

Title II Higher Education Act

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Chadron State College
Traditional Program
2009-10

Print Report Card

Program Information

Name of Institution: Chadron State College
Institution/Program Type: Traditional
Academic Year: 2009-10
State: Nebraska

Address: 1000 Main Street

 Chadron, NE, 69337

Contact Name: Dr. Margaret Crouse
Phone: 308 432 6330
Email: mcrouse@csc.edu

Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: No
TQE partnership name or grant number, if applicable:

Section I.a Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

Element	Undergraduate	Postgraduate
Application	Yes	No
Fee/Payment	No	No

Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	No
Experience in a classroom or working with children	No	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum high school GPA	No	No
Minimum undergraduate GPA	Yes	No
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 GRE score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	Yes	No
Minimum Miller Analogies test score	No	No
Recommendation(s)	No	No
Essay or personal statement	No	No
Interview	No	No
Resume	No	No
Beachelor's degree or higher	No	Yes
Job offer from school/district	No	No
Personality test (e.g.,Myers-Briggs Assessment)	No	No
Other (specify: no other requirements)	No	No

Provide a link to your website where additional information about admissions requirements can be found:

<http://www.csc.edu/education/program.csc>

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

Junior year

Does your initial teacher certification program conditionally admit students? No

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

For the postgraduate students, the admission to the teacher education program is upon successful completion of specified content and professional courses, and the basic test score rather than at the junior level category.

Section I.b Program 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.

Total number of students enrolled in 2009-10:	288
Unduplicated number of males enrolled in 2009-10:	77
Unduplicated number of females enrolled in 2009-10:	211

2009-10	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	6
<i>Race</i>	
American Indian or Alaska Native:	4
Asian:	3
Black or African American:	1
Native Hawaiian or Other Pacific Islander:	0
White:	266
Two or more races:	6

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2009-10.

Average number of clock hours required prior to student teaching	112.5
Average number of clock hours required for student teaching	640
Number of full-time equivalent faculty in supervised clinical experience during this academic year	0.56
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	1
Number of students in supervised clinical experience during this academic year	104

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

The elementary and special education program requires 125 hours and the secondary requires 100 hours for an average of 112.5.

Student teachers take 16 credit hours for a 16 week student internship period. Students are visited and evaluated by a supervisor 6 times during the 16 week period. Faculty receive 1 credit load for 6 visits. For the 2009/2010 period. 8 full time faculty supervised a total of 13.5 credit hours and 6 adjuncts (faculty employed less than full time) supervised a total of 24 credit hour. The undergraduate faculty load for two semesters is 24 credits. thus to figure the number of faculty FTE supervising, the total credits for clinical supervision per faculty group was divided by 24.

Section I.d Teachers Prepared

Provide the number of teachers prepared, by academic major and subject area prepared to teach in 2009-10. (§205(b)(1)(H))

Academic major	Number prepared
Art	1
Business including middle grade	8
Design and Technology Education (ITE)	3
Early Childhood Education	3
Elementary Education	40
English including middle grade	4
Family and Consumer Sciences	1
Health and Physical Education including middle grade	9
History	2
Mathematics including middle grade	5
Music	6
Natural Sciences	6
Physical Education including coaching	20
Social Sciences including middle grade	14
Special Education Mild/Moderate including middle grade	6
TOTAL	94

Subject area	Number prepared
Art	1
Basic Business	7
Biology	0
Business, Marketing, Information Technology	0
Chemistry	0
Coaching	17
Cooperative Education	0
Drivers Education	0
Early Childhood Education	3
Early childhood Unified	0
Earth Science	0
Elementary Education	40
English	3
Family and Consumer Sciences	1

Health	0
Health and Physical Education	7
History	2
Industrial Technology Education	3
Language Arts	0
Library Media Specialist	0
Mathematics	3
Middle Grade - Business	1
Middle Grade - Health and Physical Education	2
Middle Grade - Language Arts	1
Middle Grade - Mathematics	2
Middle Grade - Social Sciences	4
Middle Grades - Mild/Moderate Education	1
Music	6
Natural Sciences	6
Physical Education	3
Physical Sciences	0
Physics	0
Skilled and Technical Science Education	0
Social Sciences	10
Special Education Mild/Moderate	5
Theatre	0
Vocal Music	0
TOTAL	94

Section I.e Program Completers

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

2009-10: 94

2008-09: 114

2007-08: 89

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure 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 agency, including mathematics, science, special education, and instruction of limited English proficient students. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	<p>Academic year: 2009-10</p> <p>Goal: 6-10</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>Continued emphasis in marketing and recruitment of teacher education majors by the institution. Marketing included the post bachelor teacher education opportunities.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>CSC utilizes social networks for marketing. This year the College target marketed to specific regions.</p>
Science	<p>Academic year: 2009-10</p> <p>Goal: 6-10</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Continued emphasis in marketing and recruitment of teacher education majors by the institution. Marketing included the post bachelor teacher education opportunities.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>CSC utilizes social networks for marketing. This year the College target marketed to specific regions.</p>
Special education	<p>Academic year: 2009-10</p> <p>Goal: 6-10</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Continued emphasis in marketing and recruitment of teacher education majors by the institution. Marketing included the post bachelor</p> <p>Description of steps to improve performance in meeting goal or</p>

	<p>lessons learned in meeting goal:</p> <p>CSC utilizes social networks for marketing. This year the College target marketed to specific regions.</p>
Instruction of limited English proficient students	<p>Academic year: 2009-10</p> <p>Goal: NA</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>NA</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>NA</p>
NA	<p>Academic year: 2009-10</p> <p>Goal: NA</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>NA</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>NA</p>

Provide any additional comments, exceptions and explanations below:

Chadron State does not have an endorsement/program in instruction of limited English proficient students. The Mathematics goal of six to ten (6-10) was not met this year. The Mathematics completers for the 2009-10 period were five, one short of the goal minimum.

Section II. Assurances

Please indicate whether your institution is in compliance with the following assurances.

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.

Yes

Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.

Yes

General education teachers receive training in providing instruction to children with disabilities.

Yes

General education teachers receive training in providing instruction to limited English proficient students.

No

General education teachers receive training in providing instruction to children from low-income families.

Yes

Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.

Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

Chadron State is located in a sparsely populated, geographically isolated portion of the United States. A majority of the graduates of the CSC program will teach in rural communities within Nebraska, Wyoming, and South Dakota. Therefore rural education concepts, elements and strategies are infused within the curriculum. Likewise the students are provided experiences allowing practices within this environment. The assessment results indicate that the students are prepared at a proficient level for working within the rural environment.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
ETS0730 - PRAXIS I MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	37	179	36	97	99	180
ETS0730 - PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	152	180	151	99	99	180
ETS0730 - PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	86	180	85	99	99	181
ETS0730 - PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	84	180	83	99	100	181
ETS0710 - PRAXIS I READING Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	37	176	37	100	99	178
ETS0710 - PRAXIS I READING	151	179	151	100	99	179

Educational Testing Service (ETS) Other enrolled students						
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2009-10	85	178	84	99	99	179
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2008-09	85	178	85	100	100	179
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	37	175	34	92	98	176
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	151	176	149	99	98	177
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2009-10	88	175	84	95	99	177
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2008-09	85	176	82	96	99	177

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2009-10	88	83	94	97
All program completers, 2008-09	86	82	95	99

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

Other (specify: Higher Education Learning Commission -- regional institutional accreditation)

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. Technology

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 how your program 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 how your program 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.

The professional curriculum provides learning experiences for using technology to enhance learning (1) within specialized coursework of EDUC 224 Multimedia Support of Instruction/Learning; EDUC 416 & EDUC 418s Assessment of Instruction; (2) infusion into methods course and (3) through observation in school settings. An activity within student internship is a teacher work sample which asks the student teacher to assess and analyze effects of their lessons toward P-12 learning.

Section VI. Teacher Training

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**
No

Provide a description of how your program 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.

Courses related to special populations include SPED 230 Exceptional Learner; SPED 334 Differentiated Instruction for Diverse Classrooms; and SPED 421 Special Education practices and Strategies. These courses address the disabilities effectively and do ask students to develop strategies for disabilities. The student do know how to work as a team member on the IP team. To address "teaching students who are limited English proficiency" effectively, CSC incorporated some of this content into SPED 230 Introduction to Exceptional and in SPED 334 Differentiated Instruction for Diverse Learners. The Education faculties are continuing to

study the curriculum needs for limited English proficiency learners. One unit member is taking courses toward the ESL endorsement within the State. The question above was check as no, not because the topic is not addressed, but because the topic is addressed at a minimum level. The Unit is working to increase the instruction in ESL within the general teacher professional education.

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**

No

Provide a description of how your program 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.

The curriculum for special education endorsement includes 44 credit hours of specialized content and two specialized clinical experiences prior to the professional internship. Teaching students with limited English proficiency is minimally addressed within this program. The limited English proficiency instruction is embedding within the existing courses of SPED 230 Introduction to the exceptional learner and SPED 334 Differentiated instruction for diverse classrooms. The question above was checked no, not taught, because the topic though addressed within special education courses, is addressed at a low level. The Unit is working to increase the instruction in this instructional area.

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.

Supporting Files

Chadron State College
Traditional Program
2009-10

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