Wichita State University
Alternative, IHE-based Program

2013 | Title II Reports

Complete Report Card

AY 2011-12

Institution Information

Name of Institution: Wichita State University
Institution/Program Type: Alternative, IHE-based
Academic Year: 2011-12
State: Kansas

Address: 1845 Fairmount St

Wichita, KS, 67260

Contact Name: Mrs. Sherena Langley
Phone: (316) 978-3300
Email: sherena.langley@wichita.edu

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education? (http://www2.ed.gov/about/offices/list/oii/tqp/index.html)

Yes

If yes, provide the following:

Award year: 2009

Grantee name: Wichita State University

Project name: Teacher Quality Partnership

Grant number: Award# U336S090086

List partner districts/LEAs:
Wichita Public Schools (USD 259)

List other partners:
Sedgwick County Head Start
The Opportunity Project (TOP)
Rainbows United

Project Type: Residency

Section I.a Program Information

List each teacher preparation program included in your alternative, ihe-based 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?
Transition to Teaching	No
Total number of teacher preparation programs: 1	

Section I.b Admissions

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

Does your initial teacher certification program conditionally admit students?
No

Provide a link to your website where additional information about admissions requirements can be found:
http:/www.wichita.edu/education/altlic Click on Programs

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

Candidates must have completed at least a BA/BS degree from an accredited higher education institution two or more years prior to entry into the program, have a degree in the licensure content field or sufficient (approx. 30-40 hours) coursework in subject planning to teach, have a GPA of 3.0 in the last sixty hours of graded coursework (or 2.75 combined with either GRE test scores of 917 or a Miller Analogies score of at least 40), passing scores on the PPST.

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?

No

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

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

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

What was the median GPA of individuals accepted into the program in academic year 2011-12

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2011-12

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	Yes	Yes
Background check	Yes	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	No	Yes
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	No	Yes
Essay or personal statement	Yes	Yes
Interview	Yes	Yes
Other	Data not reported	Data not reported

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 2011-12

3.2

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 2011-12

3.82

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 2011-12:	56
Unduplicated number of males enrolled in 2011-12:	12
Unduplicated number of females enrolled in 2011-12:	44

2011-12	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	5
Race	
American Indian or Alaska Native:	0
Asian:	1
Black or African American:	6
Native Hawaiian or Other Pacific Islander:	0
White:	38
Two or more races:	6

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2011-12.

Average number of clock hours of supervised clinical experience required prior to student teaching	0
Average number of clock hours required for student teaching	0
Average number of clock hours required for mentoring/induction support	50
Number of full-time equivalent faculty supervising clinical experience during this academic year	1
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	6
Number of students in supervised clinical experience during this academic year	42

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

Average number of clock hours in the questions above refers to only the Transition to Teaching. In this program candidates have 8 hours in the summer of supervised clinical experience prior to the internship in the fall. They are the "Teachers of Record" and teaching full time on a Restricted License. 50 hours of mentoring/induction support includes 20 hours for one year of field supervision along with an additional 30 hours of internship support from University faculty.

Below is the data for Early Childhood Unified Residency program:

Avg. number of clock hours of supervised clinical experience: 760

Avg. number of clock hours required for student teaching: 600

Avg. number of clock hours required for mentoring/induction support: 0

Number of full time equivalent faculty supervising clinical experience: 1 in T2T; 6 in Residency program.

Number of adjunct faculty supervising clinical experience: 0 in T2T and 6 in Residency program

Number of students in supervised clinical experience: 27 in T2T and 15 in Residency program

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2011-12. 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	15
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	7
Teacher Education - Multiple Levels	1
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	2
Teacher Education - Foreign Language	1
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	
Teacher Education - Reading	

Teacher Education - Science Teacher Education/General Science	1
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	2
Teacher Education - Chemistry	2
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education- History	1
Teacher Education - Physics	
Teacher Education - Spanish	1
Teacher Education - Speech	1
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 2011-12. 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	15
Teacher Education - Early Childhood Education	15
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	

Teacher Education - Secondary Education	7
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	2
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	
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	2
Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	1
Teacher Education - Physics	
Teacher Education - Spanish	1
Teacher Education - Speech	1
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	
Mathematics and Statistics	
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:

2011-12: 23

2010-11: 27

2009-10: 21

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 2011-12

Did your program prepare teachers in mathematics in 2011-12?

Yes

How many prospective teachers did your program plan to add in mathematics in 2011-12?

6

Did your program meet the goal for prospective teachers set in mathematics in 2011-12?

No

Description of strategies used to achieve goal, if applicable:

Meeting with area Superintendent to provide information on program and prospective candidates

Marketing efforts at career fair and USD 259 in-services for para educators.

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

Continued efforts in marketing to a broader base, online and through social media.

Continued efforts planned to meet with principals in surrounding school districts.

Provide any additional comments, exceptions and explanations below:

The economic conditions influenced the number of those hired from our program. Not as many teachers retired so there were fewer openings.

Academic year 2012-13

Is your program preparing teachers in mathematics in 2012-13?

Yes

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

5

Provide any additional comments, exceptions and explanations below:

Four math teachers were hired in 2012

Academic year 2013-14

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

Yes

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

7

Provide any additional comments, exceptions and explanations below:

A relationship with university math department assists in providing candidate for the T2T program in Math.

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 2011-12

Did your program prepare teachers in science in 2011-12?

Yes

How many prospective teachers did your program plan to add in science in 2011-12?

5

Did your program meet the goal for prospective teachers set in science in 2011-12?

No

Description of strategies used to achieve goal, if applicable:

Meeting with area Superintendent to provide information on program and prospective candidates

Marketing efforts at career fair and USD 259 in-services for para educators.

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

Continued efforts in marketing to a broader base, online and through social media.

Continued efforts planned to meet with principals in surrounding school districts.

Provide any additional comments, exceptions and explanations below:

The economic conditions influenced the number of those hired from our program. Not as many teachers retired so there were fewer openings.

Academic year 2012-13

Is your program preparing teachers in science in 2012-13?

Yes

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

7

Provide any additional comments, exceptions and explanations below:

Six Science teacher were hired in 12-13

Academic year 2013-14

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

Yes

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

8

Provide any additional comments, exceptions and explanations below:

A relationship with Science faculty in the university assists in promoting the program with undergraduate 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 2011-12

Did your program prepare teachers in special education in 2011-12?

Yes

How many prospective teachers did your program plan to add in special education in 2011-12?

20

Did your program meet the goal for prospective teachers set in special education in 2011-12?

No

Description of strategies used to achieve goal, if applicable:

Steps to improve performance: increased recruiting efforts, put together marketing plan, hired a full time program liaison.

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

The Early Childhood Unified Residency program prepares special education teachers to teach students with disabilities effectively through it's links to Kansas Teacher Licensure standards, as well as to the research-based knowledge within the field of special education. Specifically, students take courses that provide assessing and teaching children with varying learning challenges including English Language Learners --found within the methods courses and through CI 711 - Multicultural Education and CESP 701 Introduction to Education Research. Field-based experience courses are required for students to demonstrate they have mastered these skills in practice (e.g., CI 743, CI 744, CI 748, CI 749). Professional research is embedded in the program with CESP 701, CI 849, CI 860, CI 862, and CI 863).

Provide any additional comments, exceptions and explanations below:

In 2012, the Early Childhood Residency Program candidates will be listed under the "Traditional" program category.

Academic year 2012-13

Is your program preparing teachers in special education in 2012-13?

No

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

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

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

No

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

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 2011-12

Did your program prepare teachers in instruction of limited English proficient students in 2011-12?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2011-12?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2011-12?

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:

Academic year 2012-13

Is your program preparing 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?

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Will your program prepare teachers in instruction of limited English proficient students in 2013-14?

No

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

Provide any additional comments, exceptions and explanations below:

Section II Assurances

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

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

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

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

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

Prospective general education teachers are prepared to provide instruction to limited English proficient students.
No

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

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

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

The alternate program documents, assessments and rubrics, syllabi and assessment plan, focus on all six principles of the units Conceptual Framework which includes diversity and serving diverse populations. Candidates enter the program with an undergraduate or advanced degree in the licensure content field, or if they have a degree in an unrelated field they complete the comparable content coursework in that content field prior to entering the program. Within the professional education coursework and the field experiences, candidates address issues of professionalism and reflection, human development and diversity, connection of teaching experiences and assessment, technology, content, and collaboration.

Candidates' knowledge, skills, and dispositions are subject to continuous assessment and are periodically reviewed with the intent to revise the program as needed.

During Spring 2011, the Early Childhood Unified Residency program began. With an emphasis on urban schools, the program prepares teaching residents to meet the needs of children with and without disabilities in varied settings, using a PDS model. A course in English Linguistics was developed and implemented to prepare

candidates for ESOL beginning Fall 2011 for Elementary and Early Childhood majors.

Special Education and ESOL are not initial licensure 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) Other enrolled students	1			
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	4			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) Other enrolled students	3			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2009-10	1			
ETS0571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS)	15	186	14	93

All program completers, 2011-12				
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	8			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	3			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	10	188	10	100
ETS0173 -FRENCH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1			
ETS5174 -FRENCH WORLD LANGUAGE (CD) Educational Testing Service (ETS) Other enrolled students	2			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	6			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	5			
ETS0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2009-10	2			
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) Other enrolled students	2			
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2010-11	2			
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS)	9			

All program completers, 2009-10				
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) Other enrolled students	2			
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2009-10	3			
ETS0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1			
ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2009-10	1			
ETS0523 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2009-10	3			
ETS0524 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2011-12	6			
ETS0524 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0524 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2009-10	42	179	42	100
ETS0624 -PRINC LEARNING AND TEACHING 7-12 II Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS0624 -PRINC LEARNING AND TEACHING 7-12 II Educational Testing Service (ETS) All program completers, 2010-11	9			
ETS0621 -PRINC LEARNING AND TEACHING EARLY CHILD II Educational Testing Service (ETS)	15	174	13	87

All program completers, 2011-12				
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	2			
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	6			
ETS5195 -SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) Other enrolled students	5			
ETS0220 -SPEECH COMMUNICATION Educational Testing Service (ETS) All program completers, 2009-10	1			
ETS0221 -SPEECH COMMUNICATIONS Educational Testing Service (ETS) All program completers, 2011-12	1			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2011-12	23	20	87
All program completers, 2010-11	13	12	92
All program completers, 2009-10	47	46	98

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.

One of the unit's conceptual framework guiding principles is technology, and the college mission specifies an institutional culture that is technology rich. Faculty include use of technology within their syllabi. Faculty model the use of technology within their own teaching and require candidates to use technology as a teaching tool within their field-based experiences. In the full course of instruction Technology is required and observed in the classroom setting as candidates are monitored in field observations.

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**
  No

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.

Candidates systematically reflect upon and engage in professional practice with diverse students as relevant to the specific areas of professional expertise. In the units Conceptual Framework the area of Human Development and Diversity assures that candidates have basic theories of human development and learning and understands diversity (e.g., ethnic, racial, socio-economic status, gender, exceptionalities, language, religion, sexual orientation, and geographic area). Candidates apply this knowledge to learning, teaching, guiding, and clinical situations.

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.

The Early Childhood Unified Residency program prepares special education teachers to teach students with disabilities effectively through it's links to Kansas Teacher Licensure standards, as well as to the research-based knowledge within the field of special education. Specifically, students take courses that provide (a) foundational information, such as law, policies/procedures through CI 603- Foundation of Early Childhood Unified and CI 701 - Foundations of Education.; (b) legal, procedural and best practice procedures for developing, using and revising the Individualized Education Program (IEP) and through Assessment and Methods courses (e.g., CI 614, CI 617, CI 721, and CI 733; (c) skills of collaboration and teaming are embedded within the methods courses where they team with parents and other teachers to write IEPs, conduct assessments, etc. (d) assessing and teaching children with varying learning challenges including English Language Learners --found within the methods courses and through CI 711 - Multicultural Education and CESP 701 Introduction to Education Research. Field-based experience courses are required for students to demonstrate they have mastered these skills in practice (e.g., CI 743, CI 744, CI 748, CI 749). Professional research is embedded in the program with CESP 701, CI 849, CI 860, CI 862, and CI 863).

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 Early Childhood Residency Program Statistics are included in the Alternative Program report, rather than the Traditional. There are 39 Early Childhood Residency students (enrolled and completers) who should have actually been downloaded into the Traditional Section of the ETS report back in October. It wasn't until March 25,2013 at the meeting with Westat in Overland Park, that the concept of "Alternative" was understood as those being only under a restricted license.

Section 1e: In 2010-2011 academic year there were several students who were flagged as completers, who did not complete the program until 2011-2012. When the data was uploaded, those students were listed in reporting services as "completers", but they actually hadn't completed the program yet. Since they were already listed as completers and it was too late when it was discovered, they are not included in this data: Below is a listing of those who actually completed the program 2011-2012 but were reported as completing in 2010-2011: English 6-12: 3 Chemistry 6-12: 1 Math 6-12: 1 Science 5-8: 1 Spanish 6-12: 1 Earth/Space 6-12: 1 Math 5-8: 2 Section II: The ESOL program is not an initial licensure program. The goals are to increase the number of candidates that obtain ESOL endorsements and to increase the content knowledge, skills and pedagogical content knowledge of the ESOL candidates. Seventeen students were endorsed in ESOL 2011-2012. Elementary, middle and secondary curriculums incorporate specific components of the Sheltered Instruction Observation Protocol (SIOP) model into the course work and field experiences. In addition, a linguistics class is required to meet the needs of English Language Learners.

Supporting Files

Complete Report Card   AY 2011-12

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