Nebraska Department of Education Rule 24 Report

SKILLED & TECHNICAL SCIENCE EDUCATION

(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.
Skilled & Technical Science Education	**Field**	**6-12**	Baccalaureate, 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

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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.

Agricultural Leadership, Education and Communication (ALEC)
The UNL Institute of Agriculture and Natural Resources (IANR) is home to the ALEC department and subsequently the Agricultural Education and Skilled and Technical Sciences endorsement programs and is also offers one of many options to complete the Work Based Learning endorsement.   CEHS and CASNR have enjoyed a collaborative relationship in many areas,

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including educator preparation. Courses for the Agricultural Education and Skilled and Technical Sciences, and course options for the Work Based Learning endorsement are provided by CASNR faculty within IANR. CEHS and CASNR collaborate on programming, student issues, field placements and certification within the educator preparation program.

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
- 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:

- Successful completion of ALEC 490 Professional Seminar at least six months prior to student teaching
- 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

Gateway 3: Professional Coursework and Practicums
Candidates must maintain a 2.50 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, confirmation of completion of 1,000 hours of verified paid work experience or 300 hours supervised employment under UNL direction, review clinical experience requirements, and verify completion of the background check required prior to clinical practice and enrollment in ALEC 431 Student Teaching.

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.

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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
			Professional Coursework and Practicums	Clinical Practice Audit	
	Initial Application	Formal Admission			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. Submit application to the College of Education & Human Sciences	Complete UNL Curriculum Fundamental Coursework (42 hours) Completion of: TEAC 331: School and Society EDPS 250: Child Development (elementary) ***OR*** EDPS 251: Adolescent Development (secondary) 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 *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 Background Check			Meeting with Advisor to review academic plan 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 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 *ALEC 102 Interpersonal Skills for Leadership Early Field Experience*
Teacher candidates are introduced to the principles and practices of positive interpersonal relationships for leadership development. Self-awareness, awareness of others, effective interpersonal communication, and the building of trust as a basis for understanding and developing leadership is the focus. This field experience requires field projects and a supervised service project
ALEC 135: Introduction to Agricultural Education /ALEC 135A Introduction to Skilled & Technical Sciences
This early field experience covers the history, philosophy, goals and objectives of Career and Technical Education, more specifically, school-based Agricultural Education or Skilled and Technical Sciences. Introduction to lesson plan development, writing objectives and peer teaching occurs in this 40-hour experience.

Intermediate Practicum *ALEC 234 Planning SAE and FFA Programs*
This field experience also provides a portion of the work-based learning credit. Candidates examine the theory of experiential education to middle and secondary school programs especially in leadership and career education.
ALEC 308 Laboratory Instruction and Management
This practicum covers planning, conducting and administrating instructional programs related to experientially based education in school lab setting.

Advanced Practicum ALEC 405L Methods of Instruction Laboratory
Taken parallel with ALEC 405 Methods of Instruction, this practicum promotes student practice of instructional delivery in Agricultural Education and Skilled and Technical Sciences programs in the public school system at either middle or high school level.

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.

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Program	Course Name	Credits	Type of Field Experience*	Total Hours
Agricultural Education & Skilled & Technical Sciences	ALEC 102 – Interpersonal Skills for Leadership	3	P	20
	ALEC 135 Introduction to Ag/STS	3	P	30
Agricultural Education & Skilled & Technical Sciences	ALEC 234 Planning SAE/FFA Programs	1		
	ALEC 308 Lab Management	3	P	20
	ALEC 405L Methods of Instruction	3	P	10
			P	20
Agricultural Education & Skilled & Technical Sciences	ALEC 431 Student Teaching	12	CP	560

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

Link to Rule 20 Folio

Table 005.03.1 Field Experiences for Initial Certification

1d. Program Completers and Level

Program Completers and Level – Content Area:					Skilled & Technical Sciences			
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	6	0	NA	0	NA	NA

1e. See Appendix A for advising worksheet.

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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 GPA in content courses Praxis II	Calculation Exam	Standard Calculation of GPA based on 4.0 scale 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 Prior to clinical practice option of any time
2	Content - Knowledge 14 Dimensions Rubric Nebraska Clinical Practice Evaluation	Formative Summative	CEHS-created rubric (Items 4, 5, 6) NDE-created Clinical Practice Assessment. (Items 4, 5)	Intermediate/Final Practicums Clinical Practice
3	Learner/Learning Environments 14 Dimensions Rubric Nebraska Clinical Practice Evaluation	Formative Summative	CEHS-created rubric (Items 4, 5,6) NDE-created Clinical Practice Assessment (Items 1,2,3)	Intermediate/Final Practicums Clinical Practice
4	Instructional Practices - Knowledge 14 Dimensions Rubric Nebraska Clinical Practice Evaluation	Formative Summative	CEHS-created rubric (Items 4, 5,6) NDE-created Clinical Practice Assessment (Items 6, 7,8)	Intermediate/Final Practicums Clinical Practice
5	Instructional Practices-Effectiveness 14 Dimensions Rubric Nebraska Clinical Practice Evaluation	Formative Summative	CEHS-created rubric (Items 4, 5,6) NDE-created Clinical Practice Assessment (Items 6,7,8)	Intermediate/Final Practicums Clinical Practice
6	Professional Responsibility Nebraska Clinical Practice Evaluation	Summative	NDE-created Clinical Practice Assessment (Items 9, 10)	Clinical Practice Semester
7	Overall Proficiency Nebraska Clinical Practice Evaluation NDE Follow-Up Survey	Summative	NDE-created Clinical Practice Assessment (all Items) Survey measures Overall Proficiency as rated by completer and employer	Clinical Practice 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 Content exam for the Skilled and Technical Sciences endorsement.

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Clinical Practice Assessment
Agricultural Education and Skilled and Technical Sciences

	Indicator	Mean	
		2022-2023	2023-2024*
1	Learner Development-Uses knowledge of students to meet needs	2.35	
2	Learner Differences – Differentiates instruction to meet student needs	2.29	
3	Learning Environments – Promotes a positive classroom environment through clear expectations	2.50	
4	Content Knowledge – Uses accurate content and academic vocabulary	2.31	
5	Application of Content – Engages students in critical thinking and collaborative problem solving	2.27	
6	Application of Content – Develops literacy and communications skills through content	2.41	
7	Assessment – Uses classroom assessment	2.50	
8	Assessment – Assess for Learning	2.38	
9	Planning for Instruction – Plans for Instruction	2.47	
10	Instructional Strategies – Incorporates digital tools into instruction	2.59	
11	Instructional Strategies – Uses research-based instructional strategies	2.35	
12	Instructional Strategies – Uses engagement to enhance learning	2.41	
13	Professional Learning and Ethical Practice – Accepts critique and input regarding performance	2.79	
14	Leadership and Collaboration – Conveys professional demeanor	2.47	
15	Leadership and Collaboration – Uses professional communication	2.56	

 *Due to unforeseen technical difficulty, the 2023-2024 Clinical Assessment scores were unavailable. Note that the Agricultural Education and Skilled and Technical Sciences endorsement programs student performance has been historically consistent.

Because most coursework for both endorsements is the same, students pursue one of these endorsements under the singular major of Agricultural Education at UNL and therefore are considered one program for assessment purposes.

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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

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

	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

Key Assessment 1: GPA and Praxis II Exam
All Skilled and Technical Sciences completers met GPA requirements for the program.

There is no Praxis II Content exam for the Skilled and Technical Sciences endorsement.

Key Assessment 2: Content Knowledge-14 Dimensions and Clinical Practice Assessment
Agricultural Education and Skilled and Technical Sciences candidates demonstrated consistent mean scores between the intermediate and advanced practicums, with some scores slightly increasing and some slightly decreasing between the two experiences.

The 2022-2023 clinical practice assessment item Application of Content-Engages students in critical thinking and collaborative problem solving had the low mean score (2.27) and the highest mean (2.41) was in Application of Content-Develops literacy and communications skills. Without data for 2023-2024 conclusions cannot be drawn.

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Key Assessment 3: Learner/Learning Environments-14 Dimensions and Clinical Practice Assessment
Agricultural Education and Skilled and Technical Sciences candidate data in both the intermediate and advanced practicums reflect progress through the sequence in this area and most were considered Emerging.

The 2022-2023 clinical practice assessment item Learner Difference-differentiates instruction had the lowest mean of 2.29. The highest mean (2.50) was reflected in Learning Environments. Without data for 2023-2024 conclusions cannot be drawn.

Key Assessment 4: Instructional Practices-Knowledge-14 Dimensions and Clinical Practice Assessment
Agricultural Education and Skilled and Technical Sciences candidate data in both the intermediate and advanced practicums reflect candidates rate at the Emerging level and made progress through the practicum sequence in this area.

The 2022-2023 clinical practice assessment reflected the high mean (2.59) Instructional Strategies-Incorporates digital tools into instruction and the low mean (2.35) in Instructional Strategies-Uses research-based instructional strategies. Without data for 2023-2024 conclusions cannot be drawn

Key Assessment 5: Instructional Practices-Effectiveness-14 Dimensions and Clinical Practice Assessment
Most Agricultural Education and Skilled and Technical Sciences candidates demonstrated Proficiency in this area on the 14 Dimensions rubric.

The 2022-2023 clinical practice assessment reflected candidates had the high mean (2.50) in Assessment-Using Classroom Assessment and the low mean in Assessment-Assess for Learning (2.38). Without data for 2023-2024 conclusions cannot be drawn.

Key Program Assessment #6 Professional Responsibilities-Clinical Practice Assessment
Agricultural Education and Skilled and Technical Sciences candidates performed well in professional responsibilities. The 2022-2023 clinical practice assessment high mean score (2.79) was in Professional Learning and Ethical Practice with the low mean score (2.47) in Leadership and Collaboration-Conveys professional demeanor. Without data for 2023-2024 conclusions cannot be drawn.

Key Assessment #7 Professional Responsibilities – Clinical Practice Assessment and NDE Surveys
Agricultural Education and Skilled and Technical Sciences candidates demonstrate knowledge and skills related to overall proficiency as measured by the Nebraska Clinical Practice Evaluation and the NDE Surveys. Results from the Nebraska Clinical Practice Evaluation for secondary content rated all completers at Proficient and Advanced levels.

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Secondary completer data is not disaggregated by content in the NDE Surveys so conclusions specific to endorsement-specific completers cannot be made.

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.

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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 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

ALEC endorsement programs have expanded their program to include the former Transition to Teaching program to UNL's options to appeal to a broader base of school districts and candidates. In addition to program expansion, regional faculty experts across the state to provide support should increase candidate and new teacher success and attract school districts and candidates to the program.

Secondary 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 Agricultural Education and Skilled and Technical Sciences Endorsement
Since the 2017 review the program has undergone significant changes. The most notable one is the expansion of the faculty. Dr. Lloyd Bell's retirement in 2020 left three faculty members: Dr. Nathan Conner, Eric Knoll, and Matt Kreifels. In 2022, IANR and CASNR leadership invested in enhancing the team to better support statewide efforts in Agricultural Education and Skilled and Technical Sciences. This led to the addition of two regional faculty members, Dr. Troy White in Scottsbluff and Monty Larsen in northeast Nebraska. The on-campus tenure track position was filled with Dr. Becky Haddad. In 2024, the team further expanded by adding a third regional faculty member, Dr. Stacie Turnbull, to serve south-central Nebraska. In 2023, the program welcomed a Ph.D. graduate assistant, Donavan Phoenix, dedicated to teacher preparation. In January 2024, Dr. Dann Husmann, a professor of Agricultural Education and former faculty member, rejoined the faculty team with a focus on expanding our STS program and supporting the graduate program for teachers.

The UNL Transitional Certification Program for Ag Ed and STS teachers was deployed. Designed to be a lateral entry program for individuals with a BS degree in a non-teaching field. UNK previously served as the lead institution and partnered with UNL but because of the expanded

statewide faculty model, UNL can fully serve these teachers. This results in candidates reducing their program total by 14 credit hours compared to the previous model.

The ALEC Master of Science in Leadership Education's specialization in Teaching and Extension Education was revamped to be more teacher-friendly. Modifications include the addition of online course options and rolling admission. Since this program was relaunched, an estimated 25 teachers have been admitted to the program.

The Skilled and Technical Sciences endorsement program in the Agricultural Education department implemented a 2 + 2 teaching option at UNL in collaboration with the Nebraska community colleges since the last review. This program is an agreement between the College of Agricultural Science and Natural Resources (CASNR) and Nebraska community college system that enables a student to complete 60 semester hours at a community college, earn an associate of science degree that fully transfers to UNL om the agriculture education Skilled and Technical Sciences endorsement program.

Appendix A
Advising Worksheet

Agricultural Education-Skilled and Technical Sciences
UNIVERSITY OF NEBRASKA-LINCOLN

Professional Education course work:		Equivalent	Institution	Completed	Hrs. Needed
ALEC 134	Intro to Education				6
ALEC 135	Field Practicum				
SPED 401b	Special Education				6
ALEC 405/405L	Teaching Methods				
EDPS 362/457	Learning in Classroom				6
TEAC 330	Multicultural Ed.				
	Student Teaching				6
Ag-Specific Professional Sequence:					
ALEC 234	SAE/FFA Supervision	ALEC 804	UNL		3
ALEC 308	Laboratory Mgt.	ALEC 308 or 908	UNL		3
ALEC 413	Program Planning	ALEC 913	UNL		3
ALEC 494	Professional Seminar	ALEC 896	UNL		1
Advisor approved course work:					
Research & Applied Tech. (3)		FDST 131 Science of Food	UNL		
Policy (3)		AECN 345, Issues Ag&Natl R	UNL		
Management (9)		AECN 201, Farm & Ranch (4)	UNL		
		ASCI 250, Animal Mgt	UNL		
		AECN 325, Commod Mktg	UNL		
Production (3)		ASCI 100, Animal Biology (4)	UNL		
Natural Resources (6)		AGRO 153, Soils (4)	UNL		
		AECN 357, Natl Res/Env	UNL		
Mechanized Systems (9)		ALEC 893 MIG/TIG (2)	UNL		
Food Systems (3)		AECN 225, AgBusiness Food	UNL		

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Appendix B
Key Assessments and Scoring Rubric
Nebraska Clinical Practice Assessment

NEBRASKA DEPARTMENT OF EDUCATION

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 <u>Developing or Proficient.</u> 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 **Standard 1** Learner Development 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 **Standard 2** Learner Differences 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 **Standard 3** Learning Environments 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 **Standard 4** Content Knowledge 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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Updated 12.19.17

Engages students in critical thinking and collaborative problem solving **Standard 5** Application of Content 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 **Standard 5** Application of Content 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 **Standard 6** Assessment 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 **Standard 6** Assessment 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 **Standard 7** Planning for Instruction 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 **Standard 8** Instructional Strategies 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 **Standard 8** Instructional Strategies 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 **Standard 8** Instructional Strategies 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 **Standard 9** Professional Learning and Ethical Practice 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 **Standard 10** Leadership and Collaboration 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 **Standard 10** Leadership and Collaboration 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

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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

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.

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

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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

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