



**College of Education
Report on Areas of Research, Scholarly and Creative Activities, and
Discovery (RSCAD) Strength**

#1

A. Area of Strength:

Research and practice in teacher preparation for English language learners.

B. Scope:

The focus of this area of strength is the faculty and staff of The Center on Intercultural and Multilingual Advocacy (CIMA). CIMA has offered award-winning programming for undergraduate and graduate teacher preparation for nearly 20 years. CIMA staff have produced numerous books and publications and been awarded more than \$32 million in external funding.

C. Current, Emerging, or Both:

Current

D. Criteria of Strength:

1, 3, 7, 9, 11, 13, 15

E. Narrative:

Research and Publications: CIMA researchers have produced highly ranked books and peer-reviewed publications such as: *Accelerating literacy for diverse learners: Strategies for the common core classrooms, K-8*; *Assessment accommodations for classroom teachers of culturally and linguistically diverse students (2nd ed.)*; *Mastering ESL and bilingual methods: Differentiated instruction for the culturally and linguistically diverse student (3rd ed.)*; and *Biography-driven culturally responsive teaching*; "Cognitive development, global learning, and academic progress: Promoting teacher readiness for CLD students and families" in the *Journal of Curriculum & Instruction*; "From remediation to acceleration: Recruiting, retaining, and graduating future culturally and linguistically diverse (CLD) educators" in the *Journal of College Student Retention: Research, Theory & Practice*; and "The development of a model for culturally responsive science and mathematics teaching" in *Cultural Studies of Science Education Journal*.

Recognition: Their teacher preparation program was cited as an Exemplary Model for Teacher Education and English Language Learners (ELL), and they were a *2012 Example of Excelencia* finalist for data-driven initiatives to improve achievement for Latino students in higher education.

Partnerships: Examples of CIMA's partnership strengths include:

- Teacher preparation program partners at eight colleges and universities nationally are replicating the K-State ELL program;
- School district partnerships in nine states for field-based research;
- Partnering with the Ecuadorian government to prepare ELL teachers and Masters Level educators for Ecuador;
- Intensive English Development program implemented at the Yuachay Language Institute in Ecuador.

Innovative ELL teacher preparation: Since its inception in 1999, the College of Education's CLASSIC© program has provided high-quality professional development that yields mastery in critical competencies among participating educators (teachers, administrators and others). This innovative program approach has proven to increase the number of and upgrade the qualifications of certified educational personnel to meet high standards of professional practice with ELL students in more than 50 school districts and 165 schools in Kansas. The program is being replicated through partnerships with seven states in the continental U.S. and in Ecuador through the **Go Teacher** program.

Undergraduate and graduate students: CIMA originated the BESITOS program model that has supported 100 bilingual/bicultural students to graduation and placement in ESL education. Of these, over 30% have gone on to graduate school with more than 20% to date completing and serving in Kansas. CIMA has supported over 500 migrant students in obtaining GED's, and has served about 100 migrant students in post-secondary education. From Spring, 1998 through Spring 2014, 2,477 students have completed the ESL practicum courses. Of these, 1,595 students completed the ESL approved program and were recommended for licensure in this high needs area of education. In the last 14 years, 317 students have completed an MS degree with an emphasis in ESL. In the fall of 2014, three distance-education master's students and 42 Ecuadorean master's students will graduate. The two tenure track faculty in CIMA have graduated 15 doctoral students.

External funding: Faculty and staff working with the ELL teacher preparation program have brought in more than \$32M in external funding for their research and teacher preparation activities, primarily from the U.S. Department of Education.

#2

A. Area of Strength:

Research in mathematics education and practice in mathematics teacher education.

B. Scope:

The faculty in the College of Education's mathematics education program produces the highest number of content-based teachers in the college and serves a critical teacher shortage area. The program is productive in terms of external funding and research / publications. This emerging strength is led by two untenured faculty who have demonstrated significant potential for the future of mathematics education research and practice at K-State.

C. Current, Emerging, or Both:

Emerging

D. Criteria of Strength:

1, 3, 4, 13, 19

E. Narrative: Mathematics K-12 education and mathematics teacher education are critical areas of need both in Kansas and nationally. There is a shortage of mathematics teachers and there is a national call for more research and development in the teaching of mathematics, citing the potential shortages of highly qualified STEM professionals in the future workforce. Federal and state funding focuses on mathematics as one of the primary STEM fields and the cornerstone for success in STEM education. COE mathematics education faculty have content knowledge in mathematics as well as in pedagogy and research design. Because of this, they are frequently asked to collaborate with STEM content specialists in other colleges and with education colleagues. They work closely with public schools and have state Math Science Partnership funding to improve mathematics education with seven partner districts in Kansas. This small group has submitted over dozen proposals in the last two years alone, and has been awarded more than two million dollars for their work, with several proposals outstanding at this time. Because of these factors, there is potential for excellence in this area of emerging strength for the college.

#3

A. Area of Strength:

Academic Advising

B. Scope:

The Department of Special Education, Counseling and Student Affairs offers a Master's degree and a graduate certificate in academic advising. The partnership of the department with the National Academic Advising Association (NACADA) in developing the master's and graduate certificate programs has provided international visibility of these COE academic programs. Both programs are producing high numbers of completers. Because the graduate certificate is on-line, students and professionals globally have been part of this unique niche program.

C. Current, Emerging or Both;

Emerging

D. Criteria of Strength:

1, 9, 11, 15, 16

E. Narrative:

The college's strength in academic advising is due, to a large degree, to the close affiliation of the COE program with the National Academic Advising Association (NACADA), an international 10,000 member professional organization that promotes and supports quality academic advising in institutions of higher education. NACADA is housed within the College of Education at K-State. COE faculty are involved with NACADA activities, including their international conferences, institutes, publications and journal, and regional meetings. The field of academic advising as an academic discipline is fairly new, and the College of Education is at the leading edge of the field, offering a graduate degree and a graduate certificate in academic advising (one of a small handful in the country). Started in 2003, 410 students have earned the graduate certificate in academic advising. The MS degree has been earned by 329 students since its inception in 2008. Faculty and graduate students are now well positioned to develop and sustain a cohesive program of research in the field, which they are now beginning to do.

#4

A. Area of Strength:

School leadership

B. Scope:

Faculty in the Department of Educational Leadership conduct research related to school leadership issues and provide academic programs to develop leaders in educational settings, with an emphasis on P-12 settings. The program meets a critical need in Kansas and is developing unique collaborative education models that are beginning to be replicated in other states. The faculty are widely published in the field and a peer-reviewed educational leadership journal is published through the department.

C. Current, Emerging or Both;

Emerging

D. Criteria of Strength:

1, 11, 14, 15, 16

E. Narrative:

Since 1971, the program has produced over 600 master's degrees and 350 EdDs for school leadership positions in Kansas and across the country. The department publishes *Educational Considerations*, a leading peer-reviewed journal in the field of educational leadership. Innovative Educational Leadership Academies in Junction City, Topeka, Manhattan, Salina and other large school districts working with economically and socially diverse populations have provided graduate education and leadership development opportunities for school principals across the state. K-State's academies have operated since 1987 and have drawn national praise, having prepared over 500 school leaders at principal and superintendent levels.

A premier collaborative effort in school leadership is the Kansas Educational Leadership Institute (KELI), which emerged from collaborative planning by six major Kansas professional entities interested in developing and supporting leadership for Kansas schools and districts in the 21st century. Partners in this effort are: Kansas Association of School Boards, Kansas State Department of Education, Kansas School Superintendents Association, Kansas Leadership Center, Kansas State University, and United School Administrators. KELI is housed in the College of Education. KELI supports 20 first year Kansas superintendents a year. These superintendents participate in seminars, a mentoring program, and leadership coaching and academic work. The KELI mission and model are unique in the country and as the model is adopted by other states, the program will continue to conduct rigorous research and evaluation on the impact of this unique endeavor.