

Title II Higher Education Act

Submit Reports

View Reports / Resources

Technical Assistance

Contacts / Help

SUBMIT REPORTS

- Instructions
- Institution/Program Information
- Section I.a Admission Requirements
- Section I.b Enrollment
- Section I.c Supervised Clinical Experience
- Section I.d Teachers Prepared
- Section I.e Program Completers
- Section II Annual Goals
- Section II Assurances
- Section III Pass Rates
- Section III Assessment Pass Rates
- Section III Summary Pass Rates
- Section IV Low-Performing
- Section V Use of Technology
- Section VI Teacher Training
- Section VII Contextual Information
- Section VIII Report Card Certification
- Print Report Card**
- Change Program
- Account Information
- Glossary
- Contact Us
- Program Status Report
- User Activity

[Contact Us](#) - [Glossary](#) - [Log out](#)

Peru State College
Traditional Program
2009-10

Print Report Card

Program Information

Name of Institution: Peru State College

Institution/Program Type: Traditional

Academic Year: 2009-10

State: Nebraska

Address: 600 Hoyt Street

Peru, NE, 68421

Contact Name: Dr. Jodi Kupper

Phone: 402-872-2244

Email: jkupper@peru.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	NA
Fee/Payment	No	NA

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

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

<http://www.peru.edu/education/admission.htm>

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

Sophomore year

Does your initial teacher certification program conditionally admit students? Yes

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

All teacher education candidates have the option of applying for one semester of provisional admission to continue to move forward in their programs. This is predominantly offered to assist transfer students who are completing pre-admission coursework in registering for their second semester of coursework at PSC.

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:	346
Unduplicated number of males enrolled in 2009-10:	98
Unduplicated number of females enrolled in 2009-10:	248

2009-10	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	3
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	2
Black or African American:	5
Native Hawaiian or Other Pacific Islander:	0
White:	331
Two or more races:	1

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	110
Average number of clock hours required for student teaching	640
Number of full-time equivalent faculty in supervised clinical experience during this academic year	0.83
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	8.92
Number of students in supervised clinical experience during this academic year	415

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

Some programs require 100 clock hours while others require 120 hours, for an average of 110 across all programs.

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 K-12	1

Basic Business 7-12	4
Biology 7-12	0
Chemistry 7-12	0
Early Childhood B-3	32
Elementary K-8	43
English 7-12	4
History 7-12	4
Language Arts 7-12	0
Math 7-12	3
Middle Grades 4-9	4
Music K-12	1
Music K-8	0
Natural Science 7-12	0
Physical Education K-12	11
Preschool Disabilities B-PK	0
Social Science 7-12	4
Special Education 7-12 (Mild/Mod)	3
Special Education K-9 (Mild/Mod)	3
TOTAL	83

Subject area	Number prepared
Art K-12	1
Basic Business 7-12	4
Biology 7-12	0
Chemistry 7-12	0
Early Childhood B-3	32
Elementary K-8	43
English 7-12	4
History 7-12	4
Language Arts 7-12	0
Math 7-12	3
Middle Grades 7-12	4
Music K-12	1
Music K-8	0
Natural Science 7-12	0
Physical Education K-12	11

Preschool Disabilities B-PK	0
Social Science 7-12	4
Special Education 7-12 (Mild/Mod)	3
Special Education K-9 (Mild/Mod)	3
TOTAL	83

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: 83

2008-09: 105

2007-08: 120

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: 1</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Recruitment and presence in area schools</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Deliberate discussions regarding the need for teachers in this area and opportunity for employment</p>
Science	<p>Academic year: 2009-10</p> <p>Goal: 1</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p>

	<p>Recruitment and presence in area schools</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Deliberate discussions regarding the need for teachers in this area and opportunity for employment</p>
Special education	<p>Academic year: 2009-10</p> <p>Goal: 1</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Recruitment and presence in area schools</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Deliberate discussions regarding the need for teachers in this area and opportunity for employment</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>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
	<p>Academic year:</p> <p>Goal:</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>

Provide any additional comments, exceptions and explanations below:

Goals were set at increasing current numbers by 5% or a minimum of 1 new candidate, whichever made sense based on numbers.

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.

Yes

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:

Combining course curriculum with field experiences that provide applicable experience in working with diverse students and allow candidates to apply the knowledge and skills in the actual classroom with learners.

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) Other enrolled students	186	179	185	99	99	180
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	79	180	79	100	99	181
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	96	180	96	100	100	181
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	186	178	185	99	99	179

ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2009-10	78	178	78	100	99	179
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2008-09	96	179	96	100	100	179
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	189	176	189	100	98	177
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2009-10	81	176	81	100	99	177
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2008-09	96	176	96	100	99	177

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2009-10	81	81	100	97
All program completers, 2008-09	96	96	100	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

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.

Use of instructional technology is embedded throughout Education coursework required for all teacher education programs. Students are required to utilize technology to develop instruction and assessment materials that will positively impact their roles as teachers, as well as demonstrate competency in using technology as a teacher. Student teaching requirements ensure that technology is used to collect, manage, and analyze data in order to improve teaching and learning, through the completion of the Instructional Analysis Project. The Student Teaching Evaluation evaluates each of the candidates on their abilities to utilize technology to positively impact student 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**

Yes

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.

All teacher education candidates must successfully complete SpEd 200 Introduction to Special Education, which prepares general education teachers to positively impact the learning of students with disabilities. All teacher education candidates must also successfully complete either Educ 334 Teaching Reading in the Elementary/Middle School or Educ 434 Secondary Reading and Writing across the Curriculum to ensure that they have been prepared to teach students who are limited English proficient.

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**

Yes

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.

All special education candidates must successfully complete a required set of special education courses and experiences to ensure that they are prepared to teach students with varied disabilities. Both special education programs offered at PSC require a minimum of 20 hours of special education coursework. All special education candidates must also successfully complete either Educ 334 Teaching Reading in the Elementary/Middle School or Educ 434 Secondary Reading and Writing across the Curriculum to ensure that they have been prepared to teach students who are limited English proficient.

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.

Peru State College uses three benchmarks for teacher education programs - admission to teacher education, admission to student teaching, and program completion. Each benchmark includes minimum GPAs, completion of specific courses/experiences, background checks, portfolio review, and PPST scores. Candidates cannot complete a teacher education program without meeting all requirements for each benchmark. Clinical experiences begin in the sophomore year (20 hours) and continue in the junior/senior years (80-100 hours). Student teaching is completed the final semester of the program and requires 16 weeks of full day experiences. All clinical experiences require the completion of an evaluation and time log to ensure minimum requirements. As a result of data analysis, changes in course curriculum have been modified to more successfully meet candidates' needs and the needs of the profession. In addition, course formats have been modified to more successfully provide access to courses/programs. NOTE: Peru State College allows candidates to request that the Composite PPST score be accepted for Admission to Teacher Education. This composite score requires two of the three sections of the PPST to be passed, and the third section to be within one point of passing, with an overall composite score equal or higher than the minimum. The allowance of this composite score may impact the overall percentage of completers who pass each section of the PPST in our data.

Supporting Files

Peru State College
Traditional Program
2009-10

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Title II, Higher Education Act
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