1. Select Your Department	Curriculum & Instruction
2. Has the program's purpose, SLOs, or program review year changed from the above document?	No
Upload the edited Purpose/SLO doc here.	app.captainform.com/upload_dld.php?fileid=81f8edf2f547c4ad6f2a9b7399477177
3. Will/did the department submit a program review this year? If yes, please attach the final review as a pdf document.	No
Upload program review pdf.	app.captainform.com/upload_dld.php?fileid=a69ecf1bd253465e77acada754740eb5

1. Please select the type of direct evidence of student learning that was gathered THIS YEAR.	
-Exam created by department or external agency	yes
-Supervisor or employer evaluation of student performance outside the classroom (internship, field experience, practicum, student teaching)	yes
Please describe any other direct evidence gathered this year	
2. Please select the type of indirect evidence of student learning that was gathered THIS YEAR.	
-Employer meetings/discussions/survey interview of student SLO achievement	yes
-Student surveys (course evaluation additional questions, program created, from institutional student survey data) contain reports of SLO achievement	yes
Please describe any other indirect evidence gathered this year:	
3. Please select how the evidence was evaluated, analyzed, or interpreted.	
-External organization/person analyzed the data (e.g. external accrediting/licensure organizations, standardized exam company)	yes
-Compiled survey results	yes
Please describe any other methods not listed:	Federal Title II report CAEP AIMS annual report
4. Enter the number of students assessed for each SLO.	47
5. Summarize the results of the assessment activities including the percentage of students that met or exceeded each SLO and a list of student learning strengths and weaknesses.	For this report, I've focused on Goal 1 objectives. Goal 1--Objective 1--broad base of liberal arts---assessed via passing the C-BASE exam prior to full acceptance to the teacher education program. 100% pass rate as students are not allowed to student teach without this. In previous years we've had several students struggle to pass. We've consequently created additional study courses and

have tried to be more vigilant on making sure students enroll as needed.

Goal 1--objective 2--proficiency in major area of licensure--assessed via grade check at time of student teaching. All major courses must be completed prior to student teaching.

Goal 1--objective 3--acquire strategies for teaching-- Assessed by course grades in CI220 Principles and strategies of teaching, methods courses, student teaching. Course grades can be reviewed. Specifically standards 1-5 of the SOAR document--attached. (scores for each student teacher can be accessed on the department data base. This is a new tool undergoing reliability and validity study by the Marzano Institute/REL Central.)

Goal 1--objective 4--recognize how students learn and develop--assessed via course grades in CI455 The Teaching-Learning Process, PY204 Child Development, the SOAR standards 1 & 2.

The Kansas Professional Teaching Portfolio hits all of these objectives. This document is required of all student teachers.

We also adopted a new lesson plan template mid year (January 2018) The students seemed to struggling with differentiating instruction and, in short, not including enough steps in the instruction process. The new template has been edited twice during the spring semester.

6. Please upload any supporting documentation (i.e. rubrics, data analysis, charts/tables, department minutes, etc.)	[app.captainform.com/upload_dld.php?fileid=60a5 2c93f858fe869b95466ccd1017f1](app.captainform.com/upload_dld.php?fileid=60a52c93f858fe869b95466ccd1017f1)
7. What describes how the program plans to use the results?	
-Assessment procedure changes (SLOs, curriculum map rubrics, evidence collected, sampling, communications with faculty, etc.)	yes
-Course changes (course content, pedagogy, courses offered, new course, pre-requisites, requirements)	yes
-Results indicated no action needed because students met expectations	yes
-Use is pending (typical reasons: insufficient number of students in population, evidence not evaluated or interpreted yet, faculty discussions continue)	yes
Please describe any other uses not listed:	The plan for summer 2018 is to revamp our assessment of teacher dispositions. At our last

	NCATE accreditation we were given an AFI (area for improvement) on dispositions due to the lack of consistency across the unit. Also KSDE adopted a new set of professional education standards which each have their own dispositions. To date, we have narrowed down the list, but it requires further refinement.The plan is to finalize a set of dispositions by June 25 then send that list out to our advisory board for review and input. Assuming approval, we will then update the handbooks, and all assessment forms with the consistent, new language of the dispositions. As mentioned above, the SOAR is a new tool in draft mode starting fall 2017.
8. What program changes or modifications to improve student learning were made this year based on last year's assessment results?	In all honesty, when completing this report I focus much more on the federal reports and accreditation reports than the local annual report. I've yet to figure out how to insert the vast amounts of assessment data we collect and review into this format. That being said... here are some changes 1) we joined a PAC for recruiting. I visited HCC twice; we hosted EdChat, a recruiting symposium, we've worked on trying to develop a recruiting plan and had lots of meetings about it. Vicki and April (with students) attended a EdChat type symposium at MNU in fall to get ideas for ours. 2) We created a 3+1 BA to M.Ed. curriculum. 3) we piloted the SOAR--see previous uploads 4) new lesson plan template-- see attachment 5) new faculty hire is being trained
If you have supporting data please include it. (Previous department reports can be found at Step 01. Use the Previous button below.)	
1. The department will submit a program review NEXT YEAR.	No
2. SLO(s) the department will assess NEXT YEAR is/are:	Pilot our new and supporting documents. (We will likely need to update the SLOs to include these new dispositions...I'm not sure how to word that.

All other SLOs will also be monitored via our annual reports. |

	Since last year's report was on goal 1-knowledge, I will focus on Goal 2--application in 2018-2019.
3. Please select the type of direct evidence of student learning the department plans to use NEXT YEAR.	
-Assignment/exam paper completed as part of regular coursework and used for program-level assessment	yes
-Capstone work product (e.g. written paper, presentation, research)	yes
-Portfolio of student work	yes
-Supervisor or employer evaluation of student performance outside the classroom (internship, field experience, practicum, student teaching)	yes
Please describe any other direct evidence planned for next year:	SOAR, KPTP, Course grades, newly revised portfolio (too be worked on in summer 2018)
4. Please select the type of indirect evidence of student learning that was gathered NEXT YEAR.	
-Employer meetings/discussions/survey interview of student SLO achievement	yes
-Student reflective writing assignment (essay, journal entry, self-assessment) on their SLO achievement	yes
-Alumni survey that contains self-reports of SLO achievement	yes
-Student surveys (course evaluation additional questions, program created, from institutional student survey data) contain reports of SLO achievement	yes
Please describe any other indirect evidence planned for next year:	The portfolio and KPTP both required reflective statements. The plan for the new portfolio is to require a reflective narrative each semester.
5. Based on previous assessment data, what percentage of students does the department expect to meet or exceed the SLO(s)?	100
6. Is the department interested in learning how to apply for an assessment grant?	No

Ed Chat

April 11, 2018

8:45   Registration
Friendship Hall

9:00   Welcome   *groups, 3H*
Brown Auditorium

9:30 – 11:30
Breakout Sessions (1,2,3)

11:30   Lunch
Maker's Space

12:05   Group Photo
Miller Library

12:10 – 1:20
Breakout Sessions (4,5)

1:30   Keynote Speaker
Brown Auditorium

                — *handouts*

2:00pm   Exit

AIMS report 2018

CAEP Annual Reporting Measures
The Council for the Accreditation of Education Preparation (CAEP) has eight annual reporting measures used to help inform the public on performance outcomes and program impact of the teacher education program. The eight measures for the undergraduate program with links to the data are listed below.

1. Impact on P-12 learning and development
McPherson College is preparing a plan to present this data.

2. Indicators of teaching effectiveness
McPherson College is preparing a plan to present this data.

3. Satisfaction of employers and employment milestones
McPherson College is preparing a plan to present this data.

4. Satisfaction of completers
McPherson College is preparing a plan to present this data.

5. Graduation rates
The first step toward graduation is retention in the program. To that end, the annual retention report identifies the number of candidates who apply each semester to the teacher education program. Retention and attrition rates each cohort are identified in each column.
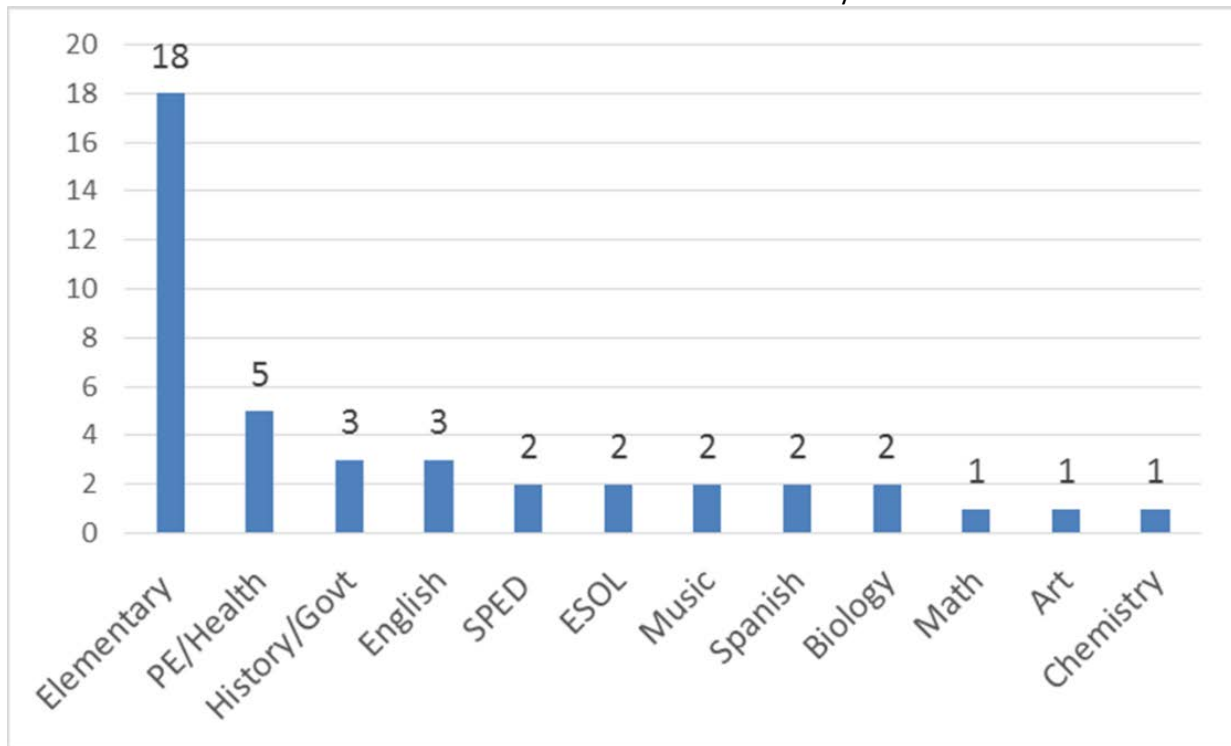
Retention report

	F2012		S2013		F2013		S2014		F2014		S2015		F2015		S2016		F2016		S2017		F2017	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
# of applicants to TEP	14		9		11		12		15		8		5		6		10		4		17	
# / % accepted	5	36%	1	11%	2	18%	2	17%	5	33%	4	50%	1	20%	3	50%	3	30%	2	50%	3	18%
# / % restricted acceptance	6	43%	6	67%	9	82%	8	67%	9	60%	3	38%	4	80%	2	33%	5	50%	2	50%	14	82%
# / % denied	3	21%	2	22%	0	0%	2	17%	1	7%	1	13%	0	0%	1	17%	2	20%	0	0%	1	6%
# / % restricted and denied eventually accepted	7	78%	5	63%	9	100%	8	80%		0%	3	75%	4	100%	1	33%	3	43%	2	100%	7	47%
cumm. # / % fully accepted	12	86%	6	67%	#	100%	#	83%	5	33%	7	88%	5	100%	4	67%	6	60%	4	100%	10	59%
# / % completers	10	71%	5	56%	9	82%	9	75%	9	60%	5	63%	2	40%	1	17%	0	0%	0	0%	0	0%
# / % dropping program	4	29%	4	44%	2	18%	3	25%	6	40%	2	25%	1	20%	0	0%	1	10%	0	0%	0	0%
# / % still in program	0	0%	0	0%	0	0%	0	0%	0	0%	1	13%	2	40%	4	67%	9	90%	4	100%	17	100%
total # in program	38		45		43		54		51		58		38		43		41		45			

Candidates are also tracked by the various licensure areas they are seeking. These data can be found in the chart "Enrollment by licensure area." Each year approximately 50% of candidates are seeking the elementary endorsement and the other half are split among the P-12 and secondary licensure areas.

Enrollment in licensure areas as of January 2018

Licensure Area	Enrollment
Elementary	18
PE/Health	5
History/Govt	3
English	3
SPED	2
ESOL	2
Music	2
Spanish	2
Biology	2
Math	1
Art	1
Chemistry	1

The six-year graduation rate for the institution is identified below. The EPP does not disaggregate the graduation rate for completers alone.

UNDERGRADUATES AT A GLANCE

McPherson College undergraduate student enrollment reached 725 students in the fall of 2017, a ten-year high for the institution. A 13-1 faculty-student ratio keeps class sizes small and with almost 2/3 of students living on campus a true sense of community is apparent at McPherson College.

Graduation Rates

6-Year Graduation Rate*

Academic Year Cohort	2006	2007	2008	2009	2010	2011
Overall	52%	51%	48%	51%	36%	35%
Women	61%	60%	49%	44%	48%	39%
Men	46%	43%	48%	55%	30%	32%
Athletes	51%	49%	46%	57%	35%	47%

* Graduation/Completion Rates represent the percentage of entering students for a given year who completed their programs or graduated within 150% of the normal time to complete a program or degree. Six years is considered 150% of the time to complete the four year bachelor's degree. The 150% guideline is established by federal Higher Education Amendment (HEA) legislation in 1990 and 1992.

Retention Rates
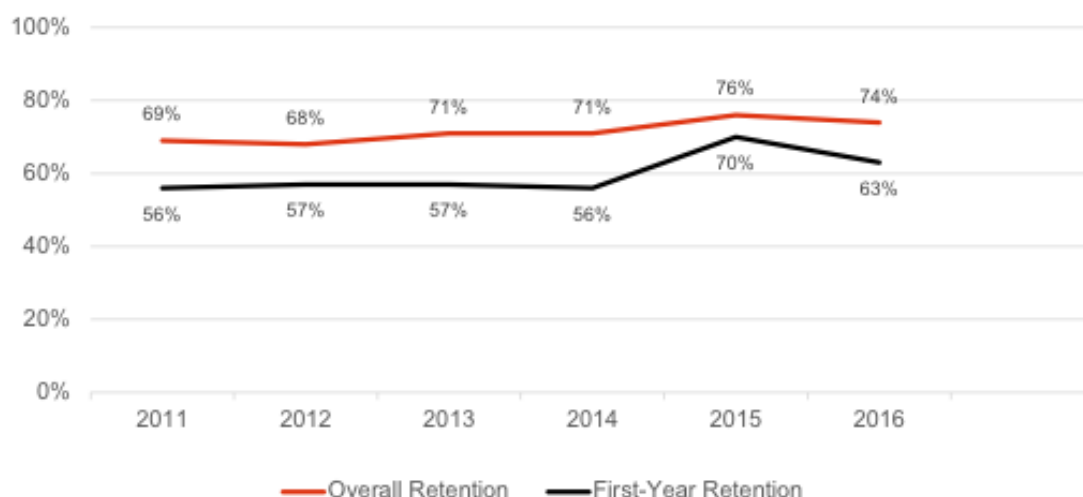
6. Ability of completers to meet licensing and any additional state requirements; Title II.
Taken directly from the 2018 Title II report (data from AY2016-2017) is the following data. The discrepancy in the N is due to ETS recording only data for completers who take the exams of a given year, while the EPP records the data by completion year, not test year. For example, if a completer does not take or pass an exam in the same year of completion, but rather the next year, that completer is considered as passing. There may be a lag in the data depending on when a completer takes the exam.

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2016-17	5		
All program completers, 2015-16	11	10	91
All program completers, 2014-15	10	8	80

The EPP tracks more specific data disaggregated by licensure area. However, due to the small size of the EPP, it is rare to have more than 10 candidates take an assessment in a year.

PLT report

	cut score	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Overall Mean Score	Overall Pass Rate
Elementary K-6	160	181.2	174	162	171	138	165.24	
Passing/n taking		<10	<10	<10	13/14 93%	<10		29/33 88%
Middle 5-8		n/a	n/a	178	n/a	n/a		
Passing/n taking		n/a	n/a	<10	n/a	n/a		
Secondary 6-12	160	168	173	163.75	175.5	164.7	169	
Passing/n taking		<10	<10	<10	<10	<10		18/23 78%

Praxis Content exam

	Cut Score	Mean Score	Overall Pass Rate	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
				Pass Rate	average score	Pass Rate	average score	Pass Rate	average score	Pass Rate	average score	Pass Rate	average score
Elementary, K-6													
Elementary Ed	153	164.4	29/34 85%	<10	182	<10	176.6	<10	153.6	13/14 93%	163	<10	147
Secondary 6-12													
Biology	150	153.5	<10	<10	137	<10	170						
Chemistry	152	166.5	<10			<10	166.5						
English Langua	162	175	<10	<10	173	<10	168			<10	185		
History/Gover	158	153.6	3/10 30%			<10	140	<10	148	<10	160	<10	166.5
Math	152	133.9	<10	<10	131.5	<10	143	<10	137			<10	124
Psychology	154												
Speech/Theatr	148	164	<10			<10	180	<10	144	<10	169		
			13/29 45%										
PK-12													
Art	156												
Health*	153	171	<10	<10	630			<10	171				
Music	152	146	<10							<10	145	<10	147
Physical Educa	148	151	<10	<10	154	<10	148						
Spanish	165	183.5	<10					<10	176	<10	191		
ESOL	149	185	12/13 92%	<10	142.5	<10	157.5	<10	156	<10	152.25	<10	180
ESL	138												
			19/22 86%										
Special Education													
Core	155	846.1	15/16 93.75%	<10	172	<10	161	<10	171	<10	167.6	<10	174.5
		Overall	76/101 75 %	16/21 76%		17/21 81%		10/17 59%		21/31 68%		7/11 64%	
* Test score changed													

7. Ability of completers to be hired in education positions for which they have prepared.

The Employment Rate chart identifies the number of completers for each year and their employment status.

Employment rate

--insert Jill's graph. Waiting to find 7 more folks…but could list them as Unknown.

8. Student loan default rates and other consumer information

Student loan default rates are not tracked by the EPP, but rather are reported for the institution as a whole. That data can be found below.

School Default Rates
FY 2014, 2013, and 2012

Record 1 of 1

OPE ID	School	Type	Control	PRGMS		FY2014	FY2013	FY2012
001933	MCPHERSON COLLEGE 1600 EAST EUCLID STREET MCPHERSON KS 67460-3899	Master's Degree or Doctor's Degree	Private	Both (FFEL/FDL)	Default Rate	11.5	11.2	9
					No. in Default	29	28	21
					No. in Repay	251	249	233
					Enrollment figures	698	677	791
					Percentage Calculation	35.9	36.7	29.4

ENROLLMENT: To provide context for the Cohort Default Rate (CDR) data we include enrollment data (students enrolled at any time during the year) and a corresponding percentage (borrowers entering repayment divided by that enrollment figure). While there is no direct relationship between the timing of when a borrower entered repayment (October 1 through September 30) and any particular enrollment year, for the purpose of these data, we have chosen to use the academic year ending on the June 30 prior to the beginning of the cohort year (e.g., FY 2014 CDR Year will use 2012-2013 enrollment).

Current Date : 04/20/2018

Additional institutional data can be found in the National Center for Education Statistics webpage at:
https://nces.ed.gov/collegenavigator/?q=mcpherson+college&s=KS&zc=67460&zd=0&of=3&id=155511

Name of Lesson

Teacher Candidate	Date Implemented	Coop Teacher/ Grade/Subject

KANSAS COLLEGE & CAREER READY STANDARDS – Goal I	Agenda: (A snapshot of how will the lesson progress. Add numbered items as needed) 1. 2. 3. 4. 5.

SMART OBJECTIVES Goal I
Use A, B, C, D Method; Include Bloom's vocabulary.

MATERIALS AND PREPARATION Goals I, II
List and attach <u>all</u> materials, handouts, worksheets, etc., needed to teach this lesson. Explain in detail how resources need to be prepared for teacher/student use.

Time	Instructional Sequence	Formative Assessment (Note: Informal checks for understanding should be used at key points throughout the lesson.)
APK-20% **Activate Prior Knowledge** ____mins.	**INTRODUCTION** Goal II **(focus, anticipatory set, motivation)** Describe what the teacher will do to activate schema/ background knowledge. Include how the schema is relevant to the lesson, how will the teacher motivate the students, what is the "hook"?	
TIP-20% **Teacher Input** ____mins.	**TEACHER ACTIVITIES** Goals I, II, III **ME (Model Effectively)** *Explain how the teacher will give **direct instruction** through modeling, visuals, examples, small/whole group instruction, etc.* **DIFFERENTIATION:** Modifications and accommodations for diverse learners (focus students) must be stated for each activity.	
SAP-45% **Student Active Participation** ____mins.	**TEACHER & STUDENT ACTIVITIES** Goals I, II, III **WE (Welcome Engagement)** Students actively manipulate the content of the lesson as a large group through whiteboards, graphic organizers, manipulatives, etc. **DIFFERENTIATION:** Modifications and accommodations for diverse learners (focus students) must be stated for each activity.	
SAP-45% **Student Active Participation** ____mins.	**TEACHER & STUDENT ACTIVITIES** Goals I, II, III **TWO (Thinking With Others)** Students actively manipulate the content of the lesson with a partner or a small group through cooperative learning, center activities, vocabulary work, etc. **DIFFERENTIATION:** Modifications and accommodations for diverse learners (focus students) must be stated for each activity.	
SAP-45% **Student Active Participation**	**TEACHER & STUDENT ACTIVITIES** Goals I, II, III **YOU (Your Own Understanding)** Students actively manipulate the content of the lesson independently through project work, written or verbal response, analyzing data, etc.	

____mins.	**DIFFERENTIATION:** Modifications and accommodations for diverse learners (focus students) must be stated for each activity.	
ISS-15% **Identify Student Success** ____mins.	**FORMATIVE ASSESSMENT OF LEARNER PERFORMANCE** Goal II **Explain and attach rubric, quiz, test, or other assessments used to demonstrate OBJECTIVE is met.**	

CLOSURE   (summary, wrap-up, reinforce objective, connect to next lesson) – Goal II

KEY VOCABULARY Goals I, II Vocabulary encountered in the lesson that will need to be explicitly taught.	**SPECIAL NOTES** Goals I, II, III Examples: internet resources, instructions for support staff, notes regarding specific students, etc.

2018 TITLE II REPORTS
National Teacher Preparation Data

McPherson College
Traditional Report AY 2016-17
Kansas

KS

100% COMPLETE
STATUS: IN PROGRESS

Institution Information

ADDRESS

Box 1402

1600 E. Euclid

CITY

McPherson

STATE

Kansas ▼

ZIP

67460

SALUTATION

Dr. ▼

FIRST NAME

Shane

LAST NAME

Kirchner

PHONE

(620) 242-0544

EMAIL

kirchnes@mcpherson.edu

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
Art	No	
Biology	No	
Chemistry	No	
Elementary	No	
English Language Arts	No	
Foreign Language Spanish	No	
Health	No	
History, Government, and Social Studies	No	
Mathematics	No	
Music, general	No	
Music, insturmental	No	
Music, vocal	No	
Physical Education	No	
Psychology	No	
Speech/Theatre	No	

Total number of teacher preparation programs: 15

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Total number of teacher preparation programs: 15		

Program Requirements

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:

Sophomore 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.mcpherson.edu/teacher-education/

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

Students can apply for admission at different intervals of their college or post college career. Admission applications are completed in the spring and fall semesters. Application materials include application form, questionnaire, self-assessment of dispositions aligned to conceptual framework, recommendation from content professor, character reference, two letters of recommendation from professors, and scores of 235 on all four (English, math, science, and social studies) sections of the College-Basic Academic Skills Exam (C-BASE).

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	
	Yes	No	Yes	No
Transcript		● No		● No
Fingerprint check		● No		● No
Background check		● No		● No
Minimum number of courses/credits/semester hours completed		● No	● Yes	
Minimum GPA	● Yes		● Yes	
Minimum GPA in content area coursework		● No		● No
Minimum GPA in professional education coursework		● No		● No
Minimum ACT score		● No		● No
Minimum SAT score		● No		● No
Minimum basic skills test score	● Yes			● No
Subject area/academic content test or other subject matter verification		● No		● No
Recommendation(s)	● Yes			● No
Essay or personal statement	● Yes			● No
Interview	● Yes			● No
Other Specify:				

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.)**

2.5

3. **What was the median GPA of individuals accepted into the program in academic year 2016-17?**

3.28

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.)**

2.5

5. **What was the median GPA of individuals completing the program in academic year 2016-17?**

3.22

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

The mean GPA of candidates accepted into the program in AY 2015-2016 was 3.23. The mean GPA of completers in AY 2015-2016 was 3.32.

Postgraduate 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 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	○ Yes	○ No	○ Yes	○ No
Fingerprint check	○ Yes	○ No	○ Yes	○ No
Background check	○ Yes	○ No	○ Yes	○ No
Minimum number of courses/credits/semester hours completed	○ Yes	○ No	○ Yes	○ No
Minimum GPA	○ Yes	○ No	○ Yes	○ No
Minimum GPA in content area coursework	○ Yes	○ No	○ Yes	○ No
Minimum GPA in professional education coursework	○ Yes	○ No	○ Yes	○ No
Minimum ACT score	○ Yes	○ No	○ Yes	○ No
Minimum SAT score	○ Yes	○ No	○ Yes	○ No
Minimum basic skills test score	○ Yes	○ No	○ Yes	○ No
Subject area/academic content test or other subject matter verification	○ Yes	○ No	○ Yes	○ No
Recommendation(s)	○ Yes	○ No	○ Yes	○ No
Essay or personal statement	○ Yes	○ No	○ Yes	○ No
Interview	○ Yes	○ No	○ Yes	○ No
Other Specify:	○ Yes	○ No	○ Yes	○ 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 2016-17?

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 2016-17?

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

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2016-17. **(§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	80
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	3
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	17
Number of students in supervised clinical experience during this academic year	46

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

Prior to student teaching all students must complete two field experiences. The first is a minimum of 30 hours of observation and limited interaction under the guidance of a classroom teacher who serves as a mentor. The second experience, usually completed the junior year, requires a minimum of 50 contact hours and teaching at least four formal lessons. These lessons are evaluated by the cooperating teacher. Journals and lesson evaluations are reviewed by a college supervisor and, when necessary, additional support is given. Student teaching (supervised clinical experience) takes place over a minimum of 14 weeks. For students seeking licensure in two content areas or at multiple grade levels, the experience is split between two placements. For example, a candidate seeking elementary and special education endorsements will spend seven weeks in a regular education classroom then transfer to a special education classroom of the remaining seven weeks of the semester. NOTE: In the state of Kansas, SPED and ESOL are not considered initial licensure area endorsements but can be earned simultaneously with the initial license in another content area. Since special education and ESOL are considered additional endorsement areas in the state of Kansas, candidates completing these programs must complete practica and student teaching experiences. The hours spent in SPED and ESOL practica and student teaching are included in this report. Candidates not completing these added endorsements complete the same number of field experience hours as those completing the hours. Stipends are paid to cooperating teacher for student teaching only, not the other practicum experiences. Therefore, there are many more students identified as having completed clinical experiences than adjunct supervisors. Only cooperating teachers receiving a stipend are counted here. Each student teacher who had a split placement had two cooperating teachers. Although there were only 16 student teachers in 2016-2017, there were 17 coops who received a stipend. Four student teachers had multiple cooperating teachers. Of the 17 adjuncts identified, all are k-12 staff. The 46 candidates identified in supervised clinical experiences include the total enrolled in each of the courses. It is possible that a candidate could be enrolled in multiple courses during the course of the year and may be counted twice. For example, a candidate may be enrolled in junior practicum in the fall and then student teach in the spring. This candidate would be counted twice.

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 2016-17	33
Unduplicated number of males enrolled in 2016-17	10
Unduplicated number of females enrolled in 2016-17	23

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))**

2016-17	Number Enrolled
Ethnicity	
Hispanic/Latino of any race	5
Race	

2016-17	Number Enrolled
American Indian or Alaska Native	0
Asian	0
Black or African American	2
Native Hawaiian or Other Pacific Islander	0
White	27
Two or more races	4

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 2016-17. 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 2016-17**

CIP Code	Subject Area	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	
13.1210	Teacher Education - Early Childhood Education	
13.1202	Teacher Education - Elementary Education	5
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1205	Teacher Education - Secondary Education	
13.1206	Teacher Education - Multiple Levels	

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	1
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	2
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	2
13.1314	Teacher Education - Physical Education and Coaching	2
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	1
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1330	Teacher Education - Spanish	

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	
13.1332	Teacher Education - Geography	
13.1333	Teacher Education - Latin	
13.1335	Teacher Education - Psychology	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2016-17. 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 2016-17**

CIP Code	Academic Major	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	
13.1210	Teacher Education - Early Childhood Education	
13.1202	Teacher Education - Elementary Education	5
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1205	Teacher Education - Secondary Education	
13.1301	Teacher Education - Agriculture	

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

CIP Code	Academic Major	Number Prepared
13.1332	Teacher Education - Geography	
13.1333	Teacher Education - Latin	
13.1335	Teacher Education - Psychology	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	
13.03	Education - Curriculum and Instruction	
13.09	Education - Social and Philosophical Foundations of Education	
24	Liberal Arts/Humanities	
42	Psychology	
45.01	Social Sciences	
45.02	Anthropology	
45.06	Economics	
45.07	Geography and Cartography	
45.10	Political Science and Government	
45.11	Sociology	
50	Visual and Performing Arts	2
54	History	1
16	Foreign Languages	
19	Family and Consumer Sciences/Human Sciences	
23	English Language/Literature	1
38	Philosophy and Religious Studies	
01	Agriculture	
09	Communication or Journalism	
14	Engineering	

CIP Code	Academic Major	Number Prepared
26	Biology	
27	Mathematics and Statistics	1
40.01	Physical Sciences	
40.02	Astronomy and Astrophysics	
40.04	Atmospheric Sciences and Meteorology	
40.05	Chemistry	
40.06	Geological and Earth Sciences/Geosciences	
40.08	Physics	
52	Business/Business Administration/Accounting	
11	Computer and Information Sciences	
99	Other Specify: Physical Education	2

CIP Code	Academic Major	Number Prepared

Program Completers

On this page, enter the total number of individuals who completed the program in AY 2016-17 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.

Program Completers

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

2016-17	11
2015-16	16
2014-15	15

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.

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 2016-17

1. Did your program prepare teachers in mathematics in 2016-17?

- ◉ Yes
- ○ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in mathematics in 2016-17?

> 0

3. Did your program meet the goal for prospective teachers set in mathematics in 2016-17?

- ○ 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:

For about the third year in a row, the mathematics faculty have been in transition. With inconsistent faculty, there is inconsistency in the department and recruiting and retention is a challenge. We continue to work with our admissions department to recruit for math, but other career requiring a math major are more lucrative than teaching. It is a perennial struggle.

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

We will maintain the goal of two math candidates per year.

Academic year 2017-18

7. Is your program preparing teachers in mathematics in 2017-18?

○ **Yes**

○ **No (leave remaining questions for year blank)**

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

2

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

We will maintain the goal of two math candidates per year. A new full-time faculty member has been hired in the department of mathematics for the 2017-2018 academic year. This individual has p-12 experience and should be a valued asset to the program. She as already started to review the curriculum with an emphasis on teacher preparation.

Academic year 2018-19

10. Will your program prepare teachers in mathematics in 2018-19?

○ **Yes**

○ **No (leave remaining questions for year blank)**

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

2

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

Each year we work to add 2 new math candidates. As a very small campus this will always be a challenge.

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 2016-17

1. Did your program prepare teachers in science in 2016-17?

○ **Yes**

○ **No (leave remaining questions for year blank)**

2. How many prospective teachers did your program plan to add in science in 2016-17?

> 0

3. Did your program meet the goal for prospective teachers set in science in 2016-17?

- ○ 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:

> Just as with mathematics, the careers available to science majors are more lucrative that teaching. Compounded with a general teaching shortage and present attitude towards teachers in this country...recruiting is a challenge. We continue to work with our admissions team to recruit for this area and have identified several prospects we hope to have join in the next year.

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

> Our long term goal is to maintain 2 candidates in science.

Academic year 2017-18

7. Is your program preparing teachers in science in 2017-18?

- ● Yes
- ○ No (leave remaining questions for year blank)

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

> 2

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

> We have one for sure in the pipeline, maybe another. New enrollments for 17-18 look much better than 16-17.

Academic year 2018-19

10. Will your program prepare teachers in science in 2018-19?

- ● Yes
- ○ No (leave remaining questions for year blank)

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

> 2

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

> Two new candidates will always be our 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 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 2016-17

1. Did your program prepare teachers in special education in 2016-17?

○ Yes
● No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in special education in 2016-17?

3. Did your program meet the goal for prospective teachers set in special education in 2016-17?

○ 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:

In Kansas, Special Education is not considered an initial licensure area. Therefore, according to this report we did not prepared any candidates for SPED. We do however offer SPED licensure as an added endorsement concurrent with the initial licensure. The content area (elementary education, biology, etc.) is considered the initial licensure area. Approximately one-quarter of all candidates seek the SPED added endorsement.

Academic year 2017-18

7. Is your program preparing teachers in special education in 2017-18?

○ Yes
● No (leave remaining questions for year blank)

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

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

In Kansas, Special Education is not considered an initial licensure area. Therefore, according to this report we did not prepared any candidates for SPED. We do however offer SPED licensure as an added endorsement at the same time as the initial licensure. The content area (elementary education, biology, etc.) is considered the initial licensure area. Approximately one-quarter of all candidates seek the SPED added endorsement.

Academic year 2018-19

10. Will your program prepare teachers in special education in 2018-19?

○ Yes

● No (leave remaining questions for year blank)

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

[ ]

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

In Kansas, Special Education is not considered an initial licensure area. Therefore, according to this report we did not prepared any candidates for SPED. We do however offer SPED licensure as an added endorsement concurrent with the initial licensure. The content area (elementary education, biology, etc.) is considered the initial licensure area. Approximately one-quarter of all candidates seek the SPED added endorsement.

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 2016-17

1. Did your program prepare teachers in instruction of limited English proficient students in 2016-17?

○ 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 2016-17?

[ ]

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2016-17?

○ 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:

In Kansas, ESOL is not considered an initial licensure area. Therefore, according to this report, we did not prepare any candidates for ESOL. We do however offer ESOL licensure as an added endorsement at the same time as the initial licensure. The content area (elementary education, biology, etc.) is considered the initial licensure area. Between five and ten percent of all candidates seek the ESOL added endorsement.

Academic year 2017-18

7. Is your program preparing teachers in instruction of limited English proficient students in 2017-18?

- ○ 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 2017-18?

[ ]

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

In Kansas, ESOL is not considered an initial licensure area. Therefore, according to this report, we did not prepare any candidates for ESOL. We do however offer ESOL licensure as an added endorsement at the same time as the initial licensure. The content area (elementary education, biology, etc.) is considered the initial licensure area. Between five and ten percent of all candidates seek the ESOL added endorsement.

Academic year 2018-19

10. Will your program prepare teachers in instruction of limited English proficient students in 2018-19?

- ○ 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 2018-19?

[ ]

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

In Kansas, ESOL is not considered an initial licensure area. Therefore, according to this report, we did not prepare any candidates for ESOL. We do however offer ESOL licensure as an added endorsement at the same time as the initial licensure. The content area (elementary education, biology, etc.) is considered the initial licensure area. Between five and ten percent of all candidates seek the ESOL added endorsement.

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:

All methods courses have dedicated portions of the courses that address the assurances listed above. All students are required to complete practica or student teaching in an urban school. Furthermore, our college is located in a rural setting. Consequently, candidates are exposed to rural environments as well. Special Education is NOT an initial licensure area in Kansas. However, we do prepare candidates to become SPED teachers simultaneously with their content area. Therefore, we do indeed ensure that SPED candidates are prepared in the core academic areas they will be teaching. ESOL is NOT an initial licensure area in Kansas. However, we do prepare candidates to become ESOL teachers simultaneously with their content area. Therefore, we do indeed ensure that ESOL candidates are prepared in the core academic areas they will be teaching.

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 program completers, 2016-17	2			
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2015-16	9			
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2014-15	5			
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT (DISC) Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	1			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2016-17	3			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2015-16	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2014-15	3			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2016-17	2			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2015-16	9			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2014-15	7			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5221 -SPEECH COMMUNICATION: CK Educational Testing Service (ETS) All program completers, 2015-16	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)

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, 2016-17	5		
All program completers, 2015-16	11	10	91
All program completers, 2014-15	10	8	80

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.

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.**

   In all professional education courses technology is integrated and practiced by professors and students. The department has SmartBoard Technology, iPads, and a student response system. All students must take the Educational Technology course, which provides students with the opportunity to practice and to gain the knowledge base of use and integration of technology in the classroom. Student teachers are required to submit the Kansas Performance Teaching Portfolio, which includes all elements described above.

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.

   All candidates are required to complete SE210--Introduction to Students with Special Needs. This course provides an overview of various exceptionalities found in classrooms. Candidates are also given strategies for working with these students including creating IEPs and working on teams. All professional education courses, specifically methods courses, reinforce the concepts learned in SE210. McPherson College does offer licensure in Adaptive Special Education and ESOL; however, these are not stand-alone endorsements and are not considered part of the initial licensure. They must be completed in conjunction with other licensure areas. The lesson plan template that all students must use in their coursework and clinical experiences require students to identify strategies for teaching students with exceptionalities and/or limited English proficiency.

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.**

In Kansas, SPED is not considered an initial licensure program. However, McPherson College does prepare special education teachers to teach students with disabilities effectively through the Associated Colleges of Central Kansas (ACCK). ACCK is a consortium of six area member colleges: Bethany College at Lindsborg, Bethel College at North Newton, Kansas Wesleyan University at Salina, McPherson College at McPherson, Sterling College at Sterling, and Tabor College at Hillsboro. Undergraduate and post-baccalaureate students are enrolled in one of the member colleges to pursue endorsement in adaptive special education at the K-6 and/or the 6-12 levels, and ACCK provides the undergraduate endorsement coursework that includes field experiences for three of the four courses. ACCK has developed an assessment system that is aligned with its conceptual framework, Kansas Adaptive Special Education Standards, and national standards for teacher accreditation. ACCK has a fully accredited program. The assessment system includes content-based assessment (Praxis II), assessment of the candidate's ability to plan instruction, assessment of clinical experience, assessment of candidate's effect on student learning, philosophical/historical/legal foundations, assessment, and managing behavior/problem-solving/social skills. ACCK students consistently meet or exceed standards. Students unable to meet standards are not formally accepted into the ACCK Adaptive Special Education Program, which is required before clinical experience (student teaching). Cooperating teachers rank ACCK students as proficient or distinguished on final assessment conference reports. Participate as a member of individualized education program teams ACCK prepares special education teachers to participate as a member of individualized education program (IEP) teams. Coursework assignments include observation of an IEP and IEP team meeting, IEP videos/simulations, lecture captures on IEPs, planning of an IEP based on a case study, and preparation of an IEP during student teaching (clinical experience). Teach students who are limited English proficient effectively ACCK prepares special education teachers to work effectively with diversity, including limited English proficiency. Coursework includes diversity interviews, diversity issues in assessment, diversity reference materials, lecture captures on diversity, reading programs for limited English proficient learners, and an oral exam with diversity questions.

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.

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.

As mentioned throughout this report, in Kansas SPED and ESOL are not considered initial licensure programs. McPherson College, however, offers licensure in both areas simultaneously with the initial license in another content area such as elementary education, biology, or English. Students who complete the SPED and ESOL programs have been successful. In previous years SPED and ESOL candidates were reported in this report. Due to a training with Nancy Thornton of WESTAT, data have been modified in this report to reflect those changes and SPED and ESOL program completers are only counted according to their content area. Due to the small size of the program, Praxis test data appears to be mostly blank. In reality students have been generally successful. (Not all completers opted to take the exams.)

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 **33**.

Number of program completers from Section I: Program Information, Program Completers is **11**.

For a total enrollment of **44**.

☐ **I certify the total enrollment shown above is correct.**

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	27	33	22.22%
Male Enrollment	11	10	-9.09%
Female Enrollment	16	23	43.75%
Hispanic/Latino Enrollment	2	5	150.00%
American Indian or Alaska Native Enrollment	0	0	
Asian Enrollment	0	0	
Black or African American Enrollment	2	2	0.00%

Item	Last Year	This Year	Change
Native Hawaiian or Other Pacific Islander Enrollment	0	0	
White Enrollment	25	27	8.00%
Two or more races Enrollment	0	4	
Average number of clock hours required prior to student teaching	80	80	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	3	3	0.00%
Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	22	17	-22.73%
Number of students in supervised clinical experience during this academic year	41	46	12.20%
Total completers for current academic year	16	11	-31.25%
Total completers for prior academic year	15	16	6.67%
Total completers for second prior academic year	14	15	7.14%

Institution_____/Content_____ **SOAR Clinical Observation Instrument** **IHE Supervisor_____**

Name of evaluator

Candidate_____ **S**tudent **O**bservation **A**ssessment **R**ecord **Midterm_____ Final_____**

KSDE Standard 1: The [candidate] understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate, relevant, and rigorous learning experiences.

InTASC Standard 1: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Learner Development Criteria The teacher…	**Novice** **(1)**	**Apprentice-Developing** **(2)**	**Accomplished Candidate Practitioner—Target Level** **(3)**	**Exemplary** **(4)**	**Raw Score**
Learner growth and development	Candidate demonstrated a minimal understanding of child development.	Candidate demonstrated • an understanding of child development • but did not apply it to planning for instruction.	Candidate demonstrated • learner development through planned developmentally appropriate instruction • which addressed many of the individual learners' strengths, interests, and needs.	**Candidate met all expectations in the accomplished practitioner- target level. As well as….** Candidate used • appropriate methods to evaluate all students' skill levels of performance and • planned instruction accordingly.	
Individual differences in readiness for instruction	Candidate made a minimal attempt to identify the specific areas of student readiness • cognitive, • linguistic, • social, • emotional, or • physical • among the students in the classroom.	Candidate identified • cognitive, • linguistic, • social, • emotional, or • physical aspects of student readiness for learning • for a limited number of the students in the classroom.	Candidate identified • cognitive, • linguistic, • social, • emotional, and • physical aspects of student readiness for learning • for most of the students in the classroom and for small groups of students.		
Assess for learning needs and performance	Candidate demonstrated • unrealistic expectations for student performance.	Candidate did • limited checking for understanding to assess student performance.	Candidate regularly assessed • individual and group performance in order • to meet all learners' needs in instruction.	Candidate • maintained and • analyzed assessment data collected on student performance to make data-driven decisions about instruction.	
Cultural context	Candidate displayed • little awareness of culture and • interests of the students and • made no effort to accommodate for those differences.	Candidate showed awareness of • cultural and • varied interests in students but • seldom differentiated to accommodate for those differences.	Candidate collaborated with • families, • communities, • colleagues, and • other professionals to • design and • implement developmentally appropriate, relevant, and rigorous learning experiences.	Candidate deliberately pursued • knowledge about all students' cultural heritage and • family background.	
Sources of Evidence: • Pre/Post observation conferences with evaluators • All lesson plans include full, data-driven descriptions of: ○ evidence of differentiation ○ pre/post assessments of students to determine instruction		• Mid-Term & Final cooperating teacher evaluations • Observations (by peers or evaluators) or artifacts of classroom activities that: ○ explore cultural awareness based on student demographics ○ provide evidence of the variety of methods used which meet learner development needs			**Total**

KSDE Standard 2: The [candidate] uses understanding of differences in individuals, languages, cultures, and communities to ensure inclusive learning environments that enable each learner to meet rigorous standards.

InTASC Standard 2: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Learning Differences Criteria The teacher…	Novice (1)	Apprentice-Developing (2)	Accomplished Candidate Practitioner—Target Level (3)	Exemplary (4)	Raw Score
Understanding student learner differences	Candidate addressed • only the needs of the whole group.	Candidate designed instruction that • met the needs of the whole group.	Candidate accommodated instruction • for the whole and small group instruction.	**Candidate met all expectations in the accomplished practitioner- target level. As well as…** Candidate demonstrated understanding of • each student's differences, • languages, • cultures, and • communities to • design and accommodate instruction to meet the individual needs of all students.	
Differentiation in instruction	Instructional strategies were • limited to meeting the needs of the whole group. • Variation is minimal.	Candidate • at times showed awareness of individual differences, but • often teaching to the whole group.	Candidate • designed instruction, and • initiated several differentiation techniques (i.e., process, product, content, environment, and affect).		
Collaboration with others to meet learner needs	Candidate worked • with cooperating teacher as required. • Candidate inconsistently applied suggestions.	• Candidate collaborated with a few other professionals (mainly the cooperating teacher) and • implemented some suggestions.	Candidate collaborated with professionals • to understand student abilities, • needs and • interests (including learner's personal, family, and community experiences and cultural norms).	Candidate used • intentional collaboration with other professionals and community resources to • incorporate students' abilities, • needs, and • interests into instruction.	
Instruction designed to meet learner needs	Candidate had • limited repertoire of instructional strategies.	Candidate implemented • a few select learning strategies in • an attempt to meet the needs of a variety of students.	A variety of learning modalities were • incorporated and the • candidate tiered instruction to accommodate student interests and/or • academic abilities.	Candidate deliberately incorporated • a wide range of learning modalities and • designed tiered instruction to accommodate all student interests and academic abilities to enable each learner to meet rigorous standards.	

Sources of Evidence:		Total

• All lesson plans include evidence of:
    ○ multi-tiered instruction/activity/assessment components
    ○ making content accessible to English language learners and support development of English proficiency
    ○ prior knowledge and experiences
• Candidate reflection via weekly journal, or contact log with specific descriptions included.
• Collaborates with professional and community resources
	• Observations (by peers or evaluators) substantiate candidate's active implementation of meeting the needs of all learners (ELL, SPED, Below/At/Above Grade Level) in the lessons
	• Professional Learning Communities (PLC)/Parent-Teacher (PT) Conference/Staff conference notes with colleagues
	• Candidate presents PLC Learning with Education Preparation Provider (EPP) peers	

KSDE Standard 3: The [candidate] works with others to create learning environments that support individual and collaborative learning, includes teacher and student use of technology, and encourages positive social interaction, active engagement in learning, and self- motivation.

InTASC Standard 3: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Learning Environments Criteria The teacher…	Novice (1)	Apprentice-Developing (2)	Accomplished Candidate Practitioner—Target Level (3)	Exemplary (4)	Raw Score
Individual and collaborative learning	Candidate and students displayed • a lack of commitment to learning • students demonstrated low energy in accomplishing work. Candidate established general classroom control.	Candidate established a classroom culture that has • limited commitment by the teacher and students to learning and • work expectations. Candidate applied classroom management techniques to produce a positive learning environment in the classroom.	Candidate established a classroom culture in which • learning is valued by all and • hard work and learning are typical for most students. • Candidate worked with others, • pre-established, • monitored, and • used a variety of methods to • maintain classroom expectations allowing for • smooth transitions and the maintenance of momentum.	**Candidate met all expectations in the accomplished practitioner-target level. As well as…** Candidate created • a smoothly functioning classroom environment that • demonstrated a shared belief in the importance of learning • with high expectations for learning for all students, • supportive of student participation, • mutual respect, and • without fear of humiliation from the candidate or other students.	
Behavior management	Candidate demonstrated • little awareness of behavioral issues or • did not address issues as they occurred or • valued friendship of students over willingness to properly manage student behaviors and learning.	Candidate was aware of • behavior concerns and • often took steps to deter unwanted behavior.	Candidate used • low-profile redirection, • positive behavior support, • teacher proximity, and • student movement to engage learners.	Candidate developed • a classroom behavior management system which • facilitated effectively engaged high levels of student learning.	
Active engagement in learning	Candidate did little • to encourage respect between students and • open participation of students in classroom activities.	Candidate established an environment in which • students were hesitant to share opinions, • ask questions, or • make academic risks.	Candidate provided a classroom community where students were • respected and • actively engaged in the learning process.	Candidate developed a classroom environment which • promoted critical thinking and • supported active participation of all students in their learning.	
Teacher and student use of technology	Candidate used technology • in a cursory way in the classroom • focusing on teacher presentations. • Limited student use.	Candidate used technology for • instructional purposes. • Student use of technology was evident but • not necessarily aligned with learning tasks.	Appropriate • candidate and • student use of technology was used • to create a positive learning environment.	Candidate actively • sought and • implemented available cutting edge technology effectively and • promoted student use of technology to maximize learning engagement.	

Positive social interaction	Candidate's communication (verbal and/or non-verbal) at times created confusion.	Candidate demonstrated use of speaking and listening skills with limited effectiveness.	Candidate demonstrated effective interpersonal communication skills in • face-to-face and/or • virtual environments.	Candidate exhibited • creativity and • thoughtful planning in projecting effective communication skills in • all environments and • all media (newsletters, emails, PPTs, presentations) regardless of audience size.	

Sources of Evidence:
 • Observations (by peers or evaluators) that includes:
    ○ individual and collaborative learning
    ○ candidate and student use of technology
    ○ encourages positive social interaction, active engagement in learning, and self-motivation
 • Candidate provides evidence via links, videos, blogs, flipped classroom assignments, etc. of student technology use
			• Candidate provides evidence via links, videos, blogs, flipped classroom assignments, etc. of student technology use
			 • The candidate submits pictures of room design of flex seating, learning environment changes, etc.
			 • Pre/Post observation conferences with evaluators
			 • Candidate reflection via weekly journal or contact log with specific descriptions included
					Total

KSDE Standard 4: The [candidate] understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates content-specific learning and literacy experiences that make the discipline accessible and relevant to assure mastery of the content.

InTASC Standard 4: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Content Knowledge Criteria The teacher…	Novice (1)	Apprentice-Developing (2)	Accomplished Candidate Practitioner—Target Level (3)	Exemplary (4)	Raw Score
Central concepts and structures of content	Candidate displayed • limited knowledge of content and • stayed one lesson ahead of students. • Candidate displayed some difficulty in answering student questions over content.	Candidate demonstrated • rudimentary knowledge of content and • relied on text and curricular materials for sequencing and pacing.	Candidate organized and • logically sequenced (scaffold) instruction because of • his/her knowledge of content, • content standards, and • college and career readiness standards, • including literacy experiences.	**Candidate met all expectations in the accomplished practitioner- target level. As well as…** Candidate instruction extended beyond • the boundaries of the classroom and • integrated cross- curricular elements.	
Evaluation of content	Candidate taught lessons without identifying student prior knowledge.	Candidate used • general knowledge of students and • aggregated data to provide instruction for whole class with • little differentiation for individual needs.	Instructional strategies and • learning experiences built on • prior content knowledge and • supported each student in the process to • construct new concepts and knowledge and • connected content to student lives.	Candidate used • appropriate methods to evaluate all students' skill levels of performance, • established prior knowledge and • designed learning activities for whole class and individuals to meet learning goals. • All students integrated new learning into their individual lives.	
Inquiry	Candidate demonstrated • insufficient knowledge to convey • tools of inquiry associated with the content field	Candidate used • content tools of inquiry however • demonstrated uneven understanding of rationale or purpose.	Candidate used and taught students the tools of inquiry • per the content and • demonstrated the ability to facilitate student use of content tools of inquiry.	Candidate and students used the inquiry method to • foster critical thinking and • to make the learning relevant to each student.	
Differentiation for accessible learning	Candidate taught • to the median ability • without trying to meet the needs of individual students.	Candidate was able to implement levels I and II of Multi-Tiered System of Support (MTSS).	Candidate adapted instruction (aligned with MTSS protocols) so • content was meaningful and • relevant for all learners.	Candidate and the students were fully engaged in the use of Multi-Tiered System of Support (MTSS). Candidate designed • meaningful differentiation of content so that • an appropriate level of mastery was attained by all students.	

Sources of Evidence:		Total

• Lesson plans include evidence of:
  ○ content specific learning
  ○ literacy experiences
  ○ mastery learning
  ○ scaffolding
  ○ differentiation based on MTSS
	• Observations (by peers or evaluators) substantiate candidate's:
	  ○ understanding of central concepts, tools of inquiry, and structures of the discipline(s)
	  ○ use of assessment to assure student mastery of content
	  ○ differentiation based on MTSS
	• Pre/Post observation conferences with evaluators	

KSDE Standard 5: The [candidate] understands how to engage learners through interdisciplinary lessons that utilize concept based teaching and authentic learning experiences to engage students in effective communication and collaboration, and in critical and creative thinking.

INTASC Standard 5: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Application of Content Criteria The teacher…	Novice (1)	Apprentice-Developing (2)	Accomplished Candidate Practitioner—Target Level (3)	Exemplary (4)	Raw Score
Interdisciplinary instruction with effective communication, collaboration, and critical thinking	Candidate's lessons focused • on the specific content area without inter-disciplinary connections. Candidate showed • little effort to use authentic learning experiences and • to elicit creativity and • problem solving.	Candidate designed lessons with • the intention of cross-curricular activities (focused on local issues) that included • some but not all of the following: concept-based teaching, • authentic experiences, • collaboration, and/or • critical/creative thinking.	Candidate's instructional practices • promoted student creativity, • critical and creative thinking, • collaboration and • communication related to authentic local and global issues.	**Candidate met all expectations in the accomplished practitioner-target level. As well as…** Candidate integrated content fields to • create innovative learning opportunities in a • problem-based environment that • extended beyond the local community. Students demonstrated • effective communication skills and • the willingness to collaborate to solve critical issues.	
Lesson plans integrating CCRS	Lesson plans showed minimal understanding of how to incorporate CCRS in day to day activities.	Candidate demonstrated • understanding of CCRS • however use of CCRS in lesson plans was limited. Instructional planning has some alignment of CCRS.	Candidate lesson plans were aligned to college and career readiness standards (CCRS).	Lesson plans and activities clearly demonstrated • an understanding and • application of college and career readiness standards (CCRS).	
Concept based instruction with authentic learning experiences	Learners worked individually to progress through learning experiences.	Candidate integrated • content and • curriculum in instruction and • used small group work to collaborate on problem solving. Asked learners to think about local issues.	Lesson emphasized • literacy, • critical thinking skills and • established curriculum connections by • relating content to other subject areas and • considered diverse social and cultural perspectives when appropriate.	Candidate had a comprehensive understanding • of various content and • curricula and • promoted family literacy opportunities that • showed an understanding of community diversity. Students demonstrated use of critical thinking skills beyond content specific instruction.	
Use of technology	Candidate attempted the use of technology for instruction. Use of appropriate technology was minimal.	Technology was used to • present the lesson and • specific information.	Candidate utilized • technology and/or • innovative resources to increase student interest, • present information in a novel way, • allow for increased relevance, • active engagement, and the • practice of college and career ready skills.	Candidate encouraged student use of technology to bring content alive beyond the classroom.	

Sources of Evidence:
● Lesson plans include evidence of:
   ○ interdisciplinary learning opportunities
   ○ authentic learning experiences
   ○ student collaboration, effective communication, and critical/creative thinking
   ○ alignment with College/Career Readiness Standards (CCRS)
   ○ candidate and student use of technology
	○ family literacy opportunities demonstrating an understanding of community diversity
	● Observations (by peers or evaluators) substantiate candidate's:
	   ○ integration of technology in presentations and student use of technology
	   ○ interdisciplinary learning opportunities
	   ○ authentic learning experiences
	● Candidate produced classroom website, newsletter, blog
	● Communication log
		Total

KSDE Standard 6: The [candidate] understands how to use multiple measures to monitor and assess individual student learning, engage learners in self-assessment, and use data to make decisions.

InTASC Standard 6: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Student Assessment Criteria The teacher…	Novice (1)	Apprentice-Developing (2)	Accomplished Candidate Practitioner—Target Level (3)	Exemplary (4)	Raw Score
Multiple measures to monitor and assess	Candidate used - assessments to assign grades but - demonstrated little use of data to inform instructional practice.	Candidate monitored assessment - for the whole group to - evaluate their learning.	Candidate used - formative and - summative assessment to support, - verify, and - document learning.	**Candidate met all expectations in the accomplished practitioner-target level. As well as…** Candidate consistently used - a variety of assessment techniques/methods and - utilized data collected to inform instructional decisions.	
Learner self-assessment	Candidate relied on traditional assessments.	Candidate typically used - a few assessment strategies but - the students showed little understanding of how their work would be evaluated.	Candidate utilized - various assessment measures to - monitor student learning throughout the lesson and - involved students in self-assessment of knowledge and skills.	Candidate created a culture in which - self-assessment and - reflection on learning was embraced. Assessment was used in a positive light to promote learning, not judge students.	
Learner awareness	Candidate assessment criteria for student work were unclear. Students demonstrated lack of clear understanding of expectations.	Students did not have a clear understanding of - how to meet the assessment and - learning expectations.	Candidate made students aware of - assessment criteria and - performance expectations.	Students demonstrated awareness of the impact of their effort on their conceptual understanding	
Feedback to students and use of data	Students received feedback - in the form of a grade with - little additional information.	Students received - feedback but - it did not indicate how to improve the learning.	Students received - specific and - supportive feedback from candidates.	Candidate provided - individual feedback to students and - used the individual data to plan further instruction and - learning extensions that were specific to individual students.	
Data driven decisions	Candidate did not use assessment data to inform instructional activities.	Assessment data used - to modify whole class instruction, but - not tailored to the needs of individuals.	Assessment was used - to inform instruction and - further student knowledge/content acquisition and application.		

Sources of Evidence: - Lesson plans that include: - pre-assessment, formative (including formal and informal), summative, and diagnostic assessments - opportunities for student self-assessment - instructions that are clear	- use of data in decision-making - Observations (by peers or evaluators) substantiate that instruction and directions are clearly presented - Pre/Post observation conferences with evaluators - Journal (reflections) demonstrate use of data in decision-making	**Total**

KSDE Standard 7: The [candidate] plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, technology, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

InTASC Standard 7: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Planning for Instruction Criteria The teacher…	**Novice (1)**	**Apprentice-Developing (2)**	**Accomplished Candidate Practitioner—Target Level (3)**	**Exemplary (4)**	**Raw Score**
Instruction planning to meet learning goals	Candidate relied on curriculum guides to provide instructional activities.	Candidate instruction • was aligned with the text and • there was some differentiation of instruction for small groups and • a few individuals students.	Candidate planned • developmentally appropriate instruction that met all students' learning goals, • accessed community context, and • integrated learning across disciplines • using conceptual understandings.	**Candidate met all expectations in the accomplished practitioner-target level. As well as…** Candidate planned • learning opportunities that extended beyond the curriculum and school day. Students were encouraged to modify the lesson to make it more meaningful to them.	
Differentiation in instruction	Candidate demonstrated • little understanding of students as learners and • provided instruction designed for whole class delivery.	Differentiation of instruction was based on • current performance and • accessibility to some students was made based on language barriers.	Candidate modified instruction • to draw upon prior knowledge, • to make instruction accessible, • to make language understandable, and • to be relevant for individuals and groups of learners.	Candidate drew on • knowledge of individual student differences • to make instruction meaningful on a personal level to each student.	
Learning experiences that are cross-curricular	Instruction was • text driven with • little planning for • experiences that related to students.	Learning experiences did not build upon • prior knowledge of the individual students but • considered the whole group.	Candidate • created experiences allowing • learners to demonstrate their knowledge/understandings.	Cross-curricular learning experiences were • used in a collaborative, problem-based model that • fully engaged learners.	
Learning motivation	Candidate used • external motivators to • encourage student attainment of content knowledge.	The whole group showed • some awareness of the need to learn but candidate • did not instill internal motivation in students.	Candidate motivated • students with learning experiences where • students exhibited collaboration, • self- governance, and • self-directed learning.	Candidate utilized • individual motivators for each student, • calling upon previously gained understanding of student's personal and • academic achievements and • all students were intellectually engaged and • were required to display high-level thinking in their learning.	
Use of technology	Candidate attempted the use of technology for instruction. Use of appropriate technology was minimal.	Candidate utilized the technology in the classroom to enhance whole class instruction.	Candidate and students utilized technology • which supported instruction, • student learning, and • increased student interest.	Candidate encouraged • student use of technology to bring • content alive beyond the classroom.	

Sources of Evidence:		Total

● Observations (by peers or evaluators) which include:
    ○ differentiation in content, process, and assessment
    ○ student engagement in a wide variety of meaningful, real world activities and assessment
    ○ cross-curricular activity
    ○ higher level questioning
    ○ use of technology
	● Lesson plans that include:
	    ○ plans for sequenced scaffolded learning
	    ○ learning goals/objectives aligned with state and/or national standards
	    ○ planned use of technology (candidate and student)
	    ○ cross-curricular activity
	 ● Reflections, journals, blogs	

KSDE Standard 8: The [candidate] understands and uses a variety of appropriate instructional strategies and resources to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in relevant ways. InTASC Standard 8: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.					
Instructional Strategies Criteria The teacher…	Novice (1)	Apprentice-Developing (2)	Accomplished Candidate Practitioner—Target Level (3)	Exemplary (4)	Raw Score
Instructional strategies	Candidate used whole-class instruction.	Candidate employed • the use of a few instructional strategies to • foster the learning goals of the whole group. Students with IEPs would have specific strategies implemented as required.	Candidate used • a variety of appropriate instructional strategies and • resources to meet the needs of individuals and • groups of learners.	**Candidate met all expectations in the accomplished practitioner-target level. As well as…** Candidate planned • learning opportunities that extended beyond the curriculum and • school day. Students were • encouraged to extend the lesson to make it more meaningful to them and • to build integration across content areas.	
Assessment and monitoring	Candidate used data for the purpose of assigning a grade. Students demonstrated • little understanding of the connection between instructional activity and • conceptual understandings.	Candidate evaluates • whole group for learning and • adapts the instruction as needed for the class.	Candidate continuously • monitored student learning, • engaged learners in assessing their progress, and • adjusted instruction in response to student learning needs.	Candidate used • knowledge of individual student differences to • make instruction meaningful on a personal level to each student.	
Understanding content	Candidate demonstrated • little understanding of relationship between course content and other areas and • was unable to help students see interconnectedness between content areas.	Candidate demonstrated that • some integration of content was evident but • not related to the students' individual needs. • Pacing of instruction was determined by the whole group's progress.	Candidate built • connections between content areas to • support cognitive development of learners and • depth of understanding of content areas.	Candidate integrated • cross-curricular learning experiences that • required reflection and • closure resulting in synthesizing their learning.	
Knowledge application	Candidate relied on curriculum guide to provide instructional activity.	Candidate planned • some learning experiences that were aligned to the content but • did not consider relevancy to all learners.	Candidate implemented • relevant learning experiences, • building on learner strengths and • community contexts.	Students were encouraged to • apply their learning experiences to the bigger picture and to • find relevancy to their lives.	

Sources of Evidence:
● Observations (by peers or evaluators) which include:
   ○ a variety of instructional strategies
   ○ higher level questioning and demonstration of student critical thinking
● Lesson plans that include:
   ○ a variety of instructional strategies and relevant learning experiences based on understanding of students and community
		○ resources
		○ appropriate assessments for monitoring of student learning/progress
		○ cross-curricular connections
		○ opportunities for students to extend lesson product
		● Reflections, journals, blogs
		● Post observation conference with evaluators
					Total

KSDE Standard 9: The [candidate] engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

InTASC Standard 9: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Professional Learning and Ethical Practice Criteria The teacher…	Novice (1)	Apprentice-Developing (2)	Accomplished Candidate Practitioner—Target Level (3)	Exemplary (4)	Raw Score
Professional learning	Candidate participated in • required professional learning activities, however, • was unable to make connections between professional learning and • the classroom.	Candidate was able to articulate the importance of professional learning. Candidate did participate in • required professional learning but • did not always apply his/her learning to the classroom.	Candidate participated in • ongoing learning opportunities and • relevant, appropriate professional learning experiences to • support learner and • professional needs.	**Candidate met all expectations in the accomplished practitioner-target level. As well as…** Candidate reflected on • personal professional needs and • sought out opportunities for professional learning beyond • those provided at the local area.	
Use of data to evaluate practice	Candidate demonstrated • lack of awareness of connection between data, • planning, and • student learning.	Candidate • collected data but • did not utilize all evidence to impact teaching. Some reflection was evident.	Candidate used • a variety of data to • evaluate the outcomes of his/her teaching and learning, • adapt planning, and • reflect upon the impact of his/her practice on others.	Candidate regularly • reflected on student outcomes and • used the data to inform development	
Differentiation of instruction	Candidate provided whole group instruction.	Candidate made • some changes to his/her practice but • usually met the needs of the whole group. Some differentiation was made for a few students.	Candidate adapted practice to meet the needs of each learner.	Candidate • differentiated instruction and practice to • adapt to all learners' needs • as a result of self-reflection process.	
Ethical practice	Candidate was aware of the Kansas Educator Code of Conduct.	Candidate • was aware of the code of conduct and • served as an appropriate role model for students.	Candidate modeled the Kansas Educator Code of Conduct.	Candidate exhibited the Kansas Educator Code of Conduct • within the school community, • college/university community, and • the larger community. Candidate modeled ethical behavior • in day-to-day activities and • relationships.	

Sources of Evidence: ● Reflections, journals, and blogs 　○ use of data to impact planning, teaching, and learning 　○ adherence to modeling of Kansas Educator Code of Conduct 　○ involvement in Professional Learning Communities (PLC) ● Observations (by peers and evaluators) demonstrates:	○ adherence to and modeling of Kansas Educator Code of Conduct 　○ differentiation of instruction based on the needs of the students and self-reflection ● Pre/Post observation conferences with evaluators ● Communication log ● Professional learning activities	**Total**

KSDE Standard 10: The [candidate] seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, support staff, and community members to ensure learner growth, and to advance the profession.

InTASC Standard 10: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Leadership & Collaboration Criteria The teacher…	Nov ice (1)	Apprentice-Developing (2)	Accomplished Candidate Practitioner—Target Level (3)	Exemplary (4)	Raw Score
Leadership and student learning	Candidate followed cooperating teacher's guidance in lesson plan development.	Candidate • was engaged in the learning process in the classroom and • exhibited knowledge of being responsible for the learning of each student.	Candidate took • an active role on the instructional team, • giving and receiving feedback on practice, • examining learner work, • incorporating multiple measures, • analyzing data from multiple sources, and • sharing responsibility for decision making and • accountability for each student's learning.	**Candidate met all expectations in the accomplished practitioner-target level. As well as…** Candidate interacted • with colleagues and • community constituents to • create and implement learning activities beyond the classroom and school day.	
Learning community	Candidate taught to the common denominator of student needs.	Candidate demonstrated • more work in isolation and • less collaboration with other school professionals to • meet student needs.	Candidate worked • with other school professionals to • plan and jointly facilitate learning on • how to meet diverse needs of learners and • to advocate on their behalf.	Candidate engaged community organizations in working to meet the needs of diverse learners.	
Collaboration	Candidate • generally enforced building-wide/district-wide rules, • policies, and • goals.	Candidate worked collaboratively with a few teachers. There was some awareness • of the school vision and culture and • how it impacted classroom goals.	Candidate engaged • collaboratively in the school-wide effort to build a shared vision and supportive culture, • identified common goals, and • monitored and evaluated progress toward those goals.	Through PLC and staff meetings, the candidate helped • in planning and developing the identity of the institution; • provided input on a strategic plan.	
Context of learners	Candidate engaged • with families as required in the daily operations of the classroom or • as required by district policy.	Candidate made contact • with some families about their learner • to discuss learning outcomes and • goals.	Candidate worked • collaboratively with learners and • their families to establish • mutual expectations and • ongoing communication to support learner development and achievement.	Candidate actively engaged • the learners' families in ventures that • foster positive communication and lead • to stronger families, family literacy.	
Technology	Candidate attempted the use of technology for instruction. Use of appropriate technology was minimal.	Candidate utilized the technology in the classroom to enhance whole class instruction.	Candidate used • technological tools and • a variety of communication strategies to • build local and • global learning communities that • engage learners, families, and colleagues.	Candidate encouraged • student use of technology to • bring content alive beyond the classroom.	
Sources of Evidence: • Reflections, journals, newsletters, websites, and blogs • Pre/Post-observation conferences with evaluators • Communication log including electronic communications: ○ collaborations with learners and their families		○ collaborations with other professionals • Learning team minutes and responsibilities • Peer evaluations • Staff/Faculty meeting sign-in sheets/logs			**Total**

McPherson College

3+1

Master of Education

McPherson College is offering an accelerated teacher education program to incoming freshman which leads to

B.S. in Elementary Education *and*
M.Ed. in Curriculum & Instruction degrees
with licensure in K-6 Elementary Ed
plus an added endorsement of either ESOL or Special Education
completed in just four years.

Benefits

- **A 4-step higher entry wage to teaching with an M.Ed.**
- **More marketable with added endorsements**
- **Cost savings of at least $10,000 by getting your M.Ed. in 4 years**
- **Teacher Education program scholarships available**

Program details

- **A minimum 139 credit hours are required** (30 hours are graduate level).
- **Candidates will need 32-35 credits per year** (full load 15-17 hours/semester and interterms).
- **While taking a full load as suggested, candidates will need 5 additional transfer credit hours for the SPED option; 6 additional transfer credit hours for the ESOL option**
- **Any additional credits transferred in above 5 will allow the candidate to lighten his/her load in a semester.**
- **This program is prescribed. There is very little flexibility in the course schedule.**
- **Candidates will need to deposit by April 15 to enter the program.**
- **Some graduate level classes will be offered in the evenings.**

Contact

Admissions Office
(800) 365-7402
admiss@mcpherson.edu
www.mcpherson.edu

3+1

McPherson College 3+1 program: *a teacher education solution for Kansas.*

McPherson College is offering an accelerated teacher education program to incoming freshman ~~that~~ which leads to B.S. in Elementary Education and M.Ed. in Curriculum and Instruction Degrees with licensure in K-6 Elementary Ed PLUS ~~and~~ an added endorsement of either ESOL or Special Education completed in just four years.

Benefits
- Higher entry wage to teaching with an M.Ed. *We discussed an average range or %*
- More marketable with ~~included~~ added endorsements
- Cost savings of getting your M.Ed. in 4 years *$10,000*
- Program scholarships available

Program detail
- Minimum 139 credit hours are required. (124 for BS. + 15 for M.Ed.) 30 hours M.Ed.
- Candidates will need 32-35 credits per year (15-17 hours/semester).
- While taking a full load (15-17 hours/semester and full interterms) as suggested, candidates will need 5 ~~more credit hours~~ additional transfer credit hours for the SPED option; 6 ~~more credit hours~~ additional transfer credit hours for the ESOL option
- Any additional credits transferred in above 5 will allow the candidate to lighten ~~the~~ his/her load in a semester.
- This program is prescribed. There is very little flexibility in the course schedule.
- Candidates will need to deposit by March to enter this track. *We suggest a specific date March 15???*
- Some ~~G~~ graduate level classes will be offered in the evenings.