

# Title II Higher Education Act

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Peru State College  
Traditional Program  
2010-11

### Print Report Card

### Program Information

**Name of Institution:** Peru State College  
**Institution/Program Type:** Traditional  
**Academic Year:** 2010-11  
**State:** Nebraska

**Address:** 600 Hoyt Street

Peru, NE, 68421

**Contact Name:** Dr. Jodi Kupper

**Phone:** 402-872-2245

**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
Recommendation(s)	Yes	NA
Essay or personal statement	Yes	NA
Interview	Yes	NA
Resume	No	NA
Bachelor's degree or higher	No	NA
Job offer from school/district	No	NA
Personality test	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 so that they can successfully register 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 2010-11:	337
Unduplicated number of males enrolled in 2010-11:	91
Unduplicated number of females enrolled in 2010-11:	246

2010-11	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	5
<i>Race</i>	
American Indian or Alaska Native:	3
Asian:	1
Black or African American:	9
Native Hawaiian or Other Pacific Islander:	0
White:	315
Two or more races:	0

### Section I.c Supervised Experience

**Provide the following information about supervised clinical experience in 2010-11.**

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	1.17
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	11.07
Number of students in supervised clinical experience during this academic year	393

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

Programs for teacher education range from 100 to 120 hours of pre-student teaching practicum experiences.

### Section I.d Teachers Prepared by Subject Area

**Please provide the number of teachers prepared by subject area for academic year 2010-11. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))**

Subject Area	Number Prepared
--------------	-----------------

Education - General	
Teacher Education - Special Education	9
Teacher Education - Early Childhood Education	24
Teacher Education - Elementary Education	47
Teacher Education - Junior High/Intermediate/Middle School Education	1
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	4
Teacher Education - English/Language Arts	4
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	2
Teacher Education - Music	2
Teacher Education - Physical Education and Coaching	9
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	3
Teacher Education - Social Science	7
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	1
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education- History	6
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	

Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

### Section I.d Teachers Prepared by Academic Major

**Please provide the number of teachers prepared by academic major for academic year 2010-11. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))**

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	9
Teacher Education - Early Childhood Education	24
Teacher Education - Elementary Education	47
Teacher Education - Junior High/Intermediate/Middle School Education	1
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	4
Teacher Education - English/Language Arts	4
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	2
Teacher Education - Music	2
Teacher Education - Physical Education and Coaching	9
Teacher Education - Reading	
Teacher Education - Science	2
Teacher Education - Social Science	6
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	1

Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	6
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	

Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

### Section I.e Program Completers

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

2010-11: 92

2009-10: 83

2008-09: 105

### 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><b>Academic year:</b> 2010-11</p> <p><b>Goal:</b> 1</p> <p><b>Goal met?</b> Yes</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>Recruitment and presence in area schools and marketing in general within the service area/region.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>Deliberate discussions regarding the need for teachers in this area, how PSC's programs can successfully support candidates in this endorsement area and</p>

	opportunities for employment of graduates in this program.
Science	<p><b>Academic year:</b> 2010-11</p> <p><b>Goal:</b> 1</p> <p><b>Goal met?</b> No</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>Recruitment and presence in area schools and marketing in general within the service area/region.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>Deliberate discussions regarding the need for teachers in this area, how PSC's programs can successfully support candidates in this endorsement area and opportunities for employment of graduates in this program.</p>
Special education	<p><b>Academic year:</b> 2010-11</p> <p><b>Goal:</b> 1</p> <p><b>Goal met?</b> Yes</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>Recruitment and presence in area schools and marketing in general within the service area/region.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>Deliberate discussions regarding the need for teachers in this area, how PSC's programs can successfully support candidates in this endorsement area and opportunities for employment of graduates in this program.</p>
Instruction of limited English proficient students	<p><b>Academic year:</b> 2010-11</p> <p><b>Goal:</b> NA</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>
NA	<p><b>Academic year:</b> 2010-20</p> <p><b>Goal:</b> NA</p> <p><b>Goal met?</b></p> <p><b>Description of strategies used to achieve goal:</b></p>

	<b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b>
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**Provide any additional comments, exceptions and explanations below:**

Goals were set at increasing current numbers by 5% or a minimum of 1 new candidate for each endorsement program, 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:**

The School of Education has successfully completed a curriculum map of all core Education coursework and coursework within each endorsement area, to ensure that these critical concepts are being taught to pre-service teacher candidates. The SOE continues to combine 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	180	179	178	99	99	180
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2010-11	96	178	96	100	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	179	178	178	99	99	179
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2010-11	96	177	95	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	183	176	183	100	97	176
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2010-11	98	175	96	98	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, 2010-11	98	95	97	96

All program completers, 2009-10	81	81	100	97
All program completers, 2008-09	96	96	100	98

### 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.**

A course on Education Technology has been recently approved and will be required for all teacher candidates. In addition, application and uses of instructional technology are 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. Beyond these specific courses, additional content and assessments are implemented across program coursework to address these areas and ensure that candidates have the knowledge and skills needed to meet the needs of these students.

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**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 22 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 to, or higher than, the minimum of 513. 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  
2010-11

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