NE

Wayne State College
Traditional Report AY 2020-21
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.

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SECTION I: PROGRAM INFORMATION

List of Programs

THIS PAGE INCLUDES:

>> 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

SECTION I: PROGRAM INFORMATION

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:

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.)**

3

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, and an Statement of Purpose. Upon admission to teacher education they must have a 3.0 GPA in their initial graduate coursework. 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 2020-21. (§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	16
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	33
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	205
Number of students in supervised clinical experience during this academic year	142

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.

SECTION I: PROGRAM INFORMATION

Enrollment and Program Completers

THIS PAGE INCLUDES:

>> 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

2020-21 Total	
Total Number of Individuals Enrolled	456
Subset of Program Completers	142

Gender	Total Enrolled	Subset of Program Completers
Male	120	41
Female	336	101
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	1	1
Asian	4	0
Black or African American	2	1
Hispanic/Latino of any race	28	11
Native Hawaiian or Other Pacific Islander	0	0
White	411	125

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	9	3
No Race/Ethnicity Reported	1	1

SECTION I: PROGRAM INFORMATION

Teachers Prepared

THIS PAGE INCLUDES:

- Teachers Prepared by Subject Area
- Teachers Prepared by Academic Major

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 2020-21.

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 2020-21**

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	38
13.1202	Teacher Education - Elementary Education	63

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	3
13.1210	Teacher Education - Early Childhood Education	18
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	3
13.1303	Teacher Education - Business	3
13.1305	Teacher Education - English/Language Arts	3
13.1306	Teacher Education - Foreign Language	3
13.1307	Teacher Education - Health	9
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	11
13.1312	Teacher Education - Music	7
13.1314	Teacher Education - Physical Education and Coaching	26
13.1315	Teacher Education - Reading	21
13.1316	Teacher Education - Science Teacher Education/General Science	1
13.1317	Teacher Education - Social Science	4
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

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	12
13.99	Education - Other Specify: Work-Based Learning 13, Geography 1, Psychology 1	15

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2020-21. 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 2020-21**

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	9
13.1202	Teacher Education - Elementary Education	63
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	3
13.1210	Teacher Education - Early Childhood Education	9
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	3
13.1303	Teacher Education - Business	3
13.1305	Teacher Education - English/Language Arts	1
13.1306	Teacher Education - Foreign Language	3
13.1307	Teacher Education - Health	9

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	8
13.1312	Teacher Education - Music	7
13.1314	Teacher Education - Physical Education and Coaching	9
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	1
13.1317	Teacher Education - Social Science	4
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	2
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	1
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:	

SECTION I: PROGRAM INFORMATION

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))**

THIS PAGE INCLUDES:

>> Program Assurances

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 seven 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'.

SECTION II: ANNUAL GOALS

Annual Goals: Mathematics

THIS PAGE INCLUDES:

- Report Progress on Last Year's Goal (2020-21)
- Review Current Year's Goal (2021-22)
- Set Next Year's Goal (2022-23)

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 (2020-21)

1. Did your program prepare teachers in mathematics in 2020-21?

If no, leave remaining questions for 2020-21 blank (or clear responses already entered).

- (●) Yes
- ( ) No

2. Describe your goal.

Our goal for 2020-21 is to have at least 8 students enter the pathway in Math Education, which would meet our five year average.

3. Did your program meet the goal?

- (●) Yes
- ( ) No

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

WSC has an active Strategic Enrollment Plan that consists of objectives specifically related to not only increasing enrollment, but targeted recruitment efforts towards participation in programs that will serve our external stakeholders. We believe these targeted recruitment efforts have played an active part in attracting students into our education programs. Students to Teachers through Educator Preparation (STEP). Our STEP program is a pathways initiative with high school career academies in our service region. We offer our pre-professional sequence of education courses with strategic high school partners to help recruit students into teaching. We have intentionally partnered with several school districts serving large percentage of students of color. Currently, WSC has 16 STEP partners in our service region including Columbus Public Schools, South Sioux City Community Schools, Norfolk Public Schools and Grand Island Public Schools. General Strategies. We also use many general strategies that include participation in regional college fairs, Educators Rising events, interactive on-campus visits with prospective students and their families, and working closely with Admissions staff who serve as recruiters and/or contacts for area schools.

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

The department applied for the Robert Noyce Teacher Scholarship Grant during the 2020-2021 academic year. The Robert Noyce Teacher Scholarship

Program provides funding to institutions of higher education to provide scholarships, stipends, and programmatic support to recruit and prepare STEM majors and professionals to become K-12 teachers. The program seeks to increase the number of K-12 teachers with strong STEM content knowledge who teach in high-need school districts. WSC did reapply this academic year (2021-2022) and was awarded for the 2022-2023 academic year.

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

WSC promotes the Nebraska Department of Education Attracting Excellence to Teacher Preparation forgivable loan program. Students who select a shortage area as their field of study and committed to teaching in the area will be given funding that will be forgiven.

Review Current Year's Goal (2021-22)

7. Is your program preparing teachers in mathematics in 2021-22? If no, leave the next question blank.

- (●) Yes
- ( ) No

8. Describe your goal.

Our goal for 2021-22 is to have at least 9 students enter the pathway in Math Education, which would maintain our five year average.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in mathematics in 2022-23? If no, leave the next question blank.

- (●) Yes
- ( ) No

10. Describe your goal.

Our goal for 2022-23 is to have at least 8 students enter the pathway in Math Education, which would maintain our five year average.

SECTION II: ANNUAL GOALS

Annual Goals: Science

THIS PAGE INCLUDES:

- Report Progress on Last Year's Goal (2020-21)
- Review Current Year's Goal (2021-22)
- Set Next Year's Goal (2022-23)

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 (2020-21)

1. Did your program prepare teachers in science in 2020-21?

If no, leave remaining questions for 2020-21 blank (or clear responses already entered).

- (●) Yes
- ( ) No

2. Describe your goal.

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

3. Did your program meet the goal?

- (●) Yes
- ( ) No

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

WSC has an active Strategic Enrollment Plan that consists of objectives specifically related to not only increasing enrollment, but targeted recruitment efforts towards participation in programs that will serve our external stakeholders. We believe these targeted recruitment efforts have played an active part in attracting students into our education programs. Students to Teachers through Educator Preparation (STEP). Our STEP program is a pathways initiative with high school career academies in our service region. We offer our pre-professional sequence of education courses with strategic high school partners to help recruit students into teaching. We have intentionally partnered with several school districts serving large percentage of students of color. Currently, WSC has 16 STEP partners in our service region including Columbus Public Schools, South Sioux City Community Schools, Norfolk Public Schools and Grand Island Public Schools. General Strategies. We also use many general strategies that include participation in regional college fairs, Educators Rising events, interactive on-campus visits with prospective students and their families, and working closely with Admissions staff who serve as recruiters and/or contacts for area schools.

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

The department applied for the Robert Noyce Teacher Scholarship Grant during the 2020-2021 academic year. The Robert Noyce Teacher Scholarship

Program provides funding to institutions of higher education to provide scholarships, stipends, and programmatic support to recruit and prepare STEM majors and professionals to become K-12 teachers. The program seeks to increase the number of K-12 teachers with strong STEM content knowledge who teach in high-need school districts. WSC did reapply this academic year (2021-2022) and was awarded for the 2022-2023 academic year.

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

Review Current Year's Goal (2021-22)

7. Is your program preparing teachers in science in 2021-22? If no, leave the next question blank.

- (●) Yes
- ( ) No

8. Describe your goal.

Our goal for 2021-22 is to have at least 4 students enter the pathway in Science Education, which would maintain our five year average.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in science in 2022-23? If no, leave the next question blank.

- (●) Yes
- ( ) No

10. Describe your goal.

Our goal for 2022-23 is to have at least 8 students enter the pathway in Science Education, which would exceed our five year average by 1 student.

SECTION II: ANNUAL GOALS

Annual Goals: Special Education

THIS PAGE INCLUDES:

- Report Progress on Last Year's Goal (2020-21)
- Review Current Year's Goal (2021-22)
- Set Next Year's Goal (2022-23)

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 (2020-21)

1. Did your program prepare teachers in special education in 2020-21?

If no, leave remaining questions for 2020-21 blank (or clear responses already entered).

- (●) Yes
- ( ) No

2. Describe your goal.

Our goal for 2020-21 is to have at least 17 new students enter the pathway in Special Education which will maintain our five-year average.

3. Did your program meet the goal?

- (●) Yes
- ( ) No

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

Graduate SPD Initial Certification Program--WSC continues to offer the graduate, fully online initial certification program for Special Education. This has increased the number of Special Education candidates being prepared from across the state. WSC has an active Strategic Enrollment Plan that consists of objectives specifically related to not only increasing enrollment, but target recruitment efforts towards participation in programs that will serve our external stakeholders. We believe these targeted recruitment efforts have played an active part in attracting students into our education programs. Students to Teachers through Educator Pathways (STEP). Our STEP program is a pathways initiative with high school career academies in our service region. We offer our pre-professional sequence of education courses with strategic high school partners to help recruit students into teaching. We have intentionally partnered with several school districts serving large percentages of students of color. Currently, WSC has 16 STEP partners in our service region including Columbus Public Schools, South Sioux City Community Schools, and Norfolk Public Schools. General Recruitment Strategies. We also use many general strategies that include participation in regional college fairs, interactive on-campus visits with prospective students and their families, and working closely with Admissions staff who serve as recruiters and/or contacts for area schools.

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

The school has been actively creating and distributing MyEmma emails to Nebraska paraeducators who may be interested in gaining certification in Special Education or current educators who may be interested in adding certification.

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

WSC continues to promote the advantages to multiple endorsements. Elementary Education and Special Education K-6 continues to be a popular pairing.

Review Current Year's Goal (2021-22)

7. Is your program preparing teachers in special education in 2021-22? If no, leave the next question blank.

- (●) Yes
- ( ) No

8. Describe your goal.

Our goal for 2021-22 is to have at least 33 new students enter the pathway in Special Education. This will slightly lower our five-year average but is realistic as we had an abnormally high number year within the current 5-year average.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in special education in 2022-23? If no, leave the next question blank.

- (●) Yes
- ( ) No

10. Describe your goal.

Our goal for 2022-23 is to have at least 30 new students enter the pathway in Special Education. This will maintain and potentially increase our five-year average.

SECTION II: ANNUAL GOALS

Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

- Report Progress on Last Year's Goal (2020-21)
- Review Current Year's Goal (2021-22)
- Set Next Year's Goal (2022-23)

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 (2020-21)

1. Did your program prepare teachers in instruction of limited English proficient students in 2020-21?

If no, leave remaining questions for 2020-21 blank (or clear responses already entered).

- (●) Yes
- ( ) No

2. Describe your goal.

Our goal for 2020-21 is to have at least 10 new students enter the pathway for the English as a Second Language endorsement, which will increase our five-year average by 0.5 student.

3. Did your program meet the goal?

- (●) Yes
- ( ) No

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

WSC has an active Strategic Enrollment Plan that consists of objectives specifically related to not only increasing enrollment, but targeted recruitment efforts towards participation in programs that will serve our external stakeholders. We believe these targeted recruitment efforts have played an active part in attracting students into our education programs. Students to Teachers through Educator Preparation (STEP). Our STEP program is a pathways initiative with high school career academies in our service region. We offer our pre-professional sequence of education courses with strategic high school partners to help recruit students into teaching. We have intentionally partnered with several school districts serving large percentage of students of color. Currently, WSC has 16 STEP partners in our service region including Columbus Public Schools, South Sioux City Community Schools, Norfolk Public Schools and Grand Island Public Schools. General Strategies. We also use many general strategies that include participation in regional college fairs, Educators Rising events, interactive on-campus visits with prospective students and their families, and working closely with Admissions staff who serve as recruiters and/or contacts for area schools.

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

WSC continues to advise students to add additional endorsements and stack multiple endorsements in their program. ESL is highly encouraged and pairs nicely with our Reading and Writing endorsement.

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

Review Current Year's Goal (2021-22)

7. Is your program preparing teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank.

- (●) Yes
- ( ) No

8. Describe your goal.

Our goal for 2021-22 is to have at least 18 new students enter the pathway for the English as a Second Language endorsement, which will increase our five-year average by 1 student.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank.

- (●) Yes
- ( ) No

10. Describe your goal.

Our goal for 2022-23 is to have at least 14 new students enter the pathway for the English as a Second Language endorsement, which will increase our five-year average by 3 students.

SECTION III: PROGRAM PASS RATES

Assessment Pass Rates

THIS PAGE INCLUDES:

›› 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, 2020-21	2			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	5			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	3			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	3			
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	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All enrolled students who have completed all noncl	33	166	33	100
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) Other enrolled students	110	170	109	99
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2020-21	136	168	136	100
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2019-20	129	168	129	100
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2018-19	136	170	136	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All enrolled students who have completed all noncl	36	173	36	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) Other enrolled students	126	174	125	99
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2020-21	138	174	138	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2019-20	131	175	131	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2018-19	135	177	135	100
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All enrolled students who have completed all noncl	35	167	35	100
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) Other enrolled students	111	169	110	99
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2020-21	136	169	136	100
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2019-20	132	168	131	99
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2018-19	135	170	134	99

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All enrolled students who have completed all noncl	10	169	10	100
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) Other enrolled students	146	177	146	100
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All program completers, 2020-21	5			
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All enrolled students who have completed all noncl	7			
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) Other enrolled students	126	175	124	98
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All enrolled students who have completed all noncl	8			
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) Other enrolled students	145	169	145	100
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2020-21	3			
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2020-21	6			
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2019-20	8			
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2018-19	7			
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All enrolled students who have completed all noncl	6			
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2020-21	58	167	58	100
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2019-20	59	168	58	98
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2018-19	59	170	59	100
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2020-21	3			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2018-19	6			
ETS5122 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2020-21	7			
ETS5122 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2019-20	5			
ETS5122 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2018-19	7			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2020-21	8			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2019-20	8			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2018-19	5			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	8			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	7			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	4			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5442 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2018-19	2			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) Other enrolled students	1			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2020-21	7			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2019-20	5			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2018-19	4			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5391 -PSYCHOLOGY Educational Testing Service (ETS) All program completers, 2020-21	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) Other enrolled students	1			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2020-21	27	169	27	100
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2019-20	33	170	33	100
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2018-19	25	171	25	100
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	3			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	9			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	14	168	14	100
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2020-21	3			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2019-20	3			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2018-19	2			

SECTION III: PROGRAM PASS RATES

Summary Pass Rates

THIS PAGE INCLUDES:

›› 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 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

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2020-21	142	138	97
All program completers, 2019-20	134	131	98
All program completers, 2018-19	137	136	99

SECTION IV: LOW-PERFORMING

Low-Performing

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

THIS PAGE INCLUDES:

>> Low-Performing

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:

- [x] State
- [x] CAEP
- [ ] AAQEP
- [ ] Other specify:

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

- ( ) Yes
- (●) No

SECTION V: USE OF TECHNOLOGY

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.

THIS PAGE INCLUDES:

>> Use of Technology

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**

   - [x] Yes
   - [ ] No

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

   - [x] Yes
   - [ ] No

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

   - [x] Yes
   - [ ] No

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

   - [x] 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.**

   Our educator preparation program (EPP) helps our teacher candidates (regardless of endorsement area) develop the knowledge and skills effectively integrate technology in their future classrooms. 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 touch screen presentation tools, iPads, document cameras, digital projectors, etc.are available for use by candidates and faculty in all campus classrooms; 3) Candidates learn Google applications and cloud storage technology; 4) Software systems such as Canvas (learning management system), Anthology Portfolio (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. Several courses integrate the International Society for Technology in Education (ISTE) Standards.

Teacher Training

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

THIS PAGE INCLUDES:

>> Teacher Training

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. All candidates are also required to take SPD 435/436 Social/Emotional Development Behavior Intervention and Elementary or Secondary Prosocial Classroom Management. This course provides instruction in understanding psychological, biological and environmental factors that affect the social and emotional development of all learners. Emphasis is placed on these factors, the implications for the inclusive learning environment, promotion of social competence, awareness of prosocial skills, effective utilization of responsive relationships, and behavior assessment and intervention within a positive environment conducive to meet the needs of a elementary or secondary community of learners.

   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 complete 45 credit hours in the content of special education and

36 credit hours in the pedagogy of special education. WSC special education teaching candidates inquire and reflect to create caring learning communities and facilitate learning for all students by meeting professional standards and valuing the following standards (InTASC Model Core Teaching Standards 1-10 and two additional standards which are common among Teacher Preparation across Nebraska). Additionally, special education teaching candidates demonstrate competency in the 7 Council for Exceptional Children (CEC) Initial Performance-Based standards. These candidates also demonstrate their commitment to their chosen profession by these professional dispositions, responsibilities and professional skills: attendance, attitude, conduct, oral and written projects, test scores, grade point averages, dress, grooming habits, body language, vocabulary choices, grammar skills, writing skills, speaking skills, listening skills, content competencies, decision-making skills, ability to accept and respond positively to criticism, organizational skills, leadership skills, cooperation skills, flexibility, and their moral and ethical choices. All Special Education Generalist candidates must complete coursework in: introduction to special education; inclusive learning strategies; instructional methods; bias, stereotypes, and prejudice; inclusive practices; special education law; assessment, evaluation in the development of IEP; practicum in special education; classroom management through social-emotional learning; consultation and collaboration; and clinical practice in special education.

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 Endorsement are required to take SPD 352 (Assessment, Evaluation and the IEP) and SPD 452 (Consultation and Collaboration). Instruction during these classes include the Multi-Disciplinary Team (MDT) Process and construction of the Individualized Education Program (IEP) with the emphasis on culturally and linguistically diverse best practices. Candidates are also required to take CNA 100 Principles of Human Communication. This course is designed to enhance their knowledge of the elements and models of effective communication in a variety of situations, including interpersonal and small group.

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.

THIS PAGE INCLUDES:

>> Contextual Information

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.

COVID-19 Adaptations Field Experience Hours--WSC still required 100 hours minimum prior to student teaching. We were able to place all students for their practicum and student teaching experiences within area schools. However, WSC did purchase "The Teaching Channel Plus" video software for our initial, 20 hour observation experience. Students were not required to make up these 20 hours, however some students chose to add additional hours to their practicums to make up for the virtual hours. The software was utilized due to COVID and the difficulty of placing an additional 100 students in schools during the pandemic. 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 or 18-week (full day for one college semester) supervised clinical practice experience. Significant Changes The School of Education and Behavioral Sciences began preparations to move into the newly renovated Benthack Hall.

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:

Brook Jech

TITLE:

Director of Education and Counseling 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 Behavioral Sciences