title **II** higher education act

**2020** TITLE II REPORTS
National Teacher Preparation Data

NE **Wayne State College**
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**

181783

☐ **THIS INSTITUTION HAS NO IPEDS ID**

**IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION**

**ADDRESS**

1111 Main Street

**CITY**

Wayne

**STATE**

Nebraska ▼

**ZIP**

68787

**SALUTATION**

Ms. ▼

**FIRST NAME**

Phyllis

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# 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 | UG | |
| 13.1203 | Junior High/Intermediate/Middle School Education and Teaching | UG | |
| 13.1 | Special Education | Both | |
| 13.1302 | Teacher Education - Art | UG | |
| 13.1322 | Teacher Education - Biology | UG | |
| 13.1303 | Teacher Education - Business | UG | |
| 13.1323 | Teacher Education - Chemistry | UG | |
| 13.1324 | Teacher Education - Drama and Dance | UG | |
| 13.14 | Teacher Education - English as a Second Language | Both | |
| 13.1305 | Teacher Education - English/Language Arts | UG | |
| 13.1308 | Teacher Education - Family and Consumer Sciences/Home Economics | UG | |
| 13.1306 | Teacher Education - Foreign Language | UG | |
| 13.1316 | Teacher Education - General Science | UG | |
| 13.1307 | Teacher Education - Health | UG | |
| 13.1328 | Teacher Education - History | UG | |
| 13.1311 | Teacher Education - Mathematics | UG | |

| CIP Code | Teacher Preparation Programs | UG, PG, or Both | Update |
|---|---|---|---|
| 13.1312 | Teacher Education - Music | UG | |
| 13.99 | Teacher Education - Other | UG | |
| 13.1314 | Teacher Education - Physical Education and Coaching | UG | |
| 13.1315 | Teacher Education - Reading | Both | |
| 13.1317 | Teacher Education - Social Sciences | UG | |
| 13.1331 | Teacher Education - Speech | UG | |
| 13.1309 | Teacher Education - Technology/Industrial Arts | UG | |
| 13.1320 | Teacher Education - Trade and Industrial | UG | |

**Total number of teacher preparation programs:**

37

| CIP Code | Teacher Preparation Programs | UG, PG, or Both | Update |
|---|---|---|---|
| 13.1312 | Teacher Education - Music | UG | |

# 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.)**

| 2.5 |
|-----|

**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:**

The nationally-normed test we use to indicate basic knowledge and competency in reading, writing, and math is the Core Academic Skills for Educators offered by the Educational Testing Service (ETS). Our grade point average (GPA) is calculated on a 4.0 scale. According to Nebraska Department of Education regulations, all candidates must have at least a 2.75 GPA in order to advance to clinical practice.

# 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 |
| 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 |

| Element | Admission | | Completion | |
|---|---|---|---|---|
| Recommendation(s) | ● Yes | ○ No | ● Yes | ○ No |
| Essay or personal statement | ● Yes | ○ No | ● Yes | ○ No |
| 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.)**

3

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

The nationally-normed test we use to indicate basic knowledge and competency in reading, writing, and math is the Core Academic Skills for Educators offered by the Educational Testing Service (ETS). Our grade point average (GPA) is calculated on a 4.0 scale. Graduate students interested in pursuing the Master's degree in Special Education (which can lead to initial certification as a Special Education Generalist) must have at least a 2.75 undergraduate GPA; they must supply a transcript from the undergraduate institution; and they must provide three recommendations obtained from either past or current employers or from school administrators. According to Nebraska Department of Education regulations, all initial candidates must have at least a 2.75 GPA in order to advance to clinical practice. Per Wayne State policy regarding grades for graduate students, a minimum overall average of "B" (3.0 on a 4.0 scale) is required.

# 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 | 100 |
| 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)<br><br>Optional tool for automatically calculating full-time equivalent faculty in the system | 14 |
| Number of adjunct faculty supervising clinical experience during this academic year (IHE staff) | 22 |
| Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year | 180 |
| Number of students in supervised clinical experience during this academic year | 137 |

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

The data provided above reflects faculty, adjunct faculty, and PK-12 teachers directly engaged with candidates in supervised clinical practice which, in Nebraska, is defined as the student teaching experience. In addition to the specific numbers reported above, over 400 individuals (faculty + PK-12 teachers) are engaged with pre-clinical practice practicum experiences required to meet the state department's requirement of 100 hours minimum prior to clinical practice. Our clinical practice requirement is full day for 16 weeks for candidates with one field or two subject endorsements; and 18 weeks for those with one field and one subject. Candidates with two field endorsements must complete two full semesters of clinical practice.

# 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 | 371 |
| Subset of Program Completers | 137 |

| Gender | Total Enrolled | Subset of Program Completers |
| --- | --- | --- |
| Male | 100 | 45 |
| Female | 271 | 92 |
| Non-Binary/Other | 0 | 0 |
| No Gender Reported | 0 | 0 |
| **Race/Ethnicity** | **Total Enrolled** | **Subset of Program Completers** |
| American Indian or Alaska Native | 2 | 0 |
| Asian | 3 | 3 |
| Black or African American | 0 | 0 |
| Hispanic/Latino of any race | 18 | 6 |
| Native Hawaiian or Other Pacific Islander | 0 | 0 |
| White | 340 | 125 |

| Race/Ethnicity | Total Enrolled | Subset of Program Completers |
|---|---|---|
| Two or more races | 6 | 2 |
| No Race/Ethnicity Reported | 2 | 1 |

# 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.

> **THIS PAGE INCLUDES:**
>
> ›› Teachers Prepared by Subject Area
>
> ›› Teachers Prepared by Academic Major

**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 | 26 |
| 13.1202 | Teacher Education - Elementary Education | 60 |

| CIP Code | Subject Area | Number Prepared |
|---|---|---|
| 13.1203 | Teacher Education - Junior High/Intermediate/Middle School Education | 2 |
| 13.1210 | Teacher Education - Early Childhood Education | 18 |
| 13.1301 | Teacher Education - Agriculture | |
| 13.1302 | Teacher Education - Art | 1 |
| 13.1303 | Teacher Education - Business | 3 |
| 13.1305 | Teacher Education - English/Language Arts | 6 |
| 13.1306 | Teacher Education - Foreign Language | 2 |
| 13.1307 | Teacher Education - Health | 5 |
| 13.1308 | Teacher Education - Family and Consumer Sciences/Home Economics | 7 |
| 13.1309 | Teacher Education - Technology Teacher Education/Industrial Arts | 10 |
| 13.1311 | Teacher Education - Mathematics | 3 |
| 13.1312 | Teacher Education - Music | 3 |
| 13.1314 | Teacher Education - Physical Education and Coaching | 29 |
| 13.1315 | Teacher Education - Reading | 21 |
| 13.1316 | Teacher Education - Science Teacher Education/General Science | 1 |
| 13.1317 | Teacher Education - Social Science | 15 |
| 13.1318 | Teacher Education - Social Studies | |
| 13.1320 | Teacher Education - Trade and Industrial | |
| 13.1321 | Teacher Education - Computer Science | 1 |
| 13.1322 | Teacher Education - Biology | |
| 13.1323 | Teacher Education - Chemistry | |
| 13.1324 | Teacher Education - Drama and Dance | 1 |
| 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 | 3 |
| 13.99 | Education - Other Specify:<br>Work-Based Learning (Career Education) | 15 |

# 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 | 10 |
| 13.1202 | Teacher Education - Elementary Education | 60 |
| 13.1203 | Teacher Education - Junior High/Intermediate/Middle School Education | 2 |
| 13.1210 | Teacher Education - Early Childhood Education | 8 |
| 13.1301 | Teacher Education - Agriculture | |
| 13.1302 | Teacher Education - Art | 1 |
| 13.1303 | Teacher Education - Business | 3 |
| 13.1305 | Teacher Education - English/Language Arts | 6 |
| 13.1306 | Teacher Education - Foreign Language | |
| 13.1307 | Teacher Education - Health | 5 |

| CIP Code | Academic Major | Number Prepared |
|---|---|---|
| 13.1308 | Teacher Education - Family and Consumer Sciences/Home Economics | 7 |
| 13.1309 | Teacher Education - Technology Teacher Education/Industrial Arts | 10 |
| 13.1311 | Teacher Education - Mathematics | 3 |
| 13.1312 | Teacher Education - Music | 3 |
| 13.1314 | Teacher Education - Physical Education and Coaching | 5 |
| 13.1315 | Teacher Education - Reading | |
| 13.1316 | Teacher Education - General Science | 1 |
| 13.1317 | Teacher Education - Social Science | 15 |
| 13.1318 | Teacher Education - Social Studies | |
| 13.1320 | Teacher Education - Trade and Industrial | |
| 13.1321 | Teacher Education - Computer Science | |
| 13.1322 | Teacher Education - Biology | |
| 13.1323 | Teacher Education - Chemistry | |
| 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 | |
| 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:**

Northeast Nebraska Teacher Academy (NENTA) Qualified Wayne State College education majors serve northeast Nebraska school districts as paid substitute teachers through our NENTA program. NENTA is a substitute teacher development partnership between Wayne State College and the Northeast Nebraska Network Consortium comprised of school districts in Educational Service Units 1, 2, 7, 8, and 17. NENTA is specifically designed to prepare eligible college students to serve as highly qualified substitute teachers to help meet, in part, the substitute teacher shortage in northeast Nebraska. In order for NENTA students to serve as substitute teachers, they must meet certain NENTA eligibility requirements as well as regulations set forth by the Nebraska Department of Education (NDE). NENTA students serve as substitute teachers in districts where teachers are absent due to illness or are participating in professional development opportunities. The availability of NENTA subs provides area teachers the opportunity for professional development which in turn allows them to make improvements toward their student achievement and district goals. NENTA students are helping to enhance the overall teaching/learning experience for all involved. Advisory Council for Educator Preparation (ACEP) ACEP has also proven

to be a valuable conduit for collaborative efforts to improve teacher preparation. The Council includes representatives from all four Schools on campus to insure that secondary endorsement programs in the Arts and Sciences are represented; teachers and administrators from area PK-12 districts; and professional staff from ESU #1. The purpose of this Council is to discuss and promote collaborative initiatives that will significantly impact current efforts of the Unit and encourage further endeavors to create effective schools, teacher education programs, and quality teaching at all levels. Meetings are held once each term to discuss issues of common concern and to collaborate on projects that lead to improved preparation of candidates. Co-teaching Model for Clinical Practice For the past five years, we have been able to offer cooperating teachers and candidates the option to participate in a co-teach model during clinical practice. By working along side of the cooperating teacher in all phases of instruction (planning, delivery, assessment) from day one of the experience, the candidate gains valuable working knowledge of the profession. An additional positive outcome is that the candidate is viewed by the PK-12 students as a 'teacher' and not a 'student teacher'.

# Annual Goals: Mathematics

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)

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.**

Our goal was to increase by 1 (over our 5-year average of 7 per year) our number of candidates entering Math Education, i.e. our goal was to have at least 8 new candidates enter our preparation pipeline during the 2018-19 academic year.

**3. Did your program meet the goal?**

- ○ Yes
- ● No

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

The main strategy of the School of Education and Counseling was to work with the campus-wide Strategic Recruitment Council (appointed by our

college president) on developing a specific plan for recruiting students into endorsement programs such as Math Education where we know there are teacher shortages. Other general strategies and/or action steps included participation in regional college fairs; interactive on-campus visits with prospective students and their families; and working closely with staff in our Admissions Office who serve as recruiters and/or contacts for area high schools.

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

The most important lesson learned is that there are lots of students who see the study of math as a pathway to a more lucrative career in either business or technology. As a School of Education and Counseling, we need to figure out ways to encourage and support those students who have an interest in math, but don't think they are good enough at it to become a teacher.

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

We continue to work with our PK-12 partners to re-design our practicum and clinical experiences, so that candidates have multiple opportunities for field work in real-life classrooms. We see this as a way to not only build skills, but also to increase confidence in regards to teaching.

# 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.**

Our goal is to have at least 7 students enter the pipeline in Math Education, which would meet our 5-year, per-year average.

# 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.**

Our goal for 2020-21 is to have at least 7 students enter the pipeline in Math Education, which would meet our 5-year, per-year average.

# 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.**

Our goal was to increase by 1 (over our 5-year average of 2 per year) our number of candidates entering Science Education, i.e. our goal was to have at least 3 new candidates enter our preparation pipeline during the 2018-19 academic year.

**3. Did your program meet the goal?**

- ○ Yes
- ● No

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

The main strategy of the School of Education and Counseling was to work with the campus-wide Strategic Recruitment Council (appointed by our

college president) on developing a specific plan for recruiting students into endorsement programs such as Science Education where we know there are teacher shortages. Other general strategies and/or action steps included participation in regional college fairs; interactive on-campus visits with prospective students and their families; and working closely with staff in our Admissions Office who serve as recruiters and/or contacts for area high schools.

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

We will continue to use the strategies outlined above because we have confidence in their value, but we have learned that students who are interested in science are considering careers in research, the medical profession, or the environment - and not considering professional education. As a School of Education and Counseling, we need to develop a recruitment plan that promotes the personal and professional benefits of being a teacher.

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

We did admit 2 new secondary (7-12) science education candidates this year, so we will continue to build on that.

# 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.**

Our goal for 2019-20 is to have at least 3 students enter the pipeline in Science Education, which would exceed our 5-year, per-year average by 1 student.

# 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.**

Our goal for 2020-21 is to have at least 3 students enter the pipeline in Science Education, which would exceed our 5-year, per-year average by 1 student.

# 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

## 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.**

Our goal was to increase by 1 (over our 5-year average of 23 per year) the number of candidates entering our Special Education Generalist program, i.e. our goal was to have at least 24 new candidates enter our preparation pipeline during the 2018-19 academic year.

**3. Did your program meet the goal?**

- ○ Yes
- ● No

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

The main strategy of the School of Education and Counseling was to work with the campus-wide Strategic Recruitment Council (appointed by our

college president) on developing a specific plan for recruiting students into endorsement programs such as Special Education where we know there are teacher shortages. Other general strategies and/or action steps included participation in regional college fairs; interactive on-campus visits with prospective students and their families; and working closely with staff in our Admissions Office who serve as recruiters and/or contacts for area high schools.

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

We will continue to use the strategies outlined above because we have confidence in their value, but we have learned that students who have never experienced working with children with special needs are sometimes nervous about teaching that population. As a School of Education and Counseling, we need to increase the number of opportunities for our general education candidates to interact with children with special needs.

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

We did admit 14 new special education candidates during 2018-19, which is clearly under our 5-year average of 23 per year, but we believe that average may have been skewed due to the implementation of new endorsement options within our special education programs, i.e. we used to offer only the field (K-12) endorsement. Two years ago we started offering the K-6 and 7-12 subject endorsements and our initial enrollment in those programs was significant which caused our 5-year, per-year average number to increase significantly.

## 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.**

Our goal for 2019-20 is to have at least 15 students enter the pipeline in Special Education. We believe this is a much more realistic goal than trying to meet our 5-year, per year average of 23 which was likely skewed due to initial interest in the changes made three years ago.

## 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.**

Our goal for 2020-21 is to have at least 15 new students enter the pipeline in Special Education.

# 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.**

Our goal was to increase by 1 (over our 5-year average of 3 per year) our number of candidates entering our English as a Second Language endorsement program, i.e. our goal was to have at least 4 new candidates enter our preparation pipeline during the 2018-19 academic year.

**3. Did your program meet the goal?**

- ○ Yes
- ● No

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

The main strategy of the School of Education and Counseling was to work with the campus-wide Strategic Recruitment Council (appointed by our college president) on developing a specific plan for recruiting students into endorsement programs such as Science Education where we know there are teacher shortages. Other general strategies and/or action steps included participation in regional college fairs; interactive on-campus visits with prospective students and their families; and working closely with staff in our Admissions Office who serve as recruiters and/or contacts for area high schools.

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

We will continue to use the strategies outlined above because we have confidence in their value, but we have learned that students who have never worked with children who are English language learners may be hesitant to do so because of perceived language barriers. As a School of Education and Counseling, we need to increase the number of opportunities for field experiences that include interaction with English language learners.

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

The data we use to determine our goals is taken at the point of admittance to educator preparation candidacy. Since students are usually admitted to candidacy during their sophomore year, there are many who do not declare additional supplemental endorsements at that point, but will decide to add the endorsement at a later time in their preparation.

## 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.**

Our goal for 2019-20 is to have at least 5 students enter the pipeline for the English as a Second Language endorsement, which would exceed our 5-year, per-year average by 2 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.**

Our goal for 2020-21 is to have at least 5 new students enter the pipeline for the English as a Second Language endorsement.

# 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<br>Test Company<br>Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---|---|---|---|
| ETS5134 -ART CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all noncl | 1 | | | |
| ETS5134 -ART CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2018-19 | 3 | | | |
| ETS5134 -ART CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2017-18 | 3 | | | |
| ETS5134 -ART CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2016-17 | 1 | | | |
| ETS5101 -BUSINESS ED CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all noncl | 2 | | | |
| ETS5101 -BUSINESS ED CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2018-19 | 3 | | | |

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---|---|---|---|
| ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18 | 2 | | | |
| ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17 | 1 | | | |
| ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All enrolled students who have completed all noncl | 58 | 171 | 58 | 100 |
| ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) Other enrolled students | 232 | 169 | 232 | 100 |
| ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2018-19 | 136 | 170 | 136 | 100 |
| ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2017-18 | 118 | 169 | 118 | 100 |
| ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2016-17 | 43 | 165 | 43 | 100 |
| ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All enrolled students who have completed all noncl | 58 | 177 | 58 | 100 |
| ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) Other enrolled students | 232 | 175 | 232 | 100 |
| ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2018-19 | 135 | 177 | 135 | 100 |
| ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2017-18 | 118 | 177 | 118 | 100 |
| ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2016-17 | 46 | 177 | 46 | 100 |
| ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All enrolled students who have completed all noncl | 58 | 169 | 58 | 100 |
| ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) Other enrolled students | 233 | 169 | 232 | 100 |
| ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2018-19 | 135 | 170 | 134 | 99 |

| Assessment code - Assessment name<br>Test Company<br>Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---|---|---|---|
| ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING<br>Educational Testing Service (ETS)<br>All program completers, 2017-18 | 118 | 171 | 118 | 100 |
| ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING<br>Educational Testing Service (ETS)<br>All program completers, 2016-17 | 50 | 168 | 49 | 98 |
| ETS5024 -EDUCATION OF YOUNG CHILDREN<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all noncl | 5 | | | |
| ETS5024 -EDUCATION OF YOUNG CHILDREN<br>Educational Testing Service (ETS)<br>All program completers, 2018-19 | 7 | | | |
| ETS5024 -EDUCATION OF YOUNG CHILDREN<br>Educational Testing Service (ETS)<br>All program completers, 2017-18 | 11 | 170 | 11 | 100 |
| ETS5024 -EDUCATION OF YOUNG CHILDREN<br>Educational Testing Service (ETS)<br>All program completers, 2016-17 | 10 | 168 | 10 | 100 |
| ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all noncl | 10 | 169 | 10 | 100 |
| ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT<br>Educational Testing Service (ETS)<br>Other enrolled students | 2 | | | |
| ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT<br>Educational Testing Service (ETS)<br>All program completers, 2018-19 | 59 | 170 | 59 | 100 |
| ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT<br>Educational Testing Service (ETS)<br>All program completers, 2017-18 | 68 | 167 | 67 | 99 |
| ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT<br>Educational Testing Service (ETS)<br>All program completers, 2016-17 | 72 | 167 | 72 | 100 |
| ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS<br>Educational Testing Service (ETS)<br>All program completers, 2018-19 | 6 | | | |
| ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS<br>Educational Testing Service (ETS)<br>All program completers, 2017-18 | 9 | | | |
| ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS<br>Educational Testing Service (ETS)<br>All program completers, 2016-17 | 8 | | | |
| ETS5122 -FAMILY AND CONSUMER SCIENCES<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all noncl | 1 | | | |

| Assessment code - Assessment name<br>Test Company<br>Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---|---|---|---|
| ETS5122 -FAMILY AND CONSUMER SCIENCES<br>Educational Testing Service (ETS)<br>All program completers, 2018-19 | 7 | | | |
| ETS5122 -FAMILY AND CONSUMER SCIENCES<br>Educational Testing Service (ETS)<br>All program completers, 2017-18 | 5 | | | |
| ETS5122 -FAMILY AND CONSUMER SCIENCES<br>Educational Testing Service (ETS)<br>All program completers, 2016-17 | 4 | | | |
| ETS0435 -GENERAL SCI CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2018-19 | 1 | | | |
| ETS0435 -GENERAL SCI CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2016-17 | 6 | | | |
| ETS5857 -HEALTH AND PE<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all noncl | 1 | | | |
| ETS5857 -HEALTH AND PE<br>Educational Testing Service (ETS)<br>All program completers, 2018-19 | 5 | | | |
| ETS5857 -HEALTH AND PE<br>Educational Testing Service (ETS)<br>All program completers, 2017-18 | 6 | | | |
| ETS5857 -HEALTH AND PE<br>Educational Testing Service (ETS)<br>All program completers, 2016-17 | 10 | 169 | 10 | 100 |
| ETS5161 -MATHEMATICS CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all noncl | 4 | | | |
| ETS5161 -MATHEMATICS CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2018-19 | 4 | | | |
| ETS5161 -MATHEMATICS CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2017-18 | 2 | | | |
| ETS5161 -MATHEMATICS CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2016-17 | 4 | | | |
| ETS5169 -MIDDLE SCHOOL MATHEMATICS<br>Educational Testing Service (ETS)<br>All program completers, 2018-19 | 1 | | | |
| ETS5440 -MIDDLE SCHOOL SCIENCE<br>Educational Testing Service (ETS)<br>All program completers, 2018-19 | 2 | | | |

| Assessment code - Assessment name<br>Test Company<br>Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---|---|---|---|
| ETS5114 -MUSIC CONTENT & INSTRUCTION<br>Educational Testing Service (ETS)<br>Other enrolled students | 4 | | | |
| ETS5114 -MUSIC CONTENT & INSTRUCTION<br>Educational Testing Service (ETS)<br>All program completers, 2018-19 | 3 | | | |
| ETS5114 -MUSIC CONTENT & INSTRUCTION<br>Educational Testing Service (ETS)<br>All program completers, 2017-18 | 3 | | | |
| ETS5114 -MUSIC CONTENT & INSTRUCTION<br>Educational Testing Service (ETS)<br>All program completers, 2016-17 | 2 | | | |
| ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2016-17 | 1 | | | |
| ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)<br>Educational Testing Service (ETS)<br>All program completers, 2017-18 | 20 | 178 | 20 | 100 |
| ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)<br>Educational Testing Service (ETS)<br>All program completers, 2016-17 | 113 | 179 | 113 | 100 |
| ETS0710 -PRAXIS I READING (DISCONTINUED)<br>Educational Testing Service (ETS)<br>All program completers, 2017-18 | 20 | 175 | 20 | 100 |
| ETS0710 -PRAXIS I READING (DISCONTINUED)<br>Educational Testing Service (ETS)<br>All program completers, 2016-17 | 112 | 176 | 112 | 100 |
| ETS0720 -PRAXIS I WRITING (DISCONTINUED)<br>Educational Testing Service (ETS)<br>All program completers, 2017-18 | 20 | 175 | 20 | 100 |
| ETS0720 -PRAXIS I WRITING (DISCONTINUED)<br>Educational Testing Service (ETS)<br>All program completers, 2016-17 | 112 | 175 | 112 | 100 |
| ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all noncl | 6 | | | |
| ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS<br>Educational Testing Service (ETS)<br>Other enrolled students | 7 | | | |
| ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS<br>Educational Testing Service (ETS)<br>All program completers, 2018-19 | 25 | 171 | 25 | 100 |
| ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS<br>Educational Testing Service (ETS)<br>All program completers, 2017-18 | 17 | 172 | 17 | 100 |

| Assessment code - Assessment name<br>Test Company<br>Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---|---|---|---|
| ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS<br>Educational Testing Service (ETS)<br>All program completers, 2016-17 | 23 | 173 | 23 | 100 |
| ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2018-19 | 13 | 168 | 13 | 100 |
| ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2017-18 | 7 | | | |
| ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2016-17 | 7 | | | |
| ETS5195 -SPANISH WORLD LANGUAGE<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all noncl | 1 | | | |
| ETS5195 -SPANISH WORLD LANGUAGE<br>Educational Testing Service (ETS)<br>All program completers, 2018-19 | 2 | | | |
| ETS5195 -SPANISH WORLD LANGUAGE<br>Educational Testing Service (ETS)<br>All program completers, 2017-18 | 2 | | | |
| ETS5941 -WORLD AND U.S. HISTORY CK<br>Educational Testing Service (ETS)<br>All program completers, 2017-18 | 1 | | | |
| ETS5941 -WORLD AND U.S. HISTORY CK<br>Educational Testing Service (ETS)<br>All program completers, 2016-17 | 2 | | | |

# 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 | 137 | 135 | 99 |
| All program completers, 2017-18 | 142 | 139 | 98 |
| All program completers, 2016-17 | 171 | 170 | 99 |

# 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.**

   Technology is infused throughout our educator preparation program courses so that candidates (regardless of endorsement area) develop an understanding of the principles of a technology-based classroom. Knowing that every school district has its own technology tools, and that it would be impossible for us to prepare candidates for every type of available technology, our goal is to have candidates achieve a comfort level with technology that will help them design and present lessons to meet the needs of all learners, as well as learning to use available technology to assess performance and growth in those learners. Some examples of technology use and availability on our campus include: 1) Reflection on Instructional Choices (completed during clinical practice) requires the use of technology to collect, manage, and analyze data pertaining to instruction of students; 2) Technology tools such as SmartBoards, iPads, document cameras, digital projectors, etc.are available for use by candidates and faculty in all campus classrooms; 3) Candidates learn applications such as Google Docs and cloud storage technology; 4) Software systems such as Canvas (learning management system), Chalk and Wire (repository of artifacts and data related to teacher candidates), and Adobe Creative Cloud (creative software suite) are used across campus by candidates and faculty; 5) EDU 320 Instructional Media and Technology is an elective course designed to help candidates develop specific instructional skills using current available technology; and 6) The campus continues to deliver more sections of courses using an on-line format while striving to enhance on-line delivery in order to maximize educational opportunities and experiences with this mode of delivery.

# 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**

All candidates are required to take SPD 302 Inclusive Practices for General and Special Educators. This course provides instruction in the various aspects of the knowledge base required to effectively teach students with special needs. The following topics are included in the content of the course: study of special education legislation, procedural requirements such as the Individualized Education Program (IEP), exceptional learner information, instructional techniques for reaching all learners, and how to evaluate and assess learning.

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.***

Instruction during SPD 302 includes defining the Individualized Education Program (IEP), so that candidates understand what it is and who is eligible for one. Instruction also includes guiding the candidates' understanding of the process of evaluation for special education, knowing what is and what is not included in an IEP, and learning how to navigate an IEP meeting with other team members and parents. In addition to SPD 302, candidates are required to take a course in human communication designed to enhance their knowledge of the elements and models of effective communication in a variety of situations including interpersonal and small group communication.

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

All candidates are required to complete EDU 250 Human Development and Cognition, and EDU 275 PK-12 Instructional Design. During these pedagogical foundation classes, candidates are challenged to explore and recognize the various processes by which humans learn. Content in these two courses includes instruction on planning and facilitating effective and differentiated experiences for all learners, as well as learning how to relate more effectively to other individuals and groups in a pluralistic society. Candidates practice developing appropriate lesson plans that meet the needs of all learners; a process which includes reflecting on individual differences in how learners think and behave based on their unique needs, experiences, and characteristics.

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**

Candidates seeking the Special Education Generalist endorsement are required to completed 45 credit hours in the content of special education and 36 hours in the pedagogy of special education. In addition to demonstrating competency on all 10 InTASC standards, special education candidates must also demonstrate competency in the nine program outcomes and sixteen essential competencies for teachers of mild/moderate exceptional learners. All Special Education Generalist candidates must complete coursework in inclusive learning strategies and practices; bias, stereotype, and prejudice in education; assessment, evaluation, and the IEP; and social, emotional development, behavior intervention and prosocial classroom management.

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.***

Candidates for the Special Education Generalist endorsement are required to take SPD 352 Assessment, Evaluation, and the IEP. Instruction during this class includes the Multidisciplinary Team process and construction of the Individualized Education Plan, with an emphasis on culturally and linguistically diverse best practices. In addition to SPD 352 and other special education content courses, candidates are required to take a course in human communication designed to enhance their knowledge of the elements and models of effective communication in a variety of situations including interpersonal and small group communication.

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

All candidates are required to complete EDU 250 Human Development and Cognition, and EDU 275 PK-12 Instructional Design. During these pedagogical foundation classes, candidates are challenged to explore and recognize the various processes by which humans learn. Content in these two courses includes instruction on planning and facilitating effective and differentiated experiences for all learners, as well as learning how to relate more effectively to other individuals and groups in a pluralistic society. Candidates practice developing appropriate lesson plans that meet the needs of all learners; a process which includes reflecting on individual differences in how learners think and behave based on their unique needs, experiences, and characteristics.

# 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.**

Program Entry and Advancement Admission to Wayne State College does not guarantee entry into its educator preparation programs. Students preparing for professional education must meet benchmark criteria at multiple stages in order to be advanced to the next Level and move forward to completion. These benchmarks include: successful completion of course work, successful completion of clinical experiences, passage of required standardized basic skills tests (Core Academic Skills for Educators), faculty review and recommendation, minimum grade point averages in content, professional education and cumulative grade point average (2.5 on a 4.0 scale for entry into professional education and 2.75 for advancement to clinical practice.) For program completion and recommendation for certification, candidates must receive favorable recommendations from the cooperating teacher and college supervisor(s) at the conclusion of clinical practice. Field Experience In accordance with the Nebraska Department of Education standards, all candidates complete a minimum of 100 clock hours of practicum experiences prior to clinical practice (i.e. student teaching.) These experiences are integrated with courses in the candidate's program. Field placements for initial candidates are determined in partnership with PK-12 area schools, with reliance on the site administrator to select members of his/her staff who possess the right set of skills to mentor a budding professional. Cooperating teachers are required to be endorsed at the same level as the candidate, and they must have at least three years of successful classroom teaching experience before serving as a mentor to the next generation of teachers. The first required field experience for candidates occurs in conjunction with EDU 250 Human Development and Cognition, a course required for all candidates regardless of endorsement area. Candidates are assigned to an accredited PK-12 school setting where they observe, interact, and reflect on what is required of a professional educator. The remaining practicum and clinical experiences are specific to the candidates' chosen endorsement area. Our experiences are designed to be developmental in nature, beginning with observation and reflection, and progressing to opportunities to practice instructional skills and classroom management in a school setting. Candidates are monitored by both the PK-12 site-based cooperating teacher and the instructor of the college course, and are allowed to advance through the program only after demonstrating readiness for the next level. Field work culminates with a 16-week (full day for one college semester) supervised clinical practice experience. Pass Rates on the Basic Knowledge Tests The Nebraska Department of Education does allow for a composite score to be accepted as passing in regards to the three sub-tests (Math, Writing, and Reading) of the Core Academic Skills for Educators test, i.e. a candidate can pass each section outright, or if the combined scores sum to a certain total, that score is also acceptable as passing. Educator preparation institutions are allowed to choose from those two options when developing institutional policy, and although Wayne State had a long-standing policy of requiring a passing score on each of the three sub-tests, we did decide to pilot the option of a composite score for a couple of years. The data we collected during that pilot program convinced us to return to our original policy. However, since the Educational Testing Service (ETS) system is set to only recognize individual sub-test scores as passing, our pass rates appear to be less than 100%. This is due to a small number of candidates who participated in our pilot program and were allowed to advance using a composite score. Significant Changes During the transition period from NCATE to CAEP as our national accrediting agency, we made some strategic changes that we believe will better align our program goals to our program outcomes. Our formative assessment documents are now all aligned to the 10 InTASC standards, and our final summative evaluation at the clinical practice level is the Nebraska Statewide Clinical Practice Rubric which is also based on InTASC. We believe the alignment of all of these assessment tools will allow for more reliable data in regards to the progress of individual candidates, while at the same time providing indicators for overall program improvement.

## 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:**

Ms. Phyllis J. Spethman

**TITLE:**

Director of Professional Education Services

## 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:**

Dr. Nicholas Shudak

**TITLE:**

Dean, School of Education and Counseling