



DONNELLY COLLEGE

Program Review

Urban Teacher Education Program

2016-17

Program Review Summary

A. Summary of Program Review

Program year 2016-17 brought about many challenges. In the previous year, there was a change in Directors and a change in the administrative force that supervised the program. The issues of a limited enrollment and economic pressures of the program caused some challenges to come forth. The junior level of course work was suspended. The program operated at a loss so in this year, the board of Donnelly decided to teach out the remaining students and to suspend the program. At that time there were 5 potential graduates remaining. The decision was made to provide all course work and support for these students and to make final decision thereafter. The information contained in this report details the matriculation of those 5 students. They received coursework from the Director and 2 adjuncts. The students received their coursework as the State of Kansas per the accreditation mandated. They additionally received support for taking the Praxis tests for licensing. Each student had to pass 3 Praxis, Principals of Learning and Teaching, Curriculum and Assessment of Elementary Students, and ESOL (as an endorsement)

1

Students had to complete a Service project that would involve education to help the community. All five completed a project with the Learning Club, a local after school program that serves elementary students in Kansas City, Kansas.

Support was given for student teaching in the Kansas City Kansas School district. Students were required to terminate their employment and to do the 12 week internships. Each student received at least 5 to 20 hours of mentoring from retired and practicing teachers.

Additionally, job placement was provided by reference letters and referrals to openings in the surrounding districts. The previous year's 2 graduates also continued to receive support for their employment in school districts.

B. Key Findings

1. Five students successfully completed the course work and met graduation requirements.
2. Five students completed their student teaching assignment with a B or better.
3. Five students received an average of 13 hours of mentoring during the semester.
4. Two students passed all three Praxis assessments and are fully licensed teachers.
5. Two students passed two thirds of the assessments. These two are employed as instructors, but with a temporary license.
6. One student did not pass any of the Praxis assessments.
7. All five participated in developing curriculum for the Learning Club. They all chose one level of elementary school and developed activities to fit those levels matching the Curriculum Standards of the state of Kansas.

C. Suggested Changes

2

1. Due to the closing of the program, no new students will be recruited for the four-year program.
2. Continued support will be given to the students after graduation to assist with the passage of the Praxis that were not passed.
3. Innovative plan will be implemented to keep a component of the Education program in the vein of a 2 plus 2 Program.
4. A partner school will be sought to connect to offer a seamless program

D. Implementation Plan

1. Previous students will be contacted and support will be offered to them to pass the final Praxis. This will occur on a bi-monthly basis for the upcoming school year.
2. A recruitment plan will be developed for the new iteration of the program. Working with the Vice President of Academics and the Marketing department, this will occur by the Fall semester of 2017.

3. A partner school will be sought to assist students to completion. At least 4 schools will be approached to work toward a partnership. Schools have been approached and sorting out the best fit will be necessary. This should happen by Fall of 2017.
4. Course work will be developed to enhance the student matriculation through Donnelly to the partner school. This is to be completed by Fall of 2017.

Section 1 – Program Overview

A. Program Mission Statement

An Urban Elementary Education degree from Donnelly College prepares students to be comfortable teaching in a diverse environment in both the urban core or in a rural school.

B. Institutional Learning Outcomes (DCLOs)

Donnelly College has consistently maintained a strong commitment to the Liberal Arts and Sciences (LAS) as a foundation for a complete education. The faculty strongly believes that the LAS provide the context through which students can engage with the larger questions about students' place in the world and their pursuit of truth.

Donnelly College Learning Outcomes (DCLOs):

1. **Communication Skills:** Students will communicate effectively in writing and speaking.
2. **Technology and Information Literacy Skills:** Students will demonstrate proficiency in information literacy skills.
3. **Symbolic Problem Solving:** Students will demonstrate competency in qualitative and quantitative problem solving.
4. **Analytical Thinking:** Students will employ reflective thinking to evaluate diverse ideas in the search for truth.
5. **Personal and Interpersonal Skills:** Students will develop an

understanding across cultural differences locally, nationally, and internationally.

6. **Academic Inquiry:** Students will engage independently and effectively in lifelong learning.
7. **Values:** Students will demonstrate moral and ethical behavior in keeping with our Catholic identity.

C. Program Learning Outcomes (PLOs)

In addition to the general education learning outcomes – communication skills, technology and information literacy skills, symbolic problem solving, analytical thinking, personal and interpersonal skills, academic inquiry, and values – upon successful completion of the Teacher Education program, students will demonstrate:

1. Integration of content knowledge, pedagogy and culturally relevant skills for all students in a safe learning environment.
2. Ethical professionalism which is reflective, responsive, fair and collaborative.
3. Characteristics of a diversity of learners.
4. Effective use of technology to enrich learning and increase student learning.
5. Positive relationships with the school community and its stakeholders to ensure effective teaching and learning.
6. Effective and appropriate verbal, nonverbal, written and media communication techniques in their teaching, interactions with students, colleagues, parents and the community.
7. Use and analyzation of multiple methods of assessment data independently and collaboratively to identify learners' needs and to guide planning.

1. Examine teaching and learning and the roles of teachers within and outside the classroom.
2. Learn theories (pedagogical, historical, social, cultural, and philosophical) essential for teaching and learning.
3. Discuss why urban education differs from suburban and rural education.
4. Participate in hands-on field experiences.
5. Study the complex challenges and issues that teachers face daily.
6. Understand the procedures and career choices for a teaching profession.
7. Self-reflect on why they want to teach more specifically, in an urban school setting.

D. Curriculum

The chart in Appendix A indicates the general education and professional course work. It also includes course work to receive the ESOL (English Speakers of Other Languages) endorsement. This is a plan for coursework for each student. It shows a clear picture of what elements students need and what they are lacking. Additionally, it shows the prerequisites to be included in the program and the level of grading to maintain throughout their matriculation.

Before moving into the professional coursework for Teacher Education, students must take at least 51 hours of general education courses. In Appendix A, the mandates are 24 credit hours of general subjects, Math, English, Philosophy, Ethics, Freshman Seminar, and Theology. In addition, they will receive at least 12 hours of Natural Sciences, 6 hours of Humanities, and 6 hours of Social Science. Interspersed in the General Education courses, students receive coursework that introduces them to the teaching career.

These courses allow the student to see and experience through practicums and actual methodology strategies used in the classroom. These assist in allowing the student to determine whether they wish to move into the professional course work by delving into some of the courses on the fringe of the major. In these courses, students will discover and explore their own philosophy of teaching, review their own educational experience, and be exposed to some method courses in the arts and technology.

The professional course work takes them more in depth of the teaching field. Students move through these next courses as a cohort group and the classes are taken in block sections. Elementary Education requires that they have a grasp on multiple subjects. Included in their next 3 semesters are method courses. Methods course work in Social Studies, Reading, Instructional Practices, Language Arts, Health and Physical Education, Math, and Science are all included in the block course work. In these courses, the students receive information and will practice in an actual classroom in which they will be assigned, how to teach the material, and assess whether the students have absorbed the material. In part they will learn how to relate and interact in the classroom and will be provided with strategies that meet the learning modes of different students. Additionally, the state standards of each area are introduced along with lesson planning that will target those standards.

In each block, there is a built in Practicum Seminar. This allows students a review of the Praxis assessments they must pass in order to be licensed. It also monitors the progress of the in-classroom experiences. Attached to all methods course there are a number of hours that students are to practice the methods learned in the class. The Field staff will visit their assigned school and classroom and in these courses review with them their progress in the use of those methods. The culminating activity in all of the courses, in their final semester is the Teaching Internship. In coordination with surrounding districts, students are placed in a classroom setting for at least 12 weeks with a Cooperating Teacher and will gradually take total control of the class as feedback is offered by the Field staff and the teacher they are placed with.

In Donnelly's Teacher Education program, the students will receive an additional endorsement in English for Speakers of Other Languages (ESOL). The pedagogy in these classes center around learning how to impact learning of those students who are not native English speakers.

One other aspect of the professional courses targets teaching those that fall into special services and the exceptional child. Course work includes theory and teaching strategies to allow the classroom to be more inclusive of those that need different and targeted methods of learning, for example, gifted children, special needs children, and behavioral challenges.

Reading, analyzing and interpreting data is essential in today's schools. The professional course work offers Tests and Measurements to comply with this facet of education. In order to provide a 360 degree view of each student and the classroom, they learn how to use this information to advance student learning.

One of the culminating courses is Foundations of Urban Education. This gives the history, the system of schools and school districts, and the state of education in today's society. It provides a back drop for what the student may encounter in this career.

E. Program Accreditation

Granted by the Office of the Commissioner, Dr. Randy Watson, of the State Department of Education on August 11, 2015 with the recommendation of the Evaluation Review Committee of Teaching and School Administration Professional Standards Advisory Board until December 31, 2020.

F. Collaboration/Agreements

Emporia State University, Emporia, KS (signed during AY16-17)

Students who complete their first two years of pre-education coursework and meet the minimum test scores can transfer seamlessly into Elementary Education at Emporia State University.

G. Faculty and Staff Resources

Gayle Lee

Program Chairperson

Assistant Professor of Education B.S.,

Bachelor of Science in Business Administration – Emporia Kansas University

Masters of Science in Management – Baker University

Education Specialist Master's Program, University of Missouri – Kansas City

Lorraine Williams

Adjunct Faculty

Accepted and working in the Kansas City Kansas School District in the

Fellows Program

Masters of Science in Mathematics – Pittsburg State University

Masters in Educational Leadership- Newman University

Caren Freeman

Adjunct Faculty

Masters in Special Education and Library Science – Emporia Kansas

University

Education

Course #	Course Title	Minimum Qualifications
ED 101	Introduction to Urban Education	Master's degree with at least 18 graduate credit hours in any combination of the following qualifying fields: <ul style="list-style-type: none"> • Adult Education • Education Technology • Elementary Education • Higher Education • Secondary Education
ED 104	Elementary Music Methods	
ED 105	Instructional Media and Technology	
ED 106	Elementary Art Methods	
ED 107	Introduction to Teaching as a Profession	
ED 108	Multicultural Education	
ED 301	Perspective Ed for Cultural & Diverse Learners	
ED 302	Elementary Social Studies Methods	
ED 303	Elementary Reading Methods	
ED 304	Techniques for Instructional Success	
ED 310	Practicum/Seminar A	
ED 312	Elementary Language Arts Methods	
ED 315	Literacy and Linguistics	
ED 316	Elementary Physical Education and Health	
ED 320	Practicum/Seminar B	
ED 400	Test and Measurements	
ED 401	Elementary Mathematics Methods	
ED 402	Elementary Science Methods	
ED 403	Language Assessment and Appraisal	
ED 404	Foundations of Urban Education	
ED 410	Practicum/Seminar C	
ED 415	Teaching Internship and Seminar	

Academic files, together with curriculum vitae for each faculty member, are kept in the Offices of the Dean of the College and are regularly reviewed.

H. Teaching Loads

In 2016-17, the program operated with one full time employee who taught 15 credit hours.

Two (2) Adjunct Faculty taught 3-credit hours per person.

I. Scholarly Activities

- Participation in Unit Head In-Services held by the Kansas State Department of Education.
- Chairperson of the Scholarship Committee of the Kansas City Kansas Chamber of Commerce.
- Nomination of Students and Attendance at the "Teachers of Promise Award Luncheon – 2 Students received the award.

- Invitation to and Ultimate Presentation from the Commissioner of Education here at Donnelly who outlined their agenda for education in the State of Kansas.
- Attendance at the Workshop for Understanding Grief – 12-week series.
- Attendance at NAMI Workshops for Understanding Mental Health – 13-week series
- Attendance at a Workshop held at UMKC – by Gloria Ladson-Billings, PhD. “The Role of Youth Culture in Transforming Teaching.
- Served on the Curriculum Committee in house
- Member of KAPOTE (Kansas Academic Policies of Teacher Education
- Member of Bridge – A committee to help support the relationship of Universities and School Districts in placing qualified teachers

Section 2 – Student Success

A. Enrollment and Recruitment Data

In the chart, you can see the reduction of the amount of students of course is reflected in the number of credit hours earned. The decision to cease taking in new students and to teach out the remaining students was evident.

Indicators	AY14-15	AY15-16	AY16-17
Enrollment			
Goal	15	10	7
Actual	10	9	5
Retention Rate (Fall to Spring)			
Goal	70%	70%	70%
Actual	75%	90%	71%

B. Graduation

Indicators	AY14-15	AY15-16	AY16-17
Cohort	5	5	2
100% on-	20%	100%	0%

100% (5 of 5) of the graduates completed a graduation survey.

- 40% responded that they planned to continue their education after graduation and 60% said they did not intend to continue on right away. 60% indicated the highest degree they hoped to obtain was a master's degree.
- 100% of the graduates were currently employed in a school district in a non-teaching role with 80% saying they intended to change their employment after graduation. 60% indicated they intended to become a teacher.
- 40% came to college directly from high school while another 40% entered after working for a period of time. 20% transferred from a four-year college or university.

- 40% responded that they would not choose Donnelly again for their education if they had the opportunity to start over.
- 40% indicated that Donnelly had been their first choice for education, 20% indicated it was their third choice, and 40% indicated it was their fourth or lower choice.

B. Placement

- Four of the five graduates are working in the field of Education. This department offered advisement, resume writing tips, referrals to vial opportunities and career counseling.
- Including in their course of study were seminars on completing test successfully. In addition, representatives from various districts were invited to speak to the classes.
- These officials offered invitations for the students to visit and to get a feel of the culture of working in these schools.
- The District 3 representative from the Kansas State Board presented to offer encouragement to all applicants.

Section 3 – Satisfaction Surveys

A. Students

Course Evaluations are open to all students registered in four weeks before the end of the term. Evaluations are completed online and are anonymous to faculty and staff. They consist of 26 statements and questions that used a Likert-style scale.

During this school year, only one student completed a survey in one of the classes. Given this fact there is no statically sound data to reference.

B. Alumni

Two of the five graduates are fully licensed and working in the Kansas City Kansas School system as Elementary Education Teachers.

Three of the five are using their ESOL endorsement to facilitate their positions. Those three, were specifically selected for this endorsement earned at Donnelly.

Two of the five are working in Education on a temporary license. They will continue to pass one final test in the series of three tests to receive full licensing.

In the previous year there were 2 graduates. Both of these graduates are working. One is in the Kansas City Kansas School system and one in the Denver School District. This alumnus was chosen for her ESOL endorsement as well. She had to pass two additional licensing tests in order to qualify for this position. They both remain their positions after 2 years.

C. Advisory Board

Members met 2 times in this school year. The one main goal of the meetings was to determine how to encourage the school district to allow our student teachers to continue working and to student teach.

A member of the committee was in personnel at the district and underscored their policy not to pay. When the program was set up this was the understanding.

In meeting two, the focus was on ways to encourage students to work on passing all Praxis required for licensing. Previous information has indicated minorities have not passed at a sufficient enough rate. Additionally, our students found it difficult to pass the CORE Praxis.

D. Employers

The following employers have hired our graduates. They were all hired within 3 months of graduation. All are at the Elementary level. They all secured positions in the Kindergarten or first grade levels, which were their preference.

- Kansas City Kansas Public School District
- Topeka School District
- Denver School District
- Benjamin Banneker Charter School – Kansas City, Missouri

14

Others were contacted and students did apply to some:

- Kauffman Charter School – Kansas City, Missouri – students were invited to a reception.
- Pathways Charter School – Kansas City, Missouri
- Turner School District – Kansas, City Kansas
- Alta Vista Charter School – Kansas City, Missouri – 2 were offer contracts, but chose not to take the positions offered.

Section 4 – Financial Information

A. Financial Data

Indicators	Academic Year						Trend
	16-17	17-18	18-19	19-20	20-21	21-22	
Headcount	5	Discontinued	n/a	n/a	n/a	n/a	n/a
Total credit hours (TCH)	160						
Revenue (TCH * tuition/fees)	42,400						
Estimated expenses	41,200						
Approximate profit/loss (c - d)	1,200						

B. Grants

There were no grants written for this time period per Laura McKnight, Grant Writer.

Section 5 – Recruitment and Retention

The chart shows that efforts ceased to recruit students into the program. As stated in the first narrative, the direction was to retool the efforts and to change to the new format of 2 plus 2.

Retention	AY16-17	AY 17-18 2 plus 2 goal					
Goal	0	12					
Actual	0	5					

A. Recruitment and Retention Plan

The plan includes working with the admissions team to identify students who may have an interest in the program. That plan will include going with the team to school visits and to use community opportunities to tout the program for the upcoming years.

In addition to that a concerted effort will be done to identify the interested parties who are already attending Donnelly. Working with the faculty, presentations will be done in classes. A table will be set up at the Transfer Fair to encourage students to sign up for the Education Program.

Working with the surrounding school districts, a proposal will be presented to work with their high schools to offer dual credit in the path of Teacher Education.

Section 6 – Assessment of Student Learning Outcomes

The Praxis exams are the culmination of information learned in the course work. In creating the syllabi and course outcomes it is all predicated on developing students to pass three exams; Principals of Learning and Teaching, Curriculum and Instruction for Elementary Education, and ESOL (English for Speakers of Other Languages).

In the school year 2016-17 each potential graduate was mandated to take and pass the licensure assessments for educators. They included:

- Elementary Education Curriculum and Instruction – Test 5017 Cut Score: 153
- Principals of Learning and Teaching K-6 – Test 5622 Cut Score: 160
- English for Speakers of Other Languages (ESOL) Test 5362 Cut Score 149.

17

In this school year there were 8 attempts to reach the passing score totally of these assessments, 6 received the passing cut scores or higher, which is 75% passing.

Section 7 – External Demand

Employment of education, training, and library occupations is projected to grow 9 percent from 2016 to 2026, about as fast as the average for all occupations. About 876,800 new jobs are projected to be added from 2016 to 2026. Enrollment is projected to increase at both the college and university level and among public elementary and secondary schools, therefore postsecondary teachers and preschool, elementary and secondary school teachers will be needed to meet the demand. Education, training, and library occupations, however, are affected by state and local budgets, and budgetary restrictions can limit employment growth.

The median annual wage for education, training, and library occupations was \$48,000 in May 2016, which was higher than the median annual wage for all occupations of \$37,040.

Job Outlook for Teachers

The Demand

Teaching positions in pre, elementary, and secondary schools are expected to increase at an average rate in the future. However, demand will be greatest for teachers with expertise in science, math, and bilingual education.

The Statistics

It is projected that until 2016; job growth for teachers is projected to increase by 12 percent, or just over 479,000 new jobs. This growth is in-line with average expected job growth in other industries.

During this same period, growth for teaching jobs is expected to increase quickest in Georgia, Texas, Arizona, and Nevada. Growth is projected to increase at the smallest rate in the Northwest.

Teachers willing to move and licensed in multiple subjects will enjoy more job opportunities than teachers licensed in only one subject and unwilling to relocate.

Job growth for teachers will only increase if more public money is allocated for education and more legislative effort is made to expand educational

programs. Currently, the federal government is allocating more money to hire teachers in areas with a lot of poverty.

Likewise, many state legislatures are funding pre-school programs, so all children, regardless of their parents' income, can attend pre-school. Greater demand for pre-school programs, in conjunction with greater public emphasis being placed on early childhood education, will increase job opportunities for people interested in teaching pre-school aged children.

Job Prospects

During the next decade, geographic factors, subject expertise, and grade level will affect the availability of teaching jobs. Since many teachers will retire within the next decade, the majority of new teachers will fill these vacant job openings.

Section 8 – Summary of Accomplishments and Future Challenges

19

In reviewing this document, we have learned a great deal. A major effort was done in writing the curriculum, orchestrating a visit by the state of Kansas Accrediting team and subsequently achieving accreditation. But, the implementation of the program proved more challenging than anyone imagined. Several barriers were at work. First of all, there was a turnover of staff who originated the program. The VP of Academics as well as the original Director left for other opportunities.

Another barrier was recruitment. The infrastructure to obtain new students was not present. One full time person did the administrative duties, also managed curriculum, taught and oversaw all of the adjuncts.

The last barrier was economic. The expense of hiring enough adjuncts to provide coursework for the juniors and seniors level instructors proved difficult for the college.

Given those barriers, there were still students who graduated with honors and are now gainfully employed to date. These students are successfully teaching in the urban core and are assisting students with language barriers.

They have continued to receive support from the department for testing efforts and any employment needs that may arise. Four of 5 graduates have retained their employment. The fifth graduate has not been located for an assessment of her needs. Two of the graduates are fully licensed and 2 are teaching on a temporary license and continuing to work on their third Praxis exam.

The future is bright for moving to a 2 plus 2 model. The coursework has started and there are 5 students who have enrolled in the program. Recruitment is continual. It's a matter of educating the students and faculty and creating a marketing campaign that supports this effort. Many have a dim view of teaching and so improving that perception will be part of the process.

Our advising department will need to familiarize themselves with the program, so that they are able to suggest to students this pathway.

The students need to pass the CORE Praxis to get into the professional coursework, so it will be important to emphasize this effort.

Assisting the students in choosing a transition college will be another challenge. To date, we have an agreement with Emporia Kansas University, but more conversations with UMKC and Park University are in the works.

Appendix A: Course Map

Bachelor of Arts in Elementary Education

Student Name:

ID:

I. General Education Requirements			
EN 100 Freshman Seminar			
EN 111 Composition I			
EN 112 Composition II			
EN 140 Public Speaking			
PH 210 Introduction to Philosophy or PH 213 General Ethics			
IT 111 Microcomputer Essentials			
MT 130 College Algebra			
PH 225/RS 225 Foundations of Theology			
Natural Sciences (12-13 credits)			
BL 101/101.1 Principles of Biology or CH100 General Chemistry			
SC 101 Fund of Physical Science or SC 200 Earth Science			
MT 121 Introduction to Statistics (Spring)			21
Humanities (6 credits)			
EN 135- Children's Literature (Spring)			
HS 101- Early World Civilization or equivalent			
Social Science (6 credits)			
PY 101- General Psychology			
PS 111- American Government or equivalent			
SO 100 Introduction to Sociology (Fall) or GE 101 World Geography (Spring)			
Total General Education Hours		0	
Total General Education Hours- 51-52			
II. Pre-Education Coursework			
ED 101- Introduction to Urban Education (Fall)			
ED 104- Elementary Music Methods (Spring)			
ED 105- Instructional Media and Technology (Fall)			
ED 106- Elementary Art Methods (Spring)			
III. Content Course			
PY 211- Child Psychology			
Total Pre-Education Coursework		0	
Total General Education and Pre-Education Coursework		0	

Admission to Professional Coursework is required in order to register for the following courses and need to be taken sequentially starting with Block A.*		
Block A- to be taken concurrently (Fall)		
PY 301- Educational Psychology	3	
ED 301- Perspectives in Education for Culturally and Linguistically Diverse Learners	3	
ED 302- Elementary Social Studies Methods	3	
ED 303- Elementary Reading Methods		
ED 304- Techniques for Instructional Success	3	
ED 310- Practicum/Seminar	1	
Total for Block A:	16	
Block B (Spring)		
PY 213- Psychology of the Exceptional Child	3	
ED 213- Elementary Language Arts Methods	3	
RS 301- Comparative Religions	3	
ED 315- Literacy and Linguistically Diverse Learners	3	
ED 316- Elementary Physical Education and Health Methods	3	
ED 320- Practicum/Seminar	1	
Total for Block B	16	
Block C (Fall)		
ED 400 Tests and Measurements	3	
ED 401 Elementary Mathematics Methods	3	
ED 402 Elementary Science Methods	3	
ED 403 Language Assessment and Appraisal	3	
ED 404 Foundations of Urban Education	3	
ED 410 Practicum/Seminar	1	
Total for Block C	16	
Block D (Spring)		
ED 415 Teaching Internship and Seminar	12	

***Admissions Requirements for Professional Coursework:** Final deadline July 1; Priority deadline April 1.
 Admission to
 Donnelly

- Completed majority of general education and pre-education coursework;
- 2.75 overall GPA including:
 - Six hours of college level math with a grade of "C" or better
 - Composition I and II with a grade of "C" or better
 - Public Speaking with a grade of "C" or better
- UTEP application with \$25 application fee;
- Summative Self-Assessment of Professional Dispositions (part of UTEP Application);
- PRAXIS- CORE (172 on writing, 173 on reading, and 172 on math) or ACT composite score of 21 or above;
- Two letters of recommendation from instructors;
- Interview with Clinical Field Supervisor;
- Completion of early field experience with reflection.

PRAXIS Tests required for Teacher Licensure:

- Principles of Learning, qualifying score 160
- Elem. Ed. Curriculum, Instruction, and Assessment, qualifying score 163
- ESOL, qualifying score 138