

University of Nebraska - Omaha
Traditional Program

2017 | Title II
Reports

Complete Report Card

AY 2015-16

Institution Information

Name of Institution: University of Nebraska - Omaha
Institution/Program Type: Traditional
Academic Year: 2015-16
State: Nebraska

Address: Roskens Hall 211
6005 Dodge Street
Omaha, NE, 68182

Contact Name: Dr. Nancy Edick
Phone: 402 554-2719
Email: nedick@unomaha.edu

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?
Adaptive Physical Education - Supp (PK-12)	No
American Sign Language - Supp (K-8, 7-12)	No
Art (K-12)	No
Basic Business (6-12)	No
Biology (7-12)	No
Chemistry (7-12)	No
Coaching - Supp (7-12)	No
Early Childhood Education - Supp (PK-3)	No
Elementary Education (K-6)	No
Elementary Education and ESL	No
Elementary Education and Special Education	No
English as a Second Language - Supp (PK-6, 4-9, 7-12)	No
Health Education (7-12)	No
Information Technology - Supp (PK-12)	No
Mathematics (6-12)	No
Middle Grades Education (4-9)	No
Middle Grades Language Arts (4-9)	No
Middle Grades Mathematics (4-9)	No
Middle Grades Natural Science (4-9)	No
Middle Grades Social Science (4-9)	No

Music (K-12)	No
Physical Education (PK-6, 7-12)	No
Physics (7-12)	No
School Librarian (PK-12)	No
Science (7-12)	No
Secondary English (7-12)	No
Secondary English/Language Arts (7-12)	No
Social Science (7-12)	No
Special Education (K-6, 7-12)	No
Special Education Deaf or Hard of Hearing (K-9, 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: 33	

Section I.b Admissions

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

Sophomore year Criteria below.

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.unomaha.edu/college-of-education/student-services/academics/admissions-teacherprep.php>

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

Undergraduate students at the University of Nebraska at Omaha who wish to become certified to teach must be formally admitted to the educator preparation program in the College of Education. The following academic requirements must be met to apply for formal admission to educator preparation: 1) meet the assured admission requirements for admission to the University of Nebraska at Omaha; 2) complete the Fundamental Academic Skills requirements of the university Core Curriculum (ENGL 1150, ENGL 1160, SPCH 110 or SPCH 2120, and MATH 1310, or placement beyond MATH 1310 through the Math Placement Exam or Math ACT score); 3) completion of EDUC 2020-Foundations of Education, EDUC 2030-Human Relations, and MATH 2000 (for elementary education majors only) (NOTE: students may apply for admission in the semester in which they take EDUC 2020, EDUC 2030, and MATH 2000. However admission will not be official until all courses are passed with a grade of C or better); 4) have a cumulative grade point average of 2.75 or higher for coursework in the University of Nebraska system; 5) meet or exceed the minimum score requirements on all sections of the PRAXIS I-CORE Academic Skills for Educators test (Reading – 156, Writing – 162, Mathematics – 150); 6) submit a formal application. Admitted candidates must attend a required orientation. Deferred students may reapply during the next application period.

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	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	No	No
Essay or personal statement	Yes	No
Interview	Yes	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

3.48

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

3.58

Please provide any additional comments about the information provided above:

There are three admission periods during the year. A total of 190 candidates were admitted in 2015-2016 (October 2015 = 74; March 2016 = 52; June 2016 = 64). The median GPA for program completers includes all candidates meeting the requirements for initial certification as a teacher in Nebraska.

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	Yes	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	Yes	Yes
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	Yes	No
Interview	Yes	No
Other Interview and selection by a participating district.	Yes	No

What is the minimum GPA required for admission into the program?

3

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

3.44

What is the minimum GPA required for completing the program?

3

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

4

Please provide any additional comments about the information provided above:

Students participate in the Teacher Academy Project (TAP). TAP is a collaborative program between the teacher preparation institution and local school districts to prepare individuals who have an undergraduate degree in high-need content/subject areas as secondary level (7-12) teachers. The program leads to initial teacher certification. Information in this section pertains only to students in TAP. Median GPA for those accepted is based on their undergraduate degree GPA. Median GPA for completers is based on GPA for the TAP sequence of courses.

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:	568
Unduplicated number of males enrolled in 2015-16:	143
Unduplicated number of females enrolled in 2015-16:	425

2015-16	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	30
<i>Race</i>	
American Indian or Alaska Native:	2
Asian:	7
Black or African American:	6
Native Hawaiian or Other Pacific Islander:	0
White:	487
Two or more races:	22

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	148
Average number of clock hours required for student teaching	640
Average number of clock hours required for mentoring/induction support	2
Number of full-time equivalent faculty supervising clinical experience during this academic year	13
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	336
Number of students in supervised clinical experience during this academic year	241

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

1. The state requires a minimum of 100 clock hours of field experiences (practicum) prior to clinical practice (i.e., student teaching). All of our programs meet or exceed this minimum. On average, candidates complete a sequence of four practicums totaling 148 clock hours.
2. The state requirement is that all candidates must complete a minimum of 14 weeks (560 hours); however, candidates in the UNO program complete a minimum of 16 weeks (640 hours).
3. Not applicable to "traditional programs."
4. The response provided above reflects full-time faculty directly involved with candidates in the supervised clinical practice experience which, in Nebraska, is defined as the student teaching experience. In addition to this number, 30 faculty are engaged with other supervised field experiences prior to clinical practice (student teaching). This includes four full-time instructional coaches who are considered faculty.
5. The number provided above reflects adjunct faculty (43) and PK-12 cooperating teachers (293) directly involved with candidates in the supervised clinical practice experience which, in Nebraska, is defined as the student teaching experience. In addition to this number, 819 PK-12 teachers were engaged in the other supervised field experiences prior to clinical practice (student teaching).
6. The number reported above reflects candidates in the supervised clinical practice experience which, in Nebraska, is defined as the student teaching experience. In addition to this number, 853 candidates participated in the other supervised field experiences prior to clinical practice (student teaching).

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	19
Teacher Education - Early Childhood Education	26
Teacher Education - Elementary Education	109

Teacher Education - Junior High/Intermediate/Middle School Education	12
Teacher Education - Secondary Education	107
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	9
Teacher Education - Business	4
Teacher Education - English/Language Arts	21
Teacher Education - Foreign Language	8
Teacher Education - Health	9
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	6
Teacher Education - Music	6
Teacher Education - Physical Education and Coaching	15
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	14
Teacher Education - Social Science	15
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	
Teacher Education - French	1
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	7
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	

Teacher Education - Earth Science	
Teacher Education - English as a Second Language	7
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify: School Librarian	1

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	18
Teacher Education - Early Childhood Education	26
Teacher Education - Elementary Education	109
Teacher Education - Junior High/Intermediate/Middle School Education	12
Teacher Education - Secondary Education	107
Teacher Education - Agriculture	
Teacher Education - Art	9
Teacher Education - Business	0
Teacher Education - English/Language Arts	21
Teacher Education - Foreign Language	8
Teacher Education - Health	9
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	6
Teacher Education - Music	6
Teacher Education - Physical Education and Coaching	15
Teacher Education - Reading	
Teacher Education - Science	8
Teacher Education - Social Science	12
Teacher Education - Social Studies	

Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	2
Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
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	3
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	2
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	4
Computer and Information Sciences	
Other Specify: School Librarian	1

Section I.f Program Completers

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

2015-16: 249

2014-15: 194

2013-14: 240

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?

15

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:

Maintained an alternative track to mathematics certification via the Teacher Academy Project.

Awarded four Noyce Scholarships authorized under the National Science Foundation. These scholarships are given to students pursuing careers in science, technology, engineering, and mathematics education (STEM).

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

Supported a number of community-based events which recruit middle and high school students to teaching careers (STEM).

Initiated a dual degree program with the mathematics department to recruit mathematics majors into teaching careers.

Provide any additional comments, exceptions and explanations below:

The College of Education, in collaboration with the College of Arts and Sciences, now offers a degree which allows secondary education majors to pursue a double major and retain their content degree in mathematics. The degree pathway provides the College of Education the opportunity to more effectively recruit and encourage mathematics majors to consider teaching careers and added flexibility to certifying mathematics teacher.

The College of Education filled a faculty-development position in science, technology, engineering, and mathematics (STEM). The College of Education also hired a discipline-based educational researcher whose faculty appointment is in the College of Education to partner with a newly hired STEM researcher in Computer Science. This will strengthen the teaching of STEM in both the College of Education and College of Arts and Sciences. It will also position these units to pursue grant funding to support the preparation of secondary STEM teachers.

The Teacher Education Department continues to offer an alternative pathway, the Teacher Academy Project (TAP), for those who have an existing degree in mathematics (and other high-need content areas) and are interested in pursuing a teaching career in mathematics. The TAP students complete the coursework and clinical preparation necessary for certification in an accelerated one-year program.

The College of Education awarded seven Noyce Scholarships authorized under the National Science Foundation. These scholarships are given to students pursuing careers in STEM education.

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:

The count for trained mathematics teachers includes candidates with Middle Level (5-9) endorsements and content concentrations in mathematics, and secondary level (6-12) candidates endorsed in mathematics.

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:

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?

15

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:

-Maintained an alternative track to science certification via the Teacher Academy Project.

-Awarded four Noyce Scholarships authorized under the National Science Foundation. These scholarships are given to students pursuing careers in science,

technology, engineering, and mathematics education (STEM).

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

- Filled two faculty-development positions in science, technology, engineering, and mathematics (STEM) education.
- Supported a number of community-based events which recruit middle and high school students to teaching careers in STEM.
- Submitted an additional NOYCE scholarship specifically for science teacher candidates.

Provide any additional comments, exceptions and explanations below:

The College of Education in collaboration with the College of Arts and Sciences now offers a degree which allows secondary education majors to pursue a double major and retain their science content degree in either physics or chemistry. The degree pathway provides the College of Education the opportunity to more effectively recruit and encourage physics and chemistry majors to consider teaching careers and added flexibility for certifying science teachers.

The College of Education hired a discipline-based educational researcher whose faculty appointment is in the College of Education. This is a new faculty line dedicated to the teaching of science, technology, engineering, and mathematics (STEM). This will strengthen the teaching of STEM in both the College of Education and College of Arts and Sciences as this new hire partners with another new hire in Computer Science. It will also position these units to pursue grant funding to support the preparation of secondary STEM teachers.

The Teacher Education Department continues to offer an alternative pathway, the Teacher Academy Project (TAP), for those who have an existing degree in a science content area (and other high-needs content areas) and are interested in pursuing a teaching career in science. The TAP students complete the coursework and clinical preparation necessary for certification in an accelerated one-year program.

The College of Education awarded seven Noyce Scholarships authorized under the National Science Foundation. These scholarships are given to students pursuing careers in STEM education.

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?

15

Provide any additional comments, exceptions and explanations below:

The count for trained science teachers includes candidates with Middle Level (5-9) endorsements and content concentrations in science, and secondary level (7-12) candidates endorsed in science.

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?

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 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?

20

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

No

Description of strategies used to achieve goal, if applicable:

Faculty continue to work with academic advisors to make sure that students are informed regarding the special education program options. In addition, faculty have provided program information during classes early in the sequence and the student organization members and advisors have attended recruitment events.

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

During the Spring 2016, a new course, SPED 1500: Introduction to Special Education was offered to provide students with a knowledge base of special education earlier in their academic program and recruit students to the field of special education.

Provide any additional comments, exceptions and explanations below:

Faculty are continuing to review programs and make programmatic changes that will continue to provide quality programs while attracting students to the field of special education. The introduction to Special Education course will be offered in Spring 2016 and will be offered during the Fall and Spring semesters. While it may take two to three years to impact enrollments, recruitment to special education is expected based on the knowledge students gain from this course.

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?

15

Provide any additional comments, exceptions and explanations below:

Faculty are continuing to review programs and make programmatic changes that will continue to provide quality programs while attracting students to the field of special education. The Introduction to Special Education course was first offered in Spring 2016 and is now offered during the Fall and Spring semesters. SPED 1500 is also be discussed as a potential dual enrollment course that would attract high school students to the field of special education.

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?

20

Provide any additional comments, exceptions and explanations below:

During 2017-2018, we will continue to work with advisors on plans for recruiting students to the field of special education. Information regarding the possibility of SPED 1500 as a dual enrollment course will continue to be shared with potential school districts. The Early Childhood Inclusive major is expected to continue to attract students to the field of special education.

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?

7

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:

In order to ensure that all elementary and secondary candidates have knowledge and skills in the area of ESL, the following required courses have been modified to increase ESL instruction: TED 3350 - Teaching Reading and TED 3690 - Literacy and Learning. The instructors teach strategies and model instruction in the field experience for ELL's and how lessons can be adapted. In addition, a new course TED 2400 has been created specifically to introduce ESL principles and practices early in the program so students will learn to write both language and content objectives.

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

Candidates complete a sequence of field experiences in K-12 classrooms under the guidance of a cooperating teacher and an instructional coach. Many of the classrooms have students for whom English is not their native language. This provides the candidates with opportunities to work directly with ESL/ELL students, apply what they are learning in methods classes, and receive feedback from instructional coaches. We are currently creating an assessment for the TED 2400 course to measure the impact of our students during their work with ESL students in this practicum intermediate practicum.

Provide any additional comments, exceptions and explanations below:

Faculty in the Teacher Education Department are working with the local school districts with the largest number of limited English proficient students to tailor coursework and additional practical experiences for candidates and teacher to increase the number of candidates pursuing an endorsement in ESL/ELL. External funding supports training teachers in bilingual education and is being sought to support those seeking ESL endorsements.

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?

7

Provide any additional comments, exceptions and explanations below:

Please see comments under Academic year 2015-2016.

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?

7

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:

1) In response to needs of the local educational agencies based on past hiring and recruitment needs:

- a. The College of Education partnership with the Metropolitan Omaha Education Consortium (MOEC) is a model in collaboration between the college, the twelve metropolitan area school districts, and two educational service units. The consortium is a catalyst for identifying priority issues common to member organizations and addressing these issues through joint task forces and projects.
- b. The College uses task forces, committees, and advisory groups to collect data about our graduates from school districts in the service area (MOEC, Office of STEM Education, Literacy, and Special Education Advisory).
- c. Special programs are offered to meet specific needs of surrounding districts (TAP, CADRE, Career Ladders). In these programs, districts choose the candidates and areas of certification to meet the needs of the hiring district.
- d. Field experiences in professional sequence courses and methods courses occur in local schools and respond to the needs of the PK-12 teachers and students.
- e. Feedback received through MOEC, various committees, and evaluations given to cooperating teachers are used to guide program improvement.
- f. The state department of education conducts surveys of first and second year teachers. As well as school administrators to ascertain program graduates' strengths and weaknesses.
- g. Based on feedback from superintendents and human resources administrators from area school districts, the College of Education revised its clinical practice experiences. The new structure for clinical practice is based on co-teaching strategies and provides candidates meaningful experiences to better prepare them for their first year of teaching while also minimizing interruptions or changes in PK-12 classroom instruction.

2) In responses to be closely linked with the needs of schools and the instructional decision new teachers face in the classroom:

a) MOEC provides a forum for professionals across the educational spectrum and community to share information and work together in the areas of teaching, research, and service. The resulting synergy of ideas and resources makes MOEC a powerful tool for improving teacher education and identifying the needs of the local districts and agencies where our graduates are likely to teach based on past hiring and recruitment trends. The teacher preparation program is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

b) In 2013-14, began utilizing instructional coaches to work directly with teacher candidates during their practicum experiences as part of the methods courses. The coaches are full-time faculty in the Teacher Education Department of the College of Education. The coaches are master teachers who have current classroom experience and were recruited from local area districts. They are very aware of the needs of the local districts as well as the day-to-day demands of PK-12 classroom teaching. In many instances, the coaches co-teach with faculty members. In this model they provide current and relevant examples related to the teacher education course content, and in doing so, help candidates connect theoretical and academic content with authentic PK-12 instructional decision-making scenarios.

c) All clinical practice candidates participate in the Assessment Presentation in which they demonstrate their knowledge and skill in using both formative and summative assessments. The scoring protocol for the presentations actively and systematically engages master teachers (other than cooperating teachers) from local districts in the evaluation of candidates.

3) In response to prospective special education teachers being prepared in core academic subjects and to instruct in core subjects:

a) All special education candidates complete the general academic requirements of the university in English and Writing, Mathematics, Public Speaking, Humanities and Fine Arts, Social Sciences, Diversity (U.S. and global), and Natural and Physical Sciences.

b) Dual endorsement special educational candidates (special education and elementary education or a secondary education content area) complete two semesters of student teaching, one in either an elementary general education setting or a secondary content area setting and one in a special education setting.

c) All special education candidates are required to take standardized exams (Praxis II) which provide a measure of content knowledge in core subject (elementary candidates) or a specific content area (secondary candidates). This is in addition to their completion of the Praxis II examination in special education.

4) In response to prospective general education teachers are prepared to provide instruction to students with disabilities:

All initial certification candidates in elementary and secondary education complete the following program requirements:

a) EDUC 2010 – Human Growth and Learning which includes observations with an emphasis on the differentiation of instruction.

b) EDUC 2510 – Applied Special Education which addresses the historical and legal context of special education, covers both high and low-incidence disabilities, and introduces the universal design for learning model. This course includes a field experience with designated hours and tasks related to special education.

c) Advanced (50 hour experience) and Final Practicum (60-hour experience) in which candidates' understanding of learner development and learner differences and how these impact teaching and learning are assessed.

In addition:

d) The Department of Special Education and Communication Disorders has a faculty line with a specific focus on early childhood special education. The position allows the college to support both early childhood and special education as well as facilitate communication and share expertise between the Department of Special Education and Communication Disorders and the Teacher Education Department.

e) The Teacher Education Department uses a co-teaching structure in its clinical practice. As a result, all candidates receive instruction and opportunities to apply the co-teaching strategies that are widely used to support the inclusive education of students with disabilities in PK-12 settings.

5) In response to prospective general education teachers are prepared to provide instruction to limited English proficient students:

Differentiation of instruction is emphasized in all elementary and secondary professional coursework to include instruction in working with children with limited English proficiency. Several program courses specifically address this assurance.

- a) In the elementary program, candidates are required to take TED 3550 – Teaching and Assessing Reading in Elementary Schools. This course includes consideration of emergent and content area literacy and incorporates the linguistic needs and cultures of students. Candidates are also required to take TED 4350 Teaching of Reading and Language Arts. In this course, candidates implement appropriate strategies and assessments in a practicum experience that demonstrate knowledge and dispositions appropriate for teaching reading and language arts to students based on individual linguistic needs.
- b) In the secondary program, candidates are required to take TED 3690 Applying Reading/Writing across the Content Area which includes an emphasis on providing instruction of PK-12 students with limited English proficiency. Candidates are also required to take TED 4000 Special Methods in the Content Area (Science, Language Arts, Mathematics, Social Studies, Business, Library Science, and World Languages) in which they learn content-specific strategies which can support students with limited English proficiency. Both courses require a field experience in which candidates in all secondary content areas are expected to apply reading, vocabulary, and writing strategies for diverse learners.

6) In response to prospective general education teachers are prepared to provide instruction to students from low-income families:

- a) In 2014-15, the Teacher Education Department secured a faculty development position and recruited and hired a classroom teacher with a successful history of teaching in an urban Title I building to fill the position.
- b) A close working relationship with area urban schools, the culture walks, and field experience placements provide opportunities for candidates to apply instructional strategies in PK-12 settings with high-percentages of students from low-income families. During the culture walks and field experiences, instructional coaches provide on-site, individual guidance for candidates. This coaching intentionally guides candidates to recognize the importance of culturally relevant teaching as it relates to students from low-income families.

7) In response to prospective teachers being prepared to effectively teach in urban schools:

- a) Our metropolitan university mission provides the basis for the alignment of field experiences and service learning in our urban schools and within our community.
- b) Strong relationships with school partners and multiple field experiences in urban settings are strengths of our program.
- c) EDUC 2520 – Planning for Effective Teaching requires a culture walk, where urban issues related to individual communities are introduced. Candidates complete the co-requisite field experience in a large urban school district. The Teacher Education Department provides on-site instructional coaching to directly support candidates in their preparation to effectively teach in urban school settings.
- d) All special education and general education candidates are required to have a 60-hour field experience placement in an urban school setting.

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) All enrolled students who have completed all noncl	4			
ETS5134 -ART CONTENT KNOWLEDGE	2			

Educational Testing Service (ETS) All program completers, 2015-16				
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All enrolled students who have completed all noncl	13	176	13	100
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) Other enrolled students	117	172	116	99
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2015-16	13	177	13	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All enrolled students who have completed all noncl	13	192	13	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) Other enrolled students	116	183	116	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2015-16	13	191	13	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	13	175	13	100
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) Other enrolled students	117	171	117	100
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING	13	179	12	92

Educational Testing Service (ETS) All program completers, 2015-16				
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5272 -ED OF DEAF AND HARD OF HEARING Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All enrolled students who have completed all noncl	44	175	44	100
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2015-16	47	171	47	100
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All enrolled students who have completed all noncl	14	175	11	79
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2015-16	12	174	11	92
ETS5174 -FRENCH WORLD LANGUAGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	3			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2015-16	3			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE	5			

Educational Testing Service (ETS) All program completers, 2015-16				
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2015-16	3			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All enrolled students who have completed all noncl	154	181	154	100
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	77	180	77	100
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	174	180	174	100
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	168	180	168	100
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	215	181	215	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All enrolled students who have completed all noncl	153	180	153	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	77	178	77	100
ETS0710 -PRAXIS I READING (DISCONTINUED)	173	179	173	100

Educational Testing Service (ETS) All program completers, 2015-16				
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	166	179	166	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	214	179	214	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All enrolled students who have completed all noncl	156	177	156	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	77	176	77	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	175	176	175	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	166	176	166	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	214	177	214	100
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2015-16	4			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	8			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS5195 -SPANISH WORLD LANGUAGE	5			

--	--	--	--	--

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2015-16	199	193	97
All program completers, 2014-15	172	172	100
All program completers, 2013-14	216	216	100

Section IV Low-Performing

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

Is your teacher preparation program currently approved or accredited?

Yes

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

State

NCATE

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

Section V 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.

The acquisition of technology skills and the use of technology as an instructional tool is an ongoing focus in educator preparation. Technology integration has been mapped throughout the program and includes a variety of tools, such as iPads, to support learning in the classrooms. For example, SMART board lessons are included in both 2000 and 3000 level classes to prepare candidates to use this technology tool in their field experience placements.

- 1) All candidates see technology modeled in their professional sequence coursework of EDUC 2010, 2020, and 2030 through both communication and collaboration tools. While these tools vary, (e.g. blogs, Google docs, PollEverywhere, Inspiration, GoodReads, etc.) the purposes of meeting the needs of communication and collaboration remain the purpose of their use in training teacher candidates.
- 2) Each teacher candidate demonstrates how to integrate technology in planning and instruction in multiple course and field experience requirements.
- 3) All candidates are required to take TED 2400 – Planning for Effective Teaching which introduces concepts related to universal design for learning. This provides the foundation candidates needed to use technology, as well as other resources, to design instruction which addresses multiple means of representation, expression, and engagement.
- 4) Candidates are required to use video analysis technology to self-assess their performance and enhance their reflective practice. Video analysis also affords both instructional coaches and faculty members the opportunity to give specific feedback to candidates during field experiences. Candidates are expected to incorporate this feedback in future instruction during field experience and clinical practice. Video analysis is embedded throughout program coursework and in clinical practice.
- 5) Content specific courses in the areas of mathematics, reading, and language arts evaluate and use apps specific to their pedagogies.
- 6) Each candidate participates in an Assessment Presentation during the clinical practice semester. In the assessment presentations, candidates use technology to demonstrate how data from formative and summative assessment is used to improve teaching and learning.
- 7) Candidates are provided the opportunity to receive Smart Board training. This training reviews skills necessary for building notebook pages and presentations to: create formative assessments quickly and easily, respond to student needs and interests, and increase student engagement and success. The training is one full day and candidates leave with Smart Board Level 1 certification from a certified Smart Board Trainer.
- 8) The following indicator is assessed on the clinical practice assessment: “Candidate demonstrates ability to effectively use technology to support instruction and assessment; understands ethical use of technology.”

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.

To prepare candidates to teach students with disabilities effectively the College of Education requires: candidates to take:

- 1) All prospective teacher education candidates to take either SPED 1500 or SPED 3800 to Special Education or Differentiation. These courses provide candidates with knowledge of various disabilities and strategies for working with students with disabilities.
- 2) Methods courses require candidates to plan for differentiated instruction in all lesson preparation.

To participate as a member of individualized education program team:

All students in the College of Education complete EDUC 2510 – Applied Special Education. In addition to the content referenced above, this course:

- 1) introduces SATs, MDTs, IEPs, and inclusive practices;
- 2) introduces concepts related to communication with families and other professionals;
- 3) includes 30-hour field experience as a co-requisite to the course.

To teach students who have limited English proficiency:

Differentiation of instruction is emphasized in all elementary and secondary professional coursework to include instruction in working with children with limited English proficiency. Several program courses specifically address this assurance.

- 1) In the elementary program candidates are required to take TED 3550 – Teaching and Assessing Reading in Elementary Schools. This course includes consideration of emergent and content area literacy and incorporates the linguistic needs and cultures of students. Candidates are also required to take TED 4350 – Teaching of Reading and Language Arts. During the co-requisite practicum to this course, candidates implement appropriate strategies and assessments that demonstrate knowledge and dispositions appropriate for teaching reading and language arts to students based with diverse language/linguistic needs
- 2) In the secondary program candidates are required to take TED 3690 – Applying Reading/Writing across the Content Area which includes an emphasis on providing instruction of middle and high school students with limited English proficiency. Candidates are also required to take TED 4000 – Special Methods in the Content Area (Science, Language Arts, Mathematics, Social Studies, Business, Library Science, and World Languages) in which they learn content-specific strategies which can support students with limited English proficiency. Both courses require a field experience in which candidates in all secondary content areas are expected to apply reading, vocabulary, and writing strategies that make specific content accessible to all students.

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.

- 1) The College of Education certifies special educators who complete a dual endorsement in general education (K-6 or 7-12) and special education.
- 2) All coursework for the special education endorsement is aligned with the Council for Exception Children standards and meet the requirement for the Nebraska Department of Education's Mild/Moderate endorsement.
- 3) Processes, procedures, and research-based practices related to SATs, IEPs, and MDTs are spiraled throughout the special education program. Candidates' depth of understanding related to individualized education program teams is strengthened as they progress through the program's coursework.
- 4) All special education candidates are required to take SPED 4710 – Interactions between Parents & Professionals. In this course interpersonal communication skills are presented as the foundation necessary to build trusting and respectful relationships among school personnel, families, and community members who are members in individualized education program teams.
- 5) Each special education candidate is also enrolled in an elementary or secondary content area major, which include methods courses that address students with limited English proficiency.

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.

The College of Education (COE) is one of seven colleges at the University of Nebraska at Omaha (UNO), a public institution which embraces its unique metropolitan location and mission of inspiring exemplary professionals to become Dedicated Practitioners, Reflective Scholars, and Responsible Citizens who provide leadership for positive change in 21st century communities. UNO holds the Carnegie Class designation of Doctoral/Research University (DRU). Educator preparation programs are accredited by the pertinent external professional organizations and by the Nebraska Department of Education. Candidates who are formally admitted to the College of Education educator preparation program progress through a carefully sequenced set of courses and field experiences culminating in a semester-long, full-time clinical practice experience. Candidates must apply for and be accepted into clinical practice. The clinical practice experiences are supervised by master teachers who meet the districts', as well as UNO and state criteria for serving as cooperating teachers. Further, university supervisors are assigned to each candidate. These supervisors make a minimum of five observational visits during the clinical practice semester(s). Candidates are formally evaluated by the university supervisors and the cooperating master teachers at mid-term and end of the semester. Candidates must meet state and national standards related to professional knowledge, skills, and disposition competencies for the grade level(s) and content area(s) in which the candidate is preparing to receive certification and endorsement. Graduates of the programs must pass state selected basic skills and content exam(s) (Praxis I and Praxis II) in order to be certified and/or endorsed by the state.

Supporting Files

Complete Report Card

AY 2015-16



This is a United States Department of Education computer system.

[About Title II](#) | [Technical Assistance](#) | [Privacy Policy](#) | [Contacts](#)

