

Title II Higher Education Act

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Wayne State College
Traditional Program
2008-09

Print Report Card

Program Information

Name of Institution: Wayne State College

Institution/Program Type: Traditional

Academic Year: 2008-09

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	Yes
Fee/Payment	No	No

Transcript	No	Yes
Fingerprint check	No	No
Background check	No	No
Experience in a classroom or working with children	No	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum high school GPA	No	No
Minimum undergraduate GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum GRE score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	No
Minimum Miller Analogies test score	No	No
Recommendation(s)	Yes	Yes
Essay or personal statement	No	No
Interview	No	No
Resume	No	No
Beachelor's degree or higher	No	Yes
Job offer from school/district	No	No
Personality test (e.g.,Myers-Briggs Assessment)	No	No
Other (specify: technology proficiency)	Yes	Yes

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

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:

none

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:	942
Unduplicated number of males enrolled in 2008-09:	322
Unduplicated number of females enrolled in 2008-09:	620

2008-09	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 2008-09.

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	1.016
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	7.078
Number of students in supervised clinical experience during this academic year	576

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

Includes student teachers, clinical placements (both regular ed and special ed), secondary practicums, and introductory field placements.

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)	122	124	
Art	2	3	
Basic Business	0	1	
Business Education	2	2	
Marketing	1	0	
English	3	7	
Language Arts	2	3	
Speech	1	0	
Spanish	4	2	
ESL	5	2	
Physical Education	1	0	
Family/Consumer Science	2	1	
Industrial Technology	6	4	
Mathematics	2	1	
Music	1	2	
Instrumental Music	0	1	
Vocal Music	1	1	
Theater	0	1	
Natural Science	1	2	
Physical Science	1	0	
Social Science	3	5	
Geography	1	2	
History	4	4	
Coop Education-Diversified Occupations	4	2	
Elementary	50	48	
Early Childhood	14	13	
Middle Grades	5	4	
Early Childhood Unified	10	0	
SPED - Mild/Moderately Handicapped	10	7	
Coaching	17	17	
Health and Physical Education	5	6	
Information Technology	1	0	

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: 122

2007-08: 124

2006-07: 128

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	Academic year: Goal: Goal met? Description of strategies used to achieve goal: Description of steps to improve performance in meeting goal or lessons learned in meeting goal:
Science	Academic year: Goal: Goal met? Description of strategies used to achieve goal: Description of steps to improve performance in meeting goal or lessons learned in meeting goal:
Special education	Academic year: Goal: Goal met? Description of strategies used to achieve goal: Description of steps to improve performance in meeting goal or lessons learned in meeting goal:
Instruction of limited English proficient students	Academic year: Goal:

	<p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
Other	<p>Academic year:</p> <p>Goal:</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>

Provide any additional comments, exceptions and explanations below:

Wayne State College will develop goals for submission in next year's report.

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.

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	96		96	100		
5710 - COMPUTERIZED PPST READING Educational Testing Service (ETS) All program completers, 2008-09	97		97	100		
5720 - COMPUTERIZED PPST WRITING	98		98	100		

Educational Testing Service (ETS) All program completers, 2008-09					
730 -PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	17		17	100	
710 -PPST READING Educational Testing Service (ETS) All program completers, 2008-09	15		15	100	
720 -PPST WRITING Educational Testing Service (ETS) All program completers, 2008-09	14		14	100	

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	113	113	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**
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.

Technology is infused throughout our program courses so that candidates (regardless of endorsement area) develop an understanding of the principles for designing 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. Implementation of the new plan will take place during the 2010-11 academic year.

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. Implementation of the new plan will take place during the 2010-11 academic year.

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.

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Title II, Higher Education Act

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