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Kansas State University  
Traditional Program

2017 Title II Reports

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AY 2015-16

Institution Information

**Name of Institution:** Kansas State University  
**Institution/Program Type:** Traditional  
**Academic Year:** 2015-16  
**State:** Kansas

**Address:** 1114 Mid-Campus Dr. North  
 Bluemont Hall  
 Manhattan, KS, 66506

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Is your institution a member of an HIEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education? (<http://www2.ed.gov/about/offices/list/oei/tqp/index.html>)

No

If yes, provide the following:

**Award year:**

**Grantee name:**

**Project name:**

**Grant number:**

**List partner districts/LEAs:**

**List other partners:**

**Project Type:**

Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oei/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Agriculture	No
Art	No
Biology	No
Business	No
Chemistry	No
Early Childhood Unified	No
Earth Science	No
Elementary Education	No
English	No
English-Journalism	No
Family and Consumer Sciences	No
Foreign Language Chinese	No
Foreign Language French	No

Foreign Language German	No
Foreign Language Japanese	No
Foreign Language Spanish	No
History, Government, and Social Studies	No
Journalism	No
Math	No
Music	No
Physics	No
Speech/Theatre	No
<b>Total number of teacher preparation programs: 22</b>	

### Section I.b Admissions

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

Other Student are admitted whenever all requirements are met, generally late in the sophomore year.

Does your initial teacher certification program conditionally admit students?

Yes

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

<http://coe.k-state.edu/ss/handbook/checklists.htm#te>

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

Students can be conditionally admitted if they: (1) are enrolled in the early field experience but have not yet completed it; (2) are first semester transfer students, who have all other requirements met, and have not had a chance to take the Pre-Professional Skills Tests (PPST); (3) have taken the PPST but the official scores have not arrived at the College of Education offices. We accept the students copy of the scores.

With all three situations, students' records are checked at the end of the semester to see if they have met the requirements. If they have, they are given full admittance. If they have not, they are removed from the teacher education program.

As indicated in the "other" row above, students must successfully complete the following courses with a specified grade or higher: Orientation to Teacher Education at Kansas State University with a grade of "credit." Candidates must complete the following courses with a grade of C or higher: Expository Writing I & II, Public Speaking, Algebra or a higher level math course, Statistics or a course which includes statistics.

Candidates must also have a teaching field grade point average of 2.75 or above.

### Section I.b Undergraduate Requirements

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

Are there initial teacher certification programs at the undergraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	No	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	No	No
Essay or personal statement	No	No
Interview	No	No
Other Pass the program orientation class and a grade of C or higher in 5 designated courses.	Yes	No

What is the minimum GPA required for admission into the program?

2.75

What was the median GPA of individuals accepted into the program in academic year 2015-16

2015-16		Number enrolled
1011	Total number of students enrolled in 2015-16:	
233	Unduplicated number of males enrolled in 2015-16:	
778	Unduplicated number of females enrolled in 2015-16:	

Additional guidance on reporting race and ethnicity data

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled. For the purpose of Title III reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and not an enrolled student.

Section I.c Enrollment

Please provide any additional comments about the information provided above:

3.75

What was the median GPA of individuals completing the program in academic year 2015-16

3

What is the minimum GPA required for completing the program?

3.3

What was the median GPA of individuals accepted into the program in academic year 2015-16

2.75

What is the minimum GPA required for admission into the program?

Element	Required for Entry	Required for Exit
Transcript	Yes	No
Fingerprint check	No	No
Background check	No	No
Minimum number of courses/credits/semester hours completed	No	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	No	No
Subject area/academic content test or other subject matter verification	Yes	No
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	Yes	No
Other	Data not reported	Data not reported

Postgraduate level

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the

Yes

Are there initial teacher certification programs at the postgraduate level?

Please provide the following information about your teacher preparation program's entry and exit requirements. (5205(a)(1)(C)(ii))

Section I.b Postgraduate Requirements

Please provide any additional comments about the information provided above:

3.8

What was the median GPA of individuals completing the program in academic year 2015-16

2.75

What is the minimum GPA required for completing the program?

Summary	
Hispanic/Latino of any race:	57
<b>Race</b>	
American Indian or Alaska Native:	3
Asian:	10
Black or African American:	16
Native Hawaiian or Other Pacific Islander:	0
White:	889
Two or more races:	21

### Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2015-16.

Average number of clock hours of supervised clinical experience required prior to student teaching	117
Average number of clock hours required for student teaching	640
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	36
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	1153
Number of students in supervised clinical experience during this academic year	1272

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

NOTE: The number of students includes approximately 325 in early field experiences who have not yet been admitted into the teacher education program.

Kansas State University has an extensive program of professional development schools. Of their four field experiences, all candidates have at least two of them in professional development schools and most have all four in professional development schools.

Clinical instructors are employed to work in each of the professional development schools. These are individuals who teach for the school district half-time and supervise clinical experiences for the University, including student teaching, half-time. They are paid by the College of Education for half-time employment.

In addition to being supervised and evaluated by clinical instructors and university instructors/professors, candidates are assigned to work in the classrooms of cooperating teachers for each of their clinical experiences. These cooperating teachers oversee the candidates' work and evaluate their performance. For student teaching, (a full day, 17 week experience) each candidate is assigned a cooperating teacher who works closely with them and is paid a stipend for this work.

### Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2015-16. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. ((5205(b)(1)(H)))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	14
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	13
Teacher Education - Art	6
Teacher Education - Business	8
Teacher Education - English/Language Arts	24
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	9
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	20
Teacher Education - Music	16
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	25
Teacher Education - Social Studies	

TEACHER EDUCATION - TECHNICAL EDUCATION	
Teacher Education - Computer Science	
Teacher Education - Biology	8
Teacher Education - Chemistry	3
Teacher Education - Drama and Dance	
Teacher Education - French	1
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	5
Teacher Education - Spanish	3
Teacher Education - Speech	3
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	2
Teacher Education - English as a Second Language	24
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify: Journalism 3 Japanese 2	5

### Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2015-16. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (5205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	14
Teacher Education - Elementary Education	163
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	13
Teacher Education - Art	5
Teacher Education - Business	7
Teacher Education - English/Language Arts	24
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	9
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	19
Teacher Education - Music	16
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	25
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	7
Teacher Education - Chemistry	3
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	5

Teacher Education - Spanish	3
Teacher Education - Speech	3
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	2
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	5
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify: Journalism 3 Japanese 2	5

**Section I.f Program Completers**

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

- 2015-16: 331
- 2014-15: 284
- 2013-14: 310

**Section II Annual Goals - Mathematics**

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§2015(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/opep/pol/esa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2015-16

Yes

How many prospective teachers did your program plan to add in mathematics in 2015-16?

10

Did your program meet the goal for prospective teachers set in mathematics in 2015-16?

Yes

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Is your program preparing teachers in mathematics in 2016-17?

Yes

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

12

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in mathematics in 2017-18?

Yes

How many prospective teachers does your program plan to add in mathematics in 2017-18?

12

Provide any additional comments, exceptions and explanations below:

### Section II Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (205)(a)(1)(A)(ii), 5206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/oper/edpof/ta.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2015-16

Did your program prepare teachers in science in 2015-16?

Yes

How many prospective teachers did your program plan to add in science in 2015-16?

15

Did your program meet the goal for prospective teachers set in science in 2015-16?

Yes

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Is your program preparing teachers in science in 2016-17?

Yes

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

15

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in science in 2017-18?

How many prospective teachers does your program plan to add in science in 2017-18?

15

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (205(a)(1), 5206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pe/usa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2015-16

Did your program prepare teachers in special education in 2015-16?

No

How many prospective teachers did your program plan to add in special education in 2015-16?

NA

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal, if applicable:

Academic year 2016-17

Is your program preparing teachers in special education in 2016-17?

No

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

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in special education in 2017-18?

No

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

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (205(a)(1), 5206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pe/usa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2015-16

Did your program prepare teachers in instruction of limited English proficient students in 2015-16?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015-16?

13

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2015-16?

Yes

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:



Is your program preparing teachers in instruction of limited English proficient students in 2016-17?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2016-17?

13

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in instruction of limited English proficient students in 2017-18?

Yes

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

13

Provide any additional comments, exceptions and explanations below:

### Section II Assurances

Please certify that your institution is in compliance with the following assurances. (5205(a)(1)(A)(iii), 5206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

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

Yes

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

NA

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

Yes

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

Yes

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

Yes

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

Yes

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

Candidates are required to complete a portfolio as part their clinical experiences during each of the last three semesters of their program. Candidates must address the above mentioned areas in order to successfully complete these portfolios.

### Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5701-AGRICULTURE Educational Testing Service (ETS) All program completers, 2015-16	12	166	11	92
ETS5701-AGRICULTURE Educational Testing Service (ETS) All program completers, 2014-15	14	170	14	100
ETS0700-AGRICULTURE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	10	579	10	100
ETS5134-ART CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5134-ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	5			
ETS5134-ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	9			
ETS5134-ART CONTENT KNOWLEDGE Educational Testing Service (ETS)	6			

All program completers, 2013-14				
ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	8			
ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	4			
ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	8			
ETS5101-BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	7			
ETS5101-BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	3			
ETS5101-BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	6			
ETS0245-CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0245-CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	3			
ETS0245-CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	4			
ETS0245-CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS5665-CHINESE (MANDARIN) WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2015-16	2			
ETS5665-CHINESE (MANDARIN) WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5665-CHINESE (MANDARIN) WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5571-EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2015-16	2			
ETS5571-EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5571-EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5024-EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2015-16	13	169	12	92
ETS5024-EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2014-15	7			
ETS5024-EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5021-EDUCATION OF YOUNG CHILDREN (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5021-EDUCATION OF YOUNG CHILDREN (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	12	192	12	100

ETS017-ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	53	174	30	91
ETS017-ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2015-16	156	173	152	97
ETS017-ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2014-15	103	173	102	99
ETS017-ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2013-14	4			
ETS0011-ELEM ED CURR INSTRUC ASSESSMENT (DISC) Educational Testing Service (ETS) Other enrolled students	1			
ETS0011-ELEM ED CURR INSTRUC ASSESSMENT (DISC) Educational Testing Service (ETS) All program completers, 2015-16	9			
ETS0011-ELEM ED CURR INSTRUC ASSESSMENT (DISC) Educational Testing Service (ETS) All program completers, 2014-15	30	182	30	100
ETS0011-ELEM ED CURR INSTRUC ASSESSMENT (DISC) Educational Testing Service (ETS) All program completers, 2013-14	129	180	128	99
ETS0041-ENG LANG LIT COMP CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS0041-ENG LANG LIT COMP CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2013-14	6			
ETS5038-ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students	7			
ETS5038-ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2015-16	23	176	22	96
ETS5038-ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2014-15	25	176	24	96
ETS5038-ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2013-14	14	181	14	100
ETS5122-FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2015-16	8			
ETS5122-FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2014-15	6			
ETS5121-FAMILY AND CONSUMER SCIENCES (DISCONTINUED 2) Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5121-FAMILY AND CONSUMER SCIENCES (DISCONTINUED 2) Educational Testing Service (ETS) All program completers, 2013-14	3			
ETS5174-FRENCH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5183-GERMAN WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5223-JOURNALISM Educational Testing Service (ETS) All program completers, 2015-16	2			
ETS5223-JOURNALISM Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5223-JOURNALISM Educational Testing Service (ETS) All program completers, 2013-14	2			

ETS5161-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students				
ETS5161-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	20	168	18	90
ETS5161-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	9			
ETS5161-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	15	168	14	93
ETS0061-MATHEMATICS CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS0061-MATHEMATICS CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS0113-MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	6			
ETS0113-MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	12	169	12	100
ETS0113-MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	17	175	17	100
ETS0113-MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	15	171	15	100
ETS5265-PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5265-PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	5			
ETS5265-PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5623-PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2014-15	3			
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	76	180	72	95
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2015-16	138	178	135	98
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2014-15	121	177	120	99
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2013-14	129	178	129	100
ETS0524-PRINC LEARNING AND TEACHING 7-12 (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5621-PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2015-16	13	164	9	69
ETS5621-PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2014-15	10	170	9	90
ETS5621-PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2013-14	14	174	14	100
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	141	177	137	97

ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2015-16	100	177	100	99
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2014-15	137	177	137	100
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2013-14	132	176	132	100
ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			
ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	21	168	17	81
ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	18	170	18	100
ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	20	169	19	95
ETS5195-SPANISH WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students	2			
ETS5195-SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5195-SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2014-15	6			
ETS5195-SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2013-14	7			
ETS5221-SPEECH COMMUNICATION: CK Educational Testing Service (ETS) All program completers, 2015-16	3			
ETS5221-SPEECH COMMUNICATION: CK Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5221-SPEECH COMMUNICATION: CK Educational Testing Service (ETS) All program completers, 2013-14	2			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2015-16	322	303	94
All program completers, 2014-15	273	265	97
All program completers, 2013-14	276	272	99

Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

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

State  
NCATE

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

Section V Use of Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing "yes" indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare teachers to:

### Complete Report Card

AY 2015-16

### Supporting Files

Please use this space to provide any additional information that describes your teacher preparation program (5). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

See the following Web site http://www.oe.ksu.edu/. Click on KSDE/NCATE Accreditation Site to see the complete explanation of the Kansas State University College of Education Program and relevant assessments. The password for the site is goats. Also attached are the NCATE accreditation letter announcing the continuing accreditation of the teacher education program, the NCATE action report, and the Kansas State Department of Education accreditation approval.

### Section VII Contextual Information

At Kansas State University special education is not an initial teacher preparation program. It requires graduate work and is an endorsement to an initial teaching license.

Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

- teach students with disabilities effectively NA
- participate as a member of individualized education program teams NA
- teach students who are limited English proficient effectively NA

Does your program prepare special education teachers to:

All candidates receive instruction in working with limited English proficient students and special needs students, including participation on an individualized education plan team. They are required to have at least one clinical experience with special needs students. During student teaching candidates are required to address the needs of special students and report their results in the student teaching portfolio.

Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

- teach students with disabilities effectively Yes
- participate as a member of individualized education program teams Yes
- teach students who are limited English proficient effectively Yes

Does your program prepare general education teachers to:

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

### Section VI Teacher Training

The semester following their admission to the teacher education program, candidates are required to take the course "Educational Technology for Teaching and Learning." In subsequent semesters they are required to use technology in their teacher education courses. During student teaching, candidates are required to use technology to teach and to collect, manage, and analyze data and report the results in their student teaching portfolio.

Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

- use technology effectively to collect data to improve teaching and learning Yes
- use technology effectively to manage data to improve teaching and learning Yes
- use technology effectively to analyze data to improve teaching and learning Yes