

University of Nebraska - Omaha
Traditional Program

2015 | Title II
Reports

Complete Report Card

AY 2013-14

Institution Information

Name of Institution: University of Nebraska - Omaha
Institution/Program Type: Traditional
Academic Year: 2013-14
State: Nebraska

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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?
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
History (7-12)	No
Information Technology - Supp (PK-12)	No
Mathematics (6-12)	No
Middle Grades Education	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 (K-12, PK-6, 7-12)	No
Physics (7-12)	No
School Librarian (K-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: 34	

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 teacher preparation program in the College of Education. The following academic requirements must be met prior to submitting the application for formal admission to teacher preparation: 1) Meet the assured admission requirement to the University; 2) Complete the General Education Fundamental Academic Skills requirements (ENGL 1150, ENGL 1160, SPCH 1110, and MATH 1310 or placement beyond MATH 1310 through the Math Placement Exam or Math ACT score); 3) Completed EDUC 2020 - Foundations of Education and EDUC 2030 - Human Relations; 4) Have earned a cumulative grade point average of at least 2.75 for course work in the University of Nebraska system; 5) Passing scores of 173 on all sections of the Pre-Professional Skills Test - Praxis I; 6) Submit a formal application; 7) Sit for a proctored, formal, monitored writing session scored by faculty; 8) Students passing the writing sample are admitted as a candidate to the teacher preparation program; 9) Students not passing the writing sample are deferred for admission and may not take course work in the teacher preparation program; 10) Accepted preparation candidates must attend a required orientation.

Post Baccalaureate students must have a BS or BA from an accredited institution with: 1) A minimum cumulative grade point average of 3.0 with a major in a content

area of a secondary endorsement; 2) Passing scores of 173 on all sections of the Pre-Professional Skills Test - Praxis I; 3) Admission to the Graduate College; 4) Interviewed with and selected by a MOEC school district for participation in the post baccalaureate teacher certification program.

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	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)	No	No
Essay or personal statement	Yes	No
Interview	No	No
Other EECIA - Exit exam for Elementary; Fall 2014 completers, all endorsements required exit exam.	No	Yes

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 2013-14

3.37

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 2013-14

3.55

Please provide any additional comments about the information provided above:

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 2013-14

3.65

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2013-14

3.65

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 2013-14:	584
Unduplicated number of males enrolled in 2013-14:	139
Unduplicated number of females enrolled in 2013-14:	445

2013-14	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	26
<i>Race</i>	
American Indian or Alaska Native:	5
Asian:	15
Black or African American:	30
Native Hawaiian or Other Pacific Islander:	1
White:	471
Two or more races:	36

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2013-14.

Average number of clock hours of supervised clinical experience required prior to student teaching	100
Average number of clock hours required for student teaching	640
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	20
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	1379
Number of students in supervised clinical experience during this academic year	1025

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

The 2011-2012 report reflected those candidates who participated in the capstone student teaching experience. The 2012-2013 and 2013-2014 count includes the total, pre-clinical practice field experience and capstone clinical practice experience. In 2012-2013, the full-time equivalent is the number of full-time faculty who supervised in 2012-2013. The adjunct faculty number includes all university supervisors and cooperating teachers in the field. The number of students includes beginning practicum, intermediate practicum, advanced practicum, final practicum, and clinical practice candidates managed by the Office of Field Experiences. This is an unduplicated number.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2013-14. 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	21
Teacher Education - Early Childhood Education	18
Teacher Education - Elementary Education	105
Teacher Education - Junior High/Intermediate/Middle School Education	21
Teacher Education - Secondary Education	120
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	18
Teacher Education - Business	2
Teacher Education - English/Language Arts	24
Teacher Education - Foreign Language	14
Teacher Education - Health	8
Teacher Education - Family and Consumer Sciences/Home Economics	

Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	21
Teacher Education - Music	11
Teacher Education - Physical Education and Coaching	14
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	17
Teacher Education - Social Science	13
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	3
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	1
Teacher Education - German	
Teacher Education - History	3
Teacher Education - Physics	2
Teacher Education - Spanish	10
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	4
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify: School Librarian	4

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2013-14. 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	21
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	105
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	120
Teacher Education - Agriculture	
Teacher Education - Art	18
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	11
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
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	

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: Major areas Elem and Sec. Content area completed in one of the major areas.	1

Section I.f Program Completers

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

2013-14: 240

2012-13: 277

2011-12: 234

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 2013-14

Did your program prepare teachers in mathematics in 2013-14?

Yes

How many prospective teachers did your program plan to add in mathematics in 2013-14?

30

Did your program meet the goal for prospective teachers set in mathematics in 2013-14?

No

Description of strategies used to achieve goal, if applicable:

In the 2013-2014 academic year the program had 21 completers. In an attempt to increase that number, we took the following measures: a) Created a grant funded collaboration with the mathematics department to create a system for recruiting teacher candidates who are mathematics majors on campus into a dual major for

mathematics education; b) Recruited for the Teacher Academy Project (TAP).

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:

Academic year 2014-15

Is your program preparing teachers in mathematics in 2014-15?

Yes

How many prospective teachers did your program plan to add in mathematics in 2014-15?

15

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

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

Yes

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

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 2013-14

Did your program prepare teachers in science in 2013-14?

Yes

How many prospective teachers did your program plan to add in science in 2013-14?

Did your program meet the goal for prospective teachers set in science in 2013-14?

No

Description of strategies used to achieve goal, if applicable:

In the 2013-2014 academic year the program had 17 completers. In an attempt to increase that number, we took the following measures: a) Collaborated with the physics department to create a system for recruiting students who are physics majors into a dual major with education; b) Recruited for the Teacher Academy Project (TAP).

Community/PK-12 school outreach activities such as robotics fair (4-H grant) as recruiting tools.

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

We currently have students enrolled in the dual major option but do not yet have any completers. We are considering grant funding to create a dual major track in science similar to the successful model in mathematics.

Provide any additional comments, exceptions and explanations below:

Additional initiatives include: 1) Operationalize the physics and chemistry pathway to teaching programs to be ready for enrolling students to be admitted to the pathway fall 2015; 2) Develop five new doctoral level STEM courses; 3) Develop co-major professor structures to support joint curriculum development and supervision.

Academic year 2014-15**Is your program preparing teachers in science in 2014-15?**

Yes

How many prospective teachers did your program plan to add in science in 2014-15?

15

Provide any additional comments, exceptions and explanations below:

Operationalized the dual major in physics and education.

Recruited for the Teacher Academy Project (TAP).

Community/PK-12 school outreach activities such as robotics fair (4-H grant) as recruiting tools.

Academic year 2015-16**Will your program prepare teachers in science in 2015-16?**

Yes

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

15

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (**§205(a)(1)(A)(ii), §206(a)**)

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2013-14

Did your program prepare teachers in special education in 2013-14?

Yes

How many prospective teachers did your program plan to add in special education in 2013-14?

30

Did your program meet the goal for prospective teachers set in special education in 2013-14?

No

Description of strategies used to achieve goal, if applicable:

In the 2013-2014 academic year the program had 21 completers. During 2013-2014, EDUC 2510 and 2520 included pilot sections in which the courses were blocked and faculty worked together to plan the courses and the field experience. Additional hours of field experience were included in the pilot sections. Faculty are working to add additional hours of field experiences for the undergraduate special education students. We are working to hire an Early Childhood Special Education faculty member so we can eventually offer an Early Childhood Inclusive program.

The faculty of the Department of Special Education and Communication will consider initiating an MAT program with initial certification in special education.

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:

Academic year 2014-15

Is your program preparing teachers in special education in 2014-15?

Yes

How many prospective teachers did your program plan to add in special education in 2014-15?

Provide any additional comments, exceptions and explanations below:

Faculty are working to add additional hours of field experiences for the undergraduate special education students. We hired an Early Childhood Special Education faculty member in order to assist with the development of the Early Childhood Inclusive major and the courses necessary for this program. The faculty are adding a stand-alone undergraduate special education (K-6 or 7-12) program to attract more students to the field of special education. Faculty will work to develop an Early Childhood Inclusive program to attract students who are interested in working in early childhood inclusive settings. Additional hours in SPED - from 24-30. Expect addition of course for practicum (3 hours). Plan to block courses - SPED 3020 & SPED 4640 for consistency and supervision of field experience.

Academic year 2015-16**Will your program prepare teachers in special education in 2015-16?**

Yes

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

20

Provide any additional comments, exceptions and explanations below:**Section II Annual Goals - Instruction of Limited English Proficient Students**

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2013-14**Did your program prepare teachers in instruction of limited English proficient students in 2013-14?**

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2013-14?

19

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2013-14?

No

Description of strategies used to achieve goal, if applicable:

In the 2013-2014 academic year the ESL endorsement for initial completers was modified. Candidates with an ESL endorsement are completing either a full elementary or secondary education endorsement. The elementary and secondary majors were given the option of completing the ESL at the undergraduate level or moving to an ESL concentration and completing the endorsement at the graduate level. A large number of initial candidates elected to complete the ESL concentration and work toward the full ESL endorsement as part of a graduate program.

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:

Academic year 2014-15

Is your program preparing teachers in instruction of limited English proficient students in 2014-15?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2014-15?

5

Provide any additional comments, exceptions and explanations below:

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 ELLs and how lessons can be adapted.

The Teacher Education Department reviewed how ELL instruction is included in these two methods courses and has set a goal to include more ELL knowledge and skills in the prerequisite course EDUC 2520 Planning for Effective Instruction.

Academic year 2015-16

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

Yes

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

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: 1) 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; 2) The College uses task forces and committees to collect data about our graduates from school districts in the service area (MOEC, Office of STEM Education, Literacy, and Special Education Advisory); 3) Two programs are offered to meet the needs of surrounding districts (TAP and CADRE). In these two programs, districts choose the candidates and areas of certification to meet the needs of the hiring district; 4) Field experiences in professional sequence courses and methods courses occur in local schools and respond to the needs of the students; 5) Feedback received through MOEC, various committees, and evaluations given to cooperating teachers are used to guide program improvement; 6) Surveys are completed by school administrators to ascertain candidates' strengths and weaknesses. The survey results are distributed to faculty to help address the needs of the schools; 7) All clinical practice candidates participate in the Assessment Presentation. This presentation by the candidate shows their knowledge and skill in using assessment both formative and summative. This activity was developed as a result of concerns by the schools regarding candidate knowledge in this area.

2) In response to be closely linked with the needs of schools and the instructional decision new teachers face in the classroom: 1) MOEC provides a forum for professionals from 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, 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 provided to prospective teacher candidates is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

3) In response to prospective special education teachers being prepared in core academic subjects and to instruct in core academic subjects: 1) All special education candidates complete the general academic requirements of the university; 2) Dual endorsement special education candidates (special education and elementary education or a content area) complete two semesters of student teaching, one in general education content and one in a special education setting.

4) In response to prospective general education teachers are prepared to provide instruction to students with disabilities: 1) EDUC 2010 - Human Growth and Learning and observations have emphasized differentiation of instruction; 2) All prospective teachers take EDUC 2510 - Applied Special Education that addresses how to work with students with disabilities. This course includes a field experience; 3) TED 4000 - Secondary Teaching Methods in Various Content Areas uses previous knowledge to differentiate instruction to meet the needs of all students in the classroom.

5) In response to prospective general education teachers are prepared to provide instruction to limited English proficient students: 1) TED 3690 - Applying Reading/Writing Across the Content Area includes an emphasis on providing instruction of youngsters with limited English proficiency. The candidates are expected

to apply strategies learned when teaching K-12 students in the field. Another course addressing this assurance is TED 4000 - Special Methods in the Content Area (Science, English, and Library Science); 2) A new faculty member was hired in this area in the fall of 2011. This was identified as an area of hiring priority for our college; 3) Differentiation of instruction is emphasized in all elementary and secondary professional coursework to include instruction in working with children with limited English proficiency.

6) In response to prospective general education teachers are prepared to provide instruction to students from low-income families: 1) Our close working relationship with area urban schools, the culture walks, and field experience placements provide opportunities for candidates to develop instructional strategies to children from low-income families; 2) TED 3690 - Applying Reading/Writing Across the Content Area includes an emphasis on working with youngsters from low-income families. The candidates are expected to apply strategies learned when teaching K-12 students in the field. Another course addressing this assurance is TED 4000 - Special Methods in the Content Area (Science, English, and Library Science).

7) In response to prospective teachers being prepared to effectively teach in urban schools: 1) Our metropolitan university mission provides the basis for the alignment of field experiences and service learning in our urban schools and within our community; 2) All special education and general education candidates are required to have a 60-hour field experience placement in an urban school setting; 3) EDUC 2520 - Instructional Systems requires a culture walk, where urban issues related to individual communities are introduced; 4) Our strong relationships with school partners and multiple field experiences in urban settings are strengths of our program; 5) Through strong curricular connections, sequencing, and alignments across the curriculum, candidates are introduced to all assurance topics in our EDUC sequence with subsequent follow-up in additional experiences that assist candidates in processing strategies related to the issues; 6) In TED 3550 - Literacy and Learning and TED 3350 - Teaching and Assessing Elementary Reading, all candidates are in an urban placement for the practicum experience.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	90	180	90	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	603	180	603	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2013-14	215	181	215	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2012-13	247	180	247	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2011-12	206	180	206	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All enrolled students who have completed all noncl	92	178	92	100

ETS0710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	601	179	601	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2013-14	214	179	214	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2012-13	250	179	250	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2011-12	208	178	208	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All enrolled students who have completed all noncl	91	176	91	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	605	176	605	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2013-14	214	177	214	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2012-13	251	176	251	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2011-12	209	177	209	100

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2013-14	216	216	100
All program completers, 2012-13	255	255	100
All program completers, 2011-12	211	211	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 too in their field experience placements.

1) Each teacher candidate is required to integrate technology in planning and instructional lessons. 2) Each candidate participates in an Assessment Presentation during the clinical practice semester. In assessment presentations, candidates are required to use technology to demonstrate how data from formative and summative assessment is used to improve teaching and learning. 3) The College of Education presents a Technology Award to clinical practice candidates that exemplify outstanding use of technology in their capstone experience. Cooperating teachers and university supervisors submit nominations. 4) Candidates and supervisors utilize video analysis during the experience for reflection and goal setting (this is done in other classes as well). 5) 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. 6) The following indicator is assessed on the clinical practice assessment: "Candidate demonstrates ability to effectively use technology to support instruction and assessment; understands ethical uses 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: 1) All prospective teacher education candidates to take EDUC 2510 - Applied Special Education. The course addresses how to work with students with disabilities in all educational settings; 2) Methods courses require all candidates to plan for differentiated instruction in all lesson preparation.

To participate as a member of individualized education program teams, UNO has: 1) Learning communities are introduced in the EDUC sequence and implemented as an instructional strategy in methods courses; 2) SAT teams and IEP's are introduced in EDUC 2510 - Applied Special Education; 3) All students in the College of Education complete a 3-hour course that provides information and strategies for working with students with disabilities. A 30-hour field experience is part of this course; 4) Students in EDUC 2510 - Applied Special Education learn about the various disabilities, the referral process for students who may have a disability, individualized education plans, and the roles of various members of the individualized plan.

To teach students who have limited English proficiency, UNO offers: 1) Teacher candidates in TED 3690 - Applying Reading/Writing Across the Content Area are expected to apply strategies learned while teaching K-12 students in the field. 2) In TED 3350 - Teaching and Assessing Reading in Elementary Schools, candidates complete the field experience in an elementary school where most students' first language is Spanish. The main focus is on building vocabulary and meaningful conceptual knowledge; 3) TED 4350 - Teaching Reading and Language Arts, the candidates are placed in schools with a high percentage of English Language Learners in every classroom. Lesson plans and instruction use differentiated strategies to meet the needs of 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) UNO certifies special educators who complete a dual endorsement in regular education (K-6 or 7-12) and special education Mild/Moderate Disabilities. 2) All coursework for the special education endorsement is aligned with CEC standards and meets the requirements for the Nebraska Department of Education's Mild/Moderate endorsement. 3) Each special education student is also enrolled in an elementary or secondary content area major, which culminates with two semesters of clinical practice; 4) In TED 3350 - Teaching and Assessing Reading in Elementary Schools, candidates complete the field experience in an elementary school where most students' first language is Spanish. The main focus is on building vocabulary and meaningful conceptual knowledge; 5) In TED 4350 - Teaching Reading and Language Arts, the candidates are placed in schools with a high percentage of English Language Learners in every classroom. Lesson plans and instruction use differentiated strategies to meet the needs of all students; 6) SPED 4640 - Methods and Materials in Special Education requires all students to complete a 20-hour field experience.

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 at the University of Nebraska at Omaha is a 4-year 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. Teacher preparation candidates who are formally admitted to the College of Education teacher preparation program progress through a carefully sequenced set of courses and field experiences culminating in a 16-week, full-time clinical practice experience. Candidates must apply for and be accepted into clinical practice. The clinical practice experience is supervised by a master teacher who meets the district, as well as UNO and state criteria. 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.

Supporting Files

Complete Report Card

AY 2013-14



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