



CONCORDIA  
UNIVERSITY  
N E B R A S K A

**College of Education  
Annual Report  
Teacher Education  
Academic Year 2008-2009**

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## **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 fall of 2008 we had 29 student teachers completing their second experience. These candidates finished their requirements in schools from New York to Florida to Colorado to Indonesia. We had 61 candidates who student taught second semester. The total of 90 is up from 80 in 2007-2008.
- The total number of declared teacher education candidates on campus in the fall of 2008 was tentatively listed at 420. This included freshmen who have indicated an interest in teacher education. This number is up 12% from the previous year.

### Courses Taught in the Professional Education Core

- The transition from the old program to the revised program continues to go well. The one bump in the road has come with the addition of Ed 424 – Teaching Diverse Learners as a pre-requisite for Ed 461 – Literacy Instruction, Assessment and Intervention and Ed 470 – Content Area Literacy. We have juniors and seniors who are going to be transitioned in different ways to overcome this dilemma since Ed 424 was not a pre-requisite for Ed 461 or Ed 470 in their catalog.

The following chart shows professional education core courses taught during the 2008-2009 academic year.

	course/hrs	professor / sections	position	enrollment		cr. hrs. gen.	
				fall	spring	fall	spring
Courses in the Teacher Education Core	Ed101/1	Kromminga	FT CoE	27	-	27	-
	Ed101/1	Juergensen(1/1)	FT CoE	26	26	26	26
	Ed101/1	Tonjes (f2f +ol/1)	FT CoE	28+6	24	28+6	24
	Ed201/3	Opfer (2/3)	Adjunct	58	64	174	192
	EDPS 210/2	Tonjes (2/2)	FT CoE	46	53	92	106
	EDPS 210/2	Pester (1/1)	Adjunct	22	21	44	42
	Psy324/3	Geidel (2/2)	FT CoE	48	67	144	201
	Ed 424/2	Geidel (1/2)	FT CoE	20	48	40	96
	Theo251/3	Blanco (2/2)	FT A/S	53		159	
	Theo 252/3				43		129
	Theo 361/3	Groth (1)	FT A/S	31	-	93	-
	Theo361/3	Reek (1/2)	FT A/S	33	53	99	159
	Theo362/3	Groth (1+IS/2)	FT A/S	19	29	57	87
	Theo362/3	Reek (1/1)	FT A/S	10	37	30	111
	Theo381/2	Moulds (2/1)	FT CoE	50	36	100	72
			Hours Generated			1119	1245
			Hours Taught			46	48
	Sections fall spring	19+ IS + online 20	Average Class Size			24.74	25.05

Education courses taught during the 2008-2009 academic year:

	course/hrs	professor / sections	position	enrollment		cr. hrs. gen.		
				fall	spring	fall	spring	
Courses in all Teacher Education Programs  ECE Elem. Middle Level Secondary ELL  (some classes have non- teacher education students in them)	Art 301 (1)	Bergdolt	FT A/S	20	30	20	30	
	Ed 211 (1)	Pester	Adj CoE	11	-	11	-	
	Ed 311 (1)	Fisher	Adj CoE		14		14	
	Ed 330 (3)	Ripke	FT CoE		14		42	
	Ed 333 (3)	Ripke	FT CoE		18		54	
	Ed 345 (2)	Bork - ol	FT CoE	3	2	6	4	
	Ed 362 (2)	Bork (1/2)	FT CoE	32	33	64	66	
	Ed 401 (3)	Fisher	Adj CoE	14	-	42	-	
	Ed 402 (1)	Pester	Adj CoE	-	14	-	14	
	Ed 425A (3)	McNulty	Adj CoE	32	27	96	81	
	Ed 425B (3)	McNulty	Adj CoE		9		27	
	Ed 426 (3)	Gebhardt	Adj CoE	8	-	24	-	
	Ed 430 (2)	Kromminga	FT CoE	15	-	30	-	
	Ed 461 (6)	Uffelman Friedrich	FT CoE Adj CoE	18	10	108	60	
	Ed 470 (3)	Uffelman (1/1)	FT CoE	10	9	30	27	
	HHP 182(2)	Janousek (1/2)	FT A/S	21	41	42	84	
	HHP 182(2)	Hoffman (1/1)	FT A/S	20	21	40	42	
	HHP 182(2)	Gubanyi (1/1)	Adj A/S	20	20	40	40	
	HHP 182(2)	Andersen	Adj A/S	19		38		
	HHP 182(2)	Baack	Adj A/S		20		40	
	Math 301(3)	Bork (1+IS/1+IS)	FT CoE	15	37	45	121	
	Psy 211 (2)	Ripke(2+IS/1)	FT CoE	54	23	108	46	
	Psy 212 (1)	Ripke (1/1)	FT CoE	16	21	16	21	
	Psy 421 (2)	Moulds (1/2)	FT CoE	35	55	70	110	
	Psy 422 (1)	Pester (1/1)	Adj CoE	12	14	12	14	
		Sections fall	20	Hours Generated			1119	1245
		spring	20	Hours Taught			45	44
				Average Class Size			18.75	19.3
		Methods Courses Taught						
		Ed 301 (2)	Juergensen (1/1)	FT CoE	22	17	44	34
		Ed 363 (6)	Kromminga (1/1)	FT CoE	26	12	156	72
		Ed 364 (3)	Opfer	Adj CoE	14	-	42	-
		Ed 367 (2)	Pfabe (1/1)	FT A/S	1	4	3	12
		Ed 371 (2)	Kuhn (1/1)	Adj A/S	2	8	4	16
		Ed 372 (2)	Miller (1/1)	Adj A/S	10	8	20	16
	Ed 373 (2)	Royuk (1/1)	FT A/S	1	4	2	8	
	Ed 374 (2)	Banzhaf (1/1)	Adj A/S	3	10	6	20	
	Ed 375 (2)	von Kampen	FT A/S	9		18		
	Ed 376 (2)	Goldgrabe (1/1)	FT A/S	3	5	6	10	

Ed 377 (2)	Bergdolt	FT A/S		3		6
Ed 378 (2)	Gernant	FT A/S		8		16
Ed 379 (2)	Kohlwey	Adj A/S	12	-	24	-
HHP 364(1)	Lemke	FT A/S	20		20	
	Goldgrabe	FT A/S		18		18
HHP 363(1)	Boye (1/1)	FT A/S	21	18	21	18
Ed 332 (3)	Ripke	FT CoE	19	-	57	-
Ed 452 (3)	Ripke	FT CoE	18	-	54	-
Ed 467 (3)	Geidel	FT CoE	2	-	6	-
		Hours Generated			483	246
		Hours Taught			38	26
Sections fall	16	Average Class Size			11.44	
spring	12					9.58

### Course/Instructor Evaluation Information

A slightly revised Course/Instructor Evaluation form was used in the fall of 2008. 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, Spring 08, and Fall 08 is included below:

#### Course Instructor Evaluation Summary

	Fall 08		Spr 09		
	sections	32	38		
	overall	overall	overall	change	
	average	rank	average	from F08	
Instructor is accessible	4.37	5	4.55	5	+0.18
Instructor is prepared	4.58	3	4.61	3	+0.03
Productive use of time	4.26	12	4.40	14	+0.14
Feedback is timely, helpful	4.29	7	4.47	9	+0.18
Students treated fairly	4.59	2	4.76	2	+0.17
Expectations are clear	4.31	6	4.52	6	+0.21
Instructor motivates me	4.28	9	4.50	7	+0.22
Critical thinking is stimulated	4.27	11	4.48	8	+0.21
Instructor is knowledgeable	4.71	1	4.80	1	+0.09
Discussions are helpful	4.29	8	4.45	11	+0.16
Valid assessment is used	4.21	15	4.46	10	+0.25
Assignments are helpful	4.25	14	4.38	15	+0.13
Grading practices are clear	4.27	10	4.45	12	+0.18
Workload is appropriate	4.07	16	4.34	16	+0.27
My grade reflects my learning	4.42	4	4.56	4	+0.14
I learned a great deal in class	4.25	13	4.42	13	+0.17
Overall average of scores	4.34		4.51		+ 0.17

The strengths indicated in the evaluations continue to be the knowledge level of the instructor, the fairness with which students are treated, the preparation of the instructor, the instructor's accessibility and the fact that students believe their grade reflects their learning. The last is interesting in the fact that one of the consistently lower evaluations by students is in the area of valid assessments being used by the instructor.

#### Course Instructor Evaluation Summary Fall 2008

	courses	32		Number of individual instructor scores			
	overall	overall		4.0 to			
	average	rank	< 4.0	<4.5	4.5 or >	4.8 or >	
Instructor is accessible	4.366692	5	6	9	13	4	
Instructor is prepared	4.577014	3	2	7	12	11	
Productive use of time	4.255605	12	10	5	13	4	
Feedback is timely, helpful	4.293952	7	8	8	14	2	
Students treated fairly	4.590523	2	3	3	12	14	
Expectations are clear	4.307536	6	8	5	15	4	
Instructor motivates me	4.276288	9	9	6	13	4	
Critical thinking is stimulated	4.265052	11	7	11	12	2	
Instructor is knowledgeable	4.711839	1	2	4	7	19	
Discussions are helpful	4.292809	8	8	6	15	3	
Valid assessment is used	4.213901	15	10	8	13	1	
Assignments are helpful	4.250146	14	9	7	15	1	
Grading practices are clear	4.267396	10	6	10	14	2	
Workload is appropriate	4.074435	16	10	9	10	3	
My grade reflects my learning	4.421279	4	2	13	12	5	
I learned a great deal	4.254927	13	11	4	14	3	
Total individual evals at level			111	115	204	82	
Overall average of scores	4.338712	%	21.68	22.46	39.84	16.02	

A greater percentage of the evaluations were at the 4.5 and above level than in previous semesters of using the instrument. 81 of the 111 scores of less than 4.0 were given to adjunct instructors. Additional support and mentoring is being given in the critical areas.

#### Course Instructor Evaluation Summary Spring 2009

	sections	38		Number of individual instructor scores			
	overall	overall		4.0 to			
	average	rank	< 4.0	<4.5	4.5 or >	4.8 or >	
Instructor is accessible	4.551649	5	3	7	28	8	
Instructor is prepared	4.614875	3	2	6	30	16	
Productive use of time	4.402304	14	3	12	23	11	
Feedback is timely, helpful	4.472827	9	3	10	25	5	
Students treated fairly	4.75771	2	1	3	34	22	

Expectations are clear	4.522896	6	3	6	29	9
Instructor motivates me	4.501733	7	2	11	25	7
Critical thinking is stimulated	4.480382	8	3	13	22	5
Instructor is knowledgeable	4.796759	1	0	3	35	25
Discussions are helpful	4.44989	11	4	5	29	9
Valid assessment is used	4.457215	10	3	14	21	4
Assignments are helpful	4.381766	15	4	13	21	4
Grading practices are clear	4.446368	12	3	8	27	6
Workload is appropriate	4.335294	16	5	12	21	4
My grade reflects my learning	4.555436	4	2	9	27	8
I learned a great deal	4.415372	13	4	12	22	9
Total individual evals at level			45	144	419	152
Overall average of scores	4.514846	%	7.40	23.68	68.91	25.00

A 4-semester comparison of course instructor evaluation scores:

	overall average	overall rank	< 4.0	4.0 to <4.5	4.5 or >	4.8 or >
<b>Fall 2007</b>						
Total evals at level			28	131	141	17
Overall average of scores	4.370131	%	9.3%	43.7%	47%	5.7%
<b>Spring 2008</b>						
Total evals at level			48	180	267	74
Overall average of scores	4.408051	%	9.7%	36.4%	53.9%	14.9%
<b>Fall 2008</b>						
Total evals at level			111	115	204	82
Overall average of scores	4.338712	%	21.7%	22.5%	39.8%	16.0%
<b>Spring 2009</b>						
Total evals at level			45	144	419	152
Overall average of scores	4.514846	%	7.4%	23.7%	68.9%	25.0%

Significant improvement was shown in the scores given by students over the 4-semester time frame. Caution should be taken with any inferences made given the different courses offered and instructors of those courses over that time frame.

### **Strengths, Highlights, and Changes in the Teacher Education 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 this year we will continue with the final stages of 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. In addition we have two full-time faculty members who serve in our DCE program and are part of the College of 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**

- Shanna Opfer and Beth Pester are now serving as “super” adjuncts. Professor Pester is serving 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.
- Current teacher education candidates have indicated a desire to have a special education program available for them to pursue. The College of Education faculty and the Education Governance Committee have approved the addition of a special education subject concentration for elementary candidates. This will be in place for current students and will be part of the Fall 09 catalog.
- The 2008-2009 academic year will see the full implementation of T.E.D. – Teacher Education Data system. The College of Education and Computing Services have worked closely during the past 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 began in earnest this fall 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**

2009 graduates of the program: 17

Chelsea Adams	Rebekah Heuer Amereller	Brandi Baldwin
Jenè Bertels	Sarah Bundschuh	Julie Hankins Burhoop
Elizabeth Christian	Emly Hartmann Daberkow	Jenny DiGiorgio
Holly Halambeck	Natalie Kumm	Anne Royuk
Betsy Schroeder	Linda Steinbrueck	Christina Warnier
Carolyn Werner	Amanda Williams	

### **Goals for the coming year**

- Add a field trip for Primary Education and Literacy Development (Educ333) to provide a quality experience for the candidates. Finding a site that can handle the number of students we have in a single visit will be the challenge.
- 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.
- Add some study of the movement to get children back outside and caring for things in nature. Put this experience 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.
- 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

	course/hrs	professor / sections	position	enrollment		cr. hrs. gen.	
				fall	spring	fall	spring
Courses taught in the ECE program	Ed 330 (3)	Ripke	FT CoE		14		42
	Ed 333 (3)	Ripke	FT CoE		18		54
	Ed 430 (2)	Kromminga	FT CoE	15	-	30	-
	HHP 182(2)	Janousek (1/2)	FT A/S	21	41	42	84
	HHP 182(2)	Hoffman (1/1)	FT A/S	20	21	40	42
	HHP 182(2)	Gubanyi (1/1)	Adj A/S	20	20	40	40
	HHP 182(2)	Andersen	Adj A/S	19		38	
	HHP 182(2)	Baack	Adj A/S		20		40

	Psy 212 (1)	Ripke (1/1)	FT CoE	16	21	16	21
	Ed 332 (3)	Ripke	FT CoE	19	-	57	-
	Ed 452 (3)	Ripke	FT CoE	18	-	54	-
	Sections fall	16	Hours Generated			317	323
	spring	12	Hours Taught			17	15
			Average Class Size			18.5	19.38

## Elementary Education

2009 graduates of the program: 18

Jolene Crawford	Melissa Webb Edmiston	Kayla Engel
Mark Faszholtz	Melissa Fick	Bethany Heinecke
Samantha Hellbusch	Audrey Herrmann	Shauna Kassebaum
Sarah (Hahn) Koehler	Erica Martin	Rachel Micheel
Johanna Miller	Brooke Pralle	Christopher Ramstad
Amanda Schulz	Rachel Stahlecker	Lisè Strom

### 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

	course/hrs	professor / sections	position	enrollment		cr. hrs. gen.	
				fall	spring	fall	spring
	Art 301 (1)	Bergdolt	FT A/S	20	30	20	30
	Ed 362 (2)	Bork (1/2)	FT CoE	32	33	64	66
	Ed 425A (3)	McNulty	Adj CoE	32	27	96	81
	Ed 461 (6)	Uffelman	FT CoE	18		108	

Courses taught in the El Ed program		Friedrich	Adj CoE		10		60
	Math 301(3)	Bork (1+IS/1+IS)	FT CoE	15	37	45	121
	Psy 211 (2)	Ripke(2+IS/1)	FT CoE	54	23	108	46
	Ed 363 (6)	Kromminga (1/1)	FT CoE	26	12	156	72
	HHP 364(1)	Lemke	FT A/S	20		20	
		Goldgrabe	FT A/S		18		18
	HHP 363(1)	Boye (1/1)	FT A/S	21	18	21	18
			Hours Generated			638	512
			Hours Taught			27	27
	Sections fall	10	Average Class Size			23.8	
	spring	10					20.8

## Middle Level Education

2009 graduates of the program: 15

Michael Copp	Jennifer Griedl	Michelle Griedl
Audrey Haynes	Julia Jankauskas	Deanna Leible
Sarah Lyons	Bethany Maddick	Amber Odom
Keri Pageler	Adrienne Petro	Angela Pitkin
Brianne Stahlecker	Todd Stahlecker	Jesse Wisroth

### 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.

Beth Pester  
Interim Director of Middle Level Education

	course/hrs	professor / sections	position	enrollment		cr. hrs. gen.	
				fall	spring	fall	spring
Courses	Ed 211 (1)	Pester	Adj CoE	11	-	11	-
	Ed 311 (1)	Fisher	Adj CoE		14		14
	Ed 362 (2)	Bork (1/2)	FT CoE	32	33	64	66
	Ed 401 (3)	Fisher	Adj CoE	14	-	42	-

taught in the Middle Level program	Ed 402 (1)	Pester	Adj CoE	-	14	-	14
	Ed 425A (3)	McNulty	Adj CoE	32	27	96	81
	Ed 470 (3)	Uffelman (1/1)	FT CoE	10	9	30	27
	Psy 421 (2)	Moulds (1/2)	FT CoE	35	55	70	110
	Psy 422 (1)	Pester (1/1)	Adj CoE	12	14	12	14
	Ed 364 (3)	Opfer	Adj CoE	14	-	42	-
	Sections fall	8	Hours Generated			367	326
	spring	9	Hours Taught			18	17
			Average Class Size			20.0	18.44

## Secondary Education

2009 graduates of the program: 38

Sarah Andrews	Peter Baye	Erinn Beckman
James Boeder	Nathan Bramley	Elizabeth Brisbois
Rebecca (Schroeder) Burris	Elizabeth Filter	Lisa Gebauer
Tiffany Glenn	Heidi Graham	David Hasseldahl
Adam Hengeveld	Brian Klinge	Leah Koopman
Raymond Krueger	Christopher Loesel	Casey Makey
Marissa Marler	Alexander Michel	Shannon (Mueller) Miesner
Brittany Mikeska	Rachel Mol	Mariel Nuckols
Megan Polson	Jonathan Rempfer	Zach Schnare
Robin Seim	Greg Skeen	Ashley Smith
Jeremy Staub	Lucas Tanney	Ben Triplett
Tim Vogel	Angela Weinhold	Jeff Westover
Jacqueline Wiseman	Lara Yound	

## 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

	course/hrs	professor / sections	position	enrollment		cr. hrs. gen.	
				fall	spring	fall	spring
	Ed 470 (3)	Uffelman (1/1)	FT CoE	10	9	30	27
	Psy 421 (2)	Moulds (1/2)	FT CoE	35	55	70	110
	Ed 301 (2)	Juergensen (1/1)	FT CoE	22	17	44	34
	Sections fall	3	Hours Generated		144	171	
	spring	4	Hours Taught		7	9	
			Average Class Size		22.33	20.25	

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. We are offering high-need courses every semester and others on a yearly basis. Candidates are aware of the availability of methods courses are advised as to the best time to take the courses.

	course/hrs	professor / sections	position	enrollment		cr. hrs. gen.	
				fall	spring	fall	spring
Methods courses for Middle Level and Secondary candidates	Methods Courses Taught						
	Ed 367 (2)	Pfabe (1/1)	FT A/S	1	4	2	8
	Ed 371 (2)	Kuhn (1/1)	Adj A/S	2	8	4	16
	Ed 372 (2)	Miller (1/1)	Adj A/S	10	8	20	16
	Ed 373 (2)	Royuk (1/1)	FT A/S	1	4	2	8
	Ed 374 (2)	Banzhaf (1/1)	Adj A/S	3	10	6	20
	Ed 375 (2)	von Kampen	FT A/S	9		18	
	Ed 376 (2)	Goldgrabe (1/1)	FT A/S	3	5	6	10
	Ed 377 (2)	Bergdolt	FT A/S		3		6
	Ed 378 (2)	Gernant	FT A/S		8		16
	Ed 379 (2)	Kohlwey	Adj A/S	12	-	24	-
	Sections fall		8	Hours Generated		82	100
	spring		8	Hours Taught		16	16
				Average Class Size		5.13	6.25

## Special Education

2009 graduates of the program: 2

Lauren Herberts

Ashley Myers

This was the final year for the special education endorsement program. During the year the need became evident for a continued program at some level. Hence a special education concentration was added at the elementary level. It includes 20 hours of coursework that will be offered.

	course/hrs	professor / sections	position	enrollment		cr. hrs. gen.	
				fall	spring	fall	spring
	Ed 467 (3)	Geidel	FT CoE	2	-	6	-
	Ed 430 (2)	Kromminga	FT CoE	15	-	30	-
	Sections fall	2	Hours Generated			36	
	spring		Hours Taught			5	
			Average Class Size			8.5	

## ELL endorsement

2009 graduates of the program: 2

Rachael Stahlecker – Elem.

Christina Warnier – EC

Data for the endorsement program at all levels

	course/hrs	professor / sections	position	enrollment		cr. hrs. gen.	
				fall	spring	fall	spring
	Ed 425A (3)	McNulty	Adj CoE	32	27	96	81
	Ed 425B (3)	McNulty	Adj CoE		9		27
	Ed 426 (3)	Gebhardt	Adj CoE	8	-	24	-
	Sections fall	2	Hours Generated			120	108
	spring	2	Hours Taught			6	6
			Average Class Size			20.0	18.0

## Appendix A

### Lutheran Church-Missouri Synod School Statistics 2005 through 2009

	2005-2006	2006-2007	2007-2008	2008-2009
Total Lutheran Schools	2525	2488	2485	2500
ECE Centers	1397	1368	1406	1406
Enrollment Childcare / Pre-K	130,626	131,225	133,225	131,361
Elementary Schools	1026	1018	976	986
Enrollment K-8	140,899	130,395	121,424	120,684
High Schools	102	102	103	108
Enrollment 9-12	18,928	18,806	19,254	18,867
Total Enrollment	290,453	280,426	273,903	270,912
Church Affiliation				
LC-MS	45%	44%	44%	44%
Other	39%	39%	39%	39%
Unchurched	16%	17%	17%	17%
Average Starting Salary				
Average Starting Salary	\$26,014	\$26,794	\$27,635	\$29,125
Candidate Placement - total for Concordia University System				
ECE	29	15	19	23
Elementary	206	226	231	216
Secondary	47	47	50	41

## Appendix B

### Teacher Vacancy Areas – State of Nebraska

2003-2004	Sciences Foreign Languages Math Media Specialist	Special Education English Speech Language Pathology Guidance Counselor
2004-2005	Sciences Foreign Languages Industrial Tech	Special Education English Speech Language Pathology
2005-2006	Foreign Languages Music Sciences	Special Education Speech Language Pathology
2006-2007	Special Education Sciences Industrial Tech. Music	Math English Foreign Languages Speech Language Pathology
2007-2008	Special Education Foreign Languages Music Media Specialist Math	Science English Speech Language Pathology Industrial Tech.
2008-2009	Special Education English Sciences Art Math Guidance Counselor	Foreign Languages Speech Language Pathology Agriculture Industrial Technology Music

## Appendix C

## LTD / Public Graduation Numbers

[illegible]

## 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 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 since 06-07	Elementary	Early childhood (also listed in elementary)
May 09	205	85	29	91	35
Dec 08	175	71	26	78	32
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