

Wayne State College
Traditional Program

2017 | Title II
Reports

Complete Report Card

AY 2015-16

Institution Information

Name of Institution: Wayne State College

Institution/Program Type: Traditional

Academic Year: 2015-16

State: Nebraska

Address: 1111 Main Street

Wayne, NE, 68787

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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?
Art	No
Basic Business	No
Biology	No
Business, Marketing, and Information Technology	No
Chemistry	No
Coaching	No
Cooperative Education - Diversified Occupations	No
Early Childhood	No
Early Childhood Inclusive	No
Elementary	No
English as a Second Language	No
English Language Arts	No
Family and Consumer Science	No
Geography	No
Health and Physical Education	No
History	No
Industrial Technology	No
Information Technology	No
Mathematics	No
Middle Level	No

Music - Vocal	No
Music - Vocal and Instrumental	No
Physical Education	No
Political Science	No
Psychology	No
Reading and Writing	No
Science	No
Secondary English	No
Skilled and Technical Science	No
Social Science	No
Sociology	No
Special Education Generalist	No
Speech	No
Theater	No
World Language - Spanish	No
Total number of teacher preparation programs: 35	

Section I.b Admissions

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

Sophomore year Junior year (if a transfer student)

Does your initial teacher certification program conditionally admit students?

Yes

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

https://www.wsc.edu/download/downloads/id/931/benchmark_chart_2016.pdf

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

Students must submit an Application to Educator Preparation during the introductory education class (usually taken as a second semester freshman) or during their first term at the college if they are a transfer student. They are assigned an education advisor (faculty member) who helps guide them through completion of initial required benchmarks for formal acceptance into candidacy. When the student has completed all initial benchmarks and is ready to move to Level 2 (formal candidacy), he/she is reviewed by a committee of education faculty members and rated either 1 - advance without conditions; 2 - advance with conditions; or 3 - cannot advance. The final decision for admittance falls to the Professional Progress Committee (Educator Preparation Personnel from across campus) following a review of the recommendation. For admittance to candidacy, we require 2.5/4.0 minimum cumulative GPA, as well as minimum 2.5/4.0 in content coursework and professional education coursework. We do not accept any grade below a C in professional education coursework.

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	No	No
Fingerprint check	No	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	Yes
Minimum GPA in professional education coursework	No	Yes
Minimum ACT score	Yes	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)	Yes	Yes
Essay or personal statement	Yes	Yes
Interview	No	No
Other	No	No

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

2.5

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

3.67

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

3.59

Please provide any additional comments about the information provided above:

We initiated a policy in 2013-14 requiring a minimum composite ACT score of 17 to be allowed to enroll in the introductory education class. Transfer students who complete an introductory course at a prior institution must submit their ACT score along with the Application to Teacher Education during their first term at the college.

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?

No

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	Data not reported	Data not reported
Fingerprint check	Data not reported	Data not reported
Background check	Data not reported	Data not reported
Minimum number of courses/credits/semester hours completed	Data not reported	Data not reported
Minimum GPA	Data not reported	Data not reported
Minimum GPA in content area coursework	Data not reported	Data not reported
Minimum GPA in professional education coursework	Data not reported	Data not reported
Minimum ACT score	Data not reported	Data not reported
Minimum SAT score	Data not reported	Data not reported
Minimum basic skills test score	Data not reported	Data not reported
Subject area/academic content test or other subject matter verification	Data not reported	Data not reported
Recommendation(s)	Data not reported	Data not reported
Essay or personal statement	Data not reported	Data not reported
Interview	Data not reported	Data not reported
Other	Data not reported	Data not reported

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

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

What is the minimum GPA required for completing the program?

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

Please provide any additional comments about the information provided above:

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:	330
Unduplicated number of males enrolled in 2015-16:	90
Unduplicated number of females enrolled in 2015-16:	240

2015-16	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	9
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	2
Black or African American:	1
Native Hawaiian or Other Pacific Islander:	2
White:	306
Two or more races:	2

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
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	15
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	242

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

The data provided above reflects faculty, adjunct faculty, and PK-12 teachers directly engaged with candidates in supervised clinical experience which, in Nebraska, is defined as the student teaching experience. In addition to the specific numbers reported above, over 400 individuals (faculty + PK-12 teachers) are engaged with other supervised pre-student teaching field experiences required to meet the state department's requirement of 100 hours minimum prior to student teaching. Our clinical practice (student teaching) requirement is full day for 18 weeks for candidates with one field or two subject endorsements; and 20 weeks for those with one field and one subject. Candidates with two field endorsements must complete two full semesters of clinical practice.

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	17
Teacher Education - Early Childhood Education	25
Teacher Education - Elementary Education	67
Teacher Education - Junior High/Intermediate/Middle School Education	6
Teacher Education - Secondary Education	41
Teacher Education - Multiple Levels	40
Teacher Education - Agriculture	
Teacher Education - Art	3
Teacher Education - Business	2
Teacher Education - English/Language Arts	9
Teacher Education - Foreign Language	2
Teacher Education - Health	12
Teacher Education - Family and Consumer Sciences/Home Economics	2
Teacher Education - Technology Teacher Education/Industrial Arts	4
Teacher Education - Mathematics	8
Teacher Education - Music	7
Teacher Education - Physical Education and Coaching	41
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	4

Teacher Education - Social Science	4
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	1
Teacher Education - Physics	
Teacher Education - Spanish	2
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	5
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify: Information Technology	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	14
Teacher Education - Early Childhood Education	12
Teacher Education - Elementary Education	67
Teacher Education - Junior High/Intermediate/Middle School Education	6

Teacher Education - Secondary Education	34
Teacher Education - Agriculture	
Teacher Education - Art	3
Teacher Education - Business	1
Teacher Education - English/Language Arts	9
Teacher Education - Foreign Language	2
Teacher Education - Health	12
Teacher Education - Family and Consumer Sciences/Home Economics	2
Teacher Education - Technology Teacher Education/Industrial Arts	4
Teacher Education - Mathematics	8
Teacher Education - Music	7
Teacher Education - Physical Education and Coaching	12
Teacher Education - Reading	
Teacher Education - Science	4
Teacher Education - Social Science	4
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	2
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: 151

2014-15: 183

2013-14: 178

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?

3

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:

The institution hired a new faculty member in Mathematics who is young and has recent experience in the secondary setting. This change in personnel had an immediate effect of attracting students into Math Education.

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

Had there not been a change in Math faculty, we would probably not have met our goal for this reporting period. We have learned (from this and other shortage areas) that it takes time to see the results of our efforts. Example: We have implemented a Just Juniors Day to provide information and recruit juniors in high school. We let them (and their parents) know about the opportunities in education, but it will be at least two years before we know if our numbers increase in the various shortage areas.

Provide any additional comments, exceptions and explanations below:

We have increased our participation in recruiting fairs and will continue to work with our Admissions office staff to disseminate information to prospective Wayne State students. We also plan to make information available to incoming freshmen and current students regarding available scholarships and loan-forgiveness programs. Our campus recently updated the college website to a more user-friendly format which allows for easy navigation through our various program offerings. Phase two of the update will include posting information about graduation rates, job placement rates, and average starting salaries of teachers - all in an effort to attract students into 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?

2

Provide any additional comments, exceptions and explanations below:

We have had 11 new candidates enter Math Ed during the 2016-17 year which is 5 more than the average number (6 per year) for the past five years.

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?

2

Provide any additional comments, exceptions and explanations below:

We have a new President of the college, and she has appointed a Strategic Recruitment Council that is charged with the responsibility of developing specific recruitment strategies. We believe this approach will be helpful in attracting students into our education programs. We are also re-designing our introductory education class (EDU 150 Professional Education in a Diverse Society) to include field placement in multiple classrooms. We believe this will encourage students to consider grades and/or subject areas they may not have previously considered.

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?

2

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:

The college continues to provide opportunities for PK-12 students to come to campus for various science events (Planetarium shows, Earth Day activities, Science Fair) that help encourage students to consider a career in science education.

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

The main lesson learned is that it takes time to see the reward of recruitment work, so we try not to get discouraged. We are also in direct competition with other career opportunities for students interested in science...careers that pay more money than a career in education.

Provide any additional comments, exceptions and explanations below:

We have increased our participation in recruiting fairs and will continue to work with our Admissions office staff to disseminate information to prospective Wayne State students. We also plan to make information available to incoming freshmen and current students regarding available scholarships and loan-forgiveness programs. Our campus recently updated the college website. Phase two of the update includes posting information about graduation rates, job placement rates, and average starting salaries of teachers - all in an effort to attract students into 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?

2

Provide any additional comments, exceptions and explanations below:

Our five-year average for students entering science ed is 4 per year, so our projected number was under that, but the actual number we had enter during 2016-17 is 5. We believe this is due in part to the national push for more STEM programs at the secondary level.

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?

2

Provide any additional comments, exceptions and explanations below:

We have a new President of the college, and she has appointed a Strategic Recruitment Council that is charged with the responsibility of developing specific recruitment strategies. We believe this approach will be helpful in attracting students into our education programs. We are also re-designing our introductory education class (EDU 150 Professional Education in a Diverse Society) to include field placement in multiple classrooms. We believe this will encourage students to consider grades and/or subject areas they may not have previously considered.

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?

10

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 offered the K-12 Special Education Generalist field endorsement for many years, but in 2015-16 we began to also offer K-6 subject and 7-12 subject SPED Generalist endorsements which have proved to be very popular options - especially the K-6 subject. We had several of our Elementary Education candidates choose to add the K-6 SPED Generalist to their program of study.

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

Provide any additional comments, exceptions and explanations below:

We have increased our participation in recruiting fairs and will continue to work with our Admissions office staff to disseminate information to prospective Wayne State students. We also plan to make information available to incoming freshmen and current students regarding available scholarships and loan-forgiveness programs.

Our campus recently updated the college website. Phase two of the updates include posting information about graduation rates, job placement rates, and average starting salaries of teachers - all in an effort to attract students into education.

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?

2

Provide any additional comments, exceptions and explanations below:

We have two relatively new and enthusiastic and dedicated faculty members in SPED who have special skills when it comes to building relationships with students. As they continue to grow in their position, we expect there will be growth in the number of candidates in their program. Our five-year average for the number of students coming in to the SPED program is 23 each year. In 2016-17 our number was 43 which is a significant jump up from 17 the previous year. We believe this increase can be directly attributed to SPED faculty promoting the program to students during advisement sessions.

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?

2

Provide any additional comments, exceptions and explanations below:

We have a new President of the college, and she has appointed a Strategic Recruitment Council that is charged with the responsibility of developing specific recruitment strategies. We believe this approach will be helpful in attracting students into our education programs. We are also re-designing our introductory education class (EDU 150 Professional Education in a Diverse Society) to include field placement in multiple classrooms. We believe this will encourage students to consider grades and/or subject areas they may not have previously considered.

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?

5

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:

Our ESL program is a supplemental endorsement program which means that the endorsement cannot stand on its own - it must be completed in conjunction with a field or subject endorsement of the candidate's choosing. It has been a relatively easy process of explaining the benefits of the ESL endorsement to our candidates - especially as a tag to Elementary Education. The ESL endorsement gives the candidate an advantage during the hiring process, while also providing some helpful foundational skills for working with English language learners.

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

Provide any additional comments, exceptions and explanations below:

We have increased our participation in recruiting fairs and will continue to work with our Admissions office staff to disseminate information to prospective Wayne State students. We also plan to make information available to incoming freshman and current students regarding available scholarships and loan-forgiveness programs. Our campus recently updated the college website. Phase two of the updates includes posting information about graduation rates, job placement rates, and average starting salaries of teachers - all in an effort to attract students into education.

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?

2

Provide any additional comments, exceptions and explanations below:

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?

4

Provide any additional comments, exceptions and explanations below:

We have a new President of the college, and she has appointed a Strategic Recruitment Council that is charged with the responsibility of developing specific recruitment strategies. We believe this approach will be helpful in attracting students into our education programs. We are also re-designing our introductory education class (EDU 150 Professional Education in a Diverse Society) to include field placement in multiple classrooms. We believe this will encourage students to consider grades and/or subject areas they may not have previously considered.

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:

Fifteen school districts in northeast Nebraska have teamed with Educational Service Unit #1 (ESU#1) and Wayne State College to create the Northeast Nebraska Teacher Academy (NENTA), an entity that prepares candidates to serve as substitute teachers in the partner school districts. On average, NENTA provides 55-65 qualified candidates for the northeast Nebraska substitute teacher market each year, for an approximate total of 250 substitute days or 2000 substitute hours. This enables the 15 districts to take full advantage of staff development opportunities since capable, qualified substitutes will be readily available. The quality of substitute instruction in each of the participating districts is significantly improved by the use of a recommended common lesson plan format from one district to another, by staff development activities directed at substitute teaching performance, and by the substitute mentoring efforts that are built into the project.

NENTA is directed and coordinated by EPP faculty members, but guided by the NENTA Advisory Council which includes representatives from partner schools, ESU #1, and EPP faculty. The Advisory Council meets as needed to review the financial business of the consortium, and to discuss issues of mutual interest such as teacher shortage areas and candidate preparation to fill future needs for professional educators in area schools.

The Teacher Education Advisory Council (TEAC) has also proven to be a valuable conduit for collaborative efforts to improve teacher preparation. The Council

includes representatives from all four Schools on campus to insure that secondary endorsement programs in the Arts and Sciences are represented; teachers and administrators from area PK-12 districts; and professional staff from ESU #1. The purpose of this Council is to discuss and promote collaborative initiatives that will significantly impact current efforts of the Unit and encourage further endeavors to create effective schools, teacher education programs, and quality teaching at all levels. Dinner meetings are held once each term to discuss issues of common concern and to collaborate on projects that lead to improved preparation of candidates. TEAC recently provided important feedback concerning reliability related to our summative teacher candidate evaluation, as well as providing us feedback on the necessary qualities for being a successful cooperating teacher.

The institution piloted a Professional Development School (PDS) during the past two academic years. This enhanced field experience opportunity has provided participating candidates with a chance to practice instructional skills while increasing their knowledge about schools and the decisions facing new teachers in the classroom.

A second new initiative has been the option to participate in a co-teach model during clinical practice. By working along side of the cooperating teacher in all phases of instruction (planning, delivery, assessment), the candidate gains valuable working knowledge of the profession and is viewed by the students as a 'teacher' and not a 'student teacher'.

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 program completers, 2015-16	2			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5101 -BUSINESS ED 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	163	13	100
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) Other enrolled students	153	168	153	100
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2015-16	3			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All enrolled students who have completed all noncl	13	178	13	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING	158	176	158	100

Educational Testing Service (ETS) Other enrolled students				
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2015-16	3			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All enrolled students who have completed all noncl	17	167	17	100
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) Other enrolled students	159	170	158	99
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2015-16	5			
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) Other enrolled students	5			
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2015-16	5			
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All enrolled students who have completed all noncl	31	162	25	81
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	19	160	14	74
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2015-16	26	163	24	92
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) Other enrolled students	1			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2015-16	3			
ETS5122 -FAMILY AND CONSUMER SCIENCES	1			

Educational Testing Service (ETS) All enrolled students who have completed all noncl				
ETS5122 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) Other enrolled students	1			
ETS5122 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2015-16	2			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
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	7			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	2			
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) Other enrolled students	1			
ETS5114 -MUSIC CONTENT & INSTRUCTION	2			

Educational Testing Service (ETS) All program completers, 2015-16				
ETS5091 -PHYSICAL ED 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	61	178	61	100
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	90	179	89	99
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	137	179	137	100
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	158	179	158	100
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	173	180	173	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All enrolled students who have completed all noncl	60	176	60	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	90	176	86	96
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	137	176	137	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	161	177	160	99
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	173	177	173	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All enrolled students who have completed all noncl	60	175	60	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED)	90	175	87	97

Educational Testing Service (ETS) Other enrolled students				
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	137	175	137	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	161	175	161	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	174	176	173	99
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) Other enrolled students	6			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2015-16	3			
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) Other enrolled students	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	3			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			

Section III Summary Pass Rates

Group	Number taking	Number passing	Pass rate
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	tests	tests	(%)
All program completers, 2015-16	144	140	97
All program completers, 2014-15	161	160	99
All program completers, 2013-14	174	173	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

currently pursuing CAEP accreditation

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.

All candidates are required to use technology in the following ways:

- 1) Reflection on Instructional Choices (completed during clinical practice) requires the use of technology to collect, manage, and analyze data;

- 2) SmartBoards (used throughout teacher preparation) prepare candidates to use this technology as an instructional tool;
- 3) iPads are provided to students enrolled in elementary methods courses;
- 4) secondary candidates learn Google Docs and cloud storage technology;
- 5) The use of Chalk and Wire (repository of artifacts and data related to teacher candidates) continues throughout their preparation;
- 6) EDU 320 Instructional Media and Technology is offered to help candidates develop teaching skills using current available technology; and
- 7) The EPP continues to deliver more sections of courses using on-line format (Sakai platform) and strives to enhance on-line delivery to maximize educational opportunities and experiences with this mode of delivery. Many EPP faculty who deliver face-to-face courses implement the use of Sakai (to varying degrees) to enhance these courses.

Technology is infused throughout our program courses so that candidates (regardless of endorsement area) develop an understanding of the principles of a technology-based classroom, as well as a comfort level with technology that will help them design lessons that meet the needs of all learners.

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.

All candidates are required to take SPD 302 Inclusive Practices for General and Special Educators which is a study of the knowledge base required to effectively teach students with special needs. It includes legislation, procedural requirements, exceptional learner information, instruction techniques, and how to evaluate and assess learning. Candidates learn how to be a member of an individualized education program team.

In addition, all candidates are required to take EDU 150 Professional Education in a Diverse Society which provides a critical examination of community and its relationship to the well-being of the student. Building on candidates' experiences of differences in learning and culture, course activities help candidates develop observation and communication skills. The course establishes a base of human relations that significantly influences the learning of teaching methods in all endorsement areas, which helps candidates to effectively teach ESL students.

Wayne State does offer a supplemental endorsement in English as a Second Language (ESL) that is available (but not required) for all candidates. Although ESL strategies are included in a number of classes, not all candidates take all classes. Thus, WSC plans to further strengthen the general techniques taught in EDU 150 Professional Education in a Diverse Society by re-designing the field experience component of the class to include observation in more (and varied) PK-12

classrooms.

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.

Candidates seeking the Special Education endorsement are required to complete 45 credit hours in the content of SPED and 36 hours in the pedagogy of SPED. In addition to demonstrating competency in the 10 INTASC standards required for all education majors, SPED candidates also demonstrate competency in the SPED knowledge base in nine program outcomes and sixteen essential competencies for mild/moderate exceptional learners P-12. Candidates are well-informed about participating as a member and leader of an individualized education program team.

Wayne State does offer a supplemental endorsement in English as a Second Language (ESL) that is available (but not required) for all candidates. Although ESL strategies are included in a number of classes, not all candidates take all classes. Thus, WSC plans to further strengthen the general techniques taught in EDU 150 Professional Education in a Diverse Society by re-designing the field experience component of the class to include observation in more (and varied) PK-12 classrooms.

Section VII Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Program Entry and Advancement Admission to Wayne State College does not guarantee entry into its teacher education programs. Students preparing for professional education must meet benchmark criteria at multiple stages in order to be advanced to the next Level and move forward to completion. These benchmarks include: successful completion of course work, successful completion of clinical experiences, passage of required standardized basic skills tests (Core Academic Skills for Educators), faculty review, minimum grade point averages in content, professional education and cumulative grade point average (2.5 on a 4.0 scale for entry into professional education and 2.75 for advancement to clinical practice), and successful completion of technology requirements. For program completion and recommendation for certification, candidates must receive favorable recommendations from the cooperating teacher and college supervisor(s) at the conclusion of clinical practice. Field Experience In accordance with the Nebraska Department of Education standards, all candidates complete a minimum of 100 clock hours of clinical experiences prior to clinical practice (i.e. student teaching.) A minimum of 80 percent of these experiences are integrated with courses in the candidate's program. Field placements for initial candidates are determined in partnership with PK-12 area schools, with reliance on the site administrator to select members of his/her staff who possess the right set of skills to mentor a budding professional. Cooperating teachers are required to be endorsed at the same level as the candidate, and they must have at least three years of successful classroom teaching experience. The first required clinical experience for candidates occurs in conjunction with EDU 150 Professional Education in a Diverse Society, a course required for all candidates regardless of endorsement area. Candidates are assigned to an accredited PK-12 school setting where they complete a minimum of 25 hours of field work. The remaining clinical experiences are dependent on the candidates' chosen endorsement level. All clinical experiences are designed to be developmental in nature, beginning with observation and reflection, and

progressing to opportunities to develop pedagogical skills in a school setting using a reflective teaching model. Candidates are monitored by both the PK-12 site-based cooperating teacher and the instructor of the college course. Educator preparation culminates with an 18-week (full day for one college semester) supervised clinical practice placement. Pass Rates on the Basic Knowledge Tests Please note that all of our candidates are required to pass the Core Academic Skills for Educators (Core) test, but because the state of Nebraska allows for a composite score to be accepted, our pass rate would appear to be less than 100%. That is because Educational Testing Service (ETS), which is the data repository for the report given to WESTAT, does not recognize the composite score as passing. The ETS system is set to only recognize individual test scores. Significant Changes Beginning in the fall of 2010, the EPP engaged in a concentrated tripartite renewal effort that included Education Foundations faculty, Arts & Sciences faculty, and PK-12 administrators/teachers and Educational Service Unit personnel. Collaborative efforts produced a significant revision of the EPP's conceptual framework, and the creation of a new professional sequence and common foundation for all education majors. Initial discussions were also held concerning quality clinical experiences and improved assessment and evaluative processes. The EPP implemented these major changes in the 2012-13 academic year, and the initial feedback has been very positive from students and our PK-12 partners. One major outcome of the first year was the realization that we needed a better/more comprehensive means of collecting and using data, so our Academic Vice President approved the purchase of Chalk and Wire to assist with our needs. We are nearing the end of our third academic year using Chalk and Wire, and although we are still learning all of the ways in which the system can support our educational and assessment endeavors, we have been pleased with the reporting capabilities of the new system. As we make the transition to a new accrediting agency (CAEP), we have been making several strategic changes that we believe will better align our program goals to our program outcomes. Beginning with the 2016-17 academic year, our formative and summative assessment documents are now aligned to the 10 InTASC standards. Our final summative evaluation at the clinical practice level is the Nebraska statewide clinical practice assessment which is also based on InTASC. We believe the alignment of all of these assessment tools will allow for more reliable and valid data collection and program assessment, as well as better feedback to the candidates.

Supporting Files

Complete Report Card

AY 2015-16



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