

Institution Information

Name of Institution: University of Nebraska - Kearney

Institution/Program Type: Traditional

Academic Year: 2012-13

State: Nebraska

Address: College of Education C116
1615 West 24th Street
Kearney, NE, 68849

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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?
Adapted Physical Education PK-12	No
Art K-12	No
Basic Business 6-12	No
Biology 7-12	No
Business, Marketing, and Information Technology 6-12	No
Chemistry 7-12	No
Cooperative Education--Diversified Occupations 9-12	No
Driver Education 7-12	No
Early Childhood Unified Birth-3	No
Elementary Education K-6	No
English 7-12	No
English as a Second Language PK-12	No
French 7-12	No
Geography 7-12	No
German 7-12	No
Health 7-12	No
Health and Physical Education K-12	No
History 7-12	No
Interscholastic Coaching 7-12	No
Language Arts 7-12	No

Mathematics 7-12	No
Middle Grades 4-9	No
Mild/Moderate Disabilities 7-12	No
Mild/Moderate Disabilities K-6	No
Music K-12	No
Physical Education 7-12	No
Physical Education K-6	No
Physics 7-12	No
Political Science 7-12	No
Psychology 7-12	No
Social Science 7-12	No
Sociology 7-12	No
Spanish 7-12	No
Speech Communication 7-12	No
Theatre 7-12	No
Total number of teacher preparation programs: 35	

Section I.b Admissions

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

Sophomore year when requirements are completed

Does your initial teacher certification program conditionally admit students?

No

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

<http://aaunk.unk.edu/catalogs/12-13cat/default.asp#grad>

Please provide any additional comments 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. Candidates must pass at least two of the tests and be within one point for the third test.

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	Yes	Yes
Fingerprint check	No	No
Background check	No	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum 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 basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	Yes	Yes
Essay or personal statement	No	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

3.43

What is the minimum GPA required for completing the program?

2.5

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

3.44

Please provide any additional comments about the information provided above:

Effective Fall 2013, the minimum GPA requirement increased to 2.75 (4.0) for both admission to teacher education and admission to student teaching. Effective Fall 2015, as per the current published timeline, the Praxis II examination will be required in all initial and advanced programs.

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?

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 Postgraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum 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 basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	Yes	Yes
Essay or personal statement	No	No
Interview	No	No
Other	No	No

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

3.72

What is the minimum GPA required for completing the program?

2.5

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:

Effective fall 2013, the minimum grade point average for program admission and for admission to student teaching was increased to 2.75. Effective Fall 2015, as per the current published timeline, the Praxis II examination will be required in all initial and advanced programs.

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:	593
Unduplicated number of males enrolled in 2012-13:	133
Unduplicated number of females enrolled in 2012-13:	460

2012-13	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	19
<i>Race</i>	
American Indian or Alaska Native:	1
Asian:	6
Black or African American:	0
Native Hawaiian or Other Pacific Islander:	0
White:	547
Two or more races:	8

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	125
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	9
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	19
Number of students in supervised clinical experience during this academic year	231

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

The response provided above reflects faculty directly engaged in supervised clinical experiences which, in Nebraska, is defined as the student teaching experience. In addition to the numbers reported above, 12 individuals are engaged with supervised field experiences such as the state-required 100 hour practicum.

In addition to the numbers reported above, 709 candidates participated in other supervised field experiences such as the state-required 100 clock hour practicum.

The reported count is duplicated; candidates in some programs are often enrolled in multiple field experiences during the same semester and /or participated in both early field experiences and the clinical experience during 2012-13. The only way to eliminate duplication is to review each candidates program of study or create a data base just to track this type of enrollment (which we do not currently have).

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	231
Teacher Education - Special Education	32
Teacher Education - Early Childhood Education	43
Teacher Education - Elementary Education	78
Teacher Education - Junior High/Intermediate/Middle School Education	11
Teacher Education - Secondary Education	132
Teacher Education - Multiple Levels	59
Teacher Education - Agriculture	
Teacher Education - Art	5
Teacher Education - Business	6
Teacher Education - English/Language Arts	18
Teacher Education - Foreign Language	10
Teacher Education - Health	5
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	

Teacher Education - Mathematics	9
Teacher Education - Music	5
Teacher Education - Physical Education and Coaching	60
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	14
Teacher Education - Social Science	18
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	7
Teacher Education - Chemistry	4
Teacher Education - Drama and Dance	
Teacher Education - French	3
Teacher Education - German	
Teacher Education- History	12
Teacher Education - Physics	
Teacher Education - Spanish	7
Teacher Education - Speech	
Teacher Education - Geography	2
Teacher Education - Latin	
Teacher Education - Psychology	1
Teacher Education - Earth Science	3
Teacher Education - English as a Second Language	18
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
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	231

Teacher Education - Special Education	28
Teacher Education - Early Childhood Education	42
Teacher Education - Elementary Education	78
Teacher Education - Junior High/Intermediate/Middle School Education	10
Teacher Education - Secondary Education	135
Teacher Education - Agriculture	
Teacher Education - Art	4
Teacher Education - Business	3
Teacher Education - English/Language Arts	18
Teacher Education - Foreign Language	8
Teacher Education - Health	34
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	16
Teacher Education - Music	4
Teacher Education - Physical Education and Coaching	43
Teacher Education - Reading	
Teacher Education - Science	15
Teacher Education - Social Science	21
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	6
Teacher Education - Chemistry	4
Teacher Education - Drama and Dance	
Teacher Education - French	1
Teacher Education - German	
Teacher Education - History	9
Teacher Education - Physics	
Teacher Education - Spanish	7
Teacher Education - Speech	
Teacher Education - Geography	1

Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	3
Teacher Education - English as a Second Language	19
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	3
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	1
Political Science and Government	
Sociology	1
Visual and Performing Arts	1
History	3
Foreign Languages	2
Family and Consumer Sciences/Human Sciences	
English Language/Literature	4
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	2
Engineering	
Biology	
Mathematics and Statistics	1
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	

Business/Business Administration/Accounting	4
Computer and Information Sciences	
Other Specify: Exercise Science (2); Interdisciplinary Studies (1);	3

Section I.f Program Completers

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

2012-13: 231

2011-12: 184

2010-11: 181

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?

8

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:

A total of 16 program completers earned teaching endorsements in 7-12 mathematics (9) or a middle level teaching endorsement with math being one of the two concentration areas (7). Three keys strategies were employed:

1. To provide prospective teaching candidates, beginning in a freshman level introductory education course, with an awareness of teaching fields with low and high

demand.

2. To encourage prospective teaching candidates to encourage pursuing more than one teaching endorsement in order to enhance preparedness and employability.
3. To encourage teaching candidates to consider middle level education as a potential teaching level -- a place in the middle where the fields of content/curriculum and instruction/pedagogical methods are the most balance.

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

See Above

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?

9

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?

9

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?

76

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

No

Description of strategies used to achieve goal, if applicable:

The intended goal of 7 was achieved (see below). A total of 9 program completers earned a total of 13 endorsements in some combination of biology (7 endorsed), chemistry (4), or middle level science (2).

1. To provide prospective teaching candidates, beginning in a freshman level introductory education course, with an awareness of teaching fields with low and high demand.
2. To encourage prospective teaching candidates to encourage pursuing more than one teaching endorsement in order to enhance preparedness and employability.
3. To encourage teaching candidates to consider middle level education as a potential teaching level -- a place in the middle where the fields of content/curriculum and instruction/pedagogical methods are the most balance.

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:

Intended goal of 7 program completers was met -- a typographical error set our goal for 2012-13 at 76 instead.

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?

8

Provide any additional comments, exceptions and explanations below:

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?

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?

19

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:

A total of 29 individuals earned 32 teaching endorsements in the areas of Mild/Moderate Special Education K-6 (22) or Mild/Moderate Special Education 7-12 (10).

Four key strategies have been implemented:

1. To provide prospective teaching candidates, beginning in a freshman level introductory education course, with an awareness of high demand (low supply) teaching fields..
2. To encourage prospective teaching candidates to encourage pursuing more than one teaching endorsement in order to enhance preparedness and employability.
3. To encourage teaching candidates to consider middle level education as a potential teaching level -- a place in the middle where the fields of content/curriculum and instruction/pedagogical methods are the most balance.
4. To provide a pathway for programs completers, most often endorsed in elementary education K-6, to complete the coursework requirements for a special education endorsement (most often the M/M K-6 endorsement) via an online format -- with appropriate field experiences in PK-12 school settings also a part of endorsement program.

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

See Above

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?

20

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?

20

Provide any additional comments, exceptions and explanations below:

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?

13

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:

A total of 19 program completers in 2012-2013 earned an endorsement in English as a Second Language.

Three Key Strategies have been implemented:

1. To provide prospective teaching candidates, beginning in a freshman level introductory education course, with an awareness of teaching fields with low and high demand.
2. To encourage prospective teaching candidates to encourage pursuing more than one teaching endorsement in order to enhance preparedness and employability.

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

See Above

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?

14

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?

15

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:

Candidates admitted to initial certification programs in Elementary Education K-6, Mild/Moderate Special Education K-6, Physical Education K-6, and Early Childhood Unified Education Birth-Grade 3, complete the same academic core courses as well as the same pedagogical core courses for the literacy and mathematics areas. Candidates in these three programs also complete the same core courses that focus on individual differences and multi-cultural issues. All PK-12 and 7-12 candidates in areas other than the four mentioned above take a course on teaching reading to all students and on adapting instruction to specific learning needs using the Universal Design for Learning format. Beginning with the first course in the professional sequence, TE 100, all candidates have opportunities to have field and/or clinical experiences in diverse settings.

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) All enrolled students who have completed all noncl	122	180	122	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	455	180	455	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2012-13	236	180	236	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS)	186	180	186	100

All program completers, 2011-12				
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2010-11	181	180	178	98
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All enrolled students who have completed all noncl	123	178	122	99
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	457	178	456	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2012-13	236	179	236	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2011-12	187	178	187	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2010-11	182	178	179	98
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All enrolled students who have completed all noncl	122	176	122	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	458	176	457	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2012-13	239	176	239	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2011-12	188	176	187	99
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2010-11	183	176	177	97

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
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All program completers, 2012-13	239	239	100
All program completers, 2011-12	189	188	99
All program completers, 2010-11	183	171	93

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.

Technology is one of the three strategic themes that are showcased in the unit's NCATE Conceptual Framework. The effective use of technology is transparent. All classrooms in the College of Education building are equipped with Smart Boards. The COE building also is home for two computer labs, two I-Pad labs, and two mobile laptop labs. At the initial level, all baccalaureate candidates are required to take a course (TE 206: Instructional Technology and the Pre-service Teacher) to develop technology skills typically used by teachers. Candidates also use technology within their respective methods courses and learn how to use technology relevant to their field. In 2011-12, the campus continued its commitment to a multi-year "I-Pad" pilot project; hundreds of initial teaching candidates have already received I-Pads which will be available for them to use for the rest of their undergraduate career. A very active "I-Pad users group" is creating a multitude of

opportunities for faculty to enhance their own technology skills. This well organized professional development program has elevated faculty skill in modeling how technology can most effectively be used as a tool for student learning. Candidate use of technology extends well beyond the use of laptops and I-Pad/Tablet technology. All Initial candidates also use TaskStream (TS). TS is a web-based portfolio and teacher support system that facilitates assessment development and data collection and analysis. All initial candidates also gain first-hand experience with technology through the routine use of Blackboard in a large majority of their classes. Candidates' use of Universal design is being taught in the reading and inclusion course (TE 306) and in special education classes that are in the core for elementary education, early childhood, and special education majors. Technology tools are a prominent component of a systematic, multi-year effort to promote faculty and initial candidates' knowledge and skills in the area of differentiated instruction. The level of support for using technology as a key tool for differentiating instruction is particularly impressive; the faculty members teaching professional education courses recently completed the third year of a three year sequence of professional development activities focusing on the concept of differentiated instruction.

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.

Diversity is one of the three strategic themes in the unit's NCATE Conceptual Framework. A commitment to more effectively teaching all students, regardless of their gender, race-ethnicity, socioeconomic status, learning background, first language, etc., is central to this commitment to diversity. All initial candidates are required to take an introductory course (TE 204: Typical and Atypical Human Growth and Development) which provides a solid foundation for understanding student exceptionalities and also provides a foundation for candidates' further study. All Early Childhood Unified, Elementary Education, M/M Special Education K-6, PE K-6, and Middle Grades candidates subsequently enroll in TE 411, Inclusive Practices in Pre-8 Classrooms while all Secondary (7-12) and K-12 candidates enroll in TE 306, Reading and Inclusion in Secondary Classrooms. Both of these upper division courses hone in on learning strategies for modifying the curriculum to maximize the learning potential for all students – particularly students with identified exceptionalities. Commitment to preparing initial candidates for effectively teaching all students is also evident in the field experience components of the teacher preparatory experience. All candidates spend time in diverse school settings. The expectations for candidate performance in field experiences, especially including the clinical (student teaching) semester, include successful completion of assignments which require candidates to demonstrate an ability to engage in data-driven, differentiated lesson planning. Orienting initial candidates to second language acquisition knowledge, skills, and dispositions begins in the freshman level introductory course and field experiences. The study of concepts associated with working with limited English proficient students is embedded across methods courses. Each year, approximately 25 initial candidate program completers graduate with an ESL teaching endorsement. In 2011-2012, unit faculty extended their ongoing commitment to diversity; professional education faculty completed a three year professional development program focusing on differentiated instruction strategies to integrate into their own instruction and curricula.

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.

All initial level candidates that are pursuing a special education endorsement are required to take the introductory course, TE 204 Typical and Atypical Human Growth and Development. TE 204 provides the foundation for continued study of human exceptionalities. In addition, all candidates pursuing certification in Early Childhood Unified Education or Mild/Moderate Special Education K-6 complete TE 411, Inclusive Practices in Pre-8 Classrooms. Candidates pursuing the Mild/Moderate Special Education 7-12 endorsement complete TE 306, Reading and Inclusion in Secondary/K-12 Classrooms. Candidates pursuing one of the special education endorsements also complete an additional 19+ credit hours of coursework specifically designed to develop their teaching knowledge and skills in regard to working with students with disabilities. One of the courses, TESE 430 Collaboration, Consultation, and Teamwork, specifically focuses on developing their ability to work within individualized education teams. Also, during the clinical (student teaching) semester, all special education candidates are required to develop an IEP. The teacher preparatory experience for general education-endorsed initial candidates also includes preparation for teaching English Language Learners. For all initial candidates, this process begins in the freshman level introductory course and field experiences and all candidates' knowledge, skills, and dispositions for working with English Language Learners is further developed via the infusion of concepts associated with working with limited English proficient students throughout methods courses.

Finally, the unit encourages all initial candidates, both those pursuing a general education endorsement and those seeking a special education endorsement, to consider also pursuing an ESL teaching endorsement. Each year, approximately 25 initial candidate program completers graduate with the ESL endorsement. The ESL endorsement involves completing an additional twenty credit hours of coursework.

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 Summary. In 2012-2013, initial candidates enrolled in 18 subject endorsements, 12 field endorsements, and 5 supplemental teaching endorsements. The supplemental endorsements (Adaptive Physical Education PK-12, Cooperative Education—Diversified Occupations 9-12, Driver Education 7-12, English as a Second Language PK-12, and Interscholastic Coaching 7-12) are not stand alone; they must be accompanied by at least one subject or field endorsement. Because of this, enrollment in these programs was not reported. Benchmarks/Gateways. Candidates must pass through four gateways in order to complete the Teacher Education Program: 1) admission to the program; 2) admission to student teaching; 3) successful completion of student teaching; and 4) completion of unit and program requirements for the baccalaureate degree. The final step, applying for certification, occurs after all requirements are met. Formal admission to the teacher education program requires successfully meeting several criteria: (a) a minimum GPA requirement (moved from 2.50 to 2.75 effective Fall 2013); (b) passing the PRAXIS I examination with a minimum combined score of 513; (c) completing specific English and Speech coursework with a minimum grade of C; (d) completing introductory professional education courses (TE 100, 204, and 206) with a minimum grade of C; (e) pursuing a minimum of one field endorsement or two subject endorsements (moved to one field endorsement or subject endorsement effective Fall 2013); (f) receiving approval from an assigned academic advisor; and (g) completing all required forms/paperwork. Formal admission to student teaching also requires successfully meeting several criteria: (a) completion of all remaining professional sequence courses and field experiences; (b) a minimum GPA requirement (moved from 2.50 to 2.75 effective Fall 2013); (c) complete the methods

courses for specific endorsements and respective field experience courses; (d) completing 24 hours of the content courses specified in subject endorsements or a minimum of 80% of the requirements of content specific to a field endorsements; (e) gain approved from the department(s) offering the endorsement(s); (f) complete an application to student teach. Completion of student teaching requires demonstrating 15 competencies related to Learning and the Learner, Instruction and Professional Practice at a level that satisfies the assigned P-12 cooperating teacher and the UNK supervisor. Description of Field Experiences. All endorsement programs complete at least 100 hours of supervised clinical experiences prior to student teaching. All K-12 endorsement programs (Art, Music, Physical Education) and all secondary (7-12) endorsements programs (such as History, English, etc.) complete the minimum 100 hours of supervised experiences--typically during the Junior/Senior years. Candidates in the Elementary Education, Mild/Moderate Special Education K-6, and Early Childhood Unified programs complete a minimum of 150 clock hours prior to student teaching. Not counted in this report are field experiences completed prior to admission into the programs. All traditional candidates are required to complete a minimum of 640 clock hours within a 16 week student teaching assignment. Candidates pursuing more than one field endorsement completed an 800 clock hour/20 week student teaching assignment. Significant Data-Driven Changes (2013-2014). The Unit has consistently reviewed and responded to available data. Over the past 6-8 years one consistent trend has been upgrading candidates' preparedness with regard to assessing, monitoring, and adjusting to the learning of P-12 students. A summary of recent changes, driven by local data and/or emerging accreditation expectations includes the following: 1. Effective Fall 2014, the Praxis II Content Exam will be required for initial (and advanced) candidates in nearly every endorsement area. This decision emanated from the Nebraska Department of Education. The board goal is to insure candidates' preparedness in their chosen preparation area. 2. Our most recent data retreat, in the Spring 2014, resulted in a plan to more fully consider curricular and instructional changes relative to candidates preparedness in the areas of assessment and parent/family communication. 3. Beginning with the Fall 2013, the minimum GPA for admission into Teacher Education and admission to Student Teaching was raised from 2.50 to 2.75 (4.0 scale). This change reflects a commitment to elevating candidates' content knowledge. 4. Effective Fall 2013, all candidates pursuing more than one endorsement are required to complete the Case Study of a Classroom Common Assessment in all endorsement areas being pursued. This change enhances overall preparedness in all teaching areas. 5. Effective Fall 2013, candidates pursuing more than one endorsement will be required to complete the Case Study of a Unit (TE 400) common assessment for each of their student teaching endorsements. 6. Effective Fall 2013, the Case Study of a Lesson Common Assessment was revised to include a more substantial reflective component. Special emphasis was given to consideration of P-12 student learning. 7. Effective Fall 2013, the structure for our Taskstream system. The resulting system is more efficient. Data clarity was significantly enhanced. (2007-2012). 1. From 2009-2013, unit faculty engaged in a systematic and substantial professional development initiative focused on differentiated instruction. The goal was to enhance faculty members' knowledge and skills in ways that allowed them to more fully prepare candidates for assessing and adjusting to the needs of P-12 learners. a. This initiative resulted in the infusion of specific lessons/units focused on differentiated instructional methodology into key educator preparation coursework. b. The focus for observational early field experiences was modified to create a stronger focus on P-12 student learning. 2. Replaced LiveText with TaskStream. Task Stream was selected due to its enhanced data analysis capacities. 2. Prior to 2007, candidates seeking multiple endorsements were only required to submit one Case Study of a Unit Plan during student teaching which resulted in less data being available to programs since the endorsement for which it was created was the only one that received the data. Since 2007-08 candidates have been required to submit a Case Study of a Unit Plan for each endorsement earned thus creating a more accurate data "picture" for each endorsement program. One major focal point is elevating candidates ability to assess and adjust to P-12 student learning. 3. TE 400: The Case Study of A Classroom was revised to more precisely define requirements for candidate reflections on anticipating connections between P-12 learner characteristics and specific instructional differentiation (revised fall 2008 and implemented spring 2009). A key point of emphasis was more critical reflection regarding how the data gathered potentially impacts P-12 learning. 4. TE 400: The Case Study of a Unit Plan scoring rubric was revised to use two separate traits instead of one to more specifically focus candidates upon Assessment Strategies and Evaluation of Learning in a more precisely defined manner than previously done (revised fall 2008, piloted spring 2009 and implemented fall 2009) and provide more specific focus on sub-groups of students with shared needs and individuals with specific needs. Impacting P-12 learners: assessment and use of data to reflect on student learning 5. TE 400: The scoring criteria for Student Teacher Evaluation Form (STEF) was revised to more precisely focus candidates and evaluators expectations into six separate rubrics and reporting six scores instead of one global score (revised 2008 and implemented spring 2009). These changes imparted more emphasis on Assessment, Management, and Instructional Delivery and emphasized that candidates are expected to meet criteria for each rubric. Data has been reported since 2005 in different tables and has been used for analysis by the unit and programs that way. 6. In 2006-07 Level I and II common assessments continued to be collected but were no longer entered into the data base because there was more data than technology or time available to summarize, analyze and use. Letter grades for the courses TE 100, 204, and 206 were substituted as the assessments because candidates could not pass the courses unless the common assessments were completed successfully. In 2008 TE 206 piloted the implementation of TaskStream and in 2009 its use was extended to Level I TE 100 and Level II TE 204 to facilitate the KASE Office newly developed candidate tracking system and to reinforce use of the common assessments by using it to collect the data. 7. The Level III common assessments Case Study of a Lesson and the Field Experience Checklist have been revised to use a standard scoring system, as faculty members were adapting the scoring system for their own use. Data collection for Case Study of a

Lesson has been changed from being collected from methods courses to selected field experiences to encourage candidates to try their lessons in actual teaching settings to gain a better understanding of implementation.

Supporting Files

Complete Report Card

AY 2012-13



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