area

**Please provide the number of teachers prepared by subject area for academic year 2010-11. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))**

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	18
Teacher Education - Elementary Education	52
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	3
Teacher Education - Business	
Teacher Education - English/Language Arts	28
Teacher Education - Foreign Language	12
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	24
Teacher Education - Music	14
Teacher Education - Physical Education and Coaching	18
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	3
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	18
Teacher Education - Chemistry	8
Teacher Education - Drama and Dance	

Teacher Education - French	
Teacher Education - German	
Teacher Education- History	15
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
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.d Teachers Prepared by Academic Major

**Please provide the number of teachers prepared by academic major for academic year 2010-11. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))**

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	17
Teacher Education - Elementary Education	51
Teacher Education - Junior High/Intermediate/Middle School Education	9
Teacher Education - Secondary Education	69
Teacher Education - Agriculture	
Teacher Education - Art	3
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	12
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	

Teacher Education - Music	14
Teacher Education - Physical Education and Coaching	18
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	9
Mathematics and Statistics	5
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	2
Geological and Earth Sciences/Geosciences	1
Physics	1
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

### Section I.e Program Completers

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

2010-11: 211

2009-10: 184

2008-09: 166

### Section II. Annual Goals

**Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.**

Teacher shortage area	Goal for increasing prospective teachers trained

Mathematics	<p><b>Academic year:</b> 2010-11</p> <p><b>Goal:</b> Increase by 10%</p> <p><b>Goal met?</b> Yes</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>Our UKanTeach math and science teacher education program replicating the University of Texas UTeach model and our SOE Graduate Licensure Program has increased the number of math teachers licensed by 20%. The UKanTeach program was approved as an innovative program for licensing secondary math teachers. This has been quite a change for KU as our math licensure program has been housed in the SOE and candidates completed their teacher education program with a BSE (BS in Education). In the UKanTeach program, candidates receive degrees in the College of Liberal Arts and Sciences in their content area (math). When we submit our programs to KSDE in Fall, 2012 for program approval prior to our NCATE accreditation visit in Spring, 2014, we will be submitting teacher education programs for our UKanTeach program as well as our SOE Graduate Licensure Program (GLP) and a SOE program that specializes in training middle math teachers. The combination of all of these should ultimately triple the numbers of completers in Math Education.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>NA</p>
Science	<p><b>Academic year:</b> 2010-11</p> <p><b>Goal:</b> Increase by 10%</p> <p><b>Goal met?</b> Yes</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>Our UKanTeach math and science teacher education program replicating the University of Texas UTeach model and our SOE Graduate Licensure Program has increased the number of science teachers licensed by 20%. The UKanTeach program was approved as an innovative program for licensing secondary math teachers. This has been quite a change for KU as our math licensure program has been housed in the SOE and candidates completed their teacher education program with a BSE (BS in Education). In the UKanTeach program, candidates receive degrees in the College of Liberal Arts and Sciences in their content area (biology, chemistry, earth and space, physics, middle level general science). When we submit our programs to KSDE in Fall, 2012 for program approval prior to our NCATE accreditation visit in Spring, 2014, we will be submitting teacher education programs for our UKanTeach program as well as our SOE Graduate Licensure Program (GLP) and a SOE program that specializes in training middle general science teachers. The combination of all of these should ultimately triple the numbers of completers in Science Education. We are especially pleased with the increase in physics teachers. There have been very few completers in this area across the state.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>NA</p>



Special education	<p><b>Academic year:</b> 2010-11</p> <p><b>Goal:</b> Develop undergrad program</p> <p><b>Goal met?</b> No</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>The state of Kansas does not license special educators at the initial level. The University of Kansas has been asked by the State Department of Education to develop an innovative program to license undergraduate candidates in a blended program for elementary education and adaptive special education.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>We will be working with other Regents institutions in the state to develop a new set of standards for this innovative program. KU is taking the lead on this effort with the Associate Dean for Teacher Education chairing the committee.</p>
Instruction of limited English proficient students	<p><b>Academic year:</b> 2010-11</p> <p><b>Goal:</b> Increase by 10%</p> <p><b>Goal met?</b> No</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>We have made our ESOL (English for Speakers of Other Languages) endorsement courses much more accessible for our students getting an initial teaching license. This will allow more students to complete the coursework at the same time they are completing their initial license. Thus, many more students will opt to complete the ESOL endorsement in conjunction with their initial license.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>This is an ongoing effort in our new 4 year teacher preparation program. All students in this program will take 3 of the 5 courses required for the full endorsement. We have also developed online versions of 4 of the courses which should facilitate our candidates to complete the entire sequence prior to their student teaching. We will allow those candidates who have completed the courses to complete their ESOL practicum during their student teaching. The difficulty we are encountering is finding enough student teaching sites with cooperating teachers who are endorsed in ESOL to serve as clinical supervisors for our students.</p>
NA	<p><b>Academic year:</b> 2010-11</p> <p><b>Goal:</b> NA</p> <p><b>Goal met?</b> Yes</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>NA</p>

	<p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>NA</p>
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**Provide any additional comments, exceptions and explanations below:**

## Section II. Assurances

**Please indicate whether your institution is in compliance with the following assurances.**

**Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.**

Yes

**Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.**

Yes

**Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.**

NA

**General education teachers receive training in providing instruction to children with disabilities.**

Yes

**General education teachers receive training in providing instruction to limited English proficient students.**

Yes

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

Yes

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

Yes

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

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 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>	<b>State Average pass rate (%)</b>	<b>State Average scaled score</b>
ETS0133 - ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	3				100	173
ETS0133 - ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	9				95	170
ETS0133 - ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	3				100	174
ETS0235 - BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	17	178	17	100	97	170
ETS0235 - BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	7				100	168
ETS0235 - BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	5				100	165
ETS0245 - CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2010-11	8				95	174
ETS0245 - CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2009-10	7				100	166
ETS0245 - CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2008-09	1				100	160
ETS0571 - EARTH AND SPACE SCIENCES - CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	2					
ETS0571 - EARTH AND SPACE SCIENCES - CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1				100	170

ETS0571 - EARTH AND SPACE SCIENCES - CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1					
ETS0021 - EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2010-11	17	189	16	94	93	186
ETS0021 - EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2009-10	26	186	26	100	98	186
ETS0021 - EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2008-09	23	186	22	96	97	186
ETS0011 - ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2010-11	51	186	51	100	94	178
ETS0011 - ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2009-10	42	185	42	100	97	178
ETS0011 - ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2008-09	38	184	38	100	97	178
ETS0041 - ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	27	181	26	96	93	181
ETS0041 - ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	11	182	11	100	97	181
ETS0041 - ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	15	181	13	87	94	179
ETS0173 - FRENCH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1					
ETS0173 - FRENCH CONTENT KNOWLEDGE	2					

Educational Testing Service (ETS) All program completers, 2008-09						
ETS5174 - FRENCH: WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2010-11	3					
ETS5183 - GERMAN: WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2010-11	1					
ETS0550 - HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2010-11	1				100	686
ETS0550 - HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2009-10	9				91	671
ETS0550 - HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	6				94	682
ETS0061 - MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	18	163	18	100	97	158
ETS0061 - MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	13	167	13	100	96	155
ETS0061 - MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	12	159	12	100	97	155
ETS0049 - MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2008-09	1					
ETS0069 - MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2010-11	6				100	182
ETS0069 - MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	5				95	180
ETS0069 - MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	5				94	177
ETS0439 - MIDDLE SCHOOL SCIENCE	3				100	165

Educational Testing Service (ETS) All program completers, 2010-11						
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2009-10	1				100	161
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2008-09	2					
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	14	173	14	100	99	169
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	13	172	13	100	98	171
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	18	175	18	100	97	169
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	17	155	16	94	96	156
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	13	162	13	100	98	157
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	12	158	12	100	97	157
ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2009-10	5				92	165
ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2008-09	1					
ETS0523 -PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2010-11	9				94	171
ETS0523 -PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2009-10	7				98	172

ETS0523 -PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2008-09	9				88	170
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2010-11	134	177	130	97	97	175
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2009-10	108	177	108	100	98	175
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2008-09	94	177	93	99	99	175
ETS0521 -PRINCIPLES LEARNING AND TEACHING EARLY CHILDHOOD Educational Testing Service (ETS) All program completers, 2010-11	17	187	17	100	100	185
ETS0521 -PRINCIPLES LEARNING AND TEACHING EARLY CHILDHOOD Educational Testing Service (ETS) All program completers, 2009-10	26	186	26	100	98	183
ETS0521 -PRINCIPLES LEARNING AND TEACHING EARLY CHILDHOOD Educational Testing Service (ETS) All program completers, 2008-09	24	187	24	100	97	184
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2010-11	51	183	51	100	97	177
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2009-10	43	184	43	100	98	177
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2008-09	38	180	38	100	99	177
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	14	172	13	93	95	170
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE	15	171	15	100	95	171

Educational Testing Service (ETS) All program completers, 2009-10						
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	17	170	15	88	94	170
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	14	179	13	93	83	176
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	8				95	177
ETS5195 -SPANISH: WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2010-11	7				81	168

### Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2010-11	211	202	96	93
All program completers, 2009-10	184	183	99	95
All program completers, 2008-09	165	159	96	96

### Section IV. Low-Performing

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

**Is your teacher preparation program currently approved or accredited?**

Yes

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

State

NCATE

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

No

### Section V. Technology

**Does your program prepare teachers to:**

- integrate technology effectively into curricula and instruction



Yes

- **use technology effectively to collect data to improve teaching and learning**

Yes

- **use technology effectively to manage data to improve teaching and learning**

Yes

- **use technology effectively to analyze data to improve teaching and learning**

Yes

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

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.

## Section VI. Teacher Training

**Does your program prepare general education teachers to:**

- **teach students with disabilities effectively**

Yes

- **participate as a member of individualized education program teams**

Yes

- **teach students who are limited English proficient effectively**

No

**Provide a description of how your program prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited**

**English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

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

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 work sample 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 300 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. One of our candidates in secondary science scored the only perfect score in the state.

[Supporting Files](#)

[KPTP scores](#)

[KPTP Guidelines](#)

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