



Bethel College - KS  
Traditional Program

# 2016 | Title II Reports

## Complete Report Card

AY 2014-15

### Institution Information

**Name of Institution:** Bethel College - KS  
**Institution/Program Type:** Traditional  
**Academic Year:** 2014-15  
**State:** Kansas

**Address:** 300 E 27th Street

North Newton, KS, 67117

**Contact Name:** Ms. Lisa Scott  
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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?  
(<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following:

**Award year:**

**Grantee name:**

**Project name:**

**Grant number:**

**List partner districts/LEAs:**

**List other partners:**

**Project Type:**

### Section I.a Program Information

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

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Art Pre-K-12	No
Biology 6-12	No
Chemistry 6-12	No
Elementary Education K-6	No
English Language Arts 6-12	No
Health Education Pre-K-12	No
History, Government, and Social Studies 6-12	No
Mathematics 6-12	No
Music Pre-K-12	No
Physical Education Pre-K-12	No

Speech and Theater 6-12	No
Total number of teacher preparation programs: 11	

## Section I.b Admissions

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

Other Following completion of requirements, may be during different years

Does your initial teacher certification program conditionally admit students?

No

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

<http://www.bethelks.edu/academics/registrar-office/>

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

Candidates are required to be admitted into the Teacher Education Program prior to taking upper level education courses. Transfer students are given a one-semester grace period to complete the entrance requirements.

## Section I.b Undergraduate Requirements

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

Are there initial teacher certification programs at the undergraduate level?

Yes

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

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	No
Minimum number of courses/credits/semester hours completed	No	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	Yes	No
Essay or personal statement	No	No
Interview	No	No
OtherPortfolio	Yes	Yes

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

2.5

What was the median GPA of individuals accepted into the program in academic year 2014-15

3.25

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2014-15

3.53

Please provide any additional comments about the information provided above:

## Section I.b Postgraduate Requirements

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

Are there initial teacher certification programs at the postgraduate level?

No

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

Element	Required for Entry	Required for Exit
Transcript	Data not reported	Data not reported
Fingerprint check	Data not reported	Data not reported
Background check	Data not reported	Data not reported
Minimum number of courses/credits/semester hours completed	Data not reported	Data not reported
Minimum GPA	Data not reported	Data not reported
Minimum GPA in content area coursework	Data not reported	Data not reported
Minimum GPA in professional education coursework	Data not reported	Data not reported
Minimum ACT score	Data not reported	Data not reported
Minimum SAT score	Data not reported	Data not reported
Minimum basic skills test score	Data not reported	Data not reported
Subject area/academic content test or other subject matter verification	Data not reported	Data not reported
Recommendation(s)	Data not reported	Data not reported
Essay or personal statement	Data not reported	Data not reported
Interview	Data not reported	Data not reported
Other	Data not reported	Data not reported

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

What was the median GPA of individuals accepted into the program in academic year 2014-15

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2014-15

Please provide any additional comments about the information provided above:

### Section I.c Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2014-15:	56
Unduplicated number of males enrolled in 2014-15:	27
Unduplicated number of females enrolled in 2014-15:	29

2014-15	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	7
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	2
Native Hawaiian or Other Pacific Islander:	0
White:	47
Two or more races:	0

### Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2014-15.

Average number of clock hours of supervised clinical experience required prior to student teaching	112
Average number of clock hours required for student teaching	540

Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	8
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	18
Number of students in supervised clinical experience during this academic year	14

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

Clinical experiences were supervised by the directors of the programs with load time given at a ratio of three students equivalent to two hours of credit. A full-time load at Bethel is considered twelve hours a semester. In addition, each content department (PreK-12 and Secondary Education Candidates) provided additional support for candidates during student teaching.

For the purposes of this report, 18 cooperating teachers (four teacher candidates had dual student teaching placements) have also been included in the number of adjunct faculty in supervised clinical experience based on the Title II Tips for Reporting Guide.

## Section I.e Teachers Prepared by Subject Area

**Please provide the number of teachers prepared by subject area for academic year 2014-15. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area; if no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))**

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	1
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	7
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	1
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	1
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	1
Teacher Education - Music	2
Teacher Education - Physical Education and Coaching	1
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	1
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	1
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	

Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

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

Please provide the number of teachers prepared by academic major for academic year 2014-15. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	7
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	

Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	1
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	1
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	1
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify: Art (1), Music (2), PE/Health (1)	4

## Section I.f Program Completers

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

2014-15: 14

2013-14: 20

2012-13: 18

## Section II Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

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

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

**Academic year 2014-15**

Did your program prepare teachers in mathematics in 2014-15?

Yes

How many prospective teachers did your program plan to add in mathematics in 2014-15?

1

Did your program meet the goal for prospective teachers set in mathematics in 2014-15?

Yes

**Description of strategies used to achieve goal, if applicable:**

As a small institution, our goal is to prepare at least one mathematics teacher per year. To meet the goal, we have employed the following strategies: 1) presentation:

to lower level math classes/students, 2) contacting alumni to identify potential math education students, and 3) regular communication with math professors about potential math education students.

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

We have one full time math professor who left the institution at the end of the 2014-15 academic year. One member of the education department served on the search committee for the replacement, and the Director of Teacher Education met with each candidate as part of the day-long interview. The education department is committed to establishing a strong connection with the new professor to ensure that he understands the importance of preparing math teachers, not only to Bethel, but to society at large.

**Provide any additional comments, exceptions and explanations below:**

**Academic year 2015-16**

**Is your program preparing teachers in mathematics in 2015-16?**

No

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

**Provide any additional comments, exceptions and explanations below:**

**Academic year 2016-17**

**Will your program prepare teachers in mathematics in 2016-17?**

Yes

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

1

**Provide any additional comments, exceptions and explanations below:**

We did not prepare any math teachers in 2015-16 because personal issues kept the candidate from successfully completing the semester. This candidate may finish in 2016-17; if so, we will have two prospective teachers to add in mathematics.

## Section II Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

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

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

**Academic year 2014-15**

**Did your program prepare teachers in science in 2014-15?**

Yes

**How many prospective teachers did your program plan to add in science in 2014-15?**

1

**Did your program meet the goal for prospective teachers set in science in 2014-15?**

Yes

**Description of strategies used to achieve goal, if applicable:**

Strategies to achieve our goal include: 1) presentations to lower level science classes/students and 2) providing lots of encouragement to science students who express interest in teaching.

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

**Provide any additional comments, exceptions and explanations below:**

A challenge that the EPP has run up against is the negative image that the media uses to portray education and teachers. This impacts the salary that science teachers can command and when scientists can achieve a much higher salary without dealing with teaching challenges, they weigh their options and select the corporate world and medicine. Additionally, the Kansas Legislature passed (in 2014) and the Kansas Governor signed a bill stating that teacher training is no longer necessary to teach math and science. This will only make EPP challenges to recruit teachers in math and science greater.

The EPP and the institution believe strongly in the concept of social justice and work diligently to recruit potential science teachers that buy into this philosophy. We will continue to work with school districts to emphasize the advantage of trained science teachers as effective teachers.

**Academic year 2015-16**

**Is your program preparing teachers in science in 2015-16?**

Yes

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

1

Provide any additional comments, exceptions and explanations below:

We need to use more specific targeting of prospective students in the areas of biology and chemistry. We have a solid base of science teachers (alumni) in the area that can help to provide us with names of potential students.

Academic year 2016-17

Will your program prepare teachers in science in 2016-17?

Yes

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

1

Provide any additional comments, exceptions and explanations below:

## Section II Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (**§205(a)(1)(A)(ii)**, **§206(a)**)

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

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

Academic year 2014-15

Did your program prepare teachers in special education in 2014-15?

Yes

How many prospective teachers did your program plan to add in special education in 2014-15?

3

Did your program meet the goal for prospective teachers set in special education in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

Bethel College is a member of a consortium of schools, Associated Colleges of Central Kansas (ACCK), which provides instruction in, and the route to endorsement for special education. ACCK staff make presentations to lower level education classes on our campus and education advisers encourage the special education endorsement for candidates seeking licensure in other areas.

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

The numbers of students preparing to teach special education is declining statewide and we are experiencing that decline as well. Furthermore, with a general teaching shortage, students (particularly elementary education) do not need to add special education endorsement in order to find a job. Because special education is not an initial license and the coursework required for the endorsement adds the equivalent of another major, some of our students have stopped out of the special education program midway. We need to review our advising and course schedules to determine if there are ways to make the special education endorsement program more manageable for students, and continue to encourage special education as an option.

Provide any additional comments, exceptions and explanations below:

The special education endorsement is not a direct entry program in Kansas. It is an added endorsement to an existing license.

One prospective special education teacher experienced health issues that prevented her from completing the program during this academic year.

Academic year 2015-16

Is your program preparing teachers in special education in 2015-16?

No

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

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in special education in 2016-17?



Yes

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

3

Provide any additional comments, exceptions and explanations below:

The explanation included for academic year 2014-15 provides the reasons for the program not preparing any special education teachers in 2015-16. We expect our numbers to rebound in 2016-17.

## Section II Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

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

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

Academic year 2014-15

Did your program prepare teachers in instruction of limited English proficient students in 2014-15?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2014-15?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2014-15?

Data not reported

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Is your program preparing teachers in instruction of limited English proficient students in 2015-16?

No

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

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in instruction of limited English proficient students in 2016-17?

No

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

Provide any additional comments, exceptions and explanations below:

## Section II Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Bethel College has created partnerships with local school districts as well as with schools in the Wichita School District (Wichita is the largest city in Kansas). Through these partnerships, Bethel candidates have the opportunity to work directly with students from diverse backgrounds (e.g., racial/ethnic, language, Socioeconomic Status, gender, rural/urban, and ability/special needs). Course work is directly tied to field experiences. Bethel has been most successful when incorporating field experiences in classes to support the course content.

Specifically, candidates in Adaptive Special Education must achieve an initial license in a core academic subject and Special Education is an added endorsement to the existing license.

General education teachers receive training in providing instruction to children with disabilities throughout the curriculum, but most significantly through the course EDU 210 Introduction to Infants, Children and Youth with Special Needs. As part of course requirements, candidates are required to participate in field experiences in special needs classrooms and in regular education classrooms with special needs students included.

General education teachers receive training in providing instruction to limited English proficient students, in providing instruction to children from low-income families, and on how to effectively teach in urban and rural schools throughout general and content specific methods courses, as well as through the course, EDU 31C School and Community.

### Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5134-ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5134-ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS0245-CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5017-ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	1			
ETS5017-ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2014-15	6			
ETS5017-ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS0011-ELEM ED CURR INSTRUC ASSESSMENT (DISC) Educational Testing Service (ETS) All program completers, 2013-14	7			
ETS0041-ENG LANG LIT COMP CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5551-HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5551-HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5550-HEALTH EDUCATION (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS5161-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS0061-MATHEMATICS CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2012-13	1			

ETS0113-MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS0113-MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	4			
ETS0113-MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	4			
ETS5091-PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5091-PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS5091-PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS5623-PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2014-15	7			
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2013-14	9			
ETS5624-PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2012-13	9			
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	1			
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2014-15	7			
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2013-14	8			
ETS5622-PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2012-13	8			
ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5221-SPEECH COMMUNICATION: CK Educational Testing Service (ETS) Other enrolled students	1			

### Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2014-15	14	13	93
All program completers, 2013-14	18	17	94
All program completers, 2012-13	17	17	100

### Section IV Low-Performing

## SECTION IV LOW-PERFORMING

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

Is your teacher preparation program currently approved or accredited?

Yes

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

State

NCATE

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

No

## Section V Use of Technology

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

Does your program prepare teachers to:

- **integrate technology effectively into curricula and instruction**  
Yes
- **use technology effectively to collect data to improve teaching and learning**  
Yes
- **use technology effectively to manage data to improve teaching and learning**  
Yes
- **use technology effectively to analyze data to improve teaching and learning**  
Yes

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

Candidates learn how to integrate technology into curricula and instruction through coursework and related activities. EDU300 Media and Computer for Educators introduces teachers to a variety of technology tools and issues related to the integration of these tools. Content Methods courses further explain how to integrate technology into specific content areas. Candidates demonstrate their ability to effectively integrate technology in instruction during the student teaching experience. Candidates learn to use technology effectively to collect, manage, and analyze data to improve teaching and learning in EDU325 Methods of Teaching and within content specific methods courses. The ability of candidates to use technology to effectively collect, manage, and analyze data to improve teaching and learning is assessed during their student teaching semester in the course EDU460A/EDU475A Practicum/Seminar in Student Teaching. Assessment is completed through the use of the Kansas Performance Teaching Portfolio (KPTP) and the Student Teaching Evaluation Scale completed by college supervisors and cooperating teachers.

## Section VI Teacher Training

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

Does your program prepare general education teachers to:

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

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

Bethel College prepares all teachers to teach students with disabilities in inclusive classrooms. In EDU 210 Introduction to Infants, Children, and Adults with Special Needs, students learn about RTI (Response to Intervention) and the Kansas MTSS (Multi-tiered Support System) three-tiered framework set up to help all children learn prior to referral to special education. By understanding the process of MTSS, Bethel's teacher candidates learn the importance of being able to differentiate instruction so all students can learn. If students are not learning after tier 3 of documented differentiation and interventions, the student may be referred to a student assistance team and then evaluated as to if they qualify for special education. Additional suggestions for effective teaching of special needs students are discussed in both general methods and specific content methods courses.

Bethel's teacher candidates learn that general education teachers play a vital role in the IEP process by helping develop goals, monitoring, and assessing students with special needs and collecting data. Bethel College Teacher candidates understand they must give modifications and accommodations to students with disabilities as required by law.

General education teachers learn about models for teaching limited English proficient (LEP) students in EDU 310 School and Community and general methods courses. Specific strategies for assisting LEP students in general classrooms are also discussed and applied in lesson plan modifications. EDU 310 field placements in ELL classrooms (and in a dual language magnet K-8 school) allow general education teachers to observe firsthand how students acquire another language. Additional

suggestions for effective teaching of LEP students are discussed in specific content methods courses.

## Does your program prepare special education teachers to:

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

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

Note: The endorsement for Special Education in Kansas is not offered through an initial license, but rather is an added endorsement to an existing license.

Teach students with disabilities effectively:

Bethel College prepares special education teachers to teach students with disabilities effectively through the Associated Colleges of Central Kansas (ACCK). ACCK is a consortium of the six area member colleges of Bethany College at Lindsborg, Bethel College at North Newton, Kansas Wesleyan University at Salina, McPherson College at McPherson, Sterling College at Sterling, and Tabor College at Hillsboro. Undergraduate and post-baccalaureate students are enrolled in one of the member colleges to pursue endorsement in high-incidence special education at the K-6, 6-12, and PK-12 levels, and ACCK provides the undergraduate endorsement coursework that includes field experience for three of the four courses. ACCK has developed an assessment system that is aligned with its conceptual framework, Kansas High-Incidence Special Education Standards, and national standards for teacher accreditation. ACCK has a fully accredited program. The assessment system includes content-based assessment (Praxis II), assessment of the candidate's ability to plan instruction, assessment of clinical experience, assessment of candidate's effect on student learning, philosophical/historical/legal foundations, assessment, and managing behavior/problem-solving/social skills. ACCK students consistently meet or exceed standards. Students unable to meet standards are not formally accepted into the ACCK Adaptive Special Education Program, which is required before clinical experience (student teaching). Cooperating teachers rank ACCK students as proficient or distinguished on final assessment conference reports.

Participate as a member of individualized education program teams:

ACCK prepares special education teachers to participate as a member of individualized education program (IEP) teams. Coursework assignments include observation of an IEP and IEP team meeting, IEP videos/simulations, lecture captures on IEPs, planning of an IEP based on a case study, and preparation of an IEP during student teaching (clinical experience).

Teach students who are limited English proficient effectively:

ACCK prepares special education teacher to work effectively with diversity, including limited English proficiency. Coursework includes diversity interviews, diversity issues in assessment, diversity reference materials, lecture captures on diversity, reading programs for limited English proficient learners, and an oral exam with diversity questions.

## Section VII Contextual Information

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

The Teacher Education Programs at Bethel College are accredited by the Kansas State Department of Education (KSDE) and the National Council for Accreditation of Teacher Education (NCATE). The institution submitted programs for approval on March 1, 2010; all programs were approved. The institution hosted a joint KSDE/NCATE on-site visit in Spring 2011 with full continuing accreditation granted by the NCATE Board of Examiners and the Kansas State Board of Education. Bethel College Mission: Bethel College is an independent institution of higher education. The mission of the college is to prepare students, through active learning and rigorous instruction imbued with the spirit of liberal arts, to become critical thinkers and engaged global citizens. Teacher Education Mission: The faculty in the department of teacher education at Bethel College is dedicated to preparing reflective teachers. The education program is designed to develop proficiencies in academic and professional knowledge bases and those dispositions that provide a grounding for reflective thinking, particularly those of caring and respect for diversity. The program is embedded with the belief that reflective thinking is congruent with effective practice. Teacher Education Vision: The vision of the faculty in the department of teacher education at Bethel College is to have a teacher education program embedded with reflection. Students reflect on their content knowledge to be better able to sequence learning, to understand underlying relationships, to prioritize and distill the essence of the content. Students reflect on pedagogical practice, observing, evaluating, comparing, examining results, looking for reasons and consequences. Our vision also includes students developing a better understanding of their own beliefs and philosophies and under the light of reflection becoming teachers who will be caring and respectful of diversity. See the following web sites for additional Bethel College notable features and accomplishments: <http://www.bethelks.edu/> [http://www.bethelks.edu/\\_userfiles/1/files/Teacher\\_Education.pdf](http://www.bethelks.edu/_userfiles/1/files/Teacher_Education.pdf) <http://www.bethelks.edu/news-events/publications/>

## Supporting Files

