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University of Nebraska at Kearney
Traditional Program
2009-10

Print Report Card

Program Information

Name of Institution: University of Nebraska at Kearney

Institution/Program Type: Traditional

Academic Year: 2009-10

State: Nebraska

Address: College of Education C116

1615 West 24th Street

Kearney, NE, 68849

Contact Name: Dr. Glen Powell

Phone: 302-865-8813

Email: powellg@unk.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	Yes
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	Yes
Minimum GPA in content area coursework	No	No
Minimum GPA in professional education coursework	No	No
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	No	No
Minimum Miller Analogies test score	No	No
Recommendation(s)	Yes	Yes
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	Yes
Personality test (e.g.,Myers-Briggs Assessment)	No	No
Other (specify:)	No	No

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

<http://aaunk.unk.edu/catalogs/09-10cat/ac/acedap.asp>

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

Sophomore year when requirements are completed

Does your initial teacher certification program conditionally admit students? No

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

Successful completion of the PRAXIS I (PPST) is based on using a total score calculation for all three tests. The sum total must be at least a minimum score of 513.

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:	629
Unduplicated number of males enrolled in 2009-10:	159
Unduplicated number of females enrolled in 2009-10:	469

2009-10	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	17
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	3
Black or African American:	2
Native Hawaiian or Other Pacific Islander:	0
White:	599
Two or more races:	0

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	100
Average number of clock hours required for student teaching	560
Number of full-time equivalent faculty in supervised clinical experience during this academic year	4.61
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	5.97
Number of students in supervised clinical experience during this academic year	758

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

All endorsement programs complete at least 100 hours of supervised clinical experiences prior to student teaching. Typically all K-12 (Art, Music, Physical Education) and 7-12 endorsements (such as History, English, etc.) complete the minimum 100 hours of supervised experiences during the Junior/Senior semesters. Programs such as Elementary Education, Special Education, and Early Childhood complete 150 clock hours prior to student teaching. Not counted in this report are field experiences completed prior to admission into the programs. All traditional candidates are required to complete a minimum of 560 clock hours within a 14 week student teaching assignment. A minority of students are required to complete the 640 hour 16 week assignment. The number of candidates reported in the supervised clinical experiences represent a duplicated number. Candidates enrolled in core courses for Elementary Education, Early Childhood Unified, and Special Education majors were often enrolled in multiple field experience courses. Student teachers in the spring semester were also frequently enrolled in a field experience during the fall

semester, thus often being counted twice in the total number of students in supervised clinical experiences during the year.

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	3
Early Childhood Unified	31
Elementary Education	74
Health/Physical Education K-12	9
Language Arts	10
Mathematics 7-12	3
Middle Grades	23
Mild/Moderate 7-12	4
Mild/Moderate K-6	20
Music K-12	2
Physical Science	1
Social Science	8
Vocational Business	2
TOTAL	190

Subject area	Number prepared
Basic Business	4
Biology	4
Chemistry	2
English	4
English Second Language	18
French	0
Geography	1
German	0
Health Education	3
History	11
Physical Education 7-12	4
Physical Education K-6	1
Physics	0
Political Science	0

Psychology	0
Spanish	5
Speech	3
Theater	1
TOTAL	61

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: 169

2008-09: 133

2007-08: 131

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: Graduate 7-9</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>Offer Project Teach scholarships and Attracting Excellence to Teaching Scholarships to qualified students in mathematics. Only 3 were graduated in 2009-10</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>We need to continue to provide financial incentives through scholarship assistance. We need to do a better job of promoting altruistic motives for teaching as a career as a counter to comparison of salary differential between careers.</p>
Science	<p>Academic year: 2009-10</p>

	<p>Goal: Graduate 5-6</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>We need to continue to provide financial incentives through scholarship assistance. The goal was exceeded with 7 graduates.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>A key step would be to offer a Natural Science comprehensive major that would in essence qualify the prospective graduate to teach in an array of science subjects instead of the current very specialized endorsement choices.</p>
<p>Special education</p>	<p>Academic year: 2009-10</p> <p>Goal: 20</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Recruitment of students to double-major if selecting elementary education. This strategy tends to yield the most students. Continuing to offer scholarships through Project Teach and the Attracting Excellence to Teaching scholarship program. The goal was exceeded with 24 graduating from their special education programs.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>The goal was met, however, the major long-term problem is that enrollment is declining among all education majors at baccalaureate level although long-term enrollment in special education has been relatively stable.</p>
<p>Instruction of limited English proficient students</p>	<p>Academic year: 2009-10</p> <p>Goal: 10-12</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>The endorsement is a supplemental endorsement (which is not available as a stand-alone program). Developing awareness of this program as an option for students is the major strategy although Teach Grant and Attracting Excellence to teaching scholarships are available. The goal was exceeded with 18 completing the endorsement this year.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Availability of grant money has helped as well as a continued effort to promote the program through advising. A contributing factor toward its increase is emphasis during field experiences for elementary education majors with tutoring LEP students. Once they actually work with students they find that they like doing that and add the endorsement.</p>

	Academic year: Goal: Goal met? Description of strategies used to achieve goal: Description of steps to improve performance in meeting goal or lessons learned in meeting goal:
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Provide any additional comments, exceptions and explanations below:

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:

Elementary education, special education, and early childhood candidates take the same academic core courses as well as the same pedagogical core courses for reading and mathematics. All elementary education, special education, and early childhood candidates take the same core courses that focus on individual differences and multi-cultural issues. K-12 and 7-12 candidates in areas other than those mentioned above take a course on teaching reading to all students and on adapting instruction to specific learning needs using the universal design format. All candidates have opportunities to have field and/or clinical experiences in diverse settings.

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	88	180	87	99	99	180
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	365	180	361	99	99	180
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	162	180	160	99	99	181
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	143	180	142	99	100	181
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	88	179	86	98	99	178
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	365	178	360	99	99	179
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2009-10	162	178	160	99	99	179
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2008-09	142	178	141	99	100	179
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	88	176	88	100	98	176
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	365	176	349	96	98	177
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2009-10	162	177	159	98	99	177
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2008-09	141	176	140	99	99	177

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2009-10	164	157	96	97
All program completers, 2008-09	143	141	99	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.

All baccalaureate candidates are required to take a course TE 206, Instructional Technology and the Pre service Teacher to develop technology skills typically used by teachers. Candidates use technology within their respective methods courses and learn how to use technology relevant to their field. Candidates are now

required to use TaskStream a web-based portfolio and teacher support system that facilitates assessment development and data collection and analysis. Use of the teacher support tools in TaskStream is becoming more wide-spread. Candidates are gaining first-hand experience with technology through their use of Blackboard in their classes. Universal design is already being taught in the reading and inclusion course (TE 306) and in special education classes that are in the core for elementary education, early childhood, and special education majors. Concepts are implemented for promoting differentiated instruction in TaskStream' Lesson Plan and Unit Plan Builder features which are beginning to be used by candidates. The faculty members teaching professional education courses are in the second year of a three year sequence of professional development activities focusing on the concept of differentiated instruction and further uses of technology to provide instruction and differentiated instruction as well.

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 candidates are required to take an introductory course, TE 204 Typical and Atypical Human Growth and Development, which introduces concepts of exceptionalities. Early Childhood, Elementary Education, Special Education, and Middle grades majors take TE 411, Inclusive Practices in Pre-8 Classrooms. Secondary and K-12 majors take TE 306, Reading and Inclusion in Secondary Classrooms. Concepts for working with limited English proficient students is embedded across methods courses.

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 are required to take an introductory course, TE 204 Typical and Atypical Human Growth and Development, which introduces concepts of exceptionalities. Early Childhood, Elementary Education, Special Education, and Middle grades majors take TE 411, Inclusive Practices in Pre-8 Classrooms. Secondary and K-12 majors take TE 306, Reading and Inclusion in Secondary Classrooms. Concepts for working with limited English proficient students is embedded across methods courses. Special Education candidates take 19 hours of coursework specifically designed to develop their teaching knowledge and skills in regard to working with students with disabilities. One of the courses, TESE 430 Collaboration, Consultation, and Teamwork, specifically focuses on developing their ability to work within individualized education teams. Additionally, during student teaching there is a program specific requirement to develop an IEP.

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.

At the University of Nebraska at Kearney there are four gateways candidates must pass through in order to complete the Teacher Education Program: 1) admission to the program, 2) admission to student teach, 3) successful completion of student teaching and 4) completion of Unit and program requirements for the baccalaureate degree. The final step is then applying for certification after all requirements are met. For admission, students must have a minimum 2.50 GPA, complete the initial education courses and related field experiences, pass the PPST (PRAXIS I) with a minimum combined score of 513, complete specific English and Speech coursework with a minimum grade of C, complete introductory professional education courses (TE 100, 204, and 206) with a minimum grade of C, select one field endorsement or two subject endorsements, receive advisor's approval, and complete required forms. To student teach, a student must complete the remaining professional sequence courses and field experiences, have a minimum 2.50 GPA, complete methods courses for specific endorsements and respective field experience courses, complete 24 hours in subject endorsements or 80% of the requirements of field endorsements, be approved by the department(s) offering the endorsement(s), and complete an application to student teach. Before he or she successfully completes student teaching, the student must have demonstrated 15 competencies related to Learning and the Learner, Instruction and Professional Practice that satisfies the cooperating teacher and UNK supervisor. All endorsement programs complete at least 100 hours of supervised clinical experiences prior to student teaching. Typically all K-12 (Art, Music, Physical Education) and 7-12 endorsements (such as History, English, etc.) complete the minimum 100 hours of supervised experiences during the Junior/Senior semesters. Programs such as Elementary Education, Special Education, and Early Childhood complete 150 clock hours prior to student teaching. Not counted in this report are field experiences completed prior to admission into the programs. All traditional candidates are required to complete a minimum of 560 clock hours within a 14 week student teaching assignment. A minority of students are required to complete the 640 hour 16 week assignment. Data Driven Changes From 2007-2010: Changes in Assessment 1. Replaced LiveText with TaskStream for candidate folio requirement. 2. Candidates seeking multiple endorsements were only required to submit one Case Study of a Unit Plan during student teaching which resulted in less data being available to programs since the endorsement for which it was created was the only one that received the data. Since 2007-08 candidates have been required to submit a Case Study of a Unit Plan for each endorsement earned thus creating a more accurate data "picture" for each endorsement program. 3. TE 400: Revised Case Study of Classroom to more precisely define requirements for candidate reflections on anticipating connections between P-12 learner characteristics and specific instructional differentiation (revised fall 2008 and implemented spring 2009). Impacting P-12 learners: use of data and reflective ability 4. TE 400: Revised Case Study of a Unit Plan by revising rubric to use two separate traits

instead of one to more specifically focus candidates upon Assessment Strategies and Evaluation of Learning in a more precisely defined manner than previously done (revised fall 2008, piloted spring 2009 and implemented fall 2009) and provide more specific focus on sub-groups of students with shared needs and individuals with specific needs. Impacting P-12 learners: assessment and use of data to reflect on student learning 5.TE 400: Revised scoring criteria to more precisely focus candidates and evaluators expectations by revising Final Evaluation form into six separate rubrics and reporting six scores instead of one global score (revised 2008 and implemented spring 2009). Draw more emphasis on Assessment, Management, and Instructional Delivery and emphasize that candidates are expected to meet criteria for each rubric. Data has been reported since 2005 in different tables and has been used for analysis by the unit and programs that way. 6.TE 400: Phasing in use of TaskStream portfolio/assessment system to more rapidly collect data and monitor candidate progress (first candidates began using in fall 2009 with mandatory use by all in fall 2010) if candidate is struggling to meet expectations instead of finding out about problems at the end of the semester. 7.In 2006-07 Level I and II common assessments continued to be collected but were no longer entered into the data base because there was more data then technology or time to summarize, analyze and use. Letter grades for the courses TE 100, 204, and 206 were substituted as the assessments because candidates could not pass the courses unless the common assessments were completed successfully. In 2008 TE 206 piloted the implementation of TaskStream and in 2009 its use was extended to Level I TE 100 and Level II TE 204 to facilitate the KASE Office newly developed candidate tracking system and to reinforce use of the common assessments by using it to collect the data. 8.The Level III common assessments Case Study of a Lesson and the Field Experience Checklist have been revised to use a standard scoring system, as faculty members were adapting the scoring system for their own use. Data collection for Case Study of a Lesson has been changed from being collected from methods courses to selected field experiences to encourage candidates to try their lessons in actual teaching settings to gain a better understanding of implementation.

Professional Sequence Course Changes TE 100: 1. Added assignment on differentiated learning fall 2009 which includes library search on differentiated instruction. Knowledge of learning theory and maximizing P-12 learning 2. Newspaper article activity, school visits, current events individualized journaling to emphasize Differentiated teaching. Knowledge of learning theory and maximizing P-12 learning 3. Observe strategies when on school visits and have as topic in principal's orientation topic. Knowledge of learning theory and maximizing P-12 learning TE 204: 1.Read Wall Street Journal article on developmental levels. Knowledge of learning theory and maximizing P-12 learning 2. Child development, developmental learning centers for specific learners and designing centers/strategies around curriculum. Differentiating Instruction to meet needs of all learners 3. Disability PowerPoints to tap into creativity and technology. Differentiating Instruction to meet needs of all learners TE 206: .1A contract approach is used where the candidate chooses the type of project to be completed and how it is to be done. Three projects are completed which covers about 2/3 of the semester. Differentiating Instruction to meet needs of all learners 2. Applications of technology use to differentiate instruction are discussed in course. Differentiating Instruction to meet needs of all learners TE 306: 1. Required UDL and differentiation components for all assignments; students learn how to differentiate instruction and assignments/assessments. Impacting P-12 learners: assessment and use of data to reflect on student learning 2. Candidates must include UDL in reflection and provide differentiation strategies in all lesson plan assignments. Differentiating Instruction to meet needs of all learners 3. Instructors model differentiation by providing choice in assignments and demonstrating possible strategies. Differentiating Instruction to meet needs of all learners TE 319: 1. Assessment projects were revised and made more specific in requirements to emphasize impact on P-12 Learners. Impacting P-12 learners: assessment and use of data to reflect on student learning Unit-wide Professional Education Courses: 1.Task Stream will be a required tool in all professional courses beginning in 2010/11 for candidates to use for lesson and unit planning as well as assessment development. 2. Professional Development Committee was developed in fall 2009 and convened in 2010 to develop a unit-wide professional development series focused on responding to data analyses at initial certification level and advanced/other education levels with a specific focus on differentiated instruction and the Conceptual Framework themes of diversity, technology, and democracy. a.The first part of the professional development activities was initiated in April 2010 with a presentation by an ASCD trainer, Sandra Page, on concepts of differentiated

instruction. This is the first of a three year series of annual presentations contracted with ASCD.

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University of Nebraska at Kearney

Traditional Program

2009-10

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