University of Nebraska - Lincoln
Traditional Program

2014 | Title II Reports

Complete Report Card

AY 2012-13

Institution Information

Name of Institution: University of Nebraska - Lincoln
Institution/Program Type: Traditional
Academic Year: 2012-13
State: Nebraska

Address: 233 Mabel Lee Hall

Lincoln, NE, 68588

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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education? (http://www2.ed.gov/about/offices/list/oii/tqp/index.html)

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at http://www2.ed.gov/about/offices/list/oii/tqp/index.html.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Agricultural Education 6-12	No
Biology 7-12	No
Business, Marketing & Information Technology 6-12	No
Chemistry 7-12	No
Cooperative Education-Diversified Occupations 9-12	No
Early Care and Education B-K	No
Early Childhood Education Birth-Grade 3	No
Early Childhood Education Unified Birth-Grade 3	No
Earth Science 7-12	No
Elementary Education	No
English 7-12	No
English as a Second Language K-12	No
Family and Consumer Sciences 6-12	No
Horticulture Education 7-12	No
Industrial Technology Education 6-12	No
Journalism & Mass Communication 7-12	No
Language Arts 7-12	No
Mathematics 7-12	No
Middle Grades Education 4-9	No
Music K-12	No
Natural Science 7-12	No

Physics 7-12	No
Preschool Disabilities B-K	No
Skilled & Technical Science Education 9-12	No
Social Science 7-12	No
Special Education - Deaf or Hard of Hearing P-12	No
Special Education - Early Childhood B-3	No
Special Education - Mild/Moderate Disabilities K-6, K-9, 7-12	No
Theatre 7-12	No
World Language 7-12 (French, German, Latin, Russian, Spanish)	No
Total number of teacher preparation programs: 30	

Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:
Sophomore year   for elementary; Junior year for secondary programs

Does your initial teacher certification program conditionally admit students?
No

Provide a link to your website where additional information about admissions requirements can be found:
http://cehs.unl.edu

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

Interviews in selected programs.

Section I.b Undergraduate Requirements

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

Are there initial teacher certification programs at the undergraduate level?

Yes

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

Element	Required for Entry	Required for Exit
Transcript	Yes	No
Fingerprint check	No	No

Background check	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	No
Interview	Yes	No
Other	Data not reported	Data not reported

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

2.5

What was the median GPA of individuals accepted into the program in academic year 2012-13

3.6

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2012-13

3.6

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

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

Are there initial teacher certification programs at the postgraduate level?

Yes

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

Element	Required for Entry	Required for Exit
Transcript	Yes	No
Fingerprint check	No	No
Background check	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	Yes	No
Other	Data not reported	Data not reported

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

2.5

What was the median GPA of individuals accepted into the program in academic year 2012-13

3.5

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2012-13

3.8

Please provide any additional comments about the information provided above:

Section I.c Enrollment

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

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

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2012-13:	741
Unduplicated number of males enrolled in 2012-13:	175
Unduplicated number of females enrolled in 2012-13:	566

2012-13	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	19
Race	
American Indian or Alaska Native:	6
Asian:	6
Black or African American:	3
Native Hawaiian or Other Pacific Islander:	0
White:	717
Two or more races:	10

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2012-13.

Average number of clock hours of supervised clinical experience required prior to student teaching	140
Average number of clock hours required for student teaching	640
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	1.72
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	16.88
Number of students in supervised clinical experience during this academic year	335

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

Our total numbers of students & FTE now reflect numbers for student teachers only. This is consistent with new definitions for clinical practica found in Nebraska Rule 20 and with data that other teacher education institutions are providing in Nebraska.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	49
Teacher Education - Early Childhood Education	34
Teacher Education - Elementary Education	142
Teacher Education - Junior High/Intermediate/Middle School Education	1
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	10
Teacher Education - Art	15
Teacher Education - Business	17
Teacher Education - English/Language Arts	24
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	8
Teacher Education - Technology Teacher Education/Industrial Arts	6
Teacher Education - Mathematics	29
Teacher Education - Music	22
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	26
Teacher Education - Social Science	24
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	38
Teacher Education - Chemistry	9
Teacher Education - Drama and Dance	
Teacher Education - French	1

Academic Major	Number Prepared
Teacher Education - German	
Teacher Education- History	
Teacher Education - Physics	2
Teacher Education - Spanish	9
Teacher Education - Speech	3
Teacher Education - Geography	
Teacher Education - Latin	1
Teacher Education - Psychology	
Teacher Education - Earth Science	3
Teacher Education - English as a Second Language	2
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify: Cooperative Education-Diversified Occupations	15

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	35
Teacher Education - Early Childhood Education	33
Teacher Education - Elementary Education	112
Teacher Education - Junior High/Intermediate/Middle School Education	1
Teacher Education - Secondary Education	
Teacher Education - Agriculture	11
Teacher Education - Art	12
Teacher Education - Business	16
Teacher Education - English/Language Arts	19
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	5
Teacher Education - Technology Teacher Education/Industrial Arts	3

Teacher Education - Mathematics	19
Teacher Education - Music	21
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	11
Teacher Education - Social Science	23
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	1
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	1
Teacher Education - Spanish	6
Teacher Education - Speech	2
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	1
Psychology	7
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	

Political Science and Government	
Sociology	3
Visual and Performing Arts	4
History	
Foreign Languages	2
Family and Consumer Sciences/Human Sciences	5
English Language/Literature	2
Philosophy and Religious Studies	
Agriculture	2
Communication or Journalism	3
Engineering	1
Biology	10
Mathematics and Statistics	2
Physical Sciences	1
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	2
Chemistry	3
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	3
Computer and Information Sciences	
Other Specify: Architecture; Biochemistry; Horticulture; International Studies; Speech-Language Pathology; unknown	26

Section I.f Program Completers

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

2012-13: 401

2011-12: 392

2010-11: 388

Section II Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing

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

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

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2012-13

Did your program prepare teachers in mathematics in 2012-13?

Yes

How many prospective teachers did your program plan to add in mathematics in 2012-13?

30

Did your program meet the goal for prospective teachers set in mathematics in 2012-13?

Yes

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Is your program preparing teachers in mathematics in 2013-14?

Yes

How many prospective teachers did your program plan to add in mathematics in 2013-14?

35

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Will your program prepare teachers in mathematics in 2014-15?

Yes

How many prospective teachers does your program plan to add in mathematics in 2014-15?

35

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Science

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

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

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2012-13

Did your program prepare teachers in science in 2012-13?

Yes

How many prospective teachers did your program plan to add in science in 2012-13?

28

Did your program meet the goal for prospective teachers set in science in 2012-13?

Yes

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Is your program preparing teachers in science in 2013-14?

Yes

How many prospective teachers did your program plan to add in science in 2013-14?

30

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Will your program prepare teachers in science in 2014-15?

Yes

How many prospective teachers does your program plan to add in science in 2014-15?

32

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Special Education

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

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

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2012-13

Did your program prepare teachers in special education in 2012-13?

Yes

How many prospective teachers did your program plan to add in special education in 2012-13?

10

Did your program meet the goal for prospective teachers set in special education in 2012-13?

Yes

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

0 for elementary education/special education and 10 for secondary special education

Academic year 2013-14

Is your program preparing teachers in special education in 2013-14?

Yes

How many prospective teachers did your program plan to add in special education in 2013-14?

10

Provide any additional comments, exceptions and explanations below:

0 for elementary education/special education and 10 for secondary special education. The dual major is at capacity for current classroom space and course enrollment. Our secondary certification option has room to grow.

Academic year 2014-15

Will your program prepare teachers in special education in 2014-15?

Yes

How many prospective teachers does your program plan to add in special education in 2014-15?

10

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Instruction of Limited English Proficient Students

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

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

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

Academic year 2012-13

Did your program prepare teachers in instruction of limited English proficient students in 2012-13?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2012-13?

25

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2012-13?

No

Description of strategies used to achieve goal, if applicable:

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

The English Language Learner program has been changed to a graduate level added endorsement. The department is making a conscious effort to prepare a

smaller number of quality teachers.

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Is your program preparing teachers in instruction of limited English proficient students in 2013-14?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2013-14?

10

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Will your program prepare teachers in instruction of limited English proficient students in 2014-15?

Yes

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2014-15?

10

Provide any additional comments, exceptions and explanations below:

Section II Assurances

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

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

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

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

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

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

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

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

Yes

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

Required courses; dialogue with school district plus meeting state guidelines and standards

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	717	181	714	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2012-13	366	182	366	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2011-12	348	181	348	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2010-11	346	181	343	99
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	717	179	713	99
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2012-13	367	180	367	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2011-12	349	180	349	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2010-11	346	180	343	99
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	717	177	712	99
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS)	367	177	367	100

All program completers, 2012-13				
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2011-12	349	177	349	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2010-11	346	178	336	97

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2012-13	367	367	100
All program completers, 2011-12	350	350	100
All program completers, 2010-11	346	330	95

Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?
Yes

If yes, please specify the organization(s) that approved or accredited your program:
State
TEAC
TEAC is now CAEP

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?
No

Section V Use of Technology

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

Does your program prepare teachers to:

- **integrate technology effectively into curricula and instruction**
  Yes
- **use technology effectively to collect data to improve teaching and learning**
  Yes
- **use technology effectively to manage data to improve teaching and learning**

Yes
- **use technology effectively to analyze data to improve teaching and learning**
Yes

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

The State of Nebraska requires that all teacher education candidates meet the following standards in the area of instructional technology. We address these four, State of Nebraska teacher education standards in our technology curriculum. These are:

1. Teachers demonstrate a sound understanding of technology operations and concepts.

2. Teachers plan and design effective learning environments and experiences supported by technology.

3. Teacher implement curriculum plans that include methods and strategies for applying technology to maximize student learning.

4. Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.

Students in undergraduate programs complete TEAC 259, Technology in the Classroom. Graduate students enroll in TEAC 880A, Survey of Instructional Technology. Both courses address the standards listed above.

Section VI Teacher Training

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

Does your program prepare general education teachers to:

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

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

The State of Nebraska requires that all teacher education candidates must meet a set of standards related to teaching special populations. We address five State of Nebraska teacher education standards in our programs. These are:

1. Knowledge of the exceptional education needs of the disabilities defined by section 79-1118.01R.R.S.

2. Knowledge of the major characteristics of each disability in order to recognize its existence in children.

3. Knowledge of various alternative for providing the least restrictive environment for children with disabilities.

4. Knowledge of methods of teaching children with disabilities in the regular classroom.

5. Knowledge of pre-referral alternatives, referral systems, multidisciplinary team responsibilities, the individualized education plan process and the placement process.

All students are required to pass SPED 401A/801A, Accommodating Exceptional Learners in the Classroom (Elementary) or SPED 401B/801B, Accommodating Exceptional Learners in the Secondary Classroom.

Does your program prepare special education teachers to:

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

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

The Special Education programs at the University of Nebraska-Lincoln has Specialized Program Approval through 2017 from the Nebraska Department of Education. This indicates the programs meet national professional organization standards as well as state standards.

Teacher education programs at UNL are accredited by TEAC. In turn the Council for Exceptional Children (CEC) has taken the 10 INTASC standards and applied them to the field of Special Education. CEC now requires that all accredited special education teacher education programs track each college student from admission to graduation to determine whether they have attained each standard and to what degree or level or proficiency. Students and faculty use a website to monitor students' progress in achieving competencies in the following areas reflecting desired teacher competency: (1) Foundations, (2) Development & Characteristics of Learners, (3) Learning Differences, (4) Instructional Strategies, (5) Learning Environments and Social Interactions, (6) Language, (7) Instructional Planning, (8) Assessment, (9) Professional & Ethical Practice, and (10) Collaboration. Ratings for each of the 10 standards may reflect competence in foundation courses or classes that are specifically required for an area of certification (e.g. undergraduate K-6 mild-moderate disabilities major or undergraduate mild/moderate disabilities 7-12; graduate level behavior disorders, early childhood special education, deaf/hard of hearing, mild/moderate, specific learning disabilities, severe disabilities, visual impairment, transition). Instructors l assign one or two ratings for each course and practicum students complete as they progress through the program

These ratings are aggregated (merged together) to help us study our teacher preparation programs in special education to see if there are areas where our students are generally strong or weak and then make adjustments to the curriculum. Individual ratings help students track development of knowledge, skills, and dispositions important to special education teachers. If students have challenges meeting proficiency on assessments and scoring rubrics in one or more standards, the advisor will direct them to the appropriate faculty member who can work with them to try to bring a rating to the proficient level when possible. Assignments that are used for rating competencies are found on a tracking sheet and should be identified on class syllabi.

Section VII Contextual Information

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

Supporting Files

Complete Report Card

AY 2012-13

ED.gov   This is a United States Department of Education computer system.

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