
Academic unit: **School of Education** College: **Applied Studies**

Date of last university/KBOR review **2020**

Date of last accreditation report (if relevant) **2023** (KSDE program reports) **2024** (CAEP)

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

Degree: **BAED Elementary Education** CIP* code: **131202**

Degree: **BAED Middle/Secondary Education** CIP* code: **131203, 131205**

Degree: **MA in Teaching (Transition to Teaching)** CIP* code: **131299**

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

Certificate (s): Online Learning and Educational Technology; Interdisciplinary STEM Education

Summary Statement (optional):

The School of Education is a smaller and different department than it was in the last review in 2020. We now consist of Elementary (with Early Childhood), Middle/Secondary (English, History/Government, Math, Science), Transition to Teaching (MAT), and the Master's in Learning and Instructional Design (LID). Our primary educational mission is to prepare excellent teachers and help established educators add to their knowledge and expertise. We have close community ties in our partnership with USD 259 Wichita Public Schools and we provide extensive service to the university, state education and accrediting bodies, and to our professional organizations. Student enrollment has been a particular challenge since the last review but we are taking measures and adapting programs to recruit more students and better retain the ones we have.

Signature Page

Representative of current faculty of the academic unit review

Please note that the signatures indicate that each faculty has read the self-study template and agreed (by consensus) to its contents.

Name of Faculty Member (List department –if external to unit)	Signature of Faculty Member	Tenure or Non-Tenure Track	Faculty Contribution to Review I had the opportunity to contribute to this PR document.
Mara Alagic, Professor	<i>Mara Alagic</i>	<input checked="" type="checkbox"/> Tenure <input type="checkbox"/> Non-tenure track	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Daniel Bergman, Professor	<i>Daniel Bergman</i>	<input checked="" type="checkbox"/> Tenure <input type="checkbox"/> Non-tenure track	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Danya Burks, School Liaison	<i>Danya Burks</i>	<input type="checkbox"/> Tenure Track <input checked="" type="checkbox"/> Non-tenure track	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
JaeHwan Byun, Associate Professor	<i>JaeHwan Byun</i>	<input checked="" type="checkbox"/> Tenure <input type="checkbox"/> Non-tenure track	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Katie Cramer, Professor	<i>Kathryn Cramer</i>	<input checked="" type="checkbox"/> Tenure <input type="checkbox"/> Non-tenure track	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Robin Folkerts, Assistant Teaching Professor	<i>Robin Folkerts</i>	<input type="checkbox"/> Tenure Track <input checked="" type="checkbox"/> Non-tenure track	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Jim Granada, Associate Teaching Professor	<i>Arthur James Granada</i>	<input type="checkbox"/> Tenure Track <input checked="" type="checkbox"/> Non-tenure track	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Deb Hamm, Interim Program Chair, Elementary Ed	<i>Deborah Hamm</i>	<input type="checkbox"/> Tenure Track <input checked="" type="checkbox"/> Non-tenure track	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Elizabeth Heilman, Professor	<i>Elizabeth Heilman</i>	<input checked="" type="checkbox"/> Tenure <input type="checkbox"/> Non-tenure track	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Sun Young Lee, Assistant Professor	<i>Sun Young Lee</i>	<input checked="" type="checkbox"/> Tenure Track <input type="checkbox"/> Non-tenure track	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Fuchang Liu, Professor	<i>Fuchang Liu</i>	<input checked="" type="checkbox"/> Tenure <input type="checkbox"/> Non-tenure track	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Lucinda Malcolm, Interim Program Chair, ECU	<i>Lucinda Malcolm</i>	<input type="checkbox"/> Tenure Track <input checked="" type="checkbox"/> Non-tenure track	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Aubrey Neihaus, Assistant Professor	<i>Aubrey Neihaus</i>	<input checked="" type="checkbox"/> Tenure Track <input type="checkbox"/> Non-tenure track	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Victoria Opalewski, Associate Educator	<i>Victoria Opalewski</i>	<input type="checkbox"/> Tenure Track <input checked="" type="checkbox"/> Non-tenure track	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Aaron Rife, Associate Professor	<i>Aaron Rife</i>	<input checked="" type="checkbox"/> Tenure <input type="checkbox"/> Non-tenure track	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Submitted by: Aaron Rife, Chair School of Education
(Name and title)

Date 5/7/24
(Date)

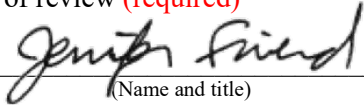
Signature Page

Academic Dean Review:

Check all that apply:

- I have reviewed this document.
- I have had the opportunity to discuss this review with the program and/or department chair.
- Attached letter of review (required)

Submitted by: _____


(Name and title)

Date 5/10/24

(Date)

Graduate Dean Review:

Check all that apply:

- I have reviewed this document.
- I have had the opportunity to discuss this review with the academic college dean.
- Optional, letter attached to provide additional comment/information needed

Submitted by: _____

(Name and title)

Date _____

(Date)

Part 1: Departmental Purpose, Relationship to the University Mission and Strategic Plan (HLC Criterion 1)

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

- A. **Overall Program Description:** Provide an overall description of the program(s) offered. Include any significant changes made since the last review.

Bachelor of Arts in Education (Early Childhood, Elementary, Middle/Secondary)

The BAED degree consists of two major tracks in the School of Education: elementary education and middle/secondary education, with the latter further divided into English, History/Government, Mathematics, and Science. Early Childhood Unified (ECU) is a smaller (by student enrollment) track tied with the elementary major. ECU students complete all the requirements of the elementary program as well as additional coursework and two practica at infant/toddler and preschool levels. ECU students graduate and become certified to teach preK-3rd grade, elementary students certify to teach K-6th grade, and middle/secondary students certify to teach 6-12th grade, all receive initial licensure to teach in Kansas based on program completion, graduation, and passing scores on teaching portfolios (TLC) state tests (Praxis and formerly PLT).

Students in these programs begin their studies with a general education foundation, a thorough set of courses in their specific disciplinary content areas, required coursework in teacher preparation, and an accompanying four-semester sequence of field experiences, with the last semester as full-time applied learning experience as a teaching intern. Undergraduates in these majors and programs earn between 15 and 17 credits through applied learning, spending over 700 real hours in classrooms before graduating.

Beginning in Fall 2024, the elementary major will be EEU-Elementary Education Unified. With changes in state licensure and program changes approved by WSU and KBOR, the elementary program will include increased education and training in special education/inclusive education. All of these BAED programs undergo annual reviews (for each subprogram) and are subject to KSDE program review (every seven years).

Master of Education in Learning and Instructional Design

The Master of Education in Learning and Instructional Design at Wichita State University offers a comprehensive and engaging curriculum tailored for educators and professionals focused on K-12 teaching and adult learner training. This dynamic program, structured with 30 graduate hours of coursework, integrates 15 credit hours in learning and instructional design, 12 credit hours in a specialization tailored to the candidate's interests, and three credit hours dedicated to thesis or non-thesis work.

While not a licensure program, it rigorously adheres to six essential standards, aligning with the college's Conceptual Framework and Principles and CAEP standards. These elements are regularly evaluated to ensure the program's effectiveness and relevance in the ever-evolving educational landscape.

Designed to be innovative, flexible, and student-centered, the program emphasizes new approaches to learning and best practices in professional development. It stands as an ideal choice for those seeking to advance their careers in education and professional development, particularly in curriculum and instructional design leadership. The program's core curriculum and elective options provide a well-rounded educational experience, preparing graduates to be leaders in their respective fields.

Master of Arts in Teaching—Transition to Teaching track (T2T MAT)

Transition 2 Teaching is an alternative certification program focused on helping adults change from a previous career and enter the classroom. All candidates have at least a BA/BS degree from an accredited higher education institution

prior to entry into the program and must apply and be accepted to the graduate school. Additionally, candidates are hired by a school district as the teacher-of-record on a two-year restricted license. The T2T MAT is a 36-hour program (29 credit hours of pedagogy and field experience and 7 credit hours of research) completed in six semesters.

Before recommendation for licensure, all candidates must meet the state's qualifying score on state examinations of disciplinary and teaching practice tests: the Praxis and PLT (PLT discontinued for Kansas by KSDE in January 2024). Candidates also must pass a teacher portfolio for the state, the Teacher Licensure Capstone (TLC). Graduate students in the T2T MAT program complete the teacher certification part first then choose to continue for the additional seven credits to earn the MAT degree.

The School of Education no longer houses Special Education or the Teacher Apprentice Program, as those programs moved to ISLE in 2020/2021.

B. Program Purpose Statement: Provide the program purpose statement (formerly Mission statement)

The mission of all the licensure programs in the School of Education (BAED in Elementary Education, BAED Middle/Secondary Education, Transition to Teaching Master of Arts in Teaching (T2T/MAT) is to prepare and develop reflective and collaborative educators; bridging theory and practice at all levels through a culture of excellence in teaching, learning, research, scholarly activities and service.

The mission of the Master of Education (M.Ed.) in Learning and Instructional Design (LID) is to prepare all candidates to provide maximum benefit from their educational experiences in the lives of others, whether as teachers, curriculum designers, or workplace leaders. The program develops reflective and collaborative professionals bridging theory and practice through a culture of excellence in teaching, learning, research, collaboration, and instructional leadership.

C. Relationship to University Mission: What is the role of the Program(s) and its relationship to the University mission – specifically looking at how the program is an educational driver, cultural driver, and/or economic driver:

The programs in the School of Education serve primarily to prepare excellent teachers and improve the skills of current educators for the state of Kansas and more specifically, largely to the Wichita metropolitan area. Thus, the relationship to the University mission of being an educational driver is the strongest, but we also serve as an economic driver (our rate of employed graduates is very high). The undergraduate degree programs and the T2T MAT program address the demand for early childhood unified (Birth — grade 3), elementary education (K-6), middle level (5-8) and secondary education (6-12) teachers for the state of Kansas. The mission of the university and college is supported through our partnership with USD 259 Wichita Public Schools as part of the College of Applied Studies Professional Development School (PDS) model. The MAT program is for individuals who hold a bachelor's degree and is designed to provide candidates with a system of mentoring and high quality support while they are learning the pedagogy and research (thesis or non-thesis) necessary to become effective teachers.

Our Masters in Learning and Instructional Design graduate program also serves as an educational, economic, and cultural driver. The Master of Education in LID is ideal for education and professional development career advancement for those who are engaged in the K-12 teaching and workplace training of adult learners.

D. University Strategic Plan: How does the Program support the university strategic plan?

Student Centeredness- The pedagogical nature of our programs means that we teach a student-centered curriculum while also helping our future teachers gain the skills and expertise necessary to being student-centered teachers themselves. Students in our initial licensure programs have four semesters of applied learning in experiential/field placement courses (going into schools), our classes are pedagogically strong (course evals average for the department score very high in comparison to university). All students in our programs join a cohort, which helps for cohesion and mutual assistance. They also take multiple courses over at least two semesters (in many cases three semesters) with the

same faculty, which helps for building relationships but also allows our faculty to better understand, track, and help our students.

Research and Scholarship – Faculty members research, present, and publish at the university, state, national, and international levels. Undergraduate and graduate students are encouraged to submit works to appropriate conferences and journals as mentored by their program faculty, and students have presented and published together with faculty throughout the department.

Campus Culture – The department largely moved online during Covid-19, slowly moving back in person for instruction in most programs after. We are beginning to expand our campus presence and role through engagement activities with our students—focusing particularly on freshmen and sophomore students who often do not see education faculty regularly until their last two years. We have brought back the School of Education Colloquium, inviting scholars from other universities to present to faculty, students, and teachers. This is part of campus and community outreach on our part. Our faculty also have taught (in one case, continuously) in the First-Year Seminar program since its pilot in 2016 (one of our faculty members was the first faculty coordinator for FYS at WSU from 2019 to 2023) as part of helping with student success and building WSU community with students and faculty from other departments and colleges.

Partnerships – The SOE and the local school district (USD259) use a PDS model to strengthen both the teacher education programs, and the schools and professional development within the district. Faculty sometimes provide professional development to schools with whom they closely work, they regularly meet with district administration, curriculum leaders, and individual teachers to further the goals of preparing excellent teachers. SOE faculty also engage in community efforts, sit on local non-profit boards, and invite community and school leaders to bring their knowledge and expertise into the WSU classroom.

Inclusive Excellence – Every program in the department teaches inclusivity, it is a major part of teacher education and training. We consider ourselves an urban-serving department, particularly due to our strong and close partnership with Wichita Public Schools. We have continually sought for our own student body to be more reflective of that of the city in which we are found, and we have made some progress in recent years, especially with Latine students. Our faculty is inclusive, with varying backgrounds and expertise and we openly discuss our goal to further diversify our department, along with our student body.

Part 2: Faculty Quality and Productivity as a Factor of Program Quality

(HLC Assurance B.2.c; HLC Criterion 3.B item 4 and HLC Criterion 3.C)

- A. **Workload policy:** What is the workload policy for this program? Provide the policy as a PDF in the appendices of this program review with a direct hyperlink to the document. Departments can provide a workload distribution table (in the appendices) or additional narrative, as appropriate.

Departmental workload policy is in alignment with the College of Applied Studies (CAS) workload policy 2.2 (See Appendix 1 CAS Workload Policy), which is based upon the Uniscope model and recognizes workloads vary based upon tenure track and/or NTT faculty, connecting with WSU Policy 4.12—Teaching Loads. Additionally, the College of Applied Studies uses 45 clock hours of faculty work time per semester as the equivalent of one load credit (WSU Policy 4.08—Definition and Assignment of Credit Hours); faculty work approximately 45 hours for every one credit hour of course load. Calculation of clock hours for load credit are accrued in one semester and may not include hours spanning multiple semesters. College policy is adaptable and notes: “Where onerous time/effort are required, special teaching load credit may be given for additional or alternate activities as specified by departmental policy and approved by the department chair and dean.” Examples of alternate or additional activities may include chairing students’ thesis, dissertation, and/or capstone projects; supervising clinical experiences, practicum, and/or internships; and/or performing onerous administrative duties for the ongoing function of departments, programs, centers, and initiatives (e.g. program chair, center director).

The School of Education has nine research, three teaching, and one school liaison faculty members. Following university workload policy, research faculty teach nine credits a semester (with a three credit release for research) and teaching faculty teach twelve credits a semester. Because our programs include supervision and observation in partner schools, faculty have up to two credits per semester teaching release, with a specific formula to calculate. Graduate faculty working with dissertations and theses also receive teaching release. Starting in Fall 2024, each program chair will have one credit teaching release due to the heavy service work (particularly accreditation work) associated. (See Appendix 2: SOE Load Policy)

Table 1 Departmental Workload				
# of Faculty	% of Teaching	% of Service	% of Scholarship	% of Administration
8 Research Faculty	40%	20%	40%	0%
3 Teaching Faculty	80%	20%	0%	0%
1 Research Faculty/Chair	20%	10%	20%	50%

- B. **Teaching and Service:** Briefly explain the standards in place in the college/department for the evaluation of the faculty for teaching and service activity. *Provide narrative to represent the teaching and service for the faculty within the program. Please add a table/visual as appropriate in the appendices.*

Teaching: Because we are the School of Education and we teach future and current educators, excellent teaching is expected. Generally, student evaluations are expected to result in “very high” and “high” scores (SPTE model) or above 4/5 and 4.5/5 (CES model). Faculty are required to submit their syllabi for each course taught each semester, and include syllabi, course materials, student work, and communications with students as evidence of excellent teaching in annual

reviews. The college requires annual and regular teaching evaluations per university policy ([WSU Policy 4.31](#)) for faculty with at least half-time teaching appointments. Faculty are evaluated for quality teaching annually as part of the annual review process with evaluative mechanisms in place at the department and college levels. See Appendix 3 for department level examples of teaching used in reviewing annual faculty activity records (FAR).

Teaching effectiveness is evaluated during the annual evaluation processes conducted by the department chair; probationary (pre-tenure) faculty are reviewed annually by the department's faculty personnel committee (FPC). All reviews are, ultimately, reviewed by the CAS Dean, including post-tenure review (PTR), which is required for all tenured faculty every five years. Both research and teaching faculty are expected to be able to consistently demonstrate excellent teaching in the School of Education.

Service: SOE faculty are engaged in departmental, college, and university, community, and professional service. Like teaching, because we are a department that specializes in education, service tends to play a significant role in our work. Historically, department faculty have largely had a heavy service load, particularly program chairs. Service is evaluated annually by the department chair as well as the FPC for probationary tenure-track faculty, ensuring that a commitment to service is upheld by all faculty members commensurate with their rank. Faculty develop annual service goals that engage program, department, college, university, discipline, professional, and community stakeholders. Faculty regularly serve on state standards writing committees for the various disciplines we represent, and many are on state or national boards for the professional organizations they are a part of. See Appendix 3 for department level examples of service used in reviewing annual faculty activity records (FAR). Both research and teaching faculty are expected to demonstrate meaningful service to the university and community in the School of Education.

C. **Research and Creative Activity:** Briefly explain the standards in place in the college/department for the evaluation of the faculty research/scholarship/creative activity.

College policy 2.5 outlines scholarship of research/creative activity expectations and examples. In alignment with the Uniscope model research and/or creative activity the college values impact and engages a variety of stakeholder groups in many different ways including activities focused on collaboration, in diverse venues, of various quantity and quality, involving scholarly publications and public intellectualism, diverse forms of creative activity, presentations and outreach activities, projects and grants, forms of emerging research, and significant contributions to the profession, discipline, or communities. See Appendix 3 for department level examples of research used in reviewing annual faculty activity records (FAR).

Research faculty in the School of Education are expected to present at state and national conferences each year, to have at least one publication in a peer-reviewed journal each year, and to continually seek out publication and grant opportunities. Pre-tenure research faculty must show a research agenda that allows them to emerge as expert scholars in their field in order to earn tenure and move to Associate Professor. Tenured research faculty are expected to demonstrate a research agenda shared at a national level to move to Professor or to earn professor incentive review (PIR).

Research & Creative Activity	Number Journal Articles		Number Pres		Number Conference Proceedings		Performances			Number of Exhibits		Creative Work		No. Books	No. Book Chaps.	No. Grants Awarded	Grant Value (\$)
	Ref	Non-Ref	Ref	Non-Ref	Ref	Non-Ref	*	**	***	Juried	****	Juried	Non-Juried				
2020-2021	11	9	10	5	7	0	0	0	0	0	0	0	0	0	2	5 /2 co-PI	\$137,409 (+\$300,000 3-year grant)
2021-2022	15	4	17	2	8	0	0	0	0	0	0	0	0	0	1	1 /3 co-PI	\$202,000
2022-2023	8	4	23	13	6	0	0	0	0	0	0	0	0	1	2	4/ 2 co-PI	\$111,367
2023-2024	8	3	19	14	13	0	0	0	0	0	0	0	0	1	0	9	\$220,678
Total: 2020-24	42	20	69	34	34									2	5	20/5 co-PI	\$971,454

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

D. Assessment of Faculty/Staff Productivity: Provide a brief assessment of the quality of the faculty/staff using the data from the **narrative and table(s)** above. Include details related to productivity of the faculty including teaching, scholarship/research and creative activity, and services- explicitly discuss productivity of faculty and how it is directly linked to program enhancements.

School of Education Faculty published more articles and earned many more grants than from the 2020 report (for years 2016-2019). The faculty mostly evenly publish articles and present at national conferences, most presenting and publishing in fields directly related to the educational coursework we offer. Faculty in the School of Education publish in international, national, regional, and state journals, with pieces on methodology and practice of teaching to philosophy and sociology of education to literacy to student engagement. Three faculty have been part of major grants totaling more that \$100,000, several faculty accumulate smaller grants, and we have faculty that work with professors in other fields to pursue multi-disciplinary grants. All grant work, books, articles, and presentations directly relate to the mission of the School of Education, namely to prepare highly-qualified teachers and expand other's understanding of teaching and learning. Several faculty members include their own students in research and particularly in conference presentations, allowing students in the department to experience scholarship outside of the classroom. For the last four years faculty have published more articles and fewer book chapters, but two faculty have published books, a significant feat considering the full teaching, advising, and administrative load most of our faculty have.

Part 3: Academic Program(s) and Emphasis

Analyze the quality of the program as assessed by its curriculum and impact on students for each program (if more than one).

A. Undergraduate programs:

1. Is the program ACT at admission below 20 (triggered by KBOR defined Minima)? ☐ Yes ☒ No

Elementary programs 5-year average 22.0; Middle/Secondary programs 5-year average 22.3

B. Graduate programs:

1. Is the program GPA below the university average at admission? ☐ Yes ☒ No

SOE graduate students (T2T and LID) 5-year average 3.63, university 5-year average 3.51

C. Accreditation status: *(HLC Assurance A.7 item a-c; HLC Criterion 4.A. item 5)*

If accreditation is previously noted, please add:

1. Name of accrediting body: Kansas Department of Education (KSDE); Council for Accreditation of Teacher Education (CAEP)
2. Add in appendix, latest review from accrediting body (letter of confirmation): Appendix 4: Letters from CAEP review in 2018, accreditation status between Spring 2018 and Fall 2024. (Programs passed CAEP review in 2024, we have not received our official letter yet).
3. Current accreditation status: **KSDE:** all individual elementary and middle/secondary programs were approved or under final review (rejoinders finished) in the 2022/2023 review cycle. (Final review April 1, 2024) **CAEP:** Initial licensure programs (elementary, middle/secondary, T2T) received initial approval from CAEP team (site visit 2/26-2/28 2024), final official confirmation coming by the end of 2024.
4. Next Review Date: KSDE 2029, CAEP 2031
5. Commendations and concerns from the last review that program is addressing for continuous improvement:

Various programs received advice from KSDE reviews to change or add assessments in different areas (documented in what we refer to as a “table II”). In some cases, this involves additional coursework. In others, a change to an assessment or assignment turned in for review.

Our CAEP review (at the entire college level, not just our department) went very well, with the suggestion that as a college we generate more cycles of data from our program completers once they are in their professional fields. Our Associate Dean over accreditation is already heading a team that conducts case studies of graduates and new teachers and other professionals for collecting this data as part of our review.

D. Assessment of Learning Outcomes (HLC Criterion 4.B. items 1-3)

1. Complete the table below with program-level data. Identify the principal learning outcomes (i.e., with what skills does the Program expect students to graduate) and provide aggregate data on how students are meeting those outcomes

The BAED Elementary and Middle/Secondary degree programs received reaffirmation of accreditation through 2029 by KSDE and 2031 by CAEP, as did Transition to Teaching. Each of these programs (and sub programs) submit an annual report kept by our Associate Dean over accreditation that we use in the next review cycle. Final official statements of completion of KSDE and CAEP reviews come later in 2024.

The LID Masters degree program does not have specialty accreditation. However, it does produce an annual report and measures learner outcomes yearly. **Table 3 Learning Outcome Assessment** for the initial licensure and LID programs is in Appendix 5

Table 4 Student Learning Outcomes Comparison

Aggregate data supporting student success, by year, for the last four years (e.g., capstone, licensing/certification exam pass-rates)				
Year	N	Name of Exam	Program Result	National Comparison±
2019-2020	130	UG + T2T: a. TLC pass rate b. Praxis pass rate	a. 96% pass rate b. 88.46% pass rate	No data
	12	LID: Comprehensive Final Exam	100% pass rate	
2020-2021	136	UG + T2T: a. TLC pass rate b. Praxis pass rate	a. 99% pass rate b. 91.17% pass rate	No data
	12	LID: Comprehensive Final Exam	100% pass rate	
2021-2022	123	UG + T2T: a. TLC pass rate b. Praxis pass rate	a. 91.8% pass rate b. 95% pass rate	No data
	14	LID: Comprehensive Final Exam	100% pass rate	
2022-2023	119	UG + T2T: a. TLC pass rate b. Praxis pass rate	a. 96.7% pass rate b. 96.7% pass rate	No data
	9	LID: Comprehensive Final Exam	100% pass rate	

2. Provide an analysis and evaluation of the data by learner outcome with proposed actions based on the results listed in the section D tables above. Data should relate to the goals and objectives of the program as listed above. Provide further analysis on results close to the identified benchmark - how are you continuing to monitor this student outcome to ensure proficiency of the benchmark is met? For example, if your benchmark is 80% or higher and current results represent 81%, how are you continuing to monitor this student outcome to ensure proficiency of the benchmark is increased and met.

The initial licensure programs hold a program advisory council every year to review student outcomes and program completer performance. These councils are made up of teachers, community members, administrators, faculty from departments that teach disciplinary content (e.g. English, History, Math, Science, etc.) and current and former students to analyze data and give feedback to individual program chairs. The LID program hold similar advisory councils every year, made up of professors teaching in the program along with former and current students.

For the initial licensure programs (UG and T2T), pass rates on the standardized assessments of the subject area Praxis and the state-required Teacher Licensure Capstone (TLC) are very high. At the same time, the LID graduate program has a 100% pass rate for its comprehensive final. Faculty in the School of Education appreciate the high percentages, but we have discussed that this measures people who successfully graduate from our programs. We are beginning discussion to look into measures and data that reflect students before they reach completion rate, to tell us what kind of retention issues we may have, and how well our students do before they reach the end of our programs.

E. Assessment of Student Satisfaction (HLC Criterion 4.B item 1-3)

3. Use OPA Table 10 to provide analysis and evaluation using student majors' satisfaction (e.g., exit surveys from the Office of Planning and Analysis), capstone results, licensing or certification examination results (if applicable), employer surveys or other such data that indicate student satisfaction with the program and whether students are learning the curriculum (for learner outcomes, data should relate to the outcomes of the program as listed in section D tables above) to illustrate student satisfaction with the program and perceptions of program value.

The rolling 5-year average (2018-2022) for Elementary education major satisfied/very satisfied is 87.6%.

Middle/Secondary students for the same average and measure results in 86.4%. Both scores are lower than the college average (89.6%) but higher than the university average (82.2%).

On the graduate side, T2T has a satisfaction score of 85.2% for the rolling 5-year average, and LID is 86.1%.

Compared to the university graduate satisfaction average (84.5%) and the college average (86.5%) both graduate programs are within range of general satisfaction.

The College of Applied Studies conducts completer, practitioner (teachers), and employer (administrator) surveys each year as part of the annual review process.

F. General Education (HLC Criterion 3.B items 1-3)

General Education Course Requirements: <https://www.wichita.edu/academics/generaleducation/>

Assessing General Education: <https://www.wichita.edu/academics/generaleducation/genedassessment.php>

4. Does the program support the university's General Education program by offering a course(s) (access general education link above)? ☒ Yes ☐ No
5. Does the program support one of the foundation courses as outlined within the General Education Course Requirements (link above)? ☐ Yes ☒ No
 - a. If yes, list course(s):
6. Does the program support one of the general education courses outside of the 12 hours of foundation courses as outlined within the General Education Course Requirements (link above)? ☒ Yes ☐ No
 - a. If yes, list course(s): The department has offered four different First Year Seminar classes in support of the First-Year program and success of new WSU Students. FYED 102A Superheroes Go To School!, FYED 102B Race and Ethnicity in Modern America, FYED 102C Creativity and Problem Solving, FYED 102E Math: A Course in Solving for Why

G. Concurrent Enrollment (HLC Criterion 3.A item 3; and 4.A item 4)

7. Does the program offer concurrent enrollment courses? ☒ Yes ☐ No

If yes, provide the assessment of such courses over the last four years (disaggregated by each year) that assures grading standards (e.g., papers, portfolios, quizzes, labs, etc.) course management, instructional delivery, and content meet or exceed those in regular on-campus sections.

The School of Education offers two courses for concurrent enrollment. The first, CI 270 Introduction to the Profession, is a course designed to introduce would-be teachers to multiple aspects of teaching and working in schools. The second, CI 320 Diversity: Exceptionalities, an introduction to special education course. Just this year (2024) the department faculty and concurrent enrollment partners decided to put CI 320 on hiatus as a course, mainly because faculty wanted to have greater quality control in offering the course and ensuring that elementary teachers get the experience and information needed, and partly because the course was rarely taught. The concurrent enrollment office works in conjunction with department faculty to oversee the courses taught and ensure assignments, materials, and assessments correspond with how the courses are taught at Wichita State.

The teacher/training pathway is being offered in USD 259 Wichita Public Schools in 5 of the high schools – Northwest HS, North HS, West HS, Southeast HS, East HS; USD 260 Derby School District at both high schools; USD 266 Maize School District at both high schools; USD 261 Haysville Public Schools at Campus High School; and USD 265 Goddard School district in both high schools.

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

All teachers must submit a transcript and resume and are vetted through the School of Education Department Chair. Before providing instruction have participated in training – including reviewing the resources and outcome expectations, course delivery, and alignment of instruction. Faculty assigned to the courses act as a resource to assist with curricular questions, syllabus creation, and securing texts. Each of the teachers meet the Kansas Board of Regents (KBOR) requirement of a master's degree and each year the teachers submit syllabi that are reviewed by faculty in the department of School of Education to assure course delivery and alignment.

H. Credit Hours Definition (HLC Assumed Practice B)

8. Does the Program assign credit hours to courses according to Wichita State University Policy 2.18? ☒ Yes ☐ No
If no, provide an explanation.

I. Overall Assessment of Program (HLC Criterion 3.A, 3.B, 4.A, 4.B)

9. Define the overall quality of the academic program based on the above information and other information collected by the program, including outstanding student work (e.g., outstanding scholarship, inductions into honor organizations, publications, special awards, academic scholarships, student recruitment and retention).

The various programs in the department are reviewed on an annual basis and information from the annual review is shared with each program's advisory council. The council provides feedback and offers suggestions for improvement. All of the programs in the department go through a comprehensive review by the Kansas State Department of Education, with the most recent review in 2023. The Professional Education Unit was successfully reviewed by the Council for Accreditation of Educator Preparation (CAEP) in the spring of 2024. Reviews examine student/teacher candidate performance in coursework, teaching evaluations, teacher portfolios, and teacher entrance examinations. To maintain accreditation, 80% or more of our students must meet or exceed standards.

Part 4: Enrollment Management (HLC Criterion 4.C. items 1-4)

List any triggered programs with reason (majors/faculty/graduates). **None**

A. Student Need and Employer Demand (HLC Criterion 4.A)

Table 5 Employment of Majors							
Program Name	Avg. Salary	Employment In state (%)	Employment in the field (%)	Employment related to the field (%)	Employment outside the field (%)	Pursuing graduate or professional education (N)	Projected growth from BLS**
Elementary Education	\$41,415 (entry) \$56,463 (5 years)	91%	97%	97%	3%	unknown	1% (little or no change)
Middle/ Secondary Education	\$48,847 (entry) \$56,282 (5 years)	92%	98%	98%	2%	unknown	1% (little or no change)
Transition to Teaching/MAT	Data not available	Data not available	100%	100%	0%	N/A	1% (little or no change)
Masters LID	Data not available	Data not available	89%	89%	11%	N/A	1% (little or no change)

* https://ksdegreestats.org/program_search.jsp and U.S. Bureau of Labor Statistics Website: <http://www.bls.gov/oco/> are good resources to view job outlook data and salary information (if the Program has information available from professional associations or alumni surveys, enter that data).

1. Provide an explanation of the most common types of positions, in terms of employment graduates can expect to find. Programs that are triggered for graduates or majors should get particular attention.

Candidates in the undergraduate or graduate programs (initial and advanced licenses) typically apply for positions as classroom teachers. Based on the current and expected job market, there is a continued need for the undergraduate and graduate licensure programs as the BLS data indicates a continued need for classroom teachers, especially as schools across the state and nation find themselves needing to hire teachers, particularly in high needs areas. The number of teachers hired will vary and depend on state, local and federal resources, location, and high need areas, but historically and presently, teaching is a stable profession with consistent needs. Teacher attrition is almost completely by choice on the part of the employee, so new graduates have many options for finding employment. The best job prospects with higher salaries continue to be available to teachers who are willing to relocate to areas where student enrollments are increasing and/or who have licensure in high need fields such as math, science (chemistry and physics), and special education.

2. Summarize the available data focused on the diversity of candidates for the majors in each level program (OPA & college data). Use the narrative and/or use of tables to reflect on the data and address: (KBOR Review)

Student demand for the CIP degree using the data from the table as appropriate. What is the current number of majors within the program for each of the academic years since the last review? In looking at the race/ethnicity data provided, make sure you discuss the diversity in the enrollment of your program.

Academic Program	Years			
	2020	2021	2022	2018-2022 (Rolling 5-year M)
Elementary Ed	83	72	70	79
Secondary Ed	296*	262*	306*	267*
T2T MAT	26	22	25	29
LID	10	30	28	20

*Not accurate to undergraduate majors in individual programs, includes teachers taking coursework for licensure renewal.

The rolling 5-year average of under-represented minorities as compared to the college and university:

URM Category	Elem URM (%)	M/S URM (%)	T2T URM (%)	LID URM (%)	College URM (%)	Univ. URM (%)
Fr. & Soph.	20.5	18.5	-	-	21.5	23
Jr. & Sr.	17.1	15.9	-	-	17.3	18.6
Masters	-	-	15.6	13.3	13.5	11.8

The undergraduate programs in our department fall below (within close range) the college and university. LID and T2T are higher than the university average and T2T is higher than the college average. The data shows what we see in our annual reports, that we have more work to do to have our teachers represent the student body from the community we serve.

Degree production for the CIP degree using the data from the table as appropriate. What is the number of graduates for each of the academic years since the last review?

Graduates from Academic Programs	Years			
	2020	2021	2022	2023
Early Childhood Ed	18	26	11	14
Elementary Ed	48	46	40	44
Secondary Ed	44	46	60	44
T2T/MAT*	20/7	18/10	12/10	17/7
LID	12	12	14	9

*T2T teacher candidates earn certification then choose whether to continue for the Master's degree. The first number indicates how many candidates completed the T2T program, the second how many graduated with a Masters.

Employment demand (talent pipeline) for students. For each program cite placement data including positions secured, starting salaries, proportion of graduates placed at graduation. What is the % of students employed in the region within 1 year after graduation?

See table under section A. Graduates in the School of Education are highly employed, most locally. Almost all graduates are placed in a teaching position at or shortly after graduation. Employers are most needing to fill positions in Science and Math (Special Education is the highest need, this is met by another department, as SPED moved out of SOE in 2020/2021). There is such a demand for teachers at all levels throughout the state that all our graduates have positions available, it is a question of where are they willing to live in order to teach at the school that is offering the job.

Median salary – what is the median salary 5 years after graduation?

According to KBOR, teachers earn between \$56,282 and \$56,463 after five years. (See table under section A) For students in the LID program, many are current teachers who will increase in their pay scale based on earning credit hours beyond a Bachelor's degree and even more for earning a Master's degree.

B. Recruitment and Retention (HLC Criterion 4.C)

3. Briefly describe how the department and faculty have engaged in **undergraduate** strategic enrollment management to support the Strategic Enrollment goals of the university including recruitment and retention activities and provide an assessment of successes, challenges, and deficiencies with those activities.

Recruitment: The department has consistently sent faculty and staff to regional and state recruitment fairs, with special attention to education-centered events (Kansas Educators Rising). We have increased our efforts to recruit in 2023 and 2024 by inviting and hosting future teacher student groups from local (and rural) school districts on campus to meet with faculty and other students. We have used social media and print media to advertise our programs, and are beginning an initiative to reach out beyond Kansas to encourage students to come to WSU as an affordable and quality option for becoming a teacher. We have just signed a contract to host the Kansas Educator Rising state conference in 2025, and we are pursuing scholarships to cover student teaching (a major financial milestone for our students) in order to attract students to our programs. Our elementary team joined other elementary programs in KBOR institutions to create a 2+2 agreement that allows a more direct connection to WSU for students in accredited community colleges across the state. This means that students who want to be teachers can take prescribed coursework at a community college and transfer to WSU for their junior and senior year, when the field experiences and methodology classes start.

Retention: The structure of SOE undergraduate programs has students taking coursework outside of our department for their first two years, with the downside that we as undergraduate faculty have to wait until students are juniors to begin to teach and build relationships with them. In the last year we have increased communication with our freshmen, and we will be offering some of our courses earlier in the program (specifically to freshmen and sophomores) so students feel a part of the School of Education earlier. We also have a chapter of KNEA Aspiring Educators, a student educational organization that meets, holds events, and works with our department to increase student engagement. We also created and taught first year seminar courses to draw first year students to the School of Education and reach out to anyone interested in teaching.

Successes/Challenges/Results: Both statewide and nationally, teaching is currently a difficult profession to enter and to stay. The pay is lower than most 4-year degrees and it does not rise as quickly as almost all other careers. Covid-19 led to health, safety, and political fights that made teaching untenable for both experienced and new teachers all over the US, and Kansas was no exception. More have left the profession than before, resulting in a high demand for teachers. However, fewer are entering the profession, because of the low pay, high stress, and current political/cultural fights we are having in America being played out in our schools (what curriculum is approved to teach, what books students can read, punishment for teachers who violate new rules). We have increased competition in teacher preparation programs, particularly elementary education was affected by the creation of the teacher apprentice program at WSU, as students found it more affordable and relatively faster to enter education through the paraprofessional pathway than to enroll (or continue) in a four-year on campus and in school program. We had enrollment decline after 2020, which matched (slightly better than) national trends. We are seeing an upward trend in our freshman enrollments in the last year, and for upcoming 2024 we have a 9% increase in application to our undergraduate programs. We are not where we were ten or fifteen years ago, but we are also a smaller department than then. We will continue to recruit, our department's mission and goal is to increase our enrollment, by attracting students and making teacher education affordable, hence the search

for funding for our students. With our current undergraduate students, we are beginning to see greater engagement in activities from our freshmen and sophomores—groups that we traditionally not seen as much because they enter our pedagogy courses and field experiences as juniors.

4. Briefly describe how the department and faculty have engaged in **graduate** strategic enrollment management (G-PIPER Graduate Program Investment Plan for Enrollment and Research) including recruitment and retention activities and provide an assessment of successes, challenges, and deficiencies with those activities.

Recruitment: The director of T2T visited substitute offices in larger districts in the Wichita metropolitan area to recruit long-term substitutes and others who already have a bachelor's degree but would like to become teachers. Our LID program advertises to schools and the community, we are creating an in-person track of the program to attract international students, and have been working to recruit them. We have been meeting with WSU partners (Anthology) and with Strategic Communications to change how we communicate and recruit for both our graduate programs. The department joined the college in hosting a back to school teacher bash for teachers, with a panel, prizes, and food. We will be using this event to advertise our LID program next year.

Retention: We have two faculty members specifically dedicated to the LID program who continually communicate and reach out to LID students, who have been completely online, as the degree is an online program. LID hosts the School of Education Graduate Showcase and encourages all graduate students to participate in presenting their research, as well as taking part in the university graduate student showcase. Graduate students in LID are advised by faculty and as stated, communication is high.

Successes/Challenges/Results: Like the undergraduate programs, we have had lower enrollment in our T2T and LID programs because of stresses on teachers and in education. The Transition to Teaching program has had similar problems in enrollment, but we are seeing a larger cohort preparing to come in starting in the summer of 2024 (as high as 22 right now) and we are creating a remote/synchronous online option so would-be teachers in the program can attend class without coming to campus, in order to expand our reach. The LID program has also had declining enrollment, and has created an in-person track (the program has been online only) to start in the fall 2024 to attract students interested in taking graduate courses in person, particularly to attract international students. We have been reaching out to international students (mostly teachers in other countries interested in earning a Master's degree) and have begun taking applications.

C. Program and Faculty Service (HLC Criterion 3.C)

6. Provide a brief assessment of the service the Program provides using SCH by majors and non-majors.

Per Table 1 of the OPA report, Fiscal Year Summation of SCH Production, the rolling 5-year average (2018-2022) of total SCH produced by the department is 19,670 SCH and includes courses ranging from the 100 to 900-levels. The bulk of credit hour production comes from 300-400 level courses (most of the methodology and field placement courses are in this number range). Almost all of credit production at the undergraduate level and all of credit production in T2T come from majors. LID does have credit production from non-majors as well as majors. On the whole, credit production reflects that the programs in the School of Education come from those preparing to be teachers or from teachers in the field wishing to hone their skills and expertise.

7. Provide a brief assessment of the service the Program/certificate provides to other university programs.

The department offers several undergraduate courses for candidates in the teacher education programs outside of the School of Education, such as: Fine and Performing Arts (Art Education and Music Education), Liberal Arts and Science — Modern and Classical Language and Literatures (Foreign Language Education — Spanish, French and Latin), and Human Performance Studies (Physical Education). Our graduate course offerings also appeal to non-degree students who wish to engage in professional development or fulfill CEU requirements. We also offer four

different first-year seminar courses for students who have just entered the university, most students in these classes are not education majors.

8. Provide a brief assessment of the service the Program/Certificate provides to the institution and beyond.

SOE faculty provide a significant amount of service to the department, college, and university. They serve on numerous department and college committees essential for their effective functioning. College Committees include Faculty Personnel Committee, ILTPC, Advanced Programs Committee, Curriculum Committee, Technology Committee, and Unit Assessment Committee. Most faculty members serve as Graduate Coordinators or Program Chairs for their respective degree programs. Department faculty members represent the college on the Faculty Senate, Residency, Faculty Promotion, and on other university committees. Several faculty members serve on editorial boards for journals and serve as peer reviewers for journals and conferences. Faculty have (and continue to) serve on curriculum committees, state education standards committees, KSDE review teams, and CAEP review. Faculty also serve on boards or as leaders in state and national educational professional organizations. The College of Applied Studies has a partnership with USD 259 Wichita Public Schools, faculty in the SOE make up a majority of the representation of the CAS in this partnership, our program chairs work with curriculum leaders, building principals, district administration, and curricular department chairs at the school building level. Program chairs also work with departments across campus and outside of CAS, such as the Biology, English, Chemistry, Geology, History, Political Science, Math and Physics, Modern and Classical Languages, Sociology departments.

9. Provide a brief assessment of SCH workload of the service the Program/Certificate provides through interdisciplinary opportunities (cross list, team teach, etc.)

The School of Education does not currently have any cross-listed or interdisciplinary courses. The LID program offers flexibility for students to take some courses in other departments, and we are seeking to be part of the college's new Ph.D. in education with courses from our own department as part of the program of study. We have had some students from the Teacher Apprentice Pathway/Program take some of our elementary education courses, usually due to a schedule conflict or for a student to stay on schedule in their own program. We are also pursuing reviving the dormant Theater and Speech Education program, working with the School of Performing Arts and the School of Communication at WSU.

10. Provide a brief assessment of SCH workload of the service the Program/Certificate (e.g. badges, micro credentials, industry credentials) provides to the institution and beyond.

The School of Education does not currently offer badge or micro credential courses, some certificates existed in the department previous to some programs moving to another department in 2021. We do have two certificates in the LID program: the Interdisciplinary STEM Education certificate (12 credit hours) and the Online Learning and Educational Technology certificate (12 credit hours).

Part 5 Summary and Recommendations: (HLC Criterion 4.A.1)

Program Goals from Last Review: During the program review, four years ago, the program developed a set of goals. Please list the goals and the progress made towards achievement, including the data used to analyze progress and the outcomes.

Table 6 Results of Goals from Last Review

(For Last 4 FYs)	Goal(s)	Assessment Data Analyzed	Outcome	Status (Continue, Replace, Complete)*
	1. Engage in purposeful recruitment of potential candidates in conjunction with WSU, CAS,	OPA data: program enrollment, SCH	Enrollment declined from 2020 to 2022, however department now seeing increases in	Continue (restate)

	and School of Education recruitment/retention efforts.		first-year students in 2023.	
	2. Create PhD program in Education	Program offerings	PhD in Ed now a CAS initiative, SOE plays one part and will join a multi-departmental PhD program.	Complete
	3. Ensure high-quality learning experiences for undergraduate and graduate students in Wichita State University School of Education	OPA data: student satisfaction, alumni and employer surveys, student course evaluations	Students tend to rate their courses highly, alumni are generally positive on feeling prepared to teach, employers tend to rate WSU graduates highly.	Complete
	4. Offer flexible, non-traditional educational opportunities to attract a wider audience of candidates/students (e.g., enrollment in professional master's degree programs, Badge Programs, short courses, high school students, returning adults, different geographic regions, professional re-licensure courses, distance learning opportunities, and coordination across undergraduate and graduate programs in regard to course delivery)	Semester schedules, programs in SOE and other departments	Some of the programs and degrees that most aligned with this goal moved to another department (ISLE) in 2020/2021. We are not offering badge programs in SOE, we do reach out to various community members for our different programs, but this goal will look different for our department as it exists today.	Complete
	5. Strengthen efforts to attract candidates from underrepresented populations.	SOE Faculty/staff demographics, department use of diverse recruitment for open positions	38.46% of faculty in the department are not white, an increase from 13.6% in 2020 when the last self-study was submitted. While department is more diverse than before, we still are not representative of the community in which we work, more work is to be done.	Replace

*If continue, they should be in your Forward Facing Goals, Table 8 below.

1. Describe where the Program(s) have been and where they are going. What are the plans to advance the program(s), how will future progress be evaluated?

As indicated earlier in this report, covid-19 and its aftermath was a blow to the School of Education. National trends in declining enrollments for education programs existed before 2019 and 2020, but teacher dissatisfaction, community and culture war fights over curriculum, and student misbehavior all have contributed strongly to people leaving the profession and others being reticent to join it. Faculty moved courses online during the pandemic and in many cases kept those classes online. Students express they have online class fatigue, particularly students who come to campus at WSU to become a teacher. In the last year we have moved many courses back to in person (or hybrid), we are instituting more events with our current students (School of Education parties, student get-togethers), and we are working with and building up our student organization (KNEA Aspiring Educators). We are inviting high school students who are interested in teaching to campus to meet with faculty and current students. We restarted department colloquia and we are inviting community members and classroom teachers to attend, as community outreach and possible recruitment to LID. We are adapting both our graduate programs to include both in person and online/remote learning options so we can broaden our appeal for Transition to Teaching (would be teachers/career changers) and to educators (in schools

or business) who want to expand their skills through LID. The priority as a department is enrollment, we are aiming to improve enrollment and retention by playing a larger role in the community and by engaging our current students outside of class. Put bluntly, we will measure our future progress by student enrollment in our elementary, middle/secondary, T2T MAT, and LID programs.

Impact of Previous Self-Study Recommendations: At the conclusion of the last program self-study performed, the committee provided recommendations for improvement for the department. Please list those recommendations and note the progress to date on implementation.

Complete the table. (add lines as needed)

Table 7 Changes made based on Previous Recommendations by University Program Review Committee

Recommendation	Activity	Outcome
Consider a common assessment for all students	All initial licensure programs have elements from the TLC and from KEEP in common, apart from the Praxis.	Common assessment reported in all initial licensure program outcomes.
Course grades as outcome should be higher than D-	More study needed for feasibility of this action	Unknown
Pass/Fail rate for Praxis I should be incorporated	New Associate Dean for accreditation for CAS is helping programs with collecting better data in this regard so we can have clearer reports for Praxis.	In the near future Praxis data and reporting will be better represented in annual reports and outcomes data.
Goals are broad and need measurement targets	Readjust goals in this (2024) self-study, make clear measurement targets.	Specific, measurable goals for review.

Additional narrative, as appropriate:

To be frank, the first time I saw these recommendations was in preparing the current review. Other faculty report the same. The changes made about common assessments were not necessarily done because the review committee recommended it in the 2020 review. The department was in flux even when the 2020 study was submitted, we have had three department chairs and two interims since then, and we narrowed programs as others moved to a different department. Course grades as outcomes has not changed, and I would have to look into KSDE and CAEP accreditation (and talk with the associate dean) to see if they can be changed. At least four programs depend upon course grades for demonstrating disciplinary understanding for future teachers, that will be extraordinarily difficult to change. Our new Associate Dean has done incredible work with accreditation, and she is helping all initial licensure programs in the college with Praxis data and reporting, so we will get this recommendation resolved in the near future. We are also adjusting our goals. Again, turnover and department changes may have overshadowed the suggestions made by the review committee, we will pay attention to the review of this self-study and the recommendations from the committee, and we are actively working to address now what was suggested in 2020.

Forward-Facing Goals: Identify goal(s) (aspirational and measurable) for the program to accomplish in time for the next review. Consider use of SMART goals (**Specific, Measurable, Attainable, Realistic, and Time-bound**) when appropriate and should be tied to the university and college strategic plans.

Table 8 Forward Facing Goals for Program Review Period

Program/Certificate Goal	Specific	Measurable	Attainable	Realistic	Time-bound
Increase enrollment in each SOE program from 2023 levels by 20% for the presentation of the next self-study	Yes Enrollment data provided by OPA measuring SCHs and headcount.	Yes— Number of students majoring in degree program (including both on-campus and online degree codes) and SCH production.	Yes Enrollment growth is part of department's and college's SEM plan. We have infrastructure and focus on recruitment and retention.	Yes Within scope of departmental responsibility and department activities and priorities support this goal.	Yes Annual check-in (build up to 20%) until our next program review reporting cycle

Increase publications from research faculty (combination of articles, chapters, books) by 12% for the presentation of the next self study	Yes Three percent increase on average each year.	Yes Collectible from annual faculty reviews.	Yes Planned increase in research/conference travel for faculty, give more time and opportunities, as well as pressure and expectations, to publish.	Yes Within goals and expectations from college and department. University support for increased research.	Yes Annual check-in with faculty leading up to four year review.
---	---	---	--	--	---

Appendix 1: CAS Workload Policy 2.2

2.2 – Faculty Load

Faculty in the College of Applied Studies are expected to contribute through student-centered work (e.g. teaching), disciplinary/professional-centered work (e.g. research/creative activities) and community-centered work (e.g. service to their profession and the university/college/department). These three forms of scholarship include areas in the discovery, integration, application, and education of knowledge (UniScope Model).

Expectations for activity may vary between tenure-track and non-tenure track (NTT) faculty based on the nature of appointment. There is no research expectation for non-tenure track faculty, and the faculty member's appropriate mix and extent of responsibilities are defined within their department by a role statement (4.27).

WSU Policy 4.12 (Teaching Loads) provides further details about university-level policies for faculty workload (e.g. teaching, research/creative activity, service), including maximum course preparations and administrative procedures.

As a general rule, College of Applied Studies department chairs will use 45 clock hours of faculty work time per semester as the equivalent of one load credit (WSU Policy 4.08). In other words, faculty work approximately 45 hours for every one credit hour of course load. Calculation of clock hours for load credit are accrued in one semester and may not include hours spanning multiple semesters.

Where onerous time/effort are required, special teaching load credit may be given for additional or alternate activities* as specified by departmental policy and approved by the department chair and dean. Recognition of approved alternative activities as part/in lieu of teaching load credit will be initiated by the department chair and the department policy review process will include the Faculty Personnel Committee and Non-Tenure Track Faculty Personnel Committee.

*Example alternate/additional activities include, but are not limited to the following:

Chairing students' thesis, dissertation, and/or capstone projects.

Supervising clinical experiences, practicum, and/or internships.

Performing onerous administrative duties for the ongoing function of departments, programs, centers, and initiatives (e.g. program chair, center director).

Since the above alternate activities require varying levels of time/effort according to different departments and semesters, each department will establish equivalent teaching load credits that are consistent with university and CAS policy, based upon department chair and dean approval and issues such as budget, faculty availability, curriculum needs, and student demand. Departments will adhere to language in this policy stating that department chairs will use 45 clock hours of faculty work time accrued in a single semester as the equivalent of one load credit. Additionally, funded research as buy-outs may result in reduced teaching loads, and consistent success in attracting funded research may result in a modified faculty role description.

In instances when faculty members are requested to exceed their normal teaching loads, they may, upon approval by the chair, the dean and in compliance with WSU policy 3.25 (Additional Compensation), receive extra compensation at the 2.2% of base salary per credit hour rate or its equivalent.

Approved by the faculty 9/25/03

Revised by the Leadership Team 12/1/1

Revised by CAS faculty 3/25/2022

Appendix 2: SOE Load Policy

SOE Faculty Load

1. Teaching Load

The assigned teaching load for full-time, tenure-track and tenured faculty is 12 credit hours each fall and spring semester, with a 3 credit hour release each semester for research. The assigned teaching load for full-time, non-tenure track faculty is 12 credit hours each fall and spring semester.

2. Credits on load

Faculty receive load credit each semester (up to 2 credit hours) for conducting independent study or special topics projects.

- Capstone (ex. CI 862, CI 863): .20 credit per enrolled student per semester, up to 2 credit hours
- Internship: .50 credit per enrolled student (ex. Elem Core 3; Mid/Sec Core 4), up to 2 credit hours
- Independent Study (ex. CI 790, CI 490/HNRS 490): .20 credit per enrolled student, up to 1 credit hour
- Practicum: .20 credit per enrolled student (ex. Elem Core 2a, 2b; Mid/Sec Core 3), up to 2 credit hours
- Thesis (ex. CI 875, CI 876): .25 credit per enrolled student, up to 2 credit hours

3. Program Chairs

Program Chairs (ex. ECU, Elementary, LID, M/S English, M/S History, M/S Math, M/S Science, M.Ed., Pre K-12 PhysEd, T2T) will receive 1 credit release each semester.

Appendix 3: Teaching, Research, Service Examples

Examples of Teaching Scholarship

Example	Audience	Assessment/Documentation
Traditional class	On-campus students, both graduate and undergraduate	Student evaluations, peer evaluation, retention data, teaching awards
Online class	Off-campus students On-campus students	Student evaluations, Peer Evaluation; Retention data; Distance students served
New course development	Students	Student enrollment, teaching evaluations
New program development	Students	Program documentation & approval
Short courses (Badges)	Non-degree seeking students Degree seeking students	Student evaluations
Creative applied learning projects	Students, academics	Teaching evaluations, letters from community members, documentation of project
Developing teaching tools	Students, faculty	Demonstrations; Presentations; Publications
Accreditation activities	On- and off-campus students	Successful accreditation; Reports & documents
Existing course Improvement	Faculty, students	Major revisions made to courses, publications
Development of textbooks and teaching modules	Faculty, publishers	Course materials, new texts & manuals
Seminar or workshop	Education professionals, community members	Participant evaluation, peer evaluations, changed practices in the field
Certificate classes	Certificate students	Student evaluations, peer evaluation, customer satisfaction, retention data
Mentoring students	Undergraduate students Graduate students	Number of students, students' successes Graduate student degrees completed
Dissertations, theses, projects advisor	Graduate students	Dissertations/theses/reports completed, publications
Additional teaching/ Extra teaching load	Students	Reports
Student retention in classes	Students	Retention data

Examples of Research Scholarship

Example	Audience	Assessment/ Documentation
Applied discipline-specific research	Academics	Peer reviewed publications, conference presentations, conference proceedings, invited papers, citations
Basic discipline-specific research	Academics	Peer reviewed publications, conference presentations, conference proceedings, citations
Practitioner-oriented research	Practitioners, community	Peer reviewed publications, conference presentations, reports
Policy development	Public agencies	Reports, presentations, peer-reviewed publications
Competitive research grants	Academics, funding agencies	Reports, amount acquired, funded proposals

Journal editor	Professional associations, academics	Reports, journal frontispiece, documentation
Pedagogical research	Teaching faculty, professional associations	Peer reviewed publications, invited papers, conference presentations, citations

Examples of Service Scholarship

Example	Audience	Assessment/ Documentation
Journal and proposal reviewing	Review of articles and proposals	Professional Organizations, funding agencies
Professional organization committee service	Member or officer in professional organization committee	Professional organizations members and users
K-12 education and recruiting presentations to and discussions with students	Students	Student/teacher evaluations
Presentations to community groups	Lectures and sponsored talks to the public	Faculty
News media interviews	General public	Participant evaluations
Conference or session organization or chair	General Public	Memberships
Consulting	Professional organizations	Notes/memos of acknowledgement
Participation in professional associations - local, national, international	Schools and agencies	Participation; Participant evaluations
Department committees & participation in department affairs	Professional associations	Letters documenting contributions
College committees & participation in college affairs	Faculty, staff, students, administration	Reports, summary of key accomplishments
University committees & participation in university affairs	Faculty, staff, students, administration	Reports, summary of key accomplishments
Community activities	Faculty, staff, students, administration	Reports, summary of key accomplishments
Mentoring of other faculty members	Community members	Reports, summary of key accomplishments
Faculty recruitment	Faculty	Reports, summary of key accomplishments
Department web page and social media development and maintenance	Faculty, College	Reports, summary of key accomplishments
Student recruitment	Future students, campus members, community	Reports, clicks
University/school initiatives	Future students	Enrollment numbers, reports
Admissions activities	Campus, community, faculty	Reports, summary of key accomplishments
Scholarship competitions	Future students	Report, enrollment numbers
Reviewing for academic journals	Students	Report
Conference organization & conference reviewing	Academics	Reports, editors' letters
Supervising Student capstone and other projects	Academics	Reports, summary of key accomplishments
Proposal review	Students	Reports, summary of key accomplishments
Serving on doc students' dissertation committees	Students, faculty, academics	Reports, summary of key accomplishments
	Students	Reports, summary of key accomplishments

Public policy advising	Community, public entities	Reports, summary of key accomplishments
External reviewer for T&P candidates	Academics	Reports
Visiting professorships in other universities (including teaching classes/seminars)	Academics	Reports, summary of key accomplishments
Presentations to students/faculty/staff	Student, faculty, staff	Reports, summary of key accomplishments
Student organizations advising	Students	Reports, summary of key accomplishments

Appendix 4: CAEP Review and Accreditation Letters 2018

May 30, 2018

Dr. John W. Bardo
Wichita State University
1845 Fairmont
Wichita, KS 67260-0131

Dear Dr. Bardo:

The Accreditation Council of the Council for the Accreditation of Educator Preparation (CAEP) met on April 30, 2018 and I am pleased to inform you that the following accreditation status has been granted:

The College of Education at Wichita State University is granted **Accreditation** at the initial-licensure level with an area for improvement (AFI).

At the April meeting the Accreditation Council also approved a six-month extension for advanced-level programs accredited by NCATE pending consultation with the Board of Directors regarding procedures for advanced-level program reviews.

Included with this letter are two subsequent documents:

- 1) The Action Report provides details of the accreditation status.
- 2) Information for EPPs Granted Accreditation provides further information on the Council's decision process and provider responsibilities during the accreditation term.

Congratulations on your accreditation achievement. I appreciate your commitment to excellence in educator preparation accreditation.

Sincerely yours,

Christopher A. Koch

Christopher A. Koch, Ed.D.
President

Enclosures: Action Report, Certificate of Accreditation (sent to provider leadership), and Information for
EPPs Granted Accreditation

ACCREDITATION ACTION REPORT

Wichita State University
Wichita, Kansas

April 2018

*This is the official record of the Educator Preparation Provider's accreditation status.
The Educator Preparation Provider should retain this document for at least two accreditation cycles.*

ACCREDITATION DECISION

Accreditation is granted at the initial-licensure level. This Accreditation status is effective between Spring 2018 and Fall 2024. The next site visit will take place in Spring 2024.

SUMMARY OF STANDARDS

CAEP STANDARDS	INITIAL LEVEL	ADVANCED LEVEL
STANDARD 1/A.1: Content and Pedagogical Knowledge	Met	Not Applicable
STANDARD 2/A.2: Clinical Partnerships and Practice	Met	Not Applicable
STANDARD 3/A.3: Candidate Quality, Recruitment, And Selectivity	Met	Not Applicable
STANDARD 4/A.4: Program Impact	Met	Not Applicable
STANDARD 5/A.5: Provider Quality Assurance and Continuous Improvement	Met	Not Applicable

The Educator Preparation Provider is encouraged to refer to the site visit report for strengths and additional information on findings.

Areas for Improvement: Identified areas for improvement are addressed in the provider's annual report. Areas for improvement need not be publicly disclosed, but will become stipulations if they remain uncorrected by the next accreditation review.

Stipulations: None

INITIAL-LICENSURE LEVEL AREAS FOR IMPROVEMENT AND STIPULATIONS

STANDARD 2: Clinical Partnerships and Practice

Areas for Improvement	Rationale
1 There is limited evidence of a plan to systematically evaluate clinical educators (Component 2.2).	There is no systematic survey or assessment of clinical educators by candidates or other clinical

educators to guarantee continuous improvement.
The EPP provided limited evidence that effective
school or district partnerships are in place to
ensure clinical educators are evaluated.

NOTE: Neither CAEP staff, site visitors, nor other agents of CAEP are empowered to make or modify Accreditation Council decisions. These remain the sole responsibility of the Council itself.

End of document

Appendix 5: Learning Outcome Assessments

LID Table 3 Learning Outcome Assessment

Table 3 Learning Outcome Assessment Masters in Learning and Instructional Design (LID)					
Learning Outcomes (most programs will have multiple outcomes)	Assessment Type (e.g., portfolios, exams)	Assessment Tool (e.g. rubrics, grading scale) and benchmark of tool	Target/Criteria (desired program level achievement)	Results	Analysis
Standard 1: Graduates of the program should be able to identify, analyze, and explain (a) successful curricular models and instructional strategies and explore the basis for their success, and (b) curricular/instructional problems impeding the improvement of learning and teaching in classrooms/schools and propose solutions.	Reflective Inquiry Project (RIP): Trait A; Intro & Purpose; Research Proposal and IRB approval; Terminal Project: Trait A – Title	RIP Rubric; Research Proposal & IRB Approval Rubric; Research Report Rubric	Score of Effective or better on listed/ relevant/appropriate Traits	100% pass	Meets the required passing percentage for all assessments
Standard 2: Graduates of this program should be able to monitor, evaluate, and suggest means to improve instructional practice, including the evaluation of educational outcomes and programs.	RIP: Trait C- Contextual Factors; Proposal & IRB, Trait E & F – Participants Procedures; Terminal Project: Trait I – Tech. Applications	RIP Rubric; Research Proposal & IRB Approval Rubric; Research Report Rubric	Score of Effective or better on listed/ relevant/appropriate Traits	100% pass	Meets the required passing percentage for all assessments
Standard 3: Graduates of this program should be able to assume responsibility for the development, implementation, evaluation, and revision of	Terminal Project: Trait C – Statement of Problem, Trait D – Methodology, Trait E – Results/ Findings	Research Report Rubric	Score of Effective or better on listed/ relevant/appropriate Traits	100% pass	Meets the required passing percentage for all assessments

curricula or programs of study in particular disciplines and/or for particular populations.					
Standard 4: Graduates of this program should be able to locate, evaluate, interpret, and apply appropriate research and scholarship to the study and solution of practical educational problems in curriculum and instruction.	RIQ: Trait B – Research Question (RQ), Trait F – Writing Quality (WQ); Proposal & IRB: Trait B – RQ, Trait C – Literature Review, Trait D – Description of Study, Trait F – Procedures, Trait G – WQ; Terminal Project: Trait B - Abstract, Trait G -References, Trait H - WQ	RIP Rubric; Research Proposal & IRB Approval Rubric; Research Report Rubric	Score of Effective or better on listed/ relevant/appropriate Traits	100% pass	Meets the required passing percentage for all assessments
Standard 5: Graduates of this program should be able to plan and conduct action research using sound theory and appropriate research designs to investigate educational questions related to the improvement of curriculum and instruction.	Reflective Inquiry Project: Trait D – Data Collection & Analysis, Trait E – Results & Informed Action; Research Proposal and IRB: Trait H; Terminal Project: Trait E – Results/ findings,	RIP Rubric; Research Proposal & IRB Approval Rubric; Research Report Rubric	Score of Effective or better on listed/ relevant/appropriate Traits	100% pass	Meets the required passing percentage for all assessments
Standard 6: Graduates of this program should be able to demonstrate professional leadership skills and continued professional growth in curriculum and instruction	Collaborative Project: Trait A- Collaborators; Trait B- Purpose of project; Trait C- Level &	Collaborative Project Rubric	Score of Effective or better on listed/ relevant/appropriate Traits	100% pass	Meets the required passing percentage for all assessments

	involvement; Traits D &E - Results; Reflection				
--	--	--	--	--	--

Transition to Teaching (T2T) Table 3 Learning Outcome Assessment

Learning Outcomes (program standards) Secondary English Language Arts	Assessment Type (e.g., portfolios, exams)	Assessment Tool (e.g. rubrics, grading scale) and benchmark of tool	Target/Criteria (desired program level achievement)	Results	Analysis
Standard 1 - Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate, relevant, and rigorous learning experiences.	PLT (5621, 5622, 5623, 5624) Students as Learners Content Category I	Score	At or above the 25 th percentile based on national norms or minimum composite score required for Kansas PLT Exam as reported on INIT 400 Initial PLT Banner Report	100% pass rate on all assessments (2020-2022) (2023 missing report)	Meets the required passing percentage for all assessments T2T candidates must pass the Praxis and PLT (until 2024) to stay in the program and reach graduation.
	Teacher Licensure Capstone Task 2 (Instructional Design): Focus Area A (Analysis of Contextual Information), Standard 1 Learner Development	Score	At or above the effective or higher level for the designated Task and Focus area <u>or</u> minimum overall cut score required by TLC guidelines.		
	KEEP – Construct 1.1	Score	Effective or Highly Effective		

	Course Grade	Grading Scale	Minimum Grade of B- (Developing)		
	Differentiated Model Lesson Plans	Score	Effective or Highly Effective		
Standard 2: Learning Differences. The teacher uses understanding of differences in individuals, languages, cultures, and communities to ensure inclusive learning environments that enable each learner to meet rigorous standards.	Teacher Licensure Capstone Task 2 (Instructional Design): Focus Area B (Analysis of Learning Environment Factors), Standard 2 Learner Differences	Score	At or above the effective or higher level for the designated Task and Focus area <u>or</u> minimum overall cut score required by TLC guidelines.	100% pass rate on all assessments (2020-2022) (2023 missing report)	Meets the required passing percentage for all assessments
	KEEP Construct 1.2	Score	Effective or Highly Effective		
	Course Grade CI 794	Grading Scale	Minimum grade of B- (Developing)		
	Course Grade CI 710B	Grading Scale	Minimum grade of B- (Developing)		
Standard 3: Learning Environment. The teacher works with others to create environments that support individual and collaborative learning, includes teacher and student use of technology, and encourages positive social	Teacher Licensure Capstone Task 2 (Instructional Design): Focus	Score	At or above the effective or higher level for the designated Task and Focus area <u>or</u> minimum overall cut score required by TLC guidelines.	100% pass rate on all assessments (2020-2022) (2023 missing report)	Meets the required passing percentage for all assessments

interaction, active engagement in learning, and self-motivation.	Area B (Analysis of Learning Environment Factors), Standard 3 Learning Environment				
	KEEP Construct 1.3	Score	Effective or Highly Effective		
	Teacher Licensure Capstone Task 3 (Teaching and Learning): Focus Area C (Instructional Implementation), Standard 3 Learning Environment and Focus Area D (Analysis of Learning Environment Factors) Standard 3 Learning Environment	Score	At or above the effective or higher level for the designated Task and Focus area <u>or</u> minimum overall cut score required by TLC guidelines.		
Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates content-specific learning and literacy experiences that make the discipline accessible and	Praxis II Content Test Data	Score	At or above the 25th percentile based on national norms or minimum composite score required for Kansas Praxis Exam	100% pass rate on all assessments (2020-2022) (2023 missing report)	Meets the required passing percentage for all assessments
	KEEP Construct 2.1	Score	Effective or Highly Effective		
	Course Grade CI 779	Grading Scale	Minimum grade of B-		

relevant to assure mastery of the content.					
Standard 5: Application of Content. The teacher understands how to engage learners through interdisciplinary lessons that utilize concept-based teaching and authentic learning experiences to engage students in effective communication and collaboration, and in critical and creative thinking.	KEEP Construct 2.2	Score	Effective or Highly Effective	100% pass rate on all assessments (2020-2022) (2023 missing report)	Meets the required passing percentage for all assessments
	Teacher Licensure Capstone Task 3 (Teaching and Learning): Focus Area B (Analysis of Learning Environment Factors), Standard 5 Application of Content	Score	At or above the effective or higher level for the designated Task and Focus area <u>or</u> minimum overall cut score required by TLC guidelines.		
	Course Grade CI 748	Grading Scale	Minimum grade of B- (Developing)		
Standard 6: Assessment. The teacher understands how to use multiple measures to monitor and assess individual student learning, engage learners in self-	PLT (5621, 5622, 5623, 5624): Assessment Content Category III	Score	At or above the 25 th percentile based on national norms or minimum composite score required for Kansas PLT Exam as reported on INIT 400 Initial PLT Banner Report.	100% pass rate on all assessments (2020-2022) (2023 missing report)	Meets the required passing percentage for all assessments

assessment, and use data to make decisions.	Teacher Licensure Capstone Task 2 (Instructional Design): Focus Area E (Analysis of Assessment Procedures), Standard 6 Assessment	Score	At or above the effective or higher level for the designated Task and Focus area <u>or</u> minimum overall cut score required by TLC guidelines.		
	KEEP Construct 3.2	Score	Effective or Highly Effective		
	Teacher Licensure Capstone Task 3 (Teaching and Learning): Focus Area E (Analysis of Assessment Procedures), Standard 6 Assessment	Score	At or above the effective or higher level for the designated Task and Focus area <u>or</u> minimum overall cut score required by TLC guidelines.		
	Course Grade CI 744	Grading Scale	Minimum grade of B- (Developing)		
Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous	PLT (5621, 5622, 5623, 5624): Analysis of Instructional	Score	At or above the 25 th percentile based on national norms or minimum composite score required for Kansas PLT Exam	100% pass rate on all assessments (2020-2022) (2023 missing report)	Meets the required passing percentage for all assessments

learning goals by drawing upon knowledge of content areas, technology, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	Scenarios Content Category V (ended 2024)		as reported on INIT 400 Initial PLT Banner Report.		
	Teacher Licensure Capstone Task 2 (Instructional Design): Focus Area B (Analysis of Learning Environment Factors), Standard 7 Planning for Instruction	Score	At or above the effective or higher level for the designated Task and Focus area <u>or</u> minimum overall cut score required by TLC guidelines.		
	KEEP Construct 3.1	Score	Effective or Highly Effective		
	Course Grade CI 748	Grading Scale	Minimum grade of B- (Developing)		
Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in relevant ways..	PLT (5621, 5622, 5623, 5624): Instructional Process Content Category II (Ended 2024)	Score	At or above the 25 th percentile based on national norms or minimum composite score required for Kansas PLT Exam as reported on INIT 400 Initial PLT Banner Report.	100% pass rate on all assessments (2020-2022) (2023 missing report)	Meets the required passing percentage for all assessments
	Teacher Licensure Capstone Task 2 (Instructional Design): Focus	Score	At or above the effective or higher level for the designated Task and Focus area <u>or</u> minimum overall cut score required by TLC guidelines.		

	Area B (Analysis of Learning Environment Factors), Standard 8 Instructional Strategies				
	KEEP Construct 3.3	Score	Effective or Highly Effective		
	Teacher Licensure Capstone Task 3 (Teaching and Learning): Focus Area C (Instructional Implementation), Standard 8 Instructional Strategies	Score	At or above the effective or higher level for the designated Task and Focus area <u>or</u> minimum overall cut score required by TLC guidelines.		
	Course Grade CI 761A	Grading Scale	Minimum grade of B-		
Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses	KEEP Construct 4.1	Score	Effective or Highly Effective	100% pass rate on all assessments (2020-2022) (2023 missing report)	Meets the required passing percentage for all assessments

evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	Teacher Licensure Capstone Task 3 (Teaching and Learning): Focus Area F (Analysis of Assessment Procedures), Standard 9 Professional Learning and Ethical Practice	Score	At or above the effective or higher level for the designated Task and Focus area <u>or</u> minimum overall cut score required by TLC guidelines.		
	Course Grade CI 744	Grading Scale	Minimum grade of B-		
Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals,	PLT (5621, 5622, 5623, 5624): Professional Development, Leadership, & Community IV (Ended 2024)	Score	At or above the 25 th percentile based on national norms or minimum composite score required for Kansas PLT Exam as reported on INIT 400 Initial PLT Banner Report.	100% pass rate on all assessments (2020-2022) (2023 missing report)	Meets the required passing percentage for all assessments

support staff, and community members to ensure learner growth, and to advance the profession.	KEEP Construct 4.2	Score	Acceptable or higher		
	Course grade CI 779	Grading Scale	Minimum grade of B-		
<p>Standard Science of Reading:</p> <p>1) Understand the four-part processing system of proficient reading and writing.</p> <p>2) Identify and explain aspects of cognition and behavior that affect reading and writing development.</p> <p>3) Explain major research findings (e.g., The Simple View of Reading, Scarborough's Rope) regarding the contribution of linguistic and cognitive factors to the prediction of literacy outcomes.</p> <p>4) Understand/apply in practice the general principles of structured literacy teaching, including explicit, systematic, cumulative, teacher-directed instruction.</p> <p>5) Understand that higher levels of literacy include syntax, paragraph organization, and discourse structure</p>	Course Grade: CI 761A	Grading Scale	Minimum of B-	New Standard adopted for Fall 2024 implementation, no data yet.	New Standard adopted for Fall 2024 implementation, no data yet.
	Course Grade: CI 779	Grading Scale	Minimum of B-		
	Science of Reading Exam	Score	Minimum of B-		
	KEEP+SoR Trait	Score	Acceptable or higher		

Early Childhood Unified (ECU) Table 3 Learning Outcome Assessment

Table 3 Learning Outcome Assessment Masters in Learning and Instructional Design (LID)					
Learning Outcomes (most programs will have multiple outcomes)	Assessment Type (e.g., portfolios, exams)	Assessment Tool (e.g. rubrics, grading scale) and benchmark of tool	Target/Criteria (desired program level achievement)	Results	Analysis
<p>Standard 1: Child Development and Learning: Candidates prepared in early childhood unified degree programs are grounded in a child development knowledge base. They understand and value learner differences. They use their understanding of young children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each learner.</p>	Praxis II Content Test	Score	State cut score or above	95% pass rate	Meets the required passing percentage for all assessments
	<p>Praxis II content Test Sub-Score Data:</p> <p><i>Content Category I Category: Child Development and Learning</i></p>	Score	At or above the 25th percentile based on national norms or minimum composite score required for Kansas Praxis Exam	96% pass rate	
	Praxis II Principles of Learning and Teaching Test Data (discontinued in 2024)	Score	State cut score or above	96% pass rate	

	KEEP <i>Construct 1: Learner and Learning</i> (1.1, 1.2, 1.3)	Score	Overall rating of Effective or higher	Pass rate was 100% for 2020-2023.	
Standard 2: Content Knowledge: Candidates understand the central concepts, tools of inquiry and structures of the discipline he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	Praxis II Content Test	Score	State cut score or above	98% pass rate	Meets the required passing percentage for all assessments
	Praxis II content Test Sub-Score: <i>Content Knowledge V: Content Pedagogy and Knowledge</i>	Score	At or above the 25th percentile based on national norms or minimum composite score required for Kansas Praxis Exam	93% pass rate	
	Praxis II Principles of Learning and Teaching Test (ended 2024)	Score	State cut score or above	Pass rate was 100% for 2020-2023.	
	Teacher Licensure Capstone Task 3 (Teaching and Learning): Focus Area C	Score	At or above the effective or higher level for the designated Task and Focus area or minimum overall cut score required by TLC guidelines.	Pass rate was 100% for 2020-2023.	

	(Instructional Implementation) Standard 3 Learning Environment. and Focus Area D (Analysis of Classroom Standard 3 Learning Environment				
	Integrated adapted unit	Score	Effective or higher on each trait.	Pass rate was 100% for 2020-2023.	
Standard 3: Application of Content Knowledge: Candidates understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	Teacher Licensure Capstone Task 2 (Instructional Design): Focus Area B	Score	At or above the effective or higher level for the designated Task and Focus area or minimum overall cut score required by TLC guidelines.	Pass rate was 100% for 2020-2023.	Meets the required passing percentage for all assessments

	(Analysis of Learning Environment Factors), Standard 2 Learner Differences				
	KEEP <i>Construct 2: Content Knowledge</i>	Score	Overall rating of Developing or higher	Pass rate was 100% for 2020-2023.	
	Integrated adapted unit	Score	Effective or higher on each trait.	Pass rate was 100% for 2020-2023.	
Standard 4: Observing, Documenting, and Assessing to Support Young Learners and Families: Candidates prepared in early childhood B-G3 degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about	Praxis II content Test Sub-Score Data <i>Content Category II: Observation, Documentation, and Assessment</i>	Score	At or above the 25th percentile based on national norms or minimum composite score required for Kansas Praxis Exam	99% pass rate	Meets the required passing percentage for all assessments
	Praxis II Principles of Learning and	Score	State cut score or above	Pass rate was 100% for 2020-2023.	

and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of each and every learner.	Teaching Test (Ended 2024)				
	KEEP <i>Construct 3.2 Assessment:</i>	Score	Overall rating of Developing or higher	Pass rate was 100% for 2020-2023.	
	Integrated Adapted Unit	Score	Effective or higher on each trait	Pass rate was 100% for 2020-2023.	
Standard 5: Planning for Instruction: Candidates prepared in early childhood B-G3 degree programs use their knowledge of pre-academic/academic disciplines to design, implement and evaluate experiences that promote positive development and learning for every learner.	Teacher Licensure Capstone Task 2 (Instructional Design): Focus Area B (Analysis of Learning Environment Factors), Standard 5	Score	At or above the effective or higher level for the designated Task and Focus area or minimum overall cut score required by TLC guidelines.	Pass rate was 100% for 2020-2023.	Meets the required passing percentage for all assessments

	Planning for Instruction				
	KEEP <i>Construct 3 Instructional Practice</i>	Score	Overall rating of Developing or higher	Pass rate was 100% for 2020-2023.	
	Integrated Adapted Unit	Score	Effective or higher on each trait.	Pass rate was 100% for 2020-2023.	
Standard 6: Using Developmentally Effective Strategies: Candidates in early childhood B-G3 degree programs understand that teaching and learning with young learners is a complex enterprise, and its details vary depending on learner's ages, characteristics, and the settings within which teaching and learning occur. Candidates know, understand, and use a wide array of	Praxis II content Test Sub-Score Data <i>Content Category III: Developmentally Appropriate Practices</i>	Score	At or above the 25th percentile based on national norms or minimum composite score required for Kansas Praxis Exam	97% pass rate	Meets the required passing percentage for all assessments

developmentally appropriate approaches, instructional strategies and tools to connect learners and families and positively influence each and every learner's development and learning.	KEEP <i>Construct 1: Learner and Learning</i>	Score	Overall rating of Effective or higher	Pass rate was 100% for 2020-2023.	
	Integrated Adapted Unit	Score	Effective or higher on each trait.	Pass rate was 100% for 2020-2023.	
Standard 7: Professional and Ethical Practice: Candidates prepared in early childhood B-G-3 degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who	KEEP <i>Construct 4: Professional Responsibility</i>	Score	Overall rating of Effective or higher	Pass rate was 100% for 2020-2023.	Meets the required passing percentage for all assessments

demonstrate knowledge, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed decision-makers that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.	Integrated Adapted Unit	Score	Effective or higher on each trait.	Pass rate was 100% for 2020-2023.	
Standard 8: Leadership and Collaboration: Candidates prepared in early childhood B-G3 degree programs understand that successful early childhood education depends upon collaborative partnerships. They know about, understand, and value the importance and complex characteristics of learners' families and communities and respect families as the primary decision-maker for their learners. They use this understanding to create respectful, reciprocal, and	Praxis II PLT <i>Content Category IV: Professional Development, Leadership, and Community</i> (ending 2024)	Score	At or above the 25th percentile based on national norms or minimum composite score required for Kansas PLT Exam as reported on INIT 400 Initial PLT Banner Report	Pass rate was 100% for 2020-2023.	Meets the required passing percentage for all assessments

culturally sensitive relationships that support and empower families, and to involve all families in their learners' development and learning.	Course grades for CI 401: Professional Collaboration for Schools and Communities	Grading Scale	Developing: Course grade of B- or better	Pass rate was 100% for 2020-2023.	
<p>Standard Science of Reading (new as of 2023):</p> <p>1) Understand the four-part processing system of proficient reading and writing.</p> <p>2) Identify and explain aspects of cognition and behavior that affect reading and writing development.</p> <p>3) Explain major research findings (e.g., The Simple View of Reading, Scarborough's Rope) regarding the contribution of linguistic and cognitive factors to the prediction of literacy outcomes.</p> <p>4) Understand/apply in practice the general principles of structured literacy teaching,</p>	Science of Reading Exam	Score	Effective or higher on overall exam/subsections (A-D)	First cohort with scores will be graduating in 2024, data to come in 2023-2024 annual report	N/A Analysis to come when first cohort of data is collected
	Integrated Adaptive Unit	Score	Effective or Higher		

including explicit, systematic, cumulative, teacher-directed instruction. 5) Understand that higher levels of literacy include syntax, paragraph organization, and discourse structure.	KEEP: SoR Objective	Score	Effective or Higher		
--	------------------------	-------	---------------------	--	--

Elementary Education Table 3 Learning Outcome Assessment

Table 3 Learning Outcome Assessment Masters in Learning and Instructional Design (LID)					
Learning Outcomes (most programs will have multiple outcomes)	Assessment Type (e.g., portfolios, exams)	Assessment Tool (e.g. rubrics, grading scale) and benchmark of tool	Target/Criteria (desired program level achievement)	Results	Analysis
Standard 1: Learning The teacher candidate understands how learner development uses understanding of individual differences while creating an environment inclusive of high standards that supports individual and collaborative	Principles of Learning K-6 Exam (ended 2024)	Score	At or above the required qualifying score as designated by KSDE	86.7% pass	Meets the required passing percentage for all assessments
	Principles of Learning and Teaching V: Analysis of Instructional Scenarios	Score	At or above the required qualifying score as designated by KSDE	80.77% pass (2020-2022)	Marginal pass rates to PLT, but PLT being removed from required testing in Kansas and will not be used as datapoint 2024 going forward.

learning, and encourages positive social interaction, active engagement in learning, and self-motivation.	<p>Teacher Licensure Capstone (TLC)</p> <p>Task 2 Instructional Design;</p> <p>Focus Area A:</p> <p>Analysis of Contextual Information, Standard 1 Learner Development</p> <p>and</p> <p>Focus Area B:</p> <p>Analysis of Learning</p>	Score	Effective or Highly Effective on Each Item of the Rubric	98.4% pass	Meets the required passing percentage for all assessments
---	--	-------	--	------------	---

	<p>Teacher Licensure Capstone (TLC) Focus on Task 3 Teaching and Learning Focus Area C: Instructional Implementation, Standard 3 Learning Environment</p> <p>Focus Area D: Analysis of Classroom Learning Environment, Standard 3 Learning Environment</p>	Score	Effective or Highly Effective on Each Item of the Rubric	98.4% pass	Meets the required passing percentage for all assessments
<p>Standard 2: English/Language Arts The teacher candidate understands and uses the central concepts, tools of inquiry, and structures of the English/language arts (Reading, Writing, Speaking and Listening, and Language) to plan, implement, and assess language arts learning experiences that engage all students in critical thinking, creativity, and collaborative problem solving.</p>	<p>PRAXIS II content test sub-score data</p> <p>Content Category I: Reading and Language Arts</p>	Score	At or above the required qualifying score as designated by KSDE	87.72% pass	<p>Meets the required passing percentage for all assessments</p> <p>Reading cut-scores being followed by Elementary faculty, introduction of science of reading coursework coming 2024, and reading scores improved from 2020 to 2023.</p>
	<p>KEEP - Focus on Reading lesson</p> <p>Focus on Construct 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, and 3.3</p>	Score	Effective or Highly Effective on Each Item of the Rubric	94.4% pass	
	Course grade in:	Grading Scale	Effective or higher (B- or Higher)	100% pass	

	* CI 402E – ISAM: Elementary Teaching Early Literacy				
	Course grade in: * CI 402U – ISAM: Teaching Literacy for Upper Elementary	Grading Scale	Effective or higher (B- or Higher)	100% pass	
	Elementary Education Lesson Plan/Project Collection (Includes English/Language Arts, Mathematics, Science, Social Studies, Art, Music, and Physical Education/Health) Focus on Reading Rubric	Score	Effective or Highly Effective on Each Item of the Rubric	98.8% pass (assessment started in 2022, data from 2022 and 2023)	
Standard 3: Mathematics The teacher candidate understands and uses the central concepts, tools of inquiry, and structures of mathematics (counting and cardinality, operations and algebraic thinking, number and operation in base ten and fractions, measurement and data, geometry, ratios and proportional relationships, statistics and probability) to plan, implement, and assess mathematical learning	PRAXIS II content test sub-score data Content Category II: Mathematics	Score	At or above the required qualifying score as designated by KSDE	94.78% pass	Meets the required passing percentage for all assessments
	KEEP - Focus on Math lesson Focus on Construct 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, and 3.3	Score	Effective or Highly Effective on Each Item of the Rubric	94.4% pass	
	* CI 402M ISAM: Elementary Mathematics	Grading Scale	Effective or higher (B- or Higher)	100% pass	

experiences that engage all students in critical thinking, creativity, and collaborative problem solving.	Elementary Education Lesson Plan/Project Collection (Includes English/Language Arts, Mathematics, Science, Social Studies, Art, Music, and Physical Education/Health) Focus on Math Rubric.	Score	Effective or Highly Effective on Each Item of the Rubric	98.8% pass (assessment started in 2022, data from 2022 and 2023)	
Standard 4: Science The teacher candidate understands and uses scientific disciplinary core ideas, crosscutting concepts, and science and engineering practices to plan, implement, and assess science learning experiences that engage all elementary learners in curiosity, exploration, sense-making, conceptual development, and problem solving.	PRAXIS II content test sub-score data Content Category III: Science	Score	At or above the required qualifying score as designated by KSDE	95.65% pass	Meets the required passing percentage for all assessments
	KEEP - Focus on Science lesson Focus on Construct 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, and 3.3	Score	Effective or Highly Effective on Each Item of the Rubric	94.4% pass	
	Course grades in: * CI 402S ISAM Science	Grading Scale	Effective or higher (B- or Higher)	100% pass	

	Elementary Education Lesson Plan/Project Collection (Includes English/Language Arts, Mathematics, Science, Social Studies, Art, Music, and Physical Education/Health) Focus on Science Rubric.	Score	Effective or Highly Effective on Each Item of the Rubric	98.8% pass (assessment started in 2022, data from 2022 and 2023)	
Standard 5: Social Studies. The teacher understands and uses the central concepts, tools of inquiry, and structures of the social studies (people and places, civics and government, geography, economics, history), to plan, implement, and assess social studies learning experiences that engage all learners in critical thinking, creativity, and collaborative problem solving.	PRAXIS II content test sub-score data	Score	At or above the required qualifying score as designated by KSDE	91.15% pass	Meets the required passing percentage for all assessments
	Content Category IV: Social Studies				
	KEEP - Focus on Social Studies lesson	Score	Effective or Highly Effective on Each Item of the Rubric	94.4% pass	
	Focus on Construct 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, and 3.3				
	Course grades in: * CI 402J ISAM: Social Studies	Grading Scale	Effective or higher (B- or Higher)	100% pass	
	Elementary Education Lesson Plan/Project Collection (Includes English/Language Arts, Mathematics, Science, Social	Score	Effective or Highly Effective on Each Item of the Rubric	98.8% pass (assessment started in 2022, data from 2022 and 2023)	

	Studies, Art, Music, and Physical Education/Health) Focus on Social Studies Rubric.				
Standard 6: The Arts The teacher candidate understands and uses the central concepts, tools of inquiry, and structures of the arts (music, visual arts, dance, and theatre) to plan, implement, and assess artistic learning experiences that engage all learners in critical thinking, creativity, and collaborative problem solving.	Course grades in: * CI 345 Integrating Learning Through the Arts	Grading Scale	Developing or higher (D- or Higher)	100% pass	Meets the required passing percentage for all assessments
	Elementary Education Lesson Plan/Project Collection (Includes English/Language Arts, Mathematics, Science, Social Studies, Art, Music, and Physical Education/Health) Focus on The Arts Rubric	Score	Effective or Highly Effective on Each Item of the Rubric	98.8% pass (assessment started in 2022, data from 2022 and 2023)	

Standard 7: Health, Movement, and Physical Activity The teacher candidate understands and applies health, human movement and physical activity.	Course grades in: * HPS 425 Health Movement and Physical Activity	Grading Scale	Effective or higher (B- or Higher)	100% pass rate	Meets the required passing percentage for all assessments
	Elementary Education Lesson Plan/Project Collection (Includes English/Language Arts, Mathematics, Science, Social Studies, Art, Music, and Physical Education/Health) Focus on PE/Health rubric	Score	Effective or Highly Effective on Each Item of the Rubric	98.8% pass (assessment started in 2022, data from 2022 and 2023)	

English Language Arts Table 3 Learning Outcome Assessment

Table 3 Learning Outcome Assessment: Middle Level (5-8) English Language Arts					
Learning Outcomes (program standards) Secondary English Language Arts	Assessment Type (e.g., portfolios, exams)	Assessment Tool (e.g. rubrics, grading scale) and benchmark of tool	Target/Criteria (desired program level achievement)	Results AY 2020-2023	Analysis
Standard 1: The teachers of English language arts 5-8 and 6-12 demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.	Praxis II Content Test Data	Score	At or above the 25th percentile based on national norms or minimum composite score required for Kansas Praxis Exam	Pass rate was 100% for 2020-2023 for all listed assessments.	Meets the required passing percentage for all assessments
	Praxis II Content Test Sub-score Data: Content Category I: Reading	Score	At or above the 25th percentile based on national norms or minimum composite score required for Kansas Praxis Exam		
	KEEP Construct 2: Content Knowledge	Score	Effective or higher		
	Course Grade for CI 616 Literature for Adolescents	Grading Scale	Developing: Course grade of D- or better		
Standard 2: The teachers of English language arts 5-8 and 6-12 demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.	Praxis II Content Test Sub-score Data: Content Category II: Language Use & Vocabulary	Score	At or above the 25 th percentile based on national norms or minimum composite score required for Kansas Praxis Exam	Pass rate was 100% for 2020-2023 for all listed assessments.	Meets the required passing percentage for all assessments
	Praxis II Content Test Sub-score Data: Content Category III: Writing, Speaking, and Listening	Score	At or above the 25 th percentile based on national norms or minimum composite score required for Kansas Praxis Exam		
	KEEP Construct 2: Content Knowledge	Score	Effective or higher		
	Course Grade for ENGL/LING 315 Introduction to Linguistics	Grading Scale	Developing: Course grade of D- or better		

	Course Grade for ENGL/LING 317/665 History of the English Language	Grading Scale	Developing: Course grade of D- or better		
	Curriculum Design in ELA Trait 3: Integrating language instruction in the context of authentic reading and writing	Score	Developing		
Standard 3: The teachers of English language arts 5-8 and 6-12 plan instruction and design assessments for reading and the study of literature to promote learning for all students.	KEEP <i>Construct 3: Instructional Practice</i>	Score	Effective or higher	Pass rate was 100% for 2020-2023 for all listed assessments.	Meets the required passing percentage for all assessments
	Curriculum Design in ELA <i>Trait 1: Designing reading instruction</i> <i>Trait 3: Integrating language instruction in the context of authentic reading and writing</i>	Score	Developing		
Standard 4: The teachers of English language arts 5-8 and 6-12 plan instruction and design assessment for composing texts (i.e., oral, written, and visual) to promote learning for all students.	KEEP <i>Construct 3: Instructional Practice</i>	Score	Effective or higher	Pass rate was 100% for 2020-2023 for all listed assessments.	Meets the required passing percentage for all assessments
	Course Grade for ENGL 680 Theory and Practice in Composition	Grading Scale	Developing: Course grade of D- or better		
	Curriculum Design in ELA <i>Trait 2: Designing composition instruction</i> <i>Trait 3: Integrating language instruction in the context of authentic reading and writing</i>	Score	Developing		
Standard 5: The teachers of English language arts 5-8 or 6-12 plan, implement, assess, and reflect on research-based instruction that is responsive to students' diverse context-based needs.	Teacher Licensure Capstone (TLC) ^[1] Task 2: Instructional Design <i>Focus Area A Analysis of Contextual Information</i> <i>Focus Area B Analysis of Learning Environment Factors</i> <i>Focus Area E Reflection and Self-Evaluation</i>	Score	At or above the effective or higher level for the designated Task and Focus area or minimum overall cut score required by TLC guidelines.	Pass rate was 100% for 2020-2023 for all listed assessments.	Meets the required passing percentage for all assessments
	KEEP	Score	Effective or higher		

	Construct 1: Learner and Learning				
	KEEP Construct 3: Instructional Practice	Score	Effective or higher		
	KEEP Construct 4.1: Reflection & Growth	Score	Effective or higher		
	Teacher Licensure Capstone (TLC) Task 3: Teaching and Learning Focus Area C Instructional Implementation Focus Area D Analysis of Classroom Learning Environment Focus Area E Analysis of Assessment Procedures Focus Area F Reflection and Self-Evaluation	Score	At or above the effective or higher level for the designated Task and Focus area <u>or</u> minimum overall cut score required by TLC guidelines.		
Standard 6: The teachers of English language arts 5-8 or 6-12 use knowledge of theories and research about social justice, diversity, equity, and student identities to enhance students' opportunities to learn in English language arts.	KEEP Construct 1.2: Learner Differences	Score	Effective or higher	Pass rate was 100% for 2020-2023 for all listed assessments.	Meets the required passing percentage for all assessments
	Curriculum Design in ELA Trait 4: Planning for critical engagement and social justice	Score	Developing		
Standard 7: The teachers of English language arts 5-8 or 6-12 are prepared to interact and collaborate knowledgeably with students, families, and colleagues, and actively	KEEP Construct 4: Professional Responsibility	Score	Effective or higher	Pass rate was 100% for 2020-2023.	Meets the required passing percentage

develop as professional educators.					
------------------------------------	--	--	--	--	--

^[1] In AY 2020, this assessment was named Kansas Performance Teaching Portfolio (KPTP). It was renamed Teacher Licensure Capstone (TLC) in AY 2021. All focus areas are the same as the KPTP.

Table 3 Learning Outcome Assessment: Secondary (6-12) English Language Arts					
Learning Outcomes (program standards) Secondary English Language Arts	Assessment Type (e.g., portfolios, exams)	Assessment Tool (e.g. rubrics, grading scale) and benchmark of tool	Target/Criteria (desired program level achievement)	Results AY 2020-2023	Analysis
Standard 1: The teachers of English language arts 5-8 and 6-12 demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.	Praxis II Content Test Data	Score	At or above the 25th percentile based on national norms or minimum composite score required for Kansas Praxis Exam	Pass rate was 100% for 2020-2023 for all listed assessments.	Meets the required passing percentage for all assessments
	Praxis II Content Test Sub-score Data: Content Category I: Reading	Score	At or above the 25th percentile based on national norms or minimum composite score required for Kansas Praxis Exam		
	KEEP Construct 2: Content Knowledge	Score	Effective or higher		
	Course Grade for CI 616 Literature for Adolescents	Grading Scale	Developing: Course grade of D- or better		
	Course Grade for ISLE 615 ^[1] Learning and Reading Strategies	Grading Scale	Developing: Course grade of D- or better	n/a	n/a
	Course Grade for ISLE 714 ^[2] Reading Instruction and Assessment	Grading Scale	Developing: Course grade of D- or better	n/a	n/a
Standard 2: The teachers of English language arts 5-8 and 6-12 demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of	Praxis II Content Test Sub-score Data: Content Category II: Language Use & Vocabulary	Score	At or above the 25 th percentile based on national norms or minimum composite score required for Kansas Praxis Exam	Pass rate was 100% for 2020-2023 for all listed assessments.	Meets the required passing percentage for all assessments
	Praxis II Content Test Sub-score Data: Content Category III: Writing, Speaking, and Listening	Score	At or above the 25 th percentile based on national norms or minimum composite score required for Kansas Praxis Exam		
	KEEP	Score	Effective or higher		

adolescents as language users.	Construct 2: Content Knowledge				
	Course Grade for ENGL/LING 315 Introduction to Linguistics	Grading Scale	Developing: Course grade of D- or better		
	Course Grade for ENGL/LING 317/665 History of the English Language	Grading Scale	Developing: Course grade of D- or better		
	Curriculum Design in ELA Trait 3: Integrating language instruction in the context of authentic reading and writing	Score	Developing	Pass rate was 95% for 2020-2023.	
Standard 3: The teachers of English language arts 5-8 and 6-12 plan instruction and design assessments for reading and the study of literature to promote learning for all students.	KEEP <i>Construct 3: Instructional Practice</i>	Score	Effective or higher	Pass rate was 100% for 2020-2023 for all listed assessments.	Meets the required passing percentage for all assessments
	Curriculum Design in ELA <i>Trait 1: Designing reading instruction</i> <i>Trait 3: Integrating language instruction in the context of authentic reading and writing</i>	Score	Developing	Trait 1: 100% pass rate Trait 3: 95% pass rate	
Standard 4: The teachers of English language arts 5-8 and 6-12 plan instruction and design assessment for composing texts (i.e., oral, written, and visual) to promote learning for all students.	KEEP <i>Construct 3: Instructional Practice</i>	Score	Effective or higher	Pass rate was 100% for 2020-2023 for all listed assessments.	Meets the required passing percentage for all assessments
	Course Grade for ENGL 680 Theory and Practice in Composition	Grading Scale	Developing: Course grade of D- or better		
	Curriculum Design in ELA <i>Trait 2: Designing composition instruction</i> <i>Trait 3: Integrating language instruction in the context of authentic reading and writing</i>	Score	Developing	Trait 2: 100% pass rate Trait 3: 95% pass rate	
Standard 5: The teachers of English language arts 5-8 or 6-12 plan, implement, assess, and reflect on research-	Teacher Licensure Capstone (TLC) ^[3] Task 2: Instructional Design <i>Focus Area A Analysis of Contextual Information</i>	Score	At or above the effective or higher level for the designated Task and Focus area or minimum overall cut score required by TLC guidelines.	Pass rate was 100% for 2020-2023 for all listed assessments.	Meets the required passing percentage for all assessments

based instruction that is responsive to students' diverse context-based needs.	<i>Focus Area B Analysis of Learning Environment Factors</i> <i>Focus Area E Reflection and Self-Evaluation</i>				
	KEEP <i>Construct 1: Learner and Learning</i>	Score	Effective or higher		
	KEEP <i>Construct 3: Instructional Practice</i>	Score	Effective or higher		
	KEEP <i>Construct 4.1: Reflection & Growth</i>	Score	Effective or higher		
	Teacher Licensure Capstone (TLC) Task 3: Teaching and Learning <i>Focus Area C Instructional Implementation</i> <i>Focus Area D Analysis of Classroom Learning Environment</i> <i>Focus Area E Analysis of Assessment Procedures</i> <i>Focus Area F Reflection and Self-Evaluation</i>	Score	At or above the effective or higher level for the designated Task and Focus area <u>or</u> minimum overall cut score required by TLC guidelines.		
Standard 6: The teachers of English language arts 5-8 or 6-12 use knowledge of theories and research about social justice, diversity, equity, and student identities to enhance students' opportunities to learn in English language arts.	KEEP <i>Construct 1.2: Learner Differences</i>	Score	Effective or higher	Pass rate was 100% for 2020-2023 for all listed assessments.	Meets the required passing percentage for all assessments
	Curriculum Design in ELA <i>Trait 4: Planning for critical engagement and social justice</i>	Score	Developing		
Standard 7: The teachers of English language arts 5-8 or 6-12 are prepared to interact and	KEEP Construct 4: Professional Responsibility	Score	Effective or higher	Pass rate was 100% for 2020-2023.	Meets the required passing percentage

collaborate knowledgeably with students, families, and colleagues, and actively develop as professional educators.					
--	--	--	--	--	--

^[1] ISLE 615 was added to the ELA 6-12 Table 2 in Fall 2022. Data collection began in AY 2023 and is reflected in the AY 2023 program report.

^[2] ISLE 714 was added to the ELA 6-12 Table 2 in Fall 2022. Data collection began in AY 2023 and is reflected in the AY 2023 program report.

^[3] In AY 2020, this assessment was named Kansas Performance Teaching Portfolio (KPTP). It was renamed Teacher Licensure Capstone (TLC) in AY 2021. All focus areas are the same as the KPTP.

Mathematics Table 3 Learning Outcome Assessment

Table 3 Learning Outcome Assessment					
Learning Outcomes (most programs will have multiple outcomes)	Assessment Type (e.g., portfolios, exams)	Assessment Tool (e.g., rubrics, grading scale) and benchmark of tool	Target/Criteria (desired program level achievement)	Results	Analysis
Standard 1: Effective teachers of secondary mathematics exhibit in-depth knowledge of adolescent development and behavior and use this knowledge to plan and create sequential learning opportunities grounded in mathematics education research where students are actively engaged in the mathematics they are learning and building from prior knowledge and skills. They demonstrate a positive disposition toward mathematical practices and learning, include culturally relevant perspectives in teaching, and demonstrate equitable and ethical	Observation	KEEP Rubric: Construct 1 <i>Effective or Higher</i>	<i>80% of students will score Effective or Higher</i>	100% pass	<i>Proficient knowledge of planning and learning based on students' identities and needs has been demonstrated.</i>
	Project	Unit Plan Rubric <i>Developing or Higher on Each Construct</i>	<i>80% of students will score Developing or Higher on each construct</i>	100% pass	

treatment of and high expectations for all students. They use instructional tools such as manipulatives, digital tools, and virtual resources to enhance learning while recognizing the possible limitations of such tools.					
Standard 2: Effective teachers of secondary mathematics provide evidence demonstrating that as a result of their instruction, secondary students' conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and application of major mathematics concepts in varied contexts have increased. These teachers support the continual development of a productive disposition toward mathematics. They show that new student mathematical knowledge has been created as a consequence of their ability to engage students in mathematical experiences that are developmentally appropriate, require active engagement, and include mathematics-specific technology in building new knowledge	Observation	KEEP Rubric: Constructs 2 & 3 <i>Effective or Higher</i>	80% of students will score <i>Effective or Higher</i>	100% pass	<i>Proficient demonstration of positive effects of student learning has been demonstrated.</i>
	Capstone	TLC Task 3 <i>At or above the effective or higher level for the designated Task and Focus area or minimum overall cut score required by TLC guidelines</i>	80% of students will score <i>Effective or Higher</i>	100% pass	
Standard 3: Effective teachers of secondary mathematics understand the conceptual foundations of mathematics and can demonstrate and apply knowledge of major mathematics concepts connections, applications, and how conceptual understanding leads to an understanding of	Standardized Exam	Praxis <i>At or above the 25th percentile based on national norms</i>	80% of students will score at or above the 25 th percentile	100% of 5-8 completers passed 80% of 6-12 completers passed	<i>Proficient knowledge of conceptual foundation of mathematics has been demonstrated.</i>

algorithms and procedures, within and among number and quantity, algebra including linear and abstract concepts, Euclidian and non-Euclidian geometries, trigonometry, statistics and probability, analytical geometry and calculus, and discrete mathematics.	Observation	KEEP Rubric Construct 2 <i>Effective or Higher</i>	80% of students will score <i>Effective or Higher</i>	100% pass	
	Course Grades	Math 123; 144; <i>C or higher</i>	80% of students will score <i>C or higher</i>	100% pass	
		Math 502 <i>D- or higher</i>	80% of students will score <i>D- or higher</i>	100% pass	
		Math 243; 321; 531; 621 <i>D- or higher</i>	80% of students will score <i>D- or higher</i>	100% pass	
	Project	Unit Plan Rubric <i>Developing or Higher on Each Construct</i>	80% of students will score <i>Developing or Higher</i>	100% pass	
Standard 4: Effective teachers of secondary mathematics solve problems, represent mathematical	Capstone	TLC Task 2	80% of students will score <i>Effective or Higher</i>	100% pass	<i>Proficiency in mathematical practices has been demonstrated.</i>

learning, measuring student mathematical understanding, and informing practice.	Observation	<i>Effective or Higher</i>	<i>80% of students will score Effective or Higher</i>		
	Project	Unit Plan Rubric <i>Developing or Higher on Each Construct</i>	<i>80% of students will score Effective or Higher</i>	100% pass	
Standard 6: Effective teachers of secondary mathematics are lifelong learners and recognize that learning is often collaborative. They participate in professional development experiences specific to mathematics and mathematics education, draw upon mathematics education research to inform practice, continuously reflect on their practice, and utilize resources from professional mathematics organizations.	Observation	KEEP Rubric Construct 4 <i>Effective or Higher</i>	<i>80% of students will score Effective or Higher</i>	100% pass	<i>Proficiency in professionalism has been demonstrated.</i>
Standard 7: Effective teachers of secondary mathematics engage in a planned sequence of field experiences and clinical practice under the supervision of experienced and highly qualified mathematics teachers. They develop a broad experiential base of knowledge, skills, effective approaches to mathematics teaching and learning, and professional behaviors across both middle and	Observation	KEEP Rubric Construct 4 <i>Effective or Higher</i>	<i>80% of students will score Effective or Higher</i>	100% pass	<i>Proficiency has been demonstrated in classroom settings.</i>
	Course Grades	CI 412/413M & CI 461/471M	<i>80% of students will score B- or higher</i>	100% pass	

high school settings that involve a diverse range and varied groupings of students. Candidates experience a full-time student teaching/internship in secondary mathematics with supervision by university or college faculty with secondary teaching experience and mathematics content knowledge base		B- or higher			
--	--	--------------	--	--	--

History/Government/Social Studies Table 3 Learning Outcome Assessment

Table 3 Learning Outcome Assessment: History/Government 5-8					
Standard 1: The teacher of comprehensive history has knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of the world, and is able to utilize essential analytical and research skills.	Praxis II Content Test -Subsection II-World Civilization	Score	At or above the 25th percentile based on national norms or minimum composite score required for Kansas Praxis Exam	96% pass rate	Meets the required passing percentage for all assessments
	Course Grades: World Civilization to 1500—HIST101	Grading Scale	Developing: Course grade of C- or better	100% pass rate for both assessments	
	Teacher Licensure Capstone (TLC) Task 2 Focus Area B	Score	At or above the effective or higher level for the designated Task and Focus area <u>or</u> minimum overall cut score required by TLC guidelines.		
Standard 2: The teacher of comprehensive history has knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments	Praxis II Content Test -Subsection II-World History	Score	At or above the 25 th percentile based on national norms or minimum composite score required for Kansas Praxis Exam	95% pass rate	Meets the required passing percentage for all assessments
	Teacher Licensure Capstone (TLC) Task 2 Focus Area B	Score	At or above the effective or higher level for the designated Task and Focus area <u>or</u> minimum	100% pass rate	

in the history of the United States, and is able to utilize essential analytical and research skills.			overall cut score required by TLC guidelines.		
	Course Grades: HIST 131 (or transfer equivalent)	Grading Scale	Developing: Course grade of C- or better		
	Course Grades: HIST132 (or transfer equivalent)	Grading Scale	Developing: Course grade of C- or better		
Standard 3: The teacher of comprehensive history has knowledge and understanding of significant individuals, groups, ideas, events, and developments in the history of Kansas, and utilizes essential analytical and research skills.	Course Grades: Kansas History—HIST 535 (or transfer equivalent)	Grading Scale	Developing: Course grade of C- or better	Pass rate was 100% for 2020-2023 for all listed assessments.	Meets the required passing percentage for all assessments
	Local History Lesson Assignment	Grading Scale	Developing: Course grade of B- or better		
	Teacher Licensure Capstone (TLC) Task 2 Focus Area B	Score	At or above the effective or higher level for the designated Task and Focus area <u>or</u> minimum overall cut score required by TLC guidelines.		
Standard 4: The teacher of comprehensive history has knowledge and understanding of significant professional and pedagogical issues and skills relevant to the profession of teaching history.	Teacher Licensure Capstone (TLC) Task 2 Focus Area C, D	Score	At or above the effective or higher level for the designated Task and Focus area <u>or</u> minimum overall cut score required by TLC guidelines.	Pass rate was 100% for 2020-2023 for all listed assessments.	Meets the required passing percentage for all assessments
	KEEP Construct 3.3: Instructional Practice, Instructional Strategies Construct 4 Construct 4.1 Reflection & Continuous Growth and 4.2 Collaboration & Leadership	Score	Effective or higher		
	Teacher Licensure Capstone (TLC) Task 3 Focus Area C, D	Score	At or above the effective or higher level for the designated Task and Focus area <u>or</u> minimum overall cut score required by TLC guidelines.		

Standard 5: The teacher of comprehensive history has knowledge and understanding of governmental systems in the United States and other nations.	Praxis II Content Test -Subsection III- Government/Civic/Political Science	Score	At or above the 25 th percentile based on national norms or minimum composite score required for Kansas Praxis Exam	96% pass rate	Meets the required passing percentage for all assessments
	Course Grades: American Politics-POLS 121 (or transfer equivalent)	Grading Scale	Developing: Course grade of C- or better	100% pass rate	
Standard 6: The teacher of comprehensive history has knowledge and understanding of major economic concepts, issues, and systems in the United States and other nations.	Praxis II Content Test -Subsection V-Economics	Score	At or above the 25 th percentile based on national norms or minimum composite score required for Kansas Praxis Exam	90% pass rate	Meets the required passing percentage for all assessments
	Course Grades: Economics in the Classroom I—ECON 400 (or transfer equivalent)	Grading Scale	Developing: Course grade of C- or better	100% pass rate	
Standard 7: The teacher of comprehensive history has knowledge and understanding of the spatial organizations of the earth's surface and the relationships among people, places, and physical and human environments.	Praxis II Content Test -Subsection IV-Geography	Score	At or above the 25 th percentile based on national norms or minimum composite score required for Kansas Praxis Exam	94% pass rate	Meets the required passing percentage for all assessments
	Course Grades: Introduction to World Geography – Geog 210 (or transfer equivalent)	Grading Scale	Developing: Course grade of C- or better	100% pass rate	
Standard 8: The teacher of comprehensive history has knowledge and understanding of social systems and interactions.	Praxis II Content Test -Subsection VI-Behavioral Sciences	Score	At or above the 25 th percentile based on national norms or minimum composite score required for Kansas Praxis Exam	97% pass rate	Meets the required passing percentage for all assessments
	Course Grades: World Cultures ANTH 303 (or transfer equivalent)	Grading Scale	Developing: Course grade of C- or better	100% pass rate	

Table 3 Learning Outcome Assessment: History/Government 6-12

Learning Outcomes (program standards) Secondary English Language Arts	Assessment Type (e.g., portfolios, exams)	Assessment Tool (e.g. rubrics, grading scale) and benchmark of tool	Target/Criteria (desired program level achievement)	Results AY 2020-2023	Analysis
Standard 1: The teacher of U.S. history and U.S. government, and world history has knowledge and understanding and can create learning experiences around historical concepts and their interrelationships.	KEEP Construct 3.1: Instructional Practice, Planning for Instruction	Score	At or above the effective or higher level for the designated Task and Focus area <u>or</u> minimum overall cut score required by TLC guidelines.	100% pass rate for all assessments	Meets the required passing percentage for all assessments
	Teacher Licensure Capstone (TLC) Task 3 Focus Area B	Score	At or above the effective or higher level for the designated Task and Focus area <u>or</u> minimum overall cut score required by TLC guidelines.		
	Teacher Licensure Capstone (TLC) Task 2 Focus Area B	Score	At or above the effective or higher level for the designated Task and Focus area <u>or</u> minimum overall cut score required by TLC guidelines.		
Standard 2: The teacher of U.S history and U.S. government, and world history has knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of the world, and is able to utilize essential analytical and research skills.	Praxis II Content Test -Subsection II-World History	Score	At or above the 25 th percentile based on national norms or minimum composite score required for Kansas Praxis Exam	85% pass rate	Meets the required passing percentage for all assessments
	Teacher Licensure Capstone (TLC) Task 2 Focus Area B	Score	At or above the effective or higher level for the designated Task and Focus area <u>or</u> minimum overall cut score required by TLC guidelines.	100% pass rate	
	Course grades: Hist 101 World Civilization	Grading Scale	Developing: Course grade of C- or better		
Standard 3: The teacher of U.S. history and U.S. government, and world history has knowledge and understanding to create learning	KEEP Construct 3.1: Instructional Practice, Planning for Instruction	Score	Effective or higher	Pass rate was 100% for 2020-2023 for all listed assessments.	Meets the required passing percentage for all assessments
	Teacher Licensure Capstone (TLC) Task 3 Focus Area B	Score	At or above the effective or higher level for the designated		

experiences for students related to the history of the United States.			Task and Focus area <u>or</u> minimum overall cut score required by TLC guidelines.		
	Teacher Licensure Capstone (TLC) Task 2 Focus Area B	Score	At or above the effective or higher level for the designated Task and Focus area <u>or</u> minimum overall cut score required by TLC guidelines.		
Standard 4: The teacher of U.S. history and U.S. government, and world history has knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of the United States, and is able to utilize essential analytical and research skills.	Praxis II Content Test -Subsection I-U.S. History	Score	At or above the 25 th percentile based on national norms or minimum composite score required for Kansas Praxis Exam	93% pass rate	Meets the required passing percentage for all assessments
	Teacher Licensure Capstone (TLC) Task 2 Focus Area B	Score	At or above the effective or higher level for the designated Task and Focus area <u>or</u> minimum overall cut score required by TLC guidelines.	100% pass rate	
Standard 5: The teacher of U.S. history and government, and world history has knowledge and understanding of significant individual, groups, ideas, events and developments in the history of Kansas, and utilizes essential analytical and research skills. he teacher of comprehensive history has knowledge and understanding of governmental systems in the United States and other nations.	Teacher Licensure Capstone (TLC) Task 2 Focus Area B	Score	At or above the effective or higher level for the designated Task and Focus area <u>or</u> minimum overall cut score required by TLC guidelines.	100% pass rate	Meets the required passing percentage for all assessments
	Course Grades: Kansas History—HIST 535 (or transfer equivalent)	Grading Scale	Developing: Course grade of C- or better		
	Local History Lesson Assignment	Grading Scale	Developing: Course grade of B- or better		

Standard 6: The teacher of U.S. history and U.S. government, and world history has knowledge and understanding of significant professional and pedagogical issues and skills relevant to the profession of teaching history.	Teacher Licensure Capstone (TLC) Task 2 Focus Area C, D	Score	At or above the effective or higher level for the designated Task and Focus area <u>or</u> minimum overall cut score required by TLC guidelines.	100% pass rate	Meets the required passing percentage for all assessments
	KEEP Construct 3.3: Instructional Practice, Instructional Strategies	Score	Effective or higher		
	Teacher Licensure Capstone (TLC) Task 3 Focus Area C, D	Score	At or above the effective or higher level for the designated Task and Focus area <u>or</u> minimum overall cut score required by TLC guidelines.		
Standard 7: The teacher of U.S. history and U.S. Government, and world history has knowledge and understanding of governmental systems in the United States and other nations.	Praxis II Content Test -Subsection III- Government/Civic/Political Science	Score	At or above the 25 th percentile based on national norms or minimum composite score required for Kansas Praxis Exam	92% pass rate	Meets the required passing percentage for all assessments
	Course Grades: American Politics-POLS 121 (or transfer equivalent)	Grading Scale	Developing: Course grade of C- or better	100% pass rate	
Standard 8: The teacher of U.S. history and U.S. government, and world history has knowledge and understanding of major economic concepts, issues, and systems in the United States and other nations.	Praxis II Content Test -Subsection V-Economics	Score	At or above the 25 th percentile based on national norms or minimum composite score required for Kansas Praxis Exam	91% pass rate	Meets the required passing percentage for all assessments
	Course Grades: Economics in the Classroom I—ECON 400 (or transfer equivalent)	Grading Scale	Developing: Course grade of C- or better	100% pass rate	
Standard 9: The teacher of U.S. history and U.S. government, and world history has knowledge and understanding of the spatial organizations of the Earth's surface and the relationships among people, places, and	Praxis II Content Test -Subsection IV-Geography	Score	At or above the 25 th percentile based on national norms or minimum composite score required for Kansas Praxis Exam	89% pass rate	Meets the required passing percentage for all assessments
	Course Grades: Introduction to World Geography – Geog 210 (or transfer equivalent)	Grading Scale	Developing: Course grade of C- or better	100% pass rate	

physical and human environments.					
Standard 10: The teacher of U.S. history and U.S. government, and world history has knowledge and understanding of social systems and interactions.	Praxis II Content Test -Subsection VI-Behavioral Sciences	Score	At or above the 25 th percentile based on national norms or minimum composite score required for Kansas Praxis Exam	95% pass rate	Meets the required passing percentage for all assessments

Science Education Table 3 Learning Outcome Assessment

Table 3 Learning Outcome Assessment: Biology Education (6-12)					
Learning Outcomes (most programs will have multiple outcomes)	Assessment Type (e.g., portfolios, exams)	Assessment Tool (e.g. rubrics, grading scale) and benchmark of tool	Target/Criteria (desired program level achievement)	Results	Analysis
Standard 1: Content Pedagogy: Effective science teachers understand how students learn and develop science and engineering concepts and practices. They incorporate disciplinary core ideas, scientific and engineering practices, and	Standardized Exam	Praxis II Content Test Data	Pass	Pass rate was 80%+ for 2020-2022 for all listed assessments.	Meets the required passing percentage for all assessments
	Capstone	Teacher Licensure Capstone	At or above the effective or higher level for the designated Task and Focus area or minimum overall cut score required by TLC guidelines.		
	Observation	Task 2 (Instructional Design): Focus Area B (Analysis of Learning Environment Factors),			

crosscutting concepts into instruction.	Observation	Standard 7 Planning for Instruction	Effective or higher		
	Project	KEEP	Effective or higher		
		<i>Construct 2: Content Knowledge (2.1 & 2.2)</i>	Developing or higher		
		KEEP <i>Construct 3: Instructional Practice (3.1, 3.2, 3.3)</i> Unit Scope/Lesson Sequence			
Standard 2: Learning Environments: Teachers work with students and others to create and manage environments that support learning.	Observation	KEEP <i>Construct 1: Learner and Learning (1.1, 1.2, 1.3)</i>	Effective or higher Effective or higher	Pass rate was 80%+ for 2020-2022 for all listed assessments.	Meets the required passing percentage for all assessments
	Observation	KEEP <i>Construct 2: Content Knowledge (2.1, 2.2)</i>			

Standard 3: Safety: Effective teachers of science demonstrate and implement safety procedures, material safety practices, and the ethical treatment and use of living organisms (appropriate to their area of licensure).	Standardized Exam	Praxis II Content Test	At or above the 25 th percentile based on national norms or minimum composite score required for Kansas Praxis Exam	Pass rate was 80%+ for 2020-2022 for all listed assessments.	Meets the required passing percentage for all assessments
	Observation	Sub-score Data: <i>Content Category I: History/Nature of Science</i>			
	Project	KEEP	Effective or higher		
	Exam	<i>Construct 1: Learner and Learning (1.1, 1.2, 1.3)</i> Unit Scope/Lesson Sequence Flinn Science Safety Test	Developing or higher Effective or higher (80% or higher)		
Standard 4: Impact on Student Learning: Science teachers provide evidence that students' understanding of disciplinary core ideas, science and engineering practices, and crosscutting concepts have increased in sophistication as a result of instruction. Candidates	Observation	KEEP	Effective or higher	Pass rate was 80%+ for 2020-2022 for all listed assessments.	Meets the required passing percentage for all assessments
	Observation	<i>Construct 3: Instructional Practice (3.1, 3.2, 3.3)</i>	Effective or higher		
	Capstone	KEEP <i>Construct 4.1: Reflection & Growth</i>	At or above the effective or higher level for the designated Task and Focus area <u>or</u> minimum overall cut score required by TLC guidelines.		

provide evidence representative of the entire population they teach.		Teacher Licensure Capstone Task 3 (Teaching and Learning): Focus Area E (Analysis of Assessment Procedures)			
Standard 5: Professional Knowledge and Skills: Effective science teachers are aware of and engage in professional development opportunities to continually improve their knowledge and understanding of science content and pedagogy. They conduct themselves as part of the science education community.	Observation	KEEP <i>Construct 4: Professional Responsibility (4.1, 4.2)</i>	Effective or higher	Pass rate was 80%+ for 2020-2022 for all listed assessments.	Meets the required passing percentage for all assessments
Standard 6: Engineering, Technology, and the Applications of Science: The teacher demonstrates an understanding of concepts and practices of engineering, technology, and the applications of science that	Standardized Exam Course Grade Course Grade	Praxis II Content Test Sub-score Data: <i>Content Category VI: Science, Technology, and Social Perspectives</i>	At or above the 25 th percentile based on national norms or minimum composite score required for Kansas Praxis Exam Developing: Course grade of B- or better	Pass rate was 80%+ for 2020-2022 for all listed assessments.	Meets the required passing percentage for all assessments

can be used in developing instruction for students.	Project	Course Grade for CI 505 Science, Technology, and Society	Developing: Course grade of B- or better		
		Course Grade for CI 780S Technology in the Science Classroom	Developing or higher		
		Unit Scope/Lesson Sequence			
Standard 7: From molecules to organisms: Structures and processes: Effective biology teachers demonstrate an understanding of how organisms live and grow.	Standardized Exam	Praxis II Content Test Sub-score Data:	At or above the 25 th percentile based on national norms or minimum composite score required for Kansas Praxis Exam	Pass rate was 80%+ for 2020-2022 for all listed assessments.	Meets the required passing percentage for all assessments
	Course Grade	<i>Content Category II: Molecular and Cellular Biology</i>			
	Course Grade	Course Grade for BIOL 330 General Microbiology	Developing: Course grade of D- or better		
		Course Grade for BIOL 223 Human Anatomy and Physiology	Developing: Course grade of D- or better		

		Course Grade for BIOL 210 General Biology I	Developing: Course grade of D- or better		
		Course Grade for BIOL 211 General Biology II			

Table 3 Learning Outcome Assessment: Chemistry Education (6-12)					
Learning Outcomes (most programs will have multiple outcomes)	Assessment Type (e.g., portfolios, exams)	Assessment Tool (e.g. rubrics, grading scale) and benchmark of tool	Target/Criteria (desired program level achievement)	Results	Analysis
Standard 1: Content Pedagogy: Effective science teachers understand how students learn and develop science and engineering concepts and practices. They incorporate disciplinary core ideas, scientific and engineering practices, and crosscutting concepts into instruction.	Standardized Exam	Praxis II Content Test Data	Pass	Pass rate was 80%+ for 2020-2022 for all listed assessments.	Meets the required passing percentage for all assessments
	Capstone	Teacher Licensure Capstone	At or above the effective or higher level for the designated Task and Focus area <u>or</u> minimum overall cut score required by TLC guidelines.		
	Observation	Task 2 (Instructional Design): Focus Area B (Analysis of Learning Environment Factors), Standard 7 Planning for Instruction	Effective or higher		

	Project	KEEP <i>Construct 2: Content Knowledge (2.1 & 2.2)</i> KEEP <i>Construct 3: Instructional Practice (3.1, 3.2, 3.3)</i> Unit Scope/Lesson Sequence	Effective or higher Developing or higher		
Standard 2: Learning Environments: Teachers work with students and others to create and manage environments that support learning.	Observation Observation	KEEP <i>Construct 1: Learner and Learning (1.1, 1.2, 1.3)</i> KEEP <i>Construct 2: Content Knowledge (2.1, 2.2)</i>	Effective or higher Effective or higher	Pass rate was 80%+ for 2020-2022 for all listed assessments.	Meets the required passing percentage for all assessments
Standard 3: Safety: Effective teachers of science	Standardized Exam	Praxis II Content Test Sub-score Data:	At or above the 25 th percentile based on national norms or	Pass rate was 80%+ for 2020-	Meets the required passing percentage for all assessments

demonstrate and implement safety procedures, material safety practices, and the ethical treatment and use of living organisms (appropriate to their area of licensure).	Observation Project Exam	<i>Content Category I: History/Nature of Science</i> KEEP <i>Construct 1: Learner and Learning (1.1, 1.2, 1.3)</i> Unit Scope/Lesson Sequence Flinn Science Safety Test	minimum composite score required for Kansas Praxis Exam Effective or higher Developing or higher Effective or higher (80% or higher)	2022 for all listed assessments.	
Standard 4: Impact on Student Learning: Science teachers provide evidence that students' understanding of disciplinary core ideas, science and engineering practices, and crosscutting concepts have increased in sophistication as a result of instruction. Candidates provide evidence	Observation Observation Capstone	KEEP <i>Construct 3: Instructional Practice (3.1, 3.2, 3.3)</i> KEEP <i>Construct 4.1: Reflection & Growth</i>	Effective or higher Effective or higher At or above the effective or higher level for the designated Task and Focus area <u>or</u> minimum overall cut score required by TLC guidelines.	Pass rate was 80%+ for 2020-2022 for all listed assessments.	Meets the required passing percentage for all assessments

representative of the entire population they teach.		Teacher Licensure Capstone Task 3 (Teaching and Learning): Focus Area E (Analysis of Assessment Procedures)			
Standard 5: Professional Knowledge and Skills: Effective science teachers are aware of and engage in professional development opportunities to continually improve their knowledge and understanding of science content and pedagogy. They conduct themselves as part of the science education community.	Observation Project Capstone	KEEP <i>Construct 4: Professional Responsibility (4.1, 4.2)</i> Unit Scope/Lesson Sequence Teacher Licensure Capstone Task 4 (Self-Evaluation and Reflection: Focus Area F (reflective practitioner, professional growth, collegial relationships))	Effective or higher Developing or higher At or above the effective or higher level for the designated Task and Focus area or minimum overall cut score required by TLC guidelines.	Pass rate was 80%+ for 2020-2022 for all listed assessments.	Meets the required passing percentage for all assessments

Standard 6: Engineering, Technology, and the Applications of Science: The teacher demonstrates an understanding of concepts and practices of engineering, technology, and the applications of science that can be used in developing instruction for students.	Standardized Exam	Praxis II Content Test Sub-score Data:	At or above the 25 th percentile based on national norms or minimum composite score required for Kansas Praxis Exam	Pass rate was 80%+ for 2020-2022 for all listed assessments.	Meets the required passing percentage for all assessments
	Course Grade	<i>Content Category VI: Science, Technology, and Social Perspectives</i>			
	Course Grade		Developing: Course grade of B- or better		
	Project	Course Grade for CI 505 Science, Technology, and Society	Developing: Course grade of B- or better		
		Course Grade for CI 780S Technology in the Science Classroom	Developing or higher		
Standard 7: Structure and Properties of Matter: Effective teachers understand the structure of matter on the atomic and macroscopic levels, and the relationship between structure and properties of matter, engaging students in using		Unit Scope/Lesson Sequence			
	Standardized Exam	Praxis II Content Test Sub-score Data:	At or above the 25 th percentile based on national norms or minimum composite score required for Kansas Praxis Exam	Pass rate was 80%+ for 2020-2022 for all listed assessments.	Meets the required passing percentage for all assessments
	Standardized Exam	<i>Content Category I: Basic Principles of Matter and Energy: Thermodynamics</i>			
	Standardized Exam		At or above the 25 th percentile based on national norms or		

the periodic table as a model to predict the properties of elements based on the patterns of valence electrons as well as facilitating student investigations to gather evidence to compare trends in the periodic table and knowledge of the patterns of chemical properties.	Course Grade	Praxis II Content Test Sub-score Data:	minimum composite score required for Kansas Praxis Exam		
	Course Grade	<i>Content Category II: Atomic and Nuclear Structure</i>	At or above the 25 th percentile based on national norms or minimum composite score required for Kansas Praxis Exam		
	Course Grade	Praxis II Content Test Sub-score Data:			
		<i>Content Category III: Nomenclature; Chemical Composition; Bonding and Structure</i>	Developing: Course grade of D- or better		
			Developing: Course grade of D- or better		
		Course Grade for CHEM 211 General Chemistry I	Developing: Course grade of D- or better		
		Course Grade for CHEM 524 Instrumental Methods of Chemical Analysis			

		Course Grade for CHEM 531 Organic Chemistry I			
Standard 8: Matter and Its Interactions: Effective teachers will engage students in developing models that illustrate the release or absorption of energy from a chemical reaction system as well as investigating reaction rates and equilibrium states.	Standardized Exam	Praxis II Content Test Sub-score Data:	At or above the 25 th percentile based on national norms or minimum composite score required for Kansas Praxis Exam	Pass rate was 80%+ for 2020-2022 for all listed assessments.	Meets the required passing percentage for all assessments
	Standardized Exam	<i>Content Category IV: Chemical Reactions; Periodicity</i>			
	Observation				
	Observation	Praxis II Content Test Sub-score Data:	At or above the 25 th percentile based on national norms or minimum composite score required for Kansas Praxis Exam		
	Course Grade	<i>Content Category V: Solutions and Solubility; Acid-Base Chemistry</i>	Effective or higher		
	Course Grade	KEEP	Effective or higher		
	Project	<i>Construct 2: Content Knowledge</i>	Developing: Course grade of D- or better		
		KEEP			
		<i>Construct 3: Instructional Practice</i>	Developing: Course grade of D- or better		

		Course Grade for CHEM 212 General Chemistry II	Developing or higher		
		Course Grade for CHEM 523 Analytical Chemistry			
		Unit Scope/Lesson Sequence			

Table 3 Learning Outcome Assessment: Earth and Space Sciences Education (6-12)

Learning Outcomes (most programs will have multiple outcomes)	Assessment Type (e.g., portfolios, exams)	Assessment Tool (e.g. rubrics, grading scale) and benchmark of tool	Target/Criteria (desired program level achievement)	Results	Analysis
Standard 1: Content Pedagogy: Effective science teachers understand how students learn and develop science and engineering concepts and practices. They incorporate disciplinary core ideas, scientific and engineering practices, and crosscutting concepts into instruction.	Standardized Exam	Praxis II Content Test Data	Pass	Pass rate was 80%+ for 2020-2022 for all listed assessments.	Meets the required passing percentage for all assessments
	Capstone	Teacher Licensure Capstone	At or above the effective or higher level for the designated Task and Focus area or minimum overall cut score required by TLC guidelines.		
	Observation	Task 2 (Instructional Design): Focus Area B (Analysis of Learning Environment Factors),			
	Observation	Standard 7 Planning for Instruction	Effective or higher		
	Project	KEEP	Effective or higher		
		<i>Construct 2: Content Knowledge (2.1 & 2.2)</i>	Developing or higher		
		KEEP			
		<i>Construct 3: Instructional Practice (3.1, 3.2, 3.3)</i>			

		Unit Scope/Lesson Sequence			
Standard 2: Learning Environments: Teachers work with students and others to create and manage environments that support learning.	Observation Observation	KEEP <i>Construct 1: Learner and Learning (1.1, 1.2, 1.3)</i> KEEP <i>Construct 2: Content Knowledge (2.1, 2.2)</i>	Effective or higher Effective or higher	Pass rate was 80%+ for 2020-2022 for all listed assessments.	Meets the required passing percentage for all assessments
Standard 3: Safety: Effective teachers of science demonstrate and implement safety procedures, material safety practices, and the ethical treatment and use of living organisms (appropriate to their area of licensure).	Observation Project Exam	KEEP <i>Construct 1: Learner and Learning (1.1, 1.2, 1.3)</i> Unit Scope/Lesson Sequence Flinn Science Safety Test	Effective or higher Developing or higher Effective or higher (80% or higher)	Pass rate was 80%+ for 2020-2022 for all listed assessments.	Meets the required passing percentage for all assessments

Standard 4: Impact on Student Learning: Science teachers provide evidence that students' understanding of disciplinary core ideas, science and engineering practices, and crosscutting concepts have increased in sophistication as a result of instruction. Candidates provide evidence representative of the entire population they teach.	Observation	KEEP	Effective or higher	Pass rate was 80%+ for 2020-2022 for all listed assessments.	Meets the required passing percentage for all assessments
	Observation	<i>Construct 3: Instructional Practice (3.1, 3.2, 3.3)</i>	Effective or higher		
	Capstone	KEEP <i>Construct 4.1: Reflection & Growth</i> Teacher Licensure Capstone Task 3 (Teaching and Learning): Focus Area E (Analysis of Assessment Procedures)	At or above the effective or higher level for the designated Task and Focus area <u>or</u> minimum overall cut score required by TLC guidelines.		
Standard 5: Professional Knowledge and Skills: Effective science teachers are aware of and engage in professional development opportunities to continually improve their knowledge and understanding of science content and pedagogy. They conduct themselves as part of	Observation	KEEP <i>Construct 4: Professional Responsibility (4.1, 4.2)</i>	Effective or higher	Pass rate was 80%+ for 2020-2022 for all listed assessments.	Meets the required passing percentage for all assessments

the science education community.					
Standard 6: Engineering, Technology, and the Applications of Science: The teacher demonstrates an understanding of concepts and practices of engineering, technology, and the applications of science that can be used in developing instruction for students.	Course Grade Course Grade	Course Grade for CI 505 Science, Technology, and Society Course Grade for CI 780S Technology in the Science Classroom	Developing: Course grade of B- or better Developing: Course grade of B- or better	Pass rate was 80%+ for 2020-2022 for all listed assessments.	Meets the required passing percentage for all assessments
Standard 7: Earth's Place in the Universe: Origin, evolution and properties of the Universe. Effective science teachers demonstrate an understanding of the properties of the Universe, the Earth's place within the Universe, and origin and evolution of the Universe.	Standardized Exam Course Grade Course Grade	Praxis II Content Test Sub-score Data: <i>Content Category VI: Astronomy</i> Course Grade for PHYS 195 Introduction to Modern Astronomy	At or above the 25 th percentile based on national norms or minimum composite score required for Kansas Praxis Exam Developing: Course grade of D- or better Developing: Course grade of D- or better	Pass rate was 80%+ for 2020-2022 for all listed assessments.	Meets the required passing percentage for all assessments

		Course Grade for PHYS 395 Solar System Astronomy			
Standard 8: Earth's Materials and Systems: The teacher of earth and space science demonstrates an understanding of the energy sources, processes and cycles within the Earth System.	Standardized Exam	Praxis II Content Test Sub-score Data:	At or above the 25 th percentile based on national norms or minimum composite score required for Kansas Praxis Exam	Pass rate was 80%+ for 2020-2022 for all listed assessments.	Meets the required passing percentage for all assessments
	Standardized Exam	<i>Content Category II: Tectonics & Internal Earth Processes</i>			
	Standardized Exam		At or above the 25 th percentile based on national norms or minimum composite score required for Kansas Praxis Exam		
	Standardized Exam	Praxis II Content Test Sub-score Data:			
		<i>Content Category III: Earth Materials & Surface Processes</i>			
	Course Grade		At or above the 25 th percentile based on national norms or minimum composite score required for Kansas Praxis Exam		
	Course Grade	Praxis II Content Test Sub-score Data:			
	Course Grade	<i>Content Category IV: History of the Earth and its Life-Forms</i>	At or above the 25 th percentile based on national norms or minimum composite score required for Kansas Praxis Exam		
		Praxis II Content Test Sub-score Data:			
		<i>Content Category V: Earth's Atmosphere & Hydrosphere</i>	Developing: Course grade of D- or better		

		<p>Course Grade for GEOL 312 Historical Geology</p> <p>Course Grade for GEOL 324 Petrology & Petrography</p> <p>Course Grade for GEOL 325 Meteorology</p>	<p>Developing: Course grade of D- or better</p> <p>Developing: Course grade of D- or better</p>		
<p>Standard 9: Earth and human activity: The teacher of Earth and Space sciences demonstrates an understanding of society's interactions with the planet. How Earth's processes affect humans and human culture, and how humans affect Earth's systems.</p>	<p>Standardized Exam</p> <p>Course Grade</p> <p>Course Grade</p>	<p>Praxis II Content Test Sub-score Data:</p> <p><i>Content Category I: Basic Principles & Processes</i></p> <p>Course Grade for GEOL 102 Earth Science & the Environment</p> <p>Course Grade for GEOL 302 Earth and Space Sciences</p>	<p>At or above the 25th percentile based on national norms or minimum composite score required for Kansas Praxis Exam</p> <p>Developing: Course grade of D- or better</p>	<p>Pass rate was 80%+ for 2020- 2022 for all listed assessments.</p>	<p>Meets the required passing percentage for all assessments</p>

Table 3 Learning Outcome Assessment: Physics Education (6-12)

Learning Outcomes (most programs will have multiple outcomes)	Assessment Type (e.g., portfolios, exams)	Assessment Tool (e.g. rubrics, grading scale) and benchmark of tool	Target/Criteria (desired program level achievement)	Results	Analysis
Standard 1: Content Pedagogy: Effective science teachers understand how students learn and develop science and engineering concepts and practices. They incorporate disciplinary core ideas, scientific and engineering practices, and crosscutting concepts into instruction.	Standardized Exam	Praxis II Content Test Data	Pass	Pass rate was 80%+ for 2020-2022 for all listed assessments.	Meets the required passing percentage for all assessments
	Capstone	Teacher Licensure Capstone	At or above the effective or higher level for the designated Task and Focus area <u>or</u> minimum overall cut score required by TLC guidelines.		
	Observation	Task 2 (Instructional Design): Focus Area B (Analysis of Learning Environment Factors),			
	Observation	Standard 7 Planning for Instruction	Effective or higher		
	Project	KEEP	Effective or higher		
		Construct 2: Content Knowledge (2.1 & 2.2)	Developing or higher		
		KEEP			

		<i>Construct 3: Instructional Practice (3.1, 3.2, 3.3)</i> Unit Scope/Lesson Sequence			
Standard 2: Learning Environments: Teachers work with students and others to create and manage environments that support learning.	Observation Observation	KEEP <i>Construct 1: Learner and Learning (1.1, 1.2, 1.3)</i> KEEP <i>Construct 2: Content Knowledge (2.1, 2.2)</i>	Effective or higher Effective or higher	Pass rate was 80%+ for 2020-2022 for all listed assessments.	Meets the required passing percentage for all assessments
Standard 3: Safety: Effective teachers of science demonstrate and implement safety procedures, material safety practices, and the ethical treatment and use of living organisms (appropriate to their area of licensure).	Project Exam	Unit Scope/Lesson Sequence Flinn Science Safety Test	Developing or higher Effective or higher (80% or higher)	Pass rate was 80%+ for 2020-2022 for all listed assessments.	Meets the required passing percentage for all assessments
Standard 4: Impact on Student Learning: Science	Observation	KEEP	Effective or higher	Pass rate was 80%+ for 2020-	Meets the required passing percentage for all assessments

<p>teachers provide evidence that students' understanding of disciplinary core ideas, science and engineering practices, and crosscutting concepts have increased in sophistication as a result of instruction. Candidates provide evidence representative of the entire population they teach.</p>	<p>Observation</p> <p>Capstone</p>	<p><i>Construct 3: Instructional Practice (3.1, 3.2, 3.3)</i></p> <p>KEEP</p> <p><i>Construct 4.1: Reflection & Growth</i></p> <p>Teacher Licensure Capstone</p> <p>Task 3 (Teaching and Learning): Focus Area E (Analysis of Assessment Procedures)</p>	<p>Effective or higher</p> <p>At or above the effective or higher level for the designated Task and Focus area or minimum overall cut score required by TLC guidelines.</p>	<p>2022 for all listed assessments.</p>	
<p>Standard 5: Professional Knowledge and Skills:</p> <p>Effective science teachers are aware of and engage in professional development opportunities to continually improve their knowledge and understanding of science content and pedagogy. They conduct themselves as part of</p>	<p>Observation</p>	<p>KEEP</p> <p><i>Construct 4: Professional Responsibility (4.1, 4.2)</i></p>	<p>Effective or higher</p>	<p>Pass rate was 80%+ for 2020-2022 for all listed assessments.</p>	<p>Meets the required passing percentage for all assessments</p>

the science education community.					
Standard 6: Engineering, Technology, and the Applications of Science: The teacher demonstrates an understanding of concepts and practices of engineering, technology, and the applications of science that can be used in developing instruction for students.	Course Grade Course Grade	Course Grade for CI 505 Science, Technology, and Society Course Grade for CI 780S Technology in the Science Classroom	Developing: Course grade of B- or better Developing: Course grade of B- or better	Pass rate was 80%+ for 2020-2022 for all listed assessments.	Meets the required passing percentage for all assessments
Standard 7: Motion, Forces, Energy, & Heat: The physics teacher demonstrates a solid grasp of the classical mechanics of particles and fluids and thermal physics.	Standardized Exam Standardized Exam Course Grade	Praxis II Content Test Sub-score Data: <i>Content Category I: Mechanics</i> Praxis II Content Test Sub-score Data: <i>Content Category IV: Heat, Energy, and Thermodynamics</i> Course Grade for PHYS 213 General College Physics I	At or above the 25 th percentile based on national norms or minimum composite score required for Kansas Praxis Exam At or above the 25 th percentile based on national norms or minimum composite score required for Kansas Praxis Exam Developing: Course grade of D- or better	Pass rate was 80%+ for 2020-2022 for all listed assessments.	Meets the required passing percentage for all assessments

Standard 8: Electricity and Magnetism: The physics teacher demonstrates a solid grasp of electricity and magnetism.	Standardized Exam	Praxis II Content Test Sub-score Data:	At or above the 25 th percentile based on national norms or minimum composite score required for Kansas Praxis Exam	Pass rate was 80%+ for 2020-2022 for all listed assessments.	Meets the required passing percentage for all assessments
	Standardized Exam	<i>Content Category II: Electricity and Magnetism</i>			
	Course Grade	Praxis II Content Test Sub-score Data: <i>Content Category III: Optics and Waves</i> Course Grade for PHYS 214 General College Physics II	At or above the 25 th percentile based on national norms or minimum composite score required for Kansas Praxis Exam Developing: Course grade of D- or better		
Standard 9: Curricular Content Knowledge in Modern Physics: The teacher of physics demonstrates understanding of basic concepts and applications of 20th century discoveries in the fundamental views of space, time, and the wave nature of matter, collectively termed Modern Physics.	Standardized Exam	Praxis II Content Test Sub-score Data:	At or above the 25 th percentile based on national norms or minimum composite score required for Kansas Praxis Exam	Pass rate was 80%+ for 2020-2022 for all listed assessments.	Meets the required passing percentage for all assessments
	Course Grade	<i>Content Category V: Modern Physics, and Atomic and Nuclear Structure</i>	Developing: Course grade of D- or better		

		Course Grade for PHYS 501K Modern Physics for Educators			
Standard 10: General Science, Engineering, & Technology: The physics teacher demonstrates an understanding of the cross curricular ties between physics, life science, earth science, engineering, and technology	Standardized Exam Project	Praxis II Content Test Sub-score Data: <i>Content Category VI: Scientific Inquiry, Processes, and Social Perspectives</i> Unit Scope/Lesson Sequence	At or above the 25 th percentile based on national norms or minimum composite score required for Kansas Praxis Exam Developing or higher	Pass rate was 80%+ for 2020-2022 for all listed assessments.	Meets the required passing percentage for all assessments

Table 3 Learning Outcome Assessment: Middle Level Science Education (5-8)					
Learning Outcomes (most programs will have multiple outcomes)	Assessment Type (e.g., portfolios, exams)	Assessment Tool (e.g. rubrics, grading scale) and benchmark of tool	Target/Criteria (desired program level achievement)	Results	Analysis
Standard 1: Content Pedagogy: Effective science teachers understand how students learn and develop science and engineering	Standardized Exam Capstone	Praxis II Content Test Data Teacher Licensure Capstone	Pass At or above the effective or higher level for the designated Task and Focus area <u>or</u> minimum	Pass rate was 80%+ for 2020-2022 for all listed assessments.	Meets the required passing percentage for all assessments

concepts and practices. They incorporate disciplinary core ideas, scientific and engineering practices, and crosscutting concepts into instruction.	Observation	Task 2 (Instructional Design): Focus Area B (Analysis of Learning Environment Factors),	overall cut score required by TLC guidelines.		
	Observation	Standard 7 Planning for Instruction	Effective or higher		
	Project	KEEP	Effective or higher		
		<i>Construct 2: Content Knowledge (2.1 & 2.2)</i>	Developing or higher		
		KEEP <i>Construct 3: Instructional Practice (3.1, 3.2, 3.3)</i> Unit Scope/Lesson Sequence			
Standard 2: Learning Environments: Teachers work with students and others to create and manage environments that support learning.	Observation	KEEP <i>Construct 1: Learner and Learning (1.1, 1.2, 1.3)</i>	Effective or higher Effective or higher	Pass rate was 80%+ for 2020-2022 for all listed assessments.	Meets the required passing percentage for all assessments
	Observation				
		KEEP			

		<i>Construct 2: Content Knowledge (2.1, 2.2)</i>			
Standard 3: Safety: Effective teachers of science demonstrate and implement safety procedures, material safety practices, and the ethical treatment and use of living organisms (appropriate to their area of licensure).	Observation Project Exam	KEEP <i>Construct 1: Learner and Learning (1.1, 1.2, 1.3)</i> Unit Scope/Lesson Sequence Flinn Science Safety Test	Effective or higher Developing or higher Effective or higher (80% or higher)	Pass rate was 80%+ for 2020-2022 for all listed assessments.	Meets the required passing percentage for all assessments
Standard 4: Impact on Student Learning: Science teachers provide evidence that students' understanding of disciplinary core ideas, science and engineering practices, and crosscutting concepts have increased in sophistication as a result of instruction. Candidates provide evidence representative of the entire population they teach.	Observation Observation Capstone	KEEP <i>Construct 3: Instructional Practice (3.1, 3.2, 3.3)</i> KEEP <i>Construct 4.1: Reflection & Growth</i> Teacher Licensure Capstone	Effective or higher Effective or higher At or above the effective or higher level for the designated Task and Focus area <u>or</u> minimum overall cut score required by TLC guidelines.	Pass rate was 80%+ for 2020-2022 for all listed assessments.	Meets the required passing percentage for all assessments

		Task 3 (Teaching and Learning): Focus Area E (Analysis of Assessment Procedures)			
Standard 5: Professional Knowledge and Skills: Effective science teachers are aware of and engage in professional development opportunities to continually improve their knowledge and understanding of science content and pedagogy. They conduct themselves as part of the science education community.	Observation	KEEP <i>Construct 4: Professional Responsibility (4.1, 4.2)</i>	Effective or higher	Pass rate was 80%+ for 2020-2022 for all listed assessments.	Meets the required passing percentage for all assessments
Standard 6: Engineering, Technology, and the Applications of Science: The teacher demonstrates an understanding of concepts and practices of engineering, technology, and the applications of science that can be used in developing instruction for students.	Course Grade Project	Course Grade for CI 505 Science, Technology, and Society Unit Scope/Lesson Sequence	Developing: Course grade of B- or better Developing or higher	Pass rate was 80%+ for 2020-2022 for all listed assessments.	Meets the required passing percentage for all assessments

Standard 7: Middle Level Physical Science: The teacher of middle school science can demonstrate an understanding of concepts and practices of physical science in developing instruction for students, including knowledge of atomic structure, molecular structure, states of matter, chemical reactions, energy, motion and stability of objects, forces, and waves.	Standardized Exam	Praxis II Content Test Sub-score Data:	At or above the 25 th percentile based on national norms or minimum composite score required for Kansas Praxis Exam	Pass rate was 80%+ for 2020-2022 for all listed assessments.	Meets the required passing percentage for all assessments
	Standardized Exam	<i>Content Category II: Basic Principles of Matter and Energy</i>			
	Course Grade				
	Course Grade	Praxis II Content Test Sub-score Data: <i>Content Category III: Physical Sciences</i>	At or above the 25 th percentile based on national norms or minimum composite score required for Kansas Praxis Exam		
		Course Grade for CHEM 103 Introductory Chemistry	Developing: Course grade of D- or better		
			Developing: Course grade of D- or better		
		Course Grade for PHYS 111 Introductory Physics			
Standard 8: Middle Level Life Science: The teacher of middle school science can demonstrate an understanding of concepts and practices of biological science in developing	Standardized Exam	Praxis II Content Test Sub-score Data:	At or above the 25 th percentile based on national norms or minimum composite score required for Kansas Praxis Exam	Pass rate was 80%+ for 2020-2022 for all listed assessments.	Meets the required passing percentage for all assessments
	Course Grade	<i>Content Category IV: Life Sciences</i>			

instruction for students, including knowledge of cell theory, structure and function of organisms, populations of organisms, biodiversity, ecosystems, genetics, and evolution.	Course Grade	Course Grade for BIOL 210 General Biology I Course Grade for BIOL 211 General Biology II	Developing: Course grade of D- or better Developing: Course grade of D- or better		
Standard 9: Middle Level Earth and Space Science: The teacher of middle school science can demonstrate an understanding of concepts and practices of earth and space science in developing instruction for students, including knowledge of the universe and solar system, Earth's geologic history and processes, Earth's structure and processes, water cycle, weather and climate, natural resources, natural hazards and catastrophes, and human influences on Earth's systems.	Standardized Exam Course Grade Course Grade	Praxis II Content Test Sub-score Data: <i>Content Category V: Earth & Space Sciences</i> Course Grade for GEOL 102 Earth Science & the Environment Course Grade for PHYS 395 Solar System Astronomy	At or above the 25 th percentile based on national norms or minimum composite score required for Kansas Praxis Exam Developing: Course grade of D- or better Developing: Course grade of D- or better	Pass rate was 80%+ for 2020-2022 for all listed assessments.	Meets the required passing percentage for all assessments
Standard 10: Middle Level Unifying Concepts/Interdisciplinary Perspectives: The teacher of middle school science can demonstrate an	Standardized Exam Project	Praxis II Content Test Sub-score Data: <i>Content Category I: Scientific Inquiry, Methodology,</i>	At or above the 25 th percentile based on national norms or minimum composite score required for Kansas Praxis Exam	Pass rate was 80%+ for 2020-2022 for all listed assessments.	Meets the required passing percentage for all assessments

understanding and be able to infuse into science teaching the crosscutting concepts of science and the interdisciplinary perspectives among the sciences.		<i>Techniques, and History</i> Unit Scope/Lesson Sequence Course Grade for BIOL 211 General Biology II	Developing: 80% or higher		
--	--	---	---------------------------	--	--