Washburn University
Traditional Program

2014 | Title II Reports

Complete Report Card

AY 2012-13

Institution Information

Name of Institution: Washburn University
Institution/Program Type: Traditional
Academic Year: 2012-13
State: Kansas

Address: 1700 SW College Ave

Topeka, KS, 66621

Contact Name: Dr. Donna LaLonde
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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 (P-12)	No
Early Childhood Unified (Birth - Grade 3)	No
Elementary K-6	No
Foreign Language - French (P-12)	No
Foreign Language - German (P-12)	No
Foreign Language - Spanish (P-12)	No
General Music (P-12)	No
Instrumental Music (P-12)	No
Middle School English (Grade 5-8)	No
Middle School History, Government, and Social Studies (Grade 5-8)	No
Middle School Mathmatics (Grade 5-8)	No
Physical Education (P-12)	No
Secondary Biology 6-12	No
Secondary Chemistry 6-12	No
Secondary English Language Arts 6-12	No
Secondary History, Government, and Social Studies 6-12	No
Secondary Mathmatics 6-12	No
Vocal Music (P-12)	No
Total number of teacher preparation programs: 18	

Section I.b Admissions

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

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.washburn.edu/academics/college-schools/arts-sciences/departments/education/admissions/ind

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

Undergraduate candidates are admitted following the completion of at least 24 hours of college course work and both undergraduate and postgraduate candidates must complete 7 hours of professional coursework prior to admission. This professional education work includes a field experience in an urban setting. Admission requires a minimum GPA and minimum scores on the PPST as well as the specified requirements indicated above. The EPP has recently adopted the policy allow students who have obtained an ACT composite score equal to or greater than 24 to waive the PPST requirement. The applicant must submit a professional reference that addresses the applicant's ability in the context of the EPP's conceptual framework and dispositions.

The conditional admission process requires a petition. This petition should be completed by candidates seeking admission into the professional teacher education program if they have not achieved the minimum requirements (e.g., minimum GPA, PPST cut scores). Candidates are allowed to petition one time. The petition requirements are as follows: 1)Successfully completed 2 of the 3 required PPST areas (i.e., math, writing, and reading), 2)No more than 2 (two) points away from the required PPST score on the exam not passed, 3)Hold a 2.75 cumulative grade point average, 4)Hold a grade of B or better in the subject matter area of the exam not passed (For PPST Math- MA 116, PPST Writing – EN 101, and PPST Reading – Average of B in History courses completed). The petition is approved or denied by the Education Department Admissions Committee.

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level?

Yes

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

Element	Required for Entry	Required for Exit
Transcript	Yes	No
Fingerprint check	No	No
Background check	Yes	No
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	Yes	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	No	No
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	No	No
Other Professional Conduct Disposition Form (entry) and Performance Teaching Portfolio (entry/exit)	Yes	Yes

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

2.5

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

3.28

What is the minimum GPA required for completing the program?

2

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

3.4

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

Minimum GPA in content area coursework	Yes	No
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	No	No
Other Professional Conduct Disposition Form (entry) & Performance Teaching Portfolio (entry/exit)	Yes	Yes

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

2.5

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

2.9

What is the minimum GPA required for completing the program?

2

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

3.2

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:	223
Unduplicated number of males enrolled in 2012-13:	63

Unduplicated number of females enrolled in 2012-13:	160

2012-13	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	4
Race	
American Indian or Alaska Native:	1
Asian:	0
Black or African American:	1
Native Hawaiian or Other Pacific Islander:	0
White:	190
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	285
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	7
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	320
Number of students in supervised clinical experience during this academic year	614

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

Students in our programs have multiple clinical experiences. They have 1 urban experience early in their program, called EPIC followed by an exceptionalities course, a struggling learners course, methods course (multiple methods courses for Elementary majors), and concluding with Student Teaching. The average clinical hours prior to student teaching listed above best represent our Elementary license only requirements. Our Elementary with Middle School licensure programs require an additional 20 clock hours, and our Elementary with Early Childhood Unified (Birth-Grade 3) requires an additional 135 clock hours. Our Secondary programs require 80 clock hours, prior to student teaching, in pedagogy, and an additional 20 clock hours of field work in the content specific methods courses. The Preschool-grade 12 programs require 120 clock hours of field experiences prior to student teaching.

The number of adjunct faculty in supervised clinical experience includes cooperating teachers from any of the field experiences including student teaching, student teaching supervisors/observers, called University Supervisors, and additional adjunct faculty who supervise clinical experiences.

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	
Teacher Education - Special Education	10
Teacher Education - Early Childhood Education	13
Teacher Education - Elementary Education	37
Teacher Education - Junior High/Intermediate/Middle School Education	13
Teacher Education - Secondary Education	21
Teacher Education - Multiple Levels	43
Teacher Education - Agriculture	
Teacher Education - Art	1
Teacher Education - Business	
Teacher Education - English/Language Arts	12
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	12
Teacher Education - Music	6
Teacher Education - Physical Education and Coaching	11
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General 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	10
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.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	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	37
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	

Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	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	7
History	6
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	11
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	4
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

Section I.f Program Completers

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

2012-13: 76

2011-12: 90

2010-11: 91

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?

3

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:

In collaboration with the University's Director of Admissions, we are developing a recruitment plan. During this year, the Department Chair was more actively engaged in recruiting events.

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

Although we were successful our goal was modest, and we want to continue to grow this program. The EPP is developing a recruitment plan that will target community college transfer students. The EPP is working with the Washburn University Foundation to identify scholarship opportunities so we will be able to offer support throughout the a student's program of study.

Provide any additional comments, exceptions and explanations below:

The program currently averages approximately 30 candidates in Math Education per year and typically graduates about half per year. A goal has been determined to increase the number of perspective Math teachers by 10% per year, ultimately maintaining an enrollment of 40 Math Education candidates per year and graduating 20 per year.

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?

3

Provide any additional comments, exceptions and explanations below:

A goal has been determined to increase the number of perspective Math teachers by 10% per year, ultimately maintaining an enrollment of 40 Math Education candidates per year and graduating 20 per year.

The Department has rejuvenated its collaboration with the regional mathematics teacher organization (NEKATM) and will be involved in activities that support the implementation of the Common Core. We believe these opportunities to interact with talented teachers will encourage students to choose mathematics teacher education as a career path.

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?

5

Provide any additional comments, exceptions and explanations below:

This number reflects a commitment to prepare both secondary and middle school mathematics teachers. We are actively collaborating with the Topeka Public Schools to identify opportunities to encourage paraprofessionals to pursue teacher education.

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?

2

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:

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

The EPP is actively recruiting STEM teacher candidates and have an ad hoc committee established to develop a recruitment plan. We have also reviewed the degree requirements for Biology to be aligned with the KSDE and NSTA standards.

Provide any additional comments, exceptions and explanations below:

A goal has been determined to increase the number of perspective Science teachers by 100% per year, ultimately maintaining an enrollment of 10 Science Education candidates per year and graduating 5 per year.

The Department will collaborate with the Division of Natural Sciences and Mathematics to offer Middle School students the opportunity to participate in STEM Summer Camps. While this will not directly impact the number of pre-service science teachers for some years, it will highlight the career opportunities for STEM careers.

The Department will prepare and submit the Middle School Science program for approval by KSDE.

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:

A goal has been determined to increase the number of perspective Science teachers by 100% per year, ultimately maintaining an enrollment of 10 Science Education candidates per year and graduating 5 per year.

The department has begun to explore options for programs to attract mid career people to science education.

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:

The EPP is actively pursuing strategies to increase the number of STEM candidates. Initially our focus is on developing a pool of scholarship dollars to offer as an incentive. We are also developing outreach plans to more effectively recruit community college transfer students.

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?

Yes

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

3

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

Yes

Description of strategies used to achieve goal, if applicable:

Our goal was modest but we were able to meet the stated goal.

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:

The program currently averages approximately 25 candidates in Special Education per year and typically graduates about one-third per year. A goal has been determined to increase the number of perspective Special Education teachers by 10% per year, ultimately maintaining an enrollment of 30 Special Education candidates per year and graduating 10 per year.

Academic year 2013-14

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

Yes

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

3

Provide any additional comments, exceptions and explanations below:

A goal has been determined to increase the number of perspective Special Education teachers by 10% per year, ultimately maintaining an enrollment of 30 Special Education candidates per year and graduating 10 per year.

The Department is exploring a collaboration with an area district to be a Project SEARCH partner.

Academic year 2014-15

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

Yes

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

3

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?

NA

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:

Have submitted a proposal for the approval of an ESOL program for licensure at the initial level to the Kansas State Department of Education.

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:

Have submitted a proposal for the approval of an ESOL program for licensure at the initial level to the Kansas State Department of Education. The department has initiated discussions with the Topeka Public Schools to develop an effective partnership that will respond to their critical need for ESOL licensed professional staff.

Academic year 2014-15

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

No

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

Provide any additional comments, exceptions and explanations below:

We are waiting on our program approval. Once this process is complete we will begin offering appropriate course work and practica.

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:

In multiple courses, students are presented with skills and knowledge required to successfully design and implement instruction for students with disabilities, students struggling in their learning, and students from low income homes. Field experiences are associated with the required coursework to help ensure students demonstrate acquisition of the knowledge and demonstrate the ability to practice.

We have submitted a proposal for an ESOL program for licensure at the initial level to the Kansas State Department of Education. To assure compliance for meeting the needs of schools, local educational agencies, and the state, two committees that include area teachers and administrators were organized and have begun to meet. The EPP Assessment Committee focuses on developing and monitoring the assessment program of the department. The Field Experience Committee focuses on field placement processes and assessments. Program candidates must also complete a Professional Teaching portfolio, which requires them to design, implement, assess and reflect upon their teaching as per what will be required of them as new teachers.

The EPP is establishing a working group of area Instructional Coaches. Our goal is to provide professional learning opportunities for the instructional coaches and to infuse their knowledge and expertise into our preparation programs.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0134 -ART CONTENT KNOWLEDGE II Educational Testing Service (ETS) Other enrolled students	1			
ETS0134 -ART CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0134 -ART CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2011-12	3			
ETS0134 -ART CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) Other enrolled students	1			
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2012-13	6			

ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2011-12	13	190	13	100
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2010-11	21	186	21	100
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	4			
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2012-13	40	181	39	98
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2011-12	44	182	44	100
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2010-11	50	181	49	98
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	9			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	14	178	12	86
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	12	182	12	100
ETS0173 -FRENCH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	3			
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) All program completers, 2012-13	1			
ETS0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2011-12	3			
ETS0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2010-11	8			
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) Other enrolled students	2			
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2012-13	6			
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2011-12	9			
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2010-11	3			
ETS0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	1			
ETS0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2011-12	5			
ETS0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2010-11	3			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	6			

ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	3			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	3			
ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	9			
ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	3			
ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	3			
ETS0623 -PRINC LEARNING AND TEACHING 5-9 II Educational Testing Service (ETS) All program completers, 2012-13	5			
ETS0623 -PRINC LEARNING AND TEACHING 5-9 II Educational Testing Service (ETS) All program completers, 2011-12	3			
ETS0524 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2011-12	7			
ETS0524 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2010-11	28	176	26	93
ETS0624 -PRINC LEARNING AND TEACHING 7-12 II Educational Testing Service (ETS) All program completers, 2012-13	24	173	23	96
ETS0624 -PRINC LEARNING AND TEACHING 7-12 II Educational Testing Service (ETS) All program completers, 2011-12	28	175	27	96
ETS0624 -PRINC LEARNING AND TEACHING 7-12 II Educational Testing Service (ETS) All program completers, 2010-11	3			
ETS0621 -PRINC LEARNING AND TEACHING EARLY CHILD 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	6			
ETS0522 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2010-11	50	178	50	100
ETS0622 -PRINC LEARNING AND TEACHING K-6 II Educational Testing Service (ETS) Other enrolled students	5			
ETS0622 -PRINC LEARNING AND TEACHING K-6 II Educational Testing Service (ETS) All program completers, 2012-13	45	178	45	100
ETS0622 -PRINC LEARNING AND TEACHING K-6 II Educational Testing Service (ETS) All program completers, 2011-12	38	175	38	100
ETS0622 -PRINC LEARNING AND TEACHING K-6 II Educational Testing Service (ETS) All program completers, 2010-11	3			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	8			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	9			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	10	174	8	80
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS5195 -SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS5195 -SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2010-11	1			

Section III Summary Pass Rates

	Number	Number	Pass

Group	taking tests	passing tests	rate (%)
All program completers, 2012-13	76	74	97
All program completers, 2011-12	82	78	95
All program completers, 2010-11	85	79	93

Section IV Low-Performing

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

Is your teacher preparation program currently approved or accredited?
Yes

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

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.

Candidates complete an Educational Technology course which provides the foundational skills and knowledge to ensure they are able to effectively integrate technology into the design and implementation of instruction. Many of the pedagogical courses require candidates to incorporate technology into their teaching. Candidates are taught about universal design in several of their courses including educational psychology, introduction to special education, and methods courses. Candidates, during field experiences for methods courses and their student teaching semester, complete a performance assessment which requires them to collect,

use, analyze, and reflect on data to make instructional decisions and establish professional goals. Embedded in the performance assessment is a lesson plan and a unit planning format used across the various degree programs. Both include specific evidence to indicate candidates understand formative and summative assessments that are enabled via technology. Candidates must also provide evidence of their use of technology and the use by their students as a part of the instructional environment.

One district in our area has adopted a 1 to 1 plan for their high school using iPads. In general there is an interest in this technology. Beginning in Fall 2014 the EPP will have a classroom set of iPads and will utilize this technology in the methods classes.

Section VI Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**
  Yes
- **participate as a member of individualized education program teams**
  Yes
- **teach students who are limited English proficient effectively**
  Yes

Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the _Individuals with Disabilities Education Act_, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

We require two courses that address students with disabilities called Exceptional Learners and Teaching Struggling Learners. Those two courses, along with the methods courses, provide candidates an opportunity to learn about children/adolescents/young adults with disabilities, develop interventions/adaptations/strategies, and implement those strategies with students who are struggling in their learning. We also provide opportunities for pre-service teachers to see, understand the make-up of, critique, and discuss the responsibilities and membership of an IEP team. Candidates also view current IEPs and discuss them. We currently address LEP in our courses. We have submitted a proposal for the approval of an ESOL for initial licensure to the Kansas State Department of Education. Once this program is approved, we will implement an ESOL option for undergraduates and post graduates. All candidates must also take a course in reading and an advanced English composition teaching emphasis course that address LEP. In these required courses students learn about appropriate modifications and assessments.

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.**

Though our special education coursework is predominately at the graduate level, candidates seeking an endorsement in special education can take a methods, practicum, and an educational planning course at the initial (undergraduate) level. Candidates are given projects/assignments to understand how to teach children with disabilities, develop and implement an IEP, and make appropriate adaptations/modifications for all children/adolescents/young adults with disabilities and/or limited English language proficiency. All candidates must also take a course in reading and an advanced English composition teaching emphasis course that address LEP. In these required courses students learn about appropriate modifications and assessments.

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.

Improvements in our internal data collection system have enhanced our ability to use data for both program and unit assessment. These improvements have provided the infrastructure to allow us to track the progress of our students through the program and post-graduation. We have infused our conceptual framework into a wiki available to the public. As a part of this wiki, we have made our policies and procedures including those for evaluation publicly available. Our goal is to be transparent and accountable to our constituents. Also of note, some of our Elementary Education candidates take coursework toward a provisional endorsement in Special Education at the undergraduate level. Since this endorsement is not available at the initial level in our state (Kansas), it cannot be indicated in Section I.d. We continue to evolve our processes for application and evaluation. In an effort to facilitate receiving feedback, we have developed online evaluation forms.

Supporting Files

Complete Report Card

AY 2012-13