

# Title II Higher Education Act

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Wayne State College  
Traditional Program  
2009-10

### Print Report Card

### Program Information

**Name of Institution:** Wayne State College

**Institution/Program Type:** Traditional

**Academic Year:** 2009-10

**State:** Nebraska

**Address:** 1111 Main Street

Wayne, NE, 68787

**Contact Name:** Ms. Phyllis Spethman

**Phone:** 402-375-7373

**Email:** phspeth1@wsc.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	No	NA
Experience in a classroom or working with children	No	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	Yes	NA
Minimum GPA in professional education coursework	Yes	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	No	NA
Interview	No	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: technology proficiency )	Yes	NA

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

[http://academic.wsc.edu/edc/linked\\_files/gateways\\_chart.pdf](http://academic.wsc.edu/edc/linked_files/gateways_chart.pdf)

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

Sophomore year Junior year (if a transfer student)

**Does your initial teacher certification program conditionally admit students?** No

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

We require three recommendations for admittance: one from education faculty, one from content faculty, and one from general faculty. We require 2.5/4.0 minimum cumulative GPA, as well as minimum 2.5/4.0 in content coursework and professional education coursework.

### 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:	470
Unduplicated number of males enrolled in 2009-10:	140
Unduplicated number of females enrolled in 2009-10:	330

2009-10	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	0
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	0
Native Hawaiian or Other Pacific Islander:	0
White:	0
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	720
Number of full-time equivalent faculty in supervised clinical experience during this academic year	3.5
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	6.5
Number of students in supervised clinical experience during this academic year	749

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

1) All candidates are required to complete at least 100 hours of field experience prior to student teaching. In addition to the 100, special education requires a six-week, full-day clinical experience (240 hours) prior to student teaching. 2) All candidates must complete a full-day for a full semester student teaching experience (18 weeks). 4) This figure includes P-12 staff who are paid a stipend for supervising students in a clinical experience. 5) This number includes some duplication as students may be enrolled in more than one course that requires a field experience component.

### 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))**

<b>Academic major</b>	<b>Number prepared</b>
Art	6
Business	4
Early Childhood	6
Early Childhood Education Unified	16
Elementary	49
English	7
ESL	2
French	2
Geography	1
Health/PE	11
History	2
Industrial Technology	4
Instrumental Music	3
Language Arts	3
Marketing	2
Mathematics	2
Middles Grades	3
Natural Science	1
Physical Education	2
Political Science	1
Social Sciences	5
Spanish	3
Special Education	6
Theater	1
Vocal and Instrumental Music	3
<b>TOTAL</b>	<b>124</b>

<b>Subject area</b>	<b>Number prepared</b>
Art	6
Business	4
Early Childhood	6
Early Childhood Education Unified	16
Elementary	49
English	7

ESL	2
French	2
Geography	1
Health/PE	11
History	2
Industrial Technology	4
Instrumental Music	3
Language Arts	3
Marketing	1
Mathematics	2
Middle Grades	3
Natural Science	1
Physical Education	2
Political Science	1
Social Sciences	5
Spanish	3
Special Education	6
Theater	1
Vocal and Instrumental Music	3
TOTAL	124

### 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: 124

2008-09: 122

2007-08: 124

### 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.**

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Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	<p><b>Academic year:</b> 2009-10</p> <p><b>Goal:</b> no goal was set</p> <p><b>Goal met?</b></p> <p><b>Description of strategies used to achieve goal:</b></p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p>
Science	<p><b>Academic year:</b> 2009-10</p> <p><b>Goal:</b> no goal was set</p> <p><b>Goal met?</b></p> <p><b>Description of strategies used to achieve goal:</b></p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p>
Special education	<p><b>Academic year:</b> 2009-10</p> <p><b>Goal:</b> no goal was set</p> <p><b>Goal met?</b></p> <p><b>Description of strategies used to achieve goal:</b></p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p>
Instruction of limited English proficient students	<p><b>Academic year:</b> 2009-10</p> <p><b>Goal:</b> no goal was set</p> <p><b>Goal met?</b></p> <p><b>Description of strategies used to achieve goal:</b></p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p>
none	<p><b>Academic year:</b> 2009-10</p> <p><b>Goal:</b> no goal was set</p> <p><b>Goal met?</b></p> <p><b>Description of strategies used to achieve goal:</b></p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p>

**Provide any additional comments, exceptions and explanations below:**

Goals were not set prior to hiring a new Dean in May 2010. Since that time the Unit has engaged in a concentrated tripartite (EDFL faculty, Arts & Sciences faculty, and P-12 administrators/teachers & Educational Service Unit personnel) renewal effort. This collaborative effort focused on the study of emerging trends in the profession, professional literature, revised InTASC Standards, and numerous state and national professional papers and standards. Collaborative efforts produced a significant revision of the Unit's conceptual framework, creation of a new professional sequence and common core for all education majors, quality field experiences, and improved assessment/evaluative processes. The Unit will build on this collaboration to set annual quantifiable goals in the shortage areas listed in this section during the coming year. Actions taken to make progress for 2011-12 include: 1)Mathematics - renewing endorsement content aligned to national standards, increasing recruiting of Middle Grades candidates, leveraging scholarship allocations; 2)Science - identifying recruiting strategies to increase number of majors, leveraging scholarship allocations; 3)Special Education - reassigned .5 FTE faculty position to improve advising and course coverage to improve retention; 4)English proficient - addressing in common core, committing 3-year initiative to differentiated instruction with partner schools and area Educational Service Units, launching new 2+2 program with Northeast Community College at new College Center in South Sioux City...exciting potential to recruit increasing number of minority and ESL teaching candidates.

**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:**

Fourteen school districts in northeast Nebraska have teamed with Educational Service Unit #1 (ESU#1) and

Wayne State College to create the Northeast Nebraska Teacher Academy (NENTA), an entity that prepares candidates to serve as substitute teachers in the partner school districts. On average, NENTA will insert 40-65 qualified candidates into the northeast Nebraska substitute teacher market each year, for a total of 3200-5200 substitute days. This enables the fourteen districts to take full advantage of staff development opportunities since capable, qualified substitutes will be readily available. The quality of substitute instruction in each of the participating districts is significantly improved by use of a common lesson plan format from one district to another, by staff development activities directed at substitute teaching performance, and by the substitute mentoring efforts that are built into the project.

NENTA is directed and coordinated by unit faculty members, but guided by the NENTA Advisory Council which includes representatives from partner schools, ESU #1, and faculty from across campus. The Advisory Council holds a dinner meeting each fall term to review the financial business of the consortium, and to discuss issues of mutual interest such as teacher shortage areas and candidate preparation to fill future needs for professional educators in area schools.

The Teacher Education Advisory Council (TEAC) has also proven to be a valuable conduit for collaborative efforts to improve teacher preparation. The Council includes representatives from all four Schools on campus to insure that secondary endorsement programs in the Arts and Sciences are represented; teachers and administrators from area K-12 districts; and professional staff from ESU #1. The purpose of this Council is to discuss and promote collaborative initiatives that will significantly impact current efforts of the unit and encourage further endeavors to create effective schools, teacher education programs, and quality teaching at all levels. Dinner meetings are held once each term to discuss issues of common concern and to collaborate on projects that lead to improved preparation of candidates.

During the fall of 2008, the unit piloted its first Professional Development School (PDS) at Lewis and Clark Elementary School in South Sioux City Public Schools. A second pilot PDS was launched at Norfolk Middle School in Norfolk Public Schools in the fall of 2009. Extensive collaboration is on-going in the PDS with unit faculty and school personnel working together to deliver instruction to the PDS candidates during the fall clinical semester (immediately prior to the student teaching semester), and to co-evaluate candidates' performance throughout the entire experience. Data is still being collected, but initial feedback indicates that PDS provides intense clinical experience resulting in high-level understanding of the real work of teachers. Thus, two additional PDS sites (Wayne Public Schools in Wayne, NE and Columbus Public Schools in Columbus, NE) will be established in 2011-12

### Section III. Assessment Rates

<b>Assessment code - Assessment name Test Company Group</b>	<b>Number taking tests</b>	<b>Avg. scaled score</b>	<b>Number passing tests</b>	<b>Pass rate (%)</b>	<b>State Average pass rate (%)</b>	<b>State Average scaled score</b>
ETS0730 - PRAXIS I MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	61	179	60	98	99	180
ETS0730 - PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	277	180	276	100	99	180
ETS0730 - PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	119	180	119	100	99	181

ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	113	180	113	100	100	181
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	62	176	62	100	99	178
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	277	177	276	100	99	179
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2009-10	119	178	118	99	99	179
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2008-09	112	177	112	100	100	179
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	62	175	62	100	98	176
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	278	176	277	100	98	177
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2009-10	120	176	120	100	99	177
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2008-09	112	176	112	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	120	119	99	97
All program completers, 2008-09	113	113	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.**

All candidates are required to use technology in the following ways:

- 1) Teacher Work Sample (completed during student teaching) requires the use of technology to collect, manage, and analyze data;
- 2) SmartBoards (used throughout teacher preparation) prepares candidates to use this technology as an instructional tool;
- 3) The use of our E-Database (storehouse of artifacts and data related to teacher candidates) begins in the introductory education class when candidates must submit essays on teaching philosophy, and continues through all program courses. Candidates submit artifacts using many different mediums (video, audio, Word documents, evaluations, etc.) throughout their preparation which becomes the basis for their personal E-Portfolio;
- 4) any candidates who need to build technology skills are advised to take the EDU 225 technology courses which include Excel, Word, PowerPoint, Access, and web development;
- 5) candidates must successfully pass technology competency assessments to be admitted to teacher education; and 6) The Unit continues to deliver more sections of courses in on-line format (using Sakai) and strives to enhance on-line delivery to maximize educational opportunities and experiences with this mode of delivery.

Technology is infused throughout our program courses so that candidates (regardless of endorsement area) develop an understanding of the principles of a technology-based classroom, as well as a comfort level with technology that will help them design lessons that meet the needs of all learners.

## 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 SPD 151 Introduction to Special Education which is a study of the knowledge base required to effectively teach students with special needs. It includes legislation, procedural requirements, exceptional learner information, instruction techniques, and how to evaluate and assess learning.

In addition, all candidates are required to take EDU 367 Human Relations which provides a critical examination of community and its relationship to the well-being of the student. Building on candidates' experiences of differences in learning and culture, course activities help candidates develop observation and communication skills. The course establishes a base of human relations that significantly influence the learning of teaching methods in all endorsement areas, which helps candidates to effectively teach ESL students.

Wayne State does offer a supplemental endorsement in English as a Second Language (ESL) that is available (but not required) for all candidates. Although ESL strategies are covered in a number of classes, not all candidates take all classes. Thus, WSC plans to further strengthen the techniques taught in EDU 367 Human Relations. Additional enhancements/opportunities will be incorporated when the new common core is initiated in 2012-13.

### 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.***

Candidates seeking the Special Education endorsement (Mild/Moderately Handicapped) are required to take 78 credit hours. In addition to demonstrating competency in the six program outcomes and nine essential teaching behaviors of the professional education knowledge base, candidates also demonstrate competency in the Special Education knowledge base in nine program outcomes and sixteen essential competencies for mild/moderate exceptional learners K-12.

Wayne State does offer a supplemental endorsement in English as a Second Language (ESL) that is available (but not required) for all candidates. Although ESL strategies are covered in a number of classes, not all candidates take all classes. Thus, WSC plans to further strengthen the techniques taught in EDU 367 Human Relations. Additional enhancements/opportunities will be incorporated when the new common core is initiated in 2012-13.

## 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.**

Program Entry and Advancement Admission to Wayne State College does not guarantee entry into its teacher education programs. Students preparing for professional education must meet benchmark criteria at multiple stages in order to pass through established Gateways and move forward to completion. These benchmarks include: successful completion of course work, successful completion of field experiences, passage of required standardized content tests (PPST), faculty recommendations, minimum grade point averages in content, professional education and cumulative grade point average (2.5 on a 4.0 scale), and successful completion of technology requirements. For program completion and recommendation for certification, candidates must receive favorable recommendations from the cooperating teacher and college supervisor(s) at the conclusion of student teaching (Click below for a look at the Gateways Chart which lists all required benchmarks.) Field Experience In accordance with the Nebraska Department of Education standards, all candidates complete a minimum of 100 clock hours of field experiences prior to student teaching. A minimum of 80 percent of these experiences are integrated with courses in the candidate's program. Field placements for initial candidates are determined in partnership with P-12 area schools, with reliance on the site administrator to select members of his/her staff who possess the right set of skills to mentor a budding professional. Cooperating teachers are required to be endorsed at the same level as the candidate, and they must have at least three years of successful classroom teaching experience. The first required field experience for candidates occurs in conjunction with EDU 201 Introduction to Professional Education, a course required for all candidates regardless of endorsement area. Candidates are assigned to an accredited P-12 school setting where they complete a minimum of 25 hours of field work. The remaining field experiences are dependent on the candidates' chosen endorsement level. All field experiences are designed to be developmental in nature, beginning with observation and reflection, and progressing to opportunities to develop pedagogical skills in a school setting using a reflective teaching model. Candidates are monitored by both the P-12 site-based cooperating teacher and the instructor of the course. Field experience culminates with 18 weeks (full day for one college semester) of student teaching. Pass Rates on the PPST Please note that all of our candidates are required to pass the Pre-Professional Service Test (PPST), but because the state of Nebraska allows for a composite score to be accepted, our pass rate would appear to be less than 100%. That is because Educational Testing Service (ETS), which is the data repository for the report given to WESTAT, does not recognize the composite score as passing. The ETS system is set to only recognize individual test scores. Significant Changes Although improvement goals were not set prior

to hiring a new Dean in May 2010, since that time the Unit has engaged in a concentrated tripartite renewal effort that includes Education foundations faculty, Arts & Sciences faculty, and P-12 administrators/teachers & Educational Service Unit personnel. During this past year, this collaborative effort focused on the study of emerging trends in the profession, professional literature, revised InTASC Standards, and numerous state and national professional papers and standards. Collaborative efforts produced a significant revision of the Unit's conceptual framework, creation of a new professional sequence and common core for all education majors, quality field experiences, and improved assessment/evaluative processes. The Unit will continue to build on this collaboration.

### Supporting Files

Wayne State College  
Traditional Program  
2009-10

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