

# Title II Higher Education Act

[Submit State Reports](#)

[View Reports / Resources](#)

[Technical Assistance](#)

[Contacts / Help](#)

## SUBMIT REPORTS

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

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

Dana College  
Traditional Program  
2008-09

### Print Report Card

### Program Information

**Name of Institution:** Dana College

**Institution/Program Type:** Traditional

**Academic Year:** 2008-09

**State:** Nebraska

**Address:** 2848 College Drive

Blair, NE, 68008

**Contact Name:** Dr. Danielle Ladwig

**Phone:** 4024267279

**Email:** dladwig@dana.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	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)	No	NA
Essay or personal statement	Yes	NA
Interview	Yes	NA
Resume	No	NA
Beachelor's degree or higher	No	NA
Job offer from school/district	No	NA
Personality test (e.g.,Myers-Briggs Assessment)	No	NA
Other (specify: N/A )	No	NA

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

**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:**

### 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 2008-09:	71
Unduplicated number of males enrolled in 2008-09:	27
Unduplicated number of females enrolled in 2008-09:	44

2008-09	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	1
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	1
Native Hawaiian or Other Pacific Islander:	0
White:	69
Two or more races:	0

### Section I.c Supervised Experience

**Provide the following information about supervised clinical experience in 2008-09.**

Average number of clock hours required prior to student teaching	125
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
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	0
Number of students in supervised clinical experience during this academic year	32

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

### Section I.d Certified Licensed

**Provide the number of students who have been certified or licensed as teachers, by subject and area of certification or licensure.**

Teaching subject/area	Number certified/ licensed 2008-09	Number certified/ licensed 2007-08	Number certified/ licensed 2006-07
TOTAL (all areas/subjects)	31	36	
English	2	3	
Foreign Language - Spanish	1	1	
Physical Education	6	10	

Mathematics	3	2	
Music	1	1	
Vocal music	1	4	
History	5	4	
Elementary	11	10	
Mild-moderate disabilities	8	7	

### Section I.e Program Completers

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

2008-09: 31

2007-08: 36

2006-07: 35

### 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.**

<b>Teacher shortage area</b>	<b>Goal for increasing prospective teachers trained</b>
Mathematics	<p><b>Academic year:</b> 2008-09</p> <p><b>Goal:</b> 3</p> <p><b>Goal met?</b> Yes</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>We share NE shortage areas with students on campus visits.</p> <p>For Attracting Excellent to Teaching scholarship we promote the shortage areas by giving preference to those majors.</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> 2008-09</p> <p><b>Goal:</b> 2</p>

	<p><b>Goal met?</b> No</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> <p>We will continue to educate students (both current and potential) on the shortage areas. Promote science education at a campus science summer camp.</p>
Special education	<p><b>Academic year:</b> 2008-09</p> <p><b>Goal:</b> 12</p> <p><b>Goal met?</b> No</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>We encourage our elementary majors (through campus visits and advising of current students) to double major with special education.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>We will bring in local administrators who can speak to the need for special education teachers.</p>
Instruction of limited English proficient students	<p><b>Academic year:</b></p> <p><b>Goal:</b></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>
Other	<p><b>Academic year:</b></p> <p><b>Goal:</b></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:**

## 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.**

No

**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:**

### Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking test	Avg. scaled score	Number passing test	Pass rate (%)	State Average pass rate (%)	State Average scaled score
5730 -COMPUTERIZED PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	27		27	100		
5710 -COMPUTERIZED PPST READING Educational Testing Service (ETS) All program completers, 2008-09	26		26	100		
5720 -COMPUTERIZED PPST WRITING Educational Testing Service (ETS) All program completers, 2008-09	30		29	97		
730 -PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	3					

710 - PPST READING Educational Testing Service (ETS) All program completers, 2008-09	4					
720 - PPST WRITING Educational Testing Service (ETS) All program completers, 2008-09	1					

### Section III. Summary Rates

Academic Year	Number taking one or more required tests	Number passing all tests taken	Pass Rate (%)	Statewide average pass rate (%)
All program completers, 2008-09	31	31	100	

### 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**

No

- **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.**

Our education classrooms are equipped with Smart Boards which are utilized through instructors' teaching and used by students as they create lessons and teach peers. Requirements for lesson and unit writing throughout their program require technology components. The unit utilizes "clickers" for interactive assessment, digital flip cameras for self-assessing instruction, and elmo projectors.

The Work Sample project which is completed during the student teaching semester requires sections on data collection and data analysis along with future goal setting based on the data results. The data results are shown through graphs or pie charts and link student progress and achievement or compares course sections, depending on the individual's school setting. In regards to managing data, our students are exposed to data management through the use of Moodle and Live Text on campus and then during the student teaching semester - depending on what program their district uses. However, to realistically manage data a student would need access to a K-12 school's data system.

The principles of Universal design for learning are infused throughout the program - as it is just good teaching-. We are developing a plan to focus more on the specific elements of UDL.

## 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**  
No

**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 education students are required to take Introduction to Exceptional Children as a part of their program. Within that course students learn about the different exceptionalities, along with strategies and accommodations for working with special education students. They will also become familiar with the characteristics and definitions of IDEA and NE Rule 51. Students learn about the format of the IEP, who is responsible for implementation of the IEP, the necessary requirements within an IEP, the timeline, accommodations within the IEP and learn about collaboration between general education teachers and special education teachers.

We will discuss as a department where a more concentrated emphasis on ELL instruction will best fit. Once we have chosen a course for concentrated instruction we will map out what other courses ELL instruction will be a part of. We will also begin searching for appropriate texts and other resources.

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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**

No

**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.**

Special education majors will take all required special education courses which account in depth for teaching students with disabilities effectively. Along with the course work students will also complete their Teacher Assistant hours in a special education setting and their student teaching semester -providing an in depth learning opportunity within the special education setting.

## 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.**

<http://www.dana.edu/academics/majors/education/> Criteria for admission to the Teacher Education Program include a 2.50 GPA, passing scores on all sections of the PPST, completing Introduction to Education coursework with a C or above, and recommendations from Teaching Assistant I (TAI) cooperating teachers. Students admitted to the program participate in the Portfolio Assessment System, which assesses student achievement of program outcomes. Admission into the Professional Semester includes: cumulative GPA of 2.50; major GPA of 2.75; completion of TAI and II with recommendations from all TAI and II cooperating teachers; completion of an interview process to determine if they are adequately prepared for student teaching; and completion of the second portfolio. In order to be recommended for certification, a student must have a GPA of 2.6 and have completed a Capstone Portfolio based on program outcomes and INTASC standards. Completion of the PRAXIS II Elementary Education: Curriculum, Instruction, and Assessment (EECIA) content test for Elementary and Special Education candidates.

## Supporting Files

Dana College  
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2008-09

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