

University of Nebraska - Kearney
Traditional Program

2016 | Title II
Reports

Complete Report Card

AY 2014-15

Institution Information

Name of Institution: University of Nebraska - Kearney

Institution/Program Type: Traditional

Academic Year: 2014-15

State: Nebraska

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

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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?
(<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

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

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

Section I.b Admissions

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

Sophomore year when requirements are completed

Does your initial teacher certification program conditionally admit students?

No

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

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

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

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

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	No
Minimum GPA in professional education coursework	No	No
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	Yes	Yes
Essay or personal statement	No	No
Interview	No	No
Other	Data not reported	Data not reported

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

2.75

What was the median GPA of individuals accepted into the program in academic year 2014-15

3.55

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 2014-15

3.5

Please provide any additional comments about the information provided above:

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

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the postgraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

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

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

2.75

What was the median GPA of individuals accepted into the program in academic year 2014-15

3.95

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 2014-15

3.9

Please provide any additional comments about the information provided above:

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

Section I.c Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2014-15:	606
Unduplicated number of males enrolled in 2014-15:	134
Unduplicated number of females enrolled in 2014-15:	472

2014-15	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	19
<i>Race</i>	
American Indian or Alaska Native:	2
Asian:	10
Black or African American:	2
Native Hawaiian or Other Pacific Islander:	0
White:	531
Two or more races:	23

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2014-15.

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	11

Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	17
Number of students in supervised clinical experience during this academic year	235

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

The reported count is duplicated; candidates in some programs are often enrolled in multiple field experiences during the same semester and /or participated in both early field experiences and the clinical experience during 2013-14. The only way to eliminate duplication is to review each candidates program of study or create a data base just to track this type of enrollment (which we do not currently have).

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2014-15. 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	36
Teacher Education - Early Childhood Education	42
Teacher Education - Elementary Education	87
Teacher Education - Junior High/Intermediate/Middle School Education	12
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	12
Teacher Education - Business	10
Teacher Education - English/Language Arts	20
Teacher Education - Foreign Language	
Teacher Education - Health	55
Teacher Education - Family and Consumer Sciences/Home Economics	2
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	17
Teacher Education - Music	15
Teacher Education - Physical Education and Coaching	30
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	4

Teacher Education - Social Science	14
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	1
Teacher Education - Biology	4
Teacher Education - Chemistry	2
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	13
Teacher Education - Physics	4
Teacher Education - Spanish	12
Teacher Education - Speech	25
Teacher Education - Geography	5
Teacher Education - Latin	
Teacher Education - Psychology	3
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	14
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify: CD 1, C&I 1, DriversEd 2, PoliSci 1, Soc 2, Ed. Studies 1	8

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2014-15. 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	33
Teacher Education - Early Childhood Education	42
Teacher Education - Elementary Education	87
Teacher Education - Junior High/Intermediate/Middle School Education	12
Teacher Education - Secondary Education	

Teacher Education - Agriculture	
Teacher Education - Art	10
Teacher Education - Business	7
Teacher Education - English/Language Arts	17
Teacher Education - Foreign Language	
Teacher Education - Health	19
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	9
Teacher Education - Mathematics	9
Teacher Education - Music	18
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	4
Teacher Education - Chemistry	2
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	4
Teacher Education - Spanish	10
Teacher Education - Speech	25
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	13
Teacher Education - Bilingual, Multilingual, and Multicultural Education	

Education - Curriculum and Instruction	1
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	10
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	13
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:

2014-15: 262

2013-14: 224

2012-13: 231

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 2014-15

Did your program prepare teachers in mathematics in 2014-15?

Yes

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

9

Did your program meet the goal for prospective teachers set in mathematics in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

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 2015-16

Is your program preparing teachers in mathematics in 2015-16?

Yes

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

7

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in mathematics in 2016-17?

Yes

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

8

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 2014-15

Did your program prepare teachers in science in 2014-15?

Yes

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

8

Did your program meet the goal for prospective teachers set in science in 2014-15?

No

Description of strategies used to achieve goal, if applicable:

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 2015-16

Is your program preparing teachers in science in 2015-16?

Yes

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

4

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in science in 2016-17?

Yes

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

4

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 2014-15

Did your program prepare teachers in special education in 2014-15?

Yes

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

20

Did your program meet the goal for prospective teachers set in special education in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

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 2015-16

Is your program preparing teachers in special education in 2015-16?

Yes

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

25

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in special education in 2016-17?

Yes

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

25

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 2014-15

Did your program prepare 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?

14

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

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 2015-16

Is your program preparing teachers in instruction of limited English proficient students in 2015-16?

Yes

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

12

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in instruction of limited English proficient students in 2016-17?

Yes

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

12

Provide any additional comments, exceptions and explanations below:

Section II Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

Yes

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

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

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) Other enrolled students	67	174	67	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) Other enrolled students	68	184	68	100
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) Other enrolled students	74	171	74	100
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS)	132	180	132	100

All enrolled students who have completed all noncl				
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	379	179	379	100
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	248	180	248	100
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	221	180	221	100
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	236	180	236	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All enrolled students who have completed all noncl	130	178	130	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	378	178	378	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	246	178	246	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	224	178	222	99
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	236	179	236	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All enrolled students who have completed all noncl	132	175	132	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	375	176	374	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	249	176	247	99
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS)	224	176	223	100

All program completers, 2013-14				
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	239	176	239	100

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2014-15	250	249	100
All program completers, 2013-14	225	222	99
All program completers, 2012-13	239	239	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

CAEP

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

No

Section V Use of Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare teachers to:

- **integrate technology effectively into curricula and instruction**
Yes
- **use technology effectively to collect data to improve teaching and learning**
Yes
- **use technology effectively to manage data to improve teaching and learning**
Yes
- **use technology effectively to analyze data to improve teaching and learning**
Yes

Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

Technology is one of the three strategic themes that are showcased in the unit's Conceptual Framework. The effective use of technology is transparent. All classrooms in the College of Education building are equipped with Smart Boards. The COE building also is home for two computer labs, two iPad labs, and two mobile laptop labs. At the initial level, all baccalaureate candidates are required to take a course (TE 206: Instructional Technology and the Pre-service Teacher) to develop technology skills typically used by teachers. Candidates also use technology within their respective methods courses and learn how to use technology relevant to their field. In 2011-12, the campus continued its commitment to a multi-year iPad pilot project; hundreds of initial teaching candidates have already received iPads which will be available for them to use for the rest of their undergraduate career. A very active "iPad users group" is creating a multitude of opportunities for faculty to enhance their own technology skills. This well organized professional development program has elevated faculty skill in modeling how technology can most effectively be used as a tool for student learning. Candidate use of technology extends well beyond the use of laptops and iPad/Tablet technology. All Initial candidates also use TaskStream (TS). TS is a web-based portfolio and teacher support system that facilitates assessment development and data collection and analysis. All initial candidates also gain first-hand experience with technology through the routine use of Blackboard in a large majority of their classes. Candidates' use of Universal design is being taught in the reading and inclusion course (TE 306) and in special education classes that are in the core for elementary education, early childhood, and special education majors. Technology tools are a prominent component of a systematic, multi-year effort to promote faculty and initial candidates' knowledge and skills in the area of differentiated instruction. The level of support for using technology as a key tool for differentiating instruction is particularly impressive; the faculty members teaching professional education courses recently completed the third year of a three year sequence of professional development activities focusing on the concept of differentiated instruction.

Section VI Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**
Yes
- **participate as a member of individualized education program teams**
Yes
- **teach students who are limited English proficient effectively**
Yes

Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Diversity is one of the three strategic themes in the unit's Conceptual Framework. A commitment to more effectively teaching all students, regardless of their gender, race-ethnicity, socioeconomic status, learning background, first language, etc., is central to this commitment to diversity. All initial candidates are required to take an introductory course (TE 204: Typical and Atypical Human Growth and Development) which provides a solid foundation for understanding student exceptionalities and also provides a foundation for candidates' further study. All Early Childhood, Elementary Education, M/M Special Education K-6, PE K-6, and Middle Grades candidates subsequently enroll in TE 411, Inclusive Practices in Pre-8 Classrooms while all Secondary (7-12) and K-12 candidates enroll in TE 306, Reading and

Inclusion in Secondary Classrooms. Both of these upper division courses hone in on learning strategies for modifying the curriculum to maximize the learning potential for all students – particularly students with identified exceptionalities. Commitment to preparing initial candidates for effectively teaching all students is also evident in the field experience components of the teacher preparatory experience. All candidates spend time in diverse school settings. The expectations for candidate performance in field experiences, especially including the clinical (student teaching) semester, include successful completion of assignments which require candidates to demonstrate an ability to engage in data-driven, differentiated lesson planning. Orienting initial candidates to second language acquisition knowledge, skills, and dispositions begins in the freshman level introductory course and field experiences. The study of concepts associated with working with limited English proficient students is embedded across methods courses. Each year, approximately 25 initial candidate program completers graduate with an ESL teaching endorsement. In 2011-2012, unit faculty extended their ongoing commitment to diversity; professional education faculty completed a three year professional development program focusing on differentiated instruction strategies to integrate into their own instruction and curricula.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**
Yes
- **participate as a member of individualized education program teams**
Yes
- **teach students who are limited English proficient effectively**
Yes

Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

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

Finally, the unit encourages all initial candidates, both those pursuing a general education endorsement and those seeking a special education endorsement, to consider also pursuing an ESL teaching endorsement. Each year, approximately 12 initial candidate program completers graduate with the ESL endorsement. The ESL endorsement involves completing an additional twenty credit hours of coursework.

Section VII Contextual Information

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

Benchmarks/Gateways. Candidates must pass through four gateways in order to complete the Teacher Education Program: 1) admission to the program; 2)

admission to student teaching; 3) successful completion of student teaching; and 4) completion of unit and program requirements for the baccalaureate degree. The final step, applying for certification, occurs after all requirements are met. Formal admission to the teacher education program requires successfully meeting several criteria: (a) a minimum GPA requirement (2.75); (b) passing the PRAXIS Core examination with a minimum combined score of 468 (with none of the 3 scores <1 pt. below passing); (c) completing specific English and Speech coursework with a minimum grade of C; (d) completing introductory professional education courses (TE 100, 204, or 206) with a minimum grade of C; (e) pursuing a minimum of one field endorsement or one subject endorsements; (f) receiving approval from an assigned academic advisor; (g) completing the Service Learning Project; (h) providing evidence of the absence of any criminal conviction that would prevent a student from qualifying for a teaching certificate; (i) providing evidence of sufficient emotional and mental capacity; and (j) completing all required forms/paperwork. Formal admission to student teaching also requires successfully meeting several criteria: (a) completion of all remaining professional sequence courses and field experiences; (b) a minimum GPA requirement (2.75); (c) complete the methods courses for specific endorsements and respective field experience courses; (d) gain approval from the department(s) offering the endorsement(s); (e) complete an application to student teach. Completion of student teaching requires demonstrating 15 competencies related to Learning and the Learner, Instruction and Professional Practice at a level that satisfies the assigned P-12 cooperating teacher and the UNK supervisor. Description of Field Experiences. All endorsement programs complete at least 100 hours of supervised clinical experiences prior to student teaching. All K-12 endorsement programs (Art, Music, Physical Education) and all secondary (7-12) endorsements programs (such as History, English, etc.) complete the minimum 100 hours of supervised experiences--typically during the Junior/Senior years. Candidates in the Elementary Education, Mild/Moderate Special Education K-6, and Early Childhood programs complete a minimum of 150 clock hours prior to student teaching. Not counted in this report are field experiences completed prior to admission into the programs. All traditional candidates are required to complete a minimum of 640 clock hours within a 16 week student teaching assignment. Candidates pursuing more than one field endorsement complete an 800 clock hour/20 week student teaching assignment. Currently, all initial certification teacher preparation programs are under review due to the upcoming CAEP accreditation visit in Fall, 2017.

Supporting Files

Complete Report Card

AY 2014-15



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