

Wayne State College
Traditional Program

2014 | Title II
Reports

Complete Report Card

AY 2012-13

Institution Information

Name of Institution: Wayne State College

Institution/Program Type: Traditional

Academic Year: 2012-13

State: Nebraska

Address: 1111 Main Street

Wayne, NE, 68787

Contact Name: Ms. Phyllis Spethman

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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?
(<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Art	No
Basic Business	No
Business, Marketing, and Information Technology	No
Chemistry	No
Coaching	No
Cooperative Education - Diversified Occupations	No
Early Childhood	No
Early Childhood Education Unified	No
Elementary	No
English	No
English as a Second Language	No
Family and Consumer Science	No
Geography	No
Health and Physical Education	No
History	No
Industrial Technology	No
Information Technology	No
Journalism and Mass Communication	No
Language Arts	No
Life Sciences - Biology	No

Mathematics	No
Middle Grades	No
Music - Instrumental	No
Music - Vocal	No
Music - Vocal and Instrumental	No
Natural Science	No
Physical Education	No
Political Science	No
Principal	No
Psychology	No
Reading Specialist	No
School Counselor	No
Skilled and Technical Science	No
Social Science	No
Sociology	No
Special Education - Mild/Moderate Handicap	No
Speech Communication	No
Superintendent	No
Theater	No
World Language - Spanish	No
Total number of teacher preparation programs: 40	

Section I.b Admissions

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?

Yes

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

http://academic.wsc.edu/edc/linked_files/benchmark_chart.pdf

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

All candidates for admittance into teacher education are reviewed by a committee of education foundations faculty members and rated either 1 - advance without conditions; 2 - advance with conditions; or 3 - cannot advance. The final decision for admittance falls to the Professional Progress Committee (Educator Preparation Personnel from across campus) following a review of the candidate's file and the ratings recommendation. For admittance to candidacy, we require 2.5/4.0 minimum

cumulative GPA, as well as minimum 2.5/4.0 in content coursework and professional education coursework. We do not accept any grade below a C in professional education coursework.

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

Element	Required for Entry	Required for Exit
Transcript	No	No
Fingerprint check	No	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	No
Interview	No	No
Other	Data not reported	Data not reported

What is the minimum GPA required for admission into the program?

2.5

What was the median GPA of individuals accepted into the program in academic year 2012-13

3.09

What is the minimum GPA required for completing the program?

2.75

What was the median GPA of individuals completing the program in academic year 2012-13

3.54

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the postgraduate level?

No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

Element	Required for Entry	Required for Exit
Transcript	Data not reported	Data not reported
Fingerprint check	Data not reported	Data not reported
Background check	Data not reported	Data not reported
Minimum number of courses/credits/semester hours completed	Data not reported	Data not reported
Minimum GPA	Data not reported	Data not reported
Minimum GPA in content area coursework	Data not reported	Data not reported
Minimum GPA in professional education coursework	Data not reported	Data not reported
Minimum ACT score	Data not reported	Data not reported
Minimum SAT score	Data not reported	Data not reported
Minimum basic skills test score	Data not reported	Data not reported
Subject area/academic content test or other subject matter verification	Data not reported	Data not reported
Recommendation(s)	Data not reported	Data not reported
Essay or personal statement	Data not reported	Data not reported
Interview	Data not reported	Data not reported
Other	Data not reported	Data not reported

What is the minimum GPA required for admission into the program?

What was the median GPA of individuals accepted into the program in academic year 2012-13

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2012-13

Please provide any additional comments about the information provided above:

Section I.c 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.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

[Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2012-13:	357
Unduplicated number of males enrolled in 2012-13:	87
Unduplicated number of females enrolled in 2012-13:	270

2012-13	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:	3
Native Hawaiian or Other Pacific Islander:	0
White:	317
Two or more races:	6

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2012-13.

Average number of clock hours of supervised clinical experience required prior to student teaching	100
Average number of clock hours required for student teaching	720
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	3

Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	243
Number of students in supervised clinical experience during this academic year	154

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

The response provided above reflects faculty, adjunct faculty, and PK12 teachers directly engaged with candidates in supervised clinical experience which, in Nebraska, is defined as the student teaching experience. In addition to the numbers reported above, numerous individuals (faculty + PK12 teachers) are engaged with other supervised pre-student teaching field experiences to meet the state-required 100 hour minimum.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2012-13. 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	0
Teacher Education - Special Education	9
Teacher Education - Early Childhood Education	23
Teacher Education - Elementary Education	65
Teacher Education - Junior High/Intermediate/Middle School Education	4
Teacher Education - Secondary Education	0
Teacher Education - Multiple Levels	0
Teacher Education - Agriculture	0
Teacher Education - Art	6
Teacher Education - Business	1
Teacher Education - English/Language Arts	10
Teacher Education - Foreign Language	2
Teacher Education - Health	9
Teacher Education - Family and Consumer Sciences/Home Economics	1
Teacher Education - Technology Teacher Education/Industrial Arts	9
Teacher Education - Mathematics	5
Teacher Education - Music	5
Teacher Education - Physical Education and Coaching	22
Teacher Education - Reading	0
Teacher Education - Science Teacher Education/General Science	4

Teacher Education - Social Science	12
Teacher Education - Social Studies	0
Teacher Education - Technical Education	0
Teacher Education - Computer Science	0
Teacher Education - Biology	0
Teacher Education - Chemistry	0
Teacher Education - Drama and Dance	0
Teacher Education - French	0
Teacher Education - German	0
Teacher Education- History	5
Teacher Education - Physics	0
Teacher Education - Spanish	2
Teacher Education - Speech	0
Teacher Education - Geography	3
Teacher Education - Latin	0
Teacher Education - Psychology	1
Teacher Education - Earth Science	0
Teacher Education - English as a Second Language	3
Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2012-13. 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	0
Teacher Education - Special Education	9
Teacher Education - Early Childhood Education	12
Teacher Education - Elementary Education	65
Teacher Education - Junior High/Intermediate/Middle School Education	4
Teacher Education - Secondary Education	83

Teacher Education - Agriculture	0
Teacher Education - Art	6
Teacher Education - Business	1
Teacher Education - English/Language Arts	10
Teacher Education - Foreign Language	2
Teacher Education - Health	9
Teacher Education - Family and Consumer Sciences/Home Economics	1
Teacher Education - Technology Teacher Education/Industrial Arts	9
Teacher Education - Mathematics	5
Teacher Education - Music	5
Teacher Education - Physical Education and Coaching	10
Teacher Education - Reading	0
Teacher Education - Science	4
Teacher Education - Social Science	11
Teacher Education - Social Studies	0
Teacher Education - Technical Education	0
Teacher Education - Computer Science	0
Teacher Education - Biology	0
Teacher Education - Chemistry	0
Teacher Education - Drama and Dance	0
Teacher Education - French	0
Teacher Education - German	0
Teacher Education - History	5
Teacher Education - Physics	0
Teacher Education - Spanish	2
Teacher Education - Speech	0
Teacher Education - Geography	3
Teacher Education - Latin	0
Teacher Education - Psychology	1
Teacher Education - Earth Science	0
Teacher Education - English as a Second Language	0
Teacher Education - Bilingual, Multilingual, and Multicultural Education	0

Education - Curriculum and Instruction	0
Education - Social and Philosophical Foundations of Education	0
Liberal Arts/Humanities	0
Psychology	0
Social Sciences	0
Anthropology	0
Economics	0
Geography and Cartography	0
Political Science and Government	0
Sociology	0
Visual and Performing Arts	0
History	0
Foreign Languages	0
Family and Consumer Sciences/Human Sciences	0
English Language/Literature	0
Philosophy and Religious Studies	0
Agriculture	0
Communication or Journalism	0
Engineering	0
Biology	0
Mathematics and Statistics	0
Physical Sciences	0
Astronomy and Astrophysics	0
Atmospheric Sciences and Meteorology	0
Chemistry	0
Geological and Earth Sciences/Geosciences	0
Physics	0
Business/Business Administration/Accounting	0
Computer and Information Sciences	0
Other Specify:	0

Section I.f Program Completers

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

2012-13: 154

2011-12: 153

2010-11: 168

Section II Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2012-13

Did your program prepare teachers in mathematics in 2012-13?

Yes

How many prospective teachers did your program plan to add in mathematics in 2012-13?

5

Did your program meet the goal for prospective teachers set in mathematics in 2012-13?

Yes

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Is your program preparing teachers in mathematics in 2013-14?

Yes

How many prospective teachers did your program plan to add in mathematics in 2013-14?

5

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Will your program prepare teachers in mathematics in 2014-15?

Yes

How many prospective teachers does your program plan to add in mathematics in 2014-15?

3

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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.

(§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2012-13

Did your program prepare teachers in science in 2012-13?

Yes

How many prospective teachers did your program plan to add in science in 2012-13?

4

Did your program meet the goal for prospective teachers set in science in 2012-13?

Yes

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Is your program preparing teachers in science in 2013-14?

Yes

How many prospective teachers did your program plan to add in science in 2013-14?

5

Provide any additional comments, exceptions and explanations below:

We have one candidate in secondary science who will need an additional year to complete program requirements, but we have four candidates in Middle Grades preparation with content specialty in science.

Academic year 2014-15

Will your program prepare teachers in science in 2014-15?

Yes

How many prospective teachers does your program plan to add in science in 2014-15?

3

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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. (**§205(a)(1)(A)(ii), §206(a)**)

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2012-13

Did your program prepare teachers in special education in 2012-13?

Yes

How many prospective teachers did your program plan to add in special education in 2012-13?

8

Did your program meet the goal for prospective teachers set in special education in 2012-13?

Yes

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Is your program preparing teachers in special education in 2013-14?

Yes

How many prospective teachers did your program plan to add in special education in 2013-14?

10

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Will your program prepare teachers in special education in 2014-15?

Yes

How many prospective teachers does your program plan to add in special education in 2014-15?

10

Provide any additional comments, exceptions and explanations below:

We have developed programs that will allow SPED candidates to choose from K-6 or 7-12 in addition to our established K-12. We believe the addition of the two subject endorsement opportunities will be attractive to candidates.

Section II Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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.

(§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2012-13

Did your program prepare teachers in instruction of limited English proficient students in 2012-13?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2012-13?

3

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2012-13?

Yes

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Is your program preparing teachers in instruction of limited English proficient students in 2013-14?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2013-14?

5

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Will your program prepare teachers in instruction of limited English proficient students in 2014-15?

Yes

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2014-15?

5

Provide any additional comments, exceptions and explanations below:

Section II Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

Yes

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

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

Twelve 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 provides 55-65 qualified candidates for the northeast Nebraska substitute teacher market each year, for an approximate total of 250 substitute days or 2000 substitute hours. This enables the 12 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 the use of a recommended 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 EPP faculty members, but guided by the NENTA Advisory Council which includes representatives from partner schools, ESU #1, and EPP faculty. The Advisory Council meets as needed 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 P-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. TEAC provided important feedback concerning a significant revision of the Unit's conceptual framework effective 2012-13, creation of a new professional sequence and common foundation for all education majors. Discussions were held concerning quality field experiences and improved assessment and evaluative processes.

The institution approved another FTE SPED faculty position which has resulted in a collaborative effort by SPED faculty to revise SPED program offerings and begin offering two additional SPED endorsement programs.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS)	81	180	81	100

All enrolled students who have completed all noncl				
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	273	180	273	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2012-13	147	179	147	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2011-12	136	180	135	99
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2010-11	149	180	148	99
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All enrolled students who have completed all noncl	81	177	81	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	274	177	274	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2012-13	147	177	147	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2011-12	137	178	137	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2010-11	150	176	150	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All enrolled students who have completed all noncl	81	176	81	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	274	175	274	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2012-13	148	175	148	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS)	136	176	136	100

All program completers, 2011-12				
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2010-11	150	175	149	99

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2012-13	148	148	100
All program completers, 2011-12	139	138	99
All program completers, 2010-11	150	148	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 Use of Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

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 the evidence that your program uses to show that it 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 the evidence your program uses to show that it 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) iPads are provided to students enrolled in elementary methods courses;
- 4) secondary candidates learn Google Docs and cloud storage technology;
- 5) The use of our E-Database (repository of artifacts and data related to teacher candidates) continues throughout their preparation;
- 6) EDU 320 Instructional Media and Technology is offered to help candidates develop teaching skills using current available technology; and
- 7) The EPP continues to deliver more sections of courses using on-line format (Sakai platform) and strives to enhance on-line delivery to maximize educational opportunities and experiences with this mode of delivery. Many EPP faculty who deliver face-to-face courses implement the use of Sakai (to varying degrees) to enhance these courses.

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

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

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 the evidence your program uses to show that it 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 160 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 150 Professional Education in a Diverse Society 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 influences 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 included in a number of classes, not all candidates take all classes. Thus, WSC plans to further strengthen the general techniques taught in EDU 150 Professional Education in a Diverse Society.

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 the evidence your program uses to show that it 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 complete 40 credit hours in the content of SPED and 36 hours in the pedagogy of SPED. 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 SPED knowledge base in nine program outcomes and sixteen essential competencies for mild/moderate exceptional learners P-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 included in a number of classes, not all candidates take all classes. Thus, WSC plans to further strengthen the general techniques taught in EDU 150 Professional Education in a Diverse Society.

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 be advanced to the next Level and move forward to completion. These benchmarks include: successful completion of course work, successful completion of clinical experiences, passage of required standardized basic skills tests (PPST), faculty review, minimum grade point averages in content, professional education and cumulative grade point average (2.5 on a 4.0 scale for entry and 2.75 for advancement to clinical practice), 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 clinical practice. Field Experience In accordance with the Nebraska Department of Education standards, all candidates complete a minimum of 100 clock hours of clinical experiences prior to clinical practice (i.e. 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 clinical experience for candidates occurs in conjunction with EDU 150 Professional Education in a Diverse Society, 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 clinical experiences are dependent on the candidates' chosen endorsement level. All clinical 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 college course. Clinical experience culminates with 18 weeks (full day for one college semester) of clinical practice. 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 Beginning in the fall of 2010, the EPP engaged in a concentrated tripartite renewal effort that included Education Foundations faculty, Arts & Sciences faculty, and P-12 administrators/teachers & Educational Service Unit personnel. Collaborative efforts produced a significant revision of the EPP's conceptual framework, and the creation of a new professional sequence and common foundation for all education majors. Initial discussions were also held concerning quality clinical experiences and improved assessment and evaluative processes. The EPP implemented these major changes in the 2012-13 academic year, and the initial feedback has been very positive from students and our K-12 partners. One major outcome of the first year was the realization that we needed a better/more comprehensive means of collecting and using data, so our Academic Vice President has approved the purchase of Chalk and Wire to assist with our needs. We are looking forward to the implementation of Chalk and Wire in the fall of 2014.

Supporting Files

Complete Report Card

AY 2012-13



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