



KANSAS BOARD OF REGENTS

ESU-Teachers College Special Education Fellows Program

Project Summary: The Teachers College Special Education Fellows Program (TCSEFP) is an intensive, 12-month endorsement program. This online program will prepare special educators to work with students (i.e., K-6 or 6-12) with high incidence disabilities in underserved areas of Kansas. This innovative program uses online course delivery to support real-time interactions with teachers throughout Kansas. The fellowship program includes the following key features:

- Twelve-month fellowship for special educators working on a waiver in Kansas.
- Intensive on-the-job mentoring, including live virtual supervision.
- Collaboration between The Teachers College (TC) and school districts and/or special education cooperatives.

FHSU-PLACE Education Project (Innovative Pathways to Licensure and Competency in Elementary Education)

Project Summary: Fort Hays State University (FHSU) will address the current critical elementary teacher shortage facing the state of Kansas through the proposed *In PLACE Education Project (Innovative Pathways to Licensure and Competency in Elementary Education)* by adding to the number of highly qualified elementary teachers in underserved regions by *increasing the accessibility of high quality licensure pathways for place-bound teacher education students committed to teaching in these regions*. The Project targets two elementary education pathways for expansion and scale-up: the fully online pathway, and an innovative new Residency pathway that was just successfully piloted. Focus will be on increasing enrollment capacity in both these pathways for place-bound teacher candidates. In addition, an *In PLACE Education* scholarship program will provide added affordability and incentivize potential place-bound teachers to earn elementary licensure in underserved areas, removing some financial barriers that teacher candidates in underserved areas often face in pursuing teacher licensure. Within the 2016-2017 academic year, the project activities are expected to result in 15 new place-bound teacher candidates committed to teaching in underserved areas. By the second year, another increase of 20 place-bound teacher candidates are expected, with a continued strong growth trend anticipated, all committed to teaching in underserved districts.

KSU-Kansas Transitions to Teaching (KTTT)

Project Summary: The *Kansas Transitions to Teaching (KTTT)* project will assist the transition to elementary teaching of 30 career changers (i.e., people who possess an undergraduate degree and meet admissions criteria) from underserved school districts in Kansas. Six partner school districts will assist in recruiting,

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selecting, and developing teacher candidates (see letters of support). Partnering school districts will help to mold the experiences of pre-service teachers to the unique needs of their district. Selected *KTTT* participants will receive iPads, Swivls, and a \$6,000.00 *KTTT* Fellowship to be applied toward qualifying education expenses (i.e., tuition, fees, books, and supplies) associated with participation in KSU's Master of Arts in Teaching (MAT) program. *KTTT* Fellows are required to apply to the partnering district upon completion of their program or forfeit their fellowship. An independent evaluator will assess the effectiveness of the program from the perspectives of the students, university faculty, and school personnel before, during, upon completion, and after the first year of teaching.

WSU-Teacher Apprentice Program (TAP)

Project Summary: Responding to the need to produce more Early Childhood/Elementary/Special Education teachers in underserved areas in Kansas, Wichita State University (WSU) seeks to work with school districts in western Kansas to develop the Teacher Apprentice Program (TAP) - an innovative program to prepare Early Childhood and Elementary Special Education classroom teachers for rural Kansas. Characterized by an inverted approach to curriculum and strong emphasis on field experiences, this approach to educate and prepare these teachers will implement a two layered model including a Professional Education certificate(PEC) that must be successfully completed prior to admission into the bachelor's degree program. Approximately 20 teachers in 12-18 early childhood/elementary schools in school districts in western Kansas will receive the training on site as part of a three-year pilot program. At the conclusion of the program, the WSU College of Education (COE) will be able to deliver it throughout rural and remote areas of Kansas. Therefore, funding from the Kansas Board of Regents (KBOR) will enable the WSU COE to work with partners to develop and implement the pilot TAP program, develop online and onsite courses, develop distance mentor training opportunities, deliver on-site aspects of the training, and establish relationships and partnerships to ensure the project's sustainability.

WU-Paraprofessionals to Teachers

Project Summary: Washburn University has partnered with several of the surrounding districts to offer this program to help meet the need for teachers in the Topeka (USD 501), Shawnee Heights (USD450), Seaman (USD 345), and Auburn Washburn (USD437) public school districts. The purpose of the Paraprofessionals to Teachers program is to develop a pathway for current paraprofessionals in the local school districts to complete the requirements for certification in hard to fill disciplines and to provide financial assistance for the paraprofessionals to complete the program. Based on the current needs for certified teachers, priority will be given to paraprofessionals seeking certification in either special education or in a STEM field (identified as hard-to-fill disciplines). Other hard-to-fill disciplines will be considered as funding allows. This program is unique in that it will utilize a pre-service co-teaching model to provide mentoring and coaching for participants as they become part of a team of educators in their home classrooms. Requested funds will provide financial assistance for participants as well as training in co-teaching techniques.