

**College of Education Annual Report
Teacher Education
Academic Year 2007-2008**

**Ron Bork, Ed.D.
Dean, College of Education
Concordia University, Nebraska**

The Purpose Statement of Concordia University College of Education

The College of Education strives to prepare candidates who exemplify Christ-like leaders and who will serve as educators in Lutheran, parochial, private, and public school classrooms and parish education programs of our church and our world.

We will equip our candidates

- to be effective in ministry in schools and congregations
- to integrate the Christian faith and values into their own lives and into their classrooms and parish ministries in appropriate and effective ways
- to see themselves as leaders and influencers and to provide them with a basic set of skills to carry out their ministry
- to grow spiritually, academically, socially, emotionally, physically, and relationally

We do this by providing an environment that encourages and emphasizes

- spiritual, intellectual, social, emotional, and physical growth in an atmosphere of openness and respect,
- excellence in academics and integrity demonstrated in high standards in both areas,
- a high standard of excellence in personal spiritual life as demonstrated in commitment to Word and Sacrament and to each other as brothers and sisters in Christ,
- the importance of commitment to others in all that we do demonstrated in a willingness to place the needs of others as a high priority in our lives,
- partnership with candidates as they learn and grow, with schools and churches in the training and growth of the candidates, and with Lutheran, public, private, and parochial schools in recruiting, placing, and retaining dedicated servant-leaders, and
- a sense of collegiality and mutual respect and responsibility in our candidates during their time at Concordia and as they take their place in the schools and churches of the world.

The Need for Teachers in our Church and World

- The education of our children is one of the most important responsibilities of a society. That need is even more prevalent in our church as leaders look not only at the academic education of their children but also the spiritual upbringing. Lutheran schools have long been one of the most effective ways of developing strong spiritual values in our children and young people.
- As we prepare teachers for public schools we realize that instilling strong values in the students is important. We strive to be effective in preparing our teacher education candidates to be positive role models for the students.
- In our synodical schools we currently have over 273,000 students enrolled in almost 2500 programs from child care through twelfth grade.

Program Productivity

- In the 2007-2008 academic year we had 80 teacher education candidates complete their professional semester. This is a decrease of 13% from the previous academic year
- The total number of declared teacher education candidates on campus in the spring of 2008 numbered 395 – up 5.6% from 06-07. 220 of the candidates were officially admitted into teacher education – up 11.7% from 06-07.

Courses Taught in the Professional Education Core

- The transition from the old program to the revised program continues to go quite smoothly. Teacher education candidates under the new program will begin their junior year in the fall of 2008. Most students under the old program will be completing their student teaching during 2008-2009 or in the fall of 2009. Ed424 – Teaching Diverse Learners will be taught for the first time the fall of 2008 as part of the teacher education core. This course will expose our teacher education candidates to classrooms with both academic and cultural diversity. We have partnered with Lincoln Public Schools to identify 6 schools – 2 elementary, 2 middle, and 2 secondary – that will host students for a field experience during the semester.

The following chart shows professional education core courses (under the *old* and the current program) taught during the 2007-2008 academic year.

	course/hrs	professor / sections	position	enrollment		cr. hrs. gen.	
				fall	spring	fall	spring
Courses in the Teacher Education Core	Ed101/1	Fisher	FT CoE	52		52	
	Ed101/1	Kromminga	FT CoE	25		25	
	Ed101/1	Juergensen	FT CoE	24		24	
	Ed101/1	Tonjes (1,1)	FT CoE	23	30	23	30
	Ed201/3	Fisher (2,3)	FT CoE	55	70	165	210
	Ed345/2	Bork (1,1)	FT CoE	13	5	26	10
	Psy200/2	Opfer (2,1)	Adjunct	49	30	98	60
	Psy210/2	Tonjes (2,2)	FT CoE	54	54	108	108
	Psy210/2	Pester (1,1)	Adjunct	19	22	38	44
	Psy324/3	Geidel (2,2)	Adjunct	54	61	162	183
	Theo251/3	Blanco (2,2)	FT A/S	58	58	174	174
	Theo 361/3	Groth	FT A/S	13		39	
	Theo361/3	Reek (2,2)	FT A/S	54	42	162	126
	Theo362/3	Groth (1,2)	FT A/S	16	27	48	81
	Theo362/3	Reek (1,1)	FT A/S	29	34	87	102
	Theo381/2	Moulds (2,2)	FT CoE	58	36	116	72
	Theo381/2	Bork (I.S.)	FT CoE		1		2
			Hours Generated			1347	1202
			Hours Taught			54	53
	sections	(24,20)	Average Class Size			24.83	23.50

Summary Data for All Teacher Education programs

			fall	spring
	GRAND TOTALS	Hours Generated	2716	2493
	each course counted once	Hours Taught	149	136
		Average Class Size	17.70	18.08

Course/Instructor Evaluation Information

A revised Course/Instructor Evaluation form was used beginning in the fall of 2007. Students rank professors on a 1-5 scale (strongly disagree, disagree, neutral, agree, strongly agree) in 16 different areas. The form will provide longitudinal data on instructor effectiveness as evaluated by the students. Data generated can also be used as part of the faculty professional development process.

Aggregate data for Fall 07 and Spring 08 is included below:

Course Instructor Evaluation Summary

Fall 2007

	courses	20 overall average	overall rank	Number of individual instructor scores			
				< 4.0	4.0 to <4.5	>4.5	>4.79999
Instructor is accessible		4.483295	3	1	6	13	0
Instructor is prepared		4.483742	2	1	8	11	4
Productive use of time		4.391314	6	3	5	12	2
Feedback is timely, helpful		4.330112	8	2	8	10	0
Students treated fairly		4.724005	1	1	0	19	7
Expectations are clear		4.458113	4	1	5	14	0
Instructor motivates me		4.284095	12	1	13	6	0
Critical thinking is stimulated		4.37832	7	1	9	10	2
Discussions are helpful		4.394187	5	2	7	11	1
Valid assessment is used		4.147387	15	4	16	0	0
Assignments are helpful		4.27958	13	1	13	6	0
Grading practices are clear		4.324236	9	2	9	9	0
Workload is appropriate		4.269419	14	3	10	7	0
My grade reflects my learning		4.2905	11	2	15	3	0
I learned a great deal in the course		4.313654	10	3	7	10	1
Overall average of scores		4.370131		28	131	141	17
			%	9.3%	43.7%	47%	5.7%

In the spring of 2008 a 20th evaluation descriptor was added – The instructor is knowledgeable concerning course content. That item is reflected in the Spring 2008 data summary listed below.

Course Instructor Evaluation Summary Spring 2008

	Courses	31	Individual instructor scores			
	Student responses	654	4.0 to	<4.5	>4.5	>4.79999
	averages	rank	< 4.0			
Instructor is accessible	4.512362	4	2	9	20	3
Instructor is prepared	4.57365	3	2	5	24	10
Productive use of time	4.36274	8	3	12	16	3
Feedback is timely, helpful	4.330973	12	2	17	12	2
Students treated fairly	4.650529	2	3	0	28	13
Expectations are clear	4.377218	7	3	11	17	3
Instructor motivates me	4.306837	14	3	16	12	2
Critical thinking is stimulated	4.354922	9	4	11	16	5
Instructor is knowledgeable	4.677137	1	2	2	26	16
Discussions are helpful	4.352162	10	3	15	13	3
Valid assessment is used	4.327308	13	2	18	11	3
Assignments are helpful	4.266084	15	7	12	12	2
Grading practices are clear	4.423959	6	2	11	18	2
Workload is appropriate	4.221269	16	4	17	10	2
My grade reflects my learning	4.448486	5	2	14	15	2
I learned a great deal in the course	4.342967	11	4	10	17	3
Overall average of scores	4.408051		48	180	267	74
		%	9.7%	36.4%	53.9%	14.9%

Strengths, Highlights, and Changes in the Program

- The teacher education program continues to be the flagship program at Concordia University, Nebraska. We believe that we have reached the low point in graduation numbers and that in the coming years we will see a gradual increase in the number of students enrolled in and completing the teacher education program at all levels.
- During the upcoming year we will continue with the transition from old program to new program and, at the same time, continue to evaluate the changes that have been made to determine their efficacy.

Progress Made on Program Goals

- A full-time position was filled during the 07-08 academic year. We will begin the fall of 2008 with eight full-time members of the College of Education working specifically in teacher education.

- Revising the location and number of field experience hours was accomplished to some degree. We are still in the process of making small revisions to the number of hours and to their location within the core courses in the program.

Concerns and Challenges

- Adequate staffing still continues to be a challenge. In December 2007 Dr. Grace-Ann Dolak retired and in April 2008 Dr. Rebecca Fisher accepted a position at Christ Lutheran in Lincoln, Nebraska. Professor Amanda Geidel accepted a full-time position at Concordia, but that still left us with one less full-time member of the teacher education faculty in the College of Education.
- Our ELL program is positioned to provide 3 hours of instruction for all teacher education candidates in early childhood, elementary, and middle level education. Those classes will still be taught by adjuncts. Finding a long-term adjunct or filling a position for both ELL and education foundations would be a plus.

Goals for the Coming Academic Year

- With the departure of Dr. Rebecca Fisher our Middle Level program is in a state of transition. We have hired Shanna Opfer and Beth Pester to serve as adjuncts and to take over the course load which Dr. Fisher had. Professor Pester will also serve as the middle level program director. Having this position filled by an adjunct will require focused communication and the need to remain in contact with middle level candidates. In February an evaluation will be conducted to determine our effectiveness in meeting the needs of the middle level candidates with adjuncts.
- Current teacher education candidates have indicated a desire to have a special education program available for them to pursue. Since we are in the final year of phasing out our Mild-Moderate Disabilities program we have the opportunity to look closely at what could be offered to students interested in pursuing this path. We are currently looking at a variety of options including a different undergraduate endorsement, the early exploration of a graduate level special education program, and other creative options for meeting both student and school needs.
- The 2008-2009 academic year will see the implementation of T.E.D. – Teacher Education Data system. The College of Education and Computing Services have worked closely during the spring semester to design a data collection system that can be used for tracking candidate progress and can also be used for providing the necessary data for future NDE and NCATE visits during the accreditation cycle. Data collection will begin in earnest in the fall of 2008 in order to provide the required three years of data for the 2011-2012 NDE and NCATE accreditation visits.
- We need to continue to find effective ways to connect with the schools, teachers, administrators, guidance counselors, and the students of those schools to enhance our ability to recruit young people as teachers for the future. We have begun discussions with the Admissions Office about a Facebook Group or a CU Teacher Education blog that could be a place to connect with potential teacher education recruits. Managing this process will be a challenge with an already full schedule for our College of Education faculty.

PROGRAM REPORTS:

Early Childhood Education

2008 graduates of the program: (14)

Alison Tyhurst Andreason	Elizabeth Ann Casoria	Katherine Marie Davis
Rebecca Anne Ettner	Amber Nichole Heble	Megan Michelle Homan
Kimberly Anne King	Karen Lois Lininger	Kristine Elise Roit
Rachel Lorene Stubbs	Nathanael Waterman Trah	Janna Lynne Virus
Emily Grace Weimer	Kristen Kay Zwick	

Strengths of the Early Childhood Program

- One of our continuing strengths is the practicum attached to Early Childhood Curriculum and Methodology (Educ332) using the project approach. Our students that are placed for student teaching at Dimensions, a research preschool in Lincoln, were highly complimented on their knowledge of appropriate practice and their understanding of the center's work with children using a project approach framework. This experience and encouragement gives them confidence in what they are doing.
- Another strength we have also continues to be an area for concern. We have placed our students with some outstanding teachers for student teaching who will allow and support our students in teaching using current research and best practices. This really helps our students get excited about their career choice. However, we still have some cooperating teachers who are not current themselves, and do not support our students in doing what they have learned in their time at Concordia. We continue to develop a list of those teachers who parallel in their classrooms what we teach in our classes at Concordia so all student teachers can have more fulfilling experiences in student teaching.
- Adding a field trip for Early Childhood Program Organization and Management (Educ452), helped expose the early childhood candidates to more diverse classrooms, while at the same time showing them how the things talked about in class could be implemented in the "real world." Three quality sites in Omaha were visited. Being able to come back and reflect with the students on what we observed together seems to deepen their understandings and make them believe more strongly that what we learn in class can actually be done in the classroom.

Significant changes in the program

- Adding Educ-331 Infants and Toddlers: Development, Curriculum and Teaching addressed the need to have coursework which covers the total early childhood years range. The course is a study of appropriate infant and toddler programs (birth to age three), including an overview of development, quality routines, appropriate environments, materials and activities, and teaching/guidance techniques. This methods course is required for all Early Childhood endorsement candidates.

Concerns / Recommendations

- There is a still general misunderstanding of what early childhood actually includes. Many people, including some here at Concordia, believe it refers to only the preschool years. According to the National Association for the Education of Young Children

(NAEYC), early childhood years are birth to age eight. I would like to see these years referred to more often whenever early childhood is being discussed with students.

- With these years in mind, it is imperative that we get all students who wish to teach in the lower elementary grades into taking Primary Education (Educ333). We have had success adding this as a replacement course for all of our elementary public education candidates as a substitute for one of the theology courses. We must continue to get our students who plan to teach lower grades prepared to do age appropriate things for young children in the primary grades, while still meeting the required standards. Currently, the best way to do this is to get all of these students into the Primary Education class.

Goals for the coming year

- Adding a field trip for Primary Education and Literacy Development (Educ333) would provide a quality experience for the candidates also. Finding a site that can handle the number of students we have in a single visit has been the challenge.
- A continuing goal is to have our early childhood students get practicum experiences in preschool classrooms before they reach Early Childhood Education Curriculum and Methodology (Educ332). This will be included as an intentional option for the requirements for Teaching as a Profession (Educ101). Candidates who have a preschool experience are able to make a more informed choice prior to meeting with the placement director which always happens before their early childhood student teaching experience.
- As another continuing goal, I plan to add some study of the movement to get children back outside and caring for things in nature into Early Childhood Education Curriculum and Methodology (Educ332) and Early Childhood Education Foundations and Programs (Educ330). This movement is strong in Nebraska, but also is a growing concept in both national and international conferences. There is a growing base of research to support children's growth through more time outside and in positions of responsibility in caring for nature.
- This coming year we are going to investigate offering programs and workshops for early childhood teachers, directors, and Headstart personnel at Fallbrook. This may be done in cooperation with ESU 6 (Seward and surrounding counties) and ESU 18 (city of Lincoln). Our goal is to have one program/workshop up and running by the end of the academic year.

Judy Ripke, M.Ed.

Director of Early Childhood Education

Courses in the ECE Endorsement	HHP182/2	Janousek (2,1)	FT A/S	42	20	84	40
	HHP182/2	Hoffman (2,2)	FT A/S	43	42	86	84
	HHP182/2	Baack	Adjunct		21		42
	HHP182/2	H. Gubanyi	FT A/S		21		42
	Psy212/1	Serck	Adjunct	17		17	
	Psy212/1	Ripke	FT CoE		16		16
	Ed330/3	Ripke	FT CoE		12		36

	Ed333/3	Ripke	FT CoE		23		69
	Ed430 */2	Kromminga	FT CoE	23		46	
	Ed332/3	Ripke	FT CoE	8		24	
	Ed452/3	Ripke	FT CoE	9		27	
	Eng391/3	Serck	Adjunct	30		90	
			Hours Generated			374	329
			Hours Taught			20	17
	sections	(9,8)	Average Class Size			19.11	19.38

Elementary Education

2008 graduates of the program: (26)

April M. Anderson	Laura Marie Bogenhagen	Mari Lyn Buss
Amy Elisabeth Byer	Sarah Anne Christensen	Jamie Anuheia Corbin
Leigh Ann Darneal	Kelly Lynn Dressler	Wanda J. Dunn
Clayton Lee Erdmann	Kendra Ashley Gilmore	Megan Marie Gould
Lauren J. Hannemann	Annie Christine Hinck	James Richard Kirk
Amy Rebecca Kleindienst	Sarah Kathleen Nixon	Priscilla Lee Pietz
Laura Marie Schlichting	Dawn Lauren Schnare	Amy Nicole Schommer
Laura Kathryn Seutter	Jessica A. Sunderman	Jessica Marie Svajhart
Sarah Jane Wickland	Rachelle Marie Wilcox	

Strengths of the Elementary Program

- Commitment to our students: The elementary program begins with Teaching as a Profession (Educ101) in the freshman year. This is a vital connection to the College of Education that builds relationships and offers support to aspiring teachers early in the program.
- Dedicated Faculty: The faculty is dedicated to prepare our elementary teachers for today's classroom. Current methods and philosophies are practiced to provide students with the knowledge that they will need to be successful.
- Field Experience: The students have the opportunity to turn that knowledge into practice in the local schools.
- Student Teaching: Currently, Concordia University places students for Student Teaching unlike any other institution. Two eight week sessions offer our students two different cooperating teachers and two different grade level experiences.
- Four year Program Completion: Our students have the ability to graduate in four years under the current program - 128 hour program with 16 credit hours per semester over eight semesters.

Significant changes in the program

- Addition of Teaching As a Profession (Educ101)
- Revision of Literacy Instruction, Assessment and Intervention ED461 with capstone field experience

- Realignment of Field Experience hours to provide our students with diversified classroom experiences (Work in Progress)
- Methods courses offered in morning sessions so the students have the opportunity to meet with their cooperating teachers and supervisors in the afternoons
- Handbook, forms, evaluations and professional semester manual updated
- Online resource developed for our cooperating schools, teachers, supervisors, students and graduates.

Concerns / Recommendations

- Special Education Program: Special education courses are offered throughout the elementary program. Several students inquire about our special ed program on visit days or in prospective student meetings only to find out that we do not offer certification. I truly believe that if we had a special education director to champion the program it would be successful. This should be done at the master's level so students interested in special education could complete their undergraduate degree in elementary education and filter right into our masters program. Without this element, we may be losing students to other institutions. (Work in Progress-WIP)
- The methods courses in the professional semester take away valuable classroom experience time for the student teachers. Practice in teaching reading or math is sometimes missed during the first eight weeks due to this scheduling.
- The current elementary program does not contain a religion subject concentration. Exploration of adding this area is underway. (Working with DCE program directors to implement program at the September/ October) College of ED meeting.

Goals for the coming year

- Religion Subject Concentration (WIP)
- Relentless Recruitment of students through the alumni in the many schools that work with our student teachers. The alumni could identify a few students in their schools that would be a good fit for Concordia and our teaching programs. (Identified the alumni of the schools visited for student teaching supervision)
- Work with marketing to develop a tri-fold to pass on to students in the schools we visit for student teaching supervision. "Why Education?"
- Train supervisors to identify alumni and give the tri-fold to students and teachers
- Continue our partnership with students that have graduated from Concordia and are currently teaching to strengthen our program. They can provide us with valuable information to survey areas that may need to be strengthened, dropped or added to the program.
- Continue to develop and update our online resources for our cooperating schools, teachers, supervisors, students and graduates.
- Commitment to our students that they are being prepared for their first year of teaching.
- Develop ED430 online
- Revision of the half-way evaluation in student teaching two.

Kevin Kromminga, M.A.
Director of Elementary Education

Courses in the Elementary Endorsement	Psy211/2	Ripke (2,1)	FT CoE	55	32	110	64
	Art301/1	Bergdolt (2,2)	FT A/S	29	21	29	21
	Math301/3	Bork (1,1)	FT CoE	11	17	33	51
	Math305/3	Matthews (1,1)	FT A/S	13	16	39	48
	Ed361/6	Friedrich	Adjunct	22		132	
	Ed361/6	Uffelman	FT CoE		15		90
	Ed362/2	Langewisch (1,2)	Adjunct	24	43	48	86
	HHP363/1	Boye (2,1)	FT A/S	23	20	23	20
	HHP364/1	Lemke (2)	FT A/S	21		21	
	HHP364/1	Goldgrabe	FT A/S		20		20
	Ed365/3	Dolak	FT CoE	4		12	
	Ed363/M Sci SS Mu Gen @ 1.2	Ehlers	Adjunct	18	15	21.6	18
		Bork	FT CoE	18	15	21.6	18
		Opfer	Adjunct	18	15	21.6	18
		Radden	Adjunct	18	15	21.6	18
		Kromminga	FT CoE	18	15	21.6	18
			Hours Generated			555	490
			Hours Taught			33	28
	sections	(18,15)	Average Class Size			16.22	17.27

Middle Level Education

2008 graduates of the program: (10)

Vanessa Raquel Bakenhus

Kaitlyn M. Charlton

Elizabeth Ann Hirssig

Amanda Elizabeth Riley

Chelsey Anne Bartels

Eric W. Deyke

Alexandrea Elizabeth Johansen

Sarah Raye Bierman

Elizabeth Marie Hambrock

Bonnie M. Lintz

Strengths of the Middle Level Program

- Strong community develops with the cohort format. Students maintain strong connections on campus as they take courses together, and also with one another many years after graduation; the last five graduating classes continue to send emails to one another for help, encouragement, advice, and the sharing of stories and situations.
- Flexibility in the field. The graduates are prepared well to teach in both departmentalized and self-contained settings. Principals enjoy this dimension of our middle school graduates.

- Commitment to the young adolescent learner. The middle level candidates have purposefully decided that they are called to this challenging grade level and seek to serve as strong role models to an at-risk population.
- Unique program among CUS schools. No other CU institution has a comprehensive, stand-alone program.

Significant changes in the program

- Specific methods courses for the core subject areas (math, science, social sciences) for grades 4-9. Prior to 06-07, middle level candidates took elementary lab coursework, often geared primarily to the K-4 students. Many of the middle level candidates are still concerned with redundancy in some of the secondary methods courses they currently take and also are concerned that the emphasis of some of the methods courses is not applicable to middle level education. (see the first goal below)
- Juniors and seniors in the middle level program will have the opportunity to attend the National Middle School Conference and to be exposed to the professional development opportunities that are afforded at the conference. Expenses will be split between the student and the university.
- A greater variety of instructors are now being used in middle level courses. With the addition of middle level experienced adjuncts the middle level candidates have the opportunity for a wider variety of backgrounds and approaches to middle level education.

Concerns / Recommendations

- Numbers in the program. Currently, we have an average of 12 students each year in the middle level program. We anticipate that the numbers will remain in the 8-12 range in the near future. Nationally, only 5% of teacher education candidates indicate middle level as a preference. Currently at Concordia our program amazingly represents 10-15% of our candidates. Expecting this program to grow larger in number is not realistic unless we bring more teacher education candidates into our doors.
- Concern about the course Teaching the Christian Faith (Educ362) meeting the faith integration needs and spiritual guidance within the classroom that middle level teachers must be able to demonstrate each day. We continue to enroll a number of Lutheran students who've never been exposed to a Lutheran school. Getting them into good Lutheran school classrooms on a regular basis to see integration of faith is important.

Goals for the coming year

- Middle Level specific methods courses will continue to be developed and realigned to provide a better connection to the academic needs and abilities of the middle level student.
- With the move of Dr. Fisher to Christ Lutheran in Lincoln we are exploring the possibility of offering one of the middle level seminar classes in Lincoln at Fallbrook for our middle level candidates. The middle level candidates generally spend a portion of two days in Lincoln doing field work. We are working on a way to connect that field work with class time at Fallbrook.
- Continue to recruit those with the skills and heart to teach middle school students.
- As part of our ongoing efforts to recruit students to CU, ask current CUNE middle school teachers in Lutheran schools to identify their own middle school students who might be

excellent church worker teachers, and develop contacts and relationships with those students using our own undergraduates.

Rebecca Fisher, Ed.D.
Director of Middle Level Education

Courses in Middle Level Endorsement	Ed211/1	Fisher	FT CoE	16		16	
	Ed311/1	Fisher	FT CoE		12		12
	Ed361 */6	Friedrich	Adjunct	22		132	
	Ed361*/6	Uffelman	FT CoE		15		90
	Ed362 */2	Langewisch (1,2)	Adjunct	24	43	48	86
	Eng 491/3	Zum Hofe	FT A/S		19		57
	Ed401/3	Fisher	FT CoE	12		36	
	Psy421 */2	Moulds (1,2)	FT CoE	35	50	70	100
	Psy422/1	Fisher	FT CoE	16	23	16	23
	Ed402/1	Fisher	FT CoE	1	12	1	12
	Ed364/3 1 hr. each	math-Metzger	Adjunct	12		12	
		ss-Opfer	Adjunct	12		12	
		sci-Pester	Adjunct	12		12	
			Hours Generated			355	380
			Hours Taught			19	20
	sections	(10,9)	Average Class Size			16.20	19.33

Secondary Education

2008 graduates of the program: (29)

Justin R. Bangert	Elizabeth M. Bauer	Nathan J. Blankenship
Matthew Thomas Bliemeister	Paul Martin Blumenberg	Rachel Christine Chartrand
Patrick J. Daberkow	Christa Lee Dunker	Sarah Lavon Ehlers
Amanda Louise Grote	Zachary Neil Gunzelman	Bradford Adam Hueske
Rachel Marie Hueske	David Paul Jabs	Patricia Marie Loveless
Jessica Katharina Luebbe	Christine Noel Mabrey	Kali Anne Manning
Brett David Mertens	Joshua Paul Miesner	Jonathan Kevin Mueller
Kristen Ann Newell	Trevor Theodore Osten	Jared Brian Oswald
Anneliese Emma Hansen Ploetz	Kelly Denae Rasmussen	Jaelle Marie Rodenbeck
Sarah Lynda Trinklein	Nicole Dianne Vanderhoff	

Strengths of the Secondary Program

- We continue to have outstanding teacher education candidates in the secondary program! The level of talent evident in the candidates and their willingness to learn and grow as teachers is a real blessing.

- We have developed great working relationships the high schools across Nebraska and the LCMS that serve as the sites for our student teachers. Continuing to connect with them through visits and through the ALSS conference is a benefit that pays dividends.
- The addition of Ed 101 – Teaching as a Profession as a beginning point and this fall the addition of Ed 470 – Content Area Literacy as a capstone course will make a great difference in our secondary program. The early connections through Ed 101 and the connected capstone course in Ed 470 provide that strong start and finish to an already strong program.

Significant changes in the program

- The most significant change this coming year will be the Ed 470 – Content Area Literacy course. This will provide the methodology content that is common to all secondary teachers as they present the content in their subject areas. We anticipate that it will meet with some skepticism and concern because it is a 2-hour course that's been moved to a 3-hour course and it will also include an extensive field experience as part of the capstone nature of the course. However, it will link the secondary candidates back to their high schools and provide a quality teaching experience prior to student teaching. Dr. Uffelman has worked hard to develop the content and is very excited about the possibilities.
- I continue to make it a priority to add quality schools to our list of potential student teaching sites, as well as taking the steps necessary to hire new adjunct supervisors in specific geographic locations which opens up new doors and partnerships for us in areas that we haven't been able to use much in the past (this is more cost-effective as well since we don't have to send out as many supervisors from campus each semester).
- The time we spent last year on updating old and outdated files, forms, manuals, etc. in order to streamline the process and make things more "user-friendly" is paying off. Our work is done more efficiently and we have a better process of information collection.
- The addition of an online version of Ed 101 will benefit our transfer students and those who make late program changes into teacher education. We have noticed that putting juniors and even second-semester sophomores in a freshman class has not worked well. We used independent studies this past year to address those concerns. This coming year we will be using an online course for those students who transfer or change programs.
- The portfolio process, as it continues to evolve, has been a positive addition. Students now see how they can document their own progress through the program and how all those pieces fit together.

Concerns / Recommendations

- While our numbers have been fairly steady, I continue to be concerned about attracting students who want to be high school teachers, as well as finding ways to make it affordable for them to come to CUNE. I believe we have a great responsibility to provide excellent teacher candidates for local public schools and especially for our Lutheran schools across the country that are in such need of Called teachers who truly understand the ministry. While this is a concern, it is also a great joy to know that this is a priority here and I am greatly optimistic about our program and the opportunity we have here to have a great impact. Being able to contact these young people during their decision

process and offering them additional financial incentives to choose Concordia University, Nebraska would be a big plus in recruiting.

- Technology and the fast pace at which it continues to expand is a challenge. We need to look seriously at upgrading our technology skills and offerings especially in the area of presentation hardware and software (i.e. smart board technology, etc.) and provide opportunities for students to become adept at using this in their teaching.

Goals for the coming year

- A constant goal for me is to continue to develop positive relationships with students, colleagues, school administrators and teachers, etc. Our teacher education candidates benefit as we provide quality student teaching experiences for them. Personal contacts make that happen.
- I am also working on a plan to work with the administrators, teachers, and guidance counselors at the schools we send student teachers to in order to identify students at those schools who would be good fits for Concordia – once I have names I will make an effort to speak directly to those students when I am out supervising as well as encouraging the other supervisors to do the same. This has been going on in an informal way. It's challenging because of the time commitment, but it has great potential.
- With greater emphasis being placed on “highly qualified” teachers we need to get serious about finding ways to document candidate excellence in the secondary subject areas. This will be a project for the coming academic year as we work with the department chairs in Arts and Sciences.
- Our continuing goal is to be excellent in all that we do as we prepare young people to serve and lead in our classrooms across the country.

James D. Juergensen, Ed.D.
Director of Secondary Education

Courses in Secondary Endorsement	Psy421 */2	Moulds (1,2)	FT CoE	35	50	70	100
	Ed301/2	Juergensen (1,1)	FT CoE	15	16	45	48
			Hours Generated			115	148
			Hours Taught			4	6
	sections	(2,3)	Average Class Size			25.00	22.00

Methods courses for middle level and secondary education are taught together. Class size is lower in part because of the wide variety of endorsements that are available to middle level and secondary candidates and the need to offer the courses on a regular basis. In the past year we have attempted to offer the high-need courses every semester and those with smaller enrollments only one semester each year. We are still in the transition phase hoping to be able to streamline the course offerings more in order to maximize enrollment and use faculty more fully.

Methods Courses in Middle Level and Secondary Education	Ed367/2						
	Ed368/2						
	Ed369/2	Widler	Adjunct	2	1	4	2
	Ed370/2	Dolak	FT CoE	19		38	
	Ed371/2	Roebke	FT A/S	6		12	
	Ed371/2	K. Kuhn	Adjunct		11		22
	Ed372/2	Miller/Moody	Adjunct	3	7	6	14
	Ed373/2	Royuk B	FT A/S	3	5	6	10
	Ed374/2	Banzhaf	Adjunct	2	9	4	18
	Ed375/2	W. Kuhn	FT A/S	4		8	
	Ed376/2	Goldgrabe	FT A/S	3	1	6	2
	Ed377/2	Bergdolt	FT A/S		6		12
	Ed378/2	Moore	FT A/S		12		24
	Ed379/2	Warren	FT CoE	17		34	
			Hours Generated			118	104
			Hours Taught			18	16
	sections	(9,8)	Average Class Size			6.56	6.50

Special Education

2008 graduates of the program: (2)

Erin B. Smith

Jason Albert Steffenson

Data as the program is being phased out as a separate endorsement and being integrated into the requirements for professional education for all candidates.

Courses in the SpEd Endorsement	Ed416/3	Geidel	Adjunct		5		15
	Ed430 */2	Kromminga	FT CoE	23		46	
	Psy415/3	Dolak	FT CoE	1		3	
	Ed467/3	Geidel	Adjunct	3		9	
			Hours Generated			58	15
			Hours Taught			8	3
	sections	(3,1)	Average Class Size			9.00	5.00

ELL endorsement

2008 graduates with an ELL endorsement: (2)

April M. Anderson

Sarah Anne Christensen

Data for the endorsement program at all levels.

Courses in ELL Endorsement	Ed425A/3	Mickel	Adjunct	14		42	
	Ed425B/3	Mickel	Adjunct		5		15
			Hours Generated			42	15
			Hours Taught			3	3
	sections	(1,1)	Average Class Size			14.00	5.00

Appendix A

Lutheran Church-Missouri Synod School Statistics 2005 through 2008

	2005-2006	2006-2007	2007-2008
Total Lutheran Schools	2525	2488	2485
ECE Centers	1397	1368	1406
Enrollment Childcare / Pre-K	130,626	131,225	133,225
Elementary Schools	1026	1018	976
Enrollment K-8	140,899	130,395	121,424
High Schools	102	102	103
Enrollment 9-12	18,928	18,806	19,254
Total Enrollment	290,453	280,426	273,903
Church Affiliation			
LC-MS	45%	44%	44%
Other	39%	39%	39%
Unchurched	16%	17%	17%
Average Starting Salary			
Average Starting Salary	\$26,014	\$26,794	\$27,635
Candidate Placement – total for Concordia University System			
ECE	29	15	19
Elementary	206	226	231
Secondary	47	47	50

Appendix B
Teacher Vacancy Areas in Nebraska

2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Sciences Special Education Foreign Languages English Math Speech Pathology Media Specialist Guidance Counselor	Sciences Special Education Foreign Languages English Speech Pathology Industrial Tech.	Foreign Languages Special Education Music Speech Pathology Sciences	Special Education Math Sciences English Industrial Tech. Foreign Languages Music Speech Pathology	Special Education Science Foreign Languages English Music Speech Pathology Media Specialist Industrial Tech. Math

Appendix C
LTD / Public Graduation Numbers

Graduation Year	Early Childhood		Special Education		Elementary		Middle Level		Secondary		Total
	LTD	Pub	LTD	Pub	LTD	Pub	LTD	Pub	LTD	Pub	
02-03	13	0	2	0	28	2	11	0	42	0	100
											96% LTD
03-04	7	4	5	0	35	3	4	0	30	4	92
											88% LTD
04-05	11	0	5	1	27	3	7	1	45	4	104
											91% LTD
05-06	24	1	6	1	30	1	11	0	31	4	109
											94% LTD
06-07	8	1	5	0	20	2	7	2	38	3	83
											90% LTD
07-08	11	3	2	0	25	1	10	0	27	2	81
											93% LTD
08-09 projected	14	4	1	1	13	4	16	2	36	4	95
											84% LTD
09-10 projected	6	2	1	0	24	2	5	2	43	16	101
											78% LTD
10-11 projected	11	1	-	-	23	10	6	0	54	14	119
											79% LTD

Appendix D

Teacher Education Admissions History

The total number is the number of individuals admitted into teacher education at that point in time. In the middle level column the number in () indicates those in a stand-alone program. All other middle level candidates are also included as either elementary or secondary students. ECE candidates are also receiving an elementary degree but they are not double listed as elementary. Hence adding the numbers up in the columns may not result in the number listed under “total”.

Semester/ Year	Total	Secondary	Middle Level (stand alone)	Elementary	Early childhood (also listed in elementary)
May 08	217	91	33	93	35
Dec 07	176	74	26	76	33
May 07	175	73	26	77	32
Dec 06	190	76	22 – all stand alone	52	40
May 06	239	86	31 (30 – stand alone)	76	47
Dec 05	248	97	29 (26 – s.a.)	77	48
May 05	265	104	25 (19 – s.a.)	91	51
Dec 04	274	117	27 (16 – s.a.)	94	47
May 04	301	129	23 (7 – s.a.)	116	49
Dec 03	250	119	17 (2 – s.a.)	100	29
May 03	281	129	18	118	34
Dec 02	289	135	20	117	37
May 02	310	136	29	126	48
Dec 01	264	111	27	111	43
May 01	271	112	28	116	43
Dec 00	254	102	28	111	41