

Title II Higher Education Act

Submit Reports

View Reports / Resources

Technical Assistance

Contacts / Help

SUBMIT REPORTS

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

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

Wichita State University
Traditional Program
2010-11

Print Report Card

Program Information

Name of Institution: Wichita State University

Institution/Program Type: Traditional

Academic Year: 2010-11

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 a Teacher Quality Enhancement (TQE) partnership grant: No

TQE partnership name or grant number, if applicable:

Section I.a Program Admission

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

Element	Undergraduate	Postgraduate
Application	Yes	Yes
Fee/Payment	No	No

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

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

<http://webs.wichita.edu/?u=coedhome&p=/programs>

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

Other Admitted with all entry requirements are met.

Does your initial teacher certification program conditionally admit students? Yes

Please provide any additional 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 are admitted conditionally into the Initial Teacher certification Program if there is a special circumstance and they have petitioned for College Exceptions Committee's Approval.

For the Post Bachelor's Degree, 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).

Section I.b Program Enrollment

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

Total number of students enrolled in 2010-11:	939
Unduplicated number of males enrolled in 2010-11:	271
Unduplicated number of females enrolled in 2010-11:	668

2010-11	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	56
<i>Race</i>	
American Indian or Alaska Native:	9
Asian:	12
Black or African American:	41
Native Hawaiian or Other Pacific Islander:	2
White:	762
Two or more races:	57

Section I.c Supervised Experience

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

Average number of clock hours required prior to student teaching	135
Average number of clock hours required for student teaching	600
Number of full-time equivalent faculty in supervised clinical experience during this academic year	12
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	295
Number of students in supervised clinical experience during this academic year	562

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

In 2009-2010 it was reported that there were 893 students. The report that was used was bringing in everyone that had been admitted into Teacher Ed., including those that had dropped the program and changed majors, those in professional courses but no clinical experience, and those who were admitted into Teacher Education program beginning Fall 2010 who hadn't been placed in any clinical experience yet. The number for 2009-2010 should have been 498. See reporting document Section VII.

Section I.d Teachers Prepared by Subject Area

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

Subject Area	Number Prepared
Education - General	232
Teacher Education - Special Education	5
Teacher Education - Early Childhood Education	5
Teacher Education - Elementary Education	118
Teacher Education - Junior High/Intermediate/Middle School Education	12
Teacher Education - Secondary Education	56
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	6
Teacher Education - Business	
Teacher Education - English/Language Arts	23
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	19
Teacher Education - Music	12
Teacher Education - Physical Education and Coaching	25
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	8
Teacher Education - Social Science	
Teacher Education - Social Studies	26
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	3
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education- History	23

Teacher Education - Physics	1
Teacher Education - Spanish	1
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: Journalism - 1	1

Section I.d Teachers Prepared by Academic Major

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

Academic Major	Number Prepared
Education - General	232
Teacher Education - Special Education	5
Teacher Education - Early Childhood Education	5
Teacher Education - Elementary Education	118
Teacher Education - Junior High/Intermediate/Middle School Education	9
Teacher Education - Secondary Education	56
Teacher Education - Agriculture	
Teacher Education - Art	6
Teacher Education - Business	
Teacher Education - English/Language Arts	17
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	13
Teacher Education - Music	12
Teacher Education - Physical Education and Coaching	25

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	21
Teacher Education - Physics	1
Teacher Education - Spanish	1
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	

Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
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: Journalism - 1 Middle Level Math and Science - 1 Middle Level Math and History - 2 Middle Level English and Science - 3	7

Section I.e Program Completers

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

2010-11: 232

2009-10: 236

2008-09: 151

Section II. Annual Goals

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

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	Academic year: 2010-11

	<p>Goal: 13</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Undergraduate recruiting, alternative licensure and quality instruction and PDS Partnerships helped to achieve the goal.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>The secondary science faculty, Dr. Danny Bergman, recruited potential teachers through mini-presentations in WSU's Freshman and Sophomore science and mathematics classes. Undergraduate enrollments are up.</p> <p>We are currently in our third year of Teacher Quality Partnership Program. Through the Teacher Quality Partnership the alternative certification faculty have been talking to high school students (juniors/seniors) who are considering teaching in each of the seven traditional high schools in Wichita, and University Scholarship support has been committed and will increase to support to math/science teachers.</p> <p>Scholarship support for Mathematics and Science teachers has been increased with Klose Scholarships targeted specifically for secondary education majors who plan to teach mathematics or science. This will help recruit and impact future math & science educators for years to come.</p>
<p>Science</p>	<p>Academic year: 2010-11</p> <p>Goal: 4</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Undergraduate recruiting, alternative licensure and quality instruction and PDS partnerships helped to achieve the goal.</p> <p>Scholarship support for Mathematics and Science teachers has been increased with Klose Scholarships targeted specifically for secondary education majors who plan to teach mathematics or science. This will help recruit and impact future math & science educators for years to come.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>The secondary science faculty, Dr. Danny Bergman, recruited potential teachers through mini-presentations in WSU's Freshman and Sophomore science and mathematics classes.</p> <p>Through the Teacher Quality Partnership the alternative certification faculty have been talking to high school students (juniors/seniors) who are considering teaching in each of the seven traditional high schools in Wichita, and University Scholarship support has been committed and will increase to support to math/science teachers.</p>
<p>Special education</p>	<p>Academic year: 2010-11</p> <p>Goal: 14</p>

	<p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>Special Education in Kansas is Adaptive, Functional and Gifted and these are not an initial licensure areas. Early Childhood Unified is attached to Elementary Education or taken at the Master's level.</p> <p>To work in collaboration with WSU servicing area school districts, special education cooperatives, and other community programs to meet the need of their open positions. In addition, the goal to support individual students in gaining professional knowledge, skills and dispositions to meet their individual goals.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <ol style="list-style-type: none"> 1. Faculty have met and/or spoken with area districts, special ed coops, etc., including attending KASEA meetings and seeking out needs during advisory council meetings. 2. Faculty have met with all students for advisement in matters that link to personal goals. 3. WSU has partnered with KU in the ALIVE grant to promote additional licensed teacher in the area of functional.
<p>Instruction of limited English proficient students</p>	<p>Academic year: 2010-11</p> <p>Goal: 14</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>ESOL is an advanced level program leading to an endorsement in Kansas. 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.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Faculty in the Teacher Education unit attended a 3 day professional development training on the Sheltered Instruction Observation Protocol (SIOP) model during Spring, 2011. Following the training, curriculum in the elementary, middle and secondary programs were revised to incorporate specific components of the SIOP model into the course work and field experiences. In addition, a linguistic class with an emphasis on meeting the needs of English Language Learners has been developed and added to the Elementary Education program of study.</p>
<p>NA</p>	<p>Academic year: 2010-11</p> <p>Goal: NA</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>NA</p>

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

Section II. Assurances

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

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

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 Quality Partnership program prepares diverse, highly qualified teachers for urban school settings via a team-based professional development model.

During Spring 2011, the Early Childhood 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 has been developed to prepare candidates for ESOL and was implemented Fall 2011 for Elementary and Early Childhood majors.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
ETS0133 - ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	8				100	173
ETS0133 - ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	6				95	170
ETS0235 - BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1					
ETS0235 - BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	3				97	170
ETS0235 - BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				100	165
ETS0571 - EARTH AND SPACE SCIENCES - CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	3				100	170
ETS0021 - EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2010-11	5				93	186
ETS0021 - EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2009-10	8				98	186
ETS0021 - EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2008-09	1				97	186
ETS0011 - ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	17	179	14	82	76	173
ETS0011 - ELEM ED CURR INSTRUC ASSESSMENT	109	178	103	94	94	178

Educational Testing Service (ETS) All program completers, 2010-11						
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2009-10	113	178	108	96	97	178
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2008-09	81	180	79	98	97	178
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1				85	176
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	16	175	14	88	93	181
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	14	178	13	93	97	181
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	9				94	179
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2				87	155
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	12	153	12	100	97	158
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	7				96	155
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	4				97	155
ETS0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2010-11	2				100	176

ETS0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2009-10	4					
ETS0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2008-09	3					
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) Other enrolled students	12	175	10	83	87	177
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2010-11	7				100	182
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	12	182	12	100	95	180
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	8				94	177
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) Other enrolled students	1					
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2010-11	2				100	165
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2009-10	6				100	161
ETS0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2010-11	2					
ETS0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2009-10	6				90	175
ETS0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2008-09	2					
ETS0113 -MUSIC CONTENT KNOWLEDGE	5				91	169

Educational Testing Service (ETS) Other enrolled students						
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	12	167	12	100	99	169
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	17	170	17	100	98	171
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	9				97	169
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	5				80	153
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	21	157	21	100	96	156
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	18	157	18	100	98	157
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	12	158	12	100	97	157
ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2010-11	1					
ETS0523 -PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) Other enrolled students	5					
ETS0523 -PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2010-11	20	170	19	95	94	171
ETS0523 -PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2009-10	17	174	17	100	98	172
ETS0523 -PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS)	12	172	11	92	88	170

All program completers, 2008-09						
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	10	177	10	100	92	174
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2010-11	65	174	64	98	97	175
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2009-10	64	174	63	98	98	175
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2008-09	37	174	37	100	99	175
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	22	174	19	86	91	175
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2010-11	130	176	123	95	97	177
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2009-10	146	175	140	96	98	177
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2008-09	91	177	89	98	99	177
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2				67	165
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	21	173	21	100	95	170
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	17	171	16	94	95	171
ETS0081 -SOCIAL STUDIES: CONTENT	14	171	13	93	94	170

KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09						
ETS0191 - SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	4				83	176
ETS5195 - SPANISH: WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2010-11	1				81	168
ETS0220 - SPEECH COMMUNICATION Educational Testing Service (ETS) All program completers, 2008-09	1				100	690
ETS0221 - SPEECH COMMUNICATIONS Educational Testing Service (ETS) All program completers, 2009-10	3					

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2010-11	218	201	92	93
All program completers, 2009-10	227	215	95	95
All program completers, 2008-09	141	135	96	96

Section IV. Low-Performing

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

Is your teacher preparation program currently approved or accredited?

Yes

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

State

NCATE

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

No

Section V. Technology

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction**

Yes

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

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

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

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

All 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.

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

In Kansas, Special Education is Adaptive, Functional and Gifted and is not an initial license. The special education 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. Specifically, students take courses that provide (a) foundational information, such as laws, policies/procedures through course - CI 719 Foundations of Special Education; (b) legal, procedural and best practice procedures for developing, using and revising the Individualized Education Program (IEP) through courses - CI 724, CI 737, and CI 742 Assessments and Methods (Adaptive, Gifted, Functional respectively); (c) skills of collaboration and teaming through course CI 811 Family-Professional Collaboration; (d) assessing and teaching children with varying learning challenges, including English Language Learners through courses – CI 822 Evaluation/Diagnostics, CI 814, CI 815, and CI 820 Advanced Methods (Gifted, Adaptive and Functional respectively). Field-based experience courses are required for students to demonstrate they have mastered these skills in practice (e.g., CI 749A, CI 749G, CI 749F, CI 814A, CI 815A, and CI 820A). Program assessments are embedded in courses to verify the skills have been mastered within the special education program.

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 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. The candidate assessment data are collected through course-embedded assessments as described in each program assessment plan. 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 are 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. Section 1C reported incorrectly in 2009-2010 supervised Clinical Experience. See supporting documentation.

Supporting Files

[Section 1C - 2009-2010 Field Experience](#)

Wichita State University
Traditional Program
2010-11

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Title II, Higher Education Act
OMB Control No.: 1840-0744 (exp. 9/30/2012)