NE

University of Nebraska - Omaha
Traditional Report AY 2018-19
Nebraska

REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Academic year
- IPEDS ID

IPEDS ID

☐ **THIS INSTITUTION HAS NO IPEDS ID**

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

Roskens Hall 211

6005 Dodge Street

CITY

Omaha

STATE

Nebraska ▼

ZIP

68182

SALUTATION

Dr. ▼

FIRST NAME

Nancy

LAST NAME

Edick

PHONE

(402) 554-2719

EMAIL

nedick@unomaha.edu

List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Information Postgraduate level (PG), or both. **(§205(a)(C))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Teacher Preparation Program

List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	UG	
13.1202	Elementary Education	Both	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	UG	
13.1	Special Education	UG	
13.1302	Teacher Education - Art	UG	
13.1322	Teacher Education - Biology	UG	
13.1303	Teacher Education - Business	Both	
13.1323	Teacher Education - Chemistry	UG	
13.14	Teacher Education - English as a Second Language	UG	
13.1305	Teacher Education - English/Language Arts	UG	
13.1306	Teacher Education - Foreign Language	UG	
13.1316	Teacher Education - General Science	Both	
13.1307	Teacher Education - Health	UG	
13.1311	Teacher Education - Mathematics	UG	
13.1312	Teacher Education - Music	Both	
13.1314	Teacher Education - Physical Education and Coaching	UG	
13.1317	Teacher Education - Social Sciences	UG	

Total number of teacher preparation programs:

17

Program Requirements

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. **(§205(a)(1)(C)(i))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Full-time equivalent faculty supervising clinical experience

- Adjunct faculty supervising clinical experience

- Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience

- Supervised clinical experience

Undergraduate Requirements

1. Are there initial teacher certification programs at the undergraduate level?

- ● **Yes**
- ○ **No**

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the table below blank (or **clear responses already entered**) then click save at the bottom of the page.

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

Element	Admission		Completion	
Interview	● Yes	○ No	○ Yes	● No
Other Specify:	○ Yes	● No	○ Yes	● No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

4. Please provide any additional information about the information provided above:

Undergraduate students at the University of Nebraska at Omaha who wish to become certified to teach much be formally admitted through a two-step application process to the educator preparation program in the College of Education: initial application and formal admission. The following academic requirements must be met for an initial application 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, CMST 1100 OR CMST 2120, and MATH/ STEM 1120 OR MATH 1130 OR MATH 1220 OR MATH 1310 OR MATH 1530, OR STAT 1100, or math proficiency) 3) submit an initial application to the Educator Preparation Program (NOTE: applications are accepted three times per academic year: March 1, June 1, and October 1). Candidates who submit an initial application must attend a required orientation. 4) completion of TED 2100- Foundations of Education, TED 2200- Human Relations with a grade of C or higher (NOTE: students may submit an application to educator preparation in the semester in which they take TED 2100 and TED 2200. However, their application will not be accepted until these courses are passed with a grade of C or better) 5) have a cumulative grade point average of 2.5 or higher for coursework in the University of Nebraska system The following academic requirements must be met for formal admission into educator preparation: 6) TED 2300: Human Growth and Learning or TED 2380: Development in Adolescence and TED 2400: Planning for Effective Teaching with a grade of C or better 7) have a cumulative grade point average of 2.75 or higher for coursework in the University of Nebraska system 8) 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) 9) Students who submit an initial application to educator preparation but who do not meet formal admission requirements will not be permitted to continue in the educator prep course sequence until all formal admission requirements have been met.

Postgraduate Requirements

1. Are there initial teacher certification programs at the postgraduate level?

● Yes
○ No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the table below blank (or **clear responses already entered**) then click save at the bottom of the page.

Element	Admission		Completion	
Transcript	● Yes	○ No	● Yes	○ No
Fingerprint check	○ Yes	● No	○ Yes	● No
Background check	● Yes	○ No	● Yes	○ No
Minimum number of courses/credits/semester hours completed	● Yes	○ No	● Yes	○ No
Minimum GPA	● Yes	○ No	● Yes	○ No

Element	Admission		Completion	
	Yes	No	Yes	No
Minimum GPA in content area coursework	○	●	○	●
Minimum GPA in professional education coursework	●	○	●	○
Minimum ACT score	○	●	○	●
Minimum SAT score	○	●	○	●
Minimum basic skills test score	●	○	○	●
Subject area/academic content test or other subject matter verification	●	○	○	●
Recommendation(s)	○	●	○	●
Essay or personal statement	○	●	○	●
Interview	●	○	○	●
Other Specify: Interview and selection by a participating district (TAP).	●	○	○	●

2. **What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)**

> 2.75

3. **What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)**

> 3

4. **Please provide any additional information 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 and a minimum 3.0 undergraduate GPA. The program leads to initial teacher certification. In addition, UNO began an Accelerated Certification for Teachers (ACT) at the elementary level. These individuals must have a bachelors degree from an accredited institution and a minimum 2.75 undergraduate GPA. Information in this section pertains only to students in TAP and ACT programs.

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2018-19. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Are there programs with student teaching models?

- ● Yes
- ○ No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	150

Programs with student teaching models (most traditional programs)

Number of clock hours required for student teaching	640

Are there programs in which candidates are the teacher of record?

○ Yes

● No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	
Number of years required for teaching as the teacher of record in a classroom	

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	7
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	27
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	219
Number of students in supervised clinical experience during this academic year	295

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

1. The state requires a minimum of 100 hours of field experiences (practicum) prior to clinical practice (student teaching). All of our programs meet or exceed this minimum. On average, candidates complete a sequence of four practicums averaging at 150 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. Each semester, Team Development is held for teacher candidates, cooperating teachers, and university supervisors participating in the clinical experience which, in Nebraska, is defined as the student teaching experience. The workshop is 4 hours long, and includes training in the InTasc standards and the collaborative model. 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, 37 full-time faculty and 15 part-time faculty are engaged with other supervised field experiences prior to clinical practice (student teaching). This includes 2 full-time instructional coaches and 4 part-time instructional coaches who are considered faculty. 5. The number provided above reflects adjunct faculty (29) and PK-12 cooperating teachers (219) 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, 1,138 PK-12 teachers were engaged in the other supervised field experiences prior to clinical practice (student teaching). This number includes graduate placements. 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, 1,264 candidates participated in the other supervised field experiences prior to clinical practice (student teaching). This number includes graduate placements.

Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year. **(§205(a)(1)(C)(ii))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Enrolled Student
- Program Completer

Enrollment and Program Completers

2018-19 Total	
Total Number of Individuals Enrolled	394
Subset of Program Completers	167

Gender	Total Enrolled	Subset of Program Completers
Male	91	39
Female	303	128
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	5	2
Black or African American	6	1
Hispanic/Latino of any race	32	9
Native Hawaiian or Other Pacific Islander	1	0
White	326	148

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	17	7
No Race/Ethnicity Reported	7	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	17	7
No Race/Ethnicity Reported	7	0

Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2018-19.

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))**

What are CIP Codes?

☐ **No teachers prepared in academic year 2018-19**

If your program has no teachers prepared, check the box above and leave the table below blank (or **clear responses already entered**).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	18
13.1202	Teacher Education - Elementary Education	85

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	7
13.1210	Teacher Education - Early Childhood Education	22
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	7
13.1303	Teacher Education - Business	3
13.1305	Teacher Education - English/Language Arts	19
13.1306	Teacher Education - Foreign Language	9
13.1307	Teacher Education - Health	1
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	5
13.1312	Teacher Education - Music	7
13.1314	Teacher Education - Physical Education and Coaching	10
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	8
13.1317	Teacher Education - Social Science	5
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	1
13.1323	Teacher Education - Chemistry	2
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	21
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2018-19. 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))**

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

What are CIP Codes?

Do participants earn a degree upon completion of the program?

- ● Yes
- ○ No

☐ **No teachers prepared in academic year 2018-19**

If your program does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or **clear responses already entered**).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	18
13.1202	Teacher Education - Elementary Education	85
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	7
13.1210	Teacher Education - Early Childhood Education	22
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	7
13.1303	Teacher Education - Business	3
13.1305	Teacher Education - English/Language Arts	19
13.1306	Teacher Education - Foreign Language	9
13.1307	Teacher Education - Health	1

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	4
13.1312	Teacher Education - Music	7
13.1314	Teacher Education - Physical Education and Coaching	10
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	8
13.1317	Teacher Education - Social Science	5
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	1
13.1323	Teacher Education - Chemistry	2
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	21
13.99	Education - Other Specify:	
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	
12	Personal and Culinary Services	
14	Engineering	
16	Foreign Languages, Literatures, and Linguistics	
19	Family and Consumer Sciences/Human Sciences	
21	Technology Education/Industrial Arts	
22	Legal Professions and Studies	
23	English Language/Literature	
24	Liberal Arts/Humanities	
25	Library Science	
26	Biological and Biomedical Sciences	
27	Mathematics and Statistics	
30	Multi/Interdisciplinary Studies	
38	Philosophy and Religious Studies	
40	Physical Sciences	
41	Science Technologies/Technicians	
42	Psychology	
44	Public Administration and Social Service Professions	
45	Social Sciences	
46	Construction	
47	Mechanic and Repair Technologies	
50	Visual and Performing Arts	
51	Health Professions and Related Clinical Sciences	
52	Business/Management/Marketing	
54	History	

CIP Code	Academic Major	Number Prepared
99	Other Specify:	

Program Assurances

Respond to the following assurances. Note: Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. **(§205(a)(1)(A)(iii); §206(b))**

Program Assurances

1. **Program 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
   ○ No

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No
   ○ Program does not prepare special education teachers

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   1) In response to needs of the local educational agencies based on past hiring and recruitment needs: a) The College of Education partnership with the Metropolitan Omaha Education Consortium (MOEC) is a model in collaboration between the college, the twelve metropolitan area school districts, and two educational service units. The consortium is a catalyst for identifying priority issues common to member organizations and addressing these issues through joint task forces and projects. b) The College uses task forces, committees, and advisory groups to collect data about our graduates from school districts in the service area (MOEC, Office of STEM Education, Literacy, and Special Education Advisory). c) Special programs are offered to meet specific needs of surrounding districts (TAP, CADRE, Career Ladders). In these programs, districts choose the candidates and areas of certification to meet the needs of the hiring district. d) Field experiences in professional sequence courses and methods courses occur in local schools and respond to the needs of the PK-12 teachers and students. e) Feedback received through MOEC, COE and TED Data Events, various committees, and evaluations given to cooperating teachers are used to guide program improvement. f) The state department of education conducts surveys of first-

and second-year teachers. As well as school administrators to ascertain program graduates' strengths and weaknesses. g) Based on feedback from superintendents and human resources administrators from area school districts, the College of Education revised its clinical practice experiences. The new structure for clinical practice is based on co-teaching strategies and provides candidates meaningful experiences to better prepare them for their first year of teaching while also minimizing interruptions or changes in PK-12 classroom instruction. 2) In responses to be closely linked with the needs of schools and the instructional decisions 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, UNO began utilizing instructional coaches to work directly with teacher candidates during their practicum experiences as part of the methods courses. The instructional coaches are full-time faculty in the Teacher Education Department of the College of Education. The coaches are master teachers who have recent classroom experience and were recruited from local area districts. They understand the needs of the local districts as well as the day-to-day demands of PK-12 classroom teaching. In many instances, the coaches co-teach with faculty members. In this model they provide current and relevant examples related to the teacher education course content, and in doing so, help candidates connect theoretical and academic content with authentic PK-12 instructional decision-making scenarios. c) All clinical practice candidates participate in the Strategies Project in which they demonstrate their knowledge and skill in using both formative and summative assessments. The scoring protocol for the project actively and systematically engages master teachers (other than cooperating teachers) from local districts in the evaluation of candidates. 3) In response to prospective special education teachers being prepared in core academic subjects and to instruct in core subjects: a) All special education candidates complete the general academic requirements of the university in English and Writing, Mathematics, Public Speaking, Humanities and Fine Arts, Social Sciences, Diversity (U.S. and global), and Natural and Physical Sciences. b) Dual endorsement special educational candidates (special education and elementary education or a secondary education content area) complete clinical practice experience in both settings. c) All dual endorsement special education candidates are required to pass a standardized exam (Praxis II) which provides a measure of content knowledge in core subject (elementary candidates) or a specific content area (secondary candidates) in addition to their completion of the special education Praxis II examination. d) All special education candidates complete the course SPED 4710: Interactions that has a focus on co-teaching and collaboration in order to prepare candidates for collaborating in core subjects. 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) TED 2300: Human Growth and Learning which includes observations with an emphasis on the differentiation of instruction. b) SPED 3800: Differentiation and Inclusion which addresses the historical and legal context of special education, covers both high and low-incidence disabilities, individual education programs, and introduces the universal design for learning model. 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 member 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) TED 2400: 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.

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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in mathematics in 2018-19?

If no, leave remaining questions for 2018-19 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

The goal of preparing 16 prospective teachers in mathematics was set.

3. Did your program meet the goal?

- ○ Yes
- ● No

4. Description of strategies used to achieve goal, if applicable:

In 2018-2019, 11 teachers were prepared in mathematics. We maintained a strong alternative track to mathematics certification via the Teacher Academy Project. We also awarded eight Noyce Scholars scholarships and ten Noyce Intern Internships authorized under the National Science

Foundation. These scholarships are given to students pursuing careers in science, technology, engineering, and mathematics education (STEM) and provide financial assistance and leadership assistance.

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

We supported a number of community-based events which recruit middle and high school students to teaching careers (STEM), such as P16 mathematics teaching circles co-sponsored with the Omaha Citywide STEM Ecosystem within area businesses (i.e. Math with a Chef, Math with an Architect, etc.). We also further operationalized a dual degree program with the mathematics department to recruit mathematics majors into teaching careers, and we worked more closely with Metropolitan Community College on recruiting students early into the mathematics teaching program.

6. Provide any additional comments, exceptions and explanations below:

The College of Education, in collaboration with the College of Arts and Sciences, now offers a degree which allows secondary education majors to pursue a double major and retain their content degree in mathematics. The degree pathway provides the College of Education the opportunity to more effectively recruit and encourage mathematics majors to consider teaching careers and added flexibility to certifying mathematics teacher. It also allowed us to receive a Noyce Scholarship grant for teachers from the National Science Foundation. The College of Education filled an instructor position in science, technology, engineering, and mathematics (STEM) in mathematics education. The College of Education also further supported a new discipline-based educational researcher whose faculty appointment is in the College of Education to partner with a newly hired STEM researcher in Computer Science. This will strengthen the teaching of STEM in both the College of Education and College of Arts and Sciences. It will also position these units to pursue further grant funding to support the preparation of secondary STEM teachers. The Teacher Education Department continues to offer an alternative pathway, the Teacher Academy Project (TAP), for those who have an existing degree in mathematics (and other high-need content areas) and are interested in pursuing a teaching career in mathematics. The TAP students complete the coursework and clinical preparation necessary for certification in an accelerated one-year program. The College of Education awarded eight Noyce Scholar Scholarships authorized under the National Science Foundation and also ten Intern positions to lower undergraduates. These scholarships are given to students pursuing careers in STEM education.

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in mathematics in 2019-20? If no, leave the next question blank.

- ◉ Yes
- ◯ No

8. Describe your goal.

We have sought this last year to steadily build and to expand the mathematics teacher pathways within UNO for preparing highly qualified, diverse and well-experienced mathematics teachers, by: 1) increasing collaboration between the Math and Teacher Education departments, 2) expanding student funding for preservice teachers via the National Science Foundation Noyce program, 3) expanding the recruitment of future mathematics teachers by an increased relationship with Metropolitan Community College, and 4) providing high quality community engagement experiences via the Omaha STEM Ecosystem. During 2019- 2020, we plan to prepare 8 teachers in mathematics.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in mathematics in 2020-21? If no, leave the next question blank.

- ◉ Yes
- ◯ No

10. Describe your goal.

In addition to continuing our prior efforts for expanding the mathematics teacher preparation pathways at UNO and its related collaborations with the community, we also seek next year to: 1) expand pivoting to hybrid and online learning coursework options, 2) building more collaboration with practicing STEM teachers of all disciplines, including computer science and engineering teachers, 3) providing more student leadership opportunities on outreach events and online activities, and 4) integrating additional opportunities to work with a larger number of university faculty members and current mathematics teachers from the area schools. During 2020-2021, we plan to prepare 14 teachers in mathematics.

In addition to continuing our prior efforts for expanding the mathematics teacher preparation pathways at UNO and its related collaborations with the community, we also seek next year to: 1) expand pivoting to hybrid and online learning coursework options, 2) building more collaboration with practicing STEM teachers of all disciplines, including computer science and engineering teachers, 3) providing more student leadership opportunities on outreach events and online activities, and 4) integrating additional opportunities to work with a larger number of university faculty members and current mathematics teachers from the area schools. During 2020-2021, we plan to prepare 14 teachers in mathematics.

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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in science in 2018-19?

If no, leave remaining questions for 2018-19 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

The goal was to prepare 15 teachers in science.

3. Did your program meet the goal?

- ○ Yes
- ● No

4. Description of strategies used to achieve goal, if applicable:

We continued to expand an alternative track to science certification via the Teacher Academy Project. We awarded six Noyce Scholar Scholarships and eight Noyce Intern Scholarships authorized under the National Science Foundation. These scholarships are given to students pursuing careers in

science, technology, engineering, and mathematics education (STEM). During 2018-2019, 11 teachers were prepared in science.

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

We continued to mentor two recently filled faculty-development positions in science, technology, engineering, and mathematics (STEM) education. We supported a number of community-based events which recruit middle and high school students to teaching careers in STEM and worked closely with area partners to lead an Omaha Citywide STEM Ecosystem.

6. 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 physics, chemistry or biology. The degree pathway provides the College of Education the opportunity to more effectively recruit and encourage physics, chemistry and biology majors to consider teaching careers and added flexibility for certifying science teachers. The College of Education recently hired a discipline-based educational researcher whose faculty appointment is in the College of Education. This is a relatively new faculty line dedicated to the teaching of science, technology, engineering, and mathematics (STEM). This will strengthen the teaching of STEM in the College of Education, College of Arts and Sciences and the College of Information Science and Technology as this new hire partners with another recent hire in Computer Science. It will also position these units to pursue grant funding to support the preparation of secondary STEM teachers. The Teacher Education Department continues to offer an alternative pathway, the Teacher Academy Project (TAP), for those who have an existing degree in a science content area (and other high-needs content areas) and are interested in pursuing a teaching career in science. The TAP students complete the coursework and clinical preparation necessary for certification in an accelerated one-year program. The College of Education and Arts and Sciences awarded six Noyce Scholar Scholarships and eight Noyce Intern Scholarships authorized under the National Science Foundation. These scholarships are given to students pursuing careers in STEM education.

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in science in 2019-20? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

We have sought this last year to build and to expand the science teacher pathways within UNO for preparing highly qualified, diverse and well-experienced science teachers, by: 1) increased collaboration and advising between the TED, Physics, Biology, Chemistry, and Geography/Geology Departments, 2) expanding student funding for preservice teachers via the National Science Foundation Noyce program, 3) expanding the recruitment of future science teachers by increased recruiting from students majoring in science, 4) expanding co-planning among an increasingly wider group of faculty for refining science content and pedagogy coursework enhancements, and 5) providing high quality research experiences so as to deepen a candidate's experience in scientific inquiry. During 2019-2020, we plan to prepare 12 teachers in science.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in science in 2020-21? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

In addition to continuing our prior efforts for expanding the science teacher preparation pathways at UNO and the related collaborations across campus and with the community, we also seek next year to: 1) expand pivoting to more hybrid and online learning coursework options, 2) integrating more technology-based and computer science experiences such as with computer programming, sensors, scientific equipment, etc., 3) providing more student leadership opportunities, and especially in leading informal science activities in the area schools, and 4) expanding and deepening opportunities for candidates to work with experienced science faculty (university and high school) to deepen their understanding of scientific research practices, so as to be able to bring those experiences into their own classrooms. During 2020-2021, we plan to prepare 6 teachers in science.

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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

THIS PAGE INCLUDES:

>> Report Progress on Last Year's Goal (2018-19)

>> Review Current Year's Goal (2019-20)

>> Set Next Year's Goal (2020-21)

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in special education in 2018-19?

If no, leave remaining questions for 2018-19 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

The program planned to add 20 prospective special education teachers.

3. Did your program meet the goal?

- ○ Yes
- ● No

4. Description of strategies used to achieve goal, if applicable:

There were 18 completers between the different special education endorsements (Early Childhood Inclusive, Special Education, Deaf/Hard of Hearing). Faculty continued to work with academic advisors to make sure that students are informed regarding the special education program options including

the Early Childhood Inclusive major. In addition, faculty have provided program information during classes early in the sequence and the student organization members and advisors have attended recruitment events. Two faculty members attended the Mavs admit day which allowed them to speak to future education majors and their parents about special education as an option. The Early Childhood Inclusive major has provided an excellent option for students which has resulted in immediate growth of this major.

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

SPED 1500: Introduction to Special Education has been offered since 2016 to provide students with a knowledge base of special education earlier in their academic program and recruit students to special education and early childhood inclusive majors. We are also offered an online section of SPED 1500: Introduction to Special Education in 2019 to provide for flexibility and another option for our students. The Early Childhood Inclusive major was developed and implemented with the first graduates completing the program in 2018-2019.

6. 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 has enrollments each semester of 110-120 students across three sections. One of the goals of the course is to recruit students to the field of special education or the inclusive practices concentration. The Early Childhood Inclusive major was offered that prepares candidates to teach in early childhood special education settings.

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in special education in 2019-20? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

The goal is to prepare 20 special education teachers for 2019-2020. Programs that result in special education preparation include Early Childhood Inclusive, Special Education, and Deaf/Hard of Hearing. The Early Childhood Inclusive program has seen growth and will result in more teachers prepared to teach in special education settings.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in special education in 2020-21? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

The program plans to add 20 prospective special education majors. The goal is to prepare 20 special education teachers for 2019-2020. Programs that result in special education preparation include Early Childhood Inclusive, Special Education, and Deaf/Hard of Hearing. The Early Childhood Inclusive program has seen growth and will result in more teachers prepared to teach in special education settings.

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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in instruction of limited English proficient students in 2018-19?

If no, leave remaining questions for 2018-19 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

The goal for prospective teachers in instruction of limited English proficient students was 25.

3. Did your program meet the goal?

- ○ Yes
- ● No

4. Description of strategies used to achieve goal, if applicable:

There were 21 students prepared in the instruction of limited English proficient students in 2018-2019 at the undergraduate level. In order to ensure that

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

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

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

6. Provide any additional comments, exceptions and explanations below:

Faculty in the Teacher Education Department are working with the local school districts with the largest number of limited English proficient students to tailor coursework and additional practical experiences for candidates and teacher to increase the number of candidates pursuing an endorsement in ESL/ELL.

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in instruction of limited English proficient students in 2019-20? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

The program plans to prepare 25 teachers in instruction of limited English proficient students.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

The program plans to prepare 25 teachers in instruction of limited English proficient students.

Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Pass rate
- Scaled score
- Teacher credential assessment

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	5			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	7			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	6			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	2			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	3			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	8			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	3			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	2			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All enrolled students who have completed all noncl	95	167	95	100
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) Other enrolled students	299	170	291	97
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2018-19	151	169	151	100
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2017-18	111	171	110	99
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2016-17	12	174	12	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All enrolled students who have completed all noncl	95	180	95	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) Other enrolled students	299	181	298	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2018-19	153	181	153	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2017-18	109	184	109	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2016-17	12	192	12	100
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All enrolled students who have completed all noncl	96	171	96	100
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) Other enrolled students	300	170	294	98
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2018-19	151	170	151	100
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2017-18	110	172	110	100
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2016-17	12	176	12	100
ETS5272 -ED OF DEAF AND HARD OF HEARING Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5272 -ED OF DEAF AND HARD OF HEARING Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5272 -ED OF DEAF AND HARD OF HEARING Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5272 -ED OF DEAF AND HARD OF HEARING Educational Testing Service (ETS) All program completers, 2016-17	2			
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All enrolled students who have completed all noncl	8			
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2018-19	12	176	12	100
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2017-18	5			
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All enrolled students who have completed all noncl	53	172	51	96

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	5			
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2018-19	73	172	73	100
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2017-18	71	174	69	97
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2016-17	84	173	84	100
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) Other enrolled students	2			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2018-19	17	173	16	94
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2017-18	18	174	17	94
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2016-17	18	177	17	94
ETS5174 -FRENCH WORLD LANGUAGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5174 -FRENCH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2018-19	2			
ETS5174 -FRENCH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5174 -FRENCH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	7			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	7			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	5			
ETS5183 -GERMAN WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2016-17	2			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	5			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	10	167	10	100
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	7			
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2018-19	5			
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) Other enrolled students	3			
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	3			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2018-19	6			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) Other enrolled students	1			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2018-19	9			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2017-18	5			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2016-17	5			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	7			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	5			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	4			
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2017-18	48	181	48	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2016-17	137	181	137	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2017-18	48	179	48	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2016-17	136	180	136	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2017-18	48	176	48	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2016-17	136	177	136	100
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All enrolled students who have completed all noncl	14	180	14	100
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2018-19	4			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2017-18	13	180	13	100
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2016-17	8			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	5			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	5			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	10	174	10	100
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	5			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students	2			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2018-19	7			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2017-18	4			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2016-17	5			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)

Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Pass rate
- Scaled score
- Teacher credential assessment

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2018-19	165	161	98
All program completers, 2017-18	172	169	98
All program completers, 2016-17	162	158	98

Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program. **(§205(a)(1)(D), §205(a)(1)(E))**

Low-Performing

1. Is your teacher preparation program currently approved or accredited?

- ● Yes
- ○ No

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

- ☑ State
- ☐ CAEP
- ☐ AAQEP
- ☐ Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- ○ Yes
- ● No

Use of Technology

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Use of Technology

1. **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. (§205(a)(1)(F))**

    Does your program prepare teachers to:

    a. **integrate technology effectively into curricula and instruction**

    ● Yes
    ○ No

    b. **use technology effectively to collect data to improve teaching and learning**

    ● Yes
    ○ No

    c. **use technology effectively to manage data to improve teaching and learning**

    ● Yes
    ○ No

    d. **use technology effectively to analyze data to improve teaching and learning**

    ● Yes
    ○ No

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

    The acquisition of technology skills and the use of technology as an instructional tool is an ongoing focus in educator preparation. Technology integration has been mapped throughout the program and includes a variety of tools, such as iPads, to support learning in the classrooms. For example, SMART board lessons are included in both 2000 and 3000 level classes to prepare candidates to use this technology tool in their field experience placements. 1) All candidates see technology modeled in their professional sequence coursework of TED 2100, 2200, 2300 and 2400 through both communication and collaboration tools. While these tools vary, (e.g. blogs, Google docs, PollEverywhere, Inspiration, GoodReads, Zoom, 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. This technology integration is measured and monitored during the Strategies Project assessment during the final semester in the program. 3) All candidates are required to take TED 2400: Planning for Effective Teaching which introduces concepts related to universal design for learning. This provides the foundation candidates needed to use technology, as well as other resources, to design instruction which addresses multiple means of representation, expression, and engagement. 4) Candidates are required to use video analysis technology to self-assess their performance and enhance their reflective practice. Video analysis also affords both instructional coaches and faculty members the opportunity to give specific feedback to candidates during field experiences. Candidates are expected to incorporate this feedback in future instruction during field experience and clinical practice. Video analysis is embedded throughout

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

Teacher Training

Provide the following information about your teacher preparation program.
(§205(a)(1)(G))

Teacher Training

1. **Provide a description of the activities that prepare general education teachers to:**

   a. **Teach students with disabilities effectively**

   To prepare candidates to teach students with disabilities effectively the College of Education requires: 1) All prospective general education teacher candidates to take either SPED 1500: Introduction to Special Education and additional special education coursework for the Inclusive Practices concentration or SPED 3800: Differentiation and Inclusive Practices. These courses provide candidates with knowledge of various disabilities and strategies for working with students with disabilities and collaborating on SAT, MDT and IEP teams. 2) Methods courses require candidates to plan for differentiated instruction in all lesson plan preparation that addresses students with varying abilities (i.e., students with disabilities, students with limited English proficiency). 3) Effective July 1, 2019, all teacher preparation programs approved by the Nebraska State Board of Education must include a part of their initial course requirements instruction in dyslexia, including, but not limited to: 1) Knowledge and best practices standards for teaching reading; 2) Characteristics of dyslexia and the science of dyslexia; and 3) Evidence-based structured literacy interventions, classroom accommodations, and assistive technology for individuals with dyslexia. College of Education faculty meet to plan for the inclusion of this content into general education literacy methods courses and discussed how the dyslexia content was incorporated into three of the special education courses: SPED 1500: Introduction to Special Education, SPED 3800: Differentiation and Inclusive Practices, and SPED 4150: Reading and Writing Instruction for Students with Disabilities.

   b. **Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act.***

   To participate as a member of individualized education program team: All students in the College of Education complete SPED 1500: Introduction to Special Education and additional special education coursework for the Inclusive Practices concentration or SPED 3800: Differentiation and Inclusive Practices. In addition to the content referenced in the previous section, these courses: 1) introduce SATs, MDTs, IEPs, and inclusive practices; 2) introduce concepts related to communication with families and other professionals

   c. **Effectively teach students who are limited English proficient.**

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

2. **Does your program prepare special education teachers?**

   ● **Yes**
   ○ **No**

   If yes, provide a description of the activities that prepare *special education teachers* to:

   a. **Teach students with disabilities effectively**

1) The College of Education certifies special educators who complete a dual endorsement in a general education area (elementary or secondary content) and special education (K-6 or 7-12) or special education (K-6 or 7-12). In addition, teachers are prepared in the areas of Early Childhood Inclusive and Deaf/Hard of Hearing. 2) All coursework for the special education endorsement is aligned with the Council for Exceptional Children standards and meets the requirement for the Nebraska Department of Education's Special Education Generalist endorsement (K-6 or 7-12), Early Childhood Inclusive, or Deaf/Hard of Hearing. 3) Processes, procedures, and evidence-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. Specifically, SPED 4640: Methods in Special Education focuses on the writing of IEPs and attending an IEP meeting with their mentor teachers during the practicum experience. 4) Special education generalist candidates are required to take SPED 4710: Interactions. 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. This course also examines collaborative aspects of teaming and coteaching. 5) Each special education candidate has methods and practicum courses from the elementary or secondary program, which include methods courses that address students with limited English proficiency.

b. **Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act.***

SPED 4640: Methods in Special Education focuses on the writing of IEPs and attending an IEP meeting with their mentor teachers during the special education practicum experience. SPED 4710: Interactions focuses on collaboration with other IEP team members such as family members and other K-12 professionals.

c. **Effectively teach students who are limited English proficient.**

Each special education candidate completes TED 2400: Planning for Effective Teaching and methods and practicum courses from the elementary or secondary program, which include methods courses that address students with limited English proficiency.

Contextual Information

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

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 (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

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

Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Certification of submission

☑ **I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the** *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.*

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Nancy Edick

TITLE:

College of Education Dean

Certification of review of submission

☑ **I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the** *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.*

NAME OF REVIEWER:

Kristine Swain

TITLE:

Department Chair