Nebraska Department of Education Rule 24 Report

SPECIAL EDUCATION EARLY CHILDHOOD EDUCATION BIRTH-K

(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: [ ] **Regular**   [ ] **Mini**   [X] **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.
Special Education Early Childhood Education	**Subject**	**B-K**	Post-Baccalaureate, Master's

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.

Department of Special Education and Communication Disorders
The Department of Special Education and Communication Disorders (SECD) offers advanced programs leading to endorsements through a Master of Education Degree (M.ED.) in special education or a Master of Science Degree (M.S.) in Speech Language Pathology. Doctorate

degrees are also offered with the ability to embed endorsement programs if appropriate. SECD also provides graduate certificates and non-degree endorsement programs.

The UNL SECD is proud to be the only university in the United States providing interdisciplinary training in Speech-Language Pathology, Audiology, and Deaf Education through the Mid-Plains Professional Upgrade Partnership (MPUP-SPADE). This program provides participant scholars with degree choices, one of which is a Master degree and teaching endorsement as a Teacher of the Deaf. Candidates in the Deaf Education program will earn a Master of Education (M.Ed.) in Special Education with a Specialization in the Education of the Deaf or Hard of Hearing (DHH) or qualify for the endorsement only if preferred.

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

Describe the standards for admission, retention, transition and completion of the institution's overall EPP, including GPA and other minimum grade requirements for the courses accepted for the endorsement.

Institutional & Program Criteria	Gateway #1 Admission	Gateway #2 Professional Coursework	Gateway #3 Program Capstone and Completion
	• Admission to UNL • Minimum GPA of 3.0 • Transcripts • Current Nebraska Teaching license (if adding supplemental endorsement) • Resume/Vita • Personal Statement • Three Letters of Recommendation • Writing Sample (optional)	• Maintain a 3.0 GPA • Successfully complete all required coursework (grade of B- or better) and field experiences • Demonstrate Sign Language Proficiency to advance to student teaching • Survey/Field Experience and Journal	• Minimum GPA of 3.0 • Comprehensive Exam (for degree programs) • Student Teaching

Graduate 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 (only required if adding a supplemental endorsement)
- 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.

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Graduate applicants for all SECD endorsement programs and/or degrees must meet the following criteria:

- Complete the UNL Graduate Studies application and meet all UNL admission requirements
  - The following documents must be attached to the SECD graduate application:
    - Resume/Vita
    - Personal statement addressing 1) Why do you want to pursue a Master's degree and what skill set do you want to acquire that you wouldn't otherwise have without this degree? 2) What challenges do you anticipate experiencing in graduate school (e.g., balancing work and/or family, time management), and what strategies will you use to over the challenges? 3) How do you monitor learning, at what stage do you determine you need to alter your approach to studying, and what would those changes entail?
    - Complete all prerequisite courses
    - Names of and contact information for three references
    - Writing Sample (optional)

Application materials are evaluated by the SECD faculty to determine eligibility for admission to the program. A valid teaching certificate may be requested based on the specific endorsement program for which a candidate is applying. The personal statement and resume are reviewed holistically for graduate level writing and professionalism. The letters of recommendation should speak to the candidates' experience, ability and potential and are evaluated using these criteria.

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.

In the Special Education Early Childhood Special Eduation program students complete a range of practicum experiences in preschool, home-based and community settings with children with disabilities. They can use their current work placement to complete practicum hours pending advisor approval. These practicums are embedded in coursework and can range from a few hours of observation to extended, regularly scheduled experiences as dictated by the specific course assignment selected by students.

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

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1d – Program Completers and Level

Program Completers and Level – Content Area:					Special Education Early Childhood Special Education		
Academic Year				Number of Endorsement Program Completers			
				Bac	Post Bac	Alternate Route	Masters	Ed. Specialist	PhD
20	22	to 20	23	NA	4	NA	1	NA	NA
20	23	to 20	24	NA	0	NA	1	NA	NA

[Link to Rule 20 Folio Website](#)

1e. See Appendix A for Advising Worksheet

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Section 2: Endorsement Program Key Assessments and Related Data
Artifact 1-Summary Table of Endorsement Program Key Assessments-Advanced Program

	Name of Assessment used for the following areas	Assessment	Brief Description of Assessment	When Assessment is Administered
1	Content Knowledge Praxis II Content	Summative	Praxis Content exams are a series of subject-specific, standardized tests created and administered by the Educational Testing Service (ETS). Each exam measures content knowledge within a certification area, and results are reported as an overall score and multiple subscale scores.	Completed toward the end or after completion
2	Knowledge of Learner/Learning Environments Activity Plan Preference Assessment	Project Project	14 Dimensions Rubric (item 4, 5) 14-Dimensions Rubric (item 6)	SPED 862
3	Knowledge of Effective Use of Instructional Practices Activity Plan Preference Assessment	Project Project	14-Dimensions Rubric (item 4, 5) 14-Dimensions Rubric (item 6)	SPED 862
4	Professional Responsibility and Overall Proficiency NDE Clinical Practice Assessment	Summative	The CEC Evaluation is completed during the internship and is based on the national CEC standards. The NDE Clinical Practice Assessment is completed (items 4, 5, 6)	SPED 897

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Key Assessments – Descriptions and Information

Key Program Assessment #1: Content Knowledge
Praxis II Content Exam
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 determines the required test to be taken and the minimum overall passing score for each certification area.

Key Program Assessment #2: Knowledge of Learners and Learning Environments
Activity Plan
This requires students to utilize what they've learned related to intake, eligibility, assessment and collaboration to develop an IEP in inclusive settings. Students implement the plans with students. The EPP-created, valid 14-Dimensions Rubric is used to assess proficiency, specifically item 4 (Planning for learning) and item 5 (Responsive teaching).

Preference Assessment
This assessment is the follow up and directly related to the Activity Plan. Candidates assess classrooms for quality inclusive environments and practices such as materials, routines, teacher-child rations, and paraprofessional support to impact a young child's learning.   The EPP-created, valid 14-Dimensions Rubric is used to assess proficiency, specifically item 6 (Assessment).

Key Program Assessment #3: Knowledge of Effective Use of Instructional Practices
Activity Plan
This requires students to utilize what they've learned related to intake, eligibility, assessment and collaboration to develop an IEP in inclusive settings. Students implement the plans with students. The EPP-created, valid 14-Dimensions Rubric is used to assess proficiency, specifically item 4 (Planning for learning) and item 5 (Responsive teaching).

Preference Assessment
This assessment is the follow up and directly related to the Activity Plan. Candidates assess classrooms for quality inclusive environments and practices such as materials, routines, teacher-child rations, and paraprofessional support to impact a young child's learning.   The EPP-created, valid 14-Dimensions Rubric is used to assess proficiency, specifically item 6 (Assessment).

Key Program Assessment #4: Professional Responsibility and Overall Proficiency
The CEC Evaluation, based on the national ECE standards and the NDE Clinical Placement Assessment are completed during the internship. They are aligned and are comprehensive in their overall assessment. The EPP-created, valid 14-Dimensions Rubric is used to assess proficiency, specifically items 4, 5, and 6.

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Artifact 2: Key Assessment Data by Endorsement

Data tables with summarized program completer data for at least two complete academic years for each key assessment for all candidates. Report the data separately by levels/tracks (e.g. baccalaureate, post baccalaureate, alternate routes, Masters, Ed. Specialist, or Doctorate).

All Special Education Early Childhood Special Education (ECSE) candidates complete the same sequence of courses and are in the same classes regardless of whether they are pursuing a degree, a certificate or the endorsement option. It is not possible to disaggregate key assessment data for the endorsement as all candidates pursue the same path.

Key Assessment 1: Content Knowledge

Praxis II Content Exam

Special Education Early Childhood Special Education

2022-2023				2023-2024			
UNL N=5		Nebraska N= 11		UNL N= 0		Nebraska N=3	
Mean	% Passing	Mean	% Passing	Mean	% Passing	Mean	% Passing
187.60	100%	187.18	100%	*	*	*	*

Key Assessment 2: Knowledge of Learning/Learner Environments

14 Dimensions Rubric

Item	Indicator	2022-2023 Mean	2023-2024 Mean
4	Planning for Learning: Creates useable lessons and unit plans based on knowledge of the discipline, students, and curricular goals	2.21	2.60
5	Responsive Teaching: Skillfully implements lessons that are flexible and intentional to meet individual student needs	2.29	2.80
6	Assessment: Uses informal and formal assessments to inform instruction and support continuous development of all students	2.29	2.80

Key Assessment 3: Knowledge of Effective Use of Instructional Practices

Candidates were rated at or above proficient in all three items on the assessment. In 2022-2023 the highest mean (2.29) was in both Responsive Teaching and Assessment with the lowest mean (2.21) in Planning for Learning. In 2023-2024 the highest mean was 2.80 in both

Responsive Teaching and Assessment with the low mean (2.60) in Planning for Learning. In 2023-2024 mean scores increased in all areas indicating higher performance ratings for candidates.

14 Dimensions Rubric

Item	Indicator	2022-2023	2023-2024
		Mean	**Mean**
4	Planning for Learning: Creates useable lessons and unit plans based on knowledge of the discipline, students, and curricular goals	2.21	2.60
5	Responsive Teaching: Skillfully implements lessons that are flexible and intentional to meet individual student needs	2.29	2.80
6	Assessment: Uses informal and formal assessments to inform instruction and support continuous development of all students	2.29	2.80

Artifact 3. Summary of Findings

Key Assessment 1: Content Knowledge
Praxis II Content Exam
UNL had five ECSE completers take the Praxis II Content in 2022-2023. The mean was 187.60, slightly higher than the state mean of 187.18. Both UNL and the state had 100% passing percentages. In 2023-2024 there were less than five completers from both UNL and the state so no Praxis II Content data is available.

Key Assessment 2: Knowledge of Learning/Learning Environments
Activity Plan – 14 Dimensions Rubric
Candidates were rated at or above proficient on both items on the assessment. In 2022-2023 the high mean (2.29) was in Responsive Teaching and the lowest mean (2.21) was in Planning for Instruction. In 2023-2024 the high mean was 2.80 in Responsive Teaching and the low mean (2.60) in Planning for Learning. In 2023-2024 mean scores increased in both items from 2022-2023, indicating higher performance ratings for candidates.

Preference Assessment -14 Dimensions Rubric
Candidates were rated at or above proficient on item 6, Assessment. In 2022-2023 the mean was 2.29. In 2023-2024 the mean was 2.80. In 2023-2024 the mean score increased on this item from 2022-2023, indicating higher performance rating for candidates.

Key Assessment 3: Knowledge of Effective Use of Instructional Practice
Activity Plan – 14 Dimensions Rubric
Candidates were rated at or above proficient on both items on the assessment. In 2022-2023 the high mean (2.29) was in Responsive Teaching and the lowest mean (2.21) was in Planning

for Instruction. In 2023-2024 the high mean was 2.80 in Responsive Teaching and the low mean (2.60) in Planning for Learning. In 2023-2024 mean scores increased in both items from 2022-2023, indicating higher performance ratings for candidates.

Preference Assessment -14 Dimensions Rubric
Candidates were rated at or above proficient on item 6, Assessment. In 2022-2023 the mean was 2.29. In 2023-2024 the mean was 2.80. In 2023-2024 the mean score increased on this item from 2022-2023, indicating higher performance rating for candidates.

Key Assessment 4: Professional Responsibility and Overall Proficiency
Two assessments are completed during the student teaching semester, the CEC Evaluation (based on national CEC standards and the NDE Clinical Practice Assessment. All completers were rated proficient or above at completion.

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.

The Early Childhood Special Education (ECSE) Program prepares students to support excellent outcomes for young children birth to age 5 with special needs and their families. The program is open to full- or part-time students and is offered entirely online.   Candidates can complete a Master's degree in ECSE (with or without the ECSE teaching endorsement), a graduate certificate that can be paired with endorsement coursework, an initial teaching certification program that must be paired with a Master's degree, and an added endorsement program.

Post pandemic environments and faculty turnover resulted in program delivery adjustments and the ECSE program is now a fully online program. The intent was to increase access over an expanded area and increase students. While enrollment is holding steady, significant increases have not yet been realized.

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Appendix A
Advising worksheet

UNL Early Intervention Specialist Endorsement
Graduate Early Childhood Special Education (Birth-K)
Advising worksheet

PREREQUISITE EDUCATION	
TEAC 330	Human Relations
TEAC 331	School & Society
EDPS 454	Cognition & Learning
GENERAL SPECIAL EDUCATION	
SPED 201	Characteristics of Exceptional Learners
SPED 454	Behavior Management
MASTERS DEGREE RESEARCH	
EDPS 800	Research Methods
EARLY CHILDHOOD SPECIAL EDUCATION	
SPED 860	Issues in Early Childhood Special Education (F)
SPED 810	Autism Methods (SP)
SPED 861	Infants w/ Disabilities and Home Visiting (SP)
SPED 863	Medically Fragile Infants (SU)
SPED 862	Preschool Children with Disabilities (F)
SPED 882	Instruction for Severe and Multiple Disabilities (F)
FIELD EXPERIENCES	
SPED 895	ECSE Practicum (F/SP)
SPED 897	ECSE Student Teaching (F/SP)
EARLY CHILDHOOD	
SPED 876	Language Development (SU)
CYAF 874	Early Childhood Assessment (F/SP)
ELECTIVES	
SPED 809	Introduction to Autism (F)
SPED 874	Itinerant Teaching (SU)
UNK	Teaching Social Skills to Children with Autism

Total Required Hours	**33**

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Appendix B
Key Assessments and Scoring Rubrics

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Updated 12.19.17

Nebraska Clinical Practice Rubric

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

Evaluator's Name: _____

Evaluator's Role: _____

Date: _____

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

	Advanced	Proficient	Developing	Below Standard
Uses knowledge of students to meet needs **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.

Page **1** of **3**

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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.

Page 2 of 3

NEBRASKA
DEPARTMENT OF EDUCATION

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DEPARTMENT OF EDUCATION

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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.

Page 3 of 3

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DEPARTMENT OF EDUCATION

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

NEBRASKA
DEPARTMENT OF EDUCATION

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

NEBRASKA
DEPARTMENT OF EDUCATION

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

NEBRASKA
DEPARTMENT OF EDUCATION

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

NEBRASKA
DEPARTMENT OF EDUCATION

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

NEBRASKA
DEPARTMENT OF EDUCATION

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

NEBRASKA
DEPARTMENT OF EDUCATION

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

NEBRASKA
DEPARTMENT OF EDUCATION

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

NEBRASKA
DEPARTMENT OF EDUCATION

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

NEBRASKA
DEPARTMENT OF EDUCATION

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

NEBRASKA
DEPARTMENT OF EDUCATION