

Title II Higher Education Act

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University of Nebraska at Kearney
Alternative, IHE-based Program
2009-10

Print Report Card

Program Information

Name of Institution: University of Nebraska at Kearney

Institution/Program Type: Alternative, IHE-based

Academic Year: 2009-10

State: Nebraska

Address: College of Education C116

1615 West 24th Street

Kearney, NE, 68849

Contact Name: Dr. Glen Powell

Phone: 302-865-8813

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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	Yes	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	No	No
Minimum GPA in professional education coursework	No	No
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	Yes
Personality test (e.g.,Myers-Briggs Assessment)	No	No
Other (specify:)	No	No

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

<http://aaunk.unk.edu/catalogs/09-10cat/ac/acedap.asp>

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

Postgraduate Candidates must be offered employment by a school to be eligible for the program.

Does your initial teacher certification program conditionally admit students? No

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

Successful completion of the PRAXIS I (PPST) is based on using a total score calculation for all three tests. The sum total must be at least a minimum score of 513.

Section I.b Program Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race

separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

Total number of students enrolled in 2009-10:	71
Unduplicated number of males enrolled in 2009-10:	40
Unduplicated number of females enrolled in 2009-10:	29

2009-10	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	5
<i>Race</i>	
American Indian or Alaska Native:	1
Asian:	1
Black or African American:	2
Native Hawaiian or Other Pacific Islander:	0
White:	59
Two or more races:	0

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2009-10.

Average number of clock hours required prior to student teaching	100
Average number of clock hours required for student teaching	560
Number of full-time equivalent faculty in supervised clinical experience during this academic year	0.75
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	1.72
Number of students in supervised clinical experience during this academic year	138

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

Candidates in this Transition to Teaching alternative certification program are issued a special teaching license and are teaching during the three year period of program completion. The field experience and student teaching requirements meet state of Nebraska requirements for initial certification. There is some duplication of headcount as candidates enrolled in student teaching also completed a field experience requirement the previous semester.

Section I.d Teachers Prepared

Provide the number of teachers prepared, by academic major and subject area prepared to teach in 2009-10. (§205(b)(1)(H))

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Academic major	Number prepared
Art	1
Business	1
Family & Consumer Science	1
Industrial Technology	1
Mathematics	9
Music	2
Natural Science	6
Social Science	1
TOTAL	22

Subject area	Number prepared
Basic Business	1
English	2
History	1
Latin	1
Physics	1
Spanish	10
TOTAL	16

Section I.e Program Completers

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

2009-10: 34

2008-09: 49

2007-08: 36

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	Goal for increasing prospective teachers trained

area	
Mathematics	<p>Academic year: 2009-10</p> <p>Goal: Certify 2-3</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Promote Transition to Teaching Program to schools as a potential source for filling shortage positions. The goal was exceeded with 9 candidates completing the program.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Advocate for financial assistance for scholarships as an incentive. Promote greater awareness of program.</p>
Science	<p>Academic year: 2009-10</p> <p>Goal: Certify 2-3</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Promote Transition to Teaching Program to schools as a potential source for filling shortage positions. Goal was exceeded with 7 candidates completing the program.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Advocate for financial assistance for scholarships as an incentive. Promote greater awareness of program.</p>
Special education	<p>Academic year: 2009-10</p> <p>Goal: Certify 2-3</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>Promote Transition to Teaching Program to schools as a potential source for filling shortage positions. However, special education initial certification requirements are exceedingly difficult to meet within this program. Thus, this program is not a realistic one for special education certification at this time.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Advocate for financial assistance for scholarships as an incentive. Promote greater awareness of program.</p>
Instruction of limited	<p>Academic year: 2009-10</p>

<p>English proficient students</p>	<p>Goal: Certify 2-3</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>Promote Transition to Teaching Program to schools as a potential source for filling shortage positions.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Advocate for financial assistance for scholarships as an incentive. Promote greater awareness of program with candidates seeking certification in a foreign language.</p>
	<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:

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 Transition to Teaching candidates have to complete a core of professional education courses as part of the certification process that are specifically designed to address the above concerns. Also, they are receiving hands-on experience at the same time.

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) All enrolled students who have completed all nonclinical courses	8					
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	28	180	27	96	96	180
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	32	184	32	100	100	184
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	33	182	32	97	97	182
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	8					
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	27	181	27	100	100	181
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2009-10	31	181	30	97	97	181
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2008-09	33	181	33	100	100	181
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	8					

ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	27	178	27	100	100	178
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2009-10	31	178	29	94	94	178
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2008-09	33	178	32	97	97	178

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2009-10	32	30	94	94
All program completers, 2008-09	33	31	94	94

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.

The professional education sequence required of Transition to Teaching candidates is completely dependent on using technology for the coursework. The candidates are also working with school-based technology during their program. Principles of universal design and differentiated instruction are incorporated in the pedagogical practices studied. Candidates also use TaskStream as part of program and course requirements. Faculty are participating in technology workshops designed to enhance their utilization of technology with program candidates.

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.

Transition to Teaching Candidates take coursework addressing these topics in TE 401 (Context of Education) and TE 402 (Professional Skills I).

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**
NA
- **participate as a member of individualized education program teams**
NA
- **teach students who are limited English proficient effectively**
NA

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.

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.

Candidates must possess a degree in the subject in which they are seeking endorsement and must have been offered employment by a school district as prerequisites for admission into the program. Candidates are required to successfully complete the PRAXIS I (PPST). Successful completion of the PRAXIS I is based on using a total score calculation for all three tests. The sum total must be at least a minimum score of 513. Candidates must successfully complete required field experiences and maintain a minimum GPA of 2.50. Candidates are required to successfully complete all student teaching requirements prior to completion of the program and recommendation for licensure. Candidates in the Transition to Teaching alternative certification program are issued a special teaching license and are teaching during the three year period of program completion. The field experience and student teaching requirements meet state of Nebraska requirements for initial certification. Candidates are required to complete an initial field experience at the beginning of the program. They teach in their respective school district and complete student teaching upon completion of their coursework. Data driven changes include amending requirements for gaining more experience with diverse populations of P-12 learners if not in a school setting with a diverse population.

Supporting Files

University of Nebraska at Kearney
Alternative, IHE-based Program
2009-10

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