

Nebraska Department of Education Rule 24 Report

READING SPECIALIST

(Content Area)

Educator Preparation Content Program Review

Name of institution	University of Nebraska-Lincoln
Date Submitted	August 9 ^t , 2024
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Folio type: 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.
Reading Specialist	SUBJECT	PK-12	Master's

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

If yes, list additional sites where endorsement is offered:

Institution Accreditation Status: National State

Is this a Nationally Accredited Program? 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 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

The educator preparation programs at UNL admit new graduate candidates based on the following criteria:

- A minimum undergraduate GPA or 3.0
- A valid teaching certificate or concurrently pursuit of initial certificate

- Applicants are required to have a command of oral and written English. Those who do not hold a baccalaureate or other advanced degree from the United States must meet the minimum language proficiency score requirement to be considered for admission. Some advanced programs allow candidates to concurrently pursue initial licensure.
- Candidates must meet the UNL graduate student admission requirements. Some programs require a secondary application to the specific endorsement program with additional requirements.

Institutional Criteria	Gateway #1	Gateway #2	Gateway #3
	<i>UNL Admission</i>	<i>Program Admission</i>	<i>Completion</i>
GPA 3.0	X		
Teaching Certificate or Pursuing Certificate	X		
Baccalaureate, concurrent pursue of baccalaureate or minimum language proficiency score	x		
Plan of Study		X	
Successful completion of Internship and assessments			X

1c. Field Experiences

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.

[Table 006.02-1 Field Experience for Advanced Program](#)

1d. Program. Completers

Program Completers and Level – Content Area:					Reading Specialist					
Academic Year					Number of Endorsement Program Completers					
					Bac	Post Bac	Alternate Route	Masters	Ed. Specialist	PhD
20	22	to	20	23	0	0	NA	0	NA	NA
20	23	to	20	24	0	0	NA	0	NA	NA

[Link to Rule 20 Folio Website](#)

1e .See Appendix A for Advising Worksheet

Section 2: Endorsement Program Key Assessments and Related Data

Artifact 1- Summary Table of Endorsement Program Key Assessments- Advanced Programs

Name of Assessment used for the following areas:		Type or Form of Assessment	Brief Description of Assessment	When Assessment is Administered
1	Content – Knowledge	Summative	CEHS-created rubric (Items 4, 5, 6)	TEAC 811 Reading Processes and Practices
	14 Dimensions Rubric			
2	Knowledge of Learner/Learning Environments	Summative	CEHS-created rubric (Items 4, 5, 6)	TEAC 811 Reading Processes and Practices
	14 Dimensions Rubric			
3	Knowledge of Effective Use of Instructional Practices	Summative	CEHS-created rubric (Items 4, 5, 6)	TEAC 811 Reading Processes and Practices
	14 Dimensions Rubric			
4	Professional Responsibility & Overall Proficiency	Summative	CEHS-created rubric (Items 4, 5, 6, 8, 12, 13, 14)	TEAC 886 Assessment, Evaluation, and Instruction of At-Risk Readers And TEAC 886A special Topics in Literacy Assessment
	14 Dimensions Rubric			

Key Assessments – Descriptions and Information

Key Program Assessment #1: Content Knowledge

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. Items 4, 5 and 6 are required for assessment across all endorsement programs to assess candidate progress across the program, but individual endorsement areas may elect to use more or all the items.

Key Program Assessment #2 Knowledge of Learner and Learning Environments

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. Items 4, 5 and 6 are required for assessment across all endorsement programs to assess candidate progress across the program, but individual endorsement areas may elect to use more or all the items.

Key Program Assessment #3 Knowledge of Effective Use of Instructional Practices

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. Items 4, 5 and 6 are required for assessment across all endorsement programs to assess candidate progress across the program, but individual endorsement areas may elect to use more or all the items.

Key Program Assessment #4 Professional Responsibility and Overall Proficiency

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. Items 4, 5 and 6 are required for assessment across all endorsement programs to assess candidate progress across the program, but individual endorsement areas may elect to use more or all the items. The Reading Specialist endorsement program uses items 4, 5, 6, 8, 12, 13 and 14 to assess this area.

Artifact 2: Key Assessment Data by Endorsement

The Reading Specialist is a mini folio with 0 completers over the data cycle. Data tables are not presented.

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

Continuous program improvement is essential to all educator preparation programs (EPP). The UNL EPP has involved stakeholders in annual reviews of key assessment data since 2019 with PK-12 educators, faculty and other educational stakeholders involved in the discussions. These discussions in combination with program faculty meetings, have resulted in a well-defined program improvement process. The Rule 24 folios include 2022-2023 and 2023-2024 data, which was the key assessment data available at the time of the last Professional Education Committee meeting held in April. Department and PEC stakeholders continue to review data annually to determine modifications and other changes that might be necessary.

Program Changes

Since the last review, the Reading Specialist course modifications have occurred within the courses to provide a more comprehensive focus on literacy to better prepare completers. However no other changes have occurred.

Recruitment to endorsement programs remains a priority and the EPPs biggest challenge. The EPP is working with the state's educational community, school districts, and its recruiter to increase recruiting efforts to the program.

Appendix A Advising Worksheet



Reading Specialist (Grades P-12) *Added Teaching Endorsement*

Persons with this endorsement may teach, provide leadership for professional development in the area of reading, and assess and interpret data to determine and implement instructional options for teaching students in grades pre-kindergarten through grade 12.

To complete this graduate endorsement, the candidate must hold a valid teaching credential and have at least one year's successful teaching experience. Courses taken as an undergraduate do not need to be retaken, but approved graduate courses must be substituted in its place.

Required Literature Courses (when offered)

Course No.	Course Title	Description
TEAC 802	Contemporary Children's Literature	All forms and genres: development of meaningful and creative learning activities for children; exploration and study of professional readings and research related to children's literature.
OR		
TEAC 839	Literature for Adolescents	Wide range of young adult literature available for use in schools. Critical and rhetorical tools for responding to a variety of literary texts and techniques for eliciting a wider range of responses to lit.

Required Core Courses

Course No.	Course Title	Description
TEAC 811	Reading Processes and Practices	Overview of reading processes and programs, with special attention to strategies for comprehension and word identification, approaches, and materials.
TEAC 838	Linguistics in Language and Learning Contexts	Discusses the relationships among language and learning, educator and learner discourses, and knowledge and action in connection to sociolinguistics, educational practice, and professional development. Introduction to English language morphology, syntax, phonology, semantics, and pragmatics as well as the language of schooling, its linguistic as well as socio-cultural and cognitive features. Addresses issues of diversity and social justice in education.
TEAC 841	Content Area Reading	Simultaneous teaching of academic content and functional teaching of reading in the content areas; assessment of comprehension, vocabulary/concept attainment, improvement of content area learning through reading/writing development.
TEAC/SPED 886	Assessment, Evaluation and Instruction of At-Risk Readers	Analysis and use of formal and informal assessment and instructional strategies in clinic and classroom settings
TEAC/SPED 886B	Internship in Literary Assessment and Instruction	Assessing and instructing children with literacy in a clinic or tutoring setting. *taken simultaneously with 886
TEAC 836A	Professional Development in Education: Literacy Coaching	Professional roles and functions of Reading Specialists and/or Literacy Coaches on Pre – 12 th grade school and district staffs; facilitation of literacy coaching, professional development considerations, and an examination of teacher change Prerequisites: TEAC 886 and 886B *Fall every other year
TEAC 880J	Teaching with Technology	Prepares literacy teachers to integrate technology in reading and writing. This course uses an innovative model of teacher development for the 21 st century. The aim is to create a collaborative environment for student teachers, cooperating teachers and university coaches that focus on new literacies integration that transforms student learning.
TEAC 813	Teaching English as a Second Language	Preparation for teaching K-12 learners whose language nurture is not English.
Elective Literacy Class	With approval from advisor, choose from: TEAC 989, TEAC 921, 921A, TEAC 950, TEAC 951, TEAC 953, TEAC 818, TEAC 813B, TEAC 813C, TEAC 813J	

Appendix B

CEHS Common Assessment 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

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

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

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

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

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 playful 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

Standards

- 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

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

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

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