title II

higher
education
act

2021 TITLE II REPORTS
National Teacher Preparation Data

NE

Midland University
Traditional Report AY 2019-20
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

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SALUTATION

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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	
13.1	Special Education	UG	
13.1322	Teacher Education - Biology	UG	
13.1303	Teacher Education - Business	UG	
13.14	Teacher Education - English as a Second Language	UG	
13.1305	Teacher Education - English/Language Arts	UG	
13.1316	Teacher Education - General Science	UG	
13.1328	Teacher Education - History	UG	
13.1311	Teacher Education - Mathematics	UG	
13.1312	Teacher Education - Music	UG	
13.99	Teacher Education - Other	UG	
13.1314	Teacher Education - Physical Education and Coaching	UG	
13.1317	Teacher Education - Social Sciences	UG	

Total number of teacher preparation programs:

14

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))**

THIS PAGE INCLUDES:

>> Undergraduate Requirements

>> Postgraduate Requirements

>> Supervised Clinical Experience

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:

For program completion a student must have a cumulative GPA of 2.75.

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
Recommendation(s)	○ Yes	● No	○ Yes	● No

Element	Admission		Completion	
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.)

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.)

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

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2019-20. **(§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) Optional tool for automatically calculating full-time equivalent faculty in the system	5
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	6
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	57
Number of students in supervised clinical experience during this academic year	44

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

1. Clock hours required for student teaching are a minimum of 16 weeks – 640 hours and 20-weeks – 800 hours. Our response reflects the average of those requirements. 2. The average number of clock hours for mentoring/induction support is not applicable as we have a traditional program. 3. The response provided above reflects faculty directly engaged with candidates in supervised clinical experience which, in Nebraska, is defined as the student teaching experience. In addition to the numbers reported above, three individuals are engaged with other supervised field experiences such as the state-required 100 hour practicum. 4. The number provided does not reflect PK-12 teachers (cooperating teachers) as they do not have any faculty status and there is no monetary stipend to cooperating teachers. They are employed by their local districts. 6. The number provided reflects candidates in supervised clinical experience which, in Nebraska, is defined as the student teaching experience. In addition to the numbers reported above, more than 120 candidates participated in supervised experiences that meet the state-required 100 hours of course embedded field experiences.

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

2019-20 Total	
Total Number of Individuals Enrolled	112
Subset of Program Completers	43

Gender	Total Enrolled	Subset of Program Completers
Male	33	9
Female	79	34
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	1	0
Black or African American	5	1
Hispanic/Latino of any race	13	5
Native Hawaiian or Other Pacific Islander	0	0
White	88	34

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	3	2
No Race/Ethnicity Reported	2	1

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	3	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.

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 2019-20.

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 2019-20**

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	6

CIP Code	Subject Area	Number Prepared
13.1202	Teacher Education - Elementary Education	33
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	3
13.1210	Teacher Education - Early Childhood Education	29
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	0
13.1303	Teacher Education - Business	1
13.1305	Teacher Education - English/Language Arts	0
13.1306	Teacher Education - Foreign Language	0
13.1307	Teacher Education - Health	4
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	2
13.1312	Teacher Education - Music	1
13.1314	Teacher Education - Physical Education and Coaching	11
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - Science Teacher Education/General Science	0
13.1317	Teacher Education - Social Science	1
13.1318	Teacher Education - Social Studies	1
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	0
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	0
13.1328	Teacher Education - History	0
13.1329	Teacher Education - Physics	0

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	0
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	3
13.99	Education - Other Specify:	0

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2019-20. 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 2019-20**

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	1
13.1202	Teacher Education - Elementary Education	33
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	0
13.1210	Teacher Education - Early Childhood Education	0
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	0
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	0
13.1306	Teacher Education - Foreign Language	0

CIP Code	Academic Major	Number Prepared
13.1307	Teacher Education - Health	0
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	0
13.1312	Teacher Education - Music	0
13.1314	Teacher Education - Physical Education and Coaching	0
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - General Science	0
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	0
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	0
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	0
13.1328	Teacher Education - History	0
13.1329	Teacher Education - Physics	0
13.1331	Teacher Education - Speech	0
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	0
13.99	Education - Other Specify: Secondary (4) PK-12 (5)	9
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	

CIP Code	Academic Major	Number Prepared
09	Communication or Journalism	
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	

CIP Code	Academic Major	Number Prepared
54	History	
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) Midland University's approach to liberal arts education is working from the marketplace back. In education, we seek feedback from regional school administrators. First- and third-year teacher surveys sent by the Nebraska Department of Education provide feedback around our graduates' performance. Midland's first- and third-year graduates also complete this survey. We analyze the results to determine program strengths and opportunities for improvement. Additionally, MU maintains communication with area districts regarding teaching needs and hosts an interview fair for MU student teachers. We continue to work with our Educational Service Unit and use their workplace feedback to inform our program decisions. We partner to help our students train for and earn a local substitute permit which provides valuable substitute teachers for area schools and equally valuable experience for our students. Field based experience and associate visits also provides our department with front-line knowledge of current trends. (2) Field based experience is developmental, building on previous experiences and continuing to increase responsibility and interaction with PK-12 learners. Students participating in FBE work directly with teachers to understand the thinking process associated with making many instructional

decisions in a short period of time. Students bring these experiences back to campus classes where they debrief and reflect on what they have learned and how it connects with their coursework. (3) All MU students working toward special education endorsements complete methodology coursework. Elementary students complete methods coursework in language arts, math, science, social studies, art, music, and physical education. Secondary students complete coursework in reading and writing in the content area and general secondary methods. FBE and Clinical Experience also provide students with authentic preparation to instruct in core academic subjects. (4) All students are required to take EDU296 Introduction to Special Education. In this course students are required to know, understand, and use major concepts, theories, principals, and research-related development of children. This transfers into constructing appropriate learning opportunities that support individual students' needs. Students also participate in field-based experience for this course, working with at least one student with special needs. In EDU270 Instructional Design, all MU students plan a minimum of three lessons where differentiation is an assessed component. (5) Beginning in 2018, the Walker School of Education's Program Mission was revised to include the words "prepares culturally responsive educators". While it seems impossible for our teaching population to mirror the diversity of student population, culturally responsive educators make adjustments in their instructional approach to include learners with diverse backgrounds and experiences. In EDU190 Topics in Education students are given an overview of working with students with limited English proficiencies by observing in ESL classrooms and processing/reflecting with the classroom teacher. Students enrolled in EDU220 Multicultural Education learn more specifically about how diversity informs teaching practice and student interaction, including research-based instructional practices that work well for second language students. In EDU220, students spend 20 hours in a diverse classroom where they work with a variety of students and participate in classroom activities with the teacher and students. Students and cooperating teachers then process what was seen in the classroom, so MU students can understand the thinking and rationale behind the decisions the cooperating teacher made throughout the lesson(s). In the college classroom, students participate in conversations about the dimensions of multicultural education, culturally responsive teaching practices, the educational implications of diversity, as associated implicit biases. (6) Working with students from low-income families, much like working with ESL students, is a thread that runs through all of our MU education courses. Students in EDU190 Topics in Education are given an overview of working with students from low-income families through field-based experience and guest speakers. Students in EDU275 Classroom Management spend time studying how poverty impacts student motivation. In ECE155 Children, Family, and Community, students work on building family and community partnerships that support and empower families. In EDU340 Developmental Reading, students learn to use concepts from reading, language, and child development to teach reading, writing, speaking, viewing, listening, and thinking skill to help all students be successful. (7) All MU education courses are taught through the framework of preparing culturally responsive educators who can build a culture of learning, understand content, plan and deliver effective instruction, support all learners, and model professionalism. Our students are fortunate to have access to field-based experiences in a variety of schools – urban, suburban, and small-town/rural. Through this variety of field-based experience placements, students work with teachers and their instructors to unpack the hallmarks of each type of school, the experiences with students, and the teacher thinking/decision-making required in each setting. When students apply for certification, they generally have more field-based hours than required. This demonstrates our commitment to preparing teachers to be successful in all types of schools.

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))**

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 (2019-20)

1. Did your program prepare teachers in mathematics in 2019-20?

If no, leave remaining questions for 2019-20 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

Midland University will continue to increase the students pursuing a math endorsement.

3. Did your program meet the goal?

- ● Yes
- ○ No

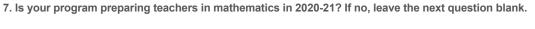**4. Description of strategies used to achieve goal, if applicable:**

We have five students who will be completing their secondary degree with an endorsement in mathematics.

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

The department worked with enrollment counselors and advisors to make sure that students were aware of the opportunity to pursue math as an endorsement.

Annual Goals: Mathematics

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

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in mathematics in 2020-21? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

Continue to grow the enrollment in the mathematics endorsement by working with content math faculty to increase knowledgeability of the endorsement.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in mathematics in 2021-22? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

Continue to grow the enrollment in the mathematics endorsement by working with content math faculty to increase knowledgeability of the endorsement.

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))**

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 (2019-20)

1. Did your program prepare teachers in science in 2019-20?

If no, leave remaining questions for 2019-20 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

Increase the number of students pursuing certification in science.

3. Did your program meet the goal?

- ● Yes
- ○ No

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

We increased our number of students pursuing a science endorsement to 3.

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

The department worked with enrollment counselors and advisors to make sure that students were aware of the opportunity to pursue science as an endorsement.

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

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in science in 2020-21? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

Increase the number of students pursuing certification in science.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in science in 2021-22? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

Increase the number of students pursuing certification 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))**

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 (2019-20)

1. Did your program prepare teachers in special education in 2019-20?

If no, leave remaining questions for 2019-20 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

Increase the number of students pursuing a special education endorsement, PK-6, 7-12 and PK-12.

3. Did your program meet the goal?

- ● Yes
- ○ No

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

We had 28 student pursue a special education endorsement K-6, 7-12 or K-12.

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

We talk to all students as freshman and encourage them to add a special education subject endorsement to their elementary or secondary certification. We explain the benefits of having this certification in addition to the shortage of teachers in special education.

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

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in special education in 2020-21? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

Add the early childhood inclusive endorsement to our program.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in special education in 2021-22? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

Increase the number of students pursuing certification in special education K-6, 7-12 and K-12.

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))**

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 (2019-20)

1. Did your program prepare teachers in instruction of limited English proficient students in 2019-20?

If no, leave remaining questions for 2019-20 blank (or clear responses already entered).

- ● Yes
- ○ No

2. Describe your goal.

Move the LEP endorsement to an online program to increase students participation in the program.

3. Did your program meet the goal?

- ● Yes
- ○ No

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

We had 24 students complete a LEP endorsement.

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

We partnered with a local school district to provide LEP endorsement to their practicing teachers.

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

We anticipate 8 students will enter our para-to-educator LEP endorsement program. We have to have 10 graduates to offer the ESL/LEP endorsment program and to date it looks like we may not be able to offering it in 2019-20. We will continue to promote and recruit for the graduate program which if we were able to offer would have a fall start.

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

● Yes
○ No

8. Describe your goal.

Partner with area school districts to provide LEP endorsement programs to increase the number of LEP endorsed teachers in the state.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank.

● Yes
○ No

10. Describe your goal.

Continue to increase the number of students completing with a LEP 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 RTI'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 program completers, 2017-18	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All enrolled students who have completed all noncl	18	168	18	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) Other enrolled students	38	166	37	97
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2019-20	42	167	42	100
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2018-19	49	169	49	100
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2017-18	20	170	20	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All enrolled students who have completed all noncl	18	172	18	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) Other enrolled students	45	172	44	98
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2019-20	42	178	42	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2018-19	49	176	49	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2017-18	20	170	20	100
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All enrolled students who have completed all noncl	17	169	17	100
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) Other enrolled students	42	168	41	98
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2019-20	42	169	42	100
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2018-19	49	169	49	100
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2017-18	20	168	20	100
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) Other enrolled students	12	174	12	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) Other enrolled students	5			
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) Other enrolled students	8			
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2019-20	32	167	30	94
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2018-19	29	172	29	100
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2017-18	13	170	13	100
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	3			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2019-20	4			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2018-19	3			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE 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 (%)
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	3			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	2			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2018-19	10	174	10	100
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2017-18	7			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	7			
ETS5941 -WORLD AND U.S. HISTORY CK 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 (%)

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))**

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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, 2019-20	43	41	95
All program completers, 2018-19	49	47	96
All program completers, 2017-18	21	20	95

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.**

   Midland University's Walker School of Education program prepares teachers to use technology to complement their daily instruction. Technology for Teachers (EDU204) is a requirement for all education students. In this course students discover, explore, discuss, and evaluate multimedia tools that support curricular objectives. Topics in this course also include: the SAMR model for technology integration, the International Society for Technology in Education (ISTE) standards, effective components of a flipped classroom, the ethical use of technology in the classroom, and communicating electronically with parent/guardians using tech tools. The instructor of this course is a classroom teacher and building technology expert which provides opportunities for relevant and authentic connections between the Midland classroom and PK-12 classrooms. Additionally, Midland's Director of Innovative Teaching remains in contact with local school districts to ensure that the hardware and software used in EDU204 and other education courses is reflectively what is being used in surrounding school districts. SMART Board and Prometheus board technologies across Midland's campus provide students with access to practice and use technology also found in public/private school classrooms.' Students continue to integrate technology in EDU270 (Instructional Design) by incorporating technology into the lesson plans that enhance the lesson and give students the opportunity for practice. Formative assessment via technology is also integrated into lesson planning through EDU370 (Assessment for Learning) and methods courses. Midland students infuse complementary technology in their lessons that follow UDL principals (providing multiple means of representations, action and expression, and engagement) throughout their program of study. Students also use technology to document, analyze, and graphically represent student

achievement data in their Teacher Work Sample document during Clinical Experience. Midland University supports all students' equitable access to and experience with technology by providing an iPad and Apple Pencil to all students through its 1:1 iPad initiative. In addition, faculty are encouraged to improve their instruction by exploring and implementing promising practices that leverage technology to improve student learning via the Midland Master Medallion Instructor program. This also includes inspiring students to positively contribute to and responsibly participate in a digital world through learner-driven activities and collaboration.

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**

    Midland University teacher candidates are required to successfully complete SPD296 - Introduction to Special Education where they learn the historical and philosophical perspectives of instructional delivery models appropriate for special education students. They also focus on the general education teacher's responsibilities in the identification, MDT, and IEP processes. In EDU410, the seminar that accompanies Clinical Experience, students participate in an IEP meeting and reflect upon the experience as a component of their culminating portfolio.

    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.***

    Midland University teacher candidates learn that the general education must follow the IEP when teaching a student who has been identified for special education services. The general education teacher must communicate effectively to develop and update the IEP document. All teacher candidates participate in an IEP meeting (as a requirement of EDU410) within their clinical experience.

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

    Midland University teacher candidates have multiple experiences to learn about and teach students with limited English proficiency. In EDU190 students study effective ways to work with students (and families) with limited English proficiency. They also are able to observe diverse classrooms and talk with ESL teachers. Teacher candidates can also take additional courses that focus on ESL, including ESL100 Introduction to ESL and ESL150 Cross Cultural Communication. Secondary teacher candidates take EDU381 Reading and Writing in the Content Area, where field-based experience focuses on ESL populations. All students have the opportunity to earn an additional endorsement in ESL that focuses on the PK-6, 7-12, or PK-12 grade band.

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**

    Midland University teacher candidates are required to successfully complete SPD296 - Introduction to Special Education where they learn the historical and philosophical perspectives of instructional delivery models appropriate for special education students. They also focus on the special education teacher's responsibilities in the identification, MDT, and IEP processes. In EDU410, the seminar that accompanies Clinical Experience, students participate in an IEP meeting and reflect upon the experience as a component of their culminating portfolio. In addition they take the following courses: SPD233 Methods and Materials in Special Education, SPD242 Collaboration and Inclusive Learning Environments, SPD247 Early Childhood Special Education, SPD252 Special Language Impairment and Learning Disabilities, SPD353 Assessment and Behavior Interventions, SPD355 Lifelong Planning for Exceptional Learners, SPD358 Legal Issues and Program Development, SPD368 Identification of Children with Disabilities, SPD369 Multidisciplinary Team and Individual Education Plan. In these specialized course teacher candidates review K-12 instructional

strategies that meet the needs of all exceptional learners as identified within the IEP. Teacher candidates identify and use specialized curriculum, equipment, materials, and assistive technology. They also review legal cases and issues pertinent to special educations and their implications for program development. Teacher candidates study the special education evaluation process - from referral to placement - and examine state and federal requirements for the process, timelines, and structures for all disability categories.

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.*

Midland University teacher candidates learn through specific coursework that special education teachers must follow the IEP when teaching a student identified for special education. Additionally, both the special education teacher and general education teacher must be actively involved as collaborative team members in developing and updating the IEP document.

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

Midland University teacher candidates have multiple experiences to learn about and teach students with limited English proficiency. In EDU190 students study effective ways to work with students (and families) with limited English proficiency. They also are able to observe diverse classrooms and talk with ESL teachers. Teacher candidates can also take additional courses that focus on ESL, including ESL100 Introduction to ESL and ESL150 Cross Cultural Communication. Secondary teacher candidates take EDU381 Reading and Writing in the Content Area, where field-based experience focuses on ESL populations. All students have the opportunity to earn an additional endorsement in ESL that focuses on the PK-6, 7-12, or PK-12 grade band.

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.

Section III - Pass Rate Information: Additional Information - 005.02 Test Scores. For students testing in 2014-15 and beyond, the composite score will no longer be accepted. No pre-service teacher may be permitted to enroll in an approved teacher education or administrator education program until he/she has achieved a satisfactory score on an examination as specified in 91 NAC 23 or has achieved a composite score of 513 on the PPST, with no scores lower than one point below the required score on any of the three basic skills tests of the PPST. In 2018 and again in 2019, the Nebraska Department of Education has been collecting data and making recommendations to the governor related to possible changes, to include multiple measures, in the determination of meeting the "Basic Skills" Requirements. Additional information regarding our Teacher Education Preparation Program can be found on the Midland University website at http://www.midlandu.edu/major/education. The undergraduate program link is http://www.midlandu.edu/education-undergrad-program. Links include Faculty and Staff Information; Policies and Procedures; Field Based Experience and Student Teaching Capstone Information; Certification Information; and Accreditation Information. Also, the program has established an electronic assessment system that allows for regular data gathering and analysis in order to inform improvements and changes to the program. We have four years of assessment data that was prepared for HLC and available upon request.

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:

Jamie Folkers

TITLE:

Certification Officer

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:

Sara Tiedeman

TITLE:

Dean, Walker School of Education