University of Nebraska - Omaha
Traditional Program

2016 | Title II Reports

Complete Report Card

AY 2014-15

Institution Information

Name of Institution: University of Nebraska - Omaha
Institution/Program Type: Traditional
Academic Year: 2014-15
State: Nebraska

Address: Roskens Hall 211
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Omaha, NE, 68182

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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
Information Technology - Supp (PK-12)	No
Mathematics (6-12)	No
Middle Grades Education (4-9)	No
Middle Grades Language Arts (4-9)	No
Middle Grades Mathematics (4-9)	No
Middle Grades Natural Science (4-9)	No
Middle Grades Social Science (4-9)	No

Music (K-12)	No
Physical Education (PK-6, 7-12)	No
Physics (7-12)	No
School Librarian (PK-12)	No
Science (7-12)	No
Secondary English (7-12)	No
Secondary English/Language Arts (7-12)	No
Social Science (7-12)	No
Special Education (K-6, 7-12)	No
Special Education Deaf or Hard of Hearing (K-9, 7-12)	No
World Language - French (7-12)	No
World Language - German (7-12)	No
World Language - Spanish (7-12)	No
Total number of teacher preparation programs: 33	

Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:
Sophomore year   Criteria below.

Does your initial teacher certification program conditionally admit students?
No

Provide a link to your website where additional information about admissions requirements can be found:
http://www.unomaha.edu/college-of-education/student-services/academics/admissions-teacherprep.php

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

Undergraduate students at the University of Nebraska at Omaha who wish to become certified to teach must be formally admitted to the educator preparation program in the College of Education. The following academic requirements must be met to apply for formal admission to educator preparation: 1) meet the assured admission requirements for admission to the University of Nebraska at Omaha; 2) complete the Fundamental Academic Skills requirements of the university Core Curriculum (ENGL 1150, ENGL 1160, SPCH 110 or SPCH 2120, and MATH 1310, or placement beyond MATH 1310 through the Math Placement Exam or Math ACT score); 3) completion of EDUC 2020-Foundations of Education, EDUC 2030-Human Relations, and MATH 2000 (for elementary education majors only) (NOTE: students may apply for admission in the semester in which they take EDUC 2020, EDUC 2030, and MATH 2000. However admission will not be official until all courses are passed with a grade of C or better); 4) have a cumulative grade point average of 2.75 or higher for coursework in the University of Nebraska system; 5) meet or exceed the minimum score requirements on all sections of the PRAXIS I-CORE Academic Skills for Educators test (Reading – 156, Writing – 162, Mathematics – 150); 6) submit a formal application; and 7) sit for a formal, proctored, essay writing session with essays scored by the faculty. Students passing the written essay are admitted as candidates in the educator preparation program. Admitted candidates must attend a required orientation. Students not passing the written essay are deferred for admission and may not take coursework in the educator preparation program. Deferred students may reapply during the next application period.

Section I.b Undergraduate Requirements

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

Are there initial teacher certification programs at the undergraduate level?

Yes

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

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	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 2014-15

3.465

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

3.596

Please provide any additional comments about the information provided above:

There are three admission periods during the year. A total of 212 candidates were admitted in 2014-2015 (October 2014 = 78; March 2015 = 66; June 2015 = 68). The median GPA for program completers includes all candidates meeting the requirements for initial certification as a teacher in Nebraska.

Section I.b Postgraduate Requirements

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

Are there initial teacher certification programs at the postgraduate level?

Yes

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

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

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

3

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

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 2014-15

3.65

Please provide any additional comments about the information provided above:

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

Section I.c Enrollment

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

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

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2014-15:	560
Unduplicated number of males enrolled in 2014-15:	127
Unduplicated number of females enrolled in 2014-15:	433

2014-15	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	23
Race	
American Indian or Alaska Native:	9
Asian:	9
Black or African American:	15
Native Hawaiian or Other Pacific Islander:	1
White:	483

Two or more races:	17

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	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	13
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	354
Number of students in supervised clinical experience during this academic year	244

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

1. The state requires a minimum of 100 clock hours of field experiences (practicum) prior to clinical practice (i.e., student teaching). All of our programs meet or exceed this minimum. On average, candidates complete a sequence of four practicums totaling 140 clock hours.

2. The state requirement is that all candidates must complete a minimum of 14 weeks (560 hours); however, candidates in the UNO program complete a minimum of 16 weeks (640 hours).

3. Not applicable to "traditional programs."

4. The response provided above reflects full-time faculty directly involved with candidates in the supervised clinical practice experience which, in Nebraska, is defined as the student teaching experience. In addition to this number, 24 faculty are engaged with other supervised field experiences prior to clinical practice (student teaching). This includes four full-time instructional coaches who are considered faculty.

5. The number provided above reflects adjunct faculty (45) and PK-12 cooperating teachers (309) directly involved with candidates in the supervised clinical practice experience which, in Nebraska, is defined as the student teaching experience. In addition to this number, 597 PK-12 teachers were engaged in the other supervised field experiences prior to clinical practice (student teaching).

6. The number reported above reflects candidates in the supervised clinical practice experience which, in Nebraska, is defined as the student teaching experience. In addition to this number, 927 candidates participated in the other supervised field experiences prior to clinical practice (student teaching).

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 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	17

Teacher Education - Early Childhood Education	17
Teacher Education - Elementary Education	96
Teacher Education - Junior High/Intermediate/Middle School Education	24
Teacher Education - Secondary Education	98
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	10
Teacher Education - Business	6
Teacher Education - English/Language Arts	28
Teacher Education - Foreign Language	6
Teacher Education - Health	4
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	6
Teacher Education - Music	10
Teacher Education - Physical Education and Coaching	28
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	8
Teacher Education - Social Science	7
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	1
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	6
Teacher Education - Speech	
Teacher Education - Geography	

Academic Major	Number Prepared
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	7
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify: School Librarian	2

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	17
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	96
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	98
Teacher Education - Agriculture	
Teacher Education - Art	
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	
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	15
Psychology	1
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	3
Family and Consumer Sciences/Human Sciences	

English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	1
Mathematics and Statistics	2
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	4
Computer and Information Sciences	
Other Specify: Biochemistry	1

Section I.f Program Completers

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

2014-15: 194

2013-14: 240

2012-13: 277

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?

15

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:

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

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

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

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

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

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?

15

Provide any additional comments, exceptions and explanations below:

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

The College of Education filled a faculty-development position in science, technology, engineering, and mathematics (STEM). The College of Education is currently conducting a national search for a discipline-based educational researcher (DBER) whose faculty appointment will be in the College of Education. This new faculty line will be dedicated to STEM. This will strengthen the teaching of STEM in both the College of Education and College of Arts and Sciences. It will also position these units to pursue grant funding to support the preparation of secondary grade level STEM teachers.

The Teacher Education Department continues to offer a certification pathway, the Teacher Academy Project (TAP), for those individuals who have an existing degree

in mathematics (and other high-needs content areas) and are interested in pursuing a teaching career in mathematics. The TAP students complete the course work and clinical preparation necessary for initial certification in an accelerated one-year program.

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

Academic year 2016-17

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?

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 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?

15

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

Yes

Description of strategies used to achieve goal, if applicable:

• Maintained an accelerated certification track to science certification via the Teacher Academy Project.

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

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

• Filled a faculty-development position in science, technology, engineering, and mathematics (STEM) education.

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

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

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?

15

Provide any additional comments, exceptions and explanations below:

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

The College of Education is conducting a national search for a discipline-based educational researcher (DBER) whose faculty appointment will be in the College of Education. This is a new faculty line dedicated to the teaching of science, technology, engineering, and mathematics (STEM). This will strengthen the teaching of STEM in both the College of Education and College of Arts and Sciences. It will also position these units to pursue grant funding to support the preparation of secondary grade level STEM teachers.

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

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

Academic year 2016-17

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?

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?

15

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:

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

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

Faculty continue to review the programs available and additional recruitment opportunities. During the 2014-2015 year, a new course, SPED 1500: Introduction to Special Education was developed in order to provide students with a knowledge base of special education earlier in their program and recruit students to the field of special education. The first offering of the course will be during the 2015-2016 year. This is based on information from students who need to know more about special education earlier in order to consider this as a program option.

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. Faculty developed a three-hour practicum, SPED 4000 that will be blocked with SPED 3020 Data Collection and 4640 Methods and Materials in Special Education for consistency and supervision of field experience.

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?

20

Provide any additional comments, exceptions and explanations below:

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

Academic year 2016-17

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?

20

Provide any additional comments, exceptions and explanations below:

During 2016-2017, we will provide students with the option of completing a dual endorsement program (general education and special education) during one 20-week semester. This is expected to increase the number of students who complete the requirements for a special education endorsement. This program change, along with the addition of SPED 1500: Introduction to Special Education, is expected to increase the number of candidates completing a program in special education.

Section II Annual Goals - Instruction of Limited English Proficient Students

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

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

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

Academic year 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?

5

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:

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.

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

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

Provide any additional comments, exceptions and explanations below:

Faculty in the Teacher Education Department are working with the local school district with the largest number of limited English proficient students to tailor coursework and additional practical experiences for candidates and teachers to increase the number of candidates pursuing an endorsement in ESL/ELL. External funding also will be sought to support this endeavor.

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?

7

Provide any additional comments, exceptions and explanations below:

Please see comments under Academic year 2014-2015.

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?

7

Provide any additional comments, exceptions and explanations below:

Please see comments under Academic year 2014-2015.

Section II Assurances

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

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

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

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

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

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

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

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

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

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

a. The College of Education partnership with the Metropolitan Omaha Education Consortium (MOEC) is a model in collaboration between the college, the twelve metropolitan area school districts, and two educational service units. The consortium is a catalyst for identifying priority issues common to member organizations and addressing these issues through joint task forces and projects.

b. The College uses task forces, committees, and advisory groups to collect data about our graduates from school districts in the service area (MOEC, Office of STEM Education, Literacy, and Special Education Advisory).

c. Two programs are offered to meet specific 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.

d. Field experiences in professional sequence courses and methods courses occur in local schools and respond to the needs of the PK-12 teachers and students.

e. Feedback received through MOEC, various committees, and evaluations given to cooperating teachers are used to guide program improvement.

f. Surveys are completed by school administrators to ascertain candidates' strengths and weakness.

g. Based on feedback from superintendents and human resources administrators from area school districts, the College of Education revised its clinical practice experiences. The new structure for clinical practice is based on co-teaching strategies and provides candidates meaningful experiences to better prepare them for their first year of teaching while also minimizing interruptions or changes in PK-12 classroom instruction.

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

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

b) In 2013-14, the Teacher Education Department hired four instructional coaches to work directly with teacher candidates. The coaches were master teachers who had current classroom experience and were recruited from local area districts. They were very aware of the needs of the local districts as well as the day-to-day demands of PK-12 classroom teaching. The four coaches were fully integrated into the elementary and secondary education courses and field experiences in 2014-15. In many instances, the coaches co-teach with faculty members. In this model they provide current and relevant examples related to the teacher education course content, and in doing so, help candidates connect theoretical and academic content with authentic PK-12 instructional decision-making scenarios.

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

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

a) All special education candidates complete the general academic requirements of the university.

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

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

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

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

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

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

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

In addition:

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

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

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

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

a) In the elementary program, candidates are required to take TED 3550 – Teaching and Assessing Reading in Elementary Schools. This course includes consideration of emergent and content area literacy and incorporates the linguistic needs and cultures of students. Candidates are also required to take TED 4350 Teaching of Reading and Language Arts. In this course, candidates implement appropriate strategies and assessments in a practicum experience that demonstrate knowledge and dispositions appropriate for teaching reading and language arts to students based on individual linguistic needs.

b) In the secondary program, candidates are required to take TED 3690 Applying Reading/Writing across the Content Area which includes an emphasis on providing instruction of PK-12 students with limited English proficiency. Candidates are also required to take TED 4000 Special Methods in the Content Area (Science, Language Arts, Mathematics, Social Studies, Business, Library Science, and World Languages) in which they learn content-specific strategies which can support students with limited English proficiency. Both courses require a field experience in which candidates in all secondary content areas are expected to apply reading, vocabulary, and writing strategies for diverse learners.

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

a) In 2014-15, the Teacher Education Department secured a faculty development position and recruited and hired a classroom teacher with a successful history of teaching in an urban Title I building to fill the position.

b) A close working relationship with area urban schools, the culture walks, and field experience placements provide opportunities for candidates to apply instructional strategies in PK-12 settings with high-percentages of students from low-income families. During the culture walks and field experiences, instructional coaches provide on-site, individual guidance for candidates. This coaching intentionally guides candidates to recognize the importance of culturally relevant teaching as it relates to students from low-income families.

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

a) Our metropolitan university mission provides the basis for the alignment of field experiences and service learning in our urban schools and within our community.

b) Strong relationships with school partners and multiple field experiences in urban settings are strengths of our program.

c) EDUC 2520 – Planning for Effective Teaching requires a culture walk, where urban issues related to individual communities are introduced. Candidates complete the co-requisite field experience in a large urban school district. The Teacher Education Department provides on-site instructional coaching to directly support candidates in their preparation to effectively teach in urban school settings.

d) All special education and general education candidates are required to have a 60-hour field experience placement in an urban school setting.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS)	1			

All enrolled students who have completed all noncl				
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) Other enrolled students	81	175	81	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) Other enrolled students	86	186	86	100
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) Other enrolled students	86	173	86	100
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All enrolled students who have completed all noncl	94	179	94	100
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	363	181	363	100
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	168	180	168	100
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	215	181	215	100
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	247	180	247	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All enrolled students who have completed all noncl	94	179	94	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	354	179	354	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS)	167	179	167	100

All program completers, 2014-15				
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	214	179	214	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	250	179	250	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All enrolled students who have completed all noncl	95	176	95	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	358	177	358	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	167	176	167	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	214	177	214	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	251	176	251	100

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2014-15	172	172	100
All program completers, 2013-14	216	216	100
All program completers, 2012-13	255	255	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 are ongoing focuses in educator preparation. Technology integration has been mapped throughout the program and includes a variety of tools, such as iPads, to support learning in the classrooms. For example, SMART board lessons are included in both 2000 and 3000 level classes to prepare candidates to use this technology tool in their field experience placements.

1) All candidates see technology modeled in their professional sequence coursework of EDUC 2010, 2020, and 2030 through both communication and collaboration tools. While these tools vary, (e.g. blogs, Google docs, PollEverywhere, Inspiration, GoodReads, etc.) the purposes of meeting the needs of communication and collaboration remain the purpose of their use in training teacher candidates

2) Each teacher candidate demonstrates how to integrate technology in planning and instruction in multiple course and field experience requirements.

3) All candidates are required to take EDUC 2510 – Applied Special Education which introduces concepts related to universal design for learning. This provides the foundation candidates need to use technology, as well as other resources, to design instruction which addresses multiple means of representation, expression, and engagement.

4) Candidates are required to use video analysis technology to self-assess their performance and enhance their reflective practice. Video analysis also affords both instructional coaches and faculty members the opportunity to give specific feedback to candidates during field experiences. Candidates are expected to incorporate this feedback in future instruction during field experience and clinical practice. Video analysis is embedded throughout program coursework and in clinical practice.

5) Content specific courses in the areas of mathematics, reading, and language arts evaluate and use apps specific to their pedagogies

6) Each candidate participates in an Assessment Presentation during the clinical practice semester. In the assessment presentation, candidates use technology to

demonstrate how data from formative and summative assessments are used to improve teaching and learning.

7) Candidates are provided the opportunity to receive Smart Board training. This training reviews skills necessary for building notebook pages and presentations to: create formative assessments quickly and easily, respond to student needs and interests, and increase student engagement and success. The training is one full day and candidates leave with Smart Board Level 1 certification from a certified Smart Board Trainer.

8) The following indicator is assessed on the clinical practice assessment: "Candidate demonstrates ability to effectively use technology to support instruction and assessment; understands ethical use of technology".

Section VI Teacher Training

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

Does your program prepare general education teachers to:

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

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

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

1) EDUC 2510 – Applied Special Education. The course provides candidates with knowledge of various disabilities and strategies for working with students with disabilities

2) Methods courses that require candidates to plan for differentiated instruction in all lesson preparation.

To participate as a member of individualized education program team:

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

1) introduces SATs, MDTs, IEPs, and inclusive practices;

2) introduces concepts related to communication with families and other professionals;

3)includes 30-hour field experience as a co-requisite to the course.

To teach students who have limited English proficiency:

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

1) In the elementary program candidates are required to take TED 3550 – Teaching and Assessing Reading in Elementary Schools. This course includes consideration of emergent and content area literacy and incorporates the linguistic needs and cultures of students. Candidates are also required to take TED 4350 – Teaching of Reading and Language Arts. During the co-requisite practicum to this course, candidates implement appropriate strategies and assessments that demonstrate knowledge and dispositions appropriate for teaching reading and language arts to students with diverse language/linguistic needs

2) In the secondary program candidates are required to take TED 3690 – Applying Reading/Writing across the Content Area which includes an emphasis on providing instruction of middle and high school students with limited English proficiency. Candidates are also required to take TED 4000 – Special Methods in the Content Area (Science, Language Arts, Mathematics, Social Studies, Business, Library Science, and World Languages) in which they learn content-specific strategies which can support students with limited English proficiency. Both courses require a field experience in which candidates in all secondary content areas are expected to apply reading, vocabulary, and writing strategies that make specific content accessible to all students.

Does your program prepare special education teachers to:

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

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

1) The College of Education certifies special educators who complete a dual endorsement in general education (K-6 or 7-12) and special education.

2) All coursework for the special education endorsements are aligned with the Council for Exception Children standards and meet the requirement for the Nebraska Department of Education's Special Education endorsement and/or Education of the Deaf/Hard of Hearing endorsement

3) Processes, procedures, and research-based practices related to SATs, IEPs, and MDTs are spiraled throughout the special education program. Candidates' depth of understanding related to individualized education program teams is strengthened as they progress through the program's coursework and associated practicum experiences.

4) All special education candidates are required to take SPED 4710 – Interactions between Parents & Professionals. In this course interpersonal communication skills are presented as the foundation necessary to build trusting and respectful relationships among school personnel, families, and community members who are members in individualized education program teams.

5) Each special education candidate is also enrolled in an elementary or secondary content area major, which include methods courses that address students with limited English proficiency.

Section VII Contextual Information

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

The College of Education 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 2014-15