WICHITA STATE UNIVERSITY

Program Review Self-Study Template

Academic unit: Department of Curriculum & Instruction

College: College of Education

Date of last review   AY 2013-2014

Date of last accreditation report (if relevant)   Spring 2010

List all degrees described in this report (add lines as necessary)

Degree: BA Elementary Education _____   CIP* code: 131202

Degree: BA Middle Level/Secondary Education _____   CIP code: 131203, 131205

Degree:MA in Teaching_____   CIP code: 131299

Degree:MEd Special Education _____   CIP code: 131001

Degree:Learning and Instructional Design (LID) _____   CIP code: 130301

*To look up, go to: Classification of Instructional Programs Website, http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55

Certificate (s): Literacy, Educational Technology, STEM
_____

Faculty of the academic unit (add lines as necessary)

Name   Signature

Michelle Adler _____   _____

Mara Alagic _____   _____

Danny Bergman _____   _____

Jay Byun_____   _____

Heidi Cornell _____   _____

Katie Cramer _____   _____

Cathy Durano _____   _____

Janice Ewing _____   _____

Jim Granada _____   _____

Brenna Haines _____   _____

SoonChun Lee _____   _____

Fuchang Liu _____   _____

Gayla Lohfink _____   _____

Jodi McArthur _____   _____

Greg Novacek _____   _____

Vicki Opalewski _____   _____

Sandy Peer _____   _____

Aaron Rife _____   _____

Liz Roberts _____   _____

Mary Robillard _____   _____

Donna Sayman _____   _____

Jennifer Stone _____   _____

Johnnie Thompson _____   _____

Anh Tran _____   _____

Submitted by: _____   Date_____
        (name and title)

In yellow highlighted areas,
data will be provided

| 1. | Departmental purpose and relationship to the University mission (refer to instructions in the WSU Program Review document for more information on completing this section). |

a. University Mission:

The mission of Wichita State University is to be an essential educational, cultural, and economic driver for Kansas and the greater public good.

b. Program Mission (if more than one program, list each mission):

The mission of all the licensure programs in the Department of Curriculum and Instruction (BA in Elementary Education, BA Middle/Secondary Education, Master of Arts in Teaching (MAT) and Master of Education (M.Ed.) in Special Education) is to prepare and develop reflective and collaborative educators; bridging theory and practice at all levels through a culture of excellence in teaching, learning, research, scholarly activities and service.

The mission of the Master of Education (M.Ed.) in Learning and Instructional Design (LID)is to prepare all candidates to achieve maximum benefit from their educational experiences. The program develops reflective and collaborative professionals bridging theory and practice through a culture of excellence in teaching, learning, research, collaboration and instructional leadership.

c. The role of the program (s) and relationship to the University mission: Explain in 1-2 concise paragraphs.

Each program in the department complements the mission and the role of university and the College of Education (COE). The mission of the COE is to "prepare education and other professionals to benefit society and its institutions through the understanding, the facilitation, and the illumination of the learning process and the application of knowledge in their disciplines." All of the programs in the department are built on developing highly competent, collaborative, and reflective practitioners who impact "Kansas and the greater public good."

The undergraduate degree programs and the MAT program address the demand for early childhood unified (Birth — grade 3), elementary education (K-6), middle level (5-8) and secondary education (6-12) teachers for the state of Kansas. The mission of the university and college is supported through well-designed programs which at the undergraduate level include general education coursework, a teacher education core/pedagogy with integrated field experiences using a Professional Development School (PDS) model, electives to support classroom instruction and extensive discipline specific content for middle level and secondary candidates. The MAT program is for individuals who hold a bachelor's degree and is designed to provide candidates with a system of mentoring and high quality support while they are learning the pedagogy and research (thesis or non-thesis) necessary to become effective teachers.

The M.Ed. in Special Education addresses the continued demand for highly qualified special education teachers in the state of Kansas. Through a well-designed, newly revised fully online graduate program which includes 34-36 hours of coursework, integrated field experiences, and a research (thesis or non-

thesis) requirement candidates are provided with the tools necessary to support the PreK-12 students and families who bring a wide range of exceptionalities to the public school classroom.

The Master of Education in Learning and Instructional Design is ideal for education and professional development career advancement for those who are engaged in the K-12 teaching and workplace training of adult learners. The master's degree supports the mission of the university and the college through a 36 credit hour program which includes 21 credit hours in curriculum and instruction, 12 credit hours in a specialization of the candidate's choice and three credit hours of required thesis or non-thesis work. As with all programs in the department, the M.Ed. in LID provides candidates with the tools necessary to become effective educators and "impact the greater good."

d. Has the mission of the Program (s) changed since last review? ☐ Yes ☒ No
    i. If yes, describe in 1-2 concise paragraphs. If no, is there a need to change?

The mission of the initial (BA Elementary, BA Middle/Secondary, and MAT) and advanced licensure, (M.Ed. Sped and M.Ed in LID) programs has not changed since the last review; however, the Kansas State Department of Education (KSDE) is in the process of revising standards related to educator preparation programs. The new standards may have an impact on the mission of the programs and will definitely impact the goals/learning outcomes. The department faculty will review and revise program mission, goals, outcomes etc. once new standards have been approved.

e. Provide an overall description of your program (s) including a list of the measurable goals and objectives of the program (s) (programmatic). Have they changed since the last review?

                                                                            ☐ Yes ☒ No

If yes, describe the changes in a concise manner.

The Department of Curriculum and Instruction focuses on preparing education candidates who identify, understand and practice the six guiding principles and frameworks of the College, Council for the Accreditation of Educator Preparation (CAEP) standards and meet the Kansas State Department of Education (KSDE) standards in each of their disciplines. All three of these areas are addressed through the required assessments outlined in each programs' accreditation documents. The goals for the initial and advanced licensure programs are based on KSDE Standards and INTASC Principals. Each program has its own standards that serve as learning outcomes. The goals for the M.Ed. in LID were developed by faculty and were reviewed when the program was revised in 2012 — the program revision resulted in no major changes to the program goals. The measurable goals and objectives (learning outcomes) for each program can be found in appendices B through F.

Bachelor of Arts in Education

At the undergraduate level, the early childhood unified and elementary education curricula are built on a general education foundation. Candidates in the early childhood unified program are required to complete 30 credit hours of core content in early childhood unified and 68 credit hours of core content in

elementary education. Candidates in the elementary education program are required to complete 85 credit hours of core content.

Once candidates complete their general education content, other required courses — such as literacy strategies, linguistics, physical science, and art education, and the prerequisite introduction to the profession, they then complete a four-semester sequence of courses, referred to as the Core Program. The four-semester core sequence provides the pedagogical knowledge and field experiences necessary to become effective classroom teachers.

Candidates begin in Core I with an introduction to theories of human development, the study of cultural diversity and exceptionalities, and their initial field experience placement. In Core Il A and Core Il B students take methods courses, an assessment/evaluation course and continue with field experiences. In Core Ill candidates are required to have a semester-long field experience in the classroom of a highly qualified teacher. For candidates in the undergraduate early childhood unified program, this final field placement is a 16-week placement divided between two sites (elementary — K-3 and early childhood — Preschool or Infant/Toddler). The Core Ill, teaching internship provides candidates with an intensive experience allowing them to make the necessary connections between theory and practice.

Before recommendation for licensure, candidates must meet the state's qualifying score of 160 on the required Principles of Learning and Teaching (Praxis PLT) examination. The qualifying scores on the required specific licensure area Praxis content exams are 163 for Elementary K-6 and 172 for ECU. In addition, students must obtain a passing score of 20 on the Kansas Performance Teaching Portfolio (KPTP).

Bachelor of Arts Middle/Secondary

At the undergraduate level, the middle/secondary education program curricula are built on a general education foundation, a strong foundation in the content area and required coursework in teacher preparation. Once candidates complete their general education content, other required courses, and the prerequisite introduction to the profession, they then complete a four-semester sequence of courses, referred to as the Core Program. The four semester core sequence provides the pedagogical knowledge and field experiences necessary to become effective classroom teachers.

Candidates begin in Core I with an introduction to the theories of human development, the study of cultural diversity and exceptionalities, general education methods and their initial field-experience placement. In Core Il, candidates focus on literacy strategies, the history, philosophy and ethics of education and assessment/evaluation as well as a required field placement experience. In Core Ill, candidates take a discipline specific methods course with an accompanying field experience. Candidates who complete the middle level dual licensure program, for example, history comprehensive/English 5-8 middle level are required to complete two discipline specific methods courses with accompanying field experiences.

In Core IV teaching internship, the candidates complete an extensive semester-long field experience which allows them to make the necessary connections between theory and practice. In the case of candidates who are in the dual licensure program, the candidates complete the teaching internship in two content specific classrooms. As part of the requirement for the middle/secondary education degree program, candidates are required to complete content coursework in their specific disciplines. At the middle level, candidates interested in single subject licensure take 27 credit hours of course content.

Candidates interested in dual subject middle level licensure take up to 57 credit hours of content, split between the two content areas. At the secondary level, candidates take between 33 and 52 credit hours of content depending on their specific discipline. The discipline specific content courses required for middle/secondary candidates are taught by faculty in the College of Liberal Arts and Sciences.

Before recommendation for licensure, candidates must meet the state's qualifying score of 160 on the required Principles of Learning and Teaching (Praxis PLT) examination. Middle/secondary candidates must also meet the qualifying score on the specific licensure area Praxis content exam (qualifying scores vary by discipline). In addition, students must obtain a passing score of 20 on the Kansas Performance Teaching Portfolio (KPTP).

Master of Arts in Teaching

The Master of Arts in Teaching has three tracks/programs — transition to teaching (T2T), middle/secondary residency and early childhood unified residency. The program requires that all candidates have at least a BA/BS degree from an accredited higher education institution prior to entry into the program. Candidates are required to have a GPA of 3.0 in the last 60 credit hours or a GPA of 2.75 in the last 60 credit hours with passing GRE or Miller Analogies scores in order to be fully admitted to the WSU graduate school. Candidates in the T2T and middle/secondary residency tracks must have a qualifying score on the specific licensure area Praxis content exam prior to admission to the program. The candidates in the T2T track are hired by a school district as the teacher-of-record on a two-year restricted license, the candidates in the residency programs are required to have either a para-educator position or complete their internship hours through WSU Cooperative Education positions. The MAT (T2T and Middle/Secondary Residency) is a 36-hour program (29 credit hours of pedagogy and field experience and 7 credit hours of research) completed in six semesters for T2T candidates and five semesters for middle/secondary candidates. The MAT (ECU Residency) is a 36-hour program (30 credit hours of pedagogy and field experience and 6 credit hours of research) completed in five semesters.

Before recommendation for licensure, all candidates must meet the state's qualifying score of 160 on the appropriate Principles of Learning and Teaching (Praxis PLT) examination and a passing score of 200 on the Kansas Performance Teaching Portfolio (KPTP). The ECU Residency candidates must obtain a qualifying score on the specific licensure area Praxis content exam.

Master of Education in Special Education

At the graduate level, the special education curricula are built on a strong theoretical foundation supported by research based knowledge. Because all of the candidates come into the master's program with a required undergraduate degree and a teaching license, the program coursework is designed to build on the educational knowledge they have and to strengthen and deepen their knowledge of exceptionalities by allowing them to develop an expertise in one of the special education emphasis areas; High Incidence, Early Childhood Unified, Low Incidence, and Gifted. Candidates complete between 24 and 28 credit hours of core coursework including integrated field experiences, a comprehensive examination, and seven credit hours of research. Before recommendation for licensure, candidates must meet the state qualify score on the specific licensure area Praxis exam.

Master of Education in Learning and Instructional Design

The master's in curriculum and instruction was revised in 2012 with changes effective fall 2013. The program consists of 36 graduate hours of coursework, which includes 21 credit hours in curriculum and instruction, 12 credit hours in a specialization of the candidates' choice and three credit hours of required thesis or non-thesis work. Although not a licensure program, the program has six standards that must be met in addition to meeting the college's Conceptual Frameworks and Principles and CAEP standards. The conceptual frameworks and principles and standards are assessed yearly to determine program effectiveness.

2. Describe the quality of the program/certificate as assessed by the strengths, productivity, and qualifications of the faculty in terms of SCH, majors, graduates, and scholarly/creative activity (refer to instructions in the WSU Program Review document for more information on completing this section).

Scholarly Productivity	Nu108mber Journal Articles		Number Presentations		Number Conference Proceedings		Performances			Number of Exhibits		Creative Work		No. Books	No. Book Chaps.	No. Grants Awarded or Submitted	$ Grant Value
	Ref	Non-Ref	Ref	Non-Ref	Ref	Non-Ref	*	**	***	Juried	****	Juried	Non-Juried				
Year 1	16		20														1.2 M
Year 2	18		26													8	108,000
Year 3	17		32		3											6	8000

* Winning by competitive audition. **Professional attainment (e.g., commercial recording). ***Principal role in a performance. ****Commissioned or included in a collection.

- Provide a brief assessment of the quality of the faculty/staff using the data from the table above and tables 1-7 from the Office of Planning Analysis as well as any additional relevant data. Programs should comment on details in regard to productivity of the faculty (i.e., some departments may have a few faculty producing the majority of the scholarship), efforts to recruit/retain faculty, departmental succession plans, course evaluation data, etc.

Provide assessment here:

The above table shows the productivity of the department faculty. Scholarship has been produced by faculty in all programs and therefore data were aggregated for the department. Faculty in the department are actively involved in scholarship, are well-published and respected in their disciplines. Recently hired and new faculty are at the beginning of their academic scholarship careers. Faculty currently publish in recognized professional journals and are receiving departmental and College of Education support to present research at international, national, and regional conferences.

During the 2013, 2014, and 2015 calendar years, faculty in the department participated in obtaining external grants. There was a reduction in the number of grants awarded and submitted from 2013 to 2015 this was due in part to faculty turnover, the completion of several grants and the increased competition for state and federal grant dollars. The grants awarded in 2013-2015 were smaller university and college grants designed to help untenured faculty with initial research projects. Besides the grant amounts listed in the above table, four faculty members in the department were specifically involved in either on-going grants and/or securing grants with colleagues from other institutions. In 2013, faculty were also involved

in the federally funded Teacher Quality Partnership (TQP) 6.5-million-dollar grant ($1.2 million in 2013) which impacted the redesign of the undergraduate programs and the implementation of the MAT-ECU Residency Program.

In addition to scholarship, faculty members' expertise has been recognized by their roles on editorial review boards, conference review boards and as peer reviewers for conferences and publications.

Between 2013 and 2015 six department faculty held office positions with state organizations, two faculty members were involved in national accreditation reviews and national program standard design, and five faculty served on state standards review committees.

Since the last review the department has averaged one new (replacement) faculty member a year as senior faculty in the department have either retired or left the institution. Faculty in the department have been recognized for the quality of their teaching, with nominations for WSU's Academy of Effective Teaching as well as for the COE Excellence in Teaching award. Annual faculty activity reports show that faculty ratings on the Student Perceptions of Teaching Effectiveness (SPTE) evaluation are generally in the good to high range. Candidates' comments on the SPTE evaluations are overwhelmingly positive, candidates frequently comment that faculty are knowledgeable, well-organized, supportive of student learning, communicate effectively, and passionate about teaching. In addition, candidates see faculty as individuals who are always ready and willing to help, responding promptly to emails and other requests, and providing quality and timely feedback.

Faculty who teach in the undergraduate programs model good teaching and practice Chickering and Gamson's seven principles of good undergraduate teaching. In addition, elementary and middle/secondary faculty are actively involved in the department's Professional Development School (PDS) partnership model which ensures that candidates in the field are supervised by full-time faculty (tenure eligible, tenured, senior fellows and clinical educators) and two part time liaisons.

Faculty who teach graduate courses model good teaching and set high expectations for graduate level work. All faculty members continue to determine the most effective ways to accommodate the variety of learning styles and needs of the undergraduate and graduate learners as well as ways to effectively use technology in the classroom; such as Smartboards, PowerPoint, Blackboard, iPads, flip cameras, wikis, and clickers.

Information regarding student credit hour (SCH) production within the department are reflected in Appendix A. The total number of SCH rose in 2014, declined a bit in 2015, but rose again in 2016. The decrease appears to have occurred within 100-299 level courses and 800-899 level courses. The 100-299 level decrease was a direct impact felt by not offering concurrent enrollment courses that year. The decrease in 800-899 level courses reflects the decreased enrollment in our M.Ed programs. Tenure eligible faculty provide most of the instruction for SCH production, with non-tenure eligible individuals and lecturers providing approximately the same level of SCH production.

> 3. **Academic Program/Certificate: Analyze the quality of the program as assessed by its curriculum and impact on students for each program (if more than one). Attach updated program assessment plan (s) as an appendix (refer to instructions in the WSU Program Review document for more information).**

a. For undergraduate programs, compare ACT scores of the majors with the University as a whole. (Evaluate table 8 [ACT data] from the Office of Planning and Analysis).

The ACT scores for candidates in the elementary education program increased slightly in 2013 and 2015; 21.6 in 2013 to 22.0 in 2015 but the five year rolling averages remained fairly consistent. When compared to the university as a whole, candidates in the elementary education program have ACT scores below those of the university population as a whole. The ACT scores for candidates in the middle/secondary education program have also remained fairly consistent over the last three years as the data suggests. Middle/Secondary candidates have ACT scores above those of the university population as a whole.

b. For graduate programs, compare graduate GPAs of the majors with University graduate GPAs. (Evaluate table 9 [GPA data] from the Office of Planning and Analysis)

The grade point average data provided by the Office of Planning and Analysis shows that candidates in the M.Ed. in LID had GPAs of 3.6 in 2013-2015 and 3.7 in 2016. When compared to the University graduate GPAs, candidates in the master's program had GPAs slightly above the university population. The candidates in the M.Ed in special education had GPAs of 3.5 in 2014, 3.5 in 2015 and 3.5 in 2016. When compared to the University graduates' GPAs, candidates in the master's program in special education had GPAs slightly above the university population. The candidates in the Master of Arts in Teaching (MAT) program had GPAs of 3.3 in 2014, 3.4 in 2015, and 3.5 in 2016. GPAs will continue to be monitored by department faculty who oversee the graduate programs.

c. Identify the principal learning outcomes (i.e., what skills does your Program expect students to graduate with). Provide aggregate data on how students are meeting those outcomes in the table below. Data should relate to the goals and objectives of the program as listed in 1e. Provide an analysis and evaluation of the data by learner outcome with proposed actions based on the results.

Provide aggregate data on student majors satisfaction (e.g., exit surveys), capstone results, licensing or certification examination results (if applicable), employer surveys or other such data that indicate student satisfaction with the program and whether students are learning the curriculum (for learner outcomes, data should relate to the outcomes of the program as listed in 3c).

The learning outcomes for the programs in the department are based on the KSDE Standards for educator preparation and reflect the College's guiding principles and frameworks and NCATE knowledge standards. The learning outcomes vary by program and can be found in appendices B through F. The chair of each program completes an annual program review report responding to the following core questions:

1. Is the program overall effective in preparing candidates to meet the expected outcomes:
    a. program standards and,
    b. Unit Conceptual Framework Guiding Principles, and
    c. NCATE Knowledge standards (for education personnel program only)
2. Is the program effective in preparing graduates for state licensure exams (if required) in both total scores and the category scores?
3. Are the assessments in Table 2 administered by faculty in every section and every semester the course is taught?
4. How are data used by candidates and faculty to improve candidate performance? Have changes made by the Program Committee in prior years led to desired improvements?
5. What changes, if any, do data and/or other information suggest for (a) the program, (b) the assessments and/or criteria/rubrics, and (c) operational elements — advisement, instruction, faculty field/clinical placements, field/clinical supervision, record keeping, or resource?

In addition to analyzing relevant data and writing the report, the program chair meets with the Program Advisory Council to share the report and to get feedback on program effectiveness. For all department programs the minimum percent of candidates passing each required assessment is 80%. This percentage was approved by the College of Education's Unit Assessment Committee and is the standard across all programs in the Professional Education Unit.

As can be seen from the learning outcomes in appendices B through F the vast majority of candidates obtain acceptable scores on the required assessments thereby meeting the learning outcomes. In cases where candidates do not obtain an acceptable score on a required assessment remediation is provided. Remediation can include repeating a course and/or redoing the doing the required assessment and must be completed prior to candidates their next semester of coursework. Candidates may also choose to change majors and/or may be counseled out of the program.

d. Provide aggregate data on how the goals of the *WSU General Education Program* and *KBOR 2020 Foundation Skills* are assessed in undergraduate programs (optional for graduate programs). n/a

Outcomes:		Results	
		Majors	Non-Majors
o Have acquired knowledge in the arts, humanities, and natural and social sciences o Think critically and independently o Write and speak effectively o Employ analytical reasoning and problem solving techniques			

Note: Not all programs evaluate every goal/skill. Programs may choose to use assessment rubrics for this purpose. Sample forms available at:
http://www.aacu.org/value/rubrics/

The impact of the programs in the department is evident through the feedback obtained from exit surveys as well as recommendations for passing rates on required standardized test scores, licensure and placement rates (see appendices B-H). All of the candidates in department licensure programs complete accredited programs that meet state guidelines. Candidates and alumni are afforded the opportunity to evaluate their experiences through a satisfaction survey. Employers are afforded the opportunity to provide feedback regarding the quality of the program graduates. Satisfaction survey results can be found in appendix G.

In general, undergraduate candidates appear to be satisfied or very satisfied with their programs. The data show that for 2013 to 2016, 68.6 to 95.9 percent of candidates were satisfied or very satisfied with the department programs. The one area where candidates showed the lowest satisfaction percentage was related to understanding legal practices in education. Only 68.6% of candidates were satisfied or very satisfied. This has been discussed within the program faculty and is being addressed within relevant courses.

For graduate candidates, the percent of satisfied or very satisfied ranged from 33.3% to 88.6% The 33.3% was from the M.Ed LID program in 2014 and may have been a result of program changes and transitions. The next year, the percent of satisfied or very satisfied increased dramatically.

The employer and alumni surveys address the following areas: Foundations of Teaching, Planning, Instruction, Assessment, Technology, Diversity, Motivation and Engagement, Professionalism and Ethical Behavior, and Reflective Practice. Each area had multiple items for the employer or the alumni to respond to using a 1 to 5 Likert scale with 1 being strongly disagree and 5 being strongly agree. Both surveys were designed using positive statements, for example, employers were asked to respond to statements such as "The educator uses a variety of teaching strategies to enhance student learning" and alumni were asked to respond to statements such as "I was prepared to create lesson plans that promote critical thinking in students." The data provided in appendix H are aggregated and represent the percentage of respondents who agree or strongly agree with the statements on the surveys.

e. For programs/departments with concurrent enrollment courses (per KBOR policy), provide the assessment of such courses over the last three years (disaggregated by each year) that assures grading standards (e.g., papers, portfolios, quizzes, labs, etc.) course management, instructional delivery, and content meet or exceed those in regular on-campus sections.
Provide information here:

The department offers concurrent enrollment credit for CI 270 Introduction to the Education Profession the introductory teacher preparation course. This course was offered in seven area high schools. Both high school courses were the equivalent of 3 credit hours and were aligned to CI 270 Introduction to the Education Profession curriculum. In the concurrent enrollment course students examined the nature of teaching, the roles of collaboration, reflective practice, critical thinking, problem solving, and inquiry. Embedded with the class were electronic classroom observations and common resource materials. Students were engaged in activities using common textbooks, resources, software support, legal briefs and first hand teaching experience. Detailed concurrent enrollment information including student satisfaction ratings can be found in appendix J. No concurrent enrollment courses were offered in 2014-2015.

f. Indicate whether the program is accredited by a specialty accrediting body including the next review date and concerns from the last review.
    Provide information here:

    All initial licensure programs in the department are accredited by the Kansas State Department of Education (KSDE). The next review cycle for program accreditation by KSDE will be in 2023. All programs in the department - initial licensure and advanced — including the M.Ed. in LID are accredited by Council for the Accreditation of Educator Preparation (CAEP). The next review cycle for program accreditation for CAEP will be in fall 2017.

g. Provide the process the department uses to assure assignment of credit hours (per WSU policy 2.18) to all courses has been reviewed over the last three years.
    Provide information here:

    Faculty members submit a copy of their syllabi to the department chair each semester. The syllabi are reviewed to ensure that assignment of credit hours is listed. The syllabus template that is provided to new faculty includes assignment of credit hours as one of its headings. All syllabi that are developed as part of the curriculum change process include the assignment of credit hours and these syllabi are reviewed by the department and the college's curriculum committee.

h. Provide a brief assessment of the overall quality of the academic program using the data from 3a – 3e and other information you may collect, including outstanding student work (e.g., outstanding scholarship, inductions into honor organizations, publications, special awards, academic scholarships, student recruitment and retention).
    Provide assessment here:

    Since the 2014 Kansas Board of Regent Program Review, revisions have been made to the middle/secondary programs and the M.Ed. in LID and M.Ed in Special Education. Based on the evidence provided, the academic programs in the department are effective.

    The programs are reviewed on an annual basis and information from the annual review is shared with each program's advisory council. The council provides feedback and offers suggestions for improvement. All of the programs in the department went through a comprehensive review in 2016 by the Kansas State Department of Education. The Professional Education Unit was reviewed by the National Council for Accreditation of Teacher Education (NCATE) in spring of 2010. Both reviews were successful with no areas for improvement. The programs in the department will be reviewed again by the Kansas State Department of Education (KSDE) in fall of 2023 and the Professional Education Unit will be reviewed by the Council for Accreditation of Educator Preparation (CAEP) in fall 2017.

> **4. Analyze the student need and employer demand for the program/certificate. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).**

<p>a. <mark>Evaluate tables 11-15 from the Office of Planning Analysis for number of applicants, admits, and enrollments and percent URM students by student level and degrees conferred</mark>.</p>

Elementary Education program information taken from tables 11-15 showed a slight increase in the number of applicants from 2013 to 2016 (192 to 221) and the number of candidates admitted during that period increased as well (from 185 to 209). However, when looking at the census day numbers, these data look different. In 2013 on census day elementary education had 108 students compared to 93 in 2016. As of census day, there were 40 fewer candidates in the elementary education program in 2016 than in 2015.

In middle secondary education, a similar trend was evident. From 2013 to 2016 the number of applicants decreased from 122 to 111 and the number of candidates admitted during that period decreased from 120 to 108. As of census day, there were 12 fewer candidates in the middle secondary program in 2016 than in 2013.

The enrollment in the MAT showed a decrease in the number of applicants for the program from 2013 to 2016 from 54 to 32. The number of applicants for the M.Ed. in LID has increased since 2013. In 2013 there were 30 admitted students and in 2016 there were 36. The number of candidates enrolled on census day in 2016 was slightly higher than the number of candidates in 2013 (30 and 19, respectively). In 2012 faculty in the department began revisions of the program and final revisions were approved in 2013.

The M.Ed. in Special Education demonstrated decreased enrollment. There was a decrease in applicants and admitted students from 2013 to 2016. In 2016, there were 20 admitted students on census day and 40 in 2013 on census day. The faculty in the M.Ed in Special Education moved the program to fully online with revised curriculum effective Summer 2017. It is anticipated that these changes will benefit enrollment.

In general, all of the licensure programs experienced a decrease in enrollment since 2013. Nationwide a 6% decrease was seen in education programs during this time period (the department saw a 7% decrease in elementary education and 10% decrease in middle/secondary education). If jobs are not available, whether the availability is real or perceived, applicants choose other professions; in addition, applicants who have the content required for middle secondary licensure often complete a liberal arts and sciences degree in their content field instead of an education degree.

In terms of under-represented minorities (URM) in the initial licensure programs (elementary education, middle secondary education and MAT) the percent of URM varies by program. In elementary education the percent of URM has grown from 13.5% in 2013 to 15.1% in 2015 with the percent of URM of degreed conferred students increasing from 8.2% in 2013 to 13.7% in 2016. The percent of URM in the elementary education program was approximately 1.4% below the university for degreed conferred students.

In middle secondary education the percent of URM has grown from 9.9% in 2013 to 10.5% in 2015 with the percent of URM of degreed conferred students increasing from 6.8% in 2013 to 8.5% in 2016. The percent of URM in the middle secondary program was approximately 7% below the university in degreed conferred students.

In the MAT program the percent of URM has grown from in 19.8% in 2013 to 13.5% in 2015. The percent of URM of degreed conferred students remained stable from 20.6% in 2013 to 20.0% in 2016.

The percent of URM in the MAT program was significantly above the university percentage for URM in master's degrees conferred.

In the M.Ed in Special Education, the percent of URM has grown from 5.7% in 2013 to 6.1% in 2015 with the percent of URM of degreed conferred students decreasing from 12.5% in 2013 to 9.1% in 2016. The percent of URM in the M.Ed in Special Education program was approximately the same as the university in degreed conferred students.

In the M.Ed in LID, the percent of URM has decreased from 10.7% in 2013 to 8.2% in 2015 with the percent of URM of degreed conferred students increasing from 4.0% in 2013 to 50.0% in 2016. The percent of URM in the M.Ed in LID   was approximately 41% greater than the university in degreed conferred students.

 The department, as a whole, has made recruitment and retention a priority. We have several initiatives in place to address the decline in enrollment. These include: (1) a Recruitment Fellow and a Retention Fellow whose primary roles are to assist with recruitment and retention, (2) program revisions to better align with student and school district needs-these include new program creation that provides for a paraprofessional to teacher pathway in an abbreviated timeline while not having to resign from his/her job to complete the traditional student teaching semester, and (3) expansion of the MAT-ECU residency program to include K-6 students given that new K-6 Unified standards are been released by the Kansas State Department of Education (KSDE). We've also developed a college-wide mentoring program that pairs faculty with students to assist with retention.

b. Utilize the table below to provide data that demonstrates student need and demand for the program.

Employment of Majors*							
	Average Salary	Employ-ment % In state	Employment % in the field	Employment: % related to the field	Employment: % outside the field	No. pursuing graduate or profes-sional educa-tion	Projected growth from BLS** Current year only.
Year 1	47466	--	--	--	--	10%	
Year 2	51540	--	--	--	--	10%	
Year 3	54550	--	--	--	--	5%	6-8%

* May not be collected every year

** Go to the U.S. Bureau of Labor Statistics Website: http://www.bls.gov/oco/ and view job outlook data and salary information (if the Program has information available from professional associations or alumni surveys, enter that data)

According to the BLS the growth rate for teachers ranges from 6% to 8%. Across all grade levels there is a decline in the student-to-teacher ratio which typically results in increased numbers of teachers needed; however, student enrollment growth in high schools is declining so the need for high school teachers will be at a slower pace. There is a projected increase in the number of elementary (including kindergarten) and middle school students which will result in increased numbers of teachers needed in these areas. As always increasing the number of teachers hired depends on additional factors: including, school district/state/federal budgets and the number of teachers reaching retirement age between 2012 and 2022.

There is an anticipated increase in the student populations in the South and West, with the student population in the Midwest remaining steady and the Northeast continuing to experiences a decline. Additionally, there continue to be areas of need so teachers who have additional certificates or licenses in math, science — in particular chemistry and physic, ESL and special education may have an increased chance of finding a position.

Although there is an increased chance of finding a position with added background in special education, according to the BLS the growth for special education teacher is as fast as average. The job growth in special education continues to be driven by demand for special education services and the need to replace teachers who leave because of burnout. The burnout rate among special education teachers remains high especially for those who work with students who have the most severe or complex exceptionalities. In addition, growth in special education remains dependent on funding for services.

The M.Ed. in LID is frequently used by classroom teachers to move to a leadership role in schools. The term that best describes the work of an individual with a master's degree in this area is an instructional coordinator, curriculum specialist and/or instructional coach. The BLS forecasts average job growth for instructional coordinators. The anticipated rate of growth is 7%. As schools continue to focus on evaluation, improving curriculum and teacher effectiveness, there will continue to be a need for individuals who have a master's degree and who have communication, interpersonal and leadership skills as well as skills in the areas of data analysis and decision-making.

The Bureau of Labor Statistics (BLS) provides median salaries for individuals in the teaching profession These median salaries range from 54,550 (for elementary education teachers) to 56,800 (for special education teachers). Salaries for teachers vary throughout the country and often by grade level and/or content area taught. The BLS reported that salaries could be as low as 35,630 or as high as 85,690. The median salary for an individual with master's degree who obtains a job as an instructional coordinator is 62,270. The average salary data for teachers in Kansas is presented in the above table. Teacher's salaries in Kansas are typically below the national average. Kansas was ranked 41 [st] in teachers' salaries in 2011-2012 and 42 [nd] in teachers' salaries in 2012-2013 (National Education Association (NEA) Research

Rankings Estimates (nea.org). Although salaries vary across the state, the overall ranking of Kansas in makes teaching positions less desirable especially for individuals who have the flexibility to move to other states.

- Provide a brief assessment of student need and demand using the data from tables 11-15 from the Office of Planning and Analysis and from the table above. Include the most common types of positions, in terms of employment graduates can expect to find.

  Provide assessment here:

  Candidates in the undergraduate or graduate programs (initial and advanced licenses) typically apply for positions as classroom teachers. Based on the current and expected job market, there is a continued need for the undergraduate and graduate licensure programs as the BLS data indicates a continued need for classroom teachers, especially as an increasing number of teachers are expected to reach retirement age between 2012 and 2022. As always the number of teachers hired will vary and depend on state, local and

federal resources, location, and high need areas. The best job prospects continue to be available to teachers who are willing to relocate to areas where student enrollments are increasing and/or who have licensure in high need fields such as math, science (chemistry and physic), ESL and special education and salaries are greater.

For the non-licensure graduate program the majority of candidates in the program are currently teachers who remain in the classroom; however, these individuals typically take on additional leadership roles in their schools and may become curriculum coordinators, curriculum specialists and/or instructional coaches. With the continued emphasis on student learning and the implementation of the College and Career Readiness Standards (CCRS), schools and school districts will continue to work on improving the curriculum and mentoring teacher. Individuals with a master's degree in curriculum and instruction are in an ideal position to provide support and leadership in their schools in these areas.

5. **Analyze the service the Program/certificate provides to the discipline, other programs at the University, and beyond. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).**

Evaluate table 16 from the Office of Planning Analysis for SCH by student department affiliation on fall census day.

a. Provide a brief assessment of the service the Program provides. Comment on percentage of SCH taken by majors and non-majors, nature of Program in terms of the service it provides to other University programs, faculty service to the institution, and beyond.

Provide assessment here:

The major and non-major data provided for the department programs suggests that the credit hour production for non-majors exceeds the credit hour production for majors. This data does not appear to be accurate, for with the exception of a few undergraduate course which are required by candidates in the teacher education programs in Fine and Performing Arts (Art Education and Music Education), Liberal Arts and Science — Modern and Classical Language and Literatures (Foreign Language Education — Spanish, French and Latin), and Human Performance Studies (Physical Education), only department candidates take courses in the programs described in this review document.

There are several disciplines represented in the department and faculty from across department disciplines have collaborated on research projects such as MURPA grants. Faculty in the department collaborated with the Wichita Public Schools and math faculty in the College of Liberal Arts and Sciences on a three year grant to improve mathematics teaching in the public schools. Department faculty have collaborated with faculty from the College of Health Professions, specifically the Department of Nursing and the Department of Communication Sciences and Disorders on MURPA grants.

The department has relied on external financial support to implement programmatic changes in the initial licensure programs. In September of 2009, the College of Education received a 6.5 million dollar Teacher Quality Partnership grant to (1) focus on reforming the undergraduate programs to include differentiated instruction, educational technology, cultural proficiency, data-driven instruction and literacy in content areas using a professional development school (PDS) model which emphasized professional clinically-based programs and (2) develop an ECU Residency Program. The five-year grant provided funds for the addition of three .6 elementary liaisons, one full time middle/secondary liaison and a half-time ECU residency liaison, all who, in conjunction with faculty, support students in the program through supervision in field placements. Maintaining the current PDS model is essential as the licensure programs move toward the next KSDE and CAEP accreditation cycles. CAEP standard 2 states: The provider ensures that effective partnerships and high-quality clinical practice are center to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students ' learning and development. KSDE is currently strongly encouraging all teacher education programs in the state to be involved in some type of PDS model and although the models vary by institution, WSU is one of the only institutions requiring all early childhood unified, elementary and middle secondary undergraduates to participate.

Another source of external support was a two year KBOR grant to create a para to teacher pathway in Western Kansas. This program is launching Summer 2017 and has been very well received by superintendents and paraprofessionals in multiple school districts.

6. Report on the Program's/certificate's goal (s) from the last review. List the goal (s), data that may have been collected to support the goal, and the outcome. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

(For Last 3 FYs)	Goal (s)	Assessment Data Analyzed	Outcome

The following goals were established in 2013 during the last KBOR Program Review

1. Increased numbers of candidates in the M.Ed. in CI
2. Increased numbers of candidates in the M.Ed in Special Education
3. Continuation and sustainability of the current PDS partnership model for the undergraduate programs
4. Continuation and sustainability of the ECU residency program
5. Increase the number of URM in the department programs.

Given the current enrollment numbers, all programs (including the M.Ed in LID and M.Ed in Special Education) have been asked to develop strategic enrollment growth plans. This is reflected in the newly revised departmental Recruitment and Retention plan. The university is supporting this initiative through the creation of Recruitment and Retention Fellows. As a department, we are dedicated to program improvement, innovative service delivery models, and responsive programming. Several changes have been made and are in progress that will likely improve enrollment.

The undergraduate programs PDS partnership model for the elementary education program has been fine-tuned and the middle/secondary program PDS partnership model is in place. With faculty hired to fill vacant positions in math education and history/government beginning in fall 2014, the middle/ secondary PDS model can be refined to ensure a quality clinically-based program. We have successfully continued and sustained the PDS model at the undergraduate level. Every student in the teacher preparation program goes through our PDS model. In the Elementary program, every student completes a year long internship with the same cooperating teacher at the same school.

Across programs, as part of our department's recruitment and retention plan, we have included a strategic initiative for increasing the number of underrepresented students in all programs. Utilizing resources available at the university and college level, we anticipate seeing growth in these areas over the next few years.

7**. Summary and Recommendations**

a. Set forth a summary of the report including an overview evaluating the strengths and concerns. List recommendations for improvement of each Program (for departments with multiple programs) that have resulted from this report (relate recommendations back to information provided in any of the categories

and to the goals and objectives of the program as listed in 1e). Identify three year goal (s) for the Program to be accomplished in time for the next review.

Provide assessment here:

Strengths

The strength of the department's undergraduate program continues to be the faculty and the department's Professional Development School (PDS) partnership model. Department faculty continue to be committed to ensuring that the candidates become strong classroom teachers able to deal with P-12 students and the 21 [st] century challenges and opportunities. The current PDS model ensures that candidates have a variety of field experiences which begin in their first semester in the program and occur every semester through the teaching internship - final semester in the program. The model includes placement in the same classroom for two consecutive semesters which means candidates develop a relationship with their cooperating teacher, the P-12 students, and a solid understanding of the school culture. In addition, candidates are supervised by faculty and liaisons who work to ensure that they are receiving the support needed to develop as "highly competent, collaborative, and reflective practitioners" who are profession-ready teachers.

The strength of the graduate programs continues to be faculty who are committed to ensuring a high level of graduate quality coursework. The graduate programs in the department are designed to provide a variety of options for individuals who already possess a bachelor's degree. Individuals interested in initial licensure have three options in the MAT program. Licensed teachers can choose from one of four special education areas and teachers and/or other individuals interested in expanding their understanding of curriculum and instruction can choose the M.Ed. in LID as an avenue to deepen their understanding of teaching and learning.

Threats

There are two major threats to the programs in the department. The first threat is full-time faculty retention/turnover. When there is high faculty turnover and/or when required major program courses are taught primarily by low paid lecturers who are not committed to nor fully understand the programs, the quality of the program suffers and as a result candidates do not receive the quality experience needed to be successful.

The second threat to the programs includes a political landscape that continues to marginalize individuals who would consider public school teaching thus making it a much less attractive profession. For example, recent house bill HB 2506 allows school districts to hire individuals with a background in Science, Technology, Engineering and Math (STEM) but with no required pedagogy and no required understanding of growth and development. Although the results of the bill remain to be seen, the potential negative impact to the department could be the elimination of two of the tracks in the MAT program as well as the reduction in the number of candidates in the middle/secondary math and science education programs.

Weaknesses

The department's reliance on poorly paid lecturers as opposed to full-time faculty continues to be a programmatic weakness. The reliance on lecturers to teach required courses in the undergraduate elementary education program for example means that a student could potentially have her entire program taught by lecturers.

Another weakness is the limited number of faculty in each content discipline. Faculty who teach undergraduate methods courses, for example, seldom, if ever, get the opportunity to teach graduate level courses. This means that not all faculty get a chance to teach and/or interact academically with graduate

candidates and thus have fewer opportunities to be involved in graduate level research. Furthermore, the lack of a larger number of faculty to teach in the graduate programs limits the candidates' exposure to diverse ways of thinking. A graduate candidate, for example, may have the same one or two faculty members for her entire program. When this happens it no longer becomes the department's graduate program it becomes Professor X 's graduate program which is not academically healthy for candidates, for faculty, or for the program.

Opportunities

There are several opportunities for the department including the opportunity to enhance and expand current offerings through the use of technology and online learning. Other opportunities include developing certificate programs in STEM education, taking advantage of the department's PDS partnership model and residency models to study the impact on P-12 learning, and expanding the special education offerings to undergraduates to make them more marketable.

Describe unique opportunities, comparative advantages, and future research opportunities

Because of the Teacher Quality Partnership Grant, there are opportunities to replicate the ECU Residency Program and to share the PDS partnership model with a broader audience. The ECU Residency model, for example, does not financially support candidates; therefore, it is sustainable and does not require grant funding to provide stipends or salaries to candidates. The PDS partnership model requires participation by all candidates in the undergraduate program rather than just a select few. Both models are unique and provide research and funding opportunities. In addition, the good working relationships that have developed with the Wichita Public Schools because of the aforementioned programs could position the department at the forefront of research on program impact for P-12 students' learning.

With the new Teacher Apprentice Program (TAP; the KBOR grant aforementioned), there is an opportunity to create a paraprofessional to teacher pathway at the undergraduate level. This program launches Summer, 2017 and a secondary math/science para to teacher pathway is being developed for anticipated launch Summer, 2018.

Adequacy of Resources

It is anticipated that there will be a need for either more faculty in the department to support the TAP program and the PDS model. In addition, a clinical faculty member in special education who supports the supervision component of the special education program would be an asset and allow current faculty to teach in the undergraduate program. Full-time faculty teaching in the undergraduate program is an excellent way to recruit undergraduates into the department's graduate programs.

The department has very few graduate assistantships that can be offered and typically graduate assistants are only assigned to new faculty. An increase in the number of graduate assistants would benefit graduate students and increase the support for faculty scholarship.

Goals for the next 3 years

The long term goals for the department are identified in the department's strategic plan which can be found in appendix L. The department goals for the next three years include:

1.   Ensure high-quality learning experiences for undergraduate and graduate students in Wichita State University College of Education and within each Department.

2.   Actively recruit students to increase the number of highly qualified candidates/students.

3.   Strengthen recruitment and retention efforts to attract candidates/students from underrepresented populations.

4.   Utilize program and unit data to identify and remove potential problems or barriers and create solutions to promote enrollment and retention (e.g., admission, recruitment, enrollment, retention, graduation rates, and enrollment from underrepresented groups).

5.   Offer flexible, non-traditional educational opportunities to attract a wider audience of candidates/students (e.g., enrollment in professional master's degree programs, Badge Programs, short courses, high school students, returning adults, different geographic regions, professional re-licensure courses, distance learning opportunities, and coordination across undergraduate and graduate programs in regard to course deliver).

Appendix A

Table 1: Student credit hours for all departmental programs (undergraduate and graduate) for 2013-2016 and five year average for 2013-2016

Course #	FY 2013	FY 2014	FY 2015	FY 2016	2013-2016
100-299	903	843	801	819	850
300-499	7035	7749	7436	7623	7515
500-699	926	669	673	943	824
700-799	1947	1896	2051	1807	1946
800-899	1269	1186	975	1065	1160
Total	12080	12343	11936	12257	12295

Table 2: Number of Undergraduate Program Majors

Elementary	2013	2014	2015	average
Junior	89	112	99	100
Senior	215	186	192	198

Secondary	2013	2014	2015	average
Junior	68	73	68	70
Senior	154	133	125	137

Table 3: Degree Production—Undergraduate

	2013	2014	2015	2016	average
Elementary	97	99	93	95	96
Secondary	59	82	57	71	67

Note. Undergraduate Early Childhood Unified majors are required to complete the elementary education program and therefore, their numbers are not disaggregated. The secondary education majors are also not disaggregated by program.

Table 4: Number of Graduate Program Majors

Program	2013	2014	2015	Average
M.Ed in LID	28	41	49	39
M.Ed in SPED	105	91	82	93
MAT	96	95	74	88

Table 5: Degree Production: Graduate

Program	2013	2014	2015	2016	average
M.Ed in LID	25	7	9	2	11
M.Ed in SPED	24	23	18	22	22
MAT	34	32	28	25	30

Table 6: Student Credit Hour Production and Faculty/Instructional FTE.

	2013	2014	2015	Average
Tenure Eligible faculty	2852	3743	2727	3107

Non-tenure eligible faculty	775	2154	1100	1343
Lecturers	1589	1288	1266	1381
Unclassified professionals	66	75	78	73

This table includes SCH generated by tenure/tenure eligible faculty, non-tenure eligible faculty and lecturers.

Appendix B

For all department programs the minimum percent of candidates passing each required assessment is 80%. This percentage was approved by the College of Education's Unit Assessment Committee and is the standard across all programs in the Professional Education Unit.

Elementary Education Program

Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results Pass Rate	Analysis
The kindergarten through sixth grade teacher demonstrates a high level of competence in use of the English language arts and knows, understands and uses concepts from emerging literacy, reading, language and child development to teach reading, writing, speaking, viewing, listening, and thinking skills and to help all students successfully apply their developing literacy skills to many different situations, materials, and ideas.	Elementary Education Lesson Plan Collection Student Teaching Evaluations Elementary Education Content Achievement Tests	Acceptable or Target on each Rubric Item 3 or Higher on each item of the Rubric 235 or higher	99.67% 99.67%	Meets the required passing percentage for all assessments.
The kindergarten through sixth grade teacher knows, understands, and uses the major concepts, procedures, and reasoning processes of mathematics that define numbers and operations, geometry, measurement, data analysis and probability, and algebra so that all students understand relationships that can represent phenomena, solve problems, and manages data.	Elementary Education Lesson Plan Collection Student Teaching Evaluations Elementary Education Content Achievement Tests	Acceptable or Target on each Rubric Item 3 or Higher on each item of the Rubric 235 or higher	99.67%	Meets the required passing percentage for all assessments
The kindergarten through sixth grade teacher knows, understands, and uses fundamental concepts in the subject matter of science-including physical, life and earth and space sciences — as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes sciences use in discovery of new knowledge to build a base for scientific and technological literacy for all students.	Elementary Education Lesson Plan Collection Student Teaching Evaluations Elementary Education Content Achievement Tests	Acceptable or Target on each Rubric Item 3 or Higher on each item of the Rubric 235 or higher	99.67%	Meets the required passing percentage for all assessments
The kindergarten through sixth grade teacher knows, understands, and uses the major concepts and modes of inquiry from the social studies the integrated study of history, geography, the social sciences, and other related areas — to promote all students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.	Elementary Education Lesson Plan Collection Student Teaching Evaluations Elementary Education Content Achievement Tests	Acceptable or Target on each Rubric Item 3 or Higher on each item of the Rubric 235 or higher	99.67%	Meets the required passing percentage for all assessments

The kindergarten through sixth grade teacher can design, implement, and evaluate arts experiences that are developmentally appropriate, meaningful and challenging for all students, that lead to positive learning outcomes and that develop positive dispositions toward artistic explorations and expression.	Elementary Education Lesson Plan Collection Student Teaching Evaluations Fine Arts Comprehensive Exam Fine Arts Collection	Acceptable or Target on each Rubric Item 3 or Higher on each item of the Rubric 80% or better on exam Minimum score of 45		Meets the required passing percentage for all assessments

The kindergarten through sixth grade teacher knows, understands, and uses the major concepts of health education and human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for all students.	Elementary Education Lesson Plan Collection Student Teaching Evaluations Health/Physical Education Comprehensive Exam	Acceptable or Target on each Rubric Item 3 or Higher on each item of the Rubric 80% or higher	99.67%	Meets the required passing percentage for all assessments
The kindergarten through sixth grade teacher knows, understands, and uses his/her understanding of children 's characteristics and needs and of multiple interacting influences on children's development and learning to create environments that are healthy, respectful, supportive and challenging for all students.	Student Teaching Evaluations KPTP Task 2 and 3	3 or Higher on each item of the Rubric Acceptable or higher on each task	99.67% 100%	Meets the required passing percentage for all assessments

Appendix C

For all department programs the minimum percent of candidates passing each required assessment is 80%. This percentage was approved by the College of Education's Unit Assessment Committee and is the standard across all programs in the Professional Education Unit.

Middle/Secondary Education Program

Learning Outcomes (most programs will have multiple outcomes) Middle Level English Language Arts	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results Pass Rate	Analysis
The teacher of English language arts demonstrates knowledge of current methods for teaching processes of reading, writing, speaking, listening, thinking, and viewing and their interrelationships.	Lesson Plan KPTP Task 3 Teaching and Learning Curriculum Design in English Language Arts, Trait A Classroom Observation Form for English Language Arts: Items •l -6	Acceptable (on all assessments listed)	100% for all assessments listed	Meets the required passing percentage for all assessments
The teacher of English language arts demonstrates knowledge of a variety of print and non-print texts and of how learners create and discover meaning in text.	Print and Non-Print Text Examination Curriculum Design in English Language Arts, Traits B and C Classroom Observation Form for English Language Arts: Items 7-10	Acceptable (on all assessments listed)	100% for all assessments listed	Meets the required passing percentage for all assessments
The teacher of English language arts demonstrates knowledge of the history, structure, and development of the English language and how people use language to influence the thinking and actions of others.	Curriculum Design in English Language Arts, Traits D and E Classroom Observation Form for English Language Arts; Items 1 1-13	Acceptable 3 or higher	100% for all assessments listed	Meets the required passing percentage for all assessments
The teacher of English language arts demonstrates the ability to communicate effectively and responsibly for a variety of audiences and for different purposes.	Lesson Plan Curriculum Design in English Language Arts, Trait F Observation Form for English Language Arts: Item 14-18	75% or higher 2 or higher 3 or higher	100% for all assessments listed	Meets required passing percentage for all assessments
Learning Outcomes (most programs will have multiple outcomes) Middle Level History, Government & Social Studies	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results Pass Rate	Analysis

The teacher of comprehensive history has knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of the world, and is able to utilize essential analytical and research skills.	Lesson Plans Course Grades — HIST 100 (World Civilizations since 1500) — (or transfer equivalent)	Acceptable C- or higher overall grade (Acceptable or higher)	100%	Meets the required passing percentage for Lesson Plan Assessment
The teacher of comprehensive history has knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of the United States, and is able to utilize essential analytical skills.	Lesson Plans Course grades: HIST 132 (US History' since 1865) or transfer	Acceptable C- or higher overall grade	100%	Meets the required passing percentage for lesson plan assessment
The teacher of comprehensive history has knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas and is able to utilize essential analytical and research skills.	Lesson Plans Course Grades: HIST 535 (History of Kansas) or transfer equivalent	Acceptable C- or higher overall grade	100%	Meets the required passing percentage for Lesson Plan Assessment
The teacher of comprehensive history has knowledge and understanding of significant professional and pedagogical issues and skills relevant to the profession of teaching history.	Lesson Plans Candidate Student Teaching Evaluation KPTP - Task 3	Acceptable 3 or higher on each statement Acceptable	100% on all assessments listed	Meets the required passing percentage for all assessments
The teacher of comprehensive history has knowledge and understanding of governmental systems in the United States and other nations.	Course Grades: POL SCI 121 (American Politics) or transfer equivalent	C- or higher overall grade		No data available
The teacher of comprehensive history has knowledge and understanding of major economic concepts, issues, and systems in the United States and other nations.	Course Grades: ECON 400 (Economics in the Classroom l) or transfer equivalent	C- or higher overall grade		No data available
The teacher of comprehensive history has knowledge and understanding of the spatial organizations of the earth's surface and the relationships among people, places, and physical and human environments.	Course Grades: GEOG 125 (World Geography) or transfer equivalent	C- or higher overall grade		No data available
The teacher of comprehensive history has knowledge and understanding of social systems and interactions.	Course Grades: ANTHRO 303 (World Cultures) or transfer equivalent	C- or higher overall grade		No data available
Learning Outcomes (most programs will have multiple outcomes) Middle Level Mathematics	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results Pass Rate	Analysis

The teacher of mathematics has conceptual and procedural understanding of mathematics.	Praxis Exam Final Student Teaching Supervisor Evaluation Form: Instructional Planning and Design, Items 1-4, 7 Course Grade: Math 501	Passing Score Acceptable	100% 95% 96.9%	Meets the required passing percentage for all assessments
The teacher of mathematics can demonstrate conceptual and procedural understanding of number and number systems and is able to identify and apply these understandings within a real world context.	Praxis Exam Comprehensive Exam Technology Integration Project	Passing Score	100% for all assessments listed	Meets the required passing percentage for all assessments
The teacher of mathematics can demonstrate the need for, uses of, and conceptual and procedural understanding of patterns, functions and algebra from both concrete and abstract perspectives, and are able to identify and apply these relationships in the real world context, including the use of appropriate technology.	Praxis Exam Comprehensive Exam Technology Integration Project	Passing Score	100% for all assessments listed	Meets the required passing percentage for all assessments
The teacher of mathematics can demonstrate the need for, uses of, and conceptual and procedural understanding of geometry, measurement, and spatial visualization from both concrete and abstract perspectives and are able to identify and apply these relationships in the real world context, including the use of appropriate technology.	Praxis Exam Course Grade Math 121 Technology Integration Project	Passing Score	100% 100% 100%	Meets the required passing percentage for all assessments

The teacher of mathematics can demonstrate the need for, uses of, and conceptual and procedural understanding of data, statistics, and probability and is able to identify and apply these relationships in the real world context, including the use of appropriate technology.	Praxis Exam Comprehensive Exam Technology Integration Project	Passing Score	100% for all assessments listed	Meets the required passing percentage for all assessments
The teacher of mathematics can demonstrate conceptual and procedural understanding of calculus and is able to identify and apply these relationships within the real world context, including the use of appropriate technology.	Praxis Exam Comprehensive Exam Technology Integration Project	Passing Score	100% for all assessments listed	Meets the required passing percentage for all assessments
The teacher of mathematics can demonstrate conceptual and procedural understanding of discrete processes and is able to identify and apply these understandings within the real world context, including the use of appropriate technology.	Praxis Exam Comprehensive Exam Technology Integration Project	Passing Score	100% for all assessments listed	Meets the required passing percentage for all assessments
The teacher of mathematics can demonstrate knowledge of the history of mathematics.	Praxis Exam Course Grade Math 300	Passing Score	100% for all assessments listed	Meets the required passing percentage for all assessments
The teacher of mathematics has a foundational knowledge of students as learners and of pedagogical strategies.	Praxis Exam Final Student Teaching Supervisor Evaluation Form, Items 5 6 8 9 10, and 13 Unit Plans KPTP Task 3	Passing Score Acceptable Acceptable Acceptable	100% for all assessments listed	Meets the required passing percentage for all assessments
Learning Outcomes (most programs will have multiple outcomes) Middle Level Science	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results Pass Rate	Analysis
The teacher of science demonstrates an understanding of physical science.	Cumulative Final Exam for CHEM 103	65% and above	100%	Meets the required passing percentage

The teacher of science demonstrates an understanding of life science.	BIOL 211 — Final Exam	65% and above	100%	Meets the required passing percentage
The teacher of science demonstrates an understanding of earth and space science.	Final Course Grade - GEOL 102 Earth Science and the Environment	C (2.0) and above	100%	Meets the required passing percentage
	Final Course Grade PHYS395 Solar System Astronomy	C (2.0) and above		Does not meet the required passing percentage

The teacher of science demonstrates an understanding of the nature of inquiry and the ability necessary to help students do scientific inquiry.	Unit Scope/Lesson Sequence Student Teaching Evaluation Form	80% and above 3 or higher	100% for all assessments listed	Meets the required passing percentage for all assessments
The teacher of science demonstrates an understanding of the basic relationships between science and technology and the knowledge of when and how technology can be used to solve problems.	Unit Scope/Lesson Sequence	80% and above	100%	Meets the required passing percentage for all assessments
The teacher of science demonstrates an understanding of science as a human endeavor, of the nature of science, and of science from historical perspectives.	Unit Scope/Lesson Sequence	80% and above	100%	Meets the required passing percentage
The teacher of science demonstrates an understanding of the concepts and processes unifying science domains.	Unit Scope/Lesson Sequence	80% and above	100%	Meets the required passing percentage
The teacher of science demonstrates an understanding of science in personal and social perspectives.	Unit Scope/Lesson Sequence	80% and above	100%	Meets the required passing percentage
The teacher of science demonstrates an understanding of and an ability to teach science effectively.	Unit Scope/Lesson Sequence Student Teaching Evaluation Form	80% and above 3 or higher	100% for all assessments listed	Meets the required passing percentage for all assessments

The teacher of science enacts a science curriculum that integrates content with the sciences and among other disciplines.	Unit Scope/Lesson Sequence Student Teaching Evaluation Form	80% and above 3 or higher	100% for all assessments listed	Meets the required passing percentage for all assessments
The teacher of science understands how to relate science to the daily lives and interests of students and to a larger framework of human endeavor and understanding.	Unit Scope/Lesson Sequence	80% and above	100%	Meets the required passing percentage
The teacher of science assesses students' educational progress through a variety of methods.	Student Teaching Evaluation Form KPTP Task 3	3 or higher 8 or higher	100% for all assessments listed	Meets the required passing percentage for all assessments
The teacher of science designs and manages safe and supportive learning environments.	Unit Scope/Lesson Sequence Student Teaching Evaluation Form	80% and above 3 or higher	100% for all assessments listed	Meets the required passing percentage for all assessments
The teacher of science improves teaching through ongoing professional practices.	Unit Scope/Lesson Sequence Student Teaching Evaluation Form	80% and above 3 or higher	100% for all assessments listed	Meets the required passing percentage for all assessments

Learning Outcomes (most programs will have Multiple outcomes) Secondary English Language Arts	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results Pass Rate	Analysis
The teacher of English language arts demonstrates knowledge of a variety of texts, both print and nonprint, and of how learners create and discover meaning in a text.	Print and Non-Print Text Examination Curriculum Design in English Language Arts, Traits B and C Classroom Observation Form for English Language Arts: Items 7-10	Acceptable (on all assessments listed)	92.3% 92.3% 92.3%	Meets the required passing percentage for all assessments
The teacher of English language arts demonstrates knowledge of the history, structure, and development of the English language and how people use language to influence the thinking and actions of others.	Curriculum Design in English Language Arts, Traits D and E	Acceptable (on all assessments listed)	100% on all assessments listed	Meets the required passing percentage for all assessments

	Classroom Observation Form for English Language Arts; Items 1 1-13			
The teacher of English language arts demonstrates the ability to communicate effectively and responsibly for a variety of audiences and for different purposes.	Lesson Plan Curriculum Design in English Language Arts, Trait F Observation Form for English Language Alts: Item 14-18	Acceptable (on all assessments listed)	92.3% 92.3% 92.3%	Meets the required passing percentage for all assessments
The teacher of English language arts demonstrates knowledge of current methods for teaching processes of reading, writing, speaking, listening, thinking, and viewing and their interconnections.	Lesson Plan KPTP Task 3 Teaching and Learning Curriculum Design in English Language Arts, Trait A Classroom Observation Form for English Language Arts: Items 1-6	Acceptable (on all assessments listed)	100% 92.3% 92.3%	Meets the required passing percentage all assessments
Learning Outcomes (most programs will have multiple outcomes) Secondary History, Government and Social Studies	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results Pass Rate	Analysis
The teacher of U.S. history and U.S. government, and world history has knowledge and understanding and can create learning experiences around historical concepts and their interrelationships.	Lesson Plans Student Teaching Evaluation KPTP Task 3	Acceptable 3 or higher Acceptable	100% on all assessments listed	Meets the required passing percentage for all assessments
The teacher of U.S. history and U.S. government, and world history has knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of the world and is able to utilize essential analytical and research skills.	Lesson Plans Course Grade - HIST 100 (World Civilizations since 1500) — (or transfer equivalent)	Acceptable C- or higher	100%	Meets the required passing percentage for Lesson Plan Assessment
The teacher of U.S. history and U.S. government, and world history has knowledge and understanding, create learning experiences for students related to the history of the United States.	Lesson Plans Course Grade - HIST 132 (U.S. History since 1865) or transfer equivalent	Acceptable C- or higher	100%	Meets the required passing percentage for Lesson Plan Assessment

The teacher of U.S. history and U.S. government, and world history has knowledge and understanding significant individuals, groups, ideas, events, eras, and development in the history of the United States and is able to utilize essential analytical and research	Lesson Plans Course Grade - HIST 132 (U.S. History since 1865) or transfer equivalent	Acceptable C- or higher	100%	Meets the required passing percentage for Lesson Plan Assessment
The teacher of U.S. history and U.S. government, and world history has knowledge and understanding of significant individuals, groups, ideas, events, and developments in the history of Kansas, and utilizes essential analytical and research skills.	Lesson Plans Course Grades: HIST 535 (History of Kansas) or transfer equivalent	Acceptable C- or higher overall grade	100%	Meets the required passing percentage for Lesson Plan Assessment
The teacher of US, history and U.S. government, and world history has knowledge and understanding of significant professional and pedagogical issues and skills relevant to the profession of teaching history.	Lesson Plans Student Teaching Evaluation KPTP Task 3	Acceptable 3 or higher Acceptable	100% on all assessments listed	Meets the required passing percentage for all assessments
The teacher of U.S. history and U.S. government, and world history has knowledge and understanding of governmental systems in the United States and other nations.	Course Grades: POL SCI 121 (American Politics) and ECO 400 (Economics in the Classroom l) or transfer equivalents	C- or higher overall grade	100%	Meets the required passing percentage for all assessments
The teacher of U.S. history and U.S. government, and world history has knowledge and understanding of major economic concepts, issues and systems in the United States and other nations.	Course Grades: POL SCI 121 (American Politics) and ECO 400 (Economics in the Classroom l) or transfer equivalents	C- or higher overall grade	100%	Meets the required passing percentage for all assessments
The teacher of U.S. history and U.S. government, and world history has knowledge and understanding of spatial organizations of the Earth's surface and the relationships among people, places and physical and human environments.	Course Grades: GEOG 210 (World Geography) and ANTHRO 303 (World Cultures) or transfer equivalents	C- or higher overall grade	100%	Meets the required passing percentage for all assessments
The teacher of US, history and U.S. government, and world history has knowledge and understanding of social systems and interactions.	Course Grades: GEOG 210 (World Geography) and ANTHRO 303 (World Cultures) or transfer equivalents	C- or higher overall grade 80%	100%	Meets the required passing percentage for all assessments
Learning Outcomes (most programs will have multiple outcomes) Secondary Mathematics	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results Pass Rate	Analysis

The teacher of mathematics has conceptual and procedural understanding of mathematics.	Praxis Final Student Teaching Supervisor Evaluation Form: Instructional Planning and Design, Items 1-4, 7 Unit Plans	Passing Score	100% on all assessments listed	Meets the required passing percentage for all assessments
The teacher of mathematics can demonstrate conceptual and procedural understanding of number And number systems and is able to identify and apply these understandings within a real world context.	Praxis Math 615	Passing Score	100%	Meets the required passing percentage for all assessments

The teacher of mathematics can demonstrate the need for, uses of, and conceptual and procedural understanding of patterns, functions and algebra from both concrete and abstract perspectives, and are able to identify and apply these relationships in the real world context, including the use of appropriate technology.	Praxis Math 51 1 Technology Integration Project	Passing Score	100% 100%	Meets the required passing percentage for all assessments
The teacher of mathematics can demonstrate the need for, uses of, and conceptual and procedural understanding of geometry, measurement, and spatial visualization from both concrete and abstract perspectives and are able to identify and apply these relationships in the real world context, including the use of appropriate technology.	Praxis Math 621 Technology Integration Project	Passing Score	100% 88.9%	Meets the required passing percentage for all assessments
The teacher of mathematics can demonstrate the need for, uses of, and conceptual and procedural understanding of data, statistics, and probability and is able to identify and apply these relationships within the real world context, including the use of appropriate technology.	Praxis Embedded Assessment Items and Project Technology Integration Project	Passing Score	100%	Meets the required passing percentage for all assessments
The teacher of mathematics can demonstrate conceptual and procedural understanding of calculus and is able to identify and apply these relationships within the real world context, including the use of appropriate technology.	Praxis Math 344 Technology Integration Project	Passing Score	100% 100%	Meets the required passing percentage for all assessments

The teacher of mathematics can demonstrate conceptual and procedural understanding of discrete processes and is able to identify and apply these understandings within the real world context, including the use of appropriate technology.	Praxis Math 321 Technology Integration Project	Passing Score	100% 100%	Meets the required passing percentage for all assessments
The teacher of mathematics can demonstrate knowledge of the history of mathematics.	Praxis Math 531	Passing Score	100% for all assessments listed	Meets the required passing percentage for all assessments
The teacher of mathematics has a foundational knowledge of students as learners and of pedagogical strategies.	Praxis Final Student Teaching Supervisor Evaluation Form, Items 5 6 8 9 10, and 13 Unit Plans KPTP Task 3	Passing Score	100% for all assessments listed	Meets the required passing percentage for all assessments
Learning Outcomes (most programs will have multiple outcomes) Secondary Sciences: Biology, Chemistry, Earth and Space Science and Physics	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results Pass Rate	Analysis
The teacher of biology demonstrates an understanding of the structure and function of cells.	Final Course Grade: BIOL 420 (Molecular Cell Biology)	C (2.0) or better	100%	Meets the required passing percentage

The teacher of biology demonstrates an understanding of chromosomes, genes, and the molecular basis of heredity.	Final Course Grade: BIOL 419 (Genetics)	C (2.0) or better	100%	Meets the required passing percentage
The teacher of biology demonstrates an understanding of major concepts of biological evolution.	Evolution Exam in BIOL 211 (General Biology Il)	C (2.0) or better	100%	Meets the required passing percentage
The teacher of biology demonstrates an understanding of the interdependence of organisms and their interaction with the physical environment including energy flow, nutrient cycling, and population dynamics.	Diversity of Living Organism: Exam - BIOL 418 (General Ecology)	70% or better		Meets the required passing percentage
The teacher of biology demonstrates an understanding of the basic behavior of animals.	Animal Behavior Exam — BIOL 418 (General Ecology)	70% or better		Meets the required passing percentage

The teacher of biology demonstrates an understanding of the structure, function and diversity of organisms.	Final Course Grade: BIOL 330 (General Microbiology)	C (2.0) or better	100%	Meets the required passing percentage
The teacher of biology demonstrates an understanding of the overall functioning of human systems and their interaction with the environment relative to specific mechanisms and processes related to health issues and human sexuality.	Reproduction in Living Organisms (Exam #3) in BIOL 211 (General Biology 11)	C (2.0) or better	100%	Meets the required passing percentage
The teacher of biology demonstrates an understanding of population growth.	Population Growth Exam in BIOL 418 (General Ecology)	70% or better		Meets the required passing percentage
The teacher of biology demonstrates an understanding of the nature of inquiry and the ability necessary to help students do scientific inquiry.	Unit Scope/Lesson Sequence	80% or better	100%	Meets the required passing percentage
The teacher of biology demonstrates an understanding of the basic relationships between science and technology.	Unit Scope/Lesson Sequence	80% or better	100%	Meets the required passing percentage
The teacher of biology demonstrates an understanding of science as a human endeavor, of the nature of science, and of science from historical perspectives.	Unit Scope/Lesson Sequence	80% or better	100%	Meets the required passing percentage
The teacher of biology demonstrates an understanding of the concepts and processes unifying science domains.	Unit Scope/Lesson Sequence	80% or better	100%	Meets the required passing percentage
The teacher of biology demonstrates an understanding of and an ability to teach science effectively.	Unit Scope/Lesson Sequence Student Teaching Evaluation Form	80% or better 3 or higher	100% for all assessments listed	Meets the required passing percentage for all assessments
The teacher of biology enacts a science curriculum - and integrates content within the sciences and among other disciplines.	Unit Scope/Lesson Sequence Student Teaching Evaluation Form	80% or better 3 or higher	100% for all assessments listed	Meets the required passing percentage for

				all assessments
The teacher of biology understands how to relate science to the daily lives and interests of students and to a larger framework of human endeavor and understanding.	Unit Scope/Lesson Sequence	80% or better	100%	Meets the required passing percentage

The teacher of biology assesses students' educational progress through a variety of methods.	Student Teaching Evaluation Form KPTP - Task 3	3 or higher 8 or higher	100% for all assessments listed	Meets the required passing percentage for all assessments
The teacher of biology designs and manages safe and supportive learning environments.	Unit Scope Lesson Sequence Student Teaching Evaluation Form	80% or better 3 or higher	100% for all assessments listed	Meets the required passing percentage for all assessments
The teacher of biology improves teaching through ongoing professional practice.	Unit Scope/Lesson Sequence Student Teaching Evaluation Form	80% or better 3 or higher	100% for all assessments listed	Meets the required passing percentage for all assessments
Learning Outcomes: Chemistry	Assessment Tools	Target/Criteria (desired program level achievement)	Results Pass Rate	Analysis
The teacher of chemistry demonstrates an understanding of the core theories, laws, principles, and concepts concerning the structure of matter.	American Chemical Society General Chemistry (Second Term) Exam - CHEM 212 (General Chemistry Il) American Chemical Society Instrumental Methods Exam — CHEM 524 (Instrumental Methods of Chemical Analysis) American Chemical Society Organic Chemistry Exam CHEM 532 (Organic Chemistry Il)	50%ile and above (for all assessments)	100%	Meets the required passing percentage No data available No data available
The teacher of chemistry demonstrates an understanding of the core theories, laws, principles, and concepts concerning the states and properties of matter.	American Chemical Society General Chemistry (Second Term) Exam - CHEM 212 (General Chemistry Il)	50%ile and above	100%	Meets the required passing percentage
The teacher of chemistry demonstrates an understanding of the core theories, laws, principles, and concepts concerning chemical reactions.	American Chemical Society General Chemistry (Second Term) Exam - CHEM 212 (General Chemistry Il) American Chemical Society Organic Chemistry Exam CHEM 532 (Organic Chemistry Il)	50%ile and above (for all assessments)	100% 33%	Meets the required passing percentage Does not meet the required passing percentage

The teacher of chemistry demonstrates an understanding of the nature of inquiry and the ability necessary to help students do scientific inquiry.	Unit Scope/Lesson Sequence Student teaching evaluation form	80% or above 3 or higher	100% on all assessments listed	Meets the required passing percentage

The teacher of chemistry demonstrates an understanding of the basic relationships between science and technology.	Written Report on STS Project CI 505 (Science, Technology and Society) Unit Score/Lesson Sequence	67% or above 80% or above	$100^0/0$ on all assessments listed	Meets the required passing percentage for all assessments
The teacher of chemistry demonstrates an understanding of science as a human endeavor, of the nature of science, and of science from historical perspectives.	Unit Score/Lesson Sequence	80% or above	100%	Meets the required passing percentage
The teacher of chemistry demonstrates an understanding of the concepts and processes unifying science domains.	Unit Score/Lesson Sequence	80% or above	100%	Meets the required passing percentage
The teacher of chemistry demonstrates an understanding of and an ability to teach science effectively.	Unit Score/Lesson Sequence Student Teaching Evaluation Form	80% or above 3 or higher	100% on all assessments listed	Meets the required passing percentage for all assessments
The teacher of chemistry enacts a science curriculum that integrates content within the sciences and among other disciplines.	Unit Score/Lesson Sequence Student Teaching Evaluation Form	80% or above 3 or higher	100% on all assessments listed	Meets the required passing percentage for all assessments
The teacher of chemistry understands how to relate science to the daily lives and interests of students and to a larger framework of human endeavor and understanding.	Unit Score/Lesson Sequence Student Teaching Evaluation Form	80% or above 3 or higher	100% on all assessments listed	Meets the required passing percentage for all assessments
The teacher of chemistry assesses students' educational progress through a variety of methods.	Student Teaching Evaluation Form KPTP Task 3	3 or higher 8 or higher	100% on all assessments listed	Meets the required passing percentage for all assessments

The teacher of chemistry designs and manages safe and supportive learning environments.	Unit Score/Lesson Sequence Student Teaching Evaluation Form	80% or above 3 or higher	100% on all assessments listed	Meets the required passing percentage for all assessments
The teacher of chemistry improves teaching through professional practices.	Unit Score/Lesson Sequence Student Teaching Evaluation Form	80% or above 3 or higher	100% on all assessments listed	Meets the required passing percentage for all assessments
Learning Outcomes: Earth and Space Science	Assessment Tools	Target Criteria (desired program level achievement)	Results Pass Rate	Analysis

The teacher of earth and space science demonstrates an understanding of the sources of energy that power the dynamic earth system.	Course Exam Covering Sources of Energy in GEOL 102 (Earth Science and the Environment) -	70% or above	100%	Meets the required passing percentage
The teacher of earth and space science demonstrates an understanding of the actions and the interactions of the earth's subsystems: the geosphere, hydrosphere, atmosphere, and biosphere.	Final Exam in GEOL 302 (Earth and Space Sciences)	70% or above		No data available
The teacher of earth and space science demonstrates an understanding of the origin and evolution of the dynamic earth system.	Course Exam Covering the Origin and Evolution of the Earth System GEOL 312 (Historical Geology and Stratigraphy)	70% or above		No data available
The teacher of earth and space science demonstrates an understanding of the organization of the universe and its development.	Cosmology/Galaxies Quizzes in PHYS 195 (Modern Astronomy)	70% or above	100%	Meets the required passing percentage
The teacher of earth and space science demonstrates an understanding of the nature of inquiry and the ability necessary to help students do scientific inquiry.	Unit Score/Lesson Sequence Student Teaching Evaluation Form	80% or above 3 or higher	100% on all assessments listed	Meets the required passing percentage for all assessments
The teacher of earth and space science demonstrates an understanding of the basic relationships between science and technology.	Unit Score/Lesson Sequence	80% or above	100%	Meets the required passing percentage

The teacher of earth and space science demonstrates understanding of science as a human endeavor, of the nature of science, and of science from historical perspectives.	Unit Score/Lesson Sequence	80% or above	100%	Meets the required passing percentage
The teacher of earth and space science demonstrates an understanding of the concepts and processes unifying science domains.	Unit Score/Lesson Sequence Student Teaching Evaluation Form	80% or above 3 or higher	100% on all assessments listed	Meets the required passing percentage for all assessments
The teacher of earth and space science demonstrates an understanding of an ability to teach science effectively.	Unit Score/Lesson Sequence Student Teaching Evaluation Form	80% or above 3 or higher	100% on all assessments listed	Meets the required passing percentage for all assessments
The teacher of earth and space science enacts a science curriculum that integrates content within the sciences and among other disciplines.	Unit Score/Lesson Sequence Student Teaching Evaluation Form	80% or above 3 or higher	100% on all assessments listed	Meets the required passing percentage for all assessments
The teacher of earth and space science understands how to relate science to the daily lives and interests of students and to a larger framework of human endeavor and understanding.	Unit Score/Lesson Sequence Student Teaching Evaluation Form	80% or above 3 or higher	100% on all assessments listed	Meets the required passing percentage for all assessments
The teacher of earth and space science assesses students' educational progress through a variety of methods.	Student Teaching Evaluation Form KPTP Task 3	3 or higher 8 or higher	100% on all assessments listed	Meets the required percentage

The teacher of earth and space science designs and manages safe and supportive learning environments.	Unit Score/Lesson Sequence Student Teaching Evaluation Form	80% or above 3 or higher	100% on all assessments listed	Meets the required passing percentage for all assessments
The teacher of earth and space science improves teaching through ongoing professional practices.	Unit Score/Lesson Sequence Student Teaching Evaluation Form	80% or above 3 or higher	100% on all assessments listed	Meets the required passing percentage for all assessments

Learning Outcomes: Physics	Assessment Tools	Target/Criteria (desired program level achievement)	Results Pass Rate	Analysis
The teacher of physics demonstrates an understanding of the relationships between motions and forces.	Physics AP Exam, Version B, Mechanics Section in PHYS 213 (General College Physics 1)	60% or above	100%	Meets the required passing percentage
The teacher of physics demonstrates an understanding of the conservation of mass and energy, and that the overall disorder of the universe is increased during every chemical and physical change.	Physics AP Exam, Version B, Mechanics Section in PHYS 213 (General College Physics l)	60% or above	100%	Meets the required passing percentage
The teacher of physics demonstrates an understanding of the basic interactions of matter and energy.	Reports on Visual Quantum Mechanics Simulations — Final Grade PHSY 501K (Modern Physics for Educators)	70% or above	100%	Meets the required passing percentage
The teacher of physics demonstrates an understanding of the nature of inquiry and the ability necessary to help students do scientific inquiry.	Unit Score/Lesson Sequence Student Teaching Evaluation Form	80% or above 3 or higher	100% on all assessments listed	Meets the required passing percentage for all assessments
The teacher of physics demonstrates an understanding of the basic relationships between science and technology.	Written Report on STS Project CI 505 (Science, Technology and Society) Unit Score/Lesson Sequence	67% or above 80% or above	100% on all assessments listed	Meets the required passing percentage for all assessments
The teacher of physics demonstrates an understanding of science as a human endeavor, of the nature of science, and of science from historical perspectives.	Unit Score/Lesson Sequence	80% or above	100%	Meets the required passing percentage
The teacher of physics demonstrates an understanding of the concepts and processes unifying science domains.	Unit Score/Lesson Sequence Student Teaching Evaluation Form	80% or above 3 or higher	100% on all assessments listed	Meets the required passing percentage for all assessments
The teacher of physics demonstrates an understanding of and an ability to teach science effectively.	Unit Score/Lesson Sequence Student Teaching Evaluation form	80% or above 3 or higher	100% on all assessments listed	Meets the required passing percentage

The teacher of physics enacts a science curriculum that integrates content within the sciences and among other disciplines.	Unit Score/Lesson Sequence Student Teaching Evaluation Form	80% or above 3 or higher	100% on all assessments listed	Meets the required passing percentage for all assessments
The teacher of physics understands how to relate science to the daily lives and interests of students and to a larger framework of human endeavor and understanding.	Unit Score/Lesson Sequence Student Teaching Evaluation Form	80% or above 3 or higher	100% on all assessments listed	Meets the required passing percentage for all assessments
The teacher of physics assesses students' educational progress through a variety of methods.	Student Teaching Evaluation Form KPTP Task 3	3 or higher 8 or higher	100% on all assessments listed	Meets the required passing percentage for all assessments
The teacher of physics designs and manages safe and supportive learning environments.	Unit Score/Lesson Sequence	80% or above	100%	Meets the required passing percentage
The teacher of physics improves teaching through ongoing professional practice.	Unit Score/Lesson Sequence	80% or above	100%	Meets the required passing percentage

Appendix D

For all department programs the minimum percent of candidates passing each required assessment is 80%. This percentage was approved by the College of Education's Unit Assessment Committee and is the standard across all programs in the Professional Education Unit.

Masters of Arts in Teaching (MAT)

Learning Outcomes (most programs will have multiple outcomes) Transition to Teaching and Middle/Secondary Residency	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results Pass Rate	Analysis
The educator demonstrates the ability to use the central concepts, tools of inquiry, and structures of each discipline he or she teaches and can create opportunities that make these aspects of subject matter meaningful for all students.	Candidate Student Teaching Evaluation — Item I KPTP Task 2 Focus Area A	Acceptable or higher for all assessments	100% 100%	Meets the required passing percentage for all assessments
The educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development.	Planning for Differentiated Instruction: Items 1, 5, 6, 9, 10, 12, 13 Candidate Student Teaching Evaluation, Item 3 KPTP Task 1:Focus Area A KPTP Task 2: Focus Area A	Acceptable or higher for all assessments	100% 100% 100% 100%	Meets the required passing percentage for all assessments
The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.	Planning for Differentiated Instruction: Items — 2-6, 9, 10, 12, 13 Candidate Student Teaching Evaluation — Item 5 KPTP Task 1 :Focus Area A KPTP Task 2: Focus Area A	Acceptable or higher for all assessments	100% 100% 100% 100%	Meets the required passing percentage for all assessments
The educator understands and uses a variety of appropriate instructional strategies to develop various kinds of students' learning including critical thinking, problem solving, and reading.	Planning for Differentiated Instruction — Items 6, 9, 10, 12 Candidate Student Teaching Evaluation — Item 6 KPTP Task 2: Focus Area B KPTP Task 3: Focus Area C	Acceptable or higher for all assessments	100% 100% 100% 100%	Meets the required passing percentage for all assessments

The educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self motivation.	Candidate Student Teaching Evaluation — Item 4 KPTP Task 1: Focus Area D KPTP Task 3: Focus Area D	Acceptable or higher for all assessments	100% 100% 100%	Meets the required passing percentage for all assessments
The educator uses a variety of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	Candidate Student Teaching Evaluation - Item 8 KPTP Task 3: Focus Area D	Acceptable or higher for all assessments	100% 100%	Meets the required passing percentage for all assessments

The educator plans effective instruction based upon knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading.	Planning for Differentiated Instruction —Items l, 6, 7, 1 1 Candidate Student Teaching Evaluation — Item 2 KPTP Task 2: Focus Area B	Acceptable or higher for all assessments	100% 100% 100%	Meets the required passing percentage for all assessments
The educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners.	Planning for Differentiated Instruction — Items 8-10, 12 Candidate Student Teaching Evaluation — Item 9 KPTP Task 2: Focus Area E KPTP Task 3: Focus Area E	Acceptable or higher for all assessments	100% 100% 100% 100%	Meets the required passing percentage for all assessments
The educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), actively seeks out opportunities to grow professionally, and participates in the school improvement process.	Candidate Student Teaching Evaluation — Item I KPTP Task 3: Focus Area F KPTP Task 4: Focus Area F	Acceptable or higher for all assessments	100% 100% 100%	Meets the required passing percentage for all assessments
The educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all students' learning and well being.	Candidate Student Teaching Evaluation — Item 12 KPTP Task 4: Focus Area F	Acceptable or higher for all assessments	100% 100%	Meets the required passing percentage for all assessments

The educator demonstrates the ability to integrate across and within content fields to enrich the curriculum, develop reading and thinking skills, and facilitate all students' abilities to understand relationships between subject areas.	Planning for Differentiated Instruction - Items 6, 9, 10, 13 Candidate Student Teaching Evaluation — Item 7 KPTP Task 2: Focus Area B KPTP Task 3: Focus Area C	Acceptable or higher for all assessments	100% 100% 100% 100%	Meets the required passing percentage for all assessments
The educator understands the role of technology in society and demonstrates skills using instructional tools and technology to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and communication, and help all students use instructional technology effectively.	Planning for Differentiated Instruction — Item 9 Candidate Student Teaching Evaluation — Item 10 KPTP Task 2: Focus Area B KPTP Task 3: Focus Area C	Acceptable or higher for all assessments	100% 100% 100% 100%	Meets the required passing percentage for all assessments
The educator is a reflective practitioner who uses an understanding of historical, philosophical, and social foundations of education to guide educational practices.	Candidate Student Teaching Evaluation — Item 13 KPTP Task 4: Focus Area F	Acceptable or higher for all assessments	100% 100%	Meets the required passing percentage for all assessments
The values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. For example, they might include a belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment (NCATE, 2000).	Candidate Student Teaching Evaluation — Item 14	Acceptable or higher	100%	
Learning Outcomes (most programs will have multiple outcomes) Early Childhood Unified (ECU) Residency	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results Pass Rate	Analysis
The birth through third grade teacher understands and respects families as the primary decision-maker for general education and exceptional students and assures that services are family-focused and culturally sensitive.	Family Interview/Service Project Field Experience Performance Rubric	Score of Acceptable (2) or higher on all rubric traits Score of Acceptable (2) or higher on Rubric Traits A and	100% on all assessments listed	Meets the required passing percentage for all assessments

The birth through third grade teacher meets the unique needs of general education and exceptional student and families within communities.	Case Quest Field Experience Performance Rubric Learning Environment Assessment Project	Score of Acceptable (2) or higher on Trait Score of Acceptable (2) or higher on Trait Score of Acceptable (2) or higher on all Rubric Traits	100% on all assessments listed	Meets the required passing percentage for all assessments
The birth through third grade teacher possesses a high level of professional skills and knowledge about how general education and exceptional students develop and learn.	Case Quest Field Experience Performance Rubric Integrated Lesson Plan	Score of Acceptable (2) or higher on Trait Score of Acceptable (2) or higher on Trait c Score of Acceptable (2) or higher on all Rubric Traits	100% on all assessments listed	Meets the required passing percentage for all assessments
The birth through third grade teacher uses a variety of informal and formal assessment strategies in collaboration with other professionals and family members to plan and individual curriculum, instruction, interventions, and transitions for general education and exceptional students.	Case Quest Field Experience Performance Rubric Integrated/Adapted Lesson Plan KPTP Task 3	Score of Acceptable (2) or higher on Traits B, C, D Score of Acceptable (2) or higher on Trait D Score of Acceptable (2) or higher on all Rubric Traits Score of Acceptable (2) or higher	100% on all assessments listed	Meets the required passing percentage for all assessments
The birth through third grade teacher establishes, maintains and promotes physically, psychologically safe and healthy learning for general education and exceptional students in their natural environments (home, community and/or school).	Field Experience Performance Rubric Learning Environment Assessment Project	Score of Acceptable (2) or higher on Trait Score of Acceptable (2) or higher	100% on all assessments listed	Meets the required passing percentage for all assessments

The birth through third grade teacher collaborates with the family and other professionals to design a developmentally appropriate and research-based curriculum that meets the unique needs, capabilities and interests of general education and exceptional students.	Case Quest Field Experience Performance Rubric KPTP Task 2	Score of Acceptable (2) or higher on Trait Score of Acceptable (2) or higher on Trait Score of Acceptable (2) or higher	100% on all assessments listed	Meets the required passing percentage for all assessments
The birth through third grade teacher has experiences in varied settings.	Field Experience Performance Rubric	Score of Acceptable (2) or higher on Trait	100%	Meets the required passing percentage
The birth through third grade teacher demonstrates a high level of competence in use of the English language arts and knows, understands and uses concepts from emerging literacy, reading, language and child development to teaching reading, writing, speaking, viewing, listening, and thinking skills, and to help all students successfully apply their developing literacy skills to many different situations, materials, and ideas.	Integrated/Adapted Lesson Plan Addenda A Field Experience Performance Rubric ECU Content Area Achievement Tests (Focus on CBASE Reading and Writing Subtests)	Score of Acceptable (2) or higher on all Rubric Traits Score of Acceptable (2) or higher on all Rubric Traits Proficiency: 235 or higher	100% 100% 100%	Meets the required passing percentage for all assessments
The birth through third grade teacher knows, understands, and uses the major concepts, procedures and reasoning processes of mathematics that define numbers and operations, geometry, measurement, data analysis and probability and algebra so that all students understand relationships that can represent phenomena, solve problems, and manage data.	Integrated/Adapted Lesson Plan Addenda B Field Experience Performance Rubric ECU Content Area Achievement Tests (Focus on CBASE Math Subtest)	Score of Acceptable (2) or higher on all Rubric Traits Score of Acceptable (2) or higher on all Rubric Traits Proficiency: 235 or higher	100% 100% 89%	Meets the required passing percentage for all assessments
The birth through third grade teacher knows, understands, and uses fundamental concepts in the subject matter of science — including physical, life, and earth and space sciences — as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy for all students.	Field Experience Performance Rubric Integrated/Adapted Lesson Plan Addenda C ECU Content Area Achievement Tests	Score of Acceptable (2) or higher on all Rubric Traits Score of Acceptable (2) or higher on all Rubric Traits Proficiency: 235 or higher	100%	Meets the required passing percentage for all assessments

The birth through third grade teacher knows, understands, and uses the major concepts and modes of inquiry from the social studies — integrated study of history, geography, the social sciences, and other related areas — to promote students' abilities to make formed decisions as citizens of a culturally diverse democratic society and independent world.	Integrated/Adapted Lesson Plan Addenda D	Score of Acceptable (2) or higher on all Rubric Traits	100%	Meets the required passing percentage for all assessments
	Field Experience Performance Rubric	Score of Acceptable (2) or higher on all Rubric Traits	100%	
	ECU Content Area achievement tests	Proficiency: 235 or higher	80%	

The birth through third grade teacher can design, implement and evaluate arts experiences that are developmentally appropriate, meaningful and challenging for all students, that lead to positive learning outcomes, and that develop positive dispositions toward artistic explorations and expression.	Integrated/Adapted Lesson Plan Addenda E Field Experience Performance Rubric	Score of Acceptable (2) or higher on all Rubric Traits Score of Acceptable (2) or higher on all Rubric Traits	100% for all assessments listed	Meets the required passing percentage for all assessments
The birth through third grade teacher knows, understands, and uses the major concepts of health education and human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for all students,	Integrated/Adapted Lesson Plan Addenda F Field Experience Performance Rubric	Score of Acceptable (2) or higher on all Rubric Traits Score of Acceptable (2) or higher on all Rubric Traits	100% for all assessments listed	Meets the required passing percentage for all assessments

Appendix E

For all department programs the minimum percent of candidates passing each required assessment is 80%. This percentage was approved by the College of Education's Unit Assessment Committee and is the standard across all programs in the Professional Education Unit.

Master of Education - Special Education: High Incidence

Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results Pass Rate	Analysis
The teacher of students with adaptive learning needs demonstrates an understanding of philosophical, historical, and legal foundations of education and special education.	Comprehensive Exam — General Special Education Issues Question: Trait A	Score of Acceptable (2) or higher	72.6%	Does not meet the required passing percentage
	Field Experience Performance Evaluation — Adaptive: Trait A and I	Score of Acceptable (2) or higher	98.2%	Meets the required passing percentage
The teacher of students with adaptive learning needs demonstrates an understanding of learners' diversity and provides support for students' cognitive, physical, social, emotional and career development.	Teacher Work Sample-Adaptive: Traits A, B, C	Score of Acceptable (2) or higher	94.4%	Meets the required passing percentage for all assessments
	Field Experience Performance Evaluation — Adaptive: Trait Band 1	Score of Acceptable (2) or higher	98.2%	
The teacher of students with adaptive learning needs demonstrates assessment, diagnosis, and evaluation Knowledge and skills.	Test Administration and Evaluation Report	Score of Acceptable (2) or higher on all traits	100%	Meets the required passing percentage
	Comprehensive Exam: Assessment Question — Trait C	Score of Acceptable (2) or higher	72.6%	Does not meet the required passing percentage
	Field Experience Performance Evaluation — Adaptive: Traits C and I	Score of Acceptable (2) or higher	98.2%	Meets the required passing percentage
	Teacher Work Sample — Adaptive: Trait C, E, F	Score of Acceptable (2) or higher	100%	Meets the required passing percentage

The teacher of students with adaptive learning needs demonstrates knowledge and skill in planning and implementing effective instruction based upon knowledge of the subject matter, student, community, and curriculum goals.	Teacher Work Sample — Adaptive: Trait B, D, and E	Score of Acceptable (2) or higher	94.4%	Meets the required passing percentage
	Transition Planning	Score of Acceptable (2) or higher	100%	Meets the required
	Comprehensive Exam: Specialization (Adaptive) Trait B	Score of Acceptable (2) or higher	76.3%	passing percentage
				Does not meet the required passing percentage
	Field Experience Performance Evaluation — Adaptive: Traits D and I		8.29%	Meets the required passing percentage
The teacher of students with adaptive learning needs demonstrates promotes learning by providing planned, orderly, supportive environments that encourage participation of individuals with adaptive learning needs.	Teacher Work Sample — Adaptive: Traits A and D	Score of Acceptable (2) or higher	94.4%	Meets the required passing percentage
	Comprehensive Exam: Adaptive — Trait D	Score of Acceptable (2) or higher	76.3%	Does not meet the required passing percentage
	Field Experience Performance Evaluation — Adaptive Traits E and I	Score of Acceptable (2) or higher	99.2%	Meets the required passing percentage
The teacher of students with adaptive learning needs demonstrates knowledge and skill in managing behavior, facilitating problem-solving, developing social skills and promoting self-advocacy of students with adaptive learning needs.	Functional Analysis and Behavior Plan	Score of Acceptable (2) or higher on all traits	100%	Meets the required passing percentage for all assessments
	Field Experience Performance Evaluation — Adaptive: Trait F and I	Score of Acceptable (2) or higher	98.2%	
	Teacher Work Sample — Adaptive: Traits D and E	Score of Acceptable (2) or higher	94.4%	
The teacher of students with adaptive learning needs demonstrates effective communication and collaboration skills and knowledge related to individuals with adaptive learning needs.	Family/Service and Collaboration Project	Score of Acceptable (2) or higher on all traits	95%	No data available
	Field Experience Performance Evaluation — Adaptive: Traits G and 1	Score of Acceptable (2) or higher		Meets the required

			98.2%	passing percentage
The teacher of students with adaptive learning needs demonstrates professionalism and ethical knowledge and skills related to students with adaptive learning needs.	Teacher Work Sample — Adaptive: Trait G Field Experience Performance Evaluation — Adaptive: Traits H and I	Score of Acceptable (2) or higher Score of Acceptable (2) or higher	94.4% 98.2%	Meets the required passing percentage for all assessments
The birth through third grade teacher understands and respects families as the primary decision-maker for general education and exceptional students and ensures that services are family-focused and culturally sensitive.	Family Interview/Service Project Field Experience Performance Evaluation Case Quest	80% of total points; no rubric score less than 2 Scale 1-3) No rubric score less than 2 (Scale 1-3)	100% for all assessments listed	Meets the required passing percentage for all assessments

		80% of total points; no		

Master of Education —Special Education: Early Childhood Unified

Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results Pass Rate	Analysis
The birth through third grade teacher meets the unique needs of general education and exceptional student and families within communities.	Learning Environment Assessment Project Field Experience Performance Evaluation	80% of total points; no rubric score less than 2 (Scale 1-3) No rubric score less than 2 (Scale 1-3	100%	Meets the required passing percentage for all assessments
The birth through third grade teacher possesses a high level of professional skills and knowledge about how general education and exceptional students develop and learn.	Case Quest Integrated/Adaptive Lesson Plan: K-3 Field Experience Performance Evaluation	80% of total points; no rubric score less than 2 (Scale 1-3) 80% of total points; no rubric score less than 2 (Scale 1-3) No rubric score less than 2 (Scale 1-3	100% for all assessments listed	Meets the required passing percentage for all assessments
The birth through third grade teacher uses a variety of informal and formal assessment strategies in collaboration with other professionals and family members to plan and individual curriculum, instruction, interventions, and transitions for general education and exceptional students.	Case Quest Integrated/Adaptive Lesson Plan: K-3 Field Experience Performance Evaluation	80% of total points; no rubric score less than 2 (Scale 1-3) 80% of total points; no rubric score less than 2 (Scale 1-3) No rubric score less than 2 (Scale 1-3)	100% for all assessments listed	Meets the required passing percentage for all assessments
The birth through third grade teacher establishes, maintains and promotes physically, psychologically safe and healthy learning for general education and exceptional students in their natural environments home, community and/or school).	Learning Environment Assessment Project Field Experience Performance Evaluation	80% of total points; no rubric score less than 2 (Scale 1-3) No rubric score less than 2 (Scale 1-3)	100%	Meets the required passing percentage for all assessments

The birth through third grade teacher collaborates with the family and other professionals to design a developmentally appropriate and research-based curriculum that meets the unique needs, capabilities and interests of general education and exceptional students.	Case Quest Integrated/Adaptive Lesson Plan: K-3 Field Experience Performance Evaluation	80% of total points; no rubric score less than 2 (Scale 1-3) 80% of total points; no rubric score less than 2 (Scale 1-3) No rubric score less than 2 (Scale 1-3)	100% for all assessments listed	Meets the required passing percentage for all assessments
The birth through third grade teacher has experiences in varied settings.	Field Experience Performance Evaluation	No rubric score less than 2 (Scale 1-3)	100%	Meets the required passing percentage
The birth through third grade teacher demonstrates a high level of competence in use of the English language arts and knows, understands and uses concepts from emerging literacy, reading, language and child development to teaching reading, writing, speaking, viewing, listening, and thinking skills, and to help all students successfully apply their developing literacy skills to many different situations, materials, and ideas.	Elementary Program Assessment/Elementary Level Licensure	See Elementary Program for Assessments	All candidates meet licensure requirements	All candidates meet licensure requirements
The birth through third grade teacher knows, understands, and uses the major concepts, procedures and reasoning processes of mathematics that define numbers and operations, geometry, measurement, data analysis and probability and algebra so that all students understand relationships that can represent phenomena, solve problems, and manage data.	Elementary Program Assessment Elementary Level Licensure	See Elementary Program for Assessments	All candidates meet licensure requirements	All candidates meet licensure requirements
The birth through third grade teacher knows, understands, and uses fundamental concepts in the subject matter of science — including physical, life, and earth and space sciences — as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy for all students.	Elementary Program Assessment/Elementary Level Licensure	See Elementary Program for Assessments	All candidates meet licensure requirements	All candidates meet licensure requirements
The birth through third grade teacher knows, understands, and uses the major concepts and modes of inquiry from the social studies — integrated study of history, geography, the social sciences, and other related areas — to promote students' abilities to make informed decisions as citizens of a culturally diverse democratic society and independent world.	Elementary Program Assessment/Elementary Level Licensure	See Elementary Program for Assessments	All candidates meet licensure requirements	All candidates meet licensure requirements

The birth through third grade teacher can design, implement and evaluate arts experiences that are developmentally appropriate, meaningful and challenging for all students, that lead to positive learning outcomes, and that develop positive dispositions toward artistic explorations and expression.	Elementary Program Assessment/Elementary Level Licensure	See Elementary Program for Assessments	All candidates meet licensure requirements	All candidates meet licensure requirements
The birth through third grade teacher knows, understands, and uses the major concepts of health education and human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for all students.	Elementary Program Assessment/Elementary Level Licensure	See Elementary Program for Assessments	All candidates meet licensure requirements	All candidates meet licensure requirements

Master of Education — Special Education — Low Incidence

Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results Pass Rate	Analysis
The teacher of students with functional curriculum needs demonstrates an understanding of philosophical, historical, and legal foundations of education and special education.	Comprehensive Exam: General Special Education Issues — Trait A Field Experience Performance Evaluation —Functional: Traits A and I	Score of Acceptable (2) or higher Score of Acceptable (2) or higher	100%	Meets the required passing percentage for all assessments
The teacher of students with functional curriculum needs demonstrates an understanding of learners' diversity and provides support for students' cognitive, physical, social, and emotional development.	Teacher Work Sample — Functional: Traits A, B, and C Field Experience Performance Evaluation —Functional: Traits B and 1	Score of Acceptable (2) or higher Score of Acceptable (2) or higher	100%	Meets the required passing percentage for all assessments
The teacher of students with functional curriculum needs demonstrates effective educational assessment, diagnosis, and evaluation skills.	Test Administration and Evaluation Report Comprehensive Exam: Assessment Trait C Field Experience Performance Evaluation —Functional: Traits C and I Teacher Work Sample — Functional: Traits C, E, and F	Score of Acceptable (2) or higher on all traits Score of Acceptable (2) or higher Score of Acceptable (2) or higher Score of Acceptable (2) or higher	100%	Meets the required passing percentage for all assessments

The teacher of students with functional curriculum needs demonstrates knowledge of general education curriculum, transition, developmentally appropriate needs and practices, and skill in planning and implementing instruction.	Teacher Work Sample — Functional: Traits B, D, and E	Score of Acceptable (2) or higher	100%	Meets the required passing percentage
	Transition Planning Assignment	Score of Acceptable (2) or higher	100%	Meets the required passing percentage
	Comprehensive Exam: Specialty (Functional) — Question — Trait B	Score of Acceptable (2) or higher		Does not meet the required passing percentage
	Field Experience Performance Evaluation — Functional: Traits D and 1	Score of Acceptable (2) or higher		Meets the required passing percentage
The teacher of students with functional curriculum needs demonstrates promotes learning by providing planned, orderly, supportive environments.	Teacher Work Sample — Functional: Traits A and D	Score of Acceptable (2) or higher	100%	Meets the required passing percentage
	Comprehensive Exam: Specialty (Functional) Question — Trait D	Score of Acceptable (2) or higher		Does not meet the required passing percentage
	Field Experience Performance Evaluation — Functional: Traits E and 1	Score of Acceptable (2) or higher		Meets the required passing percentage
The teacher of students with functional curriculum needs demonstrates knowledge and skill in facilitating positive behavioral supports and developing social interaction skills.	Functional Analysis and Behavior Plan	Score of Acceptable (2) or higher on all traits	100%	Results meet required passing percentage for all assessments
	Field Experience Performance Evaluation — Functional: Traits F and 1	Score of Acceptable (2) or higher		
	Teacher Work Sample — Functional: Traits D and E	Score of Acceptable (2) or higher		
The teacher of students with functional curriculum needs demonstrates effective communication and collaborative partnerships.	Family/Service Collaboration Project	Score of Acceptable (2) or higher on all traits		No data available
	Field Experience Performance Evaluation—Low Incidence Traits G & I	Score of Acceptable (2) or higher	100%	Meets the required passing percentage

The teacher of students with functional curriculum needs demonstrates professionalism and ethical practices.	Teacher Work Sample Functional Trait G Field Experience Performance Evaluation — Functional: Traits H and 1	Score of Acceptable (2) or higher Score of Acceptable (2) or higher	100%	Results meet required passing percentage for all assessments

Master of Education — Special Education: Gifted

Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results Pass Rate	Analysis
The teacher of students with needs for gifted curriculum understands and applies philosophical, historical, and legal foundations of regular education, special education and education for learners who are gifted.	Comprehensive Exam: General Special Education Question Trait A Field Experience Performance Evaluation — Gifted: Traits A and I	Score of Acceptable (2) or higher Score of Acceptable (2) or higher	100% for all assessments listed	Meets the required passing percentage for all assessments
The teacher of students with needs for gifted curriculum understands learner diversity and provides experiences for cognitive, academic, social and emotional development.	Teacher Work Sample Gifted: Traits A, B, and C Field Experience Performance Evaluation — Gifted: Traits B and I	Score of Acceptable (2) or higher Score of Acceptable (2) or higher	100% for all assessments listed	Meets the required passing percentage for all assessments
The teacher of students with needs for gifted curriculum understands multiple methods of assessment and uses multiple methods of assessment to diagnose, evaluate, and monitor the learner's cognitive, academic, social and emotional growth and development.	Test Administration and Evaluation Report Comprehensive Exam: Assessment Question Trait C Field Experience Performance Evaluation — Gifted: Traits C and I Teacher Work Sample Gifted: Traits C, E, and F	Score of Acceptable (2) or higher on all traits Score of Acceptable (2) or higher Score of Acceptable (2) or higher Score of Acceptable (2) or higher	100% on all	Does not meet the required passing percentage Meets the required passing percentage Meets the required passing percentage Meets the required passing percentage

The teacher of students with needs for gifted curriculum understands curriculum and instruction in general education, special education, and education of learners who are gifted and applies those skills in structuring advanced and expanded state and local curriculum	Teacher Work Sample Gifted: Traits B, D, and E Comprehensive Exam: Specialization (Gifted) Question — Trait B Field Experience Performance Evaluation — Gifted: Traits D & I	Score of Acceptable (2) or higher Score of Acceptable (2) or higher Score of Acceptable (2) or higher	100% for all assessments listed	Meets the required passing percentage for all assessments
The teacher of students with needs for gifted curriculum understands learning environments that accommodate diverse needs of learners and arranges learning experiences that are responsive to cognitive, academic, social and emotional needs.	Teacher Work Sample — Gifted: Traits A, D, and E Comprehensive Exam: Research — Trait D Field Experience Performance Evaluation — Gifted: Traits E and I	Score of Acceptable (2) or higher Score of Acceptable (2) or higher Score of Acceptable (2) or higher	100% for all assessments listed	Meets the required passing percentage for all assessments
The teacher of students with needs for gifted curriculum understands and provides experience in skill development in problem-solving, critical and creative thinking, social interaction, leadership, and service.	Teacher Work Sample — Gifted: Traits D and E Functional analysis and Behavior Plan Field Experience Performance Evaluation — Gifted: Trait F and I	Score of Acceptable (2) or higher Score of Acceptable (2) or higher on all traits Score of Acceptable (2) or higher	100% for all assessments listed	Meets the required passing percentage for all assessments
The teacher of students with needs for gifted learning experiences understands and uses skills in communication and collaboration in diverse societies to facilitate cognitive, academic, social and emotional development of learners who are gifted.	Family/Service and Collaboration Project Field Experience Performance Evaluation — Gifted: Trait G and I	Score of Acceptable (2) or higher on all traits Score of Acceptable (2) or higher	100% for all assessments listed	Meets the required passing percentage for all assessments
The teacher of students with needs for gifted learning experiences understands and practices professional and ethical behavior.	Teacher Work Sample Gifted: Trait G Field Experience Performance Evaluation — Gifted: Traits H and I	Score of Acceptable (2) or higher Score of Acceptable (2) or higher	100% for all assessments listed	Meets the required passing percentage for all assessments

Appendix F

For all department programs the minimum percent of candidates passing each required assessment is 80%. This percentage was approved by the College of Education's Unit Assessment Committee and is the standard across all programs in the Professional Education Unit.

Master of Education- Learning and Instructional Design

Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results Pass Rate	Analysis
Graduates of the program will be able to identify analyze and explain (a) successful curricular models and instructional strategies and explore the basis of their success and (b) curricula and instructional problems impeding the improvement of learning in instructional setting and propose effective solutions.	Reflective Inquiry Project Research Proposal and Institutional Review Board Permission Comprehensive Final Project	Score of Acceptable (2) or higher Score of Acceptable (2) or higher Score of Acceptable (2) or higher	 100%	Meets the required passing percentage for all assessments
Graduates of this program will be able to monitor, evaluate and suggest means to improve instructional practice, including the evaluation of learning outcomes and programs.	Reflective Inquiry Project Research Proposal and Institutional Review Board Permission Comprehensive Final Project	Score of Acceptable (2) or higher Score of Acceptable (2) or higher Score of Acceptable (2) or higher	 100%	Meets the required passing percentage for all assessments
Graduates of this program will be able to assume responsibility for the development, implementation, evaluation, and revision of curricula, training, or programs of study in particular disciplines and/or for particular populations.	Comprehensive Final Project	Score of Acceptable (2) or higher	100%	Meets the required passing percentage
Graduates of this program will be able to locate, evaluate, interpret, and apply appropriate research and scholarship to the study and solution of practical educational/training problems in instructional settings.	Reflective Inquiry Project Literature Review Research Proposal and Institutional Review Board Permission Comprehensive Final Project	Score of Acceptable (2) or higher Score of Acceptable (2) or higher Score of Acceptable (2) or higher Score of Acceptable (2) or higher	 100% 100%	Meets the required passing percentage for all assessments

Graduates of this program will be able to plan and conduct research using appropriate theory and research design to investigate educational/training questions related to the improvement of learning and instruction.	Reflective Inquiry Project	Score of Acceptable (2) or higher		Meets the required passing percentage for all assessments
	Research Proposal and Institutional Review Board Permission	Score of Acceptable (2) or higher		
	Comprehensive Final Project	Score of Acceptable (2) or higher	100%	
Graduates of this program will be able to demonstrate professional leadership skills and continued growth in instructional leadership and learning.	Collaboration Project	Score of Acceptable (2) or higher	100%	Meets the required passing percentage.

Appendix G

Table 1: Elementary Education Program Satisfaction Survey

Elementary Education	Student Satisfaction Satisfied or Very Satisfied
2013	72.2%
2014	71.6%
2015	82.8%

Table 2: Middle/Secondary Education Program Satisfaction Survey

Middle/Secondary Education	Student Satisfaction Satisfied or Very Satisfied
2013	75.0%
2014	72.6%
2015	83.1%

Table 3: MAT Program Satisfaction Survey

MAT	Student Satisfaction Satisfied or Very Satisfied
2013	86.7%
2014	88.6%
2015	76.5%

Table 4: M.Ed in Special Education Program Satisfaction Survey

M.Ed in SPED	Student Satisfaction Satisfied or Very Satisfied
2013	72.0%
2014	76.9%
2015	76.5%

Table 5: M.Ed in LID Program Satisfaction Survey

M.Ed in LID	Student Satisfaction Satisfied or Very Satisfied
2013	75.0%
2014	33.3%
2015	62.5%

Appendix H

Table 1: Employer Satisfaction Survey

Foundations_1 Foundations of Teaching In this section, we are interested in learning about your educators&#3...-The educators have a clear and compelling vision of learning.									
Strongly Disagree	**Disagree**	**Neither Agree nor Disagree**	**Agree**	**Strongly Agree**	**agree or strongly agree**	**Mean / Median / Valid n / Missing**			
0.00%	2.60%	4.60%	64.90%	27.80%	92.70%	4.18	4	151	7

Foundations_2 Foundations of Teaching In this section, we are interested in learning about your educators&#3...-The educators understand theories of human development.									
Strongly Disagree	**Disagree**	**Neither Agree nor Disagree**	**Agree**	**Strongly Agree**	**agree or strongly agree**	**Mean / Median / Valid n / Missing**			
0.00%	2.60%	11.30%	71.50%	14.60%	86.10%	3.98	4	151	7

Foundations_3 Foundations of Teaching In this section, we are interested in learning about your educators&#3...-The educators understand the foundations (historical, philosophical, social, and cultural) of the professional field.									
Strongly Disagree	**Disagree**	**Neither Agree nor Disagree**	**Agree**	**Strongly Agree**	**agree or strongly agree**	**Mean / Median / Valid n / Missing**			
0.00%	2.00%	14.60%	66.90%	16.60%	83.40%	3.98	4	151	7

Foundations_4 Foundations of Teaching In this section, we are interested in learning about your educators&#3...-The educators use knowledge of school, family, cultural, and community factors that influence the quality of education for all students.									
Strongly Disagree	**Disagree**	**Neither Agree nor Disagree**	**Agree**	**Strongly Agree**	**agree or strongly agree**	**Mean / Median / Valid n / Missing**			
0.00%	4.00%	11.90%	54.30%	29.80%	84.10%	4.1	4	151	7

Foundations_5 Foundations of Teaching In this section, we are interested in learning about your educators&#3...-The educators demonstrate a strong knowledge of the subject(s) taught.									
Strongly Disagree	**Disagree**	**Neither Agree nor Disagree**	**Agree**	**Strongly Agree**	**agree or strongly agree**	**Mean / Median / Valid n / Missing**			
0.70%	4.00%	6.00%	48.00%	41.30%	89.30%	4.25	4	150	8

Foundations_6 Foundations of Teaching In this section, we are interested in learning about your educators&#3...-The educators integrate concepts from professional studies into their own teaching environment.									
Strongly Disagree	**Disagree**	**Neither Agree nor Disagree**	**Agree**	**Strongly Agree**	**agree or strongly agree**	**Mean / Median / Valid n / Missing**			
0.00%	0.70%	11.90%	60.30%	27.20%	87.40%	4.14	4	151	7

Foundations_7 Foundations of Teaching In this section, we are interested in learning about your educators&#3...-The educators are well-versed in state and federal laws that directly impact schools.									

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
0.00%	7.30%	29.10%	49.00%	14.60%	63.60%	3.71	4	151	7

Planning_1 Planning In this section, we are interested in learning about the preparation of your educator...-The educators select clear lesson activities that build towards student learning objectives.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
0.00%	3.30%	6.60%	59.60%	30.50%	90.10%	4.17	4	151	7

Planning_2 Planning In this section, we are interested in learning about the preparation of your educator...-The educators ensure that objectives and activities are aligned with district, state and/or national standards.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
0.00%	1.30%	8.70%	58.00%	32.00%	90.00%	4.21	4	150	8

Planning_3 Planning In this section, we are interested in learning about the preparation of your educator...-The educators collaborate with colleagues when planning instruction.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
0.00%	4.00%	10.60%	43.00%	42.40%	85.40%	4.24	4	151	7

Planning_4 Planning In this section, we are interested in learning about the preparation of your educator...-The educators plan thorough, well-organized lessons.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
0.70%	4.00%	8.60%	49.70%	37.10%	86.80%	4.19	4	151	7

Planning_5 Planning In this section, we are interested in learning about the preparation of your educator...-The educators use his or her understanding of student development for lesson planning.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
0.70%	5.30%	8.60%	53.60%	31.80%	85.40%	4.11	4	151	7

Planning_6 Planning In this section, we are interested in learning about the preparation of your educator...-The educators create lesson plans that promote critical thinking with the students.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
0.00%	7.90%	14.60%	56.30%	21.20%	77.50%	3.91	4	151	7

Instruction_1 Instruction We are interested in learning about your educator's preparation to provide app...-The educators use a variety of teaching strategies to enhance student learning.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
0.70%	3.30%	8.00%	56.70%	31.30%	88.00%	4.15	4	150	8

Instruction_2 Instruction We are interested in learning about your educator's preparation to provide app...-The educators include differentiated instructional activities for all learners.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
0.70%	11.30%	13.30%	51.30%	23.30%	74.70%	3.85	4	150	8

Instruction_3 Instruction We are interested in learning about your educator's preparation to provide app...-The educators use a variety of resources to present information.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
0.00%	2.00%	13.30%	56.00%	28.70%	84.70%	4.11	4	150	8

Instruction_4 Instruction We are interested in learning about your educator's preparation to provide app...-The educators use effective questioning skills and facilitates classroom discussion.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
0.70%	7.30%	12.70%	60.00%	19.30%	79.30%	3.9	4	150	8

Instruction_5 Instruction We are interested in learning about your educator's preparation to provide app...-The educators integrate multiple content areas into interdisciplinary units of study.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
2.00%	6.00%	22.00%	54.70%	15.30%	70.00%	3.75	4	150	8

Assessment_1 Assessment In this section, we would like to learn about your educator's preparation to in...-The educators evaluate student knowledge and performance by using multiple methods of assessment.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
0.00%	4.70%	11.30%	64.00%	20.00%	84.00%	3.99	4	150	8

Assessment_2 Assessment In this section, we would like to learn about your educator's preparation to in...-The educators utilize assessment outcomes to develop instruction that meets the needs of all students.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
0.00%	6.70%	17.30%	57.30%	18.70%	76.00%	3.88	4	150	8

Assessment_3 Assessment In this section, we would like to learn about your educator's preparation to in...-The educators adhere to ethical and unbiased assessment practices.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
0.70%	0.00%	9.30%	58.00%	32.00%	90.00%	4.21	4	150	8

Assessment_4 Assessment In this section, we would like to learn about your educator's preparation to in...-The educators make assessment criteria clear to students.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
0.00%	2.70%	16.70%	60.70%	20.00%	80.70%	3.98	4	150	8

Assessment_5 Assessment In this section, we would like to learn about your educator's preparation to in...-The educators accurately interpret assessment results.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
0.00%	2.00%	19.30%	62.00%	16.70%	78.70%	3.93	4	150	8

Assessment_6 Assessment In this section, we would like to learn about your educator's preparation to in...-The educators use best practice research and data when making decisions.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
0.70%	5.30%	20.70%	56.70%	16.70%	73.30%	3.83	4	150	8

Technology_1 Technology We are also interested in learning about your educator's preparation to incorporate v...-The educators make use of appropriate technology in the classroom teaching environment.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
0.00%	2.70%	4.70%	54.00%	38.70%	92.70%	4.29	4	150	8

Technology_2 Technology We are also interested in learning about your educator's preparation to incorporate v...-The educators incorporate technology into communication activities.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
0.00%	4.00%	9.30%	54.70%	32.00%	86.70%	4.15	4	150	8

Technology_3 Technology We are also interested in learning about your educator's preparation to incorporate v...-The educators continually adapt to changes in technology.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
0.00%	1.30%	13.30%	55.30%	30.00%	85.30%	4.14	4	150	8

Technology_4 Technology We are also interested in learning about your educator's preparation to incorporate v...-The educators integrate technology into the professional practice.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
0.00%	2.00%	8.70%	57.30%	32.00%	89.30%	4.19	4	150	8

Technology_5 Technology We are also interested in learning about your educator's preparation to incorporate v...-The educators use technology appropriately for assessment purposes.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
0.00%	2.00%	12.00%	58.70%	27.30%	86.00%	4.11	4	150	8

Diversity_1 Diversity In this section, we are interested in learning about your educator's preparation to wo...-The educators create a learning community that is sensitive to the multiple experiences of diverse learners.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
0.70%	4.00%	9.30%	56.00%	30.00%	86.00%	4.11	4	150	8

Diversity_2 Diversity In this section, we are interested in learning about your educator's preparation to wo...-The educators respect cultural differences by providing equitable learning opportunities for all students.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
0.00%	1.30%	12.00%	54.70%	32.00%	86.70%	4.17	4	150	8

Diversity_3 Diversity In this section, we are interested in learning about your educator's preparation to wo...-The educators implement non-biased techniques for meeting needs of diverse learners.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
0.00%	2.00%	12.70%	60.70%	24.70%	85.30%	4.08	4	150	8

Diversity_4 Diversity In this section, we are interested in learning about your educator's preparation to wo...-The educators adapt lessons to meet the diverse needs of all students.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
1.30%	4.70%	18.70%	58.00%	17.30%	75.30%	3.85	4	150	8

Diversity_5 Diversity In this section, we are interested in learning about your educator's preparation to wo...-The educators respond appropriately to larger political, social, economic, and cultural issues through global awareness.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
0.00%	3.30%	24.70%	58.70%	13.30%	72.00%	3.82	4	150	8

Motivation_1 Motivation and Engagement We are interested in learning about your educator's preparation...-The educators establish collaborative, productive relationships with all stakeholders (e.g., families, school personnel, and community members) to support student learning.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
1.30%	8.10%	7.40%	47.70%	35.60%	83.20%	4.08	4	149	9

Motivation_2 Motivation and Engagement We are interested in learning about your educator's preparation...-The educators establish a caring relationship with students developed through engagement and high expectations for all learners.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
0.00%	3.40%	10.10%	45.00%	41.60%	86.60%	4.25	4	149	9

Motivation_3 Motivation and Engagement We are interested in learning about your educator's preparation...-The educators set clear standards of conduct.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
0.70%	8.10%	10.70%	53.70%	26.80%	80.50%	3.98	4	149	9

Motivation_4 Motivation and Engagement We are interested in learning about your educator's preparation...-The educators address student behavior in an appropriate, positive, and constructive manner.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
0.70%	6.70%	10.70%	50.30%	31.50%	81.90%	4.05	4	149	9

Motivation_5 Motivation and Engagement We are interested in learning about your educator's preparation...-The educators promote an orderly, safe classroom environment conducive to learning.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
0.00%	7.40%	8.70%	48.30%	35.60%	83.90%	4.12	4	149	9

Motivation_6 Motivation and Engagement We are interested in learning about your educator's preparation...-The educators prioritize tasks and manages time efficiently for effective student learning.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
1.30%	6.70%	10.70%	54.40%	26.80%	81.20%	4.0	4	149	9

Professionalism_1 Professionalism and Ethical Behavior This section focuses on your educators professioionalism. The educators behave in an ethical manner when interacting with others.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
0.70%	0.00%	5.40%	46.30%	47.70%	94.00%	4.4	4	149	9

Professionalism_2 Professionalism and Ethical Behavior This section focuses on your educator's professionalism The educators behave in a caring manner when interacting with others.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
0.00%	0.70%	4.70%	43.60%	51.00%	94.60%	4.45	5	149	9

Professionalism_3 Professionalism and Ethical Behavior This section focuses on your educator's professionalism The educators understand how to question authority in a respectful and constructive manner.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
1.30%	0.70%	9.40%	43.60%	45.00%	88.60%	4.3	4	149	9

Professionalism_4 Professionalism and Ethical Behavior This section focuses on your educator's professionalism. The educators display commitment to professionalism and ethical standards.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
0.00%	2.00%	6.00%	45.00%	47.00%	91.90%	4.37	4	149	9

Professionalism_5 Professionalism and Ethical Behavior This section focuses on your educator's professionalism. The educators meet the ethical standards of the profession.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
0.00%	1.30%	3.40%	46.30%	49.00%	95.30%	4.43	4	149	9

ReflectiveP_1 Reflective Practice In this section, we are interested in your educator's preparation to r...-The educators use feedback to modify leadership practices.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
0.00%	2.70%	12.10%	57.00%	28.20%	85.20%	4.11	4	149	9

ReflectiveP_2 Reflective Practice In this section, we are interested in your educator's preparation to r...-The educators provide feedback that allows students to reflect on their learning.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
0.00%	3.40%	15.40%	63.80%	17.40%	81.20%	3.95	4	149	9

ReflectiveP_3 Reflective Practice In this section, we are interested in your educator's preparation to r...-The educators use reflections to adjust instruction.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
1.30%	2.00%	17.40%	51.70%	27.50%	79.20%	4.02	4	149	9

ReflectiveP_4 Reflective Practice In this section, we are interested in your educator's preparation to r...-The educators engage in professional learning opportunities.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing		
0.00%	0.70%	6.70%	51.00%	41.60%	92.60%	4.34	4	149	9

ReflectiveP_5 Reflective Practice In this section, we are interested in your educator's preparation to r...-The educators show evidence of reflection in professional practice (e.g., planning, delivering, and evaluating instruction).

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing		
0.70%	1.30%	14.10%	55.70%	28.20%	83.90%	4.09	4	149	9

Table 2: Alumni Satisfaction Survey

Foundation1 Foundations of Teaching We are interested in your educator preparation relating to philosophy,...-I was prepared to understand the foundations (historical, philosophical, social, and cultural) of my professional field.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
0.00%	1.20%	2.90%	62.20%	33.70%	95.90%	4.28	4	172	1

Foundation2 Foundations of Teaching We are interested in your educator preparation relating to philosophy,...-I was prepared to understand how students learn and develop.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
0.00%	2.30%	4.70%	57.60%	35.50%	93.00%	4.26	4	172	1

Foundation3 Foundations of Teaching We are interested in your educator preparation relating to philosophy,...-I was prepared to understand how to provide a variety of opportunities that support student learning and development.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
0.60%	3.50%	7.00%	55.20%	33.70%	89.00%	4.18	4	172	1

Foundation4 Foundations of Teaching We are interested in your educator preparation relating to philosophy,...-I was prepared to understand and use knowledge of school, family, cultural, and community factors that influence the quality of education for all students.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
0.60%	7.00%	8.10%	55.20%	29.10%	84.30%	4.05	4	172	1

Foundation5 Foundations of Teaching We are interested in your educator preparation relating to philosophy,...-I was prepared to know the content of my professional field.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
0.00%	1.70%	7.60%	39.50%	51.20%	90.70%	4.4	5	172	1

Foundation6 Foundations of Teaching We are interested in your educator preparation relating to philosophy,...-I was prepared to understand the state and federal laws that directly impact schools.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
3.50%	14.00%	20.30%	44.80%	17.40%	62.20%	3.59	4	172	1

Plan1 Planning In this section, we are interested in learning about your preparation to plan and prep...-I was prepared to plan integrated and coherent instruction to meet the learning needs of all students.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
0.00%	5.20%	8.10%	55.20%	31.40%	86.60%	4.13	4	172	1

Plan2 Planning In this section, we are interested in learning about your preparation to plan and prep...-I was prepared to develop lesson plans that align with district, state standards and/or national standards.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
0.60%	2.30%	5.80%	42.40%	48.80%	91.30%	4.37	4	172	1

Plan3 Planning In this section, we are interested in learning about your preparation to plan and prep...-I was prepared to collaborate with other professionals to improve the overall learning of all students.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
1.20%	5.20%	7.60%	45.90%	40.10%	86.00%	4.19	4	172	1

Plan4 Planning In this section, we are interested in learning about your preparation to plan and prep...-I was prepared to implement lesson plans that build on the students' existing knowledge and skills.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
0.00%	1.70%	9.30%	52.30%	36.60%	89.00%	4.24	4	172	1

Plan5 Planning In this section, we are interested in learning about your preparation to plan and prep...-I was prepared to create lesson plans that promote critical thinking with the students.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
0.60%	1.70%	11.00%	54.10%	32.60%	86.60%	4.16	4	172	1

Instruct1 Instruction We are interested in learning about your preparation to provide appropriate instruction. I was prepared to use effective communication techniques in order to develop a positive learning environment.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
0.00%	1.20%	5.80%	54.70%	38.40%	93.00%	4.3	4	172	1

Instruct2 Instruction We are interested in learning about your preparation to provide appropriate instruction. I was prepared to effectively use questioning skills to promote higher level thinking skills.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
0.00%	2.90%	8.10%	58.10%	30.80%	89.00%	4.17	4	172	1

Instruct3 Instruction We are interested in learning about your preparation to provide appropriate instruction. I was prepared to employ teaching skills that reflect current theory, research, and practice.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
0.00%	4.10%	7.00%	57.60%	31.40%	89.00%	4.16	4	172	1

Instruct4 Instruction We are interested in learning about your preparation to provide appropriate instruction. I was prepared to provide student-centered instruction that is characterized by clarity, variety, and flexibility

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
0.00%	5.20%	10.50%	50.60%	33.70%	84.30%	4.13	4	172	1

Instruct5 Instruction We are interested in learning about your preparation to provide appropriate instruction. I was prepared to integrate multiple content areas into interdisciplinary units of study.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
1.70%	8.10%	9.30%	48.80%	32.00%	80.80%	4.01	4	172	1

Assess1 Assessment In this section, we would like to learn about your preparation to incorporate asses...-I was prepared to use data for instructional decision making.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
1.20%	14.00%	11.60%	50.00%	23.30%	73.30%	3.8	4	172	1

Assess2 Assessment In this section, we would like to learn about your preparation to incorporate asses...-I was prepared to engage in assessment activities to identify areas for student improvement.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
0.00%	7.60%	11.60%	60.50%	20.30%	80.80%	3.94	4	172	1

Assess3 Assessment In this section, we would like to learn about your preparation to incorporate asses...-I was prepared to use a variety of assessment tools.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing		
0.00%	7.60%	14.00%	54.10%	24.40%	78.50%	3.95	4	172	1

Assess4 Assessment In this section, we would like to learn about your preparation to incorporate asses...-I was prepared to provide feedback to students, which allows them to improve their learning.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing		
0.00%	7.00%	14.00%	54.70%	24.40%	79.10%	3.97	4	172	1

Assess5 Assessment In this section, we would like to learn about your preparation to incorporate asses...-I was prepared to employ appropriate assessment techniques in order to measure the learning of all students.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing		
0.60%	7.00%	15.10%	53.50%	23.80%	77.30%	3.93	4	172	1

Tech1 Technology We are also interested in learning about your preparation to incorporate various fo...-I was prepared to make use of appropriate technology in the classroom.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing		
1.70%	10.50%	12.80%	44.20%	30.80%	75.00%	3.92	4	172	1

Tech2 Technology We are also interested in learning about your preparation to incorporate various fo...-I was prepared to use a variety of media resources to present information.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing		
1.20%	13.40%	8.70%	53.50%	23.30%	76.70%	3.84	4	172	1

Tech3 Technology We are also interested in learning about your preparation to incorporate various fo...-I was prepared to use technology effectively to enhance student learning.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing		
2.30%	11.00%	13.40%	49.40%	23.80%	73.30%	3.81	4	172	1

Tech4 Technology We are also interested in learning about your preparation to incorporate various fo...-I was prepared to provide opportunities for my students to utilize technology.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing		
4.10%	13.40%	12.20%	48.30%	22.10%	70.30%	3.71	4	172	1

Tech5 Technology We are also interested in learning about your preparation to incorporate various fo...-I was prepared to use technology to enhance my overall professional work.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
1.70%	12.20%	5.80%	53.50%	26.70%	80.20%	3.91	4	172	1

Diversity1 Diversity In this section, we are interested in learning about your preparation to educate stu...-I was prepared to establish a classroom environment of respect and rapport that provides a culture for learning.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
0.60%	3.50%	4.10%	41.30%	50.60%	91.90%	4.38	5	172	1

Diversity2 Diversity In this section, we are interested in learning about your preparation to educate stu...-I was prepared to effectively work with individuals from diverse backgrounds.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
1.20%	3.50%	4.70%	39.50%	51.20%	90.70%	4.36	5	172	1

Diversity3 Diversity In this section, we are interested in learning about your preparation to educate stu...-I was prepared to understand the larger political, social, and economic context of education.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
1.70%	6.40%	10.50%	44.80%	36.60%	81.40%	4.08	4	172	1

Diversity4 Diversity In this section, we are interested in learning about your preparation to educate stu...-I was prepared to implement instruction that accommodates diverse learning styles.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
0.60%	4.70%	8.70%	46.50%	39.50%	86.00%	4.2	4	172	1

Diversity5 Diversity In this section, we are interested in learning about your preparation to educate stu...-I was prepared to encourage students to see, question, and interpret ideas from diverse perspectives.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
0.60%	4.70%	8.70%	51.20%	34.90%	86.00%	4.15	4	172	1

Diversity6 Diversity In this section, we are interested in learning about your preparation to educate stu...-I was prepared to implement non-biased techniques for meeting the needs of diverse learners.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
0.60%	2.30%	9.30%	47.70%	40.10%	87.80%	4.24	4	172	1

Motiv1 Motivation and Engagement We are interested in learning about your preparation to motivate and...-I was prepared to manage student behavior in the classroom.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
5.20%	22.70%	12.80%	41.30%	18.00%	59.30%	3.44	4	172	1

Motiv2 Motivation and Engagement We are interested in learning about your preparation to motivate and...-I was prepared to use a variety of motivational strategies to facilitate learning for all students.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
0.00%	12.80%	20.30%	47.70%	19.20%	66.90%	3.73	4	172	1

Motiv3 Motivation and Engagement We are interested in learning about your preparation to motivate and...-I was prepared to communicate with family and community members to make them partners in the educational process.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
3.50%	15.70%	17.40%	46.50%	16.90%	63.40%	3.58	4	172	1

Motiv4 Motivation and Engagement We are interested in learning about your preparation to motivate and...-I was prepared to collaborate with educational personnel to support student learning.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
1.70%	8.10%	12.20%	48.30%	29.70%	77.90%	3.96	4	172	1

Motiv5 Motivation and Engagement We are interested in learning about your preparation to motivate and...-I was prepared to establish a caring relationship with students developed through engagement and high expectations for all learners.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
0.60%	1.20%	6.40%	45.90%	45.90%	91.90%	4.35	4	172	1

Motiv6 Motivation and Engagement We are interested in learning about your preparation to motivate and...-I was prepared to create an environment that encourages positive social interaction among students.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
0.00%	2.30%	5.20%	52.30%	40.10%	92.40%	4.3	4	172	1

Ethic1 Professionalism and Ethical Behavior This section focuses on educators' preparation regarding pro...-I was prepared to understand the legal practices in education.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
2.30%	13.40%	15.70%	42.40%	26.20%	68.60%	3.77	4	172	1

Ethic2 Professionalism and Ethical Behavior This section focuses on educators' preparation regarding pro...-I was prepared to understand the ethical practices in education.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
0.00%	3.50%	7.00%	50.60%	39.00%	89.50%	4.25	4	172	1

Ethic3 Professionalism and Ethical Behavior This section focuses on educators' preparation regarding pro...-I was prepared to meet the ethical standards of my profession.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
0.00%	1.20%	4.70%	51.50%	42.70%	94.20%	4.36	4	171	2

Ethic4 Professionalism and Ethical Behavior This section focuses on educators' preparation regarding pro...-I was prepared to understand how to behave in ways that reflect integrity, responsibility, and honesty.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
0.00%	1.20%	3.50%	43.60%	51.70%	95.30%	4.46	5	172	1

Ethic5 Professionalism and Ethical Behavior This section focuses on educators' preparation regarding pro...-I was prepared to establish collegial relationships with all stakeholders (school personnel, parents, community, etc.) to support student learning.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
1.70%	4.10%	9.90%	44.80%	39.50%	84.30%	4.16	4	172	1

Reflect1 Reflective Practice In this section, we are interested in your preparation to reflect on your...-I was prepared to employ self-reflection to improve my teaching practice.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
0.00%	0.60%	3.50%	42.40%	53.50%	95.90%	4.49	5	172	1

Reflect2 Reflective Practice In this section, we are interested in your preparation to reflect on your...-I was prepared to locate resources available to help me improve my professional practice.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
0.00%	5.80%	8.10%	51.20%	34.90%	86.00%	4.15	4	172	1

Reflect3 Reflective Practice In this section, we are interested in your preparation to reflect on your...-I was prepared to use multiple resources such as professional literature, mentoring, and interaction with colleagues to aid my growth as an educator.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	agree or strongly agree	Mean / Median / Valid n / Missing			
0.00%	3.50%	4.10%	50.60%	41.90%	92.40%	4.31	4	172	1

Appendix J

The Department of Curriculum and Instruction in the College of Education at Wichita State University offers concurrent enrollment credit for CI 270 Introduction to the Education Profession, which is a College of Education teacher preparation introductory course. This course was offered in area high schools as Exploring Teaching as a Career or Training Tomorrows Teachers Today and has been aligned with the 3 credit hour CI 270 Introduction to the Education Profession curriculum. In order to get concurrent enrollment credit high school students were required to successfully complete the fall semester high school course with a grade of B or better to enroll in the spring semester concurrent enrollment course (CI 270: Introduction to the Education Profession).

The major topics covered in the course for on-campus as well as local high school classes include:

1. techniques for collecting evidence of knowledge, skills, performance, and dispositions of a future teacher
2. analysis of a classroom teacher's role;
3. choices and decisions teachers make daily as they plan, instruct, and evaluate;
4. personal suitability for the teaching profession;
5. understanding schooling in America;
6. utilizing children's development;
7. relating diversity to education;
8. meeting needs of English Language Learners (ELL);
9. social influences and legal issues;
10. technology integration;
11. contextual factors and their implications.

The course outcomes for all sections of CI 270 offered on-campus and in the local high schools are:

1. observe and interpret interactions between students and educators, to become aware of how learning occurs;
2. collect evidence to support the knowledge gained about teaching, learning, and assessment;
3. begin to collect evidence from a variety of sources to demonstrate awareness of the skills needed, for becoming a teacher (including English Language Learners (ELL) and those students with special needs;
4. demonstrate having appropriate dispositions for becoming a teacher;
5. show evidence toward gaining knowledge about standards in education for both content and pedagogy;
6. identify tools of inquiry during classroom observations;
7. describe and analyze the governance of schools;
8. identify technologies used in teaching;
9. practice observation and interpretation skills;
10. keep a reflective journal of observations.

All of the high school teachers provided a similar culminating experience for students and used the common assessments identified in the resource materials to determine grades. Grades were awarded using the following standard: A = 100-93; A- = 92.9-90; B+ = 89.9-87; B = 86.9-83; B- = 82.9-80; C+ = 79.9-77; C = 76.9-73; C- = 72.9-70; D+ = 69.9-67; D = 66.9-63; D- = 62.9-60; F = Below 60

All teachers providing instruction have participated in training - reviewing the resources and outcome expectations. They planned the year course delivery with faculty and meet each semester to discuss course delivery and alignment of instruction. Each of the teachers meets the Kansas Board of Regents (KBOR) requirement of a master's degree and each year the teachers submit syllabi that are reviewed by faculty in the department of Curriculum and Instruction to assure course delivery and alignment.

2010-2011 was the first year CI 270 Introduction to the Education Profession for concurrent enrollment. Table one shows the number of students who registered for concurrent credit. No concurrent enrollment courses were offered 2014-2015. No grade data or satisfaction data were available for this report.

Table 1: 2013-2015 Enrollment in Concurrent CI 270 classes

Year	Number enrolled
2013-2014	104
2015-2016	39

Appendix K

Table 1: Percent URM on Fall Census day for Undergraduate Programs

Level	2013	2014	2015
University	14.9	15.7	15.9
College	12.8	13.5	13.3
Elementary	13.5	14.8	15.1
Secondary	9.9	11.7	10.4

Table 2: Percent URM of Degrees Conferred Students for Undergraduate Programs

Level	2013	2014	2015
University	12.6	13.5	14.3
College	9.5	12.3	12.7
Elementary	8.2	9.1	14.0
Secondary	6.8	8.5	14.0

Table 3: Percent URM on Fall Census Day for Graduate Programs

Level	2013	2014	2015
University	9.7	10.0	10.2
College	12.8	13.5	13.3
MAT	19.8	15.8	13.5
M.Ed LID	10.7	12.2	8.2
M.Ed in SPED	5.7	5.5	6.1

Table 4: Percent URM of Degreed Conferred Students for Graduate Programs

Level	2013	2014	2015
University	10.8	9.9	8.5
College	15.3	13.9	10.2
MAT	20.6	25.0	10.7
M.Ed LID	4.0	0.0	11.1
M.Ed in SPED	12.5	0.0	0.0

Appendix L

WSU Strategic Plan Goals
Department of Curriculum & Instruction

Department of Curriculum and Instruction

Goal: **Develop activities beginning in Fall 2016 that foster a culture of enrollment growth among faculty, staff, and students.**

Timeline: Next 1-3 years beginning Fall 2016

Objective 1: Develop a shared understanding of the need for enrollment growth

Actions:

- Include faculty involvement in recruitment and retention activities as part of the faculty reward structure.
- Collaborate with other departments, groups, alumni or communities to host or participate in events.

Objective 2: Steadily increase enrollment in undergraduate and graduate programs.

Actions:

- Identify baseline data for program enrollment and set percent enrollment goals. C&I goal of 20% by 2020
- Make contacts and visit the Intro to Teaching courses at each institution
- Make subsequent visits to each institution to work through process of being a WSU student
- Increase communication with students
- Create and utilize social media to enhance and advertise recruitment efforts
- Host our own transfer day/open house in the Spring semester, and COE will participate in Transfer Day hosted by Admissions
- Advertise and encourage dual advising at all four metro institutions

- Host an event such as COE Metro Community College Day at WSU for potential majors where prospective students could go into actual WSU classes
- Present Shocker Pathways to high school students by working with counselors and career counselors
- Meet annually with school counselors and college career counselors

Goal: **Increase enrollment of degree seeking underserved student populations by 8.5% yearly through Fall 2020**

Timeline: Next 1-3 years beginning in Fall 2016

Objective 1: Promote recruitment activities specific to underserved student populations.

Actions:

- Meet with the AVID tutors during their beginning of the year training session to recruit for the teaching program
- Set up a networking meeting with the Educators Rising teacher group
- Have a presence on the regional Educator Rising Advisory Board
- Develop summer program for applicants not accepted into Upward Bound program.
- Identify specific activities within the department to address retention of underserved populations.

Objective 2: Increase overall diversity of students in programs by 10%.

Actions:

- Meet with sophomore, junior, and senior AVID elective classes.
- Schedule campus visits for students in Educator Rising and Student Coaches

Objective 3: Recruit and retain freshmen and sophomores and students who are undecided in the COEd.

Actions:

- Host social events for freshmen or freshmen/sophomores only; also host social event for transfers only

- Larger presence at Shocker Hall and on campus

- Get faculty involved in more campus hosted events by giving presentations and hosting information tables

- Provide extra credit to upperclassmen who attend events we host which will enhance the event for underclassmen

- Create a campaign calendar specifying which campaigns should be run and who will execute them

- Create brochure to be taken to students when faculty/staff visit the schools. This may include a QR code to student testimonial video links and will highlight the COE

- Create and utilize social media to enhance and advertise recruitment efforts

<u>Goal 3:</u>   **Increase retention of degree seeking underserved students.**

   <u>**Timeline:**</u> Next 1-3 years beginning Fall 2016

   Objective 1: Create a degree program for non-teaching majors interested in education careers.

   <u>**Actions:**</u>

   - Develop interdisciplinary education studies undergraduate degree program

   <u>**Objective 2: Engage key stakeholders in retention activities.**</u>

   <u>**Actions:**</u>

- Identify specific activities involving key stakeholders (students, alumni, etc.) to address retention of underserved populations. Examples include mentor/mentee relationships.

- Expand outreach efforts (e.g., communications, personalized follow ups, etc.)

<u>Goal 4:</u>   **Increase enrollment along I-35 corridor.**

   <u>**Timeline:**</u> Next 1-3 years beginning Fall 2016

   Objective 1: Host program specific meet and greets or visits along I-35 corridor

   <u>**Actions:**</u>

- Host program specific meetings and/or visits

- Host professional development events in relevant locations

Goal 5: Increase non-degree for credit enrollment.

Timeline: Next 1-3 years beginning Fall 2016

Objective 1: Offer a variety of market based tuition and badge courses.

Actions:

- Work with COEd administration to oversee offerings
- Recruit instructors with specific expertise to offer MBT courses
- Develop at least 2 badge courses to offer to education professionals

Goal 6: Identify new and emerging academic programming.

Timeline: Next 1-3 years beginning Fall 2016

Objective 1: Create a para to teacher pathway.

Actions:

- Continue to develop and implement a new para to teacher pathway for high need geographic areas
- Host professional development events in relevant locations

Objective 2: Move graduate program in special education to fully online.

Actions:

- Obtain approval for fully online programs (i.e., low incidence, high incidence, gifted).
- Revise and develop online curriculum
- Market and recruit for the new online programs.

Objective 3: Create Special Education initial licensure program.

Actions:

- Upon approval of standards and program at the state level, develop an initial licensure program in special education at the undergraduate level.

- Market and recruit for the new programs.

- Work with MAT-ECU residency program to expand from B-3rd grade to also include elementary education and look at online options.

Goal 7: Increase enrollment of new fall students in online programs.

Timeline: Next 1-3 years beginning Fall 2016

Objective 1: Transition Special Education graduate program to fully online.

Actions:

- Obtain approval for fully online programs (i.e., low incidence, high incidence, gifted).
- Revise and develop online curriculum
- Market and recruit for the new online programs.

Objective 2: Examine possibility of expanding MAT-ECU residency program to include elementary and offer an online option.

Actions:

- Seek KSDE approval of a B-6th grade option (ECU + Elementary Education)
- Create an online service delivery model
- Obtain approval for fully online programs
- Revise and develop online curriculum
- Market and recruit for the new online program