



Haskell Indian Nations University
Traditional Report AY 2017-18
Kansas



100% COMPLETE
STATUS: IN PROGRESS

Institution Information

ADDRESS

155 Indian Avenue

P.O. Box 5024

CITY

Lawrence

STATE

Kansas

ZIP

66046

SALUTATION

Mrs.

FIRST NAME

Jacqueline

LAST NAME

Boyd

PHONE

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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?

<https://www2.ed.gov/programs/tqpartnership/awards.html>

- Yes
 No

If yes, provide the following:

AWARD YEAR

GRANTEE NAME

PROJECT NAME

GRANT NUMBER

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

LIST OTHER PARTNERS (ONE PER LINE)

PROJECT TYPE

- Residency
- Pre-baccalaureate
- Both Residency and Pre-baccalaureate

List of Programs

On this page, review the list of teacher preparation programs offered by your institution of higher education (IHE) or organization. If you submitted an IPRC last year, this list of programs is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to enter the programs in the appropriate reports. For the traditional report, list all traditional programs within the IHE. For the alternative report, list all alternative programs within the IHE. You may edit, delete, and insert new rows as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page. The system will automatically total the number of programs for you.

THIS PAGE INCLUDES:

>> [Program Information](#)

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 <https://www2.ed.gov/programs/tqpartnership/awards.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Elementary K-6	No	
Total number of teacher preparation programs: 1		

Program Requirements

THIS PAGE INCLUDES:

- >> [Admissions](#)
- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

On this page, review and enter information about the program requirements for admission into the program, program completion, and supervised clinical experience. If you submitted an IPRC last year, much of this page is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to specify the requirements in the appropriate reports. For the traditional report, provide the requirements for traditional programs within the IHE. For the alternative report, provide the requirements for the alternative programs within the IHE.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Admissions

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

Junior year



If Other, please specify:

2. Does your initial teacher certification program conditionally admit students?

- Yes
 No

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

<http://www.haskell.edu/education/index.html>

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

The Elementary Teacher Education Program (ETEP) admission process occurs only in the spring semester. Applications must be submitted by February 15. Program applicant interviews are scheduled the second week in March. Potential teacher candidates will be notified of the final recommendation (acceptance or non-acceptance) within 10 working days from the scheduled interviews. On a case by case basis, the interview team may request a second interview session to determine the final recommendation. Teacher candidates who are admitted into the program begin in the fall as member of a cohort and continue with the same cohort throughout junior and senior year.

Undergraduate Requirements

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

1. Are there initial teacher certification programs at the undergraduate level?

- Yes
 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. If no, leave the rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Required for Entry	Required for Exit
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text" value="Kansas Performance Teaching Portfolio - Work Sample"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.8

3. What was the median GPA of individuals accepted into the program in academic year 2017-18?

3.13

4. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.8

5. What was the median GPA of individuals completing the program in academic year 2017-18?

3.63

6. Please provide any additional information about the information provided above:

Teacher candidates interested in applying to Elementary Education Program are required to take the Praxis Core Academic Skills for Educators Exam in the areas of Reading, Writing, and Mathematics. This exam replaces the Praxis I - Pre-Professional Skills Test in the areas of Reading, Writing, and Math (Minimum Basic Skills Test Scores). Our institution adopted the following cut scores from discussion held during the January 2015 SOE (School of Education) Advisory Board meeting: Reading - 156, Writing - 162, and Math - 150. These scores were derived from the cut scores established and used by surrounding states (Oklahoma, Missouri, Nebraska, etc.) Kansas State Department of Education did not determine the cut scores for the CORE exam as it was no longer a state requirement for initial licensure instead it was an IHE (Institution of Higher Education) admissions requirement. After many ongoing discussions with state representatives and IHEs Unit Heads, a decision was made to set a Kansas minimum statewide CORE passing score for IHEs utilizing the Core Exam for admission purposes. The approved cut scores for the Core Exam are Reading - 156, Writing - 162,

and Math - 142. These scores are to be effective for the 2016-17 academic year. The SOE Advisory supported the state's recommended minimum cut scores and adopted the score for implementation in 2016-17 academic year. In the summer of 2017 CAEP acknowledged the validity and reliability of the Praxis Core Exam and set the following aggregated cut scores for Reading - 168, Writing - 165, and Math -162. The program has adopted these new cut scores for the Praxis Core Exam to be implemented in 2017- 2018. GPA Discussions - The Unit is considering increasing the minimum GPA for program completion which will be discussed at the 2015 Data Retreat. More discussion have been occurring in both faculty and SOE Advisory Board Meetings as the unit aligns with the rigor component of CAEP. In the spring of 2018, the SOE Advisory Board and faculty have agreed to raise the GPA requirements for program completer to 3.0 and must be achieved prior to entry into student teaching. This requirement will be effective starting 2018-19.

Postgraduate Requirements

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

1. Are there initial teacher certification programs at the postgraduate level?

- Yes
 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. If no, leave the rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Required for Entry	Required for Exit
Transcript	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Background check	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Interview	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3. What was the median GPA of individuals accepted into the program in academic year 2017-18?

4. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

5. What was the median GPA of individuals completing the program in academic year 2017-18?

6. Please provide any additional information about the information provided above:

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2017-18. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

[Additional guidance on reporting supervised clinical experience and nonclinical coursework.](#)

Average number of clock hours of supervised clinical experience required prior to student teaching	300
Average number of clock hours required for student teaching	525
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	2
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	4
Number of students in supervised clinical experience during this academic year	4

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

Haskell Indian Nations University offers an Elementary Teacher Education Program (ETEP) structured in four specific semester blocks starting junior year. Each block is designated by a focus topic. - Building Native Leaders, Junior I semester * Diversity in Educational Settings - 7 School Site Visits - 1 credit hour - Understanding Diverse Learners, Junior II semester * Field Experience in K-3 Classrooms - 90 hours - 2 credit hours - Applying Best Practice, Senior I semester * Pre-Student Teaching in K-6 Classrooms - 135 hours - 3 credit hours * First Days of School Seminar - 20 hours - 1 credit hour - Practicing Pedagogy and Self-Reflection, Senior II semester * Student Teaching in K-6 Classrooms - 15 weeks - 15 credit hours In each semester block, teacher candidates are provided with a variety of field experiences. *Diversity in Educational Settings - 7 School Site Visits - 1 credit hour In Junior I semester, teacher candidates begin building a foundation of educational knowledge through course work and school site visitations. Candidates visit a variety of school sites throughout Kansas and surrounding areas, spending an entire day at each school selected. The following demographics are considered when selecting visitation sites - urban, suburban, rural, inner city, low SES, ELL/ESL students, students with disabilities, public, private, and tribal. Exposure to schools serving student populations of varying demographics provide teacher candidates an opportunity to experience multiple school settings and student diversity. *Field Experience in K-3 Classrooms - 90 hours - 2 credit hours In Junior II semester, the second field experience begins after successful completion of the Junior I semester. Teacher candidates are assigned to an elementary classroom and host teacher in the primary grades (K-3). Candidates will accumulate 90 hours of field experience. The hours will be equally distributed throughout the semester; with the candidates attending his/her assigned classroom an average of 6 hours per week. This field experience allows candidates the opportunity to observe and reflect on classroom practices in the content areas of math and language arts. Candidates also experience a hands-on approach to teaching as they teach scripted math and language arts lessons in the primary grades through a scaffold sequence. The required weekly assignments are specifically designed and sequenced to support the introduction to teaching and the application of “theory-to-practice”. The weekly assignments are embedded in the two components described below: Component A: Knowing the School Candidates complete an extensive school profile which supports the ability to understand the host school’s policies and procedures (school handbook), calendar and schedule, demographics, culture, safety and emergency procedures. Component B: Applying

Theory to Practice Weekly Reflective Response Submissions - Candidates will observe, reflect and respond to math and language arts based topics in alternate weeks. These reflections will support the candidates' understanding and knowledge of math and language arts methods at the primary levels. To further "apply theory to practice"; candidates will follow the steps identified below: Step 1A – Candidates teach scripted language arts lesson – one-on-one format; Step 1B – Candidates teach scripted math lesson – one-on-one format; Step 2 – Candidates teach scripted language arts lesson (reading) – small group format; Step 3 – Candidates teach scripted math lesson (teacher's manual) – whole group format. This scaffolding sequence provides candidates with an opportunity to experience teaching in various instructional settings while developing confidence in lesson delivery. Candidates can select scripted lessons from the teacher's manual or teacher websites such as www.readinga-z.com or www.fcrr.org. Candidates will have an opportunity to micro-teach selected lessons to their peers in the methodology courses. The host teacher and two methodology instructors will evaluate the delivery of each lesson using the Standards Based Lesson Implementation Rubric. * First Days of School Seminar - 20 hours - 1 credit hour Prior to the beginning of Senior I semester, candidates are required to arrive a week earlier for a classroom management/first days of school seminar. This week begins with candidates arriving at their assigned school placement for staff development and teacher work day. Candidates spend half of the first two days in the assigned building assisting the cooperating teacher with various teacher duties, such as setting-up the classroom, creating bulletin boards, organizing shelf space for student materials and supplies, etc. The other half of the day is spent on-campus discussing content from two textbooks, *How to be an Effective Teacher - The First Days of School* by Harry and Rosemary Wong and *The Teacher's Guide to Success* by Ellen Kronowitz. Candidates spend the entire third and fourth day in the elementary school as students arrive for the first day of school. They meet students for the first time and observe how a veteran teacher establishes the classroom environment through classroom rules, expectations, routines, etc. On Friday, candidates spend the morning in the school and return in the afternoon to campus to debrief about the week's experience and reflect on both course content and classroom experience. The program finds this process very beneficial as candidates begin to build a rapport with students, parents, teachers, staff and build administration. *Pre-Student Teaching in K-6 Classrooms - 135 hours - 3 credit hours In Senior I semester, the third field experience begins after successful completion of the Junior II semester. Teacher candidates are assigned to an elementary classroom and host teacher in grades K-6. Candidates will accumulate 135 hours of field experience during this semester. The hours will be equally distributed throughout the semester; with the candidates attending his/her assigned classroom an average of 9 hours per week. This experience allows candidates the opportunity to observe and reflect on classroom practices in all content areas. Candidates also develop further in the realm of "theory-to-practice" through a variety of weekly assignments. These weekly assignments are specifically designed and sequenced to support the development of "theory-to-practice" understandings. The weekly assignments are embedded in the four components described below: Component A: Knowing the School Candidates complete an extensive school profile which supports the ability to understand the host school's policies and procedures (school handbook), calendar and schedule, demographics, culture, safety and emergency procedures. Component B: Applying Theory to Practice Careful observation and thoughtful analysis of lessons promotes the growth of sound teaching practices. Candidates observe five lessons and write a comprehensive report and reflective summary for each lesson observed. This requirement is intended to support and monitor the candidate's ability to learn through the observation of effective, veteran teachers putting theory into practice. Following these experiences teacher candidates begin to create and implement their own lessons, in this sequence: Step 1 - Candidates plan and teach lesson - one-on-one format Step 2 - Candidates plan and teach lesson - small group format Step 3 - Candidates plan and teach lesson - whole group format (Using teacher's manual and host teacher's guidance.) Component C: Understanding the Curriculum Candidates complete a curriculum map outlining major subject areas and content to be taught during second semester. This requirement supports the candidate's ability to proactively create unit and lesson plans, to build personal knowledge, to locate supporting materials/resources for the student teaching semester, and to collaborate with the host teacher. Component D: Professional Communication Candidates write a letter to be sent to parents/guardians of students enrolled in the host classroom. The letter will serve as a self-introduction, briefly explain the student teacher's role, and provide appropriate contact information. The university supervisor will evaluate the letter. Editing will be done as needed and the letter will then be available to be shared at the beginning of second semester. * Student Teaching in K-6 Classrooms - 15 weeks - 15 credit hours In Senior II semester, the clinical experience begins with teacher candidates remaining in the same host classroom as pre-student teaching. This continued placement supports the building of positive relationships with staff, faculty, and students. Teacher candidates progressively perform the roles and responsibilities of an elementary teacher in a K-6 classroom under the supervision and guidance of a host teacher and university supervisor. The fifteen week experience is composed of a three-phase model. All candidates will experience the three phases of student teaching, with each phase consisting of five weeks. - Phase I consists of acquiring teacher responsibilities and duties through a collaborative plan. The host teacher and student teacher will collaborate and determine which content areas will be acquired first. Each week a new content area will be added to the student teacher's responsibilities and duties. - Phase II consists of five weeks of full-time teaching and assuming all teacher responsibilities and duties, such as, managing all routines and student behaviors, morning, lunch and after school duty, organizing and instructing lessons, assessing student learning, and participating in various meetings (school and district wide). - Phase III consists of transitioning the teacher responsibilities and duties back to the host teacher, this process will begin by returning the first content area acquired in phase I and so forth until all content areas are returned to the cooperating teacher. For the last week of student teaching, candidates are encourage to observe in grade levels not yet observed. The design and structure of this ETEP provides our candidates with a significant number of field experience hours which connects closely to course content and classroom applications.

Enrollment

THIS PAGE INCLUDES:

>> [Enrollment](#)

On this page, enter the number of candidates for an initial teaching credential who are enrolled in the initial teacher preparation programs within your institution of higher education (IHE) or organization. **Do not** report on the total number of students enrolled in the entire IHE. **Do not** include individuals who currently hold a teaching credential and are seeking additional licenses or endorsements, or individuals preparing for school-based careers other than classroom teachers (e.g., administrators, guidance counselors).

The Department recognizes that in many cases, candidates voluntarily report their race/ethnicity and gender data, and that in some cases, candidates may choose not to report this information. Please report on the race/ethnicity data you have available, though the data may not be complete. It is not expected that the sum of the enrolled students reported by race/ethnicity or by gender will necessarily equal the total number of students enrolled.

If your IHE offers both traditional and alternative programs, be sure to enter the candidates enrolled in the appropriate reports. For the traditional report, provide only the candidates enrolled in traditional programs within the IHE. For the alternative report, provide only the candidates enrolled in the alternative programs within the IHE.

After entering the enrollment data, save the page using the floating save box at the bottom of the page.

Enrollment

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 2017-18	<input type="text" value="16"/>
Unduplicated number of males enrolled in 2017-18	<input type="text" value="5"/>
Unduplicated number of females enrolled in 2017-18	<input type="text" value="11"/>

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. ([§205\(a\)\(1\)\(C\)\(ii\)\(H\)](#))

2017-18	Number Enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race	<input type="text" value="0"/>
<i>Race</i>	

2017-18

Number Enrolled

American Indian or Alaska Native

16

Asian

0

Black or African American

0

Native Hawaiian or Other Pacific Islander

0

White

0

Two or more races

0

Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by Academic Major](#)

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2017-18. 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\(b\)\(1\)\(H\)](#))

[Additional guidance on reporting teachers prepared by subject area.](#)

[What are CIP Codes?](#)

No teachers prepared in academic year 2017-18

CIP Code	Subject Area	Number Prepared
13.01	Education - General	<input type="text" value="0"/>
13.10	Teacher Education - Special Education	<input type="text" value="0"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="0"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="4"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text" value="0"/>
13.1205	Teacher Education - Secondary Education	<input type="text" value="0"/>
13.1206	Teacher Education - Multiple Levels	<input type="text" value="0"/>

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	<input type="text" value="0"/>
13.1302	Teacher Education - Art	<input type="text" value="0"/>
13.1303	Teacher Education - Business	<input type="text" value="0"/>
13.1305	Teacher Education - English/Language Arts	<input type="text" value="0"/>
13.1306	Teacher Education - Foreign Language	<input type="text" value="0"/>
13.1307	Teacher Education - Health	<input type="text" value="0"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text" value="0"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text" value="0"/>
13.1311	Teacher Education - Mathematics	<input type="text" value="0"/>
13.1312	Teacher Education - Music	<input type="text" value="0"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text" value="0"/>
13.1315	Teacher Education - Reading	<input type="text" value="0"/>
13.1316	Teacher Education - Science Teacher Education/General Science	<input type="text" value="0"/>
13.1317	Teacher Education - Social Science	<input type="text" value="0"/>
13.1318	Teacher Education - Social Studies	<input type="text" value="0"/>
13.1319	Teacher Education - Technical Education	<input type="text" value="0"/>
13.1321	Teacher Education - Computer Science	<input type="text" value="0"/>
13.1322	Teacher Education - Biology	<input type="text" value="0"/>
13.1323	Teacher Education - Chemistry	<input type="text" value="0"/>
13.1324	Teacher Education - Drama and Dance	<input type="text" value="0"/>
13.1325	Teacher Education - French	<input type="text" value="0"/>
13.1326	Teacher Education - German	<input type="text" value="0"/>
13.1328	Teacher Education - History	<input type="text" value="0"/>
13.1329	Teacher Education - Physics	<input type="text" value="0"/>
13.1330	Teacher Education - Spanish	<input type="text" value="0"/>

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	<input type="text" value="0"/>
13.1332	Teacher Education - Geography	<input type="text" value="0"/>
13.1333	Teacher Education - Latin	<input type="text" value="0"/>
13.1335	Teacher Education - Psychology	<input type="text" value="0"/>
13.1337	Teacher Education - Earth Science	<input type="text" value="0"/>
13.14	Teacher Education - English as a Second Language	<input type="text" value="0"/>
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	<input type="text" value="0"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text" value="0"/>

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2017-18. 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\(b\)\(1\)\(H\)](#))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

[Additional guidance on reporting teachers prepared by academic major.](#)

What are CIP Codes?

No teachers prepared in academic year 2017-18

CIP Code	Academic Major	Number Prepared
13.01	Education - General	<input type="text" value="0"/>
13.10	Teacher Education - Special Education	<input type="text" value="0"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="0"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="4"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text" value="0"/>
13.1205	Teacher Education - Secondary Education	<input type="text" value="0"/>
13.1301	Teacher Education - Agriculture	<input type="text" value="0"/>

CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	<input type="text" value="0"/>
13.1303	Teacher Education - Business	<input type="text" value="0"/>
13.1305	Teacher Education - English/Language Arts	<input type="text" value="0"/>
13.1306	Teacher Education - Foreign Language	<input type="text" value="0"/>
13.1307	Teacher Education - Health	<input type="text" value="0"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text" value="0"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text" value="0"/>
13.1311	Teacher Education - Mathematics	<input type="text" value="0"/>
13.1312	Teacher Education - Music	<input type="text" value="0"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text" value="0"/>
13.1315	Teacher Education - Reading	<input type="text" value="0"/>
13.1316	Teacher Education - Science	<input type="text" value="0"/>
13.1317	Teacher Education - Social Science	<input type="text" value="0"/>
13.1318	Teacher Education - Social Studies	<input type="text" value="0"/>
13.1319	Teacher Education - Technical Education	<input type="text" value="0"/>
13.1321	Teacher Education - Computer Science	<input type="text" value="0"/>
13.1322	Teacher Education - Biology	<input type="text" value="0"/>
13.1323	Teacher Education - Chemistry	<input type="text" value="0"/>
13.1324	Teacher Education - Drama and Dance	<input type="text" value="0"/>
13.1325	Teacher Education - French	<input type="text" value="0"/>
13.1326	Teacher Education - German	<input type="text" value="0"/>
13.1328	Teacher Education - History	<input type="text" value="0"/>
13.1329	Teacher Education - Physics	<input type="text" value="0"/>
13.1330	Teacher Education - Spanish	<input type="text" value="0"/>
13.1331	Teacher Education - Speech	<input type="text" value="0"/>

CIP Code	Academic Major	Number Prepared
13.1332	Teacher Education - Geography	<input type="text" value="0"/>
13.1333	Teacher Education - Latin	<input type="text" value="0"/>
13.1335	Teacher Education - Psychology	<input type="text" value="0"/>
13.1337	Teacher Education - Earth Science	<input type="text" value="0"/>
13.14	Teacher Education - English as a Second Language	<input type="text" value="0"/>
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	<input type="text" value="0"/>
13.03	Education - Curriculum and Instruction	<input type="text" value="0"/>
13.09	Education - Social and Philosophical Foundations of Education	<input type="text" value="0"/>
24	Liberal Arts/Humanities	<input type="text" value="0"/>
42	Psychology	<input type="text" value="0"/>
45.01	Social Sciences	<input type="text" value="0"/>
45.02	Anthropology	<input type="text" value="0"/>
45.06	Economics	<input type="text" value="0"/>
45.07	Geography and Cartography	<input type="text" value="0"/>
45.10	Political Science and Government	<input type="text" value="0"/>
45.11	Sociology	<input type="text" value="0"/>
50	Visual and Performing Arts	<input type="text" value="0"/>
54	History	<input type="text" value="0"/>
16	Foreign Languages	<input type="text" value="0"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text" value="0"/>
23	English Language/Literature	<input type="text" value="0"/>
38	Philosophy and Religious Studies	<input type="text" value="0"/>
01	Agriculture	<input type="text" value="0"/>
09	Communication or Journalism	<input type="text" value="0"/>
14	Engineering	<input type="text" value="0"/>

CIP Code	Academic Major	Number Prepared
26	Biology	0
27	Mathematics and Statistics	0
40.01	Physical Sciences	0
40.02	Astronomy and Astrophysics	0
40.04	Atmospheric Sciences and Meteorology	0
40.05	Chemistry	0
40.06	Geological and Earth Sciences/Geosciences	0
40.08	Physics	0
52	Business/Business Administration/Accounting	0
11	Computer and Information Sciences	0
99	Other Specify: <input data-bbox="289 926 1260 968" type="text"/>	0

Program Completers

On this page, enter the total number of individuals who completed the program in AY 2017-18 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

A program completer is a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

An individual cannot be classified as both enrolled and as a program completer at the same time. An enrolled individual is not a program completer. Once an individual has met all the requirements of a state-approved teacher preparation program and becomes a program completer, the individual is no longer classified as enrolled.

After entering the program completers, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Program Completers](#)

Program Completers

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

2017-18	<input type="text" value="4"/>
2016-17	<input type="text" value="6"/>
2015-16	<input type="text" value="4"/>

Annual Goals

On this page, review the annual goals in each subject area listed below. If you submitted an IPRC last year, the goals you entered last year are pre-loaded from your prior year's report. Please respond to the questions to report on progress towards the goals, and set new goals for the next academic year.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

- >> [Annual Goals - Mathematics](#)
- >> [Annual Goals - Science](#)
- >> [Annual Goals - Special Education](#)
- >> [Annual Goals - Instruction of Limited English Proficient Students](#)
- >> [Assurances](#)

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 <https://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 2017-18

1. Did your program prepare teachers in mathematics in 2017-18?

- Yes
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in mathematics in 2017-18?

3. Did your program meet the goal for prospective teachers set in mathematics in 2017-18?

- Yes
 No
 Not applicable

4. Description of strategies used to achieve goal, if applicable:

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

6. Provide any additional comments, exceptions and explanations below:

If the revised elementary education standards are approved and adopted at the state-level, they will be presented and discussed at the fall SOE Advisory Board meeting for adoption. Then faculty will begin to implement changes to the course syllabi and curriculum which must be approved by the university's Curriculum Committee.

Academic year 2018-19

7. Is your program preparing teachers in mathematics in 2018-19?

- Yes
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in mathematics in 2018-19?

9. Provide any additional comments, exceptions and explanations below:

SOE Advisory Board adopted the newly revised and approved KSDE Elementary Education standards at the fall meeting. Faculty will begin the process of revising their syllabi to include the newly approved standards as well as any recommendations from the Elementary Education Program Review, spring 2018 and annual data retreat. Faculty will also begin the process of curriculum align using the Praxis Curriculum Crosswalk - Mathematics Content Knowledge for Teaching Subtest.

Academic year 2019-20

10. Will your program prepare teachers in mathematics in 2019-20?

- Yes
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in mathematics in 2019-20?

12. Provide any additional comments, exceptions and explanations below:

Due to unforeseen circumstances, faculty was not able to begin the work of revising course syllabi in math courses and make alignment to the Praxis Curriculum Crosswalk for math. This summer faculty will work on syllabi revision and course redesign as the program is moving toward co-teaching and year-long residency for student teaching.

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 <https://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 2017-18

1. Did your program prepare teachers in science in 2017-18?

- Yes

No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in science in 2017-18?

3. Did your program meet the goal for prospective teachers set in science in 2017-18?

- Yes
 No
 Not applicable

4. Description of strategies used to achieve goal, if applicable:

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

6. Provide any additional comments, exceptions and explanations below:

Based on the analysis of the summer data retreat in 2017, the science instructor may modify or add additional elements to the curriculum and lesson plan formats.

Academic year 2018-19

7. Is your program preparing teachers in science in 2018-19?

- Yes
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in science in 2018-19?

9. Provide any additional comments, exceptions and explanations below:

Faculty will begin the process of revising their syllabi to include the newly approved standards as well as any recommendations from the Elementary Education Program Review, spring 2018 and annual data retreat. Faculty will also begin the process of curriculum align using the Praxis Curriculum Crosswalk - Science Content Knowledge for Teaching Subtest.

Academic year 2019-20

10. Will your program prepare teachers in science in 2019-20?

- Yes
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in science in 2019-20?

12. Provide any additional comments, exceptions and explanations below:

Course is being taught by a different faculty member and course redesign will occur this summer to align with co-teaching and the year-long student teaching residency.

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 <https://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 2017-18

1. Did your program prepare teachers in special education in 2017-18?

- Yes
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in special education in 2017-18?

3. Did your program meet the goal for prospective teachers set in special education in 2017-18?

- Yes
 No
 Not applicable

4. Description of strategies used to achieve goal, if applicable:

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

6. Provide any additional comments, exceptions and explanations below:

Based on the analysis of the summer data retreat in 2017, faculty modify or add additional elements to the curriculum.

Academic year 2018-19

7. Is your program preparing teachers in special education in 2018-19?

- Yes
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in special education in 2018-19?

9. Provide any additional comments, exceptions and explanations below:

Faculty are in the process of realigning the course sequence which will move the foundational special education course to the sophomore level. This move will provide candidates with exposure to content early in their course work.

Academic year 2019-20

10. Will your program prepare teachers in special education in 2019-20?

- Yes
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in special education in 2019-20?

12. Provide any additional comments, exceptions and explanations below:

This summer, faculty will transition EED 323 Understanding Exceptionalities course to a sophomore level course to provide earlier exposure to potential teacher candidates. With the co-teaching model in place, special education content will be embedded in all courses as one of the instructor has a special education background to add expertise in courses.

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 <https://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 2017-18

1. Did your program prepare teachers in instruction of limited English proficient students in 2017-18?

- Yes
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2017-18?

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2017-18?

- Yes
 No
 Not applicable

4. Description of strategies used to achieve goal, if applicable:

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

6. Provide any additional comments, exceptions and explanations below:

Based on the analysis of the summer data retreat in 2017, faculty may modify or add elements to the curriculum.

Academic year 2018-19

7. Is your program preparing teachers in instruction of limited English proficient students in 2018-19?

- Yes
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2018-19?

9. Provide any additional comments, exceptions and explanations below:

Faculty are in the process of realigning the course sequence which will move this course to the sophomore level. This move will provide candidates with exposure to content early in their course work.

Academic year 2019-20

10. Will your program prepare teachers in instruction of limited English proficient students in 2019-20?

- Yes
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2019-20?

12. Provide any additional comments, exceptions and explanations below:

Limited English Proficient topics and strategies will be emphasized in all junior and senior level courses similar to Special Education topics and strategies as the co-teaching model is used and modeled within the program. EED 319 Multicultural Education and English Language course will be transitioning to the sophomore level to provide earlier exposure to potential teacher candidates.

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.

1. 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
 No

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

- Yes
 No

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

- Yes
 No
 Program does not prepare special education teachers

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

- Yes
 No

5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.

- Yes
 No

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

- Yes
 No

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

- Yes
 No

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

1)Local Agency and State Needs - Our teacher candidates are prepared to work locally in Kansas, as well as other states seeking elementary education teachers. Our teacher candidates are even able to transition to tribal schools in their own communities. Their preparation at our university is of high quality and rigor to meet the demands of CCSS, legislation and characteristics of students they encounter. 2)Needs of the schools - Our candidates are thoroughly prepared to meet the needs of schools and curriculum as they learn best practices and current curriculum from instructors, workshops and training sessions. 3)Special Education Teachers - Not applicable as we do not prepare special education teachers. 4) Providing instruction to children with disabilities - Candidates thoroughly examine the state and federal laws (P.L. 94-142, Section 504 and ADA). Every principle is presented and tested in each law. Candidates are required to role play and an IEP meeting and create a mock IEP document. Candidates create and present a task analysis lesson focusing on one adaptive skill for a student with moderate mental retardation. In standards based lesson plans, candidates are required to differentiate their lessons for all ranges of abilities. For example, dyslexia, vision impairment, behavioral disorder and gifted and talented students. 5) Providing instruction to limited English proficient students - Candidates examine guidelines for working with ELLs, read classroom scenarios and reflect on those stories to spark discussion of effective problem solving solutions for the classroom. Classroom discussions are integrated with the textbook outline. A sampling of discussion questions are listed - How do I assess a student's English?, How do I get my reluctant speakers to speak English?, How do I teach grade level content to English beginners? and How do I help students build learning strategies? Candidates also observe an ELL classroom and interact with the ELL teacher. 6) Providing instruction to children from low-income families - Candidates reflect and respond to various real classroom scenarios. Candidates examine and explore solution for children who have experienced the poverty or whose learning may be effected by socio-economic status. 7) urban and rural schools - Candidates engage in group dialogue sessions after reading articles dealing with urban and rural education topics. The groups then share those discussion with the class. There are many times where candidates expand their knowledge by providing insight into their own urban or rural school experience. The strength of meeting these assurances lie in our field and clinical experiences. Our candidates are placed in school settings where most of these characteristics are present in the school and community. Candidates observe veteran teacher interactions with students and eventually experience those interactions when in the student teaching role. Candidates also assume the responsibilities and duties of their cooperating teacher during the student teacher semester, which means they attend all meetings regarding professional development and student issues such as SIT meetings, IEP meetings, parent/teacher conferences, etc. This provides candidates will multiple opportunities to work with children from various backgrounds and abilities.

Assessment Pass Rates

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

On this page, review the assessment pass rates. Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

After reviewing, save the page using the floating save box at the bottom of the page.

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2017-18	4			
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2016-17	6			
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2015-16	4			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2017-18	4			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2016-17	6			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2015-16	4			

Summary Pass Rates

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

On this page, review the summary pass rates. Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

After reviewing, save the page using the floating save box at the bottom of the page.

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2017-18	4		
All program completers, 2016-17	6		
All program completers, 2015-16	4		
All program completers, combined 3 academic years	14	14	100

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

On this page, review the questions regarding your program's approval/accreditation and whether your program has been designated as low performing by the state. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program. ([§205\(a\)\(1\)\(D\)](#), [§205\(a\)\(1\)\(E\)](#))

1. Is your teacher preparation program currently approved or accredited?

- Yes
 No

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

- State
 NCATE
 TEAC
 CAEP
 Other specify:

2. 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)?

- Yes
 No

Use of Technology

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Use of Technology](#)

Use of Technology

1. 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. ([§205\(a\)\(1\)\(F\)](#))

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes
 No

- b. use technology effectively to collect data to improve teaching and learning

Yes
 No

- c. use technology effectively to manage data to improve teaching and learning

Yes
 No

- d. use technology effectively to analyze data to improve teaching and learning

Yes
 No

2. 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.

The integration of technology within curricula and instruction is included in all courses offered at all levels within the Haskell ETEP. Students entering Haskell's ETEP have earned an Associates of Arts (AA) in Para-Professional Education. The AA degree program includes the use of technology in several courses. For example, course requirements for EED 205, Abnormal Psychology includes the creation and presentation of a Power Point slide show related to a childhood disorder; requirements for EED 202, Math Content Standards, include the exploration of web resources, materials, and online math programs, and the collection and display of data using Microsoft's Excel spread sheets to facilitate the construction of various graphs (pie, histogram, stem and leaf, bar graph and pictograms). In EED 204, students utilize the Internet to gather, investigate, and analyze information on various children's literature topics, books and authors/illustrators. They then present the information to peers using various technology tools - PowerPoint, Prezi, Blog etc. These experiences introduce students to the availability of curricula enhancement and support using technology. Students also have opportunities to use overhead projectors, LCD projectors, and digital projector cameras. During junior and senior semesters, the use of technological support is included in every course and documented in course syllabi. The faculty acknowledge the impact of technology in education and realize that it should be intentional and systematically embedded in every ETEP course offering, particularly those courses related to methods of teaching in senior II semester. Examples of ETEP'S course requirements and use of technology include, but are not limited to: 1) use of web site and compact disc presentations provided by course textbook publishing companies such as those available from Pearson and Allyn and Bacon; 2) creation of a current

BIE boarding school profile/magazine using web resources and Microsoft Publisher; 3) use of on-line learning modules and case studies provided by The IRIS center, Vanderbilt University to support course work related to classroom management, assessments, reading and understanding exceptionalities; 4) use of web resources and video lessons made available from www.nasa.gov/teacherssandbox, www.nctm.org, and www.pbs.org/teachersdomain to support course work in math and science; and 5) use of additional classroom resources to enhance language arts instruction, such as www.raz-kids.com and www.readinga-z.com, authors' web pages, such as www.janbrett.com, www.scholastic.com, www.starfall.com, www.fccr.org and other language arts resources. The campus classrooms within the ETEP include various examples of technology support devices, such as 1) overhead projectors, 2) video cameras, 3) digital projection cameras - Elmo, 4) computers and Internet access, 5) LCD projectors, 6) Two Promethean Boards in two classroom, and 20 iPads for classroom instruction. The ETEP building has a small computer lab with Internet access and WIFI, for student use. Greater access to computers and the Internet is available at the campus computer lab in the main campus library. All ETEP teacher candidates are required to subscribe to TaskStream, an online reporting and data collection system. This system allows teacher candidates the ability to search national and state curriculum and professional standards, create rubrics, build lesson plans, and communicate with other professionals who post information. The TaskStream system also allows Haskell's ETEP faculty to create customized course assignments and assessment tools (course assignment rubrics, field experience evaluation and forms). Field experience host and cooperating teachers are also provided access to the system which enables responses to posted bi-weekly and summative teacher candidate evaluations. Teacher candidates submit required assignments on-line and receive faculty assessment feedback via TaskStream. Evaluation data related to teacher candidate course performance and field placement performance is also collected using this system. During clinical experiences, teacher candidates have the opportunity to observe and use a variety of additional examples of supportive educational technology. Classrooms within the local school district have SmartBoards, Classroom Response Systems - individual remote clickers to indicated each individual response to review questions, laptop computers for student/classroom use and access to programs, such as EdTech Teacher and United Streaming videos. In junior II semester, the ETEP offers an assessment and evaluation course which provides candidate with an introduction to various types of assessments used in education (diagnostic, formal and informal formative, and summative). Candidates learn how to identify, select, and create grade and age-level appropriate assessments. Candidate also begin to understand how assessment results are used in the classroom to improve teaching and learning. The candidate began to view grading programs and create Excel spreadsheet and include charts displaying information about the students grades/progress. All senior level teacher candidates are required to complete the Kansas Performance Teaching Portfolio (KPTP) which includes the collection of pre and post test data related to student learning and submit a report of this data collection using various technological skills and resources. For example, candidates are required to disaggregate pre and post data using at least two contextual factors in chart/graph or table form. Then they discuss those results in reference to the learning goals and objectives for the unit. The KPTP also requires candidates to plan and implement lessons which demonstrate their ability to integrate technology to support student learning. For example, a candidate could show a You Tube clip as he/she is describes the lifecycle stages of a Monarch butterfly. The ETEP has implemented a program change which focuses on technology effective spring 2011. All courses are required to have a technology connection such as, showing various online teaching resources to be used in lesson plans, creating excel spreadsheet to collect classroom data, and utilizing a tutorial online program to enhance math and language arts skills. During the course of the academic year (2012-2013), instructors have received training in several areas of technology. A practicing teacher provided two half-day sessions on Promethean Board use and Flipchart creations. Instructors also attended two webinars sessions - E-Readers in the Classroom and Using iPads as Form of Instruction. These two webinars inspired instructors to seek funding to purchase twenty iPads for classroom use. In preparation of the twenty iPads, instructors will develop guidelines and iPad policy for student use. An instructor and couple of students are using Prezi as another form of formal presentations. Two instructors have also registered for a 2-day technology conference in August - SidLit. In 2013-14 SOE faculty continued to seek and attain professional development in technology by attending the annual SIDLIT Technology Conference in the summer and scheduling and viewing webinar sessions related to technology. Faculty are the sharing the knowledge gained with peers and teacher candidates as more technology is being presented in instruction of courses. In 2014-15 academic school year, the SOE faculty are becoming more purposeful with the use of classroom Ipads and technology resources. Apps and resources are constantly being shared between instructors and teacher candidates. In 2015-16 academic school year, faculty and teacher candidates are equally sharing technology resources as part of instruction, course assignments, and projects. In 2016-17 academic school year, teacher candidates are documenting and using technology in their lessons to not only gather and present information but to collect, manage, and analyze data. In 2017-18 academic school year, faculty and teacher candidates are using more technology resources to deliver content and to monitor K-6 student work - An instructor is using edweb.net webinars and the teaching channel to highlight lessons in ELA and Math in an interactive and discussion manner. To view content, Kahoots It! is also being used and candidates are beginning to make their own Kahoot It! for lessons they micro-teach. Teacher candidates are also gaining exposure to more technology in the elementary schools through resources like Seesaw, Reading Street, Math Expressions, and Powerschool.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

On this page, review the questions about how your program trains general education teachers and special education teachers. For the purposes of these questions, general education teachers means those who are not specifically prepared as special education teachers. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

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. ([§205\(a\)\(1\)\(G\)](#))

1. Does your program prepare general education teachers to:

a. teach students with disabilities effectively

- Yes
 No

b. participate as a member of individualized education program teams

- Yes
 No

c. teach students who are limited English proficient effectively

- Yes
 No

2. 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.

1) Teaching children with disabilities - Teacher candidates begin their awareness and study of disabilities at the sophomore level when they enrolled in EED 205 - Abnormal Psychology. EED 205 course content is designed to create awareness, understanding, and knowledge of general characteristics and educational needs of students with disabilities and/or atypical life experiences. This course introduces students to general terms and concepts related to appropriate educational practices and support systems within school and community settings for students with disabilities. At the junior level, teacher candidates continue to develop the ability to teach students with disabilities when enrolled in three specific education courses EED 305 Developmental Psychology, EED 323 Understanding Exceptionalities, and EED 324 Introduction to Curriculum Theory and Development. In EED 305 Developmental Psychology, candidates focus on the study of theories and related practices when considering typically developing students, but also provide a framework for understanding these critical components as related to student with disabilities. In EED 324 - Introduction to Curriculum Theory and Development, candidates study and create behavioral learning objectives, and aligned lessons and assessments. The ability to differentiate input modes, responses modes, measurement criterion, learning materials, and assessment practices is introduced during this course. In EED - 323 Understanding Exceptionalities, candidates have experience creating and presenting a task analysis lesson focusing on one adaptive skill for a student with moderate mental retardation. Candidates also gain a basic understanding and knowledge of the various types of disabilities and the accommodations that are related to each disability. All three courses include a strong focus on meeting the needs of students with disabilities. In senior year during the student teaching phase, candidates are required to design and teach three standards based lesson plans to be observed by the SOE supervisor. These lessons must address each core subject area of Math, English Language Arts, Science, or Social Studies. Within these standards based lessons, candidates are required to differentiate lessons based on the various student disabilities in the elementary classroom. If there are no students with IEPs, the candidate is still required to plan a lesson for a range of varying disabilities. For example, dyslexia, vision impairment, behavioral disorder and gifted and talented students. Student teachers are also encouraged to collaborate with the cooperating teacher and special education

teacher when planning these standards based lessons to ensure appropriate accommodations are made. IEP team member - Candidates thoroughly examine the state and federal laws (P.L. 94-142, Section 504 and ADA). Every principle is presented and tested in each law. Candidates are required to role play an IEP meeting and create a mock IEP document. These activities are all accomplished in the college classroom. However, our candidates also experience the IEP process in the elementary school by attending the various meetings such as referral meetings, student intervention team (SIT) meetings, evaluation meeting or participating in the evaluation process, such as completing a teacher behavioral checklist or documenting time on task activities. Eventually the candidates observe and participate in an actual IEP meeting with parents and other team members. The fact that our candidates are placed in an elementary school for the entire year for pre-student teaching followed by the student teaching experience has been very beneficial as they may be able to observe and be a part of the complete identification and placement process, or annual IEP reviews. 2) Teaching ELL - Candidates examine guidelines for working with ELLs, read classroom scenarios and reflect on those scenarios to spark discussion of effective problem solving solutions for the classroom. Classroom discussion are integrated with the textbook outline. A sampling of discussion questions are listed - How do I assess a student's English?, How do I get my reluctant speakers to speak English?, How do I teach grade level content to English beginners? and How do I help students build learning strategies? Candidates also observe at an ELL high incidence schools within the community.

3. Does your program prepare special education teachers to:

a. teach students with disabilities effectively

- Yes
- No
- Program does not prepare special education teachers

b. participate as a member of individualized education program teams

- Yes
- No
- Program does not prepare special education teachers

c. teach students who are limited English proficient effectively

- Yes
- No
- Program does not prepare special education teachers

4. 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.

Haskell does not offer a teacher preparation program in the area of special education.

Contextual Information

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

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 (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

There is a long history associated with this university. Haskell officially opened its doors in 1884 under the name of the United States Indian Industrial Training School. The purpose of the school was to provide an agricultural education to young American Indian children in grades one through five. By 1927, high school classes were being offered. In 1935 another transition was made as Haskell began offering vocational-technical courses. The last high school class graduated in 1965. In 1970, Haskell began offering junior college curriculum and became known as Haskell Indian Junior College. In 1992, the National Haskell Board of Regents recommended a new name to reflect its vision for Haskell as a national center for Indian education, research, and cultural preservation. In 1993, the Assistant Secretary for Indian Affairs approved the change, and Haskell became "Haskell Indian Nations University." Haskell Indian Nations University is the only inter-tribal university in the United States. Students who attend Haskell represent many federally-recognized tribes across the United States making the student body the most diverse group imaginable. Haskell offers four baccalaureate programs in elementary education, American Indian Studies, business administration, and environmental science. Haskell still offer associate degree programs in four areas education, business, science and the arts. The Elementary Teacher Education Program was the first baccalaureate program offered at Haskell Indian Nations University. The ETEP was established to prepare American Indians and Alaska Natives teacher to return to their native communities and teach. The first cohort graduated in 1997. At the end of 2017-18 academic year, we will have 182 program completers from the Elementary Teacher Education Program from Haskell Indian Nations University. The School of Education faculty and SOE Advisory Board continue to work collaboratively to ensure our mission and vision are being met. The mission of the Elementary Teacher Education Program at Haskell Indian Nations University is to provide a quality Elementary Teacher Education Program grounded in traditional and contemporary American educational philosophies and theories, current best practices, and K-6 curriculum standards while integrating Native American culture perspectives to foster equitable learning communities for children. The SOE Vision is dedicated to developing Native Leaders who are critical thinkers, high achiever, reflective practitioners, and caring leaders for tomorrow's learners. In 2012-13, The School of Education had their first NCATE/KSDE accreditation visit. Out of seven standards, we met six standards, including one standard at the Target Level (Standard 3 - Field Experience and Clinical Practice). The standard not met was Standard 2 - Assessment. We were given Provisional Accreditation for two years with a focus visit scheduled for fall 2014 on Standard 2 only. All previous accreditation visits were at the state level with KSDE. In the fall of 2015, the School of Education at Haskell Indian Nations University had their focus visit on Standard 2 - Assessment with the NCATE and KSDE accreditation team. NCATE's accreditation decision was made in May 2015 - all seven standards were met. Final KSDE approval was granted on August 11, 2015 on all seven standards being met. Due to the time frame, the ETEP was identified as low-performing status until the final approval in August 11, 2015. The unit is now fully accredited and no longer identified as low-performing status. The SOE defined the number of candidates enrolled for 2017-18 as the number of juniors and number of teacher candidates accepted into the program in March 2018 who have not yet completed the program. The number of program completers are seniors exiting the program at the end of the academic year.

Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is **16**.

Number of program completers from Section I: Program Information, Program Completers is **4**.

For a total enrollment of **20**.

Certification of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

TITLE:

Certification of review of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF REVIEWER:

TITLE:

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	11	16	45.45%
Male Enrollment	4	5	25.00%
Female Enrollment	7	11	57.14%
Hispanic/Latino Enrollment	0	0	
American Indian or Alaska Native Enrollment	11	16	45.45%
Asian Enrollment	0	0	
Black or African American Enrollment	0	0	
Native Hawaiian or Other Pacific Islander Enrollment	0	0	

Item	Last Year	This Year	Change
White Enrollment	0	0	
Two or more races Enrollment	0	0	
Average number of clock hours required prior to student teaching	300	300	0.00%
Average number of clock hours required for student teaching	525	525	0.00%
Average number of clock hours required for mentoring	0	0	
Number of full-time equivalent faculty in supervised clinical experience during this academic year	2	2	0.00%
Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	6	4	-33.33%
Number of students in supervised clinical experience during this academic year	6	4	-33.33%
Total completers for current academic year	6	4	-33.33%
Total completers for prior academic year	4	6	50.00%
Total completers for second prior academic year	8	4	-50.00%