

# AppendixC

## Annual Institutional Questionnaire on Teacher Preparation: Academic Year: 2006-2007

Institution name:	KANSAS STATE UNIVERSITY
Address:	6 Bluemont Hall
City:	MANHATTAN
State:	KS
Zip code:	66506
Respondent name and Title:	Michael Perl, Assistant Dean for Stdnt. & Prof. Services
Respondent phone number:	
Fax:	
Electronic mail address:	perl@ksu.edu
Name of President/Chief Executive ( or designee)	Michael Holen, Dean, Col of Ed

## Section II. Program information.

(A) Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your regular teacher preparation program during academic year 2006-2007, including all areas of specialization.

1870	Total number of students enrolled during 2006-2007.
342	Total number of program completers 2006-2007.

Number of students in the alternate teacher preparation program at your institution:

Please specify the number of students in your alternate route teacher preparation program during academic year 2006-2007, including all areas of specialization. Do not include Transition to Teaching students who receive a stipend from the state grant.

0	Total number of students enrolled during 2006-2007.
0	Total number of program completers 2006-2007.

(B) Information about supervised student teaching

349	How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2006-2007?
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Please provide the numbers of supervising faculty who were:

28.00	1. Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.
4.00	2. Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.
28.00	3. Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

60.00	Total number of supervising faculty for the teacher preparation program during (add: B1, B2, & B3).
5.82	The student/faculty ratio (divide the total # students by total supervising faculty).
38.00	The average number of hours per week required of student participation in supervised student teaching:
17.00	The total number of weeks of required supervised student teaching:
646.00	The total number of supervised student teaching hours required

Information about state approval or accreditation of teacher preparation programs:

n	Is your teacher preparation program currently approved or accredited by the state?
n	Is your teacher preparation program currently accredited by the National Council for the Accreditation of Teacher Education (NCATE)?
n	Is your institution currently accredited by the North Central Association of Colleges and Schools?
	Please list any additional accrediting sources:

An institution is designated as low-performing if the institution was “accredited with probation” between July 1, 2003 and July 1, 2006 by the Kansas State Board of Education

OR

An institution is designated as low-performing if the institution was “denied accreditation” after July 1, 2006 by the Kansas State Board of Education

<input type="radio"/>	Is your teacher preparation program currently under designation as “low-performing” by the state (as per section 208 (a) of the HEA of 1998)?
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## Section III. Contextual information.

Web link to Institution:	<a href="http://www.k-state.edu">http://www.k-state.edu</a>
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2006-2007 Undergraduate Enrollment	Institution	Education Program
full-time students	14519	1403
part-time students	3860	168

2006-2007 Graduate Enrollment	Institution	Education Program
full-time students	1751	289
part-time students	3644	368

### 2006-2007 Admission Requirements.

#### admission to teacher education:

- minimum Pre-Professional Skills Tests scores of 172 in writing, 173 in reading, and 172 in math or a composite ACT score of 26.
- a minimum grade of C in expository writing I and II, public speaking, algebra, and statistics or a course including statistics.
- a minimum of 50 semester credit hours.
- an overall grade point average of 2.5 or above.
- a teaching field grade point average of 2.5 or above.
- an early field experience in a school.

\* Successful completion of the course, Orientation to Teacher Education at Kansas State University.

admission to student teaching:

- admission to the teacher education program.
- completion of 90 or more credit hours.
- an overall grade point average of 2.5 or above.
- a teaching field grade point average of 2.5 or above.
- completion of courses in human development, instructional media and technology, educational psychology, teaching in a multicultural society, exceptional children, and subject related methods courses.
- a negative tuberculin skin test or chest x-ray.
- verification of successful training in first aid/CPR.
- twenty clock hours of service to the community.
- twenty clock hours of professional meetings attended.
- Secondary Only: a grade of C or higher in all professional courses.
- Elementary Only: a grade of C or higher in methods courses and related practica plus an average grade of B in these courses.

2006-2007 Program Completion Requirements.

- \* Successful completion of all coursework required for the program chosen by the candidate.
- \* Successful completion of student teaching and the student teaching portfolio.

During 2006-2007 was passing the state certification test required?	<b>PLT</b>	<b>CONTENT</b>
before student teaching	NO	NO
program completion	NO	NO
degree requirement	NO	NO
certification/licensure only	YES	YES

3.38	Average GPA of 2006-2007 cohorts.
24.32	Average ACT score of 2006-2007 cohorts.

256	Number of completers hired in their fields during their first year of eligibility.
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125	Number of completers participating in the Kansas Performance Assessment?
122	Number of completers passing the KPA?

<b>Demographic Characteristics of Completer 2006-2007</b>	<b>Number</b>
Male	67
Female	284
African American	3
American Indian	1
Asian	1
Hispanic	11
White	327
Other	8
Early Childhood*	20
Elementary*	170
JR. High-Middle School*	88
Secondary*	133
PreK-12 Programs*	27
Special Education*	0
Total	438
*total number may be greater than total number of completers because of "multiple level" options	

2007-2008 Undergraduate Enrollment	Institution	Education Program
full-time students	16510	1605
part-time students	2251	160

2007-2008 Graduate Enrollment	Institution	Education Program
full-time students	1326	117
part-time students	2621	479

2007-2008 Admission Requirements.

admission to teacher education:

- minimum Pre-Professional Skills Tests scores of 172 in writing, 173 in reading, and 172 in math or a composite ACT score of 26.
  - a minimum grade of C in expository writing I and II, public speaking, algebra, and statistics or a course including statistics.
  - a minimum of 50 semester credit hours.
  - an overall grade point average of 2.5 or above.
  - a teaching field grade point average of 2.5 or above.
  - an early field experience in a school.
- \* successful completion of the course, Orientation to Teacher Education at Kansas State University.

admission to student teaching:

- admission to the teacher education program.
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- completion of courses in human development, instructional media and technology, educational psychology, teaching in a multicultural society, exceptional children, and subject related methods courses.
- a negative tuberculin skin test or chest x-ray.
- verification of successful training in first aid/CPR.
- twenty clock hours of service to the community.
- twenty clock hours of professional meetings attended.
- Secondary Only: a grade of C or higher in all professional courses.
- Elementary Only: a grade of C or higher in methods courses and related practica plus an average grade of B in these courses.

2007-2008 Program Completion Requirements.

- \* Graduation from the appropriate program.
- \* Successful completion of student teaching and the student teaching portfolio.

Will your institution require the state assessments for 2007-2008?	<b>PLT</b>	<b>CONTENT</b>
before student teaching	NO	NO
program completion	NO	NO

degree requirement	NO	NO
certification/licensure only	YES	YES

<b>Demographic Characteristics Teacher Education Enrollment 2007-2008</b>	<b>Number Initial Program</b>	<b>Number Added Endorsement</b>	<b>Number Advanced Program</b>
Male	426		
Female	1,444		
African American	39		
American Indian	12		
Asian	13		
Hispanic	80		
White	1,671		
Other	51		
Early ChildHood	105		
Early ChildHood Unified			
Elementary	847		
JR. High-Middle School			
English/Language Arts	148		
History comprehensive	206		
Math	119		
Science	62		
Secondary			
English/Language Arts	148		
Journalism	23		
Speech/Theatre	16		
History and Government	206		
Psychology			
Math	119		
Biology	37		
Chemistry	10		
Physics	6		
Earth Space Science	9		
Business	26		
Family and Consumer Science	35		

<b>Demographic Characteristics Teacher Education Enrollment 2007-2008</b>	<b>Number Initial Program</b>	<b>Number Added Endorsement</b>	<b>Number Advanced Program</b>
Agiculture	67		
Technology Education			
Communication Technology			
Power,Energy, Transportation Tech			
Production Technology			
K-12 Programs			
Art	44		
Foreign Language - French	8		
Foreign Language - German	3		
Foreign Language - Spanish	39		
Foreign Language - Other			
Music	100		
Vocal Music			
Instrumental Music			
Health			
Physical Education			
Special Education			
Adaptive			62
Functional			3
Gifted			
Deaf or Hard of Hearing			
Visually Impaired			
Reading Specialist			9
ESOL			102
Library Media Specialist			
School Counselor			47
School Psychologist			
Leadership Program			
Building			61
District			64

YES	Do you have Professional Development School partnerships that help design, implement, and evaluate clinical experiences?
YES	Does your partnership agreement require teacher ed. faculty to work directly in the schools?

Distance education refers to courses delivered to off-campus locations via live or prerecorded video, or computer technologies. Distance education excludes courses conducted exclusively on campus, courses conducted by written correspondence, courses for which the instructor travels to an off-campus site to deliver instruction in person.

	Initial Program	Added Endorsement	Advanced Program	Other does not lead to licensure
Number of distance Learning courses offered	9	0	134	0
Total Enrollments in distance learning courses	182	0	2102	0
List Names of distance learning programs	Early Childhood Education	None	ESL (partial), Educational Leadership (partial), Adaptive and Functional (partial)	Certificate in College Student Personnel

# Section IV. Response to Areas for Improvement

Date of Last Accreditation Visit:

3/1/2002 12:00:00 AM

Areas for Improvement for Accreditation:

Provided in PEDS report three years ago

Areas for Improvement for Programs:

None

Changes to Programs (content and/or pedagogy curriculum) based on continuous improvement:

All of the following changes were made based on input from candidates, public school teachers and administrators, and candidate assessments.

Secondary Education

\* Half of the educational technology course will now be integrated into methods courses so direct applications can be made with P-12 students.

Elementary Education

\* Half of the educational technology course will now be integrated into methods courses so direct applications can be made with P-12 students.

\*The following courses have been added to general education: American history replaces a generic history course, political science and economics replace general social studies courses.

\* The following education courses have been added to the program: core teaching skills, an additional reading/literacy course, classroom management and discipline, assessment.

With the changes in the elementary education program, the credit hours have been reduced from 127 to 125.

# Section V. Optional Information

Please use this space to provide additional information:

## **Mission**

The College of Education at Kansas State University is dedicated to preparing educators to be knowledgeable, ethical, caring decision makers through excellence in:

- delivery of exemplary instruction to students at the undergraduate and graduate levels;
- production, interpretation, and dissemination of sound and useful research and scholarship; and
- leadership, collaboration, and service within the profession.

## **Teacher Education Vision**

The vision for the teacher education programs at Kansas State University is, "Preparing educators to be knowledgeable, ethical, caring decision makers in the context of foundations, students and learning, content and pedagogy, planning, learning environment, instruction, and professionalism."

## **Notable Features and Accomplishments**

The College of Education is committed to providing relatively large numbers of high quality personnel to fill school positions across a geographically large state with a dispersed population. We prepare and recommend for initial licensure more school personnel than any other institution in the state. Within the university, we offer one of the largest undergraduate majors (Elementary Education), and the largest academic minor (Leadership Studies). More K-State graduate students are enrolled in our English as a Second Language (ESOL) graduate program area of emphasis than any other graduate program in the university. Our students must meet the highest admissions standards of any program in the university and our graduates' employment rates and their evaluation by employers are strong. The numbers and size of our scholarship support for top quality students is by far the largest in the college's history. Currently the English for Speakers of Other Languages (ESOL) program receives approximately 14 million dollars in grants. Twenty students are receiving full or partial scholarships as part of these grant funds. In addition the College of Education is in the fourth year of an 8.8 million dollar, five year teacher quality grant from the U. S. Department of Education.

In recent years the unit has been cited for exemplary practice in two areas:

1. "A culture of inquiry and continual renewal has been developed through a cooperative effort between the unit and several area school districts. A cluster of Professional Development Schools at the elementary level has been established which has resulted in a collaborative and collegial approach to in-service and pre-service teacher preparation. Partner Schools identified the assistance provided by KSU students in the area of instructional technology as particularly helpful. The unit and districts contribute to the arrangement by providing university supervisors and clinical instructors for each school. This collaborative effort has resulted in the improvement of teacher preparation, in restructuring of local schools, and in enhanced learning opportunities for the children involved."
2. "As a way to focus attention on the conceptual framework throughout the program sequences, the faculty and staff within the unit deal with students whose actual performance comes to the attention of one or more faculty as being inconsistent with the unit's professional and conceptual commitments. The unit has developed a detailed policy (with examples), and a procedure that makes clear to students and faculty alike the values to which the unit is committed. The practice was identified as exemplary because of the completeness of the rationale, the fullness of the presentation to students and faculty and the existence of an operational procedure to counsel students out of the program when they do not meet program expectations."