title II
highereducationact

# Wichita State University
Traditional Program

2013 | Title II Reports

## Complete Report Card

AY 2011-12

## Institution Information

**Name of Institution:** Wichita State University
**Institution/Program Type:** Traditional
**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:**
Sedwick County Head Start
The Opportunity Project (TOP)
Rainbows United

**Project Type:** Pre-baccalaureate

# Section I.a Program Information

**List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at http://www2.ed.gov/about/offices/list/oii/tqp/index.html.**

| Teacher Preparation Programs | Teacher Quality Partnership Grant Member? |
|---|---|
| Art Education | No |
| Early Childhood Residency | Yes |
| Early Childhood Unified Education | Yes |
| Elementary Education K-6 | Yes |
| Foreign Language French | No |
| Foreign Language Latin | No |
| Foreign Language Spanish | No |
| Middle English | Yes |
| Middle Level History, Government, and Social Studies | Yes |
| Middle Level Mathematics | Yes |
| Middle Level Science | Yes |
| Music Education | No |
| Physical Education | No |
| Secondary Biology | Yes |
| Secondary Chemistry | Yes |
| Secondary Earth & Space | Yes |
| Secondary English | Yes |
| Secondary History, Government, and Social | |

| | |
|---|---|
| Studies | Yes |
| Secondary Mathematics | Yes |
| Secondary Physics | Yes |
| **Total number of teacher preparation programs: 20** | |

## Section I.b Admissions

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

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

**Provide a link to your website where additional information about admissions requirements can be found:**
http://webs.wichita.edu/?u=coedhome&p=/programs

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

Students must pass a Standardized Test requirement to be admitted into the undergraduate teacher education program. For all majors, Math, Reading, and Writing/English must be passed. Students can fulfill these three areas with optional testing from ACT, CAAP, PPST, or CBASE. For candidates in Elementary and Early Childhood Unified, they are additionally required to take the CBASE of Science and Social Studies. Students can be admitted conditionally into Teacher Education if there is a special circumstance and they have petitioned for College Exceptions Committee's Approval. Most "conditional" admits must have all T.E. admission requirements met by the end of the following semester.

## 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 | Yes |
| Fingerprint check | No | No |
| Background check | No | No |
| Minimum number of courses/credits/semester hours completed | Yes | Yes |
| Minimum GPA | Yes | Yes |
| Minimum GPA in content area coursework | No | Yes |
| Minimum GPA in professional education coursework | No | Yes |

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

**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 2011-12**

3.21

**What is the minimum GPA required for completing the program?**

2.5

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

3.38

**Please provide any additional comments about the information provided above:**

## Section I.b Postgraduate Requirements

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

**Are there initial teacher certification programs at the postgraduate level?**

No

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

| Element | Required for Entry | Required for Exit |
|---|---|---|
| Transcript | Data not reported | Data not reported |
| Fingerprint check | Data not reported | Data not reported |
| Background check | Data not reported | Data not reported |
| Minimum number of courses/credits/semester hours completed | Data not reported | Data not reported |

| | | |
|---|---|---|
| Minimum GPA | Data not reported | Data not reported |
| Minimum GPA in content area coursework | Data not reported | Data not reported |
| Minimum GPA in professional education coursework | Data not reported | Data not reported |
| Minimum ACT score | Data not reported | Data not reported |
| Minimum SAT score | Data not reported | Data not reported |
| Minimum basic skills test score | Data not reported | Data not reported |
| Subject area/academic content test or other subject matter verification | Data not reported | Data not reported |
| Recommendation(s) | Data not reported | Data not reported |
| Essay or personal statement | Data not reported | Data not reported |
| Interview | Data not reported | Data not reported |
| Other | Data not reported | Data not reported |

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

**What was the median GPA of individuals accepted into the program in academic year 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.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: | 385 |
| Unduplicated number of males enrolled in 2011-12: | 102 |
| Unduplicated number of females enrolled in 2011-12: | 283 |

| 2011-12 | Number enrolled |
|---|---|
| *Ethnicity* | |

| | |
|---|---|
| Hispanic/Latino of any race: | 23 |
| *Race* | |
| American Indian or Alaska Native: | 5 |
| Asian: | 5 |
| Black or African American: | 10 |
| Native Hawaiian or Other Pacific Islander: | 0 |
| White: | 269 |
| Two or more races: | 73 |

## 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 | 135 |
| Average number of clock hours required for student teaching | 600 |
| Average number of clock hours required for mentoring/induction support | 0 |
| Number of full-time equivalent faculty supervising clinical experience during this academic year | 12 |
| Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff) | 271 |
| Number of students in supervised clinical experience during this academic year | 575 |

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

## 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 | 2 |
| Teacher Education - Early Childhood Education | |
| Teacher Education - Elementary Education | 83 |
| Teacher Education - Junior High/Intermediate/Middle School Education | 23 |
| Teacher Education - Secondary Education | 41 |
| Teacher Education - Multiple Levels | |
| Teacher Education - Agriculture | |

| | |
|---|---|
| Teacher Education - Art | 3 |
| Teacher Education - Business | |
| Teacher Education - English/Language Arts | 19 |
| 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 | 24 |
| Teacher Education - Music | 24 |
| Teacher Education - Physical Education and Coaching | 13 |
| Teacher Education - Reading | |
| Teacher Education - Science Teacher Education/General Science | 7 |
| Teacher Education - Social Science | |
| Teacher Education - Social Studies | 4 |
| Teacher Education - Technical Education | |
| Teacher Education - Computer Science | |
| Teacher Education - Biology | 6 |
| Teacher Education - Chemistry | 1 |
| Teacher Education - Drama and Dance | |
| Teacher Education - French | |
| Teacher Education - German | |
| Teacher Education- History | 9 |
| Teacher Education - Physics | 2 |
| Teacher Education - Spanish | 2 |
| Teacher Education - Speech | 2 |
| 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 | 2 |

| Specify: Journalism | |
|---|---|

## 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 | 2 |
| Teacher Education - Early Childhood Education | |
| Teacher Education - Elementary Education | 83 |
| Teacher Education - Junior High/Intermediate/Middle School Education | 23 |
| Teacher Education - Secondary Education | 41 |
| Teacher Education - Agriculture | |
| Teacher Education - Art | 3 |
| Teacher Education - Business | |
| Teacher Education - English/Language Arts | 13 |
| 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 | 10 |
| Teacher Education - Music | 24 |
| Teacher Education - Physical Education and Coaching | 13 |
| Teacher Education - Reading | |
| Teacher Education - Science | 2 |
| Teacher Education - Social Science | |
| Teacher Education - Social Studies | |
| Teacher Education - Technical Education | |
| Teacher Education - Computer Science | |
| Teacher Education - Biology | 6 |
| Teacher Education - Chemistry | 1 |

| | |
|---|---|
| Teacher Education - Drama and Dance | |
| Teacher Education - French | |
| Teacher Education - German | |
| Teacher Education - History | 9 |
| Teacher Education - Physics | 2 |
| Teacher Education - Spanish | 2 |
| Teacher Education - Speech | 2 |
| 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 - 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<br>Specify: Journ. 2; Engl/Hist 2; ML Hist/Math 3; ML History/Science 1; ML Math/English 4; ML Math/Science 4 | 16 |

## Section I.f Program Completers

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

2011-12: 190

2010-11: 232

2009-10: 236

## 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?**

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

Yes

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

Math and Science scholarship fliers were shared with the contact people of partnering schools to recruit potential high school students.

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

In the future, scholarship will be shared with cooperating teachers, principals from non-partnering schools around Kansas, and with high school students in "Introduction to Teaching" courses.

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

**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?**

15

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

**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?**

20

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

## Section II Annual Goals - Science

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

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

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

**Academic year 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?**

12

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

Yes

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

In both fall and spring semesters, science education candidates participated in 10 hours (minimum) of "science outreach" experiences, including informal events such as JASON Project, Kansas Science Olympiad, and opportunities at Great Plains Nature Center. Candidates also participated in attending Kansas Association Teachers of Science (KATS) Kamp conference , with six candidates giving presentations at the conference.

Math and Science scholarship fliers were shared with the contact people of partnering schools to recruit potential high school students.

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

Provide opportunities for candidates to assume a leadership role in more outreach events, including coordination of upcoming KATS Kamp conference and giving presentations at this conference and others. Connect candidates to opportunities to write and share their lesson activities and strategies for publication in science education journals (The Science Teacher, Science Scope, Science & Children, KATS News, Science Activities, etc...).

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

**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?**

12

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

**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?**

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

## Section II Annual Goals - Special Education

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

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

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

**Academic year 2011-12**

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

No

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

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

Data not reported

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

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

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

Our Early Childhood Residency Program is actually a Traditional Program. For 2011-2012, this program is listed under the Alternative program. When the data was submitted to ETS in October, there was misunderstanding that only those with a "restricted license" would be considered Alternative. Since ETS has already submitted the scores to WESTAT, it is too late to change our report for this year. Our Early Childhood Unified Residency Program will be listed under the Traditional programs beginning 2012-2013.

**Academic year 2012-13**

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

Yes

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

20

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

There are currently 23 students in the second cohort in 2012-2013.

**Academic year 2013-14**

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

Yes

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

20

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

Interviews and selection process for Cohort 3 is currently underway.

## 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.**
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:**

WSU has worked closely with the Wichita Public Schools to create professional development schools that assure that students receive quality training to be successful with urban PreK-12 students of poverty, diverse populations, and students who have limited English proficiencies. Instruction in Core classes at the University tie directly to observations and school experiences through and including student teaching. The teacher preparation program prepares diverse, highly

qualified teachers for urban school settings via a team-based professional development model.

## Section III Assessment Pass Rates

| Assessment code - Assessment name<br>Test Company<br>Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---|---|---|---|
| ETS0133 -ART CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2010-11 | 8 | | | |
| ETS0133 -ART CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2009-10 | 6 | | | |
| ETS0134 -ART CONTENT KNOWLEDGE II<br>Educational Testing Service (ETS)<br>All program completers, 2011-12 | 3 | | | |
| ETS0235 -BIOLOGY CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>Other enrolled students | 1 | | | |
| ETS0235 -BIOLOGY CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2011-12 | 6 | | | |
| ETS0235 -BIOLOGY CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2010-11 | 3 | | | |
| ETS0571 -EARTH AND SPACE SCIENCES - CK<br>Educational Testing Service (ETS)<br>All program completers, 2011-12 | 2 | | | |
| ETS0571 -EARTH AND SPACE SCIENCES - CK<br>Educational Testing Service (ETS)<br>All program completers, 2009-10 | 3 | | | |
| ETS0021 -EDUCATION OF YOUNG CHILDREN<br>Educational Testing Service (ETS)<br>Other enrolled students | 5 | | | |
| ETS0021 -EDUCATION OF YOUNG CHILDREN<br>Educational Testing Service (ETS)<br>All program completers, 2011-12 | 2 | | | |
| ETS0021 -EDUCATION OF YOUNG CHILDREN<br>Educational Testing Service (ETS)<br>All program completers, 2010-11 | 5 | | | |

| | | | | |
|---|---|---|---|---|
| ETS0021 -EDUCATION OF YOUNG CHILDREN<br>Educational Testing Service (ETS)<br>All program completers, 2009-10 | 8 | | | |
| ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT<br>Educational Testing Service (ETS)<br>Other enrolled students | 20 | 179 | 17 | 85 |
| ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT<br>Educational Testing Service (ETS)<br>All program completers, 2011-12 | 82 | 180 | 78 | 95 |
| ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT<br>Educational Testing Service (ETS)<br>All program completers, 2010-11 | 113 | 178 | 107 | 95 |
| ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT<br>Educational Testing Service (ETS)<br>All program completers, 2009-10 | 113 | 178 | 108 | 96 |
| ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>Other enrolled students | 7 | | | |
| ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2011-12 | 11 | 182 | 11 | 100 |
| ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2010-11 | 16 | 176 | 16 | 100 |
| ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2009-10 | 14 | 178 | 13 | 93 |
| ETS0361 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES II<br>Educational Testing Service (ETS)<br>Other enrolled students | 1 | | | |
| ETS0061 -MATHEMATICS CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>Other enrolled students | 6 | | | |
| ETS0061 -MATHEMATICS CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2011-12 | 3 | | | |
| ETS0061 -MATHEMATICS CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2010-11 | 12 | 153 | 12 | 100 |

| | | | | |
|---|---|---|---|---|
| ETS0061 -MATHEMATICS CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2009-10 | 7 | | | |
| ETS0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS<br>Educational Testing Service (ETS)<br>All program completers, 2011-12 | 7 | | | |
| ETS0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS<br>Educational Testing Service (ETS)<br>All program completers, 2010-11 | 2 | | | |
| ETS0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS<br>Educational Testing Service (ETS)<br>All program completers, 2009-10 | 4 | | | |
| ETS0069 -MIDDLE SCHOOL MATHEMATICS<br>Educational Testing Service (ETS)<br>Other enrolled students | 8 | | | |
| ETS0069 -MIDDLE SCHOOL MATHEMATICS<br>Educational Testing Service (ETS)<br>All program completers, 2011-12 | 20 | 181 | 19 | 95 |
| ETS0069 -MIDDLE SCHOOL MATHEMATICS<br>Educational Testing Service (ETS)<br>All program completers, 2010-11 | 7 | | | |
| ETS0069 -MIDDLE SCHOOL MATHEMATICS<br>Educational Testing Service (ETS)<br>All program completers, 2009-10 | 12 | 182 | 12 | 100 |
| ETS0439 -MIDDLE SCHOOL SCIENCE<br>Educational Testing Service (ETS)<br>Other enrolled students | 2 | | | |
| ETS0439 -MIDDLE SCHOOL SCIENCE<br>Educational Testing Service (ETS)<br>All program completers, 2011-12 | 6 | | | |
| ETS0439 -MIDDLE SCHOOL SCIENCE<br>Educational Testing Service (ETS)<br>All program completers, 2010-11 | 2 | | | |
| ETS0439 -MIDDLE SCHOOL SCIENCE<br>Educational Testing Service (ETS)<br>All program completers, 2009-10 | 6 | | | |
| ETS0089 -MIDDLE SCHOOL SOCIAL STUDIES<br>Educational Testing Service (ETS)<br>Other enrolled students | 1 | | | |

| | | | | |
|---|---|---|---|---|
| ETS0089 -MIDDLE SCHOOL SOCIAL STUDIES<br>Educational Testing Service (ETS)<br>All program completers, 2011-12 | 2 | | | |
| ETS0089 -MIDDLE SCHOOL SOCIAL STUDIES<br>Educational Testing Service (ETS)<br>All program completers, 2010-11 | 2 | | | |
| ETS0089 -MIDDLE SCHOOL SOCIAL STUDIES<br>Educational Testing Service (ETS)<br>All program completers, 2009-10 | 6 | | | |
| ETS0113 -MUSIC CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>Other enrolled students | 5 | | | |
| ETS0113 -MUSIC CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2011-12 | 21 | 164 | 20 | 95 |
| ETS0113 -MUSIC CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2010-11 | 12 | 167 | 12 | 100 |
| ETS0113 -MUSIC CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2009-10 | 18 | 170 | 18 | 100 |
| ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>Other enrolled students | 1 | | | |
| ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2011-12 | 12 | 154 | 11 | 92 |
| ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2010-11 | 21 | 157 | 21 | 100 |
| ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2009-10 | 18 | 157 | 18 | 100 |
| ETS0265 -PHYSICS CONTENT KNOWLEDGE II<br>Educational Testing Service (ETS)<br>All program completers, 2011-12 | 2 | | | |
| ETS0265 -PHYSICS CONTENT KNOWLEDGE II<br>Educational Testing Service (ETS)<br>All program completers, 2010-11 | 1 | | | |

| | | | | |
|---|---|---|---|---|
| ETS0523 -PRINC LEARNING AND TEACHING 5-9<br>Educational Testing Service (ETS)<br>Other enrolled students | 1 | | | |
| ETS0523 -PRINC LEARNING AND TEACHING 5-9<br>Educational Testing Service (ETS)<br>All program completers, 2011-12 | 4 | | | |
| ETS0523 -PRINC LEARNING AND TEACHING 5-9<br>Educational Testing Service (ETS)<br>All program completers, 2010-11 | 19 | 171 | 19 | 100 |
| ETS0523 -PRINC LEARNING AND TEACHING 5-9<br>Educational Testing Service (ETS)<br>All program completers, 2009-10 | 17 | 174 | 17 | 100 |
| ETS0623 -PRINC LEARNING AND TEACHING 5-9 II<br>Educational Testing Service (ETS)<br>Other enrolled students | 9 | | | |
| ETS0623 -PRINC LEARNING AND TEACHING 5-9 II<br>Educational Testing Service (ETS)<br>All program completers, 2011-12 | 22 | 173 | 21 | 95 |
| ETS0623 -PRINC LEARNING AND TEACHING 5-9 II<br>Educational Testing Service (ETS)<br>All program completers, 2010-11 | 1 | | | |
| ETS0623 -PRINC LEARNING AND TEACHING 5-9 II<br>Educational Testing Service (ETS)<br>All program completers, 2009-10 | 1 | | | |
| ETS0524 -PRINC LEARNING AND TEACHING 7-12<br>Educational Testing Service (ETS)<br>Other enrolled students | 1 | | | |
| ETS0524 -PRINC LEARNING AND TEACHING 7-12<br>Educational Testing Service (ETS)<br>All program completers, 2011-12 | 8 | | | |
| ETS0524 -PRINC LEARNING AND TEACHING 7-12<br>Educational Testing Service (ETS)<br>All program completers, 2010-11 | 64 | 174 | 64 | 100 |
| ETS0524 -PRINC LEARNING AND TEACHING 7-12<br>Educational Testing Service (ETS)<br>All program completers, 2009-10 | 64 | 174 | 63 | 98 |
| ETS0624 -PRINC LEARNING AND TEACHING 7-12 II<br>Educational Testing Service (ETS)<br>Other enrolled students | 14 | 175 | 14 | 100 |

| | | | | |
|---|---|---|---|---|
| ETS0624 -PRINC LEARNING AND TEACHING 7-12 II<br>Educational Testing Service (ETS)<br>All program completers, 2011-12 | 41 | 177 | 41 | 100 |
| ETS0624 -PRINC LEARNING AND TEACHING 7-12 II<br>Educational Testing Service (ETS)<br>All program completers, 2010-11 | 1 | | | |
| ETS0624 -PRINC LEARNING AND TEACHING 7-12 II<br>Educational Testing Service (ETS)<br>All program completers, 2009-10 | 1 | | | |
| ETS0621 -PRINC LEARNING AND TEACHING EARLY CHILD II<br>Educational Testing Service (ETS)<br>Other enrolled students | 1 | | | |
| ETS0522 -PRINC LEARNING AND TEACHING K-6<br>Educational Testing Service (ETS)<br>All program completers, 2011-12 | 21 | 175 | 19 | 90 |
| ETS0522 -PRINC LEARNING AND TEACHING K-6<br>Educational Testing Service (ETS)<br>All program completers, 2010-11 | 125 | 177 | 123 | 98 |
| ETS0522 -PRINC LEARNING AND TEACHING K-6<br>Educational Testing Service (ETS)<br>All program completers, 2009-10 | 145 | 176 | 140 | 97 |
| ETS0622 -PRINC LEARNING AND TEACHING K-6 II<br>Educational Testing Service (ETS)<br>Other enrolled students | 30 | 176 | 29 | 97 |
| ETS0622 -PRINC LEARNING AND TEACHING K-6 II<br>Educational Testing Service (ETS)<br>All program completers, 2011-12 | 85 | 174 | 81 | 95 |
| ETS0622 -PRINC LEARNING AND TEACHING K-6 II<br>Educational Testing Service (ETS)<br>All program completers, 2010-11 | 9 | | | |
| ETS0622 -PRINC LEARNING AND TEACHING K-6 II<br>Educational Testing Service (ETS)<br>All program completers, 2009-10 | 1 | | | |
| ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2011-12 | 9 | | | |
| ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2010-11 | 21 | 173 | 21 | 100 |

| | | | | |
|---|---|---|---|---|
| ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2009-10 | 17 | 171 | 17 | 100 |
| ETS0191 -SPANISH CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2009-10 | 4 | | | |
| ETS5195 -SPANISH WORLD LANGUAGE (CD)<br>Educational Testing Service (ETS)<br>All program completers, 2011-12 | 2 | | | |
| ETS5195 -SPANISH WORLD LANGUAGE (CD)<br>Educational Testing Service (ETS)<br>All program completers, 2010-11 | 1 | | | |
| ETS0221 -SPEECH COMMUNICATIONS<br>Educational Testing Service (ETS)<br>All program completers, 2011-12 | 1 | | | |
| ETS0221 -SPEECH COMMUNICATIONS<br>Educational Testing Service (ETS)<br>All program completers, 2009-10 | 3 | | | |

## Section III Summary Pass Rates

| Group | Number taking tests | Number passing tests | Pass rate (%) |
|---|---|---|---|
| All program completers, 2011-12 | 184 | 170 | 92 |
| All program completers, 2010-11 | 222 | 214 | 96 |
| All program completers, 2009-10 | 229 | 218 | 95 |

## Section IV Low-Performing

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

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

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

**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. Examples include the faculty use of Blackboard and other online tools for teaching content, web-enhanced learning, instructional media such as video and SMART Boards, social networking, interactive distance learning such as closed circuit electronic transmission, learning in virtual environments, Wiki-mediated mentoring and learning communities, coaching and collaborative feedback via interactive video conferencing, and, in some cases, use of assistive technologies to support learning of diverse student needs.

## 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.**

All WSU Professional Education programs provide that candidates systematically reflect upon and engage in professional practice with diverse students/clients (e.g., ethnicity, race, socio-economic status, gender, exceptionalities, language, religion, and sexual orientation) and in a variety of settings (e.g., urban/rural, Supplemental Educational Services [SES], grade levels, and/or the context in which the candidate is employed) as relevant to the specific areas of professional expertise." . Consistent with the unit's policy, initial candidates in Introduction to Diversity courses are placed in a highly diverse school and a special day school serving students with exceptionalities. Various assignments across the curriculum focus on integrating and assessing experiences working with other diverse candidates and with P–12 students.

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

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

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

The Early Childhood Unified Residency program is the only initial licensure area with the special education program. This information is included in the Alternative section.

The Early Childhood Unified program prepares special education teachers to teach students with disabilities effectively through its links to Kansas teacher licensure standards, as well as to the research-based knowledge within the field of special education.

ESOL is not an initial program.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 curriculum programs incorporate specific components of the Sheltered Instruction Observation Protocol (SIOP) model into the course work and field experiences. New faculty were trained in SIOP and a refresher was given for previously trained faculty. In addition, a linguistics class is required to meet the needs of English Language Learners.

## 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.**

Section 1c Enrollment: Last year's total number of student enrollment included ALL students who declared teaching as a major(freshman through seniors). The number this year only represents those who have been admitted into the Teacher Education program and doesn't include completers. 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 curriculum programs incorporate specific components of the Sheltered Instruction Observation Protocol (SIOP) model into the course work and field experiences. New faculty were trained in SIOP and a refresher was given for previously trained faculty. In addition, a linguistics class is required to meet the needs of English Language Learners. 17 students were endorsed in ESOL. The Early Childhood Residency Program Data is 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. The WSU Unit Assessment System is designed to align with multiple standards and requirements including the unit's conceptual framework, Kansas state licensure standards, and national/ professional standards, and meets the requirements of the Kansas Board of Regents and Higher Learning Commission. A technology-facilitated Data Management System is used to collect candidates' assessment data and then generate reports to make decisions about candidates, programs, and the unit. At least once a year, each program faculty uses a set of Core Review Questions to review the data to determine the program's overall effectiveness in meeting program standards, unit conceptual framework guiding principles, and NCATE knowledge. Data is also examined for possible improvements to the program, assessments, or unit operations. Each program also establishes a Program Advisory Council, which is made up of various program constituents, but predominately relevant practitioners, who are responsible for providing advice, input, and assistance to the Program Committee. Once the review is completed, a final report is then submitted to the Unit Assessment Committee at the end of spring semester each year. Doris and Ralph Klose left their estate to establish the KLOSE scholarship to be used for math and science education majors in the College of Education. Every year the top three candidates are awarded this scholarship, which pays for tuition, books, and fees during their junior and senior years. Other scholarships and financial aid packages pay for their freshman and sophomore years.

Supporting Files

## Complete Report Card

AY 2011-12