

FY2008 DEPARTMENTAL ANNUAL REPORT OF CONTINUOUS IMPROVEMENT

Department of Teacher Education Fort Hays State University

I. Departmental Overview

For more than a century, the institution that is now Fort Hays State has been recognized for its leadership in preparing elementary and secondary teachers for the schools of western Kansas. The impact of those teachers on the children and youth of this region over time has laid the foundation for the current high standards seen in the professions, citizenship, and leadership characteristics within the communities of western Kansas. The Teacher Education Department faculty members are aware of their professional responsibility to maintain and extend this heritage of educational excellence by preparing teachers based on the best current research and future-directed models. The Teacher Education Department is also now positioned to deliver its nationally accredited programs far beyond its traditional service area of western Kansas to all of Kansas and beyond through on-line and IPTV instructional delivery.

The primary objective of the Teacher Education Department is the preparation of teachers for grades K-6; early childhood unified; middle level emphasis areas of mathematics, science, and history comprehensive; secondary education; and professional school personnel for grades PreK-12. Teacher Education also offers an Elementary Education program with a minor in Special Education (K-6). Other areas of study leading to Kansas State Department of Education endorsements available through the Teacher Education Department include Library Media Specialist (PreK-12) and Reading Specialist (PreK-12). ESOL is also provided through the Master of Science in Education as an emphasis area that leads to an endorsement. The department is organized and staffed: (1) to provide professional preparation for teaching elementary school and secondary school, for Library Media Specialist licensure, Reading Specialist licensure, and for master's degrees in elementary, middle level, and secondary education; (2) to extend assistance to schools and related professional groups through research, surveys, and consultative services; and (3) to cooperate with local, state, regional, and national agencies in working toward improving education.

The Teacher Education Department aligns its programs with the Fort Hays State University Teacher Preparation Program Mission:

Fort Hays State University prepares professional educators in a liberal education that combines an appreciation for pedagogical theory and research in a supportive environment for diverse learners. The professional educator integrates technology in the learning experience, uses multiple assessment and diagnostic techniques, and utilizes reflection as a tool for self-growth while assuming a professional role within the organizational system of the school.

A. Departmental Mission and Vision Statements

The Teacher Education Department has as its primary function the preparation of teachers and other professional school personnel and as such is informed and defined by the Professional Educator (Conceptual Framework) and the Teacher Education Mission and Vision. The Conceptual Framework serves as more than just a set of goals upon which the Teacher Education programs base their curriculum. The Conceptual Framework also serves to define the measures of knowledge and performance upon

which the Teacher Education assessment system is constructed. The Teacher Education programs are thus informed by the Conceptual Framework in the design of curriculum, the design of the assessment system, and in the ongoing data driven improvement of programs.

Conceptual Framework

The Conceptual Framework for Professional Educators

The conceptual framework for professional educators at Fort Hays State University is defined in terms of the seven goals enumerated below under the heading of "The Professional Educator" in coordination with the Kansas State Department of Education (KSDE) Professional Education Standards.

The Professional Educator

- Goal I: The Professional Educator is liberally educated.** The Professional Educator develops the capacity and disposition to draw on diverse resources from the liberal arts and sciences to answer complex questions based on ethical considerations. S/he develops the capacity and disposition for self-criticism, healthy living, and the appreciation for diverse cultures. {KSDE Professional Education Standards 7, 9 and 11}
- Goal II: The Professional Educator assumes a professional role within the organizational system of the school.** The Professional Educator interprets and implements regulatory, professional, and ethical standards, utilizing the resources from professional organizations and the knowledge bases from social, historical, and philosophical foundations. {KSDE Professional Education Standards 10 and 13}
- Goal III: The Professional Educator combines an understanding of relevant academic disciplines with an appreciation for pedagogical theory and research.** The Professional Educator develops teaching strategies based on the unique structure and method of inquiry of her/his particular discipline and current research-based pedagogy. {KSDE Professional Education Standards 1, 2, 4, 5, 6 and 7}
- Goal IV: The Professional Educator respects and values all persons and provides a supportive environment for diverse learners.** The Professional Educator implements teaching strategies and curriculum designs that accommodate the special needs of individual learners as well as the cultural differences that emanate from a multicultural environment in a global society. {KSDE Professional Education Standards 2, 3, 6 and 7}
- Goal V: The Professional Educator integrates appropriate technology into the educational process.** The Professional Educator demonstrates a sound knowledge of educational technology in planning, designing, delivering, and evaluating effective learning experiences. {KSDE Professional Education Standard 12}
- Goal VI: The Professional Educator demonstrates knowledge and use of multiple assessment and diagnostic techniques.** The Professional Educator utilizes the appropriate measurement theories and a variety of information sources in evaluating student educational needs and achievements. {KSDE Professional Education Standard 8}
- Goal VII: The Professional Educator utilizes reflection as a tool for self-growth, program assessment, and instructional effectiveness.** The Professional Educator uses self-reflection as well as the reflection of others such as peers, mentors, students, supervisors, and parents to effect positive changes in curriculum, instruction, and classroom management. {KSDE Professional Education Standards 9 and 13}

Mission

Fort Hays State University's Teacher Education programs are designed to prepare teachers to master the knowledge of the appropriate subject matter, child development, and learning theory, and to understand the significance of schooling in meeting the social, personal, and educational needs of all children in today's world. Finally and most importantly, Fort Hays State University's Teacher Education program is designed to prepare teachers to be effective professionals in facilitating growth and learning, in understanding educational research, in collaborating with colleagues and other education stakeholders, and in being enthusiastic participants in their own continuing education.

Vision

Teachers prepared at Fort Hays State University will have the knowledge, skills and commitment to facilitate growth and learning in all children under their care and to continue their own professional development.

B. Departmental Goals, Objectives, and Strategic Priorities

1. Facilitate time and training for scholarly endeavors on the part of Teacher Education faculty.
 - a. Set aside, department-wide, three hours per week for writing collaboratively and individually
 - b. Assist faculty with writing and/or research needs, i.e. graduate assistant work, training in statistical analysis, etc.
2. Review, revise, and/or develop brochures and e-communications documents for department programs at both the undergraduate and graduate levels.
3. Develop and implement a plan of action for recruitment of undergraduate and graduate candidates from Salina, Garden City, Dodge City, and Liberal areas, and possibly Fort Riley.
 - a. Visit community colleges, local cooperatives and school districts to discuss programs
 - b. Work with faculty for Art Methods, Health/Physical Ed Curriculum & Methods, and Elementary School Music; and EAC faculty for online delivery
 - c. Visit with key personnel in school districts to promote graduate programs
 - d. Work with department faculty to write a Department of Education grant using "grow your own," distance supervision, etc.
4. Collaborate with the Department of Special Education to submit program review paperwork for Early Childhood Unified Licensure.
5. Envelope the undergraduate faculty and components of the Special Education Department into the Department of Teacher Education.

II. Departmental Highlights

A. Departmental Productivity and Other Distinctive Departmental Accomplishments

1. Facilitate time and training for scholarly endeavors on the part of Teacher Education faculty.
 - a. Set aside, department-wide, three hours per week for writing collaboratively and individually. Every Monday, Wednesday, and Friday from 10:30 – 11:30, except for Department meeting times, was set aside for faculty writing time. Faculty used this time, both individually and in writing teams, in preparing manuscripts, grants, etc.
 - b. Assist faculty with writing and/or research needs, i.e. graduate assistant work, training in statistical analysis, etc. Sample resources: List of journals and publication rates, presentation on Human Subjects criteria, work with mathematics faculty on statistical analysis, attend College of Education and Technology writing seminar January 2008, etc.
 - c. Tenure-track faculty productivity in scholarly endeavors, especially refereed endeavors, continues to be strong

2. Review, revise, and/or develop brochures for department programs at both the undergraduate and graduate levels.
 - a. Worked with Casey Rackaway to update and develop Teacher Education brochures for elementary education, early childhood unified, and secondary education brochure.
 - b. Reviewed graduate brochures
 - c. Prepared materials for e-communication pilot program

3. Develop a plan of action for recruitment of undergraduate and graduate candidates from Salina, Garden City, Dodge City, and Liberal areas, and possibly Fort Riley.
 - a. Visited community colleges throughout the year. Visited with Johnson County, Highland, Garden City, Cloud County, Dodge City, Colby, Hutchinson, and Pratt community college representatives and students. Also held a community college day for community college representatives February 28, 2008. Representatives from Allen County, Barton County, Butler County, Cloud County, Colby, Ft. Scott, Highland, and Hutchinson community colleges were represented. Work continues on preparation of 2+2 programs.
 - b. Work with faculty for Art Methods, Health/Physical Ed Curriculum & Methods, and Elementary School Music; and Educational Administration and Counseling faculty for online delivery of coursework. Preliminary meetings were held with Deans and Department chairs responsible for the coursework. Music Methods faculty are proceeding with online course development to be ready for fall 2008 delivery.
 - c. Visit with key personnel in school districts to promote undergraduate and graduate programs. Visits were made to Administrators in Garden City, Dodge City, Liberal, Salina and Salina Special Education Cooperative, and Oskaloosa Special Education Cooperative. A special meeting was held with Special Education Cooperative representatives on March 6, 2008 to discuss the “Para to Teacher” possibilities. Sixteen representatives were in attendance.

- d. Work with department faculty to write a Department of Education grant using “grow your own,” distance supervision, etc. Grant was written but not funded.
4. Collaborate with Special Education to submit program review paperwork for Early Childhood Unified licensure. Paperwork was submitted and the Early Childhood Unified program at FHSU began in January 2008. There are currently about fifty candidates in the Early Childhood Unified program.

B. Department Performance Indicators

Key Performance Indicator	Baseline FY2004	Actual FY2005	Actual FY2006	Actual FY2007	Actual FY2008
Number of New Freshmen	65	51	39	40	50
Number of Transfer Students	65	47	44	52	83
Number of Majors:					
Undergraduate first majors	429	400	358	330	422
Undergraduate second majors	9	12	65	118	160
Total Undergraduate (first majors/second majors)	438	412	423	448	582
Graduate					
Transition to Teaching	67	57	51	54	102
MLS students		9	19	57	136
	2	3	2	1	2
Student Retention		64.3	69.08	63.3	63.8
Student Credit Hour Production					
Undergraduate		5100	4491	4512	6928
Graduate		1114	1026	1617	1976
FTE Faculty (Headcount)					
Tenured or Tenure-track Faculty (Headcount)		7	7	5	5
Non Tenure-Track Faculty (Headcount)		4	3	4	7
Other Faculty (Headcount/ Sections Taught)		5.25/21	15/18	5/8	4/12
Degrees Awarded					
Undergraduate degrees	85	75	103	115	65

Key Performance Indicator	Baseline FY2004	Actual FY2005	Actual FY2006	Actual FY2007	Actual FY2008
Graduate degrees	13	33	28	16	11
MLS degrees	0	0	0	0	1
Scholarly Activity (See Section IV for documentation requirement)					
Number of books, book chapters, and refereed articles published	5	9	1	8	9
Number & percent of faculty publishing refereed books, chapters, or articles	18%	36%	10%	4/44%	6/75%
Number of non-refereed articles and presentations	2	8	42	12	9
Number & percent of faculty publishing non-refereed articles or presentations	9%	45%	38%	67%	38%
Number of scholarly performances and other creative activities	15	23	15	17	12
Number & percent of faculty in scholarly performances or other creative activities	36%	63%	75%	8/89%	7/88%
Total number of external grant applications submitted/percent of faculty submitting	17/45%	12/36%	16/48%	7/77%	11/88%
Total number of funded external grants/percent of faculty funded	13/36%	7/36%	10/50%	3/22%	9/75%
Service Activity					
Percent of faculty meeting acceptable standard of service activity	36%	33%	33%	22%	33%
Percent of faculty meeting exceptional standard of service activity	64%	67%	67%	67%	50%
Assurance of Student Learning					

Key Performance Indicator	Baseline FY2004	Actual FY2005	Actual FY2006	Actual FY2007	Actual FY2008
Number of Elementary Education Majors who took/passed the Principles of Learning and Teaching (PLT) Exam for state licensure	86/86*	57/53	49/47	54/53	70/
Number of Secondary Education Majors who took/passed the Principles of Learning and Teaching (PLT) Exam for state licensure				47/42	72/
Number who took/passed the KSDE Elementary Education Content Test				56/54	/
Number who took/passed a KSDE Secondary Education Content Test	124*	40*	49/45		/
Mean scores on FPA elementary				97	104
Mean scores on FPA secondary				96.1	101.8
Mean scores on FPA Transition to Teaching					104.2
*No cut score had been established at this time					
Other Departmental Key Performance Indicators (up to 3 additional measures, optional)					
Number of SRP meetings attended by Teacher Education faculty		11/12(92%)	100%	7/9 (77%)	7/9 (77%)
Recruitment letters/brochures/phone calls sent to prospective undergraduate/graduate students		1012/1000	1000/400	900/600	900/200
Teacher Education faculty and candidates participated in	110%	110%	100% Club	110% Club	110% Club

Key Performance Indicator	Baseline FY2004	Actual FY2005	Actual FY2006	Actual FY2007	Actual FY2008
Endowment Association Tiger call and were awarded 110% Club Membership	Club	Club		(40% above goal)	
Number of Faculty Visiting Foreign Campuses					0
Number of Students (majors) Participating in Study Abroad and Exchange Programming					1

C. Department Quality Initiatives and Results

FY2008 Quality Initiatives	Results
<p>1. Facilitate time and training for scholarly endeavors on the part of Teacher Education faculty.</p>	<p>Set aside, department-wide, three hours per week for writing collaboratively and individually. Every Monday, Wednesday, and Friday from 10:30 – 11:30, except for Department meeting times, was set aside for faculty writing time. Faculty used this time, both individually and in writing teams, in preparing manuscripts, grants, etc.</p> <p>Assist faculty with writing and or research needs, i.e. graduate assistant work, training in statistical analysis, etc. Sample resources: List of journals and publication rates, presentation on Human Subjects, presentation by national journal editor, etc.</p> <p>Faculty productivity in scholarly endeavors, especially refereed endeavors, was high. Worked with mathematics faculty on statistical analysis, etc.</p>
<p>2. Review, revise, and/or develop brochures for department programs at both the undergraduate and graduate levels.</p>	<p>Worked with Casey Rackaway to update and develop Teacher Education brochures for elementary education, secondary education, and Early Childhood Unified education brochure.</p> <p>Reviewed graduate brochures</p> <p>Prepared materials for e-communication pilot program Visited community colleges throughout the year.</p>

<p>3. Develop a plan of action for recruitment of undergraduate and graduate candidates from Salina, Garden City, Dodge City, and Liberal areas, and possibly, Fort Riley.</p>	<p>Visited with Johnson County, Highland, Garden City, Cloud County, Dodge City, Colby, Hutchinson, and Pratt community college representatives and students. Also held a community college day for invited community college representatives February 28, 2008. Representatives from Allen County, Barton County, Butler County, Cloud County, Colby, Ft. Scott, Highland, and Hutchinson community colleges were represented. Continued communications with Fort Riley.</p>
<p>4. Work with faculty for Art Methods, Health /Physical Ed Curriculum & Methods, and Elementary School Music; and EAC faculty for online delivery of coursework</p>	<p>Work with faculty for Art Methods, Health/Physical Ed Curriculum & Methods, and Elementary School Music; and EAC faculty for online delivery of coursework. Preliminary meetings were held with Deans and Department chairs responsible for the coursework. Music Methods faculty are proceeding with online course development to be ready for fall 2008 delivery.</p>
<p>5. Visit with key personnel in school districts to promote graduate programs.</p>	<p>Visit with key personnel in school districts to promote undergraduate and graduate programs. Visits were made to Administrators in Garden City, Dodge City, Liberal, Salina and Salina Special Education Cooperative, and Oskaloosa Special Education Cooperative. A special meeting was held with Special Education Cooperative representatives on March 6, 2008 to discuss the "Para to Teacher" possibilities. Sixteen representatives were in attendance.</p>
<p>6. Work with department faculty to write a Department of Education grant using "grow your own," distance supervision, etc.</p>	<p>Work with department faculty to write a Department of Education grant using "grow your own," distance supervision, etc. Grant was written, but not funded.</p>
<p>7. Collaborate with Special Education to submit program review paperwork for the Early Childhood Unified Licensure.</p>	<p>Paperwork was submitted and the Early Childhood University Licensure program at FHSU began in January 2008. Fifty students are currently in the program.</p>

FY2009 Quality Initiatives	Responsible Party, Resources, and Plan
Facilitate time and training for scholarly endeavors on the part of Teacher Education faculty.	Department Chair, Teacher Education faculty. Set aside 10:30 – 11:30 am writing time MWF each week. Provide resources/training as requested by faculty
Maintain and support continued expertise in using distance education to produce effective teachers	Faculty. Continue training endeavors to facilitate distance observation of field placements. Update computers and necessary equipment to provide all faculty the best distance access to students.
Work with department faculty to write a Department of Education grant using “grow your own,” distance supervision, etc.	Chair and department faculty.
Curriculum Mapping	Training led by Dr. Weiland. All faculty will continue with training leading to a map of all key courses in Teacher Education undergraduate program areas.
Evaluate Advisor roles and load	Chair and faculty will evaluate advisor roles and loads to assess the best model for advising a growing number of students.
Evaluate and develop programs of study that would extend a special education minor to the secondary education program and provide ESOL minors for both elementary and secondary programs	Chair and faculty committees set regular meetings. Prepare program reviews for state submission by March 2009.

D. Institutional Quality Results

FY2008 University Initiatives	Department Activities/Results
Improve undergraduate students’ writing abilities	Writing across the curriculum is infused in every course. Each full-time faculty member attended at least one writing seminar and continues to support the writing across discipline’s initiative.

	<p>Faculty has begun the curriculum mapping process to determine, among other items, the writing objectives within our programs of study.</p> <p>Writing Center information is provided to all candidates via information found in the syllabi and bulletin board announcements.</p>
<p>Develop mobile computing teaching and learning environment</p>	<p>Teacher Education was a pilot department two years ago. Research has continued on the efficacy of using laptop/tablet computers equipped with sound and video attachments to observe interns in classrooms in area schools. A study was conducted to determine if the technology would allow observation/supervision of the interns from a distance and to determine the reliability of that technique compared to on-site observation/supervision. The study indicated a high degree of reliability in supervision and assessment between on-site and distance observations using laptop based strategies.</p> <p>Faculty report that they, the candidates, and mentor teachers in area schools expressed satisfaction with mobile computing strategies.</p> <p>All faculty members in the Teacher Education Department have attended at least 1 workshop addressing some aspect of mobile computing. All of the faculty members in the Teacher Education Department have developed at least 2 teaching strategies involving mobile computing.</p>
<p>Internationalize the campus and curriculum</p>	<p>The online elementary education program has become a reality as has the early childhood unified program. Courses have been revised for online delivery. To date, more than 200 new virtual transfer students and first time virtual freshman have been admitted to FHSU in elementary education or the early childhood unified program. Many of them come from countries outside the United States and have greatly enriched the discussion in the courses. Program evaluation will continue in the coming years.</p> <p>MSE, elementary education, elementary education with special education minor, early childhood unified, and secondary professional coursework are all formatted</p>

	<p>for online delivery.</p> <p>Discussion continues with Fort Riley regarding delivery of the elementary education program.</p> <p>A Russian graduate student was admitted as a Graduate Teaching Assistant and has become an integral member of the Teacher Education department.</p> <p>International students were hosted on two occasions by Department faculty. A visiting scholar from China visited many classes and field experiences at the invitation of Department faculty.</p>
<p>Strategically manage new enrollment opportunities</p>	<p>Upgraded brochures with the assistance of Casey Rackaway</p> <p>Held meetings of special education, building, and district administrators from across the state and with community college education personnel from across the state. Met on location with representatives and prospective candidates from Highland, Garden City, Johnson County, Dodge City, Seward, Colby, and Pratt Community Colleges. Met on location with representatives and prospective candidates from Garden City, Dodge City, and Salina USDs. Met on location with representatives and candidates from Salina, Oskaloosa, and Garden City special education cooperatives.</p>
<p>Improve student learner outcomes in computing</p>	<p>Teacher Education candidates are required to take nine hours of technology coursework and integrate the use of technology in all that they do. This is evident through scores on the integration criteria of both the FPA and the KPA. A task force was developed to review and align the outcomes of the technology coursework.</p>

III. FY2009 Strategy and Opportunities for Improvement

A. Departmental Reflection of Strengths, Needs, Opportunities, and Threats

Strengths	Weaknesses/Needs
<p>1. Faculty with commitment to students and program excellence.</p>	<p>1. The department needs to employ an additional full-time tenure track</p>

<ol style="list-style-type: none"> 2. Cohesiveness and focus of faculty on improving program content and delivery. 3. Newly developed online programs 4. Commitment of faculty to utilize newest technology to improve outreach instruction and supervision. 	<p>faculty member to teach, advise, and supervise candidates in the growing Library Media Specialist program. This faculty member would also alleviate the heavy workload on other graduate faculty in the department.</p> <ol style="list-style-type: none"> 2. The department needs to employ a full-time tenure track faculty member to teach, advise, and supervise candidates in the growing online elementary program. This faculty member would also alleviate the heavy workload on other graduate faculty in the department. 3. The department needs to employ a full-time tenure track faculty member to teach, advise, and supervise candidates in the newly approved Early Childhood Unified program. This faculty member would also alleviate the heavy workload on other graduate faculty in the department. 4. Adjust advising load levels: faculty are advising approximately 80 advisees each. 5. Upgrading computers and peripherals to a multi-platform model 6. Continued professional development in the effective use of technology
<p>Opportunities</p>	<p>Threats</p>
<ol style="list-style-type: none"> 1. Online programs have attracted many new students. Continue aggressive recruitment of transfers and first time freshman, in particular paraprofessionals. 2. Enrollment in graduate programs is expanding beyond the traditional western Kansas service area. Reading specialist, library media, ESOL, and Transition to Teaching emphasis areas have each doubled in the past year. 3. The use of multi-media platforms for course delivery has provided an opportunity for quality interaction with students in instruction, observation, and supervision. Ongoing evaluation of the use of technology is a high need and great opportunity for our faculty. 	<ol style="list-style-type: none"> 1. Maintaining the quality of preparation for candidates in licensure programs is threatened by the ongoing change from face-to-face instruction to primarily electronic delivery of instruction and supervision. 2. Both graduate and undergraduate program quality appears to be threatened by employing adjunct faculty.

<p>4. Multi-format programs of study delivered to Fort Riley presents a great opportunity for growth in the Department.</p>	
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B. Opportunities for Improvement

[NOTE: Short-term OFIs are meant to be low or no-resource quick changes that can favorably impact the department. If these simply replicate what you have declared as a FY2008 Departmental Initiative, then delete this section.]

Short Term OFI	Resources Required	Expected Outcome and Completion Date
<p>Appoint selected faculty members to coordinate the various programs offered through the Teacher Education department. This was done in 2007-08 and worked well. Problem now is that each faculty member has too many advisees. Our program has grown and continues to grow. We need an additional full time tenure-track faculty position. We also need to compensate faculty for coordinator roles.</p>	<p>Review advising and loads; One new tenure-track position is necessary to oversee the library media program and its advisees. Additional tenure-track faculty capable of receiving graduate status are needed.</p>	<p>The expected outcome is that faculty members will have fewer advisees within their coordinator field.</p>

Long Term Strategic Initiatives	Resources Required	Expected Outcome
<p>1. Three full-time tenure track faculty members should be hired to fill positions lost due to retirement and movement of part and whole faculty lines within the College over the past three years.</p>	<p>Three tenure track faculty are needed. One should have broad knowledge of teacher education. One should be a library media specialist and or secondary education. One should have an emphasis in early children special education.</p>	<p>One of the new faculty will provide continuity in program maintenance; one will serve the growing number of graduate students in the library media specialist program and assist with secondary program, and the third will instruct in the Early Childhood Unified program</p>
<p>Continue to evaluate the use of the Southwest Plains Regional Service Center’s role as instructors for undergraduate and graduate coursework in that region.</p>	<p>Use AccessUs money to employ undergraduate faculty to teaching courses for the elementary education program (with and without the minor) and the Early</p>	<p>Greater continuity in course delivery, assessment, and data collection. Consistency in rigor of what is required of students on campus and virtually. Better oversight of</p>

<p>Adjunct faculty often have full-time jobs that keep them from making the kind of commitment to teaching, data collection and advising that needs to be made. Even with planned meetings and one-on-one pairings with full time faculty teaching the coursework, continuity and rigor are not maintained. Seek ways to include more AccessUs coursework to benefit our students.</p>	<p>Childhood Unified program. Expect graduate students to take the coursework online. Return the 1FTE position to the Teacher Education department.</p>	<p>data collection for KSDE/NCATE purposes. Better public relations because we will know what is being told to virtual students—more continuity in advising and course delivery.</p>
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IV. Supporting Materials

A. Department Degree Program Affinity Diagram(s)

College of Education and Technology Affinity Diagram for Degree Programs

What are the **elements/building blocks** of a B.S. degree program in Elementary Education (TEAM Elementary Program) that will meet the educational needs of the prospective elementary teacher?

Characteristics/Dispositions of Elementary Teachers	Expected Learning Outcomes (KSDE Elementary Ed. Standards)	Curriculum	Preliminary Assessment Approach and Methods
<p>As Professional Educators, Elementary Teachers Value:</p> <ul style="list-style-type: none"> Multiple perspectives from the disciplines and ongoing professional discourse; Human diversity and variation in individual development; The development of critical thinking and independent problem solving; Various motivational strategies that encourage continuous development; Inclusion of students, families, and communities especially diverse cultures in the educational process; The refinement of practices based on reflection, assessment, and learning; Planning and revision based on the cognitive, emotional, linguistic, social and physical development of students; Multiple and ongoing assessment strategies are essential to the instructional process; Professional and ethical standards that are based on social, historical and philosophical foundations; The importance of integrating technology in planning, designing, delivering and evaluation effective learning experience Behaviors consistent with professional education roles in areas such as attire, preparation and punctuality. <p>31a:TEAM Affinity Diagram F03.doc 10/06/03</p>	<ol style="list-style-type: none"> 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. 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 manage data. 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 scientists use in discovery of new knowledge to build a base for scientific and technological literacy for all students. 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. The kindergarten through sixth grade 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. 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. The kindergarten through sixth grade teacher 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. 	<p><i>Professional Studies</i></p> <p>TEEL 202 Foundations of Education TEEL 231 Human Growth TESP 601 Educating Exceptional Students TEEL 431 Educational Psychology* (<i>Restricted Course</i>)</p> <p>Major Courses Non-restricted</p> <p>ART 300 Elementary Art Methods HHP 415 Health & Physical Ed Methods & Curr. for Elem. Educators MUS 366 Elementary School Music TECS 290 Intro to Instructional Technology TEEL 230 Diverse Learners TEEL 260 Children’s Literature TEEL 273 Professional Practice & Observation</p> <p>Major Courses Restricted</p> <p>TECS 390 Instructional Technology for Elementary Teachers TEEL 340 Effective Classroom TEEL 350 Curriculum & Assessment TEEL 362 Mathematics and Science Methods TEEL 363 Elementary School Social Studies Methods TEEL 365 Reading and Language Arts Methods TEEL 377 Internship 1 TEEL 378 Internship 2 TEEL 478 Internship 3 TEEL 581 Correction of Reading Disabilities TEEL 581L Correction of Reading Disabilities Internship</p> <p>TEEL 595 The Elementary School TEEL 596 Student Teaching</p>	<p>Written Exams and projects throughout the curriculum</p> <p>Pre-Professional Skills Test required for admission. Checkpoint 1, completed before Admission to Teacher Education</p> <p>Evaluation of field based competencies:</p> <ul style="list-style-type: none"> Mentor teacher checklist University supervisor checklist Student self-evaluation. <p>Documentation of reflective thinking on classroom experiences during the field experience. Diagram of theory related practice. Demonstration of technology competencies for classrooms. Intern competencies assessed by rubrics Unit assignment based on Kansas Performance Assessments Checkpoint 2, completed before admission to Student Teaching</p> <p>Conceptual Framework based competencies assessed by check sheets.</p> <p>Checkpoint 3, Completed at completion of program</p> <p>Exit exam: Principles of Learning and Teaching Test; Content exam; Fort Hays Performance Assessment</p>

Department Degree Program Affinity Diagram(s)

College of Education and Technology Affinity Diagram for Degree Programs
What are the elements/building blocks of a B.S. degree program in Early Childhood Unified Program
that will meet the educational needs of the prospective elementary teacher?

Characteristics/Dispositions of Elementary Teachers	Expected Learning Outcomes (KSDE Elementary Ed. Standards)	Curriculum	Preliminary Assessment Approach and Methods
<p>As Professional Educators, Elementary Teachers Value:</p> <ul style="list-style-type: none"> Multiple perspectives from the disciplines and ongoing professional discourse; Human diversity and variation in individual development; The development of critical thinking and independent problem solving; Various motivational strategies that encourage continuous development; Inclusion of students, families, and communities especially diverse cultures in the educational process; The refinement of practices based on reflection, assessment, and learning; Planning and revision based on the cognitive, emotional, linguistic, social and physical development of students; Multiple and ongoing assessment strategies are essential to the instructional process; Professional and ethical standards that are based on social, historical and philosophical foundations; The importance of integrating technology in planning, designing, delivering and evaluation effective learning experience Behaviors consistent with professional education roles in areas such as attire, preparation and punctuality. <p>31a:TEAM Affinity Diagram F03.doc 10/06/03</p>	<ol style="list-style-type: none"> 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. The birth through third grade teacher meets the unique needs of general education and exceptional students and families within communities. 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. 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 individualize curriculum, instruction, interventions, and transitions for general education and exceptional students. 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). 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. The birth through third grade teacher has experience in varied settings. 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 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. 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. 	<p><i>Professional Studies</i> TEEL 202 Foundations of Education TEEL 231 Human Growth TESP 302 Educating Exceptional Students</p> <p>Major Courses Non-restricted TECS 290 Intro to Instructional Technology TESP 320 Programs, Procedures & Issues in Special Ed. TEEL 321 The Young Child SPED 673 Problems in Education: Diversity in Early Childhood</p> <p>Major Courses Restricted SPED 278 Field Experience: Birth-Age 3 (Co-Requisite: SPED 673: Problems in Education, Creative Expressions in Early Childhood) SPED 278 Field Experience: Age 3-5 (Co-Requisite: SPED 673: Problems in Education, Curriculum in Early Childhood) TEEL 278 Field Experience: Kindergarten-Grade 3 (Co-Requisite: TEEL 365: Reading and Language Arts Methods) TEEL 673 Problems in Education: Literacy Development TESP 330: Behavior Strategies & Support SPED 360 Principles of Instruction in Special Education TEEL 365 Reading and Language Arts Methods SPED 370 Technology Applications in Special Education TEEL 424 Child Care Management and Administration TEEL 431 Educational Psychology TEEL 672 Readings in Education: Kindergarten Education SPED 673 Problems in Education: Screening and Assessment Procedures in Early Childhood TEEL 495 The Elementary School (Co-Requisite with Directed Teaching) SPED 465 Directed Teaching Birth-Age 5 TEEL 496 Directed Teaching Kindergarten-Grade 3</p>	<p>Written Exams and projects throughout the curriculum</p> <p>Pre-Professional Skills Test required for admission. Checkpoint 1, completed before Admission to Teacher Education</p> <p>Evaluation of field based competencies:</p> <ul style="list-style-type: none"> Mentor teacher checklist University supervisor checklist Student self-evaluation. <p>Documentation of reflective thinking on classroom experiences during the field experience. Diagram of theory related practice. Case study analysis. Demonstration of technology competencies for classrooms. Intern competencies assessed by rubrics Unit assignment based on Kansas Performance Assessments Checkpoint 2, completed before admission to Directed Teaching</p> <p>Conceptual Framework based competencies assessed by check sheets.</p> <p>Checkpoint 3, Completed at completion of program Exit exam: Principles of Learning and Teaching Test</p>

	<p>10. The birth through third grade teacher knows, understand, 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 technology literacy for all students.</p> <p>11. The birth through third 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.</p> <p>12. 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 exploration and expression.</p> <p>13. 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.</p>		
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College of Education and Technology Affinity Diagram for Degree Programs

What are the elements/building blocks of a major in **Secondary Education**

that will prepare teacher candidates with the professional knowledge and skills to teach in Pre-kindergarten--6th grade and secondary settings.

Characteristics/Dispositions of P-12 and Secondary Teachers	Expected Learning Outcomes (KSDE Professional Ed. Standards)	Curriculum	Assessment and Methods
<p>P-12 and Secondary Teachers Value:</p> <ul style="list-style-type: none"> ▪ Multiple perspectives from the disciplines and ongoing professional discourse. ▪ Human diversity and variation in individual development. ▪ The development of critical thinking and independent problem solving. ▪ Various motivational strategies that encourage continuous development ▪ Inclusion of students, families, and communities especially diverse cultures in the educational process ▪ The refinement of practices based on reflection, assessment and learning. ▪ Planning and revision based on the cognitive, emotional, linguistic, social and physical development of students. ▪ Multiple and ongoing assessment strategies are essential to the instructional process. ▪ Professional and ethical standards that are based on social, historical and philosophical foundations. ▪ The importance of integrating technology in planning, designing, delivering and evaluation effective learning experience. ▪ Behaviors consistent with professional education roles in areas such as attire, preparation and punctuality. 	<ol style="list-style-type: none"> 1. The educator demonstrates the ability to use the central concepts, tools of inquiry, and structures of each discipline he or she teachers and can create opportunities that make these aspects of subject matter meaningful for all students. 2. The educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development. 3. The educator demonstrates the ability to provide different approaches to leaning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities. 4. The educator understands and uses a variety of appropriate instructional strategies to develop various kinds of student’s learning including critical thinking, problem solving and reading. 5. 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 6. The educator uses a variety of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. 7. The educator plans effective instruction based upon knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading. 8. 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. 9. 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 participants in the school improvements process (Kansas Quality Performance Accreditation [QPA]) 10. The educator fosters collegial relationships with school personnel, parents and agencies in the larger community to support all students’ learning and well-being. 11. 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 relationship between subject area. 12. 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. 13. The educator is a reflective practitioner who uses an understanding of historical, philosophical, and social foundations of education to guide educational practices. 	<p><u>Pre-Professional Studies-Non-restricted</u> TEEL 202 Foundations of Education</p> <p>TEEL 231 Human Growth and Dev.</p> <p>TESP 601 Educating Exceptional Students</p> <p>TECS 290 Intro to Instructional Technology</p> <p><u>Professional-Restricted</u> TEEL 431 Educational Psychology* (Restricted Course)</p> <p>TESS 494 The Secondary School Experience</p> <p>TESS 496 Student Teaching Secondary</p> <p>*Restricted courses in this major may be taken only by those candidates who have been admitted to the Teacher Education Program.</p>	<p>Written Exams and projects throughout the curriculum</p> <p>Pre-Professional Skills Test required for admission Checkpoint 1 completed before Admission to Teacher Education</p> <p>Self-assessment of dispositions</p> <p>Instructional technology competency</p> <p>Rubrics</p> <p>Observation/participation checklist</p> <p>Checkpoint 2, completed before admission to Student Teaching</p> <p>Checkpoint 3, completed at completion of program Exit exam: Principles of Learning and Teaching Test; content exam, FPA</p> <p>31a:Sec School Major Affinity Diagram F03.doc 10/06/03 rev. 6/29/06</p>

**College of Education Affinity Diagram for Degree Programs
Master of Science in Education Program**
What are the elements/building blocks of a master's degree in education that will meet the educational needs of the prospective teacher?

Characteristics of The Professional Educator	Program Objectives	Curriculum	Assessment and Methods
<p>Goal I: The Professional Educator is liberally educated.</p> <p>Goal II: The Professional Educator assumes a professional role within the organizational system of the school.</p> <p>Goal III: The Professional Educator combines an understanding of relevant academic disciplines with an appreciation for pedagogical theory and research.</p> <p>Goal IV: The Professional Educator respects and values all persons and provides a supportive environment for diverse learners.</p> <p>Goal V: The Professional Educator integrates appropriate technology into the educational process.</p> <p>Goal VI: The Professional Educator demonstrates knowledge and use of multiple assessment and diagnostic techniques.</p> <p>Goal VII: The Professional Educator utilizes reflection as a tool for self-growth, program assessment, and instructional effectiveness.</p>	<p>Successful Candidates for the Master Science in Education Have:</p> <ol style="list-style-type: none"> 1. Acquired the necessary knowledge, skills and disposition to establish an inclusive learning community that addresses global perspectives. 2. Developed a thorough knowledge of their particular content areas and the pedagogical theories appropriate to various disciplines and learners. 3. Acquired the skills and disposition to utilize reflection as a professional strategy to improve curriculum, instruction, and classroom management. 4. Acquired skills and disposition for collaborating successfully with colleagues, parents and community representatives. 5. Developed an understanding of the social, historical, and philosophical foundations of education. 6. Integrated technology into instructional, assessment, and management aspects of the educational process. 7. Become proficient in multiple assessment strategies and techniques including the use of norm referenced, criterion referenced, authentic, and performance assessment. 8. Developed the knowledge and skills necessary to manage the full instructional process: planning for instructional unit, facilitating learning, assessing and diagnosing learning, modifying instruction to accommodate diagnostic findings, facilitating learning through modified plans. 9. Become proficient in designing conducting and applying quantitative and qualitative research. 10. Developed the knowledge, skills and disposition necessary to accommodate cultural diversity and the special needs and abilities of individuals in their classrooms. 11. Developed the knowledge and skills necessary to manage an effective classroom, including student behavior, resources, and record keeping. 12. Acquired necessary knowledge and skills to assume an instructional leadership role in school improvement, curriculum development, mentoring beginning teachers, and conducting staff development activities. 	<p align="center"><i>Core Courses</i></p> <p>TEEL 811 Educational Sociology EAC 803 Educational Research TEEL 845 Theories of Learning EAC 859 Curriculum Planning and Evaluation (K-12) TECS 800 Intro to Util. Of Technology in the Classroom OR TECS 805 Instructional. Technology Theory and Practice TEEL 867 Instruction and Assessment Strategies</p> <p>Students will complete 18 graduate hours in an emphasis area with courses selected in cooperation with the department in which subject area emphasis is to be taken.</p> <p align="center"><i>Emphasis Areas</i></p> <p>Reading Specialist, Library Media Specialist, ESOL, School Improvement, Subject Area Emphasis, The Middle School Student</p>	<p>Written tests and assignments.</p> <p>Written research papers.</p> <p>Oral presentations.</p> <p>Checklist of contributions to classroom discussion.</p> <p>Demonstration of technology skills..</p> <p>Demonstration of practicum objectives.</p> <p>Competencies checklist.</p> <p>Assessment of Candidates' Dispositions</p> <p>Written Comprehensive Exam</p> <p>31a. MS Education Affinity Diagram 03.doc 10/06/03</p>

B. Department Staffing Plan

College of Education and Technology
 Department Staffing Plan and Assignments (**Current**)
 Department of Teacher Education

9

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Current Department Needs	Faculty Member	Current Faculty Expertise	Retirement (Birth date)	Assigned Instructional FTE's	Rank Current Date	Degree Completed	Track	Current Salary In Line	Nat'l Average For Discipline/ Rank	% Above(Below) Nat'l Average	Peer Average For Discipline/ Rank
Chair	Taggart, Germaine	Mathematics Ed Science Ed Curriculum & Assessment Clinical Supervision	1950	1.0 Administrative	Professor 1992	Ed.D.	Tenured	001 \$90,000 (11/12 mo.)			
Diverse Learners Clinical Supervision Capstone Course Early Childhood Unified	Nixon, Judy	Early Childhood Early Childhood Special Education Elementary Education	1957	(.75 available to department)	Assistant 1990 Professor	Ph.D.	Renewable	002 39,968			
Diverse Learners Methods & Internship Clinical Supervision Early Childhood Unified	vacant	Clinical Supervision Reading and Language Arts Children's Literature		1.0				003 (43,000)			
Professional Practice and Observation Clinical Supervision Effective Classroom	Leota Anderson (Contract for service with SWPRSC)	English and Secondary Education			Instructor	Ph.D.		005 24,000			
Science Methods Mathematics Methods Curriculum and Assessment Clinical Supervision	Dr. Amanda Hopkins	Science Education Mathematics Educ. Clinical Supervision Curriculum Develop. Standard-based Inst		1.0	Instructor	Ed.D.	Full time temporary	006 \$44,720			

Effective Classroom Theories of Learning Educational Psychology	Borchers, Carol	Ed Psychology Field Experiences		1.0	Assistant Professor	Ph.D.	Tenure Track	008 \$45,000			
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College of Education and Technology
 Department Staffing Plan and Assignments (Current)
 Department of Teacher Education
 July 21, 2008

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Current Department Needs	Faculty Member	Current Faculty Expertise	Retirement (Birthdate)	Assigned Instructional FTE's	Rank Current Date	Degree Completed	Track	Current Salary In Line	Nat'l Average For Discipline/ Rank	% Above Below Nat'l Average	Peer Average For Discipline/ Rank
Children's Literature Clinical Supervision Diverse Learners Effective Classroom	Lorie Cook-Benjamin	Field Experience Effective Classroom Observation and Participation English and Secondary Education		1.0	Instructor	Ed.D.	Full time temporary	009 44,000			
Effective Classroom Social Studies Methods & Internship Secondary Education Clinical Supervision	Sue Boldra Social Studies Position	Social Studies Secondary Education		1.0	Instructor 2004	M.S. NBPTS	Full time temporary	011 \$46,036			
Reading and Language Arts Methods Clinical Supervision Reading Diagnosis	Walizer, Beth	Reading and Language Arts Clinical Supervision	1957	1.0	Assistant Professor 2001	Ed. D.	Tenure Track	012 \$49,440			
Children's Literature Reading and Language Arts Clinical Supervision Reading Specialist	Sanders, Kathleen	Reading and Language Arts Children's Literature Clinical Supervision	1951	1.0	Assistant Professor 2003	Ph.D.	Tenure Track	013 \$52,594			
Special Education	Hyatt, C. Blaine	Educating Exceptional Students Principles and Procedures in Special Education		1.0	Instructor 2007	M.S.	Full time temporary	014 \$44,720			

**C. Bibliography of Departmental Scholarly Activity
Department of Teacher Education
Fiscal Year 2008 Scholarly Activities**

Sue Boldra – Grant Writing

1. *American History Grant / US Dept. of Ed/pending*
2. *American History Grant / Standards based Curriculum*
3. *Energizing Middle School Science and Social Studies through a Problem Based Learning Energy Curriculum / NCLB Grant*

Sue Boldra – Presentation

1. We the People Curriculum-Southwest Plains Regional Service Center
2. Student-Centered Learning Activities aligned to the Social Studies Standards- Smoky Valley Service Center
3. American Democracy Project Conference, Utah

Carol Borchers – Publications

1. Green, S., Borchers, C. A., & Sanders, K. J. *Perceptions of secondary teachers towards reading in the content areas* submitted to Kansas Journal of Reading.

Carol Borchers – Presentation

1. Borchers, C. A., Hopkins, A., & Seib, R. (2008, April). *After school science program*. Kansas Association of Teachers of Science State Conference. Junction City, KS.

Amanda Hopkins– Presentations

1. Borchers, C. A., Hopkins, A., & Seib, R. (2008, April). *After school science program*. Kansas Association of Teachers of Science State Conference. Junction City, KS.

Blaine Hyatt – Publications

1. Hyatt, C. B., and Hyatt, L. (August 2007). *Effective Leadership through Emotional Maturity*. Academic Leadership.

Blaine Hyatt – Presentation

1. Hyatt, C. B., and Hyatt, L. (April 2008). *Optimal Student Learning and Achievement through Emotional Maturity*. Kansas State Department of Education Conference

2. Hyatt, C. B., and Hyatt, L. (April 2008). *A Dynamic System Theory (DST) View on Giftedness and Talent*. Kansas State Department of Education Conference.

Kathleen Sanders – Grant Writing

1. United Way of Ellis County- \$3,000 for the Young Readers' Conference

Kathleen Sanders – Publications

1. Celebrity Author. *Kansas Journal of Reading*. Winter 2007-2008.
2. Striking it rich: Discovering gold in state awards for literature for young readers. *Advocate Journal (ATE-K)* Summer 2008

Kathleen Sanders – Presentations

1. *Standards for the reading specialist/literacy coach program*. Sept. 7, 2007 Abilene, Ks
2. *Working with ETS*. April 18, 2008 Kansas Association of College of Teacher Education Lawrence Ks
3. *Motivating Middle School Students with the Sixth-Eighth Grade 2007-2008 William Allen White Master Book List* April 13-14, Junction City, Ks Kansas Reading Association
4. *Mentoring Reading Specialist Candidates After Program Completion Collecting Data for NCATE Benchmarks*, May 7, 2008 with Dr. Debbie Mercer, Atlanta GA International Reading Association.

Germaine Taggart – Grant Writing

1. Western Kansas Mathematics Academy, Kansas State Department of Education Mathematics/Science Partnership Grant, \$300,000.
2. Evaluator. Western Kansas Primary Mathematics Academy, Kansas State Department of Education Mathematics/Science Partnership Grant, \$300,000.
3. Kauffman Strategic Planning Grant for the Kansas Association of Teachers of Science \$20,000

Germaine Taggart – Publications

1. Adams, P.E., Taggart, G.T., Hohman, J., Heinrichs, J., & Hickman, K. (2008). Fermi questions: A Method for engaging students in estimation. *Mathematics Teaching in the Middle School*. National Council of Teachers of Mathematics
2. Adams, P.E., Taggart, G.T., Hohman, J., Heinrichs, J., & Hickman, K. (2008). Powers of ten as a means of developing numeracy. *Mathematics Teaching in the Middle School*. National Council of Teachers of Mathematics
3. Walizer, B., Dreiling, K., & Taggart, G. A Systematic Approach for Teacher Work /pending review *Action in Teacher Education* A Journal of the Association of Teacher Educators

Germaine Taggart – Presentations

1. Navigating the KPA / Kansas Mathematics Association
2. Undergrad Research: A Panel Discussion/ Second Annual Midwestern Conference on Research at Predominantly Undergraduate Institutions, KATS Mentoring Program KATS

Sandra Thies – Grant Writing

1. Western Kansas Primary Mathematics Academy, Kansas State Department of Education Mathematics/Science Partnership Grant, \$300,000.

Sandra Thies – Presentations

1. Afterschool Science Program/Kansas Association of Teachers of Science, April, 2008
2. Cooperative Learning Strategies/Western Kansas Math School Academy Hays Ks

Beth Walizer – Grant Writing

1. National Science Foundation: Robert Noyce Teacher Scholarship Program
2. Co-Principal Investigator, Improving Teacher Quality Grant Through Energy Education. \$147,101
3. Board Member, Russell County Area Community Foundation: Summer Kids Intervention Program. \$1,500

Beth Walizer – Publications

1. Walizer, B.R., Dreiling, K., & Taggart, G.L. *A Systematic Approach for Training candidates on the teacher work sample.* (Manuscript submitted April 2008 for publication to *Action in Teacher Education*).
2. Walizer, B.R. Bill Martin, Jr. Picture Book Nomination for the 2008 Award, A Project of the Kansas Reading Association. *Kansas Journal of Reading*.
3. Adams, P., Legleiter, E., Davies, M., Hrepic, Z., Seimean, M., & Walizer, B. Modeling: University partnership to deliver statewide professional development. *Science Scope*.
4. Walizer, B.R., Jacobs, S.L., & Danner-Kuhn, C.L. (2007) *The Effectiveness of Face-to-Face vs. Web camera candidate observation evaluations.* *Academic Leadership Online Journal*.
5. Walizer, B.R. (2007). Bill Martin, Jr. Picture Book Nominations for the 2007 Award, A Project of the Kansas Reading Association. *Kansas Journal of Reading*, 22, 39-47.

Beth Walizer – Presentations

1. Attended conference with teachers involved in the Washington Elementary School TRC grant
2. Presented Buddy Reading and Blogging
3. Presented Buddy Reading and Blogging
4. Presented Kansas Performance Assessment
5. Presented Kansas Performance Assessment

D. Department Program Assessment Results

Program Area: Elementary Education

Reporting Year: AY 2003 – 2004, Spr/Fall 2005, Spr/Fall 2006, **Spr/Fall 2007**

Approval of Report by Department Interim Chair, Germaine L. Taggart: Yes No

Standard #1 *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.*

Results: All candidates are exceeding expectations (average performance of 3.4 on a 4 point scale; 2 is acceptable). No action is indicated at this time.

S/F 2007

S/F 2006

Measurable/Observed Outcomes from Previous Year Improvements:

NA

Results:

Results: All candidates are exceeding expectations (average performance of 3.7 on a 4 point scale; 2 is acceptable).

Continuous Improvement: No action indicated at this time.

S/F2005

Measurable/Observed Outcomes from Previous Year Improvements:

NA

Results:

Results: All candidates are exceeding expectations (average performance of 3.7 on a 4 point scale; 2 is acceptable).

Continuous Improvement: No action indicated at this time.

Standard #2 *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 manage data.*

S/F 2007

S/F2006

Measurable/Observed Outcomes from Previous Year Improvements:

NA

Results: All candidates are exceeding expectations (average performance of 3.6 on a 4 point scale; 2 is acceptable).

Continuous Improvement: No action is indicated at this time.

S/F2005

Measurable/Observed Outcomes from Previous Year Improvements:

NA

Results:

No data was available for Spring and Fall 2005 for knowledge. Only data was available on performance in the Spring of 2005 with a rating of 3.66, which is exceeding expectations.

Continuous Improvement: Review the data collection process to assure consistent and regular reporting of data on the standard.

Standard #3 *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 scientists use in discovery of new knowledge to build a base for scientific and technological literacy for all students.*

S/F 2007

S/F2006

Measurable/Observed Outcomes from Previous Year Improvements:

Results: All candidates are exceeding expectations (average performance of 3.6 on a 4 point scale; 2 is acceptable).

Continuous Improvement: No action is indicated at this time.

S/F2005

Measurable/Observed Outcomes from Previous Year Improvements: NA

Results:

No data was available for Spring and Fall of 2005 for knowledge. Only data available was performance Spring 2005 with a 3.6 out of 4 for performance exceeding expectations.

Continuous Improvement: Review the data collection process to assure consistent and regular reporting of data on the standard.

***Standard #4** 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 science, and other related areas .to promote all students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.*

S/F 2007

S/F2006

Measurable/Observed Outcomes from Previous Year Improvements:

NA

Results: All candidates are exceeding expectations (average performance of 3.4 on a 4 point scale; 2 is acceptable).

Continuous Improvement: No actions indicated at this time.

S/F2005

Measurable/Observed Outcomes from Previous Year Improvements:

NA

Results: No data for Fall 2005. Data from Spring 2005 indicates that the students are exceeding expectations.

Continuous Improvement: Review the data collection process to assure consistent and regular reporting of data on the standard.

Standard #5 *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.*

F/S 2007

F/S 2006

Results: No results available at this time

Continuous Improvement: No actions indicated at this time

S/F2005

Measurable/Observed Outcomes from Previous Year Improvements:

NA

Results: There is no data available from Fall 2005. Spring 2005 data indicates a 95% knowledge and performance level on a 100% scale, Art shows a 3.73 out of 4 point scale. The candidates are meeting and exceeding expectations.

Continuous Improvement: Review the data collection process to assure consistent and regular reporting of data on the standard.

Standard #6 *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.*

Results: All candidates are exceeding expectations (average performance of 3 on a 4 point scale; 2 is acceptable).

Continuous Improvement: No action indicated at this time.

S/F 2007

S/F2006

Measurable/Observed Outcomes from Previous Year Improvements:

NA

Results: No data for the Spring or Fall of 2006 available.

Continuous Improvement: No action is indicated at this time.

S/F2005

Measurable/Observed Outcomes from Previous Year Improvements:

NA

Results: No data for the Spring of 2005. Fall 2005 shows a 3.2 (acceptable) for knowledge and a 3.6 for performance.

Continuous Improvement: No action is indicated at this time.

***Standard #7** The kindergarten through sixth grade teacher 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.*

S/F 2007

S/F 2006

Results: All candidates are exceeding expectations (average performance of 3.7 on a 4 point scale; 2 is acceptable).

Continuous Improvement: No action indicated at this time.

S/F2005

Measurable/Observed Outcomes from Previous Year Improvements:

NA

Results: No data available for Spring or Fall of 2005.

Continuous Improvement: Review the data collection process to assure consistent and regular reporting of data on the standard.

Program Area: Library Media Specialist**Reporting Year: SU 2004 FUS 2004-2005 FUS 2005-2006****Starting Fall 2004 A scoring guide based on a 4-1 scale will be used to report scores 4= Greatly Exceeds Expectations; 3= Exceeds Expectations; 2=Meets Expectations; 1=Unacceptable.****A. Standards Interpretation (based on both program and relevant unit data)**

Standard #1 The Library media specialist applies the principles of library and information studies to create effective, integrated library media programs.

U 2004 TELS 858 SLM Program Administration— All candidates are exceeding expectations (average performance is 99% out of 100%; 76-84 is a passing grade.) No action is indicated at this time.

U 2005 TELS 858 SLM Program Administration—Scores are not available at this time as it is the practice of the instructor to give a year to assemble the portfolio required for the class. Scores will be reflected as rubric points. Further modifications to this class will be done before being taught in U 2006; it will become a virtual class, combined with TELS 857 as a 3-hour class.

U2006 TELS 857 SLM Administration—This year this class was combined with TELS 857 and renamed. It also became a virtual class, taught completely online. Eight students enrolled which is a 300% increase. All candidates are exceeding expectations (average performance is 99% out of 100%; 76-84 is a passing grade.) No action is indicated at this time.

Standard #2 The library media specialist integrates information literacy through collaboration, planning, implementation, and assessment of learning.

U 2004 TELS 853 Reference Retrieval— All candidates are exceeding expectations (average performance is 100% out of 100%; 76-84 is a passing grade.) No action is indicated at this time.

Data points for this standard have moved from TELS 857 SLM Center Administration to TELS 853 Reference Retrieval because it is felt that the designing and teaching of a reference based library/content collaborative based lesson demonstrates the standard in a more appropriate way.

Data will also be collected from this standard in TELS 859 Practicum as it demonstrates application of this knowledge in the terminal library course.

U 2005 TELS 853 Reference Retrieval—This class was cancelled due to no enrollment. It has been changed to be a virtual class, starting U 06.

U 2006 TELS 853 Reference Retrieval—This was the first time this class was taught as a virtual class. A new component to this class, accounting for approximately half of the class content was added on information literacy; national literacy standards, collaboration, and aligning literacy standards with classroom content standards. Twenty-two students were enrolled. All candidates are exceeding expectations (average performance is 100% out of 100%; 76-84 is a passing grade.) No action is indicated at this time.

F 2004 TELS 859 Practicum—Candidates are exceeding expectations on this standard (average performance is 4 on a 4 point scale. A 2 indicates acceptable performance.) Began some work on improving the documentation forms to collect data and the evaluation forms for the district supervisors. No other major changes necessary at this time.

F 2005 TELS 859 Practicum—Candidates are exceeding expectations on this standard (4 on a 4 point scale; 2 is acceptable). No further action is needed at this time. Work on documentation and evaluation forms completed and in use. A student/district supervisor handbook was developed to improve expectations between the student and the university supervisor and is in use. No other major changes necessary at this time.

F 2006 TELS 859 Practicum— Candidates are exceeding expectations on this standard (4 on a 4 point scale; 2 is acceptable). The student/district supervisor handbook continues to be helpful to the candidate's understanding of expectations for the class. No further action is needed at this time.

Standard #3 *The library media specialist applies knowledge of learning styles and of human growth and development.*

S 2004 TELS 852 Selection of School Library Materials—All candidates are exceeding expectations (average performance is 100% out of 100%; 76-84 is a passing grade.) No action is indicated at this time.

S 2005 TELS 852 Selection of School Library Materials—All candidates are exceeding expectations (average performance is 4 on a 4 point scale. A 2 indicates acceptable performance.) No major action is indicated at this time.

S 2006 TELS 852 Selection of School Library Materials—All candidates are exceeding expectations (average performance is 4 on a 4 point scale. A 2 indicates acceptable performance.) Enrollment numbers increased by seven students. No major action is indicated at this time.

Standard #4 *The library media specialist provides equitable access to and effective use of technologies and innovations.*

F 2004 TELS 856 Cataloging—All candidates are exceeding expectations (average performance is 4 on a 4 point scale. A 2 indicates acceptable performance.) New textbook needs to be adopted.

F 2005 TELS 856 Cataloging —Majority of the candidates are exceeding expectations (4 on a 4 point scale; 2 is acceptable.) Time management is an issue for one student and she will be monitored in other classes. New text was helpful. No major changes indicated at this time.

F 2006 TELS 856 Cataloging—All students are exceeding expectations (average performance is 4 on a 4 point scale. A 2 indicates acceptable performance). Enrollment increased by thirteen students. No major changes indicated at this time.

F 2004 TELS 849 Practicum—Candidates are exceeding expectations (average performance is 4 on a 4 point scale. A 2 indicates acceptable performance.) No major action is indicated at this time.

F 2005 TELS 859 Practicum—Candidates are exceeding expectations (average performance is 4 on a 4 point scale. A 2 indicates acceptable performance.) No major action is indicated at this time.

F2006 TELS 859 Practicum— Candidates are exceeding expectations (average performance is 4 on a 4 point scale. A 2 indicates acceptable performance.) The student/district supervisor handbook continues to be helpful to the candidate's understanding of expectations for the class. No major action is indicated at this time.

***Standard #5** The library media specialist plans, develops, implements, manages, and evaluates the library media program.*

U 2004 TELS 857 SLM Center Administration—All candidates are exceeding expectations (average performance is 100% out of 100%; 76-84 is a passing grade.) No action is indicated at this time.

U 2005 TELS 857 SLM Center Administration—Scores are not available at this time as it is the practice of the instructor to give a year to assemble the portfolio required for the class. Modifications to this class will be done before being taught in U 2006; it will become a virtual class, combined with TELS 858 as a 3-hour class. Modifications to this class will be done before being taught U 2006 because it will become a virtual class, combined with TELS 857 as a 3-hour class.

U 2006 TELS 857 SLM Administration—This year this class was combined with TELS 858 and renamed. It also became a virtual class, taught completely online. Eight students enrolled which is a 300% increase. All candidates are exceeding expectations (average performance is 99% out of 100%; 76-84 is a passing grade.) No action is indicated at this time.

***Standard #6** The library media specialist upholds professional ethics and promotes equity and diversity.*

F 2004 TELS 852 Selection—All candidates are exceeding expectations (average performance is 100% out of 100%; 76-84 is a passing grade.) No action is indicated at this time.

S 2005 TELS 852 Selection—All candidates are exceeding expectations (average performance is 4 on a 4 point scale. A 2 indicates acceptable performance.) No major action is indicated at this time.

F 2004 TELS 859 Practicum —Candidates are exceeding expectations (average performance is 4 on a 4 point scale. A 2 indicates acceptable performance). No major action is indicated at this time.

S 2005 TELS 859 Practicum —Candidates are exceeding expectations (average performance is 4 on a 4 point scale. A 2 indicates acceptable performance). No major action is indicated at this time.

F 2005 TELS 859 Practicum— Candidates are exceeding expectations (average performance is 4 on a 4 point scale. A 2 indicates acceptable performance). No major action is indicated at this time.

S 2006 TELS 859 Practicum—No students enrolled this semester.

F 2006 TELS 859 Practicum— Candidates are exceeding expectations (average performance is 4 on a 4 point scale. A 2 indicates acceptable performance). No major action is indicated at this time.

S 2007 TELS 859 Practicum—Candidates are exceeding expectations (average performance is 4 on a 4 point scale. A 2 indicates acceptable performance). No major action is indicated at this time.

Standard #7 *The library media specialist recognizes the role of the library media program within the community.*

F 2004 All candidates are exceeding expectations (average performance 3.6 on a 4 point scale; 2 is acceptable) No action is indicated at this time.

The data to be collected for this standard has been changed from a Performance Feedback Form that was completed by the cooperating LMS supervisor to two papers; one an analytical paper detailing the role of the Library Media Program in the school, the second one a reflective paper on promoting advocacy with community, students and staff.

F 2005 TELS 859 Practicum—Candidates are exceeding expectations (average performance is 4 on a 4 point scale. A 2 indicates acceptable performance). No major action is indicated at this time.

S 2006 TELS 859 Practicum— Candidates are exceeding expectations (average performance is 4 on a 4 point scale. A 2 indicates acceptable performance). No major action is indicated at this time.

F 2006 TELS 859 Practicum— Candidates are exceeding expectations (average performance is 4 on a 4 point scale. A 2 indicates acceptable performance). No major action is indicated at this time.

Practicum Experience As an application class all students are expected to take a practicum class with activities based on the 7 standards given above.

S 2004 Evidence of application of knowledge and performance is submitted through a portfolio project. Artifacts and explanations are provided for each of the 7 standards. All candidates are exceeding expectations so no action is indicated at this time.

S 2005 Candidates continue to exceed expectations so no action is indicated at this time. The use of the handbook has expedited getting the objectives and performance indicators identified earlier so the student has more time to complete the work.

S 2006 Evidence of application of knowledge and performance is submitted through a portfolio project. Artifacts and explanations are provided for each of the 7 standards. The use of the handbook continues to expedite getting

the objectives and performance indicators identified earlier so the student has more time to complete the work. All candidates are exceeding expectations so no action is indicated at this time.

S 2007 Evidence of application of knowledge and performance is submitted through a portfolio project. Artifacts and explanations are provided for each of the 7 standards. The use of the handbook continues to expedite getting the objectives and performance indicators identified earlier so the student has more time to complete the work. All candidates are exceeding expectations so no action is indicated at this time.

***Internship Experience** As a candidate for Professional Licensure, applicants are required to take a 2-hour course for 2 semesters, or if working half time, the course may take 4 semesters. The course will consist of 9 outcomes based on the 7 KSDE Standards. The applicant, the district mentor and the FHSU supervisor will decide specific activities and methods of demonstration for each outcome collaboratively.*

S 2005 No one has completed this course at this time.

F 2005 The first student completing the internship program scored 3.3 out of 4 points on the scoring guide. More students will need to complete the program before making major changes. Two additional students completed the 1st semester of the program and averaged 3.7 out of 4 points.

S 2006 The same two students completed the 2nd semester of the program with a 4 point average, exceeding expectations.

F 2006 One student completed this semester with a 4 point average, exceeding expectations.

S 2007 The same student completed her second semester with a 4 point average, exceeding expectations.

B. Analysis of PRAXIS II Content Test

2005 This report covers 09-2004 through 08-2005 and serves as a baseline for this program. Ten students took the Library Media Specialist PRAXIS II Test.

Detailed Score Information

Fort Hays Library Media Students exceeded the state and national averages in all categories except Information Access and Delivery. The faculty is reviewing class materials covering this topic. The percent ages for Learning and Teaching Category shows strength in this area.

Test Category	Points Available Range	Institution Average % Correct	State-Wide Average % Correct	National Average % Correct
I. Program Administration	21-28	84%	80%	82%
II. Collection Development	22-28	76%	71%	75%
III. Information Access and Delivery	22-40	71%	72%	75%
IV. Learning and Teaching	18-29	82%	75%	77%
V. Professional Development, Leadership and Advocacy	12-13	70%	61%	66%

Again the number of students in each quartile would carry out that students did well in the Learning and Teaching category with 40% of the class in the 4th Quartile. While the percent of questions correct show that students exceed the state average in Collection Development, 30 % of the test group was in the 1st Quartile in this category. Faculty needs to review the class materials for this topic.

Percent of Students in Each Quartile in Each Category

Test Category	1 st Quartile	2 nd Quartile	3 rd Quartile	4 th Quartile	Total
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	(lowest)			(highest)	
I. Program Administration	1 10%	6 60%	2 20%	1 10%	10 100%
II. Collection Development	3 30 %	2 20 %	4 40 %	1 10%	10 100%
III. Information Access and Delivery	1 10%	3 30%	4 40%	2 20%	10 100%
IV. Learning and Teaching	1 10%	5 50%	0 %	4 40%	10 100 %
V. Professional Development, Leadership and Advocacy	1 10%	5 50%	2 20%	2 20%	10 100%

2006 Four students took the test during this time and there is no breakdown of the statistics due to the low number. All students passed the cut score of 630 with a low of 640 to a high of 690.

C. Areas of Strength and Improvement

2004 Overall the candidates are performing well according to the current measures. This is due, in part, to the instructors who are consistent in setting models for expectations at the beginning of each course, and then following through in assessing against those expectations. A common concern is the inconsistency in the collection of data points on a standard format, i.e. rubrics or percentages.

2005 Improvement has been seen this year in the consistency of collection of data points and the use of a standard format of rubric scores. Scores continue to meet or exceed expectations. The number of students in the department has continued to be low, causing cancellation of some classes and conducting other classes with less than a full complement of enrolled students that hinders student interaction and collegiality.

2006 During this year the decision was made to make all graduate level classes for the Library Media Program Licensure available online. This decision has greatly impacted the number of students in the program. Student numbers in the spring class went from 5 to 12! This will make some changes in the way the classes are presented and more student interaction is anticipated.

2007 Enrollment in the program continue to escalate. Adjustments to class content and delivery have been made and have improved the class. As the numbers continue to move through the program visitations to practicum and apprenticeship students will need to be looked at because students from greater distances are now enrolled, making it difficult to make personal visits.

D. Action implemented for continuous improvement.

2004 Data collection instruments based on a common assessment format will be developed. All instruments will a scoring guide (rubric) based on a 4-1 scale; 4= Greatly Exceeds Expectations; 3= Exceeds Expectations; 2=Meets Expectations; 1=Unacceptable.

2005 More extensive marketing of the FHSU Library Media Program was done by announcing the available classes each semester through a statewide school library media listserv in an attempt to increase the department enrollment. Until this year the classes offered by the program were a combination of virtual college and on campus. Starting with the Spring 2005 semester all library media classes and other required library media certification classes will be offered through the virtual college. The department faculty will continue to improve delivery of content for distance education.

2006 Class content has been more closely aligned with data collection points and new content has been added as dictated by changes in the library field and technology. The manner in which class materials are put into Blackboard has been improved and streamlined, making it easier for students to transition from one semester to another. As the enrollment has nearly tripled the faculty will continue to streamline the course content and improve the use of the Blackboard components to facilitate ease of use by students and staff.

Program Area: Reading Specialist

Program Area: Reading Specialist Assessment Report for 2006-2007

1. **Standard #1** The reading specialist demonstrates understanding of theories concerning literacy development. The courses in which this standard is assessed were not taught during the year 2006.
2. **Standard #2** The reading specialist demonstrates a knowledge base for reading. The courses in which this standard is assessed were not taught during the year 2006.
3. **Standard #3** The reading specialist demonstrates an understanding of how differences among learners influence their literacy development. The courses in which this standard is assessed were not taught during the year 2006.
4. **Standard #4** The reading specialist demonstrates understanding of literacy problems, related diagnosis, and research-based instructional intervention procedures. N = 9, K & P = 3.07. There are no identifiable weaknesses related to this standard. No changes or action is required at this time.
5. **Standard #5** The reading specialist demonstrates understanding of the literacy environment in relation to reading development. The courses in which this standard is assessed were not taught during the year 2006.
6. **Standard #6** The reading specialist demonstrates understanding about word identification, vocabulary, and spelling in relation to reading development. N = 24, K = 3.61. There are no identifiable weaknesses related to this standard. No changes or action is required at this time.
7. **Standard #7** The reading specialist demonstrates understanding about comprehension in relation to reading development. N = 24, K = 3.61. There are no identifiable weaknesses related to this standard. No changes or action is required at this time.
8. **Standard #8** The reading specialist demonstrates understanding about study strategies in relation to reading development. N = 24, K = 3.61. There are no identifiable weaknesses related to this standard. No changes or action is required at this time.
9. **Standard #9** The reading specialist demonstrates understanding concerning writing in relation to reading development. N = 24, K = 3.61. There are no identifiable weaknesses related to this standard. No changes or action is required at this time.
10. **Standard #10** The reading specialist demonstrates understanding of multiple assessment measures and the use of resulting information to diagnosis students' needs and design literacy instruction. N = 9, K & P = 3.07. There are no identifiable weaknesses related to this standard. No changes or action is required at this time.
11. **Standard #11** The reading specialist communicates information concerning diagnostic results and recommendations. N = 9, K & P = 3.07. There are no identifiable weaknesses related to this standard. No changes or action is required at this time.
12. **Standard #12** The reading specialist develops and implements curriculum. N = 43, K = 3.93. There are no identifiable weaknesses related to this standard. No changes or action is required at this time.

13. **Standard #13** The reading specialist demonstrates an understanding of professional development. The courses in which this standard is assessed were not taught during the year 2006.
14. **Standard #14** The reading specialist understands the importance of research in all aspects of literacy. The courses in which this standard is assessed were not taught during the year 2006.
15. **Standard #15** The reading specialist is prepared to supervise para-educators in a variety of setting. The courses in which this standard is assessed were not taught during the year 2006.
16. **Standard #16** The reading specialist continues to grow professionally. The courses in which this standard is assessed were not taught during the year 2006.
17. **Standard #17** The reading specialist successfully completes a post-graduation performance assessment. N = 2, P = 4.00. This is the first year in which the post-graduate performance assessment was integrated into the reading specialist program. There are no identifiable weaknesses related to this standard. No changes or action is required at this time.

Assessment Report for 2005-2006

1. **Standard #1** The reading specialist demonstrates understanding of theories concerning literacy development. N = 40, K = 3.77, N = 14, P = 3.39 Students are very capable of researching theorists, aligning theorists with their respective theories, and answering low level questions about theorists and their respective theories. I am comfortable that candidates in this program “know” theorists. Students are becoming more capable of judging which curriculum or curriculum “package” is aligned with which theorist and theory. When asked to tie the instructional choices in their classroom, building, or district; candidates are now able to correctly identify which theory or theorist most closely aligns with their choices. Revised assignments in TEEL 881, 882, 883, & 884 to require alignment of theories and theorists to each lesson plan and/or curriculum materials and practices has obviously improved candidates ability to align theorists with programs.
2. **Standard 2:** The reading specialist demonstrates a knowledge base for reading. N = 22, K = 3.82, N = 14, P = 3.37 Candidates are able to conduct research. Candidates are also able to answer questions about research and tie research to particular researchers who are associated with particular bodies of research. Candidates are now able to tie researchers and trends in research to particular classroom reading strategies, materials, and reading programs. Candidates are also more able to defend their choice of materials or reading programs in their classroom, building, or district with specific research. TEEL 881, 882, & 884: Revise assignments to require alignment of specific research to each lesson plan and/or curriculum materials and practices has had a positive effect on candidate performance.
3. **Standard 3:** The reading specialist demonstrates an understanding of how differences among learners influence their literacy development. N = 14, K & P = 3.79 There are no identifiable weaknesses related to this standard. No changes or action is required at this time.

4. **Standard 4:** The reading specialist demonstrates understanding of literacy problems, related diagnosis, and research-based instructional intervention procedures. N = 15, K & P = 3.70 There are no identifiable weaknesses related to this standard. No changes or action is required at this time.
5. **Standard 5:** The reading specialist demonstrates understanding of the literacy environment in relation to reading development. N = 14, K = 3.79, P = 3.74 There are no identifiable weaknesses related to this standard. No changes or action is required at this time.
6. **Standard 6:** The reading specialist demonstrates understanding about word identification, vocabulary, and spelling in relation to reading development. N = 8, K = 3.75, N = 14, K = 4, N = 14, P = 3.83 There are no identifiable weaknesses related to this standard. No changes or action is required at this time.
7. **Standard 7:** The reading specialist demonstrates understanding about comprehension in relation to reading development. N = 8, K = 3.75, N = 14, K = 4, N = 14, P = 3.83 There are no identifiable weaknesses related to this standard. No changes or action is required at this time.
8. **Standard 8:** The reading specialist demonstrates understanding about study strategies in relation to reading development. N = 8, K = 3.75, N = 14, K = 4, N = 14, P = 3.83 There are no identifiable weaknesses related to this standard. No changes or action is required at this time.
9. **Standard 9:** The reading specialist demonstrates understanding concerning writing in relation to reading development. N = 8, K = 3.75, N = 14, K = 4, N = 14, P = 3.83 There are no identifiable weaknesses related to this standard. No changes or action is required at this time.
10. **Standard 10:** The reading specialist demonstrates understanding of multiple measures and the use of resulting information to diagnose students' needs and design literary instruction. N = 14, K & P = 3.19 There are no identifiable weaknesses related to this standard. No changes or action is required at this time.
11. **Standard 11:** The reading specialist communicates information concerning diagnostic results and recommendations. N = 14, K & P = 3.19 There are no identifiable weaknesses related to this standard. No changes or action is required at this time.
12. **Standard 12:** The reading specialist develops and implements curriculum. N = 30, K = 4, N = 14, P = 3.66 There are no identifiable weaknesses related to this standard. No changes or action is required at this time.
13. **Standard 13:** The reading specialist demonstrates an understanding of professional development. N = 14, K = 3.79, P = 3.32 There are no identifiable weaknesses related to this standard. No changes or action is required at this time.
14. **Standard 14:** The reading specialist understands the importance of research in all aspects of literacy. N = 19, K = 3.16, N = 14, P = 3.39 There are no identifiable weaknesses related to this standard. No changes or action is required at this time.
15. **Standard 15:** The reading specialist is prepared to supervise para-educators in a variety of settings. N = 14, K = 3.99, P = 3.14 There are no identifiable weaknesses related to this standard. No changes or action is required at this time.
16. **Standard 16:** The reading specialist continues to grow professionally. N = 14, K = 3.79, P = 3.32 There are no identifiable weaknesses related to this standard. No changes or action is required at this time.

E. Other Departmental Information

F. Special AQIP Report