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Academic Year 20 22 **- 20** 23 **Completers =**	343		
Academic Year 20 23 **- 20** 24 **Completers =**	288		

Professional Competencies

Provide a summarized narrative discussing how the unit is assured all candidates meet each professional competency in 005.02A – 005.02L. Narrative to include information such as:
- Example assessments used by the unit to measure this competency,
- General statements indicating what the data evidence indicates at the unit level and noteworthy differences in endorsement programs (if any),
- Changes made or being considered for the endorsement program(s) and/or unit level as a result of evidence.

Limit response to no more than one page for each professional competency area.

005.02A Student Development. The candidate understands how students 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.

Candidates meet the professional competency of Student Development through coursework and field experiences and are assessed through the Clinical Practice Assessment (Item 1), NDE First-Year Completer and Principal Survey-Standard 1, and the NDE Third-Year Completer and Principal Survey-Standard 1.

Clinical Practice Assessment: Data is disaggregated in the Rule 24 folios. Aggregate data across the four semesters of data listed above indicated that 97.7% of candidates rated Advanced or Proficient in Student Development.

NDE Surveys: The Student Development item on the NDE First Year Teacher Survey reflected that 85.2% of first teachers rated their performance at Proficient or higher across teaching disciplines and years (2022 and 2023). Principals rated 78.1% of first year teachers in Student Development at Proficient or higher. The survey reflected 83.6% of Third Year Teachers rated their performance at Proficient or higher. Principals rated 94.4% of third year teacher as Advanced or Proficient for Student Development.

Note that NDE survey data from 2021-2022 and 2022-2023 were used as the 2024 survey data had not yet been received at the time of this report.

Evidence is reviewed annually by stakeholders at individual department and PEC meetings.

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<u>005.02B Learning Differences</u>. The candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each student to meet high standards.

Candidates meet the professional competency of Learning Differences through coursework and field experiences and are assessed through the Clinical Practice Assessment (Item 2), NDE First-Year Completer and Principal Survey-Standard 2, and the NDE Third-Year Completer and Principal Survey-Standard 2.

Clinical Practice Assessment: Data is disaggregated in the Rule 24 folios. Aggregate data across the four semesters of data listed above indicated that while most (93.8%) of candidates rated as rated as Advanced or Proficient in Learner Differences, this was one of four areas that had the most candidates rated as Developing (6.1%).

NDE Surveys: The Student Development item on the NDE First Year Teacher Survey reflected that 85.2% of first teachers rated their performance at Proficient or higher across teaching disciplines and years (2022 and 2023). Principals rated 73.9% of first year teachers in Student Development at Proficient or higher. The survey reflected 74.8% of Third Year Teachers rated their performance at Proficient or higher. Principals rated 88.2% of Third Year Teachers as Advanced or Proficient for Learning Differences.

Note that NDE survey data from 2021-2022 and 2022-2023 were used as the 2024 survey data had not yet been received at the time of this report.

Evidence is reviewed annually by stakeholders at individual department and PEC meetings. Data identified differentiating student needs with individualized instruction and varied learning experiences as an area where there was an increase of candidates rated as Developing.

<u>005.02C Learning Environments</u>. The candidate 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.

Candidates meet the professional competency of Learning Environments through coursework and field experiences and are assessed through the Clinical Practice Assessment (Item 3), NDE First-Year Completer and Principal Survey-Standard 3, and the NDE Third-Year Completer and Principal Survey-Standard 3.

Clinical Practice Assessment: Data is disaggregated in the Rule 24 folios. Aggregate data across the four semesters of data listed above indicated that 94.1% of candidates rated Advanced or Proficient in Learning Environment.

NDE Surveys: **T**he Learning Environments item on the NDE First Year Teacher Survey reflected that 87.1% of first teachers rated their performance at Proficient or higher across teaching disciplines and years (2022 and 2023). Principals rated 77.7% of first year teachers in Learning Environments at Proficient or higher. The survey reflected 87.7% of Third Year Teachers rated their performance at Proficient or higher. Principals rated 92% of Third Year Teachers as Advanced or Proficient for Learning Environments.

Note that NDE survey data from 2021-2022 and 2022-2023 were used as the 2024 survey data had not yet been received at the time of this report.

Evidence is reviewed annually by stakeholders at individual department and PEC meetings.

005.02D Content Knowledge. The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for students to assure mastery of the content including the ability to integrate the Nebraska Content Standards (92 NAC 10 Appendices A-D) into instruction.

Candidates meet the professional competency of Content Knowledge through coursework and field experiences and are assessed through the Clinical Practice Assessment (Item 4), NDE First-Year Completer and Principal Survey-Standard 4, and the NDE Third-Year Completer and Principal Survey-Standard 4. Praxis Content exam pass rates are also data used by the EPP but the exam is not a requirement of program completion so not every candidate completes the exam.

Praxis Content Exam: Praxis II data indicates that out of completers who take the exam, most are successful on the exam in their content area and meet the NDE-determined cut score. There are many endorsement areas with 100% pass rate on the corresponding Praxis Content exam and UNL's institutional pass rate for completers is above 90% for the academic years reported.

Clinical Practice Assessment: Data is disaggregated in the Rule 24 folios. Aggregate data across the four semesters of data listed above indicated that 96.4% of candidates rated Advanced or Proficient in Content Knowledge.

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NDE Surveys: The Learning Environments item on the NDE First Year Teacher Survey reflected that 88.7% of first teachers rated their performance at Proficient or higher across teaching disciplines and years (2022 and 2023). Principals rated 87.6% of first year teachers in Content Knowledge at Proficient or higher. The survey reflected 91.8% of Third Year Teachers rated their performance at Proficient or higher. Principals rated 97% of Third Year Teachers as Advanced or Proficient for Content Knowledge.

Note that NDE survey data from 2021-2022 and 2022-2023 were used as the 2024 survey data had not yet been received at the time of this report.

Evidence is reviewed annually by stakeholders at individual department and PEC meetings.

005.02E Application of Content. The candidate understands how to connect concepts and use differing perspectives to engage students in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Candidates meet the professional competency of Application of Content through coursework and field experiences and are assessed through the Clinical Practice Assessment (Items 5, 6), NDE First-Year Completer and Principal Survey-Standard 5, and the NDE Third-Year Completer and Principal Survey-Standard 5.

Clinical Practice Assessment: Data is disaggregated in the Rule 24 folios. Aggregate data across the four semesters of data listed above indicated that 95.5% of candidates rated Advanced or Proficient in Application of Content.   Application of Content-Critical Thinking and Collaborative Problem Solving was identified one of four areas with the most students rated at Developing (7.9%).

NDE Surveys: The Application of Content item on the NDE First Year Teacher Survey reflected that 75% of first teachers rated their performance at Proficient or higher across teaching disciplines and years (2022 and 2023). Principals rated 75.9% of first year teachers in Application of Content at Proficient or higher. The survey reflected 79.5% of Third Year Teachers rated their performance at Proficient or higher. Principals rated 92% of Third Year Teachers as Advanced or Proficient for Application of Content.

Note that NDE survey data from 2021-2022 and 2022-2023 were used as the 2024 survey data had not yet been received at the time of this report.

Evidence is reviewed annually by stakeholders at individual department and PEC meetings.   Data identified engaging in critical thinking and collaborative problem solving as an area where there was an increase of candidates rated as Developing.

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005.02F Assessment. The candidate understands and uses multiple methods of assessment to engage students in their own growth, to monitor student progress, and to guide the candidate's and student's decision making.

Candidates meet the professional competency of Assessment through coursework and field experiences and are assessed through the Clinical Practice Assessment (Item 7, 8), NDE First-Year Completer and Principal Survey-Standard 6, and the NDE Third-Year Completer and Principal Survey-Standard 6.

Clinical Practice Assessment: Data is disaggregated in the Rule 24 folios. Aggregate data across the four semesters of data listed above indicated that 93.5% of candidates rated Advanced or Proficient in Classroom Assessment and 92.7% rated Advanced or Proficient in Assessment for Learning.   Data also identified both as one of four areas with the most students rated at Developing (6.5% and 7.3%).

NDE Surveys: The Assessment item on the NDE First Year Teacher Survey reflected that 80.1% of first teachers rated their performance at Proficient or higher across teaching disciplines and years (2022 and 2023). Principals rated 78.6% of first year teachers in Assessment at Proficient or higher. The survey reflected 77% of Third Year Teachers rated their performance at Proficient or higher. Principals rated 87.2% of Third Year Teachers as Advanced or Proficient for Assessment

Note that NDE survey data from 2021-2022 and 2022-2023 were used as the 2024 survey data had not yet been received at the time of this report.

Evidence is reviewed annually by stakeholders at individual department and PEC meetings. .

005.02G Planning for Instruction. The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, technology, and pedagogy, as well as knowledge of the student and the community context.

Candidates meet the professional competency of Planning for Instructions through coursework and field experiences and are assessed through the Clinical Practice Assessment (Item 9), NDE First-Year Completer and Principal Survey-Standard 7, and the NDE Third-Year Completer and Principal Survey-Standard 7.

Clinical Practice Assessment: Data is disaggregated in the Rule 24 folios. Aggregate data across the four semesters of data listed above indicated that 95% of candidates rated Advanced or Proficient in Planning for Instruction.

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NDE Surveys: The Planning for Instruction item on the NDE First Year Teacher Survey reflected that 83.6% of first teachers rated their performance at Proficient or higher across teaching disciplines and years (2022 and 2023). Principals rated 81.2% of first year teachers in Planning for Instruction at Proficient or higher. The survey reflected 80% of Third Year Teachers rated their performance at Proficient or higher. Principals rated 92.6% of Third Year Teachers as Advanced or Proficient for Planning for Instruction.

Note that NDE survey data from 2021-2022 and 2022-2023 were used as the 2024 survey data had not yet been received at the time of this report.

Evidence is reviewed annually by stakeholders at individual department and PEC meetings.

005.02H Instructional Strategies. The candidate understands and uses a variety of instructional strategies to encourage students to develop deep understanding of content areas and their connections, build reading and writing skills through the application of the science of reading, and to apply knowledge in meaningful ways. This includes developing competency for utilizing technology for instruction, assessment, and communication.

Candidates meet the professional competency of Instructional Strategies through coursework and field experiences and are assessed through the Clinical Practice Assessment (Items 10, 11, 12) NDE First-Year Completer and Principal Survey-Standard 8, and the NDE Third-Year Completer and Principal Survey-Standard 8.

Clinical Practice Assessment: Data is disaggregated in the Rule 24 folios. Aggregate data across the four semesters of data listed above indicated that 94.3% of candidates rated Advanced or Proficient in Instructional Strategies.

NDE Surveys: The Instructional Strategies item on the NDE First Year Teacher Survey reflected that 80.5% of first teachers rated their performance at Proficient or higher across teaching disciplines and years (2022 and 2023). Principals rated 79.3% of first year teachers in Instructional Strategies at Proficient or higher. The survey reflected 80% of Third Year Teachers rated their performance at Proficient or higher. Principals rated 92.6% of Third Year Teachers as Advanced or Proficient for Planning for Instruction.

Note that NDE survey data from 2021-2022 and 2022-2023 were used as the 2024 survey data had not yet been received at the time of this report.

Evidence is reviewed annually by stakeholders at individual department and PEC meetings.

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005.02I Professional Learning and Ethical Practice. The candidate engages in ongoing professional learning, models ethical professional practice, and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, other professionals, and the community), and adapts practice to meet the needs of each student.

Candidates meet the professional competency of Professional Learning and Ethical Practice through coursework and field experiences and are assessed through the Clinical Practice Assessment (Item 13), NDE First-Year Completer and Principal Survey-Standard 9, and the NDE Third-Year Completer and Principal Survey-Standard 9.

Clinical Practice Assessment: Data is disaggregated in the Rule 24 folios. Aggregate data across the four semesters of data listed above indicated that 97.9% of candidates rated Advanced or Proficient in Professional Learning and Ethical Practice. Data identified this as the top performing area by candidates.

NDE Surveys: The Professional Learning and Ethical Practice item on the NDE First Year Teacher Survey reflected that 90.6% of first teachers rated their performance at Proficient or higher across teaching disciplines and years (2022 and 2023). Principals rated 84.9% of first year teachers in Professional Learning and Ethical Practice at Proficient or higher. The survey reflected 88.6% of Third Year Teachers rated their performance at Proficient or higher. Principals rated 93.2% of Third Year Teachers as Advanced or Proficient for Professional Learning and Ethical Practice.

Note that NDE survey data from 2021-2022 and 2022-2023 were used as the 2024 survey data had not yet been received at the time of this report.

Evidence is reviewed annually by stakeholders at individual department and PEC meetings.

005.02J Leadership and Collaboration. The candidate seeks opportunities to take responsibility for student learning, to collaborate with students, families, colleagues, other school professionals, and community members to ensure student growth, and to advance the profession.

Candidates meet the professional competency of Leadership and Collaboration through coursework and field experiences and are assessed through the Clinical Practice Assessment (Item 14,15), NDE First-Year Completer and Principal Survey-Standard 10, and the NDE Third-Year Completer and Principal Survey-Standard 10.

Clinical Practice Assessment: Data is disaggregated in the Rule 24 folios. Aggregate data across the four semesters of data listed above indicated that 95.9% of candidates rated Advanced or Proficient in Leadership and Collaboration. Data identified the subitem of conveying professional demeanor as one of four subitems in which the most candidates were rated at Advanced or Proficient.

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NDE Surveys: The Leadership and Collaboration item on the NDE First Year Teacher Survey reflected that 90.4% of first teachers rated their performance at Proficient or higher across teaching disciplines and years (2022 and 2023). Principals rated 85.5% of first year teachers in Leadership and Collaboration at Proficient or higher. The survey reflected 88.6% of Third Year Teachers rated their performance at Proficient or higher. Principals rated 94.7% of Third Year Teachers as Advanced or Proficient for Leadership and Collaboration.

Note that NDE survey data from 2021-2022 and 2022-2023 were used as the 2024 survey data had not yet been received at the time of this report.

Evidence is reviewed annually by stakeholders at individual department and PEC meetings.

005.02K Human Relations. The institution shall offer training integrated into a required course or combination of required courses which shall be designed to lead to the following skills as enumerated in 79-807(6) R.R.S.:
005.02K1 An awareness and understanding of the values, lifestyles, contributions, and history of a pluralistic society;
005.02K2 The ability to recognize and deal with dehumanizing biases, including, but not limited to, sexism, racism, prejudice, and discrimination, and an awareness of the impact such biases have on interpersonal relations;
005.02K3 The ability to translate knowledge of human relations into attitudes, skills, and techniques which result in favorable experiences for students;
005.02K4 The ability to recognize the ways in which dehumanizing biases may be reflected in instructional materials;
005.02K5 Respect for human dignity and individual rights; and
005.02K6 The ability to relate effectively to other individuals and to groups in a pluralistic society other than the applicant's own.

All candidates complete at least one NDE-approved human relations training courses during their program of study. Some endorsements have specific HRT courses embedded as part of their sequence and others offer students the choice of approved options. All NDE-approved HRT courses at UNL are designed to increase multicultural knowledge and positive impact the diversity disposition of teacher candidates. These courses are designed to help candidates become more aware of the context and its impact on the youth they will encounter in their future classrooms. Teacher candidates examine existing attitudes toward various groups by race, ethnicity, age, gender, disability, social class and others, with the goal of becoming responsible, reflective practitioners who can meet their professional standards and responsibilities.

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005.02L Special Education. The institution will require one or more courses which provide candidates with systematic and continuing opportunities to develop knowledge, skills, and professional dispositions for teaching students with disabilities including the areas enumerated by 79-807(7) R.R.S.:

005.02L1 Knowledge of the exceptional educational needs of the disabilities defined by section 79-1118.01 R.R.S.;

005.02L2 Knowledge of the major characteristics of each disability defined by Section 79-1118.01 R.R.S. in order to recognize its existence in children;

005.02L3 Knowledge of various alternatives for providing the least restrictive environment for children with disabilities;

005.02L4 Knowledge of methods of teaching children with disabilities in the regular classroom; and

005.02L5 Knowledge of prereferral alternatives, referral systems, multidisciplinary team responsibilities, the individualized education plan process, and the placement process.

All candidates completed a minimum of two courses that are directly related to teaching exceptional students. In addition, methods courses focus on differentiating instructions.

Elementary and secondary initial certification EPP candidates complete SPED 201A/801A: Accommodating Exceptional Learners in the Elementary School Classroom or SPED 201B/801B: Accommodating Exceptional Learners in the Secondary School Classroom.

SPED 201A/801A Accommodating Exceptional Learners in the Elementary School Classroom (3 credit hours): This course is designed to introduce students to the complex instructional and administrative processes required to serve students with disabilities. This course discusses legal and ethical requirements for educating exceptional learners, identification, referral, and placement procedures, development and use of the Individual Education Program, strategies for teaching and accommodating academic and behavior of a range of exceptional and other at-risk learner in the elementary school.

SPED 201B/801B Accommodating Exceptional Learners in the Secondary School Classroom (3 credit hours): This course is designed to introduce students to the complex instructional and administrative processes required to serve students with disabilities. This course discusses legal and ethical requirements for educating exceptional learners, identification, referral, and placement procedures, development and use of the Individual Education Program, strategies for teaching and accommodating academic and behavior of a range of exceptional and other at-risk learner in the secondary school.

Many endorsement programs require additional special education coursework to enhance the candidate skill set in working with exceptional students. The determination on curriculum and course sequence is made by program faculty with department chair approval.

Candidates pursuing special education degree meet special education Rule 24 and Rule 20 requirements.

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