

FY2009 DEPARTMENTAL ANNUAL REPORT OF CONTINUOUS IMPROVEMENT

Department of Teacher Education Fort Hays State University

I. Departmental Overview

For nearly 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 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 an endorsement in Special Education (K-6). In addition, the Department houses the secondary education alternative certification program called Transition to Teaching. The department is organized and staffed: (1) to provide professional preparation for teaching in early childhood unified, elementary school and secondary school settings, (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 (CF) serves as more than just a set of goals upon which the Teacher Education programs base their curriculum. The CF 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 CF 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. Maintain and support continued expertise in using distance education to produce effective teachers.
3. Maintain a plan of action for recruitment of undergraduate candidates from state and regional community colleges and military personnel.
 - a. Work with community colleges to maintain support for 2 + 2 agreements
 - b. Continue conversations with local cooperatives and school districts to discuss program availability
 - c. Partner with RTG to provide secondary pedagogical coursework for JROTC instructors
 - d. Continue dual degree partnership with Barclay College
 - e. Visit with key personnel in school districts to promote the Transition to Teaching program
 - f. Work with department faculty to write a Department of Education grant using "grow your own," distance supervision, etc.
4. Collaborate with College of Education and Technology faculty and staff to gain Kansas State Department of Education approval and NCATE accreditation for all programs.
 - a. Engage COET curriculum mapping for technology and diversity
 - b. Serve on KSDE/NCATE teams to facilitate accreditation
5. Evaluate advisor roles and load

C. 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, etc.
 - c. Tenure-track faculty productivity in scholarly endeavors, especially refereed endeavors, continues to be strong

2. Develop a plan of action for recruitment of undergraduate candidates.
 - 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 invited community college representatives. From that meeting, worked with Jon Armstrong in the Virtual College to establish 2 + 2 with all nineteen Kansas community colleges.
 - b. Visit with key personnel in school districts to promote undergraduate and Transition to Teaching programs. Visits were made to Administrators in Garden City, Dodge City, Liberal, Salina and Salina Special Education Cooperative, and Oskaloosa Special Education Cooperative. \
 - c. Work with department faculty to write a Department of Education grant using “grow your own,” distance supervision, etc. Grant was written but not funded.

3. Collaborated across Unit to submit program review paperwork for all licensure programs. Reviews were submitted in March. Rejoinders were submitted as needed.

4. Used curriculum mapping to align program coursework for diversity and technology.

5. Worked to facilitate even advising loads, more efficient advising, and lessen the burden on Teacher Education faculty as each faculty members has approximately 90 advisees.

II. DEPARTMENTAL PERFORMANCE METRICS

A. Department Performance Indicators

Key Performance Indicator	FY2005	FY2006	FY2007	FY2008	FY2009
Freshmen	51	39	40	50	57
Transfer Students	47	44	43	83	134

Key Performance Indicator	FY2005	FY2006	FY2007	FY2008	FY2009
Undergraduate (first majors/second majors)	400/12	358/65	330/118	422/160	581/181
Graduate Majors	57	51	54	102	136
MLS Majors	4	2	0	2	2
Major Retention	64.3%	69.08%	63.3%	63.76%	66.76%
Undergraduate Student Credit Hours	5535	4725	4645	5941	8238
Graduate Student Credit Hours	1152	1237	1504	1764	1889
Tenured or Tenure-track Faculty (Headcount)	6	6	5	5	4
Non Tenure-Track Faculty (Headcount)	7	5	5	5	7
Other Faculty (Headcount/Sections Taught) [OTHER FACULTY AT 4 SECTIONS = 1 FTE FORMULA; INCLUDE NUMBER OF FTE AND SECTIONS TAUGHT]					11.5/73
Undergraduate Degrees	81	103	111	103	84
Graduate Degrees	33	18	22	12	37
Briefly note 2-3 improvements over the last year prompted from the above enrollment indicators. We need more full time, tenure track faculty Good adjuncts should be paid what they are worth Adjunct training in Blackboard 9.0 and in use of CICS and TigerEnroll					
Number of books, book chapters, and refereed articles published	9	1	8	9	3
Percent of faculty publishing refereed books, chapters, or articles	36%	10%	44%	75%	33%
Number of non-refereed articles and presentations	8	42	12	9	20
Percent of faculty publishing non-refereed articles or presentations	45%	38%	67%	38%	75%
Number of scholarly performances and other creative activities	23	15	17	12	12
Percent of faculty in scholarly performances or other creative activities	63%	75%	89%	88%	41%
Total number of external grant applications submitted/percent of faculty submitting	12/36%	16/48%	7/77%	11/88%	4/50%
Total number of funded external grants/percent of faculty funded	7/36%	10/50%	3/22%	9/75%	9/50%
Briefly note 2-3 improvements over the last year prompted from the above scholarly/creative activities indicators. Continued effort on research and writing support Training in up-to-date educational models such as MTSS and SIOP					

[NOTE: Each department MUST report at least two direct measures of student learning outcomes and two indirect measures. Examples of direct measures include: first-time pass rate or average scores on standard exit exam, number of students successfully completing reviewed portfolios. Indirect measures would include student satisfaction, alumni and employer data, or any other perception based data.]

Direct Outcome 1 Passage Rate on Fort Hays State University Performance Exam	NA T2T NA Sec NA EI NA ECU	9/10 T2T 34/47 Sec 55/69 EI NA ECU	19/20 T2T 42/48 Sec 65/74 EI NA ECU	25/26 T2T 44/54 Sec 60/68 EI NA ECU	26/28 T2T 47/51 Sec 33/44 EI 1/1 ECU
Direct Outcome 2 Passage Rate on Professional Teaching and Learning PRAXIS II exam	T2T Sec EI	0/0 T2T 36/39 Sec 58/60 EI	18/18 T2T 47/48 Sec 59/62 EI	20/20 T2T 54/58Sec 76/76 EI	30/36T2T 26/32Sec 46/48EI 1/1 ECU
Indirect Indicator 1 Mean of scores on final reflection during student teaching					
Indirect Indicator 2 Mean of scores on Docking Institute Final Post- graduate survey (Tables 1-7)	NA	NA	95.8% Avg and above rating	94.6% Avg and above rating	NA
Senior students' Level of Academic Challenge			60.15	60.31	55.79
Senior students' Active and Collaborative Learning			65.24	66.67	61.45
Senior students' Student-Faculty Interaction			45.33	50.44	44.63
Senior students' Enriching Educational Experiences			38.02	39.83	32.82
Senior students' Supportive Campus Environment			61.31	60.74	55.07
Briefly note 2-3 improvements over the last year prompted from the above student learning/engagement indicators. Online tutorial for PRAXIS exams Update of FPA Handbook and scoring sheet to reflect FHSU candidates					
[NOTE: Departments may pick up to three key performance indicators they currently measure but are not captured above. These measures could be used to track departmental results on specific yearly goals. Examples might include: number of SRPs attended, number of new freshmen contacted. (These will vary by department based on goals.)]					
Outcome/Indicator 1 Faculty attendance at SRPs	11/12	11/12	7/9	7/9	13/13
Outcome/Indicator 2 [SPECIFIC PERFORMANCE MEASURE 2]					
Outcome/Indicator 3 [SPECIFIC PERFORMANCE MEASURE 3]					
Briefly note 2-3 improvements over the last year prompted from the above indicators. We will continue to work with Admissions to attend SRPs. Students do remember that first impression					

C. Department Quality Initiatives and Results

FY2009 Quality Initiatives	Results
1. Facilitate time and training for scholarly endeavors on the part of Teacher Education faculty.	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

<p>2. Maintain and support continued expertise in using distance education to produce effective teachers.</p> <p>3. Maintain a plan of action for recruitment of undergraduate candidates from state and regional community colleges and military personnel.</p>	<p>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>All faculty received training in Elluminate, Blackboard 9.0, Skype, and use of web cams.</p> <p>Prepared materials for e-communication program</p> <p>Worked with Suzanne Klaus to upgrade webpage</p> <p>Ordered and received 3 computers.</p> <p>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 invited community college representatives. From that meeting, worked with Jon Armstrong in the Virtual College to establish 2 + 2 with all nineteen Kansas community colleges.</p> <p>Visit with key personnel in school districts to promote undergraduate and Transition to Teaching programs. Visits were made to Administrators in Garden City, Dodge City, Liberal, Salina and Salina Special Education Cooperative, and Oskaloosa Special Education Cooperative.</p> <p>Partner with RTG to provide secondary pedagogical coursework for JROTC instructors.</p> <p>Established dual degree with Barclay College.</p> <p>Work with department faculty to write a Department of Education grant using “grow your own,” distance</p>
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<p>4. Collaborate with College of Education and Technology Unit faculty and staff to gain Kansas State Department of Education approval and NCATE accreditation for all programs.</p> <p>5. Evaluate advisor roles and load</p>	<p>supervision, etc. Grant was written but not funded.</p> <p>Reviews were submitted in March. Rejoinders were submitted as needed.</p> <p>Worked to facilitate working with new students, assigning of advisors, and assisting students with course and enrollment questions.</p>
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FY2010 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 supporting the ECU program	Dean, Chair and department faculty.
Collaborate with College of Education and Technology Unit faculty and staff to gain Kansas State Department of Education approval and NCATE accreditation for all programs.	The COET accreditation visit is in spring 2009. Efforts will be conducted to assure accreditation.
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. Continue to seek out more effective ways to advise students.
Continue Recruitment Efforts	Finalize recruitment efforts with Mid-Plains Community College, Colorado community colleges, and Barclay College. Maintain other MOUs with Kansas community colleges.

D. Institutional Quality Results

FY2009 University Initiatives	Department Activities/Results
<p>Increase access and retention for Hispanic students</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>Worked with Martha Perkins on Kansas Children’s Service League grant to support ECU and special education paras returning to college.</p> <p>Collaborated with KSDE and FHSUs Modern Languages Dept. and Science and Mathematics Institute on a Department of Education Teacher Quality grant to create a Spanish component of the ECU program of student; provide Spanish Interpreter Certificate; and recruit Hispanic students. Will be submitted in July.</p>
<p>Increase the quantity and quality of K-12 teachers educated</p>	<p>Continued accreditation efforts with NCATE. As a Unit prepared and submitted program reviews and rejoinders, as needed, to the Kansas State Department of Education for approval. Passed, in COPTSP, the requirement for all candidates to pass the FPA during the student teaching experience prior to recommendation for licensure.</p>
<p>Improve undergraduate students’ foundational skills</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.</p> <p>Writing across the curriculum is infused in every course.</p> <p>Faculty continue the curriculum mapping process to determine, among other items, the writing, technology and diversity 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</p>

	<p>announcements.</p>
<p>Enhance physical wellness of students, faculty, and staff</p>	<p>Provide offices and classrooms that are clean and safe. Encourage faculty and candidates to maintain healthy life styles. Require a health component in all programs of study.</p>
<p>Internationalize the campus and curriculum</p>	<p>Online education programs have become a reality. 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>Discussion continues with Fort Riley regarding delivery of the elementary education program. We are adding a RTG component that allows for JROTC instructors to receive a certificated pedagogical program of study.</p> <p>A former Russian graduate student continues to adjunct an online section of Diverse Learners for the department.</p>

FY2009 STRATEGY AND OPPORTUNITIES FOR IMPROVEMENT

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

Strengths	Weaknesses/Needs
<ol style="list-style-type: none"> 1. Faculty with commitment to students and program excellence. 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. 	<ol style="list-style-type: none"> 1. 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. 2. 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. 3. The department needs to employ a full-time tenure track faculty member to teach, advise, and supervise candidates in the special education minor. 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 90 advisees 5. Upgrading computers and peripherals to a multi-platform model 6. Continued professional development in the effective use of distance technology and advising
Opportunities	Threats
<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. The use of multi-media platforms for course delivery will provide 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. 3. Multi-format programs of study delivered to Fort Riley presents a great opportunity for growth in the Department. 	<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. Undergraduate program quality appears to be threatened by employing adjunct faculty. We are above 40 sections taught by adjuncts per year.

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>Continue to appoint selected faculty members to coordinate the various programs offered through the Teacher Education department. This was done in 2006-07 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.</p>	<p>Review advising and loads;. Additional tenure-track faculty capable of receiving graduate status are needed to work with the ECU program and in the area of special education.</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>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. Faculty needed are in the areas of ECU, special education, and a generalist with a broad knowledge of teacher education.</p>	<p>One of the new faculty will provide continuity in program maintenance and Transition to Teaching; one will serve the growing number of candidates in the special education minor, and the third will instruct in the Early Childhood Unified program</p>
<p>Continue to seek partners in education for new freshman, transfers, and paraprofessional seeking education degrees. Continue to work on funding sources to support this task and the candidates. Continue to seek faculty and effective adjuncts to deliver coursework needed</p>	<p>Collaborate with the Virtual Colleges; attend recruitment sessions, write grants Continue working on innovative course delivery systems to prepare for an international audience Adjunct training</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 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>

6. 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 (Early Childhood Unified Program) that will meet the educational needs of the prospective elementary teacher?

Characteristics/Dispositions of Early Childhood Unified Teachers	Expected Learning Outcomes (KSDE Elementary Ed. Standards)	Curriculum	Preliminary Assessment Approach and Methods
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<p>As Professional Educators, Early Childhood Unified 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 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. 2. The birth through third grade teacher meets the unique needs of general education and exceptional students and families within communities. 3. 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. 4. 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. 5. 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). 6. 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. 7. The birth through third grade teacher has experiences in varied settings. 8. 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. 9. 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. 10. The birth through third grade teacher knows, understands, and uses fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy for all students. 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. 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 explorations and expression. 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 style="text-align: center;"><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 style="text-align: center;">Major Courses Non-restricted</p> <p>TECS 290 Intro to Instructional Technology TEEL 230 Diverse Learners TEEC 321 The Young Child TESP 320 Programs, Procedures & Issues in Special Education</p> <p style="text-align: center;">Major Courses Restricted</p> <p>TEEC 341 Internship 1: Birth-Age 3 TEEC 366 Internship 2: Ages 3-5 TEEC 376 Internship 3: Kindergarten-Grade 3 TEEC 323 Emergent Literacy TESP 330: Behavior Strategies & Support TESP 360 Principles of Instruction in Special Education TEEL 365 Reading and Language Arts Methods TESP 370: Technology Applications in Special Education TEEC 368: Child Care Management and Administration TEEC 336: Kindergarten Education TEEC 340: Creative Expressions Methods TESP 350 Assessment in Special Education TEEC 365 Curriculum in Early Childhood TEEL 495 The Elementary School TEEC 465 Student Teaching: Birth-Age 5 TEEC 466: Student Teaching: Kindergarten-Grade 3</p>	<p>Written Exams and projects throughout the curriculum</p> <p>Checkpoint 1, completed before admission to Student Teaching</p> <p>Pre-Professional Skills Test required for 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. • Content checklist <p>Documentation of reflective thinking on classroom experiences during field experiences. 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</p> <p>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 Completion of FPA with a score of 78 or higher Content Knowledge Exam</p>
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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. 	<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* (Restricted Course)</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</p> <p>TEEL 596 Student Teaching</p>	<p>Written Exams and projects throughout the curriculum</p> <p>Checkpoint 1, completed before admission to Student Teaching</p> <p>Pre-Professional Skills Test required for 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. Content checklist <p>Documentation of reflective thinking on classroom experiences during field experiences. 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</p> <p>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 Completion of FPA with a score of 78 or higher</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 Elementary Education

(TEAM Elementary Program with special education minor) 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. 	<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* (Restricted Course)</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</p> <p>TEEL 596 Student Teaching</p>	<p>Written Exams and projects throughout the curriculum</p> <p>Checkpoint 1, completed before admission to Student Teaching</p> <p>Pre-Professional Skills Test required for 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. Content checklist <p>Documentation of reflective thinking on classroom experiences during field experiences. Diagram of theory related practice. Case study analysis. Demonstration of technology competencies for classrooms. Intern competencies assessed by rubrics</p> <p>Unit assignment based on Kansas Performance Assessments</p> <p>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 Completion of FPA with a score of 78 or higher</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 Elementary Education?

(TEAM Elementary Program with special education minor) that will meet the educational needs of the prospective elementary teacher?

(Continued)

In addition to the above mentioned requirements, the K-6 elementary education with a minor in special education must meet the following criteria:

Characteristics/Dispositions of Elementary Teachers	Expected Learning Outcomes (KSDE Elementary Ed. Standards)	Curriculum	Preliminary Assessment Approach and Methods
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	<ol style="list-style-type: none"> 1. The teacher of students with adaptive learning needs demonstrates an understanding of philosophical, historical, and legal foundations of education and special education. 2. The teacher of students with adaptive learning needs demonstrates an understanding of learners' diversity and provides support for students' cognitive, physical, social, emotional and career development. 3. The teacher of students with adaptive special education needs demonstrates assessment, diagnosis, and evaluation knowledge and skills. 4. The teacher of students with adaptive learning needs demonstrates knowledge and skill in planning and implementing effective instruction based upon knowledge of the subject matter, student, community, and curriculum goals. 5. The teacher of students with adaptive learning needs promotes learning by providing planned, orderly, supportive environments that encourage participation of individuals with adaptive learning needs. 6. The teacher of students with adaptive learning needs demonstrates knowledge and skill in managing behavior, facilitating problem-solving, developing social skills and promoting self-advocacy of students with adaptive learning needs. 7. The teacher of students with adaptive learning needs demonstrates effective communication and collaboration skills and knowledge related to individuals with adaptive learning needs. 8. The teacher of students with adaptive learning needs demonstrates professionalism and ethical knowledge and skills related to students with adaptive learning needs. 	<p><i>Replacement of</i> TECS 390 with TESP 370 Technology Applications in Special Education And TEEL 340 with TESP 330 Behavior Strategies & Support And TEEL 496 Student Teaching 12 credit hours with TEEL 496 for 9 credit hours and TESP 465 for 3 credit hours</p> <p>Additional coursework include: TESP 320 Programs, Procedures & Issues in Special Education TESP 350 Assessment in Special Education TESP 360 Principles of Instruction in Special Education</p>	<p>Checkpoint 3, Completed at completion of program</p> <p>Completion of two adaptive special education PRAXIS II content exams with a passing score</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 learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities. 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* (<i>Restricted Course</i>)</p> <p>Principles of Learning and Teaching (PLT) Exam</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>Checkpoint 1, completed before admission to Teacher Education Passing scores Pre-Professional Skills Test required</p> <p>Evaluation of field based competencies:</p> <ul style="list-style-type: none"> • Mentor teacher checklist • University supervisor checklist • Student self-evaluation. • Content checklist <p>Documentation of reflective thinking on classroom experiences during field experiences.</p> <p>Diagram of theory related practice.</p> <p>Demonstration of technology competencies for classrooms.</p> <p>Intern competencies assessed by rubrics</p> <p>Unit assignment based on Kansas Performance Assessments</p> <p>Checkpoint 2, completed before admission to Student Teaching Conceptual Framework based competencies assessed by check sheets.</p> <p>Checkpoint 3, Completed at completion of program Principles of Learning and Teaching Test Completion of FPA with a score of 78 or higher Content Knowledge Exam</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
Clinical Supervision Curriculum & Assessment T2T coursework	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 Elementary School Early Childhood Unified Special Education	Sara Stroup	Early Childhood Early Childhood Special Education Elementary Education		1.0	Instructor 8/2009	MS	Full-time Temporary	002 \$43,000			
The Effective Classroom Methods & Internship Clinical Supervision Early Childhood Unified	Natalie Unruh	The Effective Classroom Methods & Internship Clinical Supervision Early Childhood Unified	1962	1.0	Instructor 8/2008	MS	Full-time Temporary	003			
Professional Practice and Observation Clinical Supervision Effective Classroom	Vacant	English and Secondary Education						004			

Special Education	Hyatt, C. Blaine	Educating Exceptional Students Principles and Procedures in Special Education	1945	1.0	Instructor 2007	M.S.	Full time temporary	005 \$44,720			
Science Methods Mathematics Methods Curriculum and Assessment Clinical Supervision	Dr. Amanda Hopkins	Science Education Mathematics Educ. Clinical Supervision Curriculum Develop. Standard-based Inst	1973	1.0	Instructor 2006	Ph.D.	Full time temporary	006 \$44,720			
Effective Classroom Theories of Learning Educational Psychology	Borchers, Carol	Ed Psychology Field Experiences	1952	1.0	Assistant Professor 2008	Ph.D.	Tenure Track	008 \$45,000			

College of Education and Technology
 Department Staffing Plan and Assignments (Current)
 Department of Teacher Education
 July 28, 2009

(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
Clinical Supervision Effective Classroom Observation and Participation Curriculum and Assessment Diverse Learners	Lorie Cook-Benjamin	Field Experience Effective Classroom Observation and Participation Curriculum and Assessment Diverse Learners	1962	1.0	Assistant Professor 2009	Ed.D.	Tenure Track	009 \$46,000			
Effective Classroom Social Studies Methods & Internship Secondary Education Clinical Supervision	Sue Boldra Social Studies Position	Social Studies Secondary Education	1949	1.0	Instructor 2004	M.S. NBPTS	Full time temporary	011 \$46,036			
Reading and Language Arts Clinical Supervision	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	Associate Professor 2003	Ph.D.	Tenured	013 \$56,094			
Mathematics Methods Clinical Supervision Foundations of Education	Janet Stramel	Mathematics Methods Clinical Supervision Foundations of Education		1.0	Instructor 2007 NBPTS ABD	M.S.	Full time temporary	\$43,000			

**C. Bibliography of Departmental Scholarly Activity
Department of Teacher Education
Fiscal Year 2009 Scholarly Activities**

Sue Boldra – Grant Writing

Boldra, Sue. *U.S. Department of Education Teaching American History Grant*. Served as the expert for Social Studies K-12 education and state standards alignment and instructor.

Boldra, Sue. The NCLB grant Proposal “Energizing Middle School Science and Social Studies through a Problem Based Learning Energy Curriculum”. Served as the middle school social studies standards expert. Aligned the proposed science curriculum to the social studies standards. (Approved for funding, Mar. '08) I worked with this grant the summer of '08 and will continue with year two in the summer of '09.

Energizing Middle School Science and Social Studies through a Problem Based Learning Energy Curriculum / NCLB Grant

Sue Boldra – Presentation

Boldra, Sue. Presented at the Southwest Plains Regional Service Center in June, '08 and at Oakley center in July, '08. Concerning the We the People curriculum for elementary, middle, and high school students, produced by the Center for Civic Education.

Boldra, Sue. Presented social studies curriculum at a 2-day workshop June 1st and 2nd, 2008.

Boldra, Sue. Presented at a social studies conference in Wichita June 7th – 9th in Wichita, KS.

Carol Borchers – Grant Writing

Borchers, Carol. *Water Awareness Education*. Kansas WaterLink, \$7,485.00, August 2008.

Western Kansas Primary Mathematics Academy (Year 2). Kansas Department of Education \$99,602 (Amanda Hopkins and Carol Borchers, Co-PIs with Dr. Germaine Taggart and Beth Walizer, instructors).

Borchers, Carol. *Unpacking Science with Cueing Systems to Promote Academic Success for English Language Learners*, Kansas Board of Regents, \$150,000 (with P. Adams; C. Siemears and E. Eicke, Emporia State University).

Carol Borchers – Publications

Brown, J., Hickman, C., & Borchers, C.A. (2009). An after-school science program to raise water awareness on a local and international level. *The Kansas Association of Teachers of Science News*, 40(2), 22-23.

Carol Borchers – Presentation

Borchers, C. A., Hopkins, A., Brown, J., Engle, D., Hickman, C., & Wirtz, C. (2009, April). *Water awareness and monitoring for elementary students*. To be presented at the meeting of Kansas Association of Science Teachers, Junction City, KS.

- Borchers, C.A., & Sanders, K.J. (2009, March). *A framework for scholarship in teacher education*. Presentation at the meeting of Predominantly Undergraduate Institutions, Kearney, NE.
- Borchers, C.A. (2009, March). *Department of Teacher Education research activities*. Panel at the Graduate Scholarship Luncheon Forum.
- Borchers, C.A. (2008, November). *Data and probability lessons for second and third grade students*. Workshop at the Science and Mathematics – Assessment, Research, and Technology Together conference in Overland Park, KS.

Amanda Hopkins – Grants

- Western Kansas Primary Mathematics Academy (Year 2)*. Kansas Department of Education \$99,602 (Amanda Hopkins and Carol Borchers, Co-PIs with Dr. Germaine Taggart and Beth Walizer, instructors).
- Walizer, Beth. Co-Principal Investigator, *Improving Teaching Quality Grant Through Energy Education (Year 2)*. Kansas Board of Regents, The Principal Investigator is Dr. Paul Adams and the Co-PI's are Dr. Joe Chretien, Dr. Kathy Dale, Dr. Zdeslav Hrepic, Dr. Ronald Schott, Dr. Beth Walizer, Amanda Hopkins and Ms. Sue Boldra.

Amanda Hopkins – Presentations

- Borchers, C. A, Hopkins, A., Brown, J., Engle, D., Hickman, C., & Wirtz, C. (2009, April). *Water awareness and monitoring for elementary students*. To be presented at the meeting of Kansas Association of Science Teachers, Junction City, KS.

Blaine Hyatt – Publications

- Hyatt, C.B. & Hyatt, L.. (2008) *Wind Down: A common sense approach to extinguishing stress*. Parowan, Utah: Homestead Publishers.
- Hyatt, L. & Hyatt, C. (2008). *Strategies for teaching and developing emotional maturity in gifted students*. Conference Proceedings of the Kansas Association of the Gifted, Talented and Creative (KGTC) annual conference. Lawrence, KS

Blaine Hyatt – Presentation

- Hyatt, C., & Hyatt, L. (2008). *Emotional Maturity: Catalyst for success for students with learning disabilities*. International Council of Learning Disabilities Annual Conference. Kansas City, MO.
- Hyatt, L. & Hyatt, C. (2008). *Strategies for teaching and developing emotional maturity in gifted students*. Kansas Association of the Gifted, Talented and Creative (KGTC) annual conference. Lawrence, KS.
- Hyatt, L., & Hyatt, C. & Kozel, W. *Stress and the English Language Learner* (2009). Kansas Association of Teachers of Speakers of Other Languages (KATESOL) annual conference. Emporia, KS.
- Hyatt, C., & Hyatt, L. (2008). *Emotional Maturity: Catalyst for success for students with learning disabilities*. Paper presented at the International Council of Learning Disabilities Annual Conference. Kansas City, MO.

Hyatt, L. & Hyatt, C. (2009). Strategies for teaching emotional maturity in rural special education. Annual National Conference for the American Council on Rural Special Education (ACRES), Denver, CO. Proposal was accepted, but could not present due to lack of funding.

Kathleen Sanders – Grant Writing

Sanders, Kathleen and Taggart, Germaine. *United Way Grant* for funding for the Young Readers' Conference. Funded \$5,000 for Young Readers' Conference.

Kathleen Sanders – Publications

Sanders, K.J. (2009). *Striking it rich: Discovering gold in state awards for literature for young readers*. Advocate Journal. The Association of Teacher Educators – Kansas.

SSanders, K.J. & Borchers, C.A. (2009). Seven tips for encouraging students to read for pleasure. *Kappan*. (A juried national publication of Phi Delta Kappa)

Kathleen Sanders – Presentations

Sanders, K.J. (2008). Standards for 2010 from IRA. *Kansas Reading Professionals in Higher Education*. (A juried state presentation.)

Sanders, K.J. & Borchers, C.A. (2009). A Framework for Faculty Scholarship in Teacher Education. *4th Annual Midwest Conference on Research at Predominately Undergraduate Institutions*. (A juried regional presentation.)

Sanders, K.J. (2008). Using the teacher work sample as a performance assessment for the undergraduate clinical course. *The College Reading Association Conference*. (a juried national presentation)

Sanders, K.J. (2009). Aspects of Reading Habits and Dispositions of Pre-Service Teachers. International Reading Association Annual Conference. (A juried national presentation.)

Germaine Taggart – Grant Writing

Western Kansas Mathematics Academy, Kansas State Department of Education Mathematics/Science Partnership Grant, \$300,000. (third year \$100,000)

Evaluator. Western Kansas Primary Mathematics Academy, Kansas State Department of Education Mathematics/Science Partnership Grant, \$300,000. (second year \$99,602)

Institute for Global Environmental Strategies. Improving Earth Science Education in Kansas. 3 years \$40,000

Sanders, Kathleen and Taggart, Germaine. *United Way Grant* for funding for the Young Readers' Conference. Funded \$5,000 for Young Readers' Conference.

Kauffman Strategic Planning Grant for the Kansas Association of Teachers of Science \$20,000 - three years (second year)

We Go to the Moon, Paul Adams PI, NASA, John Ross and Germaine Taggart, course developers/instructors

Germaine Taggart – Publications

Walizer, B. R., Dreiling, K., & Taggart, G. L. (October, 2008). A systematic approach for training candidates to use the teacher work sample. *Academic Leadership*, 5, 3, 1-9.

Germaine Taggart – Presentations

Undergraduate Research, Third Annual

Midwestern Conference on Research at Predominantly Undergraduate Institutions, Kearney

Taggart, G. L.. (2009, April). *Effective Mentoring Program—The KATS Mentoring Program* Kansas Association of Science Teachers, Junction City, KS.

Natalie Unruh – Presentations

Unruh, N. (2009, April 25). Behavior management strategies, Barton County Community College.

Beth Walizer – Grant Writing

Walizer, Beth. Co-Principal Investigator, *Improving Teaching Quality Grant Through Energy Education (Year 2)*. Kansas Board of Regents, The Principal Investigator is Dr. Paul Adams and the Co-PI's are Dr. Joe Chretien, Dr. Kathy Dale, Dr. Zdeslav Hrepic, Dr. Ronald Schott, Dr. Beth Walizer, Amanda Hopkins and Ms. Sue Boldra.

Beth Walizer – Publications

Walizer, B. R. (May, 2009). From the Review Corner: Bill Martin, Jr. Picture Book Nominations for the 2009 Award, A Project of the Kansas Reading Association. *Kansas Journal of Reading*, 24, 50-60.

Walizer, B. R., Dreiling, K., & Taggart, G. L. (October, 2008). A systematic approach for training candidates to use the teacher work sample. *Academic Leadership*, 5, 3, 1-9.

Beth Walizer – Presentations

Walizer, B.R. Center for Teaching Excellence and Learning Technologies, FHSU, Hays, KS. *Let's Chat: Strategies for promoting online communication*.

Walizer, B.R. Center for Teaching Excellence and Learning Technologies, FHSU, Hays, KS. *Roundtable discussions on online and blended teaching*.

Walizer, B.R. Graduate Scholarship Lunch Forum, FHSU, Hays, KS. *Department of Teacher Education research activities*.

Walizer, B.R. Center for Teaching Excellence and Learning Technologies, FHSU, Hays, KS. *Let's chat: Strategies for promoting online communication.*

Walizer, B.R. Research and Creative Activities Week, FHSU, Hays, KS. *Development of articulation, phonemic awareness, and fluency of English language learners through drama techniques and elements of sign language.*

Walizer, B.R. Kansas Reading Professionals in Higher Education, Council Grove, KS. *Let's chat: Strategies to enhance face-to-face and virtual learning.*

Walizer, B.R. Professional Development Schools National Conference, Daytona Beach, FL. *The effectiveness of candidates' field experience observations via web camera evaluations.*

Walizer, B.R. Professional Development Schools National Conference, Daytona Beach, FL. *Candidates and fifth-grade students buddy reading and blogging.*

Walizer, B.R. Organization of Teacher Educators in Reading (OTER): A Special Interest Group Affiliated with the International Reading Association, Minneapolis, MN. *Candidates and fifth-grade students buddy reading and blogging.*

Walizer, B.R. Fort Hays State University, KSDE/NCATE Standard One Committee, Hays, KS. *Fort Hays State University performance assessment.*

Walizer, B.R. Russell County National Education Association Award Banquet, Russell, KS. *Teaching is your passion.*

Performance Assessment / FHSU Superintendent's Conference

D. Department Program Assessment Results

Program Area: Elementary Education

Reporting Year:., Spr/Fall 2005, Spr/Fall 2006, Spr/Fall 2007, Spr/Fall 2008 (program review available upon request)

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

Measurable/Observed Outcomes from Previous Year Improvements:

NA

Results:

Results: All candidates are exceeding expectations (average performance of 3.76 on a 4 point scale; 2 is acceptable).

Continuous Improvement: No action indicated at this time.

S/F 2006

Measurable/Observed Outcomes from Previous Year Improvements:

NA

Results:

Results: All candidates are exceeding expectations (average performance of 3.69 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 3.68 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/F2007

Measurable/Observed Outcomes from Previous Year Improvements:

NA

Results: All candidates are exceeding expectations (average performance of 3.81 on a 4 point scale; 2 is acceptable).

Continuous Improvement: No action is indicated at this time.

S/F2006

Measurable/Observed Outcomes from Previous Year Improvements:

NA

Results: All candidates are exceeding expectations (average performance of 3.54 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 3.75, 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/F2007

Measurable/Observed Outcomes from Previous Year Improvements:

Results: All candidates are exceeding expectations (average performance of 3.89 on a 4 point scale; 2 is acceptable).

Continuous Improvement: No action is indicated at this time.

S/F2006

Measurable/Observed Outcomes from Previous Year Improvements:

Results: All candidates are exceeding expectations (average performance of 3.72 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 3.75 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/F2007

Measurable/Observed Outcomes from Previous Year Improvements:

NA

Results: All candidates are exceeding expectations (average performance of 3.72 on a 4 point scale; 2 is acceptable).

Continuous Improvement: No actions indicated at this time.

S/F2006

Measurable/Observed Outcomes from Previous Year Improvements:

NA

Results: All candidates are exceeding expectations (average performance of 3.52 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: All candidates are exceeding expectations (average performance of 3.20 on a 4 point scale; 2 is acceptable).

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

Results: No results available at this time

Continuous Improvement: No actions indicated at this time

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/F2007

Measurable/Observed Outcomes from Previous Year Improvements:
NA

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

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/P 2007

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/P 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.