

University of Nebraska - Kearney
Traditional Program

2017 | Title II
Reports

Complete Report Card

AY 2015-16

Institution Information

Name of Institution: University of Nebraska - Kearney

Institution/Program Type: Traditional

Academic Year: 2015-16

State: Nebraska

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

Contact Name: Dr. Sherry Crow

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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 Inclusive Birth-3	No
Elementary Education K-6	No
English 7-12	No
English as a Second Language PK-12	No
Geography 7-12	No
Health and Physical Education PK-12	No
Health Education 7-12	No
History 7-12	No
Interscholastic Coaching 7-12	No
Mathematics 6-12	No
Middle Level Education 5-9	No
Music K-12	No

Physical Education 7-12	No
Physical Education PK-12	No
Physical Education PK-6	No
Physics 7-12	No
Political Science 7-12	No
Psychology 7-12	No
Secondary English 7-12	No
Social Science 7-12	No
Sociology 7-12	No
Special Education Generalist 7-12	No
Special Education Generalist K-12	No
Special Education Generalist K-6	No
Speech Communication 7-12	No
Theatre 7-12	No
World Language: French 7-12	No
World Language: German 7-12	No
World Language: Spanish 7-12	No
Total number of teacher preparation programs: 37	

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://www.unk.edu/academics/certification/admission_to_teacher_education_requirements.php

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

Successful completion of the PRAXIS Core is based on using a total score calculation for all three tests. The sum total must be at least a minimum score of 468. Candidates must pass at least two of the tests and be within one point for the third test. This is a state approved exception, Rule 23 003.03.

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?

2.75

What was the median GPA of individuals accepted into the program in academic year 2015-16

3.54

What is the minimum GPA required for completing the program?

2.75

What was the median GPA of individuals completing the program in academic year 2015-16

3.52

Please provide any additional comments about the information provided above:

Effective Fall 2015, Praxis II examination was required in all initial and advanced programs for which a Praxis II examination is available.

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?

2.75

What was the median GPA of individuals accepted into the program in academic year 2015-16

3.9

What is the minimum GPA required for completing the program?

2.75

What was the median GPA of individuals completing the program in academic year 2015-16

3.78

Please provide any additional comments about the information provided above:

Effective Fall 2015 the Praxis II examination was be required in all initial and advanced programs for which a Praxis II examination is available.

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 2015-16:	887
Unduplicated number of males enrolled in 2015-16:	224
Unduplicated number of females enrolled in 2015-16:	663

2015-16	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	50
<i>Race</i>	
American Indian or Alaska Native:	8
Asian:	12
Black or African American:	7
Native Hawaiian or Other Pacific Islander:	4
White:	861
Two or more races:	0

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2015-16.

Average number of clock hours of supervised clinical experience required prior to student teaching	125
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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	10
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	17
Number of students in supervised clinical experience during this academic year	194

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

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2015-16. 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	
Teacher Education - Special Education	54
Teacher Education - Early Childhood Education	47
Teacher Education - Elementary Education	94
Teacher Education - Junior High/Intermediate/Middle School Education	11
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	8
Teacher Education - Business	4
Teacher Education - English/Language Arts	20
Teacher Education - Foreign Language	
Teacher Education - Health	15
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	13
Teacher Education - Music	12
Teacher Education - Physical Education and Coaching	21
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	

Teacher Education - Social Science	15
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	3
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	1
Teacher Education - German	1
Teacher Education - History	10
Teacher Education - Physics	1
Teacher Education - Spanish	6
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	10
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 2015-16. 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	
Teacher Education - Special Education	43
Teacher Education - Early Childhood Education	37
Teacher Education - Elementary Education	94
Teacher Education - Junior High/Intermediate/Middle School Education	10
Teacher Education - Secondary Education	

Teacher Education - Agriculture	
Teacher Education - Art	6
Teacher Education - Business	
Teacher Education - English/Language Arts	13
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	13
Teacher Education - Music	10
Teacher Education - Physical Education and Coaching	14
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	11
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	1
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	1
Teacher Education - German	1
Teacher Education - History	5
Teacher Education - Physics	
Teacher Education - Spanish	6
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	

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

Section I.f Program Completers

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

2015-16: 239

2014-15: 262

2013-14: 224

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 2015-16

Did your program prepare teachers in mathematics in 2015-16?

Yes

How many prospective teachers did your program plan to add in mathematics in 2015-16?

7

Did your program meet the goal for prospective teachers set in mathematics in 2015-16?

Yes

Description of strategies used to achieve goal, if applicable:

We admitted 13 (according to the Title II Export spreadsheet. No real strategy.

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

This year, UNK has developed a Recruitment and Retention plan. Three strategies to be implemented that affect this goal are: 1) Offer recruitment presentations in UNK introductory

courses in education, science, math, English, allied health, family studies, psychology, and especially STEM disciplines; 2) Collaborate with the UNK Honors Program to increase number of high academic achievers especially in the STEM areas (promote HONORS program advantages, promote scholarships to high achievers, promote high achievers to enter the education field, promote current scholarships provided by the Nebraska Department of Education for the advancement of trained professionals by completing in shortage areas); and 3) Collaborate with Nebraska professional organizations identified with areas of critical need and

Meet with Executive Directors, Executive Board members to provide relevant EPP career information to encourage referrals, Obtain membership lists to forward EPP recruitment

materials, Conduct recruitment (presentations & resource fairs at

state conferences, advertisement in newsletters, etc.), Increase awareness and enrollment in UNK Transitional Certification Program for those individuals who already

have a bachelor's degree.

Provide any additional comments, exceptions and explanations below:

If approved by CAEP, the plan will go into effect in fall, 2017.

Academic year 2016-17

Is your program preparing teachers in mathematics in 2016-17?

Yes

How many prospective teachers did your program plan to add in mathematics in 2016-17?

15

Provide any additional comments, exceptions and explanations below:

See strategies listed above.

Academic year 2017-18

Will your program prepare teachers in mathematics in 2017-18?

Yes

How many prospective teachers does your program plan to add in mathematics in 2017-18?

15

Provide any additional comments, exceptions and explanations below:

See strategies listed above.

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 2015-16

Did your program prepare teachers in science in 2015-16?

Yes

How many prospective teachers did your program plan to add in science in 2015-16?

4

Did your program meet the goal for prospective teachers set in science in 2015-16?

Yes

Description of strategies used to achieve goal, if applicable:

I am including Biology 7-12 (5), Chemistry 7-12 (0), Physics 7-12 (0), and Gen Science 7-12 (0). These numbers are according to the Title II Export spreadsheet.

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

This year, UNK has developed a Recruitment and Retention plan. Three strategies to be implemented that affect this goal are: 1) Offer recruitment presentations in UNK introductory

courses in education, science, math, English, allied health, family studies, psychology, and especially STEM disciplines; 2) Collaborate with the UNK Honors Program to increase number of high academic achievers especially in the STEM areas (promote HONORS program advantages, promote scholarships to high achievers, promote high achievers to enter the education field, promote current scholarships provided by the Nebraska Department of Education for the advancement of trained professionals by completing in shortage areas); and 3) Collaborate with Nebraska professional organizations identified with areas of critical need and

Meet with Executive Directors, Executive Board members to provide relevant EPP career information to encourage referrals, Obtain membership lists to forward EPP recruitment

materials, Conduct recruitment (presentations & resource fairs at

state conferences, advertisement in newsletters, etc.), Increase awareness and enrollment in UNK Transitional Certification Program for those individuals who already

have a bachelor's degree.

Provide any additional comments, exceptions and explanations below:

If approved by CAEP, the above plan will go into effect in fall, 2017.

Academic year 2016-17

Is your program preparing teachers in science in 2016-17?

Yes

How many prospective teachers did your program plan to add in science in 2016-17?

5

Provide any additional comments, exceptions and explanations below:

See qualifiers for "science" above, and plan described above.

Academic year 2017-18

Will your program prepare teachers in science in 2017-18?

Yes

How many prospective teachers does your program plan to add in science in 2017-18?

6

Provide any additional comments, exceptions and explanations below:

See qualifiers for "science" above, and plan described above.

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 2015-16

Did your program prepare teachers in special education in 2015-16?

Yes

How many prospective teachers did your program plan to add in special education in 2015-16?

67

Did your program meet the goal for prospective teachers set in special education in 2015-16?

Yes

Description of strategies used to achieve goal, if applicable:

We have a strong SPED program with a shortage in the state.

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

Continue providing a strong program and word will continue to spread.

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Is your program preparing teachers in special education in 2016-17?

Yes

How many prospective teachers did your program plan to add in special education in 2016-17?

70

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in special education in 2017-18?

Yes

How many prospective teachers does your program plan to add in special education in 2017-18?

70

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 2015-16

Did your program prepare teachers in instruction of limited English proficient students in 2015-16?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015-16?

12

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2015-16?

Yes

Description of strategies used to achieve goal, if applicable:

I wanted to mark, "Not applicable" but could not. Did not find ESL as a category on the Title II export spreadsheet.

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

We have developed a Recruitment and Retention Plan that addresses shortage licensure areas by doing the following: 1) Collaborate with Honors Program to Promote current scholarships provided by the Nebraska Department of Education for the advancement of trained professionals by completing in shortage areas; 2) Collaborate with PK-12 schools to pursue recruitment of paraprofessionals and paraeducators (e.g., teacher's assistants, school library aides, instructional assistants) to become fully certified teachers in critical shortage areas; 3) Continue to publicize available scholarships and state loan forgiveness and stipend programs (i.e., Enhancing Excellence in Teaching Program, EETP, & Attracting Excellence to Teaching Program, AETP) for shortage areas in education.

Provide any additional comments, exceptions and explanations below:

If approved by CAEP, plan goes into effect in fall, 2017.

Academic year 2016-17

Is your program preparing teachers in instruction of limited English proficient students in 2016-17?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2016-17?

12

Provide any additional comments, exceptions and explanations below:

See above plan.

Academic year 2017-18

Will your program prepare teachers in instruction of limited English proficient students in 2017-18?

Yes

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2017-18?

12

Provide any additional comments, exceptions and explanations below:

See above plan.

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, SPED Gen K-6 and K-12, Physical Education K-6, and Early Childhood 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 (%)
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	2			

ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	2			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All enrolled students who have completed all noncl	21	167	21	100
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) Other enrolled students	224	170	223	100
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2015-16	9			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All enrolled students who have completed all noncl	21	188	21	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) Other enrolled students	229	179	228	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2015-16	10	189	10	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All enrolled students who have completed all noncl	24	172	24	100
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) Other enrolled students	235	171	233	99
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2015-16	11	171	11	100

ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All enrolled students who have completed all noncl	13	165	10	77
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) Other enrolled students	3			
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2015-16	27	167	22	81
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All enrolled students who have completed all noncl	19	165	17	89
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	1			
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2015-16	60	167	57	95
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) Other enrolled students	3			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2015-16	14	176	12	86
ETS5174 -FRENCH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) Other enrolled students	1			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2015-16	11	170	10	91

ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	8			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) Other enrolled students	1			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2015-16	7			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	2			
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All enrolled students who have completed all noncl	86	179	86	100
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	151	179	151	100
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	209	180	209	100
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	248	180	248	100
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	222	180	222	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All enrolled students who have completed all noncl	86	177	86	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	152	177	145	95

ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	208	178	208	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	246	178	246	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	224	178	223	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All enrolled students who have completed all noncl	86	175	86	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	153	175	139	91
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	209	176	209	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	249	176	248	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	225	176	224	100
ETS5391 -PSYCHOLOGY Educational Testing Service (ETS) Other enrolled students	1			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All enrolled students who have completed all noncl	8			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2015-16	27	168	27	100
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	9			

ETS5952 -SOCIOLOGY Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students	2			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2015-16	5			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2015-16	2			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2015-16	231	224	97
All program completers, 2014-15	251	250	100
All program completers, 2013-14	225	223	99

Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

If yes, please specify the organization(s) that approved or accredited your program:

State
NCATE
CAEP, North Central

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 Conceptual Framework. The effective use of technology is transparent. All classrooms in the College of Education building are equipped with Smart Boards and HoverCams. The COE building also is home for two computer labs, two iPad 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. The campus continues its commitment to a multi-year iPad pilot project; hundreds of initial teaching candidates have already received iPads which will be available for them to use for the rest of their undergraduate career. Chromebooks have also been purchased and will be used in the Teacher Education program beginning in 2017-18. Candidate use of technology extends well beyond the use of laptops and iPad/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/Canvas 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. In spring, 2016, the P-16 Education Partners Ad Hoc Committee recommended adoption of the ISTE Standards for Students in the education preparation of candidates, which was subsequently voted on and approved by the faculty. The CAEP Standard 1 Team then added "technology" into the Charlotte Danielson Framework for Teaching (per permission to do de minimus changes outlined in the contract with ASCD) in the progression levels of appropriate indicators. Additionally, ISTE Standards for Students have been added to the lesson plan template used in both Level 3 and in clinical experiences to be assessed using the Danielson indicator 1f-2 Criteria and Standards. Additionally, a Selected Improvement Plan focusing on technology-related components of the CAEP Standards has been written and will be implemented beginning spring, 2018.

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 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, Elementary Education, Special Education K-6, SPED K-12, 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. Additionally, candidates are required to outline differentiation strategies in the Lesson Sequence and Delivery section of the lesson plan template used in both Level 3 and clinical experiences. The data indicate that in the indicators through which this process is assessed, 1e-1 and 3c-1, all licensure areas on both Level 3 and Clinical achieved above the expected proficiency level, with the exception of SPED K-6 (2.11), which fell below the 2.25 expected mean in 1e-1. Each year, 12-20 initial candidate program completers graduate with an ESL teaching endorsement.

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 Education or Special Education Generalist K-6 and K-12 complete TE 411, Inclusive Practices in Pre-8 Classrooms. Candidates pursuing the Special Education Generalist 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. 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, 12-20 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.

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) minimum GPA requirement (2.75); (b) passing the PRAXIS Core examination with a minimum combined score of 468 (with none of the 3 scores > 1 pt. below passing); (c) completing specific English and Speech coursework with a minimum grade of C; (d) completing introductory professional education courses (TE 100, 204, or 206 [MUS 201 replaces TE 206 for Music Ed Majors only) with a minimum grade of C; (e) pursuing a minimum of one field endorsement or one subject endorsements; (f) receiving approval from an assigned academic advisor; (g) providing evidence of the absence of any criminal conviction that would prevent a student from qualifying for a teaching certificate; (h) providing evidence of sufficient emotional and mental capacity; and (i) 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 (2.75); (c) complete the methods courses for specific endorsements and respective field experience courses; (d) gain approval from the department(s) offering the endorsement(s); (e) complete an application to student teach. Completion of student teaching requires demonstrating proficiency on the 76 indicators of the Charlotte Danielson Framework and the 9 dispositions included in the Educator Disposition Assessment at a level that satisfies the assigned P-12 cooperating teacher and the UNK supervisor. Field/Clinical Experiences. All endorsement programs complete at least 100 hours of supervised field experiences prior to clinical experience (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, Special Education Generalist K-6 and K-12, and Early Childhood programs complete a minimum of 150 clock hours prior to student teaching. All traditional candidates are required to complete a minimum of 640 clock hours within a 16 week clinical experience assignment. Candidates pursuing more than one field endorsement complete an 800 clock hour/20 week clinical experience assignment.

Supporting Files

Complete Report Card

AY 2015-16



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