title **II**
higher**education**act

King's College
Traditional Program

2015 Title II Reports

Complete Report Card

AY 2013-14

Institution Information

Name of Institution: King's College
Institution/Program Type: Traditional
Academic Year: 2013-14
State: Pennsylvania

Address: 133 N. River St.

Wilkes-Barre, PA, 18711

Contact Name: Dr. Denise Reboli
Phone: (570)208-5983
Email: denisereboli@kings.edu

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?
Biology 7-12	No
Chemistry 7-12	No
Citizenship 7-12	No
Early Childhood N-3	No
Elementary K-6	No
French K-12	No
General Science 7-12	No
Grades PK-4	No
Mathematics 7-12	No
Physics 7-12	No

Social Studies 7-12	No
Spanish K-12	No
Special Education 7-12	No
Special Education PK-8	No
Total number of teacher preparation programs: 14	

Section I.b Admissions

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

Does your initial teacher certification program conditionally admit students?
Yes

Provide a link to your website where additional information about admissions requirements can be found:
http://www.kings.edu/admissions/index.htm

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

http://www.kings.edu/academics/majors/Education/forms.htm

This is the link for the application for formal admission to the education program.

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	No	Yes
Fingerprint check	Yes	Yes
Background check	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	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	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	Yes
Interview	No	No
OtherSuccessful in early field experience	Yes	Yes

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

3

What was the median GPA of individuals accepted into the program in academic year 2013-14

3.2

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2013-14

3.6

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?

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 Postgraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	Yes	Yes
Background check	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	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	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	Yes
Interview	No	No
OtherSuccessful in early field experience	Yes	Yes

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

3

What was the median GPA of individuals accepted into the program in academic year 2013-14

3.9

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2013-14

3.9

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 2013-14:	115
Unduplicated number of males enrolled in 2013-14:	38
Unduplicated number of females enrolled in 2013-14:	77

2013-14	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	2
Race	
American Indian or Alaska Native:	0
Asian:	0

Black or African American:	0
Native Hawaiian or Other Pacific Islander:	0
White:	98
Two or more races:	1

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2013-14.

Average number of clock hours of supervised clinical experience required prior to student teaching	190
Average number of clock hours required for student teaching	260
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	9
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	293
Number of students in supervised clinical experience during this academic year	224

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

I. PK-4/Special Education PK-8

Candidates in the PK-4/Special Education PK-8 certification program are involved in field experiences each semester they are taking education courses.

EDUC 215 – Development, Cognition, and Learning I

A. Flood Elementary School - The Education Unit in collaboration with the Office of Hispanic Outreach of King's College provides an after-school tutoring program for students of Flood Elementary. Candidates work one-to-one with children from Flood assisting with homework.

B. Child Observation Project in various schools and early learning centers - As part of learning the various domains, candidates will observe an infant, toddler, pre-school child, and kindergarten student. These observations occur in various locations arranged by the professor throughout the Wyoming Valley. (10 hours)

EDUC 230 – PK-4 Multicultural, Linguistic and Instructional Methods

ELL Observations at Various Elementary Schools - Candidates will be placed with a local ESL teacher. Candidates will work with children whose first language is not English and observe classrooms and modifications for these students. (10 -20 hours)

EDUC 216 – Development, Cognition, and Learning II

Environment Project at Early Learning Centers - Candidates will put into practice what they are learning in the classroom at a local early learning center. Candidates will develop a learning environment in an actively used classroom. (5 hours)

EDUC 220 – The Education of Young Children: Theories, Practices and Policies

Program Exploration Project at Early Learning Centers - As part of learning various theories of working with young children, candidates visit various child care and pre school sites. This allows candidates to see the multiple approaches taken to care for and to teach students from diverse backgrounds. (12 hours)

EDUC 260 – Early Literacy Foundations

Literacy Lesson at King's College Early Learning Center - Candidates will observe various students at the KCELC and then prepare and teach a lesson plan appropriate to the children's literacy development.

EDUC 305 – Assessment I

Assessment Project at Flood Elementary - The Education Unit in collaboration with the Office of Hispanic Outreach of King's College provides an after-school tutoring program for students of Flood Elementary. Candidates work one-to-one with a student and after assessing the student, develop an improvement plan and try to execute it. (20 hours)

EDUC 370 – Specifically Designed Instruction

Observation at Children's Service Center – Candidates central focus should be classroom activities that relate to specially designed instruction. Instructional and behavioral accommodations and modifications are observed throughout the experience.

EDUC 306 – Assessment II

A. Child Assessment Project Part I (12 hours): Candidates are responsible for viewing the child or classroom participating in a screening and/or diagnostic test of a child (all permissions will be in place). Candidates observe for a minimum of 1 hour per week.

B. Child Assessment Project Part II (12 hours): Candidates are assigned to a classroom and observe a child. The candidate is responsible for reporting on various forms of authentic and other forms of assessment in order to gather information for future planning.

C. Parent Communication Tool: Candidates are responsible for communicating on any growth and development with the families' assessment tool. Teacher interview on method of parental involvement are part of the project.

EDUC 360 – Literacy Foundations for Primary Grades

Tutoring for Literacy - Candidates work with a second grade student at the Dana Street Elementary School, Wyoming Valley West School District in Forty Fort.

Candidates develop three language arts lessons to be utilized with client(s). Each lesson is to include authentic literature. Opportunities for guided reading, discussion, listening and speaking skills, writing, and an arts connection are included in tutoring plans.

EDUC 390 – Differentiated Reading for the Developing Child

Kids' Café Experience - Candidates assess and teach small groups of children, once a week, in an after school program at a local elementary school. The primary approach utilized is Guided Reading as described by Fountas & Pinnell (1996). Assessments include the administration of an informal reading inventory, informal strategy/skill checklists, and daily anecdotal records. Candidates work in pairs to enhance individual student's reading abilities. In addition, they debrief within their class period, held immediately after their teaching, to connect theoretical concepts to pedagogy.

EDUC 420 – Social Studies Methods

Social Studies Exploration and Teaching - Candidates work at various sites to explore social studies in action with children. In addition, candidates prepare and presen a trifold related to one of the social studies at the selected site.

EDUC 421/422/423 – Math, Language Arts, and Science Methods Block

Pre-Student Teaching Experience - During the semester, candidates pend time in elementary schools working with in-service teachers and presenting lessons to students. Candidates begin by observing on Tuesdays and Thursdays and are slowly integrated into the classroom until the final two weeks of the semester when the are in the classrooms every day for the full day and teach a theme unit for a minimum of five days. (Total: 100 hours)

Student Teaching - The clinical practice semester is a full 14 week placement. Most candidates have only one placement. Candidates who are working on a dual certification may have two seven week placements.

II. Secondary 7-12 (English, Math, Social Studies, Citizenship, French, Spanish, General Science, Chemistry, Biology)

EDUC 235 – Secondary Development, Cognition, and Learning

Observation at Holy Redeemer and Wyoming Area - Candidates are placed in two local high schools. Candidates observe and interact with high school students of various ages and abilities. (30 hours)

EDUC 240 – Secondary Multicultural, Linguistic and Instruction Methods

Observation and Interaction with ELL Students - Candidates are placed with a local ESL teacher. Candidates work with students whose first language is not English an observe classrooms and modifications for these students. (10 -20 hours)

EDUC 305 – Assessment I

Assessment Project - Candidates work one-to-one with a student and after assessing the student, develop an improvement plan and execute it.

Special Methods – Each major content area has its own specialized methods course

As part of a candidate's specialized methods course, they observe and teach a minimum of two lessons or mini-lessons in a local school in their area of certification in either a middle or high school setting. (20 hours)

EDUC 350 – Classroom Management

Candidates taking the Classroom Management for Secondary Students course tutor a student, observe classroom teaching, and teach a minimum of two classes at a local school. This program gives candidates an opportunity to present lessons in a middle or secondary school setting.

Student Teaching - The clinical practice semester is a full 14 week placement. Most candidates have only one placement. Candidates who are working on a dual certification may have two seven week placements.

Optional Field Experience – Bishop McNamara High School, Forestville, MD

Candidates have the opportunity to spend two weeks of their winter break at a Holy Cross high school in Maryland. While spending the entire day at the school, candidates observe, teach, and assess students during their time in a variety of classes. Candidates also participate in the St. Joseph program for students with specia needs and participate in clubs and other activities after school.

III. Advanced Program

EDUC 575 – Reading Research Project

All candidates are required to conduct an action research project in an area of reading. The final experience is a semester long six credit hour practicum in which they observe, assess, and develop an instructional plan that is implemented with a child with reading difficulties. (50 hours)

EDUC 516 – Reading Disabilities: Diagnosis and Prescription

Candidates conduct a child study, perform diagnosis testing, and tutor a child. (20 hours)

EDUC 550 – Reading Clinic Practicuum

Candidates test and analyze student data to diagnose reading difficulties. Additionally, candidates observe other candidates' testing and analysis processes in the diagnosis of reading disabilities. (15 hours)

EDUC 517: The Organization, Administration & Supervision of Reading Programs

Candidates interview five reading professionals or reading specialists regarding roles and responsibilities in relationship to International Reading Association Professional Standards.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2013-14. 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	51
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	5
Teacher Education - Foreign Language	1
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	2
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	12
Teacher Education - Science Teacher Education/General Science	3
Teacher Education - Social Science	
Teacher Education - Social Studies	3
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	2
Teacher Education - Chemistry	2
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education- History	5
Teacher Education - Physics	
Teacher Education - Spanish	4
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: PK-4	43

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2013-14. 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	51
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
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	12
Teacher Education - Science	3
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	8
Foreign Languages	5
Family and Consumer Sciences/Human Sciences	

Family and Consumer Sciences/Human Sciences	
English Language/Literature	5
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	2
Mathematics and Statistics	2
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	2
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify: Education PK-4	43

Section I.f Program Completers

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

2013-14: 109

2012-13: 196

2011-12: 103

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 agenc 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 2013-14

Did your program prepare teachers in mathematics in 2013-14?

Yes

How many prospective teachers did your program plan to add in mathematics in 2013-14?

10

Did your program meet the goal for prospective teachers set in mathematics in 2013-14?

No

Description of strategies used to achieve goal, if applicable:

The Education Department collaborated with the Admissions Office to discuss ways to recruit additional mathematics/teacher education students. The chair of math and education follow up with correspondence to students making inquiries. The Admissions Office has special days devoted to bringing particular majors to campus. King's College hosted a mathematics contest for local high school students and over 80 students participated.

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

We realize that, nationally, enrollment in mathematics/teacher education is down. The Admissions Office will work with our consultants to decide on realistic goals and to discuss strategies to recruit additional mathematics/teacher education majors.

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in mathematics in 2014-15?

Yes

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

3

Provide any additional comments, exceptions and explanations below:

This seems to be our current level of prospective teachers we are able to recruit. We are looking forward to 2015 when we are adding a 4-8 level math education degree to try to raise these numbers some.

Academic year 2015-16

Will your program prepare teachers in mathematics in 2015-16?

Yes

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

6

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agenc 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 2013-14

Did your program prepare teachers in science in 2013-14?

Yes

How many prospective teachers did your program plan to add in science in 2013-14?

10

Did your program meet the goal for prospective teachers set in science in 2013-14?

No

Description of strategies used to achieve goal, if applicable:

The Education Department collaborated with the Admissions Office to discuss ways to recruit additional mathematics/teacher education students. The department chairs of science and education follow up with correspondence to students making inquiries. The Admissions Office has special days devoted to bringing particular majors to campus. The College is trying to bring the Pennsylvania Junior Academy of Science back to campus.

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

We realize that, nationally, enrollment in science/teacher education is down. The Admissions Office will work with our consultants to decide on realistic goals and to discuss strategies to recruit additional science/teacher education majors.

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in science in 2014-15?

Yes

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

8

Provide any additional comments, exceptions and explanations below:

The number of students seeking secondary certification is currently down across the board at King's. We are anticipating adding a science 4-8 education major in fall 2015 that might add additional students that are interested in teaching science.

Academic year 2015-16

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

Yes

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

5

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 agenc 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 2013-14

Did your program prepare teachers in special education in 2013-14?

Yes

How many prospective teachers did your program plan to add in special education in 2013-14?

25

Did your program meet the goal for prospective teachers set in special education in 2013-14?

No

Description of strategies used to achieve goal, if applicable:

The Education Department collaborated with the Admissions Office to discuss ways to recruit additional special education/teacher education students. We attempte to work with our Marketing Department to develop better view book and social media literature specific to special education.

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

Enrollment in teacher education programs is down nationally. We will be meeting with the appropriate individuals on our campus to determine what needs to be dor in the future to recruit and retain all education majors.

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in special education in 2014-15?

Yes

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

20

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

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

Yes

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

10

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agenc 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 2013-14

Did your program prepare teachers in instruction of limited English proficient students in 2013-14?

Yes

How many prospective teachers did your program plan to add in Instruction of limited English proficient students in 2013-14?

15

Did your program meet the goal for prospective teachers set in Instruction of limited English proficient students in 2013-14?

No

Description of strategies used to achieve goal, if applicable:

We worked with the Marketing Department to help with advertising and local school districts

to notify inservice teachers about our continuing education program in ESL.

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

We will continue to work with our Marketing Department and local scvhool districts in order to recruit more practicing teachers.

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in Instruction of limited English proficient students in 2014-15?

Yes

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

10

Provide any additional comments, exceptions and explanations below:

With the resurrection of continuing education, we are hoping that we will again be able to recruit candidates into this area.

Academic year 2015-16

Will your program prepare teachers in Instruction of limited English proficient students in 2015-16?

Yes

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

5

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:

The College has worked to integrate knowledge of working with PDE, special needs students, ESL students, and various types of circumstances into our courses and field experiences. Field experiences are linked to course work so that students may apply the knowledge from their college classroom into their field placement. We

regularly meet with our Teacher Education Advisory Committee to ensure that we are meeting the needs of our local schools.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	3			
ETS0235-BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	7			
ETS0245-CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS0245-CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS5087-CITIZENSHIP ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			
ETS5087-CITIZENSHIP ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	3			
ETS5087-CITIZENSHIP ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	5			
ETS5087-CITIZENSHIP ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	14	158	13	93
ETS5732-CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) Other enrolled students	1			
ETS5712-CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) Other enrolled students	1			
ETS5722-CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) Other enrolled students	1			
ETS0020-EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2012-13	9			
ETS0020-EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2011-12	10	639	10	100
ETS0011-ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2012-13	42	174	31	74
ETS0011-ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2011-12	69	174	54	78
ETS0041-ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS0041-ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	6			
ETS0041-ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	19	178	19	100
ETS55038-ENGLISH LANGUAGE ARTS: CK	4			

Educational Testing Service (ETS) Other enrolled students				
ETS5038-ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS5038-ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS5511-FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) Other enrolled students	2			
ETS5511-FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2013-14	5			
ETS5511-FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2012-13	42	166	38	90
ETS5511-FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2011-12	70	169	66	94
ETS0435-GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS0435-GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	4			
ETS0435-GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	3			
ETS0061-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0061-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS0061-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	9			
ETS0061-MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	5			
ESP0001-PAPA - MODULE 1 READING Evaluation Systems group of Pearson Other enrolled students	85	217	56	66
ESP0001-PAPA - MODULE 1 READING Evaluation Systems group of Pearson All program completers, 2013-14	20	243	20	100
ESP0001-PAPA - MODULE 1 READING Evaluation Systems group of Pearson All program completers, 2012-13	1			
ESP0002-PAPA - MODULE 2 MATH Evaluation Systems group of Pearson Other enrolled students	81	208	50	62
ESP0002-PAPA - MODULE 2 MATH Evaluation Systems group of Pearson All program completers, 2013-14	20	234	20	100
ESP0002-PAPA - MODULE 2 MATH Evaluation Systems group of Pearson All program completers, 2012-13	1			
ESP0003-PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson Other enrolled students	84	224	54	64
ESP0003-PAPA - MODULE 3 WRITING	20	240	20	100

Evaluation Systems group of Pearson All program completers, 2013-14				
ESP0003-PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson All program completers, 2012-13	1			
ESP0006-PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson Other enrolled students	4			
ESP0006-PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2013-14	31	208	26	84
ESP0007-PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson Other enrolled students	4			
ESP0007-PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2013-14	31	209	25	81
ESP0008-PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson Other enrolled students	4			
ESP0008-PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson All program completers, 2013-14	31	210	24	77
ESP0011-PECT SPEC ED PREK-8 - MODULE 1 Evaluation Systems group of Pearson Other enrolled students	2			
ESP0011-PECT SPEC ED PREK-8 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2013-14	24	216	13	54
ESP0011-PECT SPEC ED PREK-8 - MODULE 1 Evaluation Systems group of Pearson All program completers, 2012-13	2			
ESP0012-PECT SPEC ED PREK-8 - MODULE 2 Evaluation Systems group of Pearson Other enrolled students	2			
ESP0012-PECT SPEC ED PREK-8 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2013-14	24	211	8	33
ESP0012-PECT SPEC ED PREK-8 - MODULE 2 Evaluation Systems group of Pearson All program completers, 2012-13	2			
ETS0730-PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	25	175	20	80
ETS0730-PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2013-14	40	178	40	100
ETS0730-PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2012-13	82	180	82	100
ETS0730-PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2011-12	127	179	127	100
ETS0710-PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	24	175	19	79
ETS0710-PRAXIS I READING Educational Testing Service (ETS) All program completers, 2013-14	39	177	39	100
ETS0710-PRAXIS I READING Educational Testing Service (ETS) All program completers, 2012-13	82	179	82	100
ETS0710-PRAXIS I READING Educational Testing Service (ETS)	127	180	126	99

All program completers, 2011-12				
ETS0720-PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	25	174	19	76
ETS0720-PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2013-14	40	176	40	100
ETS0720-PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2012-13	82	176	81	99
ETS0720-PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2011-12	127	177	127	100
ETS5354-SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2012-13	5			
ETS5354-SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2011-12	25	163	22	88
ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	5			
ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	8			
ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	3			
ETS5195-SPANISH WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5195-SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2013-14	4			
ETS5195-SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2011-12	1			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2013-14	64	58	91
All program completers, 2012-13	85	75	88
All program completers, 2011-12	129	118	91

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.

Technology is integrated into each class that we offer; in addition, each candidate is required to take two technology modules that work with the candidates to implement technology effectively into the classroom. All candidates are required to demonstrate during student teaching their ability to both integrate technology and to use it effectively to collect, manage and analyze data. The program has implemented Task Stream to do this programwide.

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.

Regarding general education teachers, PDE has added a requirement that all students have 9 credit hours (or the equivalent hours) in special education and 3 credits (or the equivalent hours) in ESL. Our program has been modified to add these requirements. Our PK-4 student majors will have many more than the 9 credit hours of special education as their program allows them to seek dual certification in special education. We have also added EDUC 230 Elementary Multicultural, Linguistic, an Instructional Methods for all PK-4 students. Secondary students will take a similar course, EDUC 240 Secondary Multicultural, Linguistic, and Instructional Methods. Secondary students also take EDUC/SPED 235, Development Cognition and Learning, which discusses the growth and development of all children, EDUC 270 Introduction to Special Education that discusses IEPs and their role on the IEP team, and EDUC 440 Inclusive Education which discusses inclusion.

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.

All students are introduced and familiarized with the IEP process. All special education candidates take specifically designed instruction and assessment classes tha require them to understand and prepare mock IEPs and to prepare to be a part of the IEP team. All candidates are required to take a class that prepares them for working with ELL students that includes planning activities and working with the different levels of ELL students.

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 King's College Education program completed its onsite review from NCATE in 2013 and was nationally recognized in October 2013. Students in all programs are required to take a course in ESL methods and at least 3 courses in special education. We also offer programs that do not lead to certification on the master's level in
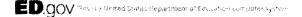
Curriculum and Instruction with an emphasis in PK-4, ESL, Math, or Science. We also offer a Master's Degree and Certification as a Reading Specialist. Initial

certification can be obtained in one of two ways: as part of the traditional undergraduate curriculum or as a post-baccalaureate student. A post-baccalaureate studen
is a student who completed an undergraduate degree either at King's or elsewhere in a content area, but did not complete the education courses as part of the
undergraduate degree. These students are required to take the same education coursework and participate in the same field experiences as students in our tradition
program. King's College does not offer the intern certificate program.

Supporting Files

Complete Report Card   AY 2013-14

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