## Nebraska Department of Education Rule 24 Report

# ENGLISH AS A SECOND LANGUAGE 7-12

**(Content Area)**

## Educator Preparation Content Program Review

| | |
|---:|---|
| Name of institution | **University of Nebraska-Lincoln** |
| Date Submitted | **August 9, 2024** |
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**Folio type:**   **X**   Regular   ☐   Mini   ☐   Advanced Program

**Program(s) Covered by this Folio**

| Endorsement(s) | Type | Grade Level | Program Level |
|---|---|---|---|
| | Subject | PK-12 | Baccalaureate |
| | Field | 6-12 | Post-Baccalaureate |
| | Supplemental | 7-12 | Master's |
| List Endorsements | Low-Enrollment | Etc. | Etc. |
| **ENGLISH AS A SECOND LANGUAGE PK-6** | **SUPPLEMENTAL** | **PK-6** | POST-BACCALAUREATE |

**Is the endorsement offered at more than one site?**   ☐   Yes   **X**   No

If yes, list additional sites where endorsement is offered:

**Institution Accreditation Status:**   **X**   National          **X**   State

**Is this a Nationally Accredited Program?**   **X**   Yes      ☐   No

If Yes, list Accrediting Organization:   CAEP          Attach National Letter to Cover Sheet

### 1a. Institutional Background

***The University of Nebraska-Lincoln***

The University of Nebraska at Lincoln (UNL) was chartered as a land grant university on February 15, 1869, as part of the Morrill Act, and serves as the comprehensive public university for Nebraska.  UNL is part of the University of Nebraska system that includes the University of Nebraska at Omaha, the

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University of Nebraska at Kearney, and the University of Nebraska Medical Center. The elected state Board of Regents governs the system and has designated UNL the flagship campus.

UNL is a member of the Big 10 Conference, the Big 10 Academic Alliance and the Association of Public and Land Grant Universities (APLU). Nebraska is classified within the Carnegie "R1 Doctoral Universities-Highest Research Activity Category," accredited by the Higher Learning Commission and consists of eight academic colleges: Arts and Sciences, Business, Education and Human Sciences, Engineering, Fine and Performing Arts, Graduate Studies, Journalism and Mass Communications and Law. The university's continuous improvement strategic plan, N2025, centers on the premise that every person and every interaction matters.

Enrollment in the Fall of 2023 reflected the national trend of small enrollment declines from UNL's historical enrollment in 2017.  UNL had 18,959 undergraduates and 4,641 graduate/professional students.

### *The College of Education and Human Sciences*
The College of Education and Human Sciences (CEHS) was established in 2003 when the College of Human Resources and Family Studies and the Teachers College were combined. It is home to more than 3,100 students, 220 faculty, and 175 staff members, with 25% of students identifying as first-generation college students.  CEHS includes seven academic units:   Child, Youth and Family Studies (CYAF), Educational Administration (EDAD), Educational Psychology (EDPS), Nutrition and Health Sciences (NHS), Special Education and Communication Disorders (SECD), Teaching, Learning and Teacher Education (TLTE), and Textiles Merchandising and Fashion Design (TMFD).  The college offers bachelor, master, specialist, and doctoral degree programs and certificate and endorsement-only programs.

UNL's programs that are nationally accredited include Speech Language Pathology Audiology (SLPA), accredited by the Council on Academic Accreditation in Audiology and Speech Language Pathology of the American Speech Language Hearing Association (ASHA) and School Psychology, accredited by the National Association of School Psychologists (NASP). Music education, offered in the College of Fine and Performing Arts, is nationally accredited by the National Association of Schools of Music.


**1b. Standards for Admission, Retention, Transition, and Completion**

Table 1b provides the major transition points and five gateways for all educator preparation candidates. As outlined in the table, UNL has 5 major gateways that focus on GPA, Coursework, Praxis Exam(s), and Other Requirements. Gateways 1 and 2 focus on Initial and Formal Admission, Gateways 3 and 4 focus on Candidate Retention, and Gateway 5 focuses on Candidate Completion.

Undergraduate students at the University of Nebraska at Lincoln who wish to become certified to teach must be formally admitted through a two-step application process to the educator preparation program in the College of Education, Health, and Human Sciences: initial application and formal admission.

## Gateway 1: Initial Application

The following academic requirements must be met for an initial application to educator preparation:

- Meet the assured admission requirements for admission to the University of Nebraska at Lincoln
- Submit an initial application to the educator preparation program
- Complete a criminal background check
- Have a cumulative grade point average of 2.5 or higher for coursework in the University of Nebraska system

## Gateway 2: Formal Admission

The following academic requirements must be met for formal admission into educator preparation:

- A minimum 2.75 cumulative GPA.
- Earned a minimum of 42 credit hours of college credit.
- Completion and submission of the Teacher Education Program Application Form.
- Completion of TEAC 331 School and Society and EDPS 251 Fundamentals of Adolescent Development for Education/EDPS 250 Fundamentals of Child Development for Education or an approved transfer course, (must be taken prior to or be in progress, the semester in which candidates applies to the program) with a 2.50 cumulative average in the two classes, and no grade lower than C; TEAC 259 Instructional Technology (must be taken prior to or be in progress, the semester in which a candidate applies to the EPP).
- Faculty recommendations.
- Completion of a formal criminal history review for CEHS, by the vendor approved by CEHS (fee required).
- Specific programs may have additional outcomes that students must address as part of the application process
- Meet or exceed the minimum score requirements on all sections of the Praxis I-Core Academic Skills for Educators test (Reading-156, Writing- 162, Mathematics- 150) *Note the Praxis I-Core was not a requirement for 2023-2024 candidates.*
  - a.  Since the elimination of the Praxis Core to requirement to meet basic skills, CEHS determined that students meet or exceed the basic skills requirement through successful admission to the University of Nebraska-Lincoln, acceptance through the second admission process to a specific teacher education program, and the demonstration of the Rule 20 required minimum cumulative GPA of 2.75 to qualify for clinical practice.

Candidates who submit an initial application to educator preparation but who do not meet formal admission requirements may not continue in the educator prep course sequence until all formal admission requirements have been met

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**Gateway 3:  Professional Coursework and Practicums**
Candidates must maintain a 2.75 GPA or higher to progress through the educator preparation program. A grade of C or higher is required for pre-professional courses and no grade below a C+ is required for all professional education courses. Candidates are provided with assessment feedback during all practicum experiences that provides guidance and expectations at these transition points.

**Gateway 4:  Clinical Practice Audit**
The clinical practice audit provides an opportunity to review a candidate's program progression, confirm achievement of a 2.75 minimum GPA, completion of required coursework, review clinical experience requirements, and verify completion of the background check required prior to clinical practice.

**Gateway 5:  Clinical Practice**
Gateway 5 is the last transition and the point of program completion. Successfully completing the semester-long clinical practice includes meeting the criteria for success for the two key assessments, the Nebraska Clinical Practice Evaluation and a Clinical Experience grade of Pass. The UNL Certification Officer recommends the candidate for the completed endorsement based on meeting the endorsement requirements, including satisfactory completion of clinical practice.

1b. Provide a table showing the major transition points or endorsement gateways and related expectations/assessments for the endorsement.

| Institutional Criteria | Gateway #1 | Gateway #2 | Gateway #3 | Gateway #4 | Gateway #5 |
|---|---|---|---|---|---|
| | Initial Application | Formal Admission | Professional Coursework and Practicums | Clinical Practice Audit | Clinical Practice |
| GPA | 2.5 or higher in university system | 2.75 GPA or higher | 2.75 GPA or higher | 2.75 GPA or higher | 2.75 GPA or higher |
| Coursework | Meet University admission requirements through high school course completion, testing, etc.<br><br>Submit application to the College of Education & Human Sciences | Complete UNL Curriculum Fundamental Coursework (42 hours)<br>Completion of:<br>TEAC 331: School and Society<br>EDPS 250: Child Development (elementary)<br>***OR***<br>EDPS 251: Adolescent Development (secondary)<br>TEAC 259: Instructional Technology | Complete required program coursework and practicum experiences at the required grade level for the specific courses | Review of academic plan and completion of all required coursework and practicums | Grade of Pass for all clinical practice experiences |
| Praxis Exam | | Meet or exceed the minimum score requirements on all sections of the Praxis I-Core Academic Skills for Educators exam (Reading-156, Writing-162, Mathematics-150) for 2022-2023 only<br>*Praxis Core not required for admission to EPP 2023-2024* | | Review Praxis II Content Exam requirement with candidates | NDE verifies passing Praxis II Content Exam for certification |
| Other Requirements | Meet the UNL admission requirements<br><br>Background Check | | | Meeting with Advisor to review academic plan<br>Meeting with Director of Field Experiences to review Clinical Practice requirements, background checks, Praxis II Content and licensure requirements | Successful completion of Student Teacher Seminar requirements<br>Successful ratings on the Nebraska Clinical Practice Assessments |

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**1c. Describe all field experiences required for the endorsement, including the number of hours for practicum experiences and the number of hours/weeks of clinical experience or internships**

Practicum experiences begin for candidates immediately following formal admission to the educator preparation program. Each endorsement program has a sequence of beginning, intermediate and final practicum experiences before the clinical practice semester. Each of these experiences builds in complexity and each level is a prerequisite for the next. The scope and sequence of practicum experiences and the associated performance assessment were built to align with the clinical practice performance assessment. The partnership with schools and the support provided by faculty are the center of the successful practicum experience.

**Beginning Practicum** *EDPS 297 Professional Practicum II (secondary)*
Teacher candidates observe the developmental levels of 7-12 students in the school setting. The practicum consists of observations which are completed in either a middle school or high school classroom practicum placement. This practicum runs concurrently with EDPS 251 Fundamentals of Adolescent Development for Education (secondary).

**Intermediate Practicum** *TEAC 397 Professional Practicum III – 1 credit hour (secondary)*
Secondary candidates complete TEAC 397 Professional Practicum Experience III for 1 credit hour. This practicum consists of working in a classroom within the local school district and is taken concurrently with TEAC 451 Learning and Teaching Principles and Practices (3 credits) specific to the endorsement area. The practicum includes a building orientation in the placement school to help candidates learn more about the school's population and its community to assist in meeting students' needs. The UNL supervisors provide support during this practicum and the performance assessment is completed by faculty, the mentor teacher, and the teacher candidate.

**Final Practicum** *TEAC 397 Professional Practicum III –2 credit hours (secondary)*
This practicum varies based on endorsement area and is taken concurrently with TEAC 452 Curriculum Principles and Practices for 3 credit hours.  In this experience, candidates move toward independence in facilitating 7-12 learning, collaborate with classroom teachers and deliver small group and whole group instruction. Expectations to demonstrate content-specific knowledge and pedagogy are added at this level. The performance assessment is completed by faculty, the mentor teacher, and the teacher candidate.

**Clinical Experience**
The capstone to the field experiences is clinical practice.  UNL requires each teacher candidate to complete 16 weeks in the classroom placement, exceeding the 14 weeks required by Rule. Dual-endorsed candidates complete a minimum of a full PK-12 semester, with half in each placement.  Candidates register for the appropriate clinical practice course based on their endorsement area and/or level.

| Program | Course Name | Credits | Type of Field Experience* | Total Hours |
|---|---|---|---|---|
| English as a Second Language | TEAC 897E Internship (plus all previous field placements completed with original endorsement program) | 1-6 | P | 140 |

*P-Practicum, CP-Clinical Practice, I-Internships

**Table 005.03.1 Field Experiences for Initial Certification**

**Link to Rule 20 Folio**

## 1d. Program Completers and Level

| | | | | | Program Completers and Level – Content Area: | | English as a Second Language 7-12 | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Academic Year** | | | | | **Number of Endorsement Program Completers** | | | | | |
| | | | | | **Bac** | **Post Bac** | **Alternate Route** | **Masters** | **Ed. Specialist** | **PhD** |
| 20 | 22 | to | 20 | 23 | 0 | 1 | NA | 0 | NA | NA |
| 20 | 23 | to | 20 | 24 | 0 | 2 | NA | 0 | NA | NA |

**1e.** See Appendix A for advising worksheet.

**Section 2: Endorsement Program Key Assessments and Related Data**

Artifact 1: Summary of Key Assessments for Initial Programs

| | Name of Assessment | Type or Form of Assessment | Brief Description of Assessment | When Administered |
|---|---|---|---|---|
| 1 | Content-Praxis II or GPA<br><br>GPA in content courses<br><br>Praxis II | Calculation<br><br>Exam | Standard Calculation of GPA based on 4.0 scale<br><br>Praxis II exams are subject-specific, standardized tests created and administered by ETS to measure content knowledge. NDE determines minimum passing scores and which endorsements require an exam | At admission & before clinical placement<br><br>Prior to clinical practice option of any time |
| 2 | Content - Knowledge<br>14 Dimensions Rubric<br>Nebraska Clinical Practice Evaluation | Formative<br>Summative | CEHS-created rubric (Items 4, 5, 6)<br>NDE-created Clinical Practice Assessment. (Items 4, 5) | Intermediate/Final Practicums<br>Clinical Practice |
| 3 | Learner/Learning Environments<br>14 Dimensions Rubric<br>Nebraska Clinical Practice Evaluation | Formative<br><br>Summative | CEHS-created rubric (Items 4, 5,6)<br>NDE-created Clinical Practice Assessment (Items 1,2,3) | Intermediate/Final Practicums<br>Clinical Practice |
| 4 | Instructional Practices - Knowledge<br>14 Dimensions Rubric<br>Nebraska Clinical Practice Evaluation | Formative<br><br>Summative | CEHS-created rubric (Items 4, 5,6)<br>NDE-created Clinical Practice Assessment (Items 6, 7,8) | Intermediate/Final Practicums<br>Clinical Practice |
| 5 | Instructional Practices-Effectiveness<br>14 Dimensions Rubric<br>Nebraska Clinical Practice Evaluation | Formative<br>Summative | CEHS-created rubric (Items 4, 5,6)<br>NDE-created Clinical Practice Assessment (Items 6,7,8) | Intermediate/Final Practicums<br>Clinical Practice |
| 6 | Professional Responsibility<br>Nebraska Clinical Practice Evaluation | Summative | NDE-created Clinical Practice Assessment (Items 9, 10) | Clinical Practice Semester |
| 7 | Overall Proficiency<br>Nebraska Clinical Practice Evaluation<br><br>NDE Follow-Up Survey | Summative | NDE-created Clinical Practice Assessment (all Items)<br><br>Survey measures Overall Proficiency as rated by completer and employer | Clinical Practice<br>After first and third years of employment |

The Nebraska Clinical Practice Evaluation is completed during the clinical practice semester. Using a four-point system to measure performance, the instrument follows the 10 InTASC standards organized into four general categories: The Learner and Learning Standards (Items 1, 2, 3); Content Knowledge (Items 4, 5); Instructional Practice (Standards 6, 7, 8); and Professional Responsibility (Standards 9,10). Validity and reliability are in Appendix B .

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**Key Program Assessment #1: Content Knowledge – Praxis II and GPA**
Praxis II examinations are a series of subject-specific, standardized tests created and administered by the Educational Testing Service (ETS). Each examination measures content knowledge within a certification area, and results are reported as an overall score and multiple subscale scores. The Nebraska Department of Education (NDE) determines the required test to be taken and the minimum overall passing score for each certification area. UNL teacher candidates are strongly encouraged to take the exam prior to applying for licensure and most candidates complete it the semester before their clinical practice. UNL does not require completion of the Praxis II exam as a program requirement, as it required for NDE licensure. ETS provides test scores to UNL, and data for the examinations are reported and analyzed annually.

**Key Program Assessment #2 Content Knowledge: 14 Dimensions and Clinical Practice Assessment**
The 14 Dimensions Rubric is a CEHS-designed, valid and reliable assessment instrument aligned to InTASC Standards, NAEYC Standards and the NDE Clinical Practice Assessment.  This rubric is used by practicum supervisors and faculty in the intermediate and advanced practicums.  Items 4, 5 and 6 are required for assessment in all practicums to demonstrate progress across the program but individual endorsement areas may elect to use more or all of the items.

The Clinical Practice Assessment, a 15-item instrument aligned to InTASC Standards 1-10, was developed, validated, and underwent reliability tests by the NDE in collaboration with the educator preparation programs in the Nebraska and the NDE requires its use. UNL's mentor teachers, university supervisors, and teacher candidates use the four-level rubric to formatively assess candidates after approximately 50% of their clinical practice experience has been completed. Mentor teachers, university supervisors, and teacher candidates complete the instrument a second time at the conclusion of the clinical practice experience, as the summative assessment for candidates.  It provides data used to inform program improvement. Summative data are collected and presented to faculty and reviewed annually by other stakeholders.

**Key Program Assessment #3 Learner and Learning Environment: 14 Dimensions and Clinical Practice Assessment**
The 14 Dimensions Rubric is a CEHS-designed, valid and reliable assessment instrument aligned to InTASC Standards, NAEYC Standards and the NDE Clinical Practice Assessment.  This rubric is used by practicum supervisors and faculty in the intermediate and advanced practicums.  Items 4, 5 and 6 are required for assessment in all practicums to demonstrate progress across the program but individual endorsement areas may elect to use more or all of the items.

The Clinical Practice Assessment, a 15-item instrument aligned to InTASC Standards 1-10, was developed, validated, and underwent reliability tests by the NDE in collaboration with the educator preparation programs in the Nebraska and the NDE requires its use. UNL's mentor teachers, university supervisors, and teacher candidates use the four-level rubric to formatively assess candidates after approximately 50% of their clinical practice experience has been

completed. Mentor teachers, university supervisors, and teacher candidates complete the instrument a second time at the conclusion of the clinical practice experience, as the summative assessment for candidates.  It provides data used to inform program improvement. Summative data are collected and presented to faculty and reviewed annually by other stakeholders.

**Key Program Assessment #4 Instructional Practices- Knowledge: 14 Dimensions and Clinical Practice Assessment**

The 14 Dimensions Rubric is a CEHS-designed, valid and reliable assessment instrument aligned to InTASC Standards, NAEYC Standards and the NDE Clinical Practice Assessment.  This rubric is used by practicum supervisors and faculty in the intermediate and advanced practicums.  Items 4, 5 and 6 are required for assessment in all practicums to demonstrate progress across the program but individual endorsement areas may elect to use more or all of the items.

The Clinical Practice Assessment, a 15-item instrument aligned to InTASC Standards 1-10, was developed, validated, and underwent reliability tests by the NDE in collaboration with the educator preparation programs in the Nebraska and the NDE requires its use. UNL's mentor teachers, university supervisors, and teacher candidates use the four-level rubric to formatively assess candidates after approximately 50% of their clinical practice experience has been completed. Mentor teachers, university supervisors, and teacher candidates complete the instrument a second time at the conclusion of the clinical practice experience, as the summative assessment for candidates.  It provides data used to inform program improvement. Summative data are collected and presented to faculty and reviewed annually by other stakeholders.

**Key Program Assessment # 5 Instructional Practices- Effectiveness- 14 Dimensions and Clinical Practice Assessment**

The 14 Dimensions Rubric is a CEHS-designed, valid and reliable assessment instrument aligned to InTASC Standards, NAEYC Standards and the NDE Clinical Practice Assessment.  This rubric is used by practicum supervisors and faculty in the intermediate and advanced practicums.  Items 4, 5 and 6 are required for assessment in all practicums to demonstrate progress across the program but individual endorsement areas may elect to use more or all of the items.

The Clinical Practice Assessment, a 15-item instrument aligned to InTASC Standards 1-10, was developed, validated, and underwent reliability tests by the NDE in collaboration with the educator preparation programs in the Nebraska and the NDE requires its use. UNL's mentor teachers, university supervisors, and teacher candidates use the four-level rubric to formatively assess candidates after approximately 50% of their clinical practice experience has been completed. Mentor teachers, university supervisors, and teacher candidates complete the instrument a second time at the conclusion of the clinical practice experience, as the summative assessment for candidates.  It provides data used to inform program improvement. Summative data are collected and presented to faculty and reviewed annually by other stakeholders.

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**Key Program Assessment #6 Professional Responsibility: Clinical Practice Assessment**

The Clinical Practice Assessment, a 15-item instrument aligned to InTASC Standards 1-10, was developed, validated, and underwent reliability tests by the NDE in collaboration with the educator preparation programs in the Nebraska and the NDE requires its use. UNL's mentor teachers, university supervisors, and teacher candidates use the four-level rubric to formatively assess candidates after approximately 50% of their clinical practice experience has been completed. Mentor teachers, university supervisors, and teacher candidates complete the instrument a second time at the conclusion of the clinical practice experience, as the summative assessment for candidates. It provides data used to inform program improvement. Summative data are collected and presented to faculty and reviewed annually by other stakeholders.

**Key Program Assessment #7 Overall Proficiency: Clinical Practice Assessment and NDE Surveys**

The Clinical Practice Assessment, a 15-item instrument aligned to InTASC Standards 1-10, was developed, validated, and underwent reliability tests by the NDE in collaboration with the educator preparation programs in the Nebraska and the NDE requires its use. UNL's mentor teachers, university supervisors, and teacher candidates use the four-level rubric to formatively assess candidates after approximately 50% of their clinical practice experience has been completed. Mentor teachers, university supervisors, and teacher candidates complete the instrument a second time at the conclusion of the clinical practice experience, as the summative assessment for candidates. It provides data used to inform program improvement. Summative data are collected and presented to faculty and reviewed annually by other stakeholders.

The NDE-developed Survey, a 15-item survey aligned to the 10 InTASC standards is conducted annually to provide Nebraska educator preparation institutions with information about the effectiveness of 1st and 3rd year teachers prepared by the institution from both the completer and employer perspective. NDE annually provides institution-specific, first- and third-year results to institutions.

**Artifact 2: Key Assessment Data by Endorsement**

There is no Praxis II Content exam for the English as a Second Language endorsement.

**GPA**
All UNL completer's met GPA requirements per UNL, the EPP, and Rule 20.

**Clinical Practice Assessment**
No data is available due to minimal number of completers.

**2022-2023 NDE Completer Principal Survey for UNL-Trained 1ˢᵗ Year Teachers**

| Indicator | | 2022 | 2023 |
|---|---|---|---|
| | | N=119 | N=110 |
| 1 | Uses knowledge of students to meet needs | 2.93 | 2.93 |
| | Builds on student strengths to facilitate learning | 2.97 | 2.90 |
| 2 | Identifies differentiation in student needs | 3.02 | 2.85 |
| | Differentiates instruction to meet student needs | 2.90 | 2.76 |
| | Brings multiple perspectives and cultural resources to content and discussions | 2.97 | 2.86 |
| 3 | Promotes a positive classroom environments through clear expectations | 3.18 | 3.11 |
| | Uses and communicates clear task and behavioral expectations to support an environment of learning | .3.03 | 2.85 |
| 4 | Uses and communicates content knowledge | 3.16 | 3.01 |
| | Uses academic vocabulary and grammar | 3.17 | 3.01 |
| | Provides opportunities for students to demonstrate their content knowledge | 3.11 | 2.99 |
| 5 | Helps students link concepts and engage in critical thinking | 2.87 | 2.77 |
| | Engages students in the development of literacy and communication skills | 2.97 | 2.93 |
| 6 | Matches instructions and assessments to learning objectives | 3.06 | 2.94 |
| | Uses formative and summative classroom assessments that facilitate learning | 3.03 | 2.87 |
| | Amends instructional strategies and adapts interventions as needed | 2.98 | 2.78 |
| | Provides differentiated instruction and assessments that positively impacts learning | 2.89 | 2.79 |
| 7 | Plans sequenced learning experiences and performance tasks linked to learning objectives | 3.10 | 2.96 |
| | Plans and implements multiple ways for students to demonstrate their knowledge and skills | 3.02 | 2.95 |
| 8 | Incorporates digital tools and technologies into instruction | 3.09 | 2.99 |
| | Uses evidence-based strategies to support critical thinking and content learning | 2.90 | 2.84 |
| | Organizes and manages the learning environment to maximize student engagement | 2.94 | 2.87 |
| 9 | Invites constructive feedback and responds positively | 3.14 | 3.08 |
| | Sets and implements goals to improve practice | 3.04 | 2.97 |
| 10 | Communicates professionally - oral, written, and electronic | 3.06 | 3.05 |
| | Responds to people, problems, and crises effectively | 3.03 | 2.98 |

**2022-2023 NDE Completer Teacher Survey for UNL-Trained 1ˢᵗ Year Teachers**

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| | Indicator | 2022 | 2023 |
|---|---|---|---|
| | | N=119 | N=95 |
| 1 | Uses knowledge of students to meet needs | 3.01 | 3.00 |
| | Builds on student strengths to facilitate learning | 2.97 | 3.05 |
| 2 | Identifies differentiation in student needs | 2.92 | 2.93 |
| | Differentiates instruction to meet student needs | 2.84 | 2.63 |
| | Brings multiple perspectives and cultural resources to content and discussions | 2.90 | 2.98 |
| 3 | Promotes a positive classroom environments through clear expectations | 3.38 | 3.41 |
| | Uses and communicates clear task and behavioral expectations to support an environment of learning | 3.11 | 2.94 |
| 4 | Uses and communicates content knowledge | 3.14 | 3.09 |
| | Uses academic vocabulary and grammar | 3.18 | 3.06 |
| | Provides opportunities for students to demonstrate their content knowledge | 3.08 | 3.04 |
| 5 | Helps students link concepts and engage in critical thinking | 2.93 | 2.82 |
| | Engages students in the development of literacy and communication skills | 2.92 | 2.91 |
| 6 | Matches instructions and assessments to learning objectives | 3.97 | 3.07 |
| | Uses formative and summative classroom assessments that facilitate learning | 3.05 | 3.03 |
| | Amends instructional strategies and adapts interventions as needed | 2.87 | 2.85 |
| | Provides differentiated instruction and assessments that positively impacts learning | 2.91 | 2.88 |
| 7 | Plans sequenced learning experiences and performance tasks linked to learning objectives | 3.02 | 3.06 |
| | Plans and implements multiple ways for students to demonstrate their knowledge and skills | 3.00 | 2.97 |
| 8 | Incorporates digital tools and technologies into instruction | 3.08 | 3.04 |
| | Uses evidence-based strategies to support critical thinking and content learning | 2.97 | 2.88 |
| | Organizes and manages the learning environment to maximize student engagement | 2.95 | 2.95 |
| 9 | Invites constructive feedback and responds positively | 3.18 | 3.34 |
| | Sets and implements goals to improve practice | 3.09 | 3.16 |
| 10 | Communicates professionally - oral, written, and electronic | 3.31 | 3.37 |
| | Responds to people, problems, and crises effectively | 3.17 | 3.14 |

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## 2022-2023 NDE Completer Principal Survey for UNL-Trained 3ʳᵈ Year Teachers

| Indicator | | 2022 | 2023 |
|---|---|---|---|
| | | N=91 | N=79 |
| 1 | Uses knowledge of students to meet needs | 3.25 | 3.34 |
| | Builds on student strengths to facilitate learning | 3.24 | 3.35 |
| 2 | Identifies differentiation in student needs | 3.23 | 3.32 |
| | Differentiates instruction to meet student needs | 3.13 | 3.23 |
| | Brings multiple perspectives and cultural resources to content and discussions | 3.15 | 3.27 |
| 3 | Promotes a positive classroom environments through clear expectations | 3.37 | 3.51 |
| | Uses and communicates clear task and behavioral expectations to support an environment of learning | 3.27 | 3.35 |
| 4 | Uses and communicates content knowledge | 3.32 | 3.41 |
| | Uses academic vocabulary and grammar | 3.31 | 3.41 |
| | Provides opportunities for students to demonstrate their content knowledge | 3.29 | 3.43 |
| 5 | Helps students link concepts and engage in critical thinking | 3.16 | 3.23 |
| | Engages students in the development of literacy and communication skills | 3.22 | 3.25 |
| 6 | Matches instructions and assessments to learning objectives | 3.26 | 3.27 |
| | Uses formative and summative classroom assessments that facilitate learning | 3.19 | 3.29 |
| | Amends instructional strategies and adapts interventions as needed | 3.18 | 3.19 |
| | Provides differentiated instruction and assessments that positively impacts learning | 3.11 | 3.19 |
| 7 | Plans sequenced learning experiences and performance tasks linked to learning objectives | 3.26 | 3.30 |
| | Plans and implements multiple ways for students to demonstrate their knowledge and skills | 3.18 | 3.25 |
| 8 | Incorporates digital tools and technologies into instruction | 3.24 | 3.41 |
| | Uses evidence-based strategies to support critical thinking and content learning | 3.07 | 3.28 |
| | Organizes and manages the learning environment to maximize student engagement | 3.19 | 3.30 |
| 9 | Invites constructive feedback and responds positively | 3.30 | 3.48 |
| | Sets and implements goals to improve practice | 3.20 | 3.35 |
| 10 | Communicates professionally - oral, written, and electronic | 3.30 | 3.44 |
| | Responds to people, problems, and crises effectively | 3.20 | 3.38 |

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## 2022-2023 NDE Completer Teacher Survey for UNL-Trained 3rd Year Teachers

| | Indicator | 2022 | 2023 |
|---|---|---|---|
| | | N=63 | N=47 |
| 1 | Uses knowledge of students to meet needs | 2.81 | 3.00 |
| | Builds on student strengths to facilitate learning | 2.90 | 3.02 |
| 2 | Identifies differentiation in student needs | 2.78 | 2.96 |
| | Differentiates instruction to meet student needs | 2.60 | 2.79 |
| | Brings multiple perspectives and cultural resources to content and discussions | 2.98 | 3.04 |
| 3 | Promotes a positive classroom environments through clear expectations | 3.46 | 3.45 |
| | Uses and communicates clear task and behavioral expectations to support an environment of learning | 3.10 | 3.11 |
| 4 | Uses and communicates content knowledge | 3.22 | 3.11 |
| | Uses academic vocabulary and grammar | 3.16 | 3.15 |
| | Provides opportunities for students to demonstrate their content knowledge | 3.11 | 3.32 |
| 5 | Helps students link concepts and engage in critical thinking | 2.84 | 2.91 |
| | Engages students in the development of literacy and communication skills | 2.86 | 3.09 |
| 6 | Matches instructions and assessments to learning objectives | 2.92 | 3.04 |
| | Uses formative and summative classroom assessments that facilitate learning | 3.00 | 3.09 |
| | Amends instructional strategies and adapts interventions as needed | 2.73 | 2.85 |
| | Provides differentiated instruction and assessments that positively impacts learning | 2.68 | 2.85 |
| 7 | Plans sequenced learning experiences and performance tasks linked to learning objectives | 2.97 | 3.09 |
| | Plans and implements multiple ways for students to demonstrate their knowledge and skills | 3.00 | 3.04 |
| 8 | Incorporates digital tools and technologies into instruction | 3.13 | 3.17 |
| | Uses evidence-based strategies to support critical thinking and content learning | 2.81 | 2.87 |
| | Organizes and manages the learning environment to maximize student engagement | 2.86 | 2.91 |
| 9 | Invites constructive feedback and responds positively | 3.13 | 3.36 |
| | Sets and implements goals to improve practice | 2.95 | 3.19 |
| 10 | Communicates professionally - oral, written, and electronic | 3.27 | 3.26 |
| | Responds to people, problems, and crises effectively | 3.02 | 3.09 |

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## Nebraska Department of Education First- and Third-Year Teacher Survey Reports

The NDE developed Completer and Employer Survey Summary Reports are available at the links below.  The summaries provide the survey items as well as statewide survey results.  NDE also provides institution reports with links to reports available for review.

|  | 2022* | 2023 |
|---|---|---|
| Statewide Report | 2022 Nebraska First Year Teacher Survey:  Summary Report | 2023 Nebraska First Year Teacher Survey:  Summary Report |
|  | 2022 Nebraska Third Year Teacher Survey:  Summary Report | 2023 Nebraska Third Year Teacher Survey:  Summary Report |
| UNL Report | 2022 Nebraska First Year Teacher Survey:  University of Nebraska at Lincoln | 2023 Nebraska First Year Teacher Survey:  University of Nebraska at Lincoln |
|  | 2022 Nebraska Third Year Teacher Survey:  University of Nebraska at Lincoln | 2023 Nebraska Third Year Teacher Survey:  University of Nebraska at Lincoln |

*The 2024 NDE 1st and 3rd Year Completer surveys had not been received at the time of this report so surveys used were from 2022 and 2023.

**Artifact 3. Summary of Findings**
There only three completers from 2022-2024 so data was no reported.

**NDE Survey of UNL-Trained 1st Year Teachers by Principals**
Survey data on the 2022 First-Year Teacher Preparedness Ratings by principals, students' means ranged from a low 2.87 in Application of Content to a high of 3.18 in Learning Environments. For the 10 Indicators included on the 2023 NDE First-Year Teacher Preparedness survey by Principals survey, students' means ranged from a low of 2.76 in Learner Differences to a high of 3.11 in Learning Environments.

**NDE Survey of UNL-Trained 1st Year Teachers by Teachers**
For the 10 Indicators included on the 2022 NDE First-Year Teacher Preparedness Ratings survey, students' means ranged from a low of 2.87 for Assessment for Learning to a high of 3.17 in Learning Environments. For the 10 Indicators included on the 2023 NDE First-Year Teacher Preparedness survey, students' means ranged from a low of 2.63 in Learner Differences to a high of 3.41 in Learning Environments.

**NDE Survey of UNL-Trained 3rd Year Teachers by Principals**

On the 2022 NDE Third-Year Teacher Preparedness survey by Principals survey, students' mean scores ranged from a low of 3.07 in Instructional Strategies to a high of 3.32 in Content. Survey data on the 2023 Third-Year Teacher Preparedness Ratings by principals, reflected students' mean scores ranged from a low of 3.19 in Assessment to a high of 3.51 for Learning Environments.

**NDE Survey of UNL Trained 3rd Year Teachers by Teachers**

For the 10 Indicators included on the 2022 NDE 3rd Year Teacher Preparedness Ratings by Teachers survey, means ranged from a low of 2.6 for Learning Differences to a high of 3.46 for Learning Environment. For the 10 Indicators included on the 2022 NDE 3rd Year Teacher Preparedness Ratings by Teachers survey, means ranged from a low of 2.79 for Learning Differences to a high of 3.45 for Learning Environments.

### Section 3:  Use of Related Data and Information for Continuous Program Improvement of Endorsement Program

Continuous improvement is essential to all educator preparation programs (EPP).  The UNL EPP has involved stakeholders in annual reviews of key assessment data since 2019, including PK-12 educators, faculty and teacher candidates, and other campus personnel.  These discussions combined with program faculty meetings and Department Chair discussions resulted in the formal Quality Assurance System to ensure a well-defined continuous improvement process.  The Rule 24 folios include 2022-2023 and 2023-2024 data for key assessments, with some data collection ranges beginning in 2021-2022.  This data was available at the Spring 2024 Professional Education Committee and have resulted in changes as identified in Section 3.

*Course Changes*

To expand candidate connection to the secondary education program early in the course sequence, faculty developed and implemented TEAC 161 Teaching Matters (3 credit hours). Secondary faculty teach this course on a rotation, and it is restricted to secondary teacher education majors.  The course is designed to introduce critical issues, responsibilities, roles, and identities to secondary education majors through school site visits, lectures and inquiry into what it means to be a secondary school teacher.  This course is in its second year of implementation so the impact on candidate retention is not yet known.

*Candidates' Knowledge and Skills Related to Classroom/Behavior Management*

Consistent discussions have occurred related to behavior and/or classroom management. EPP data and feedback from both internal and external PEC members indicated that program

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completers and current teachers need more training and support in planning and implementing meaningful and effective classroom and/or behavior management strategies. Based on this feedback, the early childhood and secondary education faculty have developed effective ways to strengthen this content more intentionally in the curriculum. Greater and more intentional levels of collaboration and partnership with school districts and current practitioners were implemented to equip candidates for the current demands of professional teaching careers and provide sustainable support to EPP completers.

*Recruitment*

Secondary and elementary faculty continue to be active in state organizations and talk with students from other campus units about the educator preparation programs.  This is in addition to the work of the CEHS recruiter.

To expand candidate connection to the secondary education program early in the course sequence, faculty developed and implemented TEAC 161 Teaching Matters (3 credit hours). Secondary faculty teach this course on a rotation, and it is restricted to secondary teacher education majors.  The course is designed to introduce critical issues, responsibilities, roles, and identities to secondary education majors through school site visits, lectures and inquiry into what it means to be a secondary school teacher.  This course is in its second year of implementation so the impact on candidate retention is not yet known.

*Quality Assurance System*

The EPP implemented a Quality Assurance System (QAS) in the Spring of 2019, with full implementation delayed by the Covid-19 pandemic.  The process, while fully implemented, continues to develop and refine personnel, infrastructure and systems within the UNL parameters on data collection The CEHS Professional Education Committee (PEC) was established and provides policies and guidance to educator programs that prepare candidates for positions in the P-12 schools; established a conceptual model for all programs and approved an assessment system to describe the quality and type of learning of candidates in the various programs; solicits plans for improving the quality of candidates in each of the programs; and systematically monitors the quality of programs using the accreditation standards. PEC consists of Chairs of  departments with primary responsibility for the preparation of the educational professionals, the UNL Certification Officer, and the following additional members, each of whom serve a three-year term: four to eight CEHS faculty members selected by faculty colleagues, four representatives from the College of Arts and Sciences and/or the College of Fine and Performing Arts selected by the Deans of those colleges, four teachers from P-12 education appointed by the UNL Certification Officer (in consultation with the Executive Director of the Nebraska State Teachers Association), one speech and language therapist, two guidance counselors or school psychologists appointed by the Dean of CEHS, and two school administrators appointed by the Dean of CEHS. PEC plays a major coordinating role in the

accreditation process and involves the faculty of the College in addressing issues related to accreditation and continuous quality improvement.

*Program Changes for English as a Second Language 7-12 Endorsement*
Based on the low number of completers, no program changes have been made.

## Appendix A

## Endorsement Program Advising Sheet



### English as a Second Language (Grades PK–12)
*Added Teaching Endorsement*

The University of Nebraska–Lincoln's English as a Second Language (ESL) endorsements are designed to prepare and provide licensure for already certified teachers to become ESL teachers. Teachers holding any P-12 initial teaching certificate are qualified to pursue an ESL endorsement. The university has two endorsement options: P-6 and 7–12.

Following are the courses required in both options:

**TEAC 813A Second Language Acquisition**
In *Second Language Acquisition*, we study theories of how second languages are learned with particular emphasis on school-aged learning of English.  This course is typically offered online in fall, spring and summer semesters.  Undergraduates may take section TEAC 413A of this course.

**TEAC 813B ESL Curriculum and Teaching**
In *English as a Second Language (ESL) Curriculum and Teaching*, we explore, experience, and try out instructional approaches and curricula for teaching ESL in K-12. This course is typically offered on campus in fall semester. No undergraduate section of this course is offered.

**TEAC 813J Intercultural Communication**  In *Intercultural Communication*, we examine how culture, power, identity, and language are intertwined in multilingual and multicultural schooling.  This course is typically offered on campus in spring semester.  No undergraduate section of this course is offered.

**TEAC 813K Linguistics for the ELL Teacher**  In *Linguistics for the ELL Teachers*, we build our understanding of the English language from the perspective of the ESL learner. This course is typically offered on campus in fall semester and online in summer semester.  Undergraduates may take section 413K of this course.

**TEAC 813M Teaching ELLs in Content Areas**  In *Teaching ELLs in Content Areas*, we learn the language of content areas and develop approaches for teaching language and content simultaneously. This course is typically offered online spring and semesters. Undergraduates may take section 413M of this course.  Undergraduates in elementary education may use TEAC 317 as a substitute for this course.

**TEAC 897E ESL Internship**  In the *ESL Internship*, teacher candidates engage in guided, long-term teaching of ESL within one or more K-12 classrooms. This course is offered in fall, spring and summer semesters.

All six courses are three credit hours, and the program can be completed within a  year. These courses also fit within most master's or doctoral degree programs of study.

**Apply at go.unl.edu/gradapp.**

Teaching, Learning and Teacher Education, College of Education and Human Sciences          cehs.unl.edu/tltegrad

## Appendix B
## Key Assessments and Scoring Rubric
## Nebraska Clinical Practice Assessment

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Updated 12.19.17

### Nebraska Clinical Practice Rubric

Teacher Candidate: _____     For Office use only: CT/ TC/ US

Evaluator's Name: _____

Evaluator's Role: _____

Date: _____

Select the cell in each row, which best describes performance. At midterm, the goal would be for student teachers to be performing at Developing or Proficient. If performance is scored "Below Standard," please be in communication with the coordinator of field experiences.

| | Advanced | Proficient | Developing | Below Standard |
|---|---|---|---|---|
| **Uses knowledge of students to meet needs**<br><br>**Standard 1**<br>Learner Development<br>InTASC 1; CAEP 1.1 | Uses data about students and their development to adjust teaching and build on student strengths resulting in student learning. | Uses data about students and their development to adjust teaching. | Collects data about students and their development but does not adjust teaching. | Lacks evidence of data collection and use related to students and their development. |
| **Differentiates instruction to meet student needs**<br><br>**Standard 2**<br>Learner Differences<br>InTASC 2; CAEP 1.1 | Identifies students' needs for differentiation and responds with individualized instruction, flexible grouping, and varied learning experiences to include bringing multiple perspectives and cultural resources to the discussion of content. | Identifies students' needs for differentiation and responds with individualized instruction, flexible grouping, and varied learning experiences. | Identifies students' needs for differentiation. | Does not identify students' needs for differentiation. |
| **Promotes a positive classroom environment through clear expectations**<br><br>**Standard 3**<br>Learning Environments<br>InTASC 3; CAEP 1.1 | Communicates and reinforces clear task and behavior expectations to students, develops routines that support expectations and minimizes the loss of instructional time. | Communicates and reinforces clear task and behavior expectations to students and follows routines that support expectations for the learning environment. | Communicates and reinforces clear task and behavior expectations to students. | Attempts to communicate and reinforces clear task and behavior expectations to students. |
| **Uses accurate content and academic vocabulary**<br><br>**Standard 4**<br>Content Knowledge<br>InTASC 4; CAEP 1.1 | Communicates accurate content, uses academic vocabulary correctly, provides relevant opportunities for students to demonstrate understanding and uses knowledge of common misconceptions to create accurate understanding in the content area. | Communicates accurate content, uses academic vocabulary correctly and provides relevant opportunities for students to demonstrate understanding. | Communicates content and uses academic vocabulary, yet does not consistently provide relevant opportunities for students to demonstrate understanding. | Communicates inaccurate content, academic vocabulary and/or provides irrelevant opportunities for students to demonstrate understanding. |

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| | | | | |
|---|---|---|---|---|
| *Engages students in critical thinking and collaborative problem solving*<br><br>**Standard 5**<br>Application of Content<br>InTASC 5; CAEP 1.1 | Links concepts to help students make connections and engages students in applying methods of inquiry in the discipline to engage learners in critical thinking. | Links concepts to help students make connections and engages students in applying methods of inquiry in the discipline. | Links concepts to help students make connections in the discipline. | Does not assist students in making connections in the discipline. |
| *Develops literacy and communication skills through content*<br><br>**Standard 5**<br>Application of Content<br>InTASC 5; CAEP 1.1 | Engages students to utilize literacy and communication skills from a variety of resources and perspectives to address targeted purposes and audiences. | Engages students to utilize literacy and communication skills by accessing a variety of resources and perspectives to show understanding of content. | Engages students in developing literacy and communication skills. | Provides few opportunities for students to develop literacy and communication skills. |
| *Uses classroom assessment*<br><br>**Standard 6**<br>Assessment<br>InTASC 6; CAEP 1.1 | Uses classroom formative and summative assessments that match objectives and inform instructional decisions to guide implementation of differentiated instructional strategies to include designing and/or adapting interventions as a result. | Uses classroom formative and summative assessments that match objectives and inform instructional decisions to guide implementation of differentiated instructional strategies. | Uses classroom formative and summative assessments that match objectives and inform instructional decisions. | Uses classroom formative and summative assessments but may not match objectives and/or inform instructional decisions. |
| *Assesses for learning*<br><br>**Standard 6**<br>Assessment<br>InTASC 6; CAEP 1.1 | Uses student performance data and knowledge of students to identify interventions that support and/or advance learning through a series of differentiated assessment practices that positively impact learning. | Uses student performance data and knowledge of students to identify interventions that support and/or advance students to positively impact learning. | Uses student performance data and knowledge of students to identify interventions that support students. | Does not use student performance data and/or knowledge of students to identify interventions that support students. |
| *Plans for instruction*<br><br>**Standard 7**<br>Planning for Instruction<br>InTASC 7; CAEP 1.1 | Sequences learning experiences linked to the learning objectives, performance tasks and assessments to provide multiple ways for students to demonstrate knowledge and skills to include using data to adjust for recurring learning needs throughout planning. | Sequences learning experiences linked to the learning objectives, performance tasks and assessments to provide multiple ways for students to demonstrate knowledge and skills. | Sequences learning experiences linked to the learning objectives, performance tasks and assessments. | Provides little or no evidence of sequenced learning experiences and/or experiences are not linked to the learning objectives, performance tasks and/or assessments. |
| *Incorporates digital tools into instruction*<br><br>**Standard 8**<br>Instructional Strategies<br>InTASC 8; CAEP 1.1 | Designs or adapts relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity. | Provides relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity. | Provides relevant learning experiences that incorporate digital tools to stimulate interest. | Provides learning experiences that incorporate digital tools infrequently or ineffectively. |

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| | | | | |
|---|---|---|---|---|
| **Uses research-based instructional strategies**<br><br>**Standard 8**<br>Instructional Strategies<br>InTASC 8; CAEP 1.1 | Uses a broad range of evidence–based strategies to support learning in the content area, poses questions that elicit student thinking about information and concepts to build critical thinking skills. | Uses evidence–based strategies to support learning in the content area and poses questions that elicit student thinking and support critical thinking skills. | Uses evidence–based strategies to support learning in the content area and poses questions that elicit student thinking. | Uses strategies and poses questions. |
| **Uses engagement to enhance learning**<br><br>**Standard 8**<br>Instructional Strategies<br>InTASC 8; CAEP 1.1 | Organizes and manages the learning environment for student engagement and personal accountability using strategies that provide opportunities for students to process and articulate new knowledge. | Organizes and manages the learning environment for student engagement using strategies that provide opportunities for students to process and articulate new knowledge. | Manages the learning environment for student engagement. | Attempts to manage the learning environment for student engagement. |
| **Accepts critique and input regarding performance**<br><br>**Standard 9**<br>Professional Learning and Ethical Practice<br>InTASC 9; CAEP 1.1 | Invites constructive feedback, responds positively, independently sets and implements goals to improve practice. | Invites constructive feedback, responds positively, with support sets and implements goals to improve practice. | Invites constructive feedback, responds positively, but inconsistently implements goals to improve practice. | May resist constructive feedback or fail to implement goals to improve practice. |
| **Conveys professional demeanor**<br><br>**Standard 10**<br>Leadership and Collaboration<br>InTASC 10; CAEP 1.1 | Conveys a confident, professional decorum when interacting with learners, peers, colleagues and the community in small and large group situations to include seeking out leadership opportunities in the school and/or community. | Conveys a confident, professional decorum when interacting with learners, peers, colleagues and the community in small and large group situations. | Conveys professional decorum when interacting with learners, peers, colleagues and the community in small and large group situations. Any minor lapses have been addressed. | Conveys a lack of professional decorum when interacting. |
| **Uses professional communication**<br><br>**Standard 10**<br>Leadership and Collaboration<br>InTASC 10; CAEP 1.1 | Demonstrates professional oral, written and electronic communication, responds to people, problems and crises effectively and communicates with families through a variety of means (i.e. notes home, e-mails or websites, phone calls, conferences, meetings). | Demonstrates professional oral, written and electronic communication, responds to people, problems and crises effectively. | Demonstrates professional oral, written and electronic communication, responds to people, problems and crises effectively with additional assistance. | Demonstrates unprofessional oral, written and/or electronic communication and/or responds to people, problems and crises ineffectively. |

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## CEHS
## Common Assessment Instrument Framework for CAEP
## Final Draft August 2015

## Basis on which to build

1.  **Child and Youth Development**. Demonstrates knowledge of how individuals grow, develop and learn intellectually, socially and personally. INTASC 1; NAEYC 1a, NAEYC 1b

| Unacceptable | Emergent | Sufficient | Advanced |
|---|---|---|---|
| Does not identify or describe age-typical physical, social, emotional, cognitive and language characteristics of students. Plans for instruction do not account for differences in students' developmental levels. Holds expectations for students that are developmentally inappropriate. | Identifies and sufficiently describes age-typical characteristics of students in at least one domain of physical, social, emotional, cognitive or language development. Instructional plans (or ideas presented in assignment) are compatible with students' developmental level in some but not all domains. | Identifies and describes age-typical characteristics of students' physical, social, emotional, cognitive and language development. Instructional plans (or ideas presented in assignment) are developmentally appropriate for students' physical, social, emotional cognitive and language development. | Identifies and describes in detail age-typical physical, social, emotional, cognitive and language characteristics of students. Connects understanding of the characteristics with their implications for classroom practices. Expectations for students are developmentally appropriate. |
| 0 | 1 | 2 | 3 |

2.  **Diversity.** Demonstrates knowledge about how the social, economic, linguistic and cultural backgrounds of students, and family dynamics impact learning. INTASC 2; NAEYC 2a

| Unacceptable | Emergent | Sufficient | Advanced |
|---|---|---|---|
| Does not recognize differences among students; or does not acknowledge differences among students; and does not interact appropriately with students with differences. May actively demonstrate bias against individuals or groups. | Recognizes at least some categories of differences among students and may recognize the impact that some differences have on student learning needs. Addresses students appropriately. Holds lowered expectations of students with differences and limits efforts to differentiate instruction. | Addresses students appropriately and with respect. Holds the same high expectations of all students. Recognizes most categories of differences among students and lessons reflect these differences in student learning needs. Is capable of explaining instructional needs of some of those categories. | Addresses students appropriately. Able to explain how student differences affect learning needs. Incorporates the knowledge of all categories of student differences into lesson planning. Identifies student differences, adapts lessons to meet different learning needs, and maintains high expectations of all students. |
| 0 | 1 | 2 | 3 |

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3. **Subject Matter Knowledge for Teaching.** Makes content knowledge accessible to students.
   INTASC 4, NAEYC 5a; NAEYC 5b; NAEYC 5c

| Unacceptable | Emergent | Sufficient | Advanced |
|---|---|---|---|
| Does not demonstrate sufficient content knowledge for the lessons that are delivered; Is unable to use that content knowledge. Teaches erroneous knowledge. Does not connect individual lessons to district or state curriculum objectives or content standards. | Demonstrates mastery of most common content knowledge for the lessons that are delivered; and shows mastery of some but not all specialized knowledge necessary for the lesson. Makes some errors in the content delivered to students. Usually accommodates lessons appropriately in response to student confusion or errors in content. | Demonstrates mastery knowledge of common and specialized content appropriate to the lessons are delivered; and demonstrates an understanding of student needs, and of effective teaching; and make some connections among those. Makes few or no errors in content. Accommodates lessons appropriately in response to student confusion or errors in content. Content is clearly aligned district or state curriculum objectives and content standards. | Excellent mastery in the content appropriate to the lessons; Anticipates students misconception and modifies instruction to respectfully confront thesis; Uses their knowledge, appropriate guidelines/standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child. Lessons are effectively delivered and demonstrate good connection between knowledge of content, student and teaching.. |
| 0 | 1 | 2 | 3 |

## Act of teaching

4. **Planning for Learning.** Creates useable lessons and unit plans based on knowledge of the discipline, students, and curricular goals. INTASC 7

| Unacceptable | Emergent | Sufficient | Advanced |
|---|---|---|---|
| Instructional activities are randomly chosen or incompletely described or both. The lesson is poorly organized. The lesson plan shows no evidence of scaffolding. There is no continuity between the lesson and the overall unit. Learning objectives are missing from lesson plans; or the assessment plan is incompatible with learning objectives; or these objectives reflect an inappropriate expectation. | Some but not all activities within the lesson plan are aligned with the overall plan and with learning objectives. Instructional activities may be incompletely described. The learning objectives are present and appropriate. The assessment plan is compatible with most but not all learning objectives. | All instructional activities are articulated and aligned with the overall plan. Learning objectives are present, expectations are appropriate, and both objectives and expectations represent important discipline-based learning. The assessment plan is compatible with all learning outcomes. | Activities within the lesson plan are carefully articulated in the overall lesson design and provide differentiation for diverse learners. Objectives are present, set high expectations, and represent important discipline-based learning. The assessment plan is fully compatible with all learning objectives and provides alternatives for individual students as needed. |
| 0 | 1 | 2 | 3 |

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5. **Responsive Teaching.** Skillfully implements lessons that are flexible and intentional to meet individual student needs. INTASC 5, 8

| Unacceptable | Emergent | Sufficient | Advanced |
|---|---|---|---|
| Lacks a plan for instruction or teaching reflects a failure to execute the lesson plan. Or rigidly adheres to a lesson plan regardless of evidence from students or in the classroom that the lesson is not working. Is inflexible in adapting plans based on students' current behaviors, interests, or needs. Does not notice when something needs to be done differently. | Teaching has partially implemented the plan for instruction. Does not consistently notice all relevant student responses, behavior, interests, or needs. Makes limited adjustments in lessons based on those student responses that were observed. | Has a plan for instruction and follows that plan. Notices most student responses to the lesson, and makes sufficient adaptations so that students remain engaged. The majority of students are engaged in the lesson from start to finish. | Follows the plan for instruction and 'thinks on their feet' to adjust to students during the lesson. Shows a keen understanding of individual students' experience of the lesson. Adaptations are effective. The majority of students are engaged in the lesson from start to finish. |
| 0 | 1 | 2 | 3 |

6. **Assessment.** Uses informal and formal assessments to inform instruction and support continuous development of all students. INTASC 6, NAEYC 3a, 3b, 3c, 3d

| Unacceptable | Emergent | Sufficient | Advanced |
|---|---|---|---|
| Does not implement assessments into lessons. Does not understand the role of assessment in instruction. Never uses assessment information in making decisions about instruction. | Implements assessment at least some of the time while teaching, but does not consistently use assessment results to inform future instructional decision-making. | Implements assessment regularly and uses assessment results in subsequent planning and decision-making. | Understands the cycle of assessment and embeds multiple forms of assessments throughout lessons in an ongoing manner. Routinely uses that information in instructional planning and decision-making. Assessment drives decision-making. |
| 0 | 1 | 2 | 3 |

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## Relationships and Inclusion

7. **Relationships with Students.** Develops and maintains rapport with individual and groups of students. INTASC 3, NAEYC 4a, 4b, 4c, 4d

| Unacceptable | Emergent | Sufficient | Advanced |
|---|---|---|---|
| Is mean to or yells at students; Publically insults students in class; Does not appear to like students; Is disengaged from students; Uses sarcasm in interactions with students | Is professional and even mannered in interactions with students; is neither detached from nor emotionally engaged with students; Interactions with students are impersonal, much like speaking to a store clerk or hotel receptionist. May be overly permissive. | Demonstrates empathy with all students in spoken and unspoken communication. Is friendly and professional in interactions. Responds to students' interactions. Has average expectations for students. | Has genuine and warm relationships and communicates high expectations to all students. Demonstrates empathy in unspoken and spoken communication with students. Actively seeks frequent opportunities to engage with students. Validates student efforts to learn, gives corrective feedback, and encourages students to try again. |
| 0 | 1 | 2 | 3 |

8. **Inclusive Practices.** Adapts curriculum and instruction for students with disabilities. INTASC 2, 10; NAEYC 1a, 2a, 3a, 5a

| Unacceptable | Emergent | Sufficient | Advanced |
|---|---|---|---|
| Resists having students with disabilities or diversities in the classroom. Ignores or is disengaged from students with disabilities or diverse students. | Attempts to engage and include students with disabilities, but these attempts are awkward and generally ineffective. Lessons show very limited differentiation. Modifications made to accommodate students with disabilities single out or draw attention to the disability. | Is welcoming of students with disabilities and diverse students in the classroom. Adapts teaching to different learning styles of students and these adaptations are effective most of the time. Maintains appropriately high expectations for all students. | Is actively engaged with students with disabilities. Uses heterogeneous, fluid groupings of students during instructions. Proactively thinks of ways to engage and include students. Differentiates instruction for individual students while maintaining appropriately high expectations for students. Is consistently effective. |
| 0 | 1 | 2 | 3 |

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9. **English Language Learners**. Adapts curriculum and instruction for English Language Learners.
INTASC 2, NAEYC 2a, 2b, 3c

| Unacceptable | Emergent | Sufficient | Advanced |
|---|---|---|---|
| Does not use language that is comprehensible for English Language Learners in the classroom. Does not use linguistically or culturally responsive instruction strategies. Makes no attempt to incorporate students' first languages in classroom activities. | Only occasionally uses language that is comprehensible for English Language Learners in the classroom. Only occasionally uses linguistically or culturally responsive instruction strategies. Makes a few limited attempts to incorporate students' first languages in classroom activities. | Usually uses language that is comprehensible for English Language Learners in the classroom. Uses a variety of linguistically or culturally responsive instruction strategies. Whenever possible, appropriately incorporates students' first languages in classroom activities. | Reliably and consistently uses language that is comprehensible for English Language Learners. Uses a large variety of linguistically or culturally responsive instruction strategies that are well-matched to students' needs. Consistently, strategically, and appropriately incorporates students' first languages in classroom activities |
| 0 | 1 | 2 | 3 |

## Classroom culture and technology

10. **Learning Culture.** Creates classroom communities that invite student engagement and learning and encourage positive social interactions. INTASC 3, NAEYC 1c, 4a

| Unacceptable | Emergent | Sufficient | Advanced |
|---|---|---|---|
| The classroom environment is cold and sterile. Little or no attention is paid to interpersonal interactions in the classroom. There is no community or attempt to build community in the classroom. In some cases, the classroom is punitive and characterized by public humiliation of students. | The classroom environment is attractive but too much attention is paid to the aesthetics of the environment and, there are rules warning students not to touch, tear, or spill. There are limited or restricted opportunities for peer interactions. The classroom promotes competition instead of cooperation. | The classroom environment is attractive, age appropriate (both physically and socially), and comfortable. Multiple opportunities are created for enjoyable peer interactions and learning together. There is a cooperative, healthy community in the classroom. Some modeling and instruction is provided in affective and social skills. | The environment is appropriate for age and learning and supports students' sense of success, self-efficacy and self-determination. Multiple opportunities are created for peer relationships that are valued and supported. Students feel valued and appreciated with high expectations and accountability. Modeling and direct Instruction in affective and social skills is incorporated into many different lessons. |
| 0 | 1 | 2 | 3 |

11. **Managing Classroom Activities and Learning Environment.** Uses positive behavior management strategies with individuals, small groups of students and entire class for the benefit of learning. INTASC 3, NAEYC 4c

| Unacceptable | Emergent | Sufficient | Advanced |
|---|---|---|---|
| Classroom management is punitive and reactive and there are no clear standards defining positive classroom behavior. There is no evidence of rules and students are blamed for behavior problems without recognizing the contribution of the classroom environment or routines. The teacher candidate is unaware of contributions of personal behavior to classroom management. | The teacher candidate demonstrates a few classroom management strategies and uses these same strategies repeatedly to respond to all classroom management issues. Classroom rules are vague, negative, or rigid. Rules are inconsistently enforced or ineffectively shared. | Appropriate expectations are clearly communicated to students. Classroom rules describe positive behaviors as well as or instead of problem behaviors. Management strategies are unobtrusive and complement ongoing learning. Rules are consistently enforced. | Classroom management is proactive, positive, and multiple strategies are implemented. Strategies are individualized and used in a positive to engage students. Students may be invited to take part in rule making and management strategies. The teacher candidate uses strategies that promote self-regulation. |
| 0 | 1 | 2 | 3 |

12. **Instructional Tools and Technology.** Integrates appropriate technologies for enhancing learning tasks. INTASC 5, 8, NAEYC 4b

| Unacceptable | Emergent | Sufficient | Advanced |
|---|---|---|---|
| The teacher candidate avoids technology and cannot articulate appropriate uses for technology in instruction. | Some technology is available in the classroom and the school, and the teacher candidate uses it on a limited basis. Technology is used as an "add on" to instruction and is not integral to instructional goals and activities. | The teacher candidate uses available technology in the classroom, and integrates technology into teaching. Can articulate creative uses for existing technology. | Technology is infused into and transforms instruction in effective ways. Readily adopts emerging technology and seeks out opportunities to learn about new technologies that are not already available in the school. |
| 0 | 1 | 2 | 3 |

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## Collaboration and professional growth

13. **Collaborative Relations and Professional Conduct.** Uses effective communication and consultation techniques with other professionals and families for the benefit of student learning.
INTASC 9, 10; NAEYC 2b, 2c, 3d

| Unacceptable | Emergent | Sufficient | Advanced |
|---|---|---|---|
| Does not communicate orally or in writing. Makes derogatory comments about students, colleagues, parents, families, schools. Violates ethical codes of conduct. Makes inappropriate use of social media. | Is a willing partner with colleagues if they initiate collaboration. Is appropriate and well-mannered in conduct. Communicates with colleagues and families. | Has strong oral and written communication; and readily and effectively partners with other professionals or families to plan, create and sustain learning environments. Is familiar with and follows professional codes of conduct. | Has strong oral and written communication; and takes a leadership role in forming or maintaining collaborative partnerships with colleagues or families. Takes initiative in establishing relationships with families. Uses a professional code of conduct as a resource for decision-making. |
| 0 | 1 | 2 | 3 |

14. **Reflective Practices and Professional Growth.** Continually evaluates how choices and actions affect students and others in the learning community, makes necessary adjustments and actively seeks opportunities to grow professionally. INTASC 2, 9; NAEYC 4d, 6a, 6b, 6c, 6d, 6e

| Unacceptable | Emergent | Sufficient | Advanced |
|---|---|---|---|
| Does not attend professional development opportunities. Reflects on practice only when prompted or required to do so. Reflection is merely recounting what occurred and includes no conclusions, interpretations, or recommendations for future practice. Does not make judgments or form opinions for refinement or adjustments to teaching. | Attends required professional development activities. Draws conclusions or opinions about what occurred during teaching, but is unsure what to do about it. Does not necessarily take action based on feedback or observations. | Attends all professional development activities that the cooperating teacher attends; and attends local or state conferences if opportunities arise; and applies information from professional development activities. When reflecting on instruction, makes one or more specific suggestions for revising teaching. Uses feedback to refine future teaching. | Seeks out professional development opportunities within and beyond the school setting.  Is planful in advancing professional development. Routinely uses feedback and personal reflection to continuously refine and improve teaching. Increasingly differentiates instruction based on feedback or personal observation of the classroom and students. Shares information with others from professional development opportunities or from personal reflections. |
| 0 | 1 | 2 | 3 |

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## Standards

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|---|---|
| INTASC-2013.1 | Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. |
| INTASC-2013.10 | Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. |
| INTASC-2013.2 | Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. |
| INTASC-2013.3 | Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. |
| INTASC-2013.4 | Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. |
| INTASC-2013.5 | Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. |
| INTASC-2013.6 | Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. |
| INTASC-2013.7 | Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. |
| INTASC-2013.8 | Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. |
| INTASC-2013.9 | Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on |

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others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

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|---|---|
| NAEYC-2009.1a | Knowing and understanding young children's characteristics and needs |
| NAEYC-2009.1b | Knowing and understanding the multiple influences on development and learning |
| NAEYC-2009.1c | Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments |
| NAEYC-2009.2a | Knowing about and understanding diverse family and community characteristics |
| NAEYC-2009.2b | Supporting and engaging families and communities through respectful, reciprocal relationships |
| NAEYC-2009.2c | Involving families and communities in their children's development and learning |
| NAEYC-2009.3a | Understanding the goals, benefits, and uses of assessment |
| NAEYC-2009.3b | Knowing about assessment partnerships with families and with professional colleagues |
| NAEYC-2009.3c | Knowing about and using observation, documentation, and other appropriate assessment tools and approaches |
| NAEYC-2009.3d | Understanding and practicing responsible assessment to promote positive outcomes for each child. |
| NAEYC-2009.4a | Understanding positive relationships and supportive interactions as the foundation of their work with children |
| NAEYC-2009.4b | Knowing and understanding effective strategies and tools for early education |
| NAEYC-2009.4c | Using a broad repertoire of developmentally appropriate teaching/learning approaches |
| NAEYC-2009.4d | Reflecting on their own practice to promote positive outcomes for each child |
| NAEYC-2009.5a | Understanding content knowledge and resources in academic disciplines |
| NAEYC-2009.5b | Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines |
| NAEYC- | Using their own knowledge, appropriate early learning standards, and other |

| 2009.5c | resources to design, implement, and evaluate meaningful, challenging curricula for each child. |
| NAEYC-2009.6a | Identifying and involving oneself with the early childhood field |
| NAEYC-2009.6b | Knowing about and upholding ethical standards and other professional guidelines |
| NAEYC-2009.6c | Engaging in continuous, collaborative learning to inform practice |
| NAEYC-2009.6d | Integrating knowledgeable, reflective, and critical perspectives on early education |
| NAEYC-2009.6e | Engaging in informed advocacy for children and the profession |

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# 14 Dimensions Rubric Validity Report

Nebraska Department of Education
**Clinical Evaluation Content Validity Report**
Study completed and submitted by
Dr. Barbara Sunderman, Hastings College

On October 13, 2016, at the Nebraska Association of Colleges of Teacher Education general meeting and on October 14, 2016, at the regular meeting of the NEBRASKA COUNCIL ON TEACHER EDUCATION Educator Preparation Advisory Committee to the Nebraska State Board of Education a presentation of the Nebraska Clinical Rubric was given. There were 50 individuals in attendance from both meetings, all stakeholders in education in Nebraska. Of those 50, 30% were current Nebraska administrators, 24% were practicing Nebraska teachers, 8% were members of governance in Nebraska (State School Board), 24% were teacher education institution representatives, and 14% were 'other' stakeholders including Nebraska Department of Education representatives. During the presentation, two-teacher education faculty shared the Nebraska Clinical Evaluation Rubric with the stakeholders. Members of each table group were asked to have first a conversation regarding importance of the nineteen items on the rubric. Each individual was asked to rate the individual nineteen criteria on rubric, using Lawshe content validity testing terms of essential, useful, or not necessary. Members of the NCTE and NACTE served as the *Content Evaluation Panel*. This was done to establish content validity. According to Lawshe, a "*Content Evaluation Panel*" composed of persons knowledgeable about the job. Best results have been obtained when the panel is composed of an equal number in incumbents and supervisors" (Lawshe, 1975, p. 566). The panel follows this recommendation about half of the scorers being public school employees and half of the scorers being teacher education and governance members. Panel participants were asked to measure each criterion according to the following ratings: E-essential, U-useful but not essential, or N-Not necessary. These ratings were compiled and the results calculated according to the *content validity ratio* (CVR).

| On the Nebraska Clinical Evaluation Rubric, the following ratios were calculated. Criteria | Lawshe CVR |
|---|---|
| Standard 1 Student Development | 0.94 |
| Standard 2 Learning Differences | 0.90 |
| Standard 2 Learning Differences | 0.86 |
| Standard 3 Learning Environments | 0.82 |
| Standard 3 Learning Environments | 0.84 |
| Standard 4 Content Knowledge | 0.93 |
| Standard 4 Content Knowledge | 0.56 |
| Standard 5 Application of Content | 0.85 |
| Standard 5 Application of Content | 0.80 |
| Standard 6 Impact on Student Learning and Development | 0.90 |
| Standard 7 Planning for Instruction | 0.93 |
| Standard 7 Planning for Instruction | 0.69 |
| Standard 8 Instructional Strategies | 0.88 |
| Standard 9 Professional Learning and Ethical Practice and Dispositions | 0.68 |
| Standard 10 Leadership and Collaboration and Dispositions | 0.91 |

| | |
|---|---|
| Standard 10 Leadership and Collaboration and Dispositions | 0.75 |
| Standard 10 Leadership and Collaboration and Dispositions | 0.82 |
| Standard 11 (incorporated in other areas after CVR work) | 0.93 |
| Standard 12 (incorporated in other areas after CVR work) | 0.71 |

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