



Haskell Indian Nations University
Traditional Report AY 2019-20
Kansas



REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

CITY

STATE

ZIP

SALUTATION

FIRST NAME

LAST NAME

Boyd

PHONE

(785) 832-6685

EMAIL

jacqueline.boyd@bie.edu

List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Postgraduate level (PG), or both. ([§205\(a\)\(C\)](#))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Teacher Preparation Program](#)

THIS PAGE INCLUDES:

>> [List of Programs](#)

List of Programs

Note: This section is preloaded with the list of programs reported in the prior year's IPRC.

| CIP Code | Teacher Preparation Programs | UG, PG, or Both | Update |
|----------|------------------------------|-----------------|--------|
| 13.1202 | Elementary Education | UG | |

Total number of teacher preparation programs:

1

Program Requirements

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. [\(\\$205\(a\)\(1\)\(C\)\(i\)\)](#)

THIS PAGE INCLUDES:

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

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

Undergraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

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 table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

| Element | Admission | Completion |
|---|---|---|
| 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 |

| Element | Admission | Completion |
|--|---|---|
| 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 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.)

3

4. 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 discussions 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 Board 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 discussions 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 completion to 3.0 and must be achieved prior to entry into student teaching. This requirement will be effective starting 2018-19.

Postgraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

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 table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

| Element | Admission | Completion |
|-------------------|--|--|
| 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 |

| Element | Admission | Completion |
|---|--|--|
| 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 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.)

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

Supervised Clinical Experience

Note: The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2019-20. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- Yes
 No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)

| | |
|--|-----|
| Number of clock hours of supervised clinical experience required prior to student teaching | 300 |
| Number of clock hours required for student teaching | 525 |

Are there programs in which candidates are the teacher of record?

- Yes
 No

If yes, provide the next two responses. If no, leave them blank.

| Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs) | |
|--|--|
| Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom | |
| Years required of teaching as the teacher of record in a classroom | |

| All Programs | |
|--|---|
| Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) | 2 |
| Optional tool for automatically calculating full-time equivalent faculty in the system | |
| Number of adjunct faculty supervising clinical experience during this academic year (IHE staff) | 0 |
| Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year | 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 building 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 explaining the student teacher’s role, and provides 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. In 2019-2020, the ETEP implemented the one-year clinical residency at the local school district or a school within the teacher candidate's home community (Indian Country). Two teacher candidates selected to pilot the one- residency and two teacher candidates opted for the regular pathway described above. The two teacher candidates who selected the one-year clinical residency were able to fully experience the teaching duties and responsibilities in both the fall semester and half of spring semester (due to the pandemic). They started the fall semester co-planning and co-teaching and by late October they began doing lesson independently. The two candidates who selected the regular pathway were unable to fully experience the teaching duties and responsibilities in only the spring semester as their time was cut short due to the pandemic. As a result of the positive experiences in the one-year clinical residency, the ETEP has decided to move the program to a one-year clinical experience for all teacher candidates.

Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

(§205(a)(1)(C)(ii))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Enrolled Student](#)
- [Program Completer](#)

Enrollment and Program Completers

| 2019-20 Total | |
|--------------------------------------|----|
| Total Number of Individuals Enrolled | 13 |
| Subset of Program Completers | 1 |

| Gender | Total Enrolled | Subset of Program Completers |
|---|----------------|------------------------------|
| Male | 1 | 0 |
| Female | 12 | 1 |
| Non-Binary/Other | 0 | 0 |
| No Gender Reported | 0 | 0 |
| Race/Ethnicity | Total Enrolled | Subset of Program Completers |
| American Indian or Alaska Native | 13 | 1 |
| Asian | 0 | 0 |
| Black or African American | 0 | 0 |
| Hispanic/Latino of any race | 0 | 0 |
| Native Hawaiian or Other Pacific Islander | 0 | 0 |
| White | 0 | 0 |

| Race/Ethnicity | Total Enrolled | Subset of Program Completers |
|----------------------------|----------------|------------------------------|
| Two or more races | 0 | 0 |
| No Race/Ethnicity Reported | 0 | 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.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic Major](#)

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 2019-20.

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\(b\)\(1\)\(H\)](#))

What are CIP Codes?

No teachers prepared in academic year 2019-20

If your program has no teachers prepared, check the box above and leave the table below blank (or [clear responses already entered](#)).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (<https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>).

| CIP Code | Subject Area | Number Prepared |
|----------|--|--------------------------------|
| 13.10 | Teacher Education - Special Education | <input type="text" value="0"/> |
| 13.1202 | Teacher Education - Elementary Education | <input type="text" value="1"/> |

| CIP Code | Subject Area | Number Prepared |
|----------|--|--------------------------------|
| 13.1203 | Teacher Education - Junior High/Intermediate/Middle School Education | <input type="text" value="0"/> |
| 13.1210 | Teacher Education - Early Childhood Education | <input type="text" value="0"/> |
| 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"/> |
| 13.1320 | Teacher Education - Trade and Industrial | <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"/> |
| 13.1328 | Teacher Education - History | <input type="text" value="0"/> |
| 13.1329 | Teacher Education - Physics | <input type="text" value="0"/> |
| 13.1331 | Teacher Education - Speech | <input type="text" value="0"/> |

| CIP Code | Subject Area | Number Prepared |
|----------|--|--------------------------------|
| 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"/> |
| 13.99 | 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 2019-20. 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.

[What are CIP Codes?](#)

Does this teacher preparation provider grant degrees upon completion of its programs?

- Yes
 No

No teachers prepared in academic year 2019-20

If this provider does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

| CIP Code | Academic Major | Number Prepared |
|----------|--|--------------------------------|
| 13.10 | Teacher Education - Special Education | <input type="text" value="0"/> |
| 13.1202 | Teacher Education - Elementary Education | <input type="text" value="1"/> |
| 13.1203 | Teacher Education - Junior High/Intermediate/Middle School Education | <input type="text" value="0"/> |
| 13.1210 | Teacher Education - Early Childhood Education | <input type="text" value="0"/> |
| 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"/> |

| CIP Code | Academic Major | Number Prepared |
|----------|---|-----------------|
| 13.1308 | Teacher Education - Family and Consumer Sciences/Home Economics | 0 |
| 13.1309 | Teacher Education - Technology Teacher Education/Industrial Arts | 0 |
| 13.1311 | Teacher Education - Mathematics | 0 |
| 13.1312 | Teacher Education - Music | 0 |
| 13.1314 | Teacher Education - Physical Education and Coaching | 0 |
| 13.1315 | Teacher Education - Reading | 0 |
| 13.1316 | Teacher Education - General Science | 0 |
| 13.1317 | Teacher Education - Social Science | 0 |
| 13.1318 | Teacher Education - Social Studies | 0 |
| 13.1320 | Teacher Education - Trade and Industrial | 0 |
| 13.1321 | Teacher Education - Computer Science | 0 |
| 13.1322 | Teacher Education - Biology | 0 |
| 13.1323 | Teacher Education - Chemistry | 0 |
| 13.1324 | Teacher Education - Drama and Dance | 0 |
| 13.1328 | Teacher Education - History | 0 |
| 13.1329 | Teacher Education - Physics | 0 |
| 13.1331 | Teacher Education - Speech | 0 |
| 13.1337 | Teacher Education - Earth Science | 0 |
| 13.14 | Teacher Education - English as a Second Language | 0 |
| 13.99 | Education - Other Specify: <input data-bbox="289 1654 1256 1692" type="text"/> | 0 |
| 01 | Agriculture | 0 |
| 03 | Natural Resources and Conservation | 0 |
| 05 | Area, Ethnic, Cultural, and Gender Studies | 0 |
| 09 | Communication or Journalism | 0 |

| CIP Code | Academic Major | Number Prepared |
|----------|--|-----------------|
| 11 | Computer and Information Sciences | 0 |
| 12 | Personal and Culinary Services | 0 |
| 14 | Engineering | 0 |
| 16 | Foreign Languages, Literatures, and Linguistics | 0 |
| 19 | Family and Consumer Sciences/Human Sciences | 0 |
| 21 | Technology Education/Industrial Arts | 0 |
| 22 | Legal Professions and Studies | 0 |
| 23 | English Language/Literature | 0 |
| 24 | Liberal Arts/Humanities | 0 |
| 25 | Library Science | 0 |
| 26 | Biological and Biomedical Sciences | 0 |
| 27 | Mathematics and Statistics | 0 |
| 30 | Multi/Interdisciplinary Studies | 0 |
| 38 | Philosophy and Religious Studies | 0 |
| 40 | Physical Sciences | 0 |
| 41 | Science Technologies/Technicians | 0 |
| 42 | Psychology | 0 |
| 44 | Public Administration and Social Service Professions | 0 |
| 45 | Social Sciences | 0 |
| 46 | Construction | 0 |
| 47 | Mechanic and Repair Technologies | 0 |
| 50 | Visual and Performing Arts | 0 |
| 51 | Health Professions and Related Clinical Sciences | 0 |
| 52 | Business/Management/Marketing | 0 |
| 54 | History | 0 |

| CIP Code | Academic Major | Number Prepared |
|----------|---|---|
| 99 | Other Specify: <input data-bbox="287 121 1260 163" type="text"/> | <input data-bbox="1292 90 1572 132" type="text" value="0"/> |

Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

Respond to the following assurances. Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\)](#); [§206\(b\)](#))

Program Assurances

Note: This section is preloaded from the prior year's IPRC.

1. Program 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 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. Candidates are also practicing various co-teaching models the classroom as their instructors also model co-teaching in the classroom. In May of 2020, we hired a new faculty member who worked as a Special Education teacher which brings a wealth of knowledge, experience, and recency to the program.

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 solutions for children who have experienced 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 discussions with the class. There are many times when 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 teaching 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 with multiple opportunities to work with children from various backgrounds and abilities.

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 teacher preparation 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\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in mathematics in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes
 No

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:

Our institution only has one program - Elementary Education. However, the teacher candidates are well-prepared for math instruction as faculty have work on the course syllabus to align with the Math content and curriculum topics in the Praxis CKT-Math and the Kansas State Department Education (KSDE) Licensure Program Standards for Elementary Education Educator K-6. Teacher candidate enroll in three math courses - EED 230 Introduction

to Math Methods, EED 332 Math Methods for K-2 Learners, and EED 336 Math Methods for 3-6 Learners and must pass each course with a "C" or higher.

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in mathematics in 2020-21? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in mathematics in 2021-22? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

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 teacher preparation 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\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in science in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes
 No

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:

Our institution only offers one program - elementary education. In spite of this, we prepare teacher candidate to be well-rounded in science by requiring teacher candidate to take two science courses with a lab prior to applying for the program. The options include general biology, general chemistry, physics, physical science, or astronomy. Once admitted to the program, candidates enrolled in EED 352 in their junior II semester and the course is

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in science in 2020-21? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in science in 2021-22? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

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 teacher preparation 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\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in special education in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes
 No

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:

The institution only offers one program - Elementary Education. Nonetheless, the teacher candidates are prepared to meet the need of special education students as they enroll in EED 323 Understanding Exceptionalities in their Junior I semester. Furthermore, all method courses are embedded with special education content so candidates are prepared to meet the needs of typical developing students as well as special education students.

There are two faculty member who have a Masters degree in special education and work experience with special education students which add expertise and collaboration within courses.

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in special education in 2020-21? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in special education in 2021-22? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

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 teacher preparation 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\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

Report Progress on Last Year's Goal (2019-20)

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

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- Yes
- No

2. Describe your goal.

3. Did your program meet the goal?

- Yes
- No

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:

The institution offers only one program - Elementary Education. Yet, the program is able to prepare teacher candidates to work with student who have limited English proficiency. Candidates enroll in EED 260 Multiculturalism and English Language Learners at the sophomore level. Then further applies

the content learned in the method courses taken in junior year. This is a similar process as the special education content.

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Assessment Pass Rates

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. ([§205\(a\)\(1\)\(B\)](#))

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 RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

Assessment Pass Rates

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|--|---------------------------|-------------------------|----------------------------|---------------------|
| ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl | 7 | | | |
| ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) All program completers, 2019-20 | 1 | | | |
| ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl | 7 | | | |
| ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2019-20 | 1 | | | |
| ETS7814 -ELEM ED CKT: SCIENCE Educational Testing Service (ETS) All enrolled students who have completed all noncl | 7 | | | |
| ETS7814 -ELEM ED CKT: SCIENCE Educational Testing Service (ETS) All program completers, 2019-20 | 1 | | | |

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---------------------------|-------------------------|----------------------------|---------------------|
| ETS7815 -ELEM ED CKT: SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl | 7 | | | |
| ETS7815 -ELEM ED CKT: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2019-20 | 1 | | | |
| ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All enrolled students who have completed all noncl | 1 | | | |
| ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2018-19 | 5 | | | |
| ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2017-18 | 4 | | | |
| ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All enrolled students who have completed all noncl | 2 | | | |
| ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2018-19 | 5 | | | |
| ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2017-18 | 4 | | | |

Summary Pass Rates

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. ([§205\(a\)\(1\)\(B\)](#))

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 RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

Summary Pass Rates

| Group | Number taking tests | Number passing tests | Pass rate (%) |
|---|---------------------|----------------------|---------------|
| All program completers, 2019-20 | 1 | | |
| All program completers, 2018-19 | 5 | | |
| All program completers, 2017-18 | 4 | | |
| All program completers, combined 3 academic years | 10 | 10 | 100 |

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

Note: This section is preloaded from the prior year's IPRC.

Low-Performing

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
- CAEP
- AAQEP
- Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- Yes
- No

Use of Technology

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

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 230, Introduction to Math Methods, include the exploration of web resources, materials, and online math programs, create math survey and documents, 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 classrooms, 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 candidates 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. Candidates also begin to understand how assessment results are used in the classroom to improve teaching and learning. The candidates begin 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 describing 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 webinar 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 developed guidelines and iPad policy for student use. An instructor and couple of students used Prezi as another form of formal presentations. Two instructors 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 shared knowledge gained with peers and teacher candidates as more technology was presented in instruction of courses. In 2014-15 academic school year, the SOE faculty became more purposeful with the use of classroom Ipads and technology resources. Apps and resources were constantly being shared between instructors and teacher candidates. In 2015-16 academic school year, faculty and teacher candidates equally sharing technology resources as part of instruction, course assignments, and projects. In 2016-17 academic school year, teacher candidates documented and used 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 used more technology resources to deliver content and to monitor K-6 student work - An instructor used 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! was also used and candidates began to make their own Kahoot It! for lessons they micro-teach. Teacher candidates also gained exposure to more technology in the elementary schools through resources like Seesaw, Reading Street, Math Expressions, and Powerschool. In 2018-19 academic school year, faculty and teacher candidates are utilizing more technology resources and platforms by embedding them in course content and lesson plans at the elementary and college level. Faculty and teacher candidates are attending more technology conferences and teaching each others the topics from the conferences. The SOE has also purchased the magic cube for augmented and virtual lessons that were taught in summer school 2019. Faculty and teacher candidates may check-out the magic cube to use in instruction. In 2019-2020 academic school year, faculty began utilizing Blackboard Platform for the one-year clinical and student teaching experiences. Assignments were uploaded so candidates would have immediate access to assignments, feedback and grading. With campus closing school due to the pandemic all course work were entered in Blackboard Platform for the remainder of spring 2020. Faculty used Zoom for synchronous sessions with teacher candidates. Faculty also began using more of Google's programs to design course content such as - Jamboard, Slides, Draw, Forms, etc. as well as other programs - Peardeck, Flipgrid, etc. Teacher candidate also because using these programs in their lesson plans and micro-teachings.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

Note: This section is preloaded from the prior year's IPRC.

Teacher Training

1. Provide a description of the activities that prepare general education teachers to:

a. Teach students with disabilities effectively

In EED 323 Understanding Exceptionalities, candidates are exposed to IEP documents, IEP meetings, and IEP referral process. They also experience the process via scenario situations and mock IEP meeting. Candidates are also provided with knowledge about the various disabilities - prevalence, characteristics, accommodations, instructional strategies and assessment practices. The accommodations, instructional strategies and assessment practices are further enhanced in all methodology courses and lesson planning as candidates must provide differentiated instruction for four or more types of learners. Candidates are familiar with all state and federal legislation related to special education (PL 94-142, Section 504, ADA, etc.). Candidate are taught the various co-teaching models throughout the program as faculty model and co-teach several courses. Candidate are require to practice co-teaching with peers in courses so they are comfortable with applying the co-teaching models in their field and clinical experiences. In May 2020, a new faculty member has been hired with a master's degree and recent work experience as a Special Education Teacher. She will be responsible for teaching the course and realigning the course work.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

During pre-student teaching and student teaching semesters, teacher candidates are able to observe and participate in IEP teams as they assume and follow the roles and responsibilities of their host teacher. Depending on the school, some candidate are able to be active members of an IEP team and in others they are active observers. Those candidates who are active members may also be involved in the gathering and recording of data. Candidates are also involved in student intervention teams (SIT) if a student is identified under Section 504.

c. Effectively teach students who are limited English proficient.

Candidates are encouraged to address strategies for working with students who are limited English proficient in their lesson plans as most of the candidates are placed in schools where there is limited or no enrollment of students with limited English. Candidate who are placed in schools with limited English proficient students work collaboratively with the host teacher and school's ELL resource person to plan lessons that are embedded with ELL strategies to assist the learner. For example, some candidates are familiar with preparing newsletters and notes in both English and Spanish and creating activity sheets and materials that contain Spanish texts, more visuals, and personal copies of ELL Learner so focus can be on the document verse transferring text to paper. Some are even role playing Parent/Teacher Conference in Spanish.

2. Does your program prepare special education teachers?

- Yes
 No

If yes, provide a description of the activities that prepare *special education teachers* to:

a. Teach students with disabilities effectively

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

c. Effectively teach students who are limited English proficient.

Contextual Information

THIS PAGE INCLUDES:

>> [Contextual Information](#)

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

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 offers 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 Native teachers to return to their native communities and teach. The first cohort graduated in 1997. At the end of 2019-20 academic year, we will have 188 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 cultural perspectives to foster equitable learning communities for children. The SOE Vision is dedicated to developing Native Leaders who are critical thinkers, high achievers, 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. In the fall of 2019, the School of Education at Haskell Indian Nations University had their combined State and CAEP Accreditation site visit. In April 2020, we were granted CAEP accreditation from spring 2020 to spring 2027 with the next accreditation visit in the fall of 2026. We also received State accreditation from Kansas.

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.

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:

Jacqueline Boyd

TITLE:

Department Chair

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:

Cheryl Chuckluck

TITLE:

Dean of Professional Schools