

1. Overview of program

As the only urban-serving state university in Kansas, Wichita State University has a mission to be an essential educational, cultural and economic driver for Kansas and the greater public good. In keeping with this mission, in 2009 the WSU College of Education (COEd) began an expansion of its existing Professional Development School (PDS) program with funding from a five-year U.S. Department of Education Teacher Quality Partnership grant.

Now, six years later, the resulting WSU PDS program is a combination of strong curriculum and strong field experiences based on a Professional Development School (PDS) model for pre-service teacher preparation. Each aspect of the program involves faculty/teacher collaborative teams. The PDS model to prepare urban teachers is not provided as a separate track within the COEd, but is “the” model of teacher preparation through which all teacher education candidates are prepared. All candidates have at least two years of field experience placement and mentoring in a high-need school. They graduate with skills and knowledge of teaching, district policies and procedures, and school culture in high-need schools.

The WSU PDS program prepares teacher education candidates at the undergraduate levels for work in P-12 settings with licenses in: (1) Early Childhood Unified (birth through grade three focuses on normally and atypically developing children) (2) Elementary Education, (3) Middle Level Education (5-8) includes math, history comprehensive, English/language arts, and/or science, and (4) Secondary Education (6-12) includes biology, chemistry, earth and space science, physics, English/language arts, history/government or mathematics.

a. Collaborative Development of Program

Wichita State University has a long history of effective, collaborative relationships with Wichita Public Schools, all of which formed the foundation for the successful design of the current WSU PDS program. In fact, the first iteration of the PDS program was established in the mid 1990s. However, by 2005, candidate participation in the program had dwindled to approximately 10 candidates. At that time, the COEd department chair of Curriculum and Instruction and the WPS administration began meeting to discuss a redesign of the program to better meet the needs of the urban district. The outcome of those meetings was the realization that key stakeholders including school and university personnel, COEd alumni and the community members all felt the PDS model of teacher preparation was essential. Key facets of the PDS that were important to include in the redesign was a shared commitment for teacher preparation and P-12 student achievement. This basic premise undergirded talks aimed at creating curriculum and field experiences that would result in highly competent and highly confident future teachers. In the fall of 2007, the Urban Teacher Preparation Program (UTPP) was piloted with 20 elementary education candidates placed in three PDS settings, all jointly selected based on specific criteria. Schools chosen to be UTPP PDS sites were those where there were existing relationships between the university and school personnel. In addition, school administrators and teachers at those sites expressed a belief in the PDS concept and a shared commitment to teacher preparation. Additionally, in order to prioritize the preparation of teachers for the urban setting, each UTPP PDS site selected qualified as a high poverty/high need school and had a diverse student population with large numbers of students who were English Language Learners (ELL). The teacher education curriculum included course work that specifically addressed the needs of these learners. The first several years of the UTPP program were so

successful that both institutions were interested in expanding the scope of the program to all teacher education candidates.

To support this goal, the COEd applied for and was awarded the US Department of Education Teacher Quality Partnership (TQP) grant in 2009. Continued collaboration between Wichita Public Schools and WSU College of Education resulted in the existing PDS program. Even though the program is no longer referred to as the UTPP, it is still a PDS program focused on the same ideals and goal of preparing teachers for high need urban school settings. The program now prepares over 200 candidates per year for early childhood to secondary education settings. The PDS employs a model that engages students in initial field experiences and clinical internships. As students matriculate through the teacher education program, responsibilities during field experiences increase from observation in early field experiences to more active involvement in teaching responsibilities during the final internship semesters. Coursework during the four years is a mixture of content coursework and professional/pedagogical coursework with early field experiences available beginning in the freshman year, but required in the third and fourth years. During the final two semesters, teacher candidates are half time in schools during the third semester and full time in the final semester in the same classroom and/or school. At the school-site level, cooperating teachers in schools work alongside WSU COEd liaisons to support the link between the university and the PDS sites.

Leadership for the PDS program occurs through the PDS Leadership Team consisting of the dean of the COEd, the department chair of Curriculum and Instruction, the PDS director, administrators and faculty members from P-12 PDS settings, and faculty members from the WSU COEd. This group continues to meet regularly to monitor the program and the success of program graduates.

In addition, all licensure areas of the PDS have Program Advisory Councils (PACs) that include the teacher preparation faculty as chair, a participating district teacher/administrator, a current student and a COEd graduate. In consultation with its advisory council, each advisory council committee identifies and discusses issues and makes recommendations to the Initial Licensure Teacher Preparation Committee (ILTTC). Advisory councils involve members in program design, redesign, implementation, assessment and review. The groups provide advice, input and assistance. Individual option committees confer annually with PACs as part of the program review process. In these meetings, PACS deliberate on the data, using a common set of core review questions, to make observations and potential recommendations.

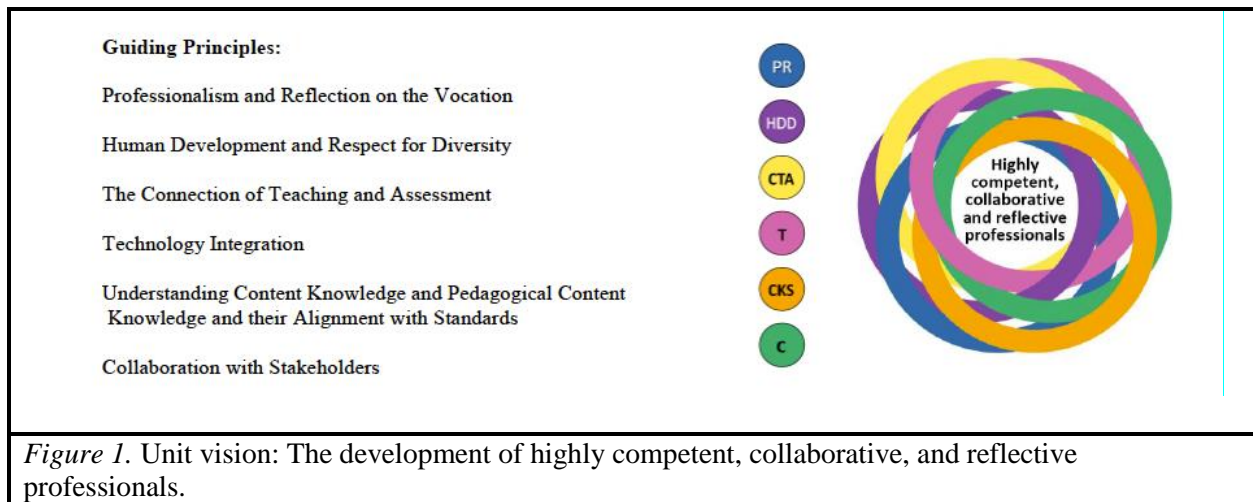
b. Program Goals

The Kansas State Department of Education (KSDE) Professional Education Standards (2008), based on the INTASC Standards (2007) (see Appendix A) serve as the specific program goals that inform the curriculum in the PDS program. Additionally, all candidates complete content course work specific to each individual licensure option to addresses appropriate KSDE content standards.

c. Theoretical Underpinning and Its Adaptability to Other Programs

The mission of the College of Education is to prepare educators and other professionals to benefit society and its institutions through the understanding, the facilitation, and the illumination of the learning process and the application of knowledge in their disciplines. The vision is to prepare teachers and other school professionals who exemplify the core values of “Highly Competent, Collaborative, and Reflective Professionals.” Six guiding principles (see Appendix B) assist with the implementation of the mission: (1) Professionalism and Reflection on the Vocation (PR); (2) Human Development and Respect for Diversity (HDD); (3) the Connection of Teaching and Assessment (CTA); (4) Technology Integration (T); (5) Understanding of Content Knowledge,

Pedagogical Content Knowledge and their alignment with Standards (CKS); and (6) Collaboration with Stakeholders (C)” (see Figure 1).



d. Assessment Framework and Implementation Record

The WSU Unit Assessment System (UAS) was developed involving faculty, staff, leadership, advisory committees, and the professional education community. This resulted in a set of principles and important elements for an assessment system. The UAS articulates both program and assessment operations. The Program Assessment Plan is a key document that drives and organizes each program. Each Program Assessment Plan shows a clear connection between program standards, assessments to address standards, the required pass rate, the course where the assessment is administered, transition points, the conceptual framework proficiency, and the type of NCATE knowledge addressed (see Figure 2). Work is currently being done to revise the Program Assessment Plans to address the new CAEP standards.

Figure 2. Sample Program Assessment Plan

Common Assessment	Criterion	Course Where Assessment is Administered	Transition Point Where Used	Conceptual Framework Predominant Proficiency/Disposition	Predominant Type of Knowledge (Per NCATE Standard 1)
Standard 7: The educator plans effective instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading.					
Kansas Performance Teaching Portfolio	Minimum score of 20 out of 27	Student Teaching Seminar	V: Licensure	Human Development and Diversity (HDD)	Professional and Pedagogical Knowledge and Skills (PPKS)

A Unit Assessment Committee, an Assessment Coordinator (AC) and Data Management Specialist oversee the data management system. Policies are reviewed and revised as needed, assessment-related staff development is conducted, unit and program assessments are identified/created/revised, and implementation documents are prepared. The Student Tracking, Evaluation & Portfolio System (STEPS) system is currently used by faculty with a Data System Management Coordinator as support. Faculty input data into the system, and generate reports for annual review by program faculty, advisory councils, and administrators. The university computing and technology services, institutional research, and educational support services staff support the UAS in various ways.

e. Alignment Among Program Goals, Actions/Activities, and Assessment

The PDS requires that all licensure areas show a clear connection between program goals, course and field experience assignments, and assessment requirements. They share a common core of Professional Education Assessments. These assessments address the KSDE Professional Education Standards (PDS Program Goals). These assessments, much like the second set of tests for all licensure programs which are submitted for review to KSDE or SPAs, include assessments of content knowledge, pedagogical content knowledge, professional and pedagogical knowledge and

skills, and impact on students learning. They are reviewed annually by ILTPC. Except for the two state licensure tests, assessments are implemented during courses or field experiences. Formative and summative assessments include the following:

1. Formative

- a. Literacy Development (for all P-12 programs)
- b. Early Field Experience Reports: (1) Case Study and (2) Service Delivery Models
- c. Candidate/Student Teaching Evaluation completed each of three semesters by cooperating teachers and university supervisors.
- d. Observation of Learning Principles
- e. History, Philosophy, and Social Aspects of Education
- f. [University] Classroom Dispositions and Field Experience Dispositions

2. Summative

- a. Two State Licensure Tests: (1) Principles of Learning and Teaching to assess candidate knowledge and skills related to professional practice; (2) Praxis Content Assessment to assess candidate content knowledge.
- b. Kansas Performance Teaching Portfolio to assess candidate impact on student learning.
- c. Final Candidate/Student Teaching Evaluation to assess candidate work as a teacher, completed during the final semester by cooperating teachers and university supervisors.

As mentioned previously, all licensure programs in the WSU PDS have a Program Assessment Plan, which is a master table of assessments designed to address the specific program standards. All licensure programs include five transition points at which assessments are monitored for candidate proficiency:

1. Admission to Teacher Education
2. Admission to Student Teaching
3. Exit from Student Teaching
4. Degree Completion

5. Program Completion and Initial Licensure Recommendation

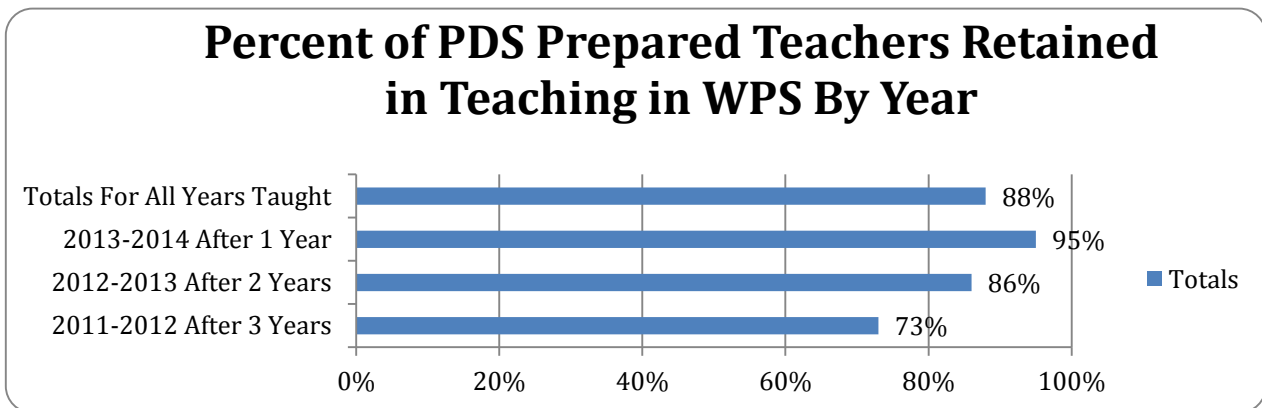
Each licensure program at WSU constructs and implements the set of assessments for annual program review. Each program chair in the WSU Teacher Education Program generates data tables for each program assessment and constructs an annual report. The Professional Education Program Committee chair and member of the Professional Education Committee examine the report to determine strengths and areas for improvement using the following core review questions related to program effectiveness, success on state licensure tests, frequency and consistency of assessment administration, review of data by program completers, alumni, employers, preparation of graduates for effective practice, and use of data for performance improvement.

f. Impact of Program on Its Graduates and on P-12 Students

Since 2009 when the PDS model was expanded to all licensure areas, the number of WSU graduates prepared through the PDS who were hired by WPS has increased and the percentage of new teachers who identify as members of under-represented groups has also risen. Data also indicate an increase in the percent of new teachers retained in the WPS for the first three years of employment. As shown in the table below, in the last five years (2011-2015) of PDS implementation, 272 WSU PDS graduates were hired by WPS. This is in spite of the substantially limited hiring by WPS in 2011-2012 due to the national and statewide economic downturn. Since 2009, Wichita Public Schools has hired over 50% of all WSU PDS teacher candidates who received a Kansas teaching license.

	Total PDS Graduates Recommended For Licensure	Number of PDS Teachers Hired by WPS
2011-2012	87	22
2012-2013	153	87
2013-2014	165	81
2014-2015	145	82
Total	550	272

There is growing evidence that WSU PDS graduates are also staying in the field longer than traditionally prepared teachers. The benefits of these results include costs saved in recruiting and inducting new teachers and growth of a more stable teaching workforce. Data included in the table below indicate over 70% of WSU PDS graduates have remained in teaching after three years. The COEd is maintaining data collection measures to track the retention rates of these graduates over the long term.



Additionally, as indicated in the table below, the percentage of new teachers hired by WPS including those who identify as representing an under-represented group, continues to grow.

	Number of PDS Teachers hired by WPS	Percent of PDS Teachers hired by WPS members of Underrepresented Groups
2011-2012	22	23%
2012-2013	87	23%
2013-2014	81	25%
2014-2015	82	33%
Total	272	26%

Data have also been collected to determine impact of the PDS preparation on P-12 student achievement. As shown in the table below data from student achievement exams administered in 2012 and 2013 indicate K-12 students assigned to PDS settings scored higher than three of four

comparison groups. When compared to similar groups of non-PDS prepared teachers, elementary student achievement gains were observed in math with a statistically significant difference favoring PDS sites noted in reading achievement. Moreover, when PDS schools with PDS candidate placement were compared to non-PDS schools (without PDS candidate placements), it was found that students made larger achievement gains in PDS schools, with a statistically significant difference found in reading achievement. Due to circumstances at the state level, Kansas elementary student achievement data are available for two years only.

WPS Students' KSDE Reading Scores PDS settings and Comparison Group			
Teacher Group	Total Students Scored	% Scored at "Meets Standard" or above	Variance
Elementary Reading – Teachers hired in 2011 - 2012			
2012 PDS Teachers	74	78%	+9%
2012 Comparison Group	223	69%	
2013 PDS Teachers	82	71%	+4%
2013 Comparison Group	199	67%	
Elementary Reading – Teachers hired in 2012 - 2013			
2013 PDS Teachers	383	61%	+2%
2013 Comparison Group	471	59%	
Elementary Math – Teachers hired in 2011-2012			
2012 PDS Teachers	74	64%	-9%
2012 Comparison Group	222	73%	
2013 PDS Teachers	82	76%	+7%
2013 Comparison Group	198	69%	
Elementary Math – Teachers hired in 2012-2013			
2013 PDS Teachers	387	67%	+11%*
2013 Comparison Group	471	56%	

Data from the Kansas Reading and Math Assessments were collected from classrooms where graduates of the PDS program were the teachers of record during 2012 and the 2013 school years. Each year's PDS program graduates were matched with comparison non-PDS teachers hired at the same time and assigned to high need schools. Since there were not sufficient numbers of PDS teachers or comparison teachers to conduct random samples, purposive samples were drawn to

match the groups on years of experience and socio-economic variables of schools in which they taught. The table above shows that PDS teachers' students were more likely to meet either math or reading standards in five out of six comparisons. Significance tests (t-tests) for comparison resulted in statistical significance for the 2012-2013 math comparison.

Data were also collected comparing elementary schools with and without PDS teacher candidates on reading and math achievement as shown below. Student scores (grades 3-5) in 16 PDS sites were compared to scores of students in 16 non-PDS sites, matched for similarity based on demographic criteria (e.g., size, high-need status, diversity). The findings suggest that utilizing a strong PDS model can positively impact student achievement.

Mean gains in percent of students performing at or above proficient in reading within PDS and non-PDS schools from 2009-2011

Group	Mean	N	Std. Deviation
Non-PDS	0.19	16	8.10
PDS	7.26	16	9.03

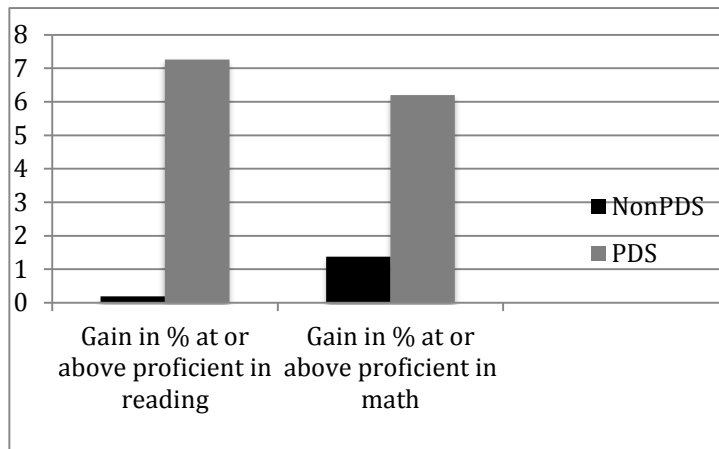
H = 4.387, p<.05)

Mean gains in percent of students performing at or above proficient in math within PDS and non-PDS schools from 2009-2011 (Full Implementation)

Group	Mean	N	Std. Deviation
Non-PDS	1.38	16	6.86
PDS	6.20	16	7.59

H=2.696, p<.05

Figure 3. Graphic representation of PDS vs. non-PDS data between 2009 and 2011



Summary

The WSU PDS program has been institutionalized and has strengthened the relationships between the faculties in WSU teacher preparation program and WPS education settings. University faculty, K-12 teachers, and community organizations came together seven years ago to move beyond educational silos to truly “construct” teacher education with a goal of preparing highly competent and highly confident beginning teachers. An unplanned outcome of the PDS program has been a sense of growing respect and interdependence among the partners that has expanded the work being done to include the development of a mentor center to support the district induction program, joint recruitment efforts and collaboration on data collection to monitor the impact of the PDS on program completers and P-12 student achievement. In this age of public criticism for public education and higher education, the WSU PDS program is positioned to advocate loudly for effective programs nationally.

Appendix A
WSU Teacher Preparation Program Goals:
Kansas State Department of Education Professional Education Standards

Standard #1 The educator demonstrates the ability to use the central concepts, tools of inquiry, and structures of each discipline he or she teaches and can create opportunities that make these aspects of subject matter meaningful for all students.

Standard #2 The educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development.

Standard #3 The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.

Standard #4 The educator understands and uses a variety of appropriate instructional strategies to develop various kinds of students' learning including critical thinking, problem solving, and reading. **Standard #5** The educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard #5 The educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation

Standard #6 The educator uses a variety of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard #7 The educator plans effective instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading.

Standard #8 The educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners.

Standard #9 The educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), actively seeks out opportunities to grow professionally, and participates in the school improvement process (Kansas Quality Performance Accreditation [QPA]).

Standard #10 The educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all students' learning and well-being.

Standard #11 The educator demonstrates the ability to integrate across and within content fields to enrich the curriculum, develop reading and thinking skills, and facilitate all students' abilities to understand relationships between subject areas.

Standard #12 The educator understands the role of technology in society and demonstrates skills using instructional tools and technology to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and communication, and help all students use instructional technology effectively.

Standard #13 The educator is a reflective practitioner who uses an understanding of historical, philosophical, and social foundations of education to guide educational practices.

Appendix B
Wichita State University Unit Conceptual Framework Overview

Unit vision: The development of highly competent, collaborative, and reflective professionals.

Unit Guiding Principles

(1) Professionalism and reflection on the vocation (PR): The WSU teacher preparation program uses a reflective model to develop professional dispositions in candidates for the improvement of professional practice. Candidates are expected to value knowledge and continuous learning to improve professional practice. Candidates understand and implement the legal and ethical practices of the profession. Candidates are familiar with major learning theories and strategies to enhance educational knowledge and are able to evaluate instructional decisions for their impact on students/clients.

(2) Human development and respect for diversity (HDD): Candidates demonstrate a commitment to the basic principles and theories of human development, learning, and diversity and apply this knowledge to their own learning, teaching, guiding, and clinical situations which includes a commitment to “fairness” in all aspects of their work and the expectation that all students/clients can learn. Candidates consider family, community, and school in advocating for students and clients and have knowledge of relevant historical, philosophical, social and cultural factors.

(3) The connection of teaching and assessment (CTA): Candidates know and understand current theory, research and practice that inform the cyclical and interactive processes of good teaching (e.g., analysis, preparation, instruction, assessment [qualitative and quantitative], and decision making based on assessment results). The candidates apply this knowledge across all facets of their work. The candidates develop skills to plan, implement, and evaluate developmental, cultural, and ethically appropriate techniques and strategies for addressing student and client needs. Respects and holds high expectations and fairness for all learners.

(4) Technology integration (T): Candidates can demonstrate skills in the use of technology appropriate to the respective disciplines. Technology is used to enhance professional productivity in planning, teaching, student learning, and assessment. The candidates seek opportunities to continually learn and improve professional practice.

(5) Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS): Candidates identify, understand, and use and continue to build knowledge in the disciplinary field(s). Candidates apply this knowledge to teaching within the structure of the standards and seek opportunities to continually learn and improve professional practice.

(6) Collaboration with stakeholders (C): Candidates identify, understand, and use processes to work, and advocate cooperatively and professionally, with students/clients, colleagues, parents and community to move toward mutual goals. Candidates collectively plan, gather, and build resources to create innovative solutions to existing problems. Candidates demonstrate effective communication and interpersonal skills and attitudes. The candidates plan, implement and sustain an appropriate environment that promotes effective professional practices.

Appendix C
Letters of Support

September 23, 2015

Members of the Selection Committee:

My name is Kathy Irick and I am writing in regards to the quality of the Teacher Education program at Wichita State University. I am a teacher for USD 259 and I have worked closely with the Teacher Education program since the start of the Wichita Teacher Quality Partnership about 6 years ago. At the time, I taught fourth grade at College Hill Elementary and from the beginning of our partnership with WSU, the dedication to the success of prospective teachers was of the highest priority. WSU provided ongoing training to the liaisons in each of the schools within the partnership. The focus of the training sessions twice a year supported us with ways to increase the sense of community for our teacher interns, co-teaching strategies, and mentoring techniques. Furthermore, similar opportunities were offered at participating schools to support cooperating teachers. What I enjoyed from these training sessions was the sense of collaboration and genuine partnership apparent with representatives from the district and the university both leading the presentations. The partnership continued as representatives from both the district and WSU came to schools to offer support and thank principals and teachers personally for their commitment to work with students in the Teacher Education program.

The quality of teachers produced from the Teacher Education program is evident from the success of newly hired graduating students. From my experience, when principals want to hire teachers, they are asking to interview teacher interns from WSU because they know some of the prospective teachers from having them in their schools, principals know that WSU students in the program are familiar with KCCS, district curriculum and instructional protocols, and principals are confident that WSU graduates are prepared to work in an urban school district from their field experiences.

The Teacher Education program has a positive impact on students. Having more adults in the classroom significantly increases academic success for students. Students benefit from the extra support in the classroom because of the co-teaching strategies implemented by the cooperating teacher and teacher intern. Students are provided varied instruction which improves their ability to process and retain information. Decreasing the teacher- to -student ratio increases the ability to monitor student understanding and learning and provide student accommodations more efficiently.

In conclusion, I know with confidence that the Teacher Education program at WSU provides a cohesive program that provides opportunities for prospective teachers to practice education pedagogy within a supportive field experience. Dedication to the success of future teachers is of the highest priority at WSU and this is evidenced in the partnership and collaboration between the university and the school district.

Sincerely,
Kathy Irick, Teacher for USD 259
Wichita Public Schools
316-734-6747

To: Selection Committee Members

I am writing to support the nomination of Wichita State University for the Distinguished Program in Teacher Education Award. As a member of the faculty at WSU, I can attest to the fact that we graduate qualified teachers into the profession. I feel our greatest strengths lie in the areas of our Professional Development School model where we have established strong relationships with the faculty and staff of the local public schools so that we know which cooperating teachers provide exemplary mentoring opportunities for our students. In addition, our students are in the schools four semesters which gives them early exposure to the demands of the profession.

One of my former students, Darla Brown, wrote me this fall and said, *“I just wanted to thank you. The program prepared me well and I am using many of the things that you specifically taught us. Because of that, I feel much less overwhelmed than 2 others on my team that are in their 2nd year of teaching. Both of them have commented that I seem like I already knew what was going on.”*

Darla, like many of our students, now teach in the Wichita Public Schools where they have students that reflect the diversity of our city. Gaining knowledge as undergraduates through the field experiences and, for many, by enrolling in cooperative education, prepares our students to meet the needs of their future students. They have witnessed great lessons, taught by experienced teachers, which align with what they are learning in their college courses. Then, they are able to design and implement their own lesson plans and work on improving their skills in content areas and in classroom management.

I believe our program is being planned and delivered with the needs of children foremost in our minds so that the professionals who graduate from Wichita State University are a credit to the title, “Teacher.”

Sincerely,

Cathy Durano
Clinical Educator

**Application for an ATE Distinguished Program in Teacher Education
WSU College of Education Teacher Preparation Program**

17

Sept. 23, 2015

Distinguished Teacher Education Committee,

It is my pleasure to address you in support of the Wichita State Education Program. My school, College Hill Elementary, has been partnering with WSU successfully for many years. I've personally been a cooperative teacher so many times, I've lost count. I can tell you that I've never been disappointed in the education students I've mentored.

The Wichita State Education students have come to our school prepared and professional. They are familiar with the special concerns of an urban school district and are enthusiastic and ready to learn from experienced teachers. All of my colleagues are grateful to WSU for sending their students into our school with complete support from the university. We work extremely close with their supervisors to ensure the quality of the experience for all concerned. The supervisors are in our building frequently to answer questions and follow up on any situations that may arise. This has helped us avoid any misunderstandings and has created a trust that is invaluable.

The students of College Hill Elementary are the big winners in the relationship we've had with Wichita State. The extra sets of hands and eyes have been irreplaceable. The teacher candidates are well prepared to add their knowledge and learning to our classrooms. Their presence and participation allows our classrooms to have more differentiation as the candidates are quickly able to handle a small group. They are enthusiastic, which leads to our students' engagement. So many times, the WSU students have new ideas from the university to create fun, innovative lessons, while being ever mindful of the standards we are committed to mastering. Our students love to have WSU interns. Here are a few quotes: "Sometimes, they do cool science lessons!" "They can help you when your regular teacher is busy." "I like it when they play on the playground with us!" "When the real teacher is teaching, the student teacher helps us stay focused." My personal favorite, "When it's their birthday, they bring cupcakes!"

The Wichita State Education Program is certainly deserving of the distinguished program in Teacher Education. The teacher candidates are quickly and eagerly employed by Wichita Public schools, as well as our surrounding districts. Several of the candidates have become teachers in our own building, much to our benefit. Please consider this letter an endorsement of Wichita State by literally dozens of teachers.

Sincerely,

Joyce Harvey
Fifth grade teacher,
College Hill Elementary
Wichita, KS