

Nebraska Department of Education Rule 24 Report

EDUCATION SPECIALIST (SUPERINTENDENT)

(Content Area)

Educator Preparation Content Program Review

Name of institution	Doane University
Date Submitted	February 17, 2025
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Folio type: Regular Mini Advanced Program

Program(s) Covered by this Folio

Endorsement(s)	Type	Grade Level	Program Level
	Subject	PK-12	Baccalaureate
	Field	6-12	Post-Baccalaureate
	Supplemental	7-12	Master's
List Endorsements	Low-Enrollment	Etc.	Etc.
Superintendent (Education Specialist)	Field	PK-12	Ed. Specialist

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

If yes, list additional sites where endorsement is offered:

Institution Accreditation Status: National State

Is this a Nationally Accredited Program? Yes No

If Yes, list Accrediting Organization:

CAEP

Attach National Letter to Cover Sheet

Table of Contents

Contents

Table of Contents.....	1
Section 1: Contextual and Endorsement Program Information.....	1
1a – Contextual information.....	1
1b – Standards for admission, retention, transition, and completion.....	5
1c - Field experiences.....	6
1d – Program completers.....	7
Section 2: Endorsement Program Key Assessments and Related Data.....	8
Artifact 1 – Table of Endorsement Program Key Assessments.....	8
Artifact 2 – data tables w/summarized data.....	14
Artifact 3 – narrative interpretation/summary of assessment data.....	15
Section 3 – Use of related data and information for continuous program improvement of endorsement program.....	15

Section 1: Contextual and Endorsement Program Information

1a – Contextual information

Doane University History and Purpose

Doane has occupied a distinguished place among the colleges and universities of the Midwest as Nebraska’s first and oldest private liberal arts and sciences school.

On July 11, 1872, Doane College was founded. The college was officially incorporated at that time as a nonprofit institution governed by an independent, self-perpetuating board of trustees. It has received continuous accreditation from the North Central Association of Colleges and Schools, now named the Higher Learning Commission, since 1913.

Doane began its work in higher education for adult and non-residential students when it offered its first professional development classes in Lincoln in 1981. The current Lincoln campus was established in 1988. Since then, graduate programs have been delivered in a variety of Nebraska locations outside of Lincoln including current locations in Bellevue and North Platte.

In 2016, Doane College became Doane University, reflecting its structure of multiple campuses, colleges, and the addition of online programs. No matter the changes, Doane has continued to hold on to its liberal arts origins, prioritizing teaching, research, academic study and helping students reach success in all aspects of their education.

Doane is historically affiliated with what is now called the United Church of Christ (UCC). Doane serves as the representative institution for the Nebraska, Rocky Mountain, Kansas-Oklahoma, and South Dakota conferences of the UCC. Doane, although founded by Protestants, is open to students of all religions, as well as those who profess no formal religion.

Doane University Mission, Vision and Values

Doane University's mission is to create distinctive educational experiences, immersed in the liberal arts, to prepare our students for careers and lives grounded in inquiry, ethics, and a commitment to lead and serve in the global community.

Vision

Doane University will be a comprehensive university, recognized for innovation, valuing the liberal arts and professional studies in order to empower and prepare students for life, career, and community engagement.

Values

- **Inclusion:** Doane values creating an environment in which all individuals and communities are able to fully participate, belong and thrive in authentic ways.
- **Integrity:** Doane values ethical and principled decision-making and taking responsibility for one's actions.
- **Innovation:** Doane values forward thinking and the ability to develop and implement new or re-imagined ideas in a collaborative environment.
- **Transformation:** Doane values enhancing lives and developing potential.

Accreditation

Recognized by educational accrediting agencies as a standard four-year college of liberal arts, Doane University is accredited by the Higher Learning Commission and a member of the North Central Association. Its credits are accepted by the University of Nebraska and by state departments of education. Its graduates are regularly accepted to full graduate standing by leading American universities.

Programs at the university are also accredited by the Nebraska Coordinating Commission for Postsecondary Education, the National Association of Schools of Music, The Engineering Accrediting Commission of ABET, the Accreditation Council for Business Schools and Program, and the Council for Accreditation of Educator Preparation.

The university holds membership in the National Association of Schools of Music, the Council of Independent Colleges, the Association for Governing Boards, the American Association of Colleges of Teacher Education, the Association of Independent Liberal Arts Colleges of Teacher Education, The Council for the Advancement of and Support of Education, that National Association of Independent Colleges and Universities, and the Council of Independent Nebraska Colleges.

College of Education

Mission

Learn. Challenge. Empower. Transform.

Belief Statements

The College of Education of Doane University is a community that pursues and celebrates excellence. In this pursuit:

- We foster a vibrant intellectual community that values learning, collaboration, curiosity, inquiry and scholarship.

- We create connections and meaningful relationships.
- We cultivate a culture where all individuals are affirmed, challenged, and empowered.
- We advocate for diversity, equity and service through the support of socially just policies and practices.
- We promote the process of development and honor the journey that is individually and systemically transformative.

Educator Preparation Programs

Doane University has three academic colleges. The Teacher Education Programs reside within the College of Education which includes the Department of Teaching and Learning, the Department of Education Leadership and School Counseling, and the Department of Mental Health Counseling.

The College of Education holds primary responsibility within Doane University for the preparation of teachers and administrators. In collaboration with other academic departments of the University, the department offers certification programs to prepare teacher candidates and administrators in grades pre-kindergarten through twelve. The educator preparation faculty and our colleagues across the university share a commitment to quality programs that will meet the challenges facing educators and administrators in the next decades.

Guiding Principles

- The teacher education programs utilize historical, philosophical and practical knowledge as the foundation for understanding educational purposes and values.
- All teacher education students have a strong foundation in pedagogical knowledge, skills, and dispositions. Emphasis is placed on learning content in context through collaboration and reflection.
- The teacher education faculty engages key stakeholders in intentional processes and reflection on data and practices that lead to continuous improvement of the programs.
- The teacher education programs design and revise certification areas based on current theory, research, applied practice, state and national requirements and program review.
- The teacher education programs provide leadership opportunities for students to engage in meaningful dialogue and experiences concerning issues of diversity, equity and inclusion.
- The teacher education program makes intentional its commitment to the principles of diversity, equity and inclusion by encouraging all stakeholders in continual growth and reflection. This is evident in the growth of personal and professional understanding and practical application in all aspects of teaching and learning.
- The teacher education faculty and pre-service and in-service teachers engage in meaningful exploration and dialogue about the world of practice to enhance contextual understanding.
- The teacher education faculty utilizes authentic forms of assessment, including performance assessment, and traditional forms of assessment to evaluate students and programs.

The Doane Education Specialist Program

The addition of an Education Specialist program was proposed as an advanced degree in February of 2010 and it began classes in 2011. The intended goal was to extend graduate degree options for students. In 2015, Doane again expanded its degree options by initiating a Doctorate of Education degree. The Education Specialist degree is designed for individuals preparing for leadership roles at the district levels of the education system. Completion of the program can include eligibility for the highest level of administrative certification with an endorsement for the superintendency as well as an Education

Specialist (Ed.S.) degree. This program of study, learning activities, and demonstrations will result in the capacity to provide leadership in school districts. The Ed.S. program includes knowledge, skills, and dispositions needed in the operation and leading of schools at the district level. The Ed.S. program is a natural extension of the Master's level Educational Leadership program that prepares professionals for building-level leadership. The features of the EDL program that are continued in the Ed.S. program include 1) a cadre approach, 2) demonstration of capacity to apply knowledge, skills, and dispositions as leaders, 3) learning through reflective practice, and 4) documentation of leadership capacity through professional writing and demonstrations. Participants typically begin the program at the same time and remain as a cadre for the three years of the program (33 credit hours). The program emphasizes contextual learning and is tailored to meet the needs of working professionals in education.

The Vision for the Education Specialist Degree of Doane University includes the following.

- Leaders at all levels and especially at the organization/system levels are critical to the success of the work of the organization/system and, in the case of education, teaching and learning in schools.
- Leadership development programs should include (1) the knowledge and skills of leading, (2) the knowledge and skills of the management tasks of the leader, and (3) the development of the individual as a person and as a professional with particular attention to the dispositional dimensions of leading.
- Appropriate practicum and internship experiences are essential to the preparation of leaders at the organization/systems levels.
- A multi-year sequence of in-depth study and experiences is critical to the development of the individual and the preparation to be a leader.

The Education Specialist program of leadership development is designed around five strategic outcomes: Strategic Leadership, Curriculum Leadership, Organizational Leadership, School-Community Leadership, and Policy and Political Leadership. These outcomes are aligned at the component level with the National Educational Leadership Preparation (NELP) Program Recognition Standards (Link to alignment document). Outcomes and further details can be found in the Doane Graduate Program Catalog (Attachment [Doane Graduate Catalog 2024](#)).

1b – Standards for admission, retention, transition, and completion

Table 004. 06-2 EDS identifies the three transition points, or gateways, for successful completion of the initial certification teacher education program at Doane.

004.06-2 Requirements for Program Admission and Progression

Institutional Criteria	Gateway #1	Gateway #2	Gateway #3
	Admission to EDS Program	Retention in EDS Program	Recommendation for Certification
GPA	GPA <ul style="list-style-type: none"> Undergraduate GPA of 3.0, verified by official transcript Graduate degree GPA of 3.0, verified by official transcript 	GPA Requirement <ul style="list-style-type: none"> Maintain minimum cumulative GPA of 3.0 in EDL program 	GPA Requirement <ul style="list-style-type: none"> Cumulative GPA of 3.0
Recommendations	Satisfactory recommendations from three professional associates		Satisfactory recommendation from Cadre Instructors and EDS Program Director
Verification of Current Teaching Certification	Applicant must provide a copy or verification of their current teaching/administrative certificate		
Writing Sample	Written statement including professional goals for leadership and candidate's philosophy of education and leadership.		
Interview	Interview with Education Specialist program director and review of credentials to determine admission to program.		
Successful Completion of ESD 930 Curriculum, Instruction & Assessment Design and Data Assessment Project		Successful completion of ESD 930 course as midway point in cadre program. <ul style="list-style-type: none"> Includes completion of Data Assessment Project evaluated by cadre instructors using common rubric. 	
Successful Completion of Leadership Internship I & II		Successful completion of ESD 920 Leadership Internship 1 (minimum 65 hours of field experience), as guided by program director in collaboration with K-12 partners.	Successful completion of ESD 940 Leadership Internship 2 culminating experience, as guided by cadre instructors and program director. <ul style="list-style-type: none"> Includes completion of final capstone project as a component of ESD 940.
Completion of all required coursework			Completion of all required coursework.

Gateway #1 – Admission to Education Specialist Program

Requirements for admission to the Education Specialist Program:

Application to Education Specialist Program
GPA requirements <ul style="list-style-type: none"> Cumulative GPA from Undergraduate Degree of 3.0, verified by official transcript Cumulative GPA from Graduate Degree of 3.0, verified by official transcript with documentation of successful completion of a Master's degree
Satisfactory Recommendations from three professional associates
A copy of applicant's current teaching/administrative certificate or verification from Department of Education online portal
A copy of applicant's current resume
Written statement including reasons for interest in Doane's Education Specialist program, professional goals for leadership, and candidate's philosophy of education and leadership
Interview and review of credentials by Education Specialist program director or faculty for official acceptance into the program

Gateway #2 – Progression within Education Specialist Program

Requirements for continued progression through Education Specialist cadre program:

GPA requirements <ul style="list-style-type: none"> Cumulative GPA within all graduate courses of 3.0
Successful completion of ESD 930 Curriculum, Instruction & Assessment Design, completed in third year of program and guided by cadre instructors
Successful completion of the CAEP Data Assessment Project completed in the third year of the program and evaluated using a rubric common to all cadre instructors with inter-rater reliability checks to enhance scoring consistency
Successful completion of a 65-hour mid-program leadership internship, typically completed in the second year of the program and guided by the program director

Gateway #3 – Recommendation for Certification

Requirements for institutional verification for certification:

GPA requirements <ul style="list-style-type: none"> Minimum cumulative GPA of 3.0
Satisfactory Recommendations from: <ul style="list-style-type: none"> Cadre Instructors EDS Program Director
Successful completion of ESD 940 Leadership Internship II as the culminating course of the Education Specialist cadre program, guided by the cadre course instructors and program director, in collaboration with a district level administrator at the student’s internship site who serves as an internship mentor
Successful completion of a final capstone project guided by the cadre course instructors with alignment to each of the five strategic outcomes of the program. Students address each of the outcomes and review learnings from all of the courses in the program
Successful completion of all required courses

The [Doane Education Specialist Program Handbook](#) provides additional information regarding the requirements that must be met.

1c - Field experiences

Students complete a minimum of 130 hours of internship and field experiences in the Education Specialist program – a minimum of 65 hours in each of two leadership internships.

The ESD 920 Leadership Internship I experience is designed for the cadre member to study and observe organization(s) from a systems perspective that includes inquiry and reflection. Students select a complex organization or system-level topic and become engaged with the system in a way that will provide an “experience” within an organization at the “systems” level. Students are encouraged to collaborate with their district leaders in the planning process. For the initial internship students may choose to work with a district level leader in their own district, or another district, or they may combine experiences across districts around a specific leadership topic. Students engage with one or more

systems-level leaders with opportunities to observe and document the leadership they observe through discussions, shadow experiences, and reflective writing. Students also enlarge their systems experience through a program of selected readings that illuminate the specific kinds of experiences that the student has planned and do so in ways that amplify what the student learns and understands about complex social systems. Students document their experiences through “field notes,” journal writing, formal reflective writing, and planned opportunities for reflective feedback with practicum supervisors (systems leaders), peers, and cadre colleagues. Students work with the program director to develop an internship plan and to identify a key mentor who is a system level leader. The internship requires documentation of 50 hours of experiences with system level leadership, along with field notes to document those experiences. The first internship also requires 15 hours of planned research and reading with journal notes reflecting key learnings. Finally, each internship requires both a midpoint and a final reflection documenting learnings from the experience both about the system and about their own leadership dispositions and skills.

The ESD 940 Leadership Internship II is intended to provide a leadership experience and learning opportunity at a systems level in any of the areas of the program’s strategic outcomes or coursework. As a leadership experience, the student is expected to act as either the leader of the activity or an active decision-making participant in the activity. Students may select a project that has a focus on any of the areas of the Strategic Outcomes of the EdS program: Strategic Leadership, Curriculum Leadership, Organizational Leadership, School-Community Leadership, and Policy and Political Leadership. Special consideration is encouraged for projects/activities that involve curriculum, instruction, and assessment (broadly interpreted). The project work must focus on the organizational or systems level with a cooperating site mentor who serves as a system/district level administrator. The final internship requires documentation of 50 hours of experiences with system level leaders and systems level work along with field notes to document those experiences (e.g., strategic planning, accreditation review, policy development/review, curriculum renewal). The final internship also requires 15 hours of planned research and reading with journal notes reflecting key learnings. Finally, each internship requires both a midpoint and a final reflection documenting learnings from the experience both about the system and about the student’s own leadership dispositions and skills.

1d – Program completers

Program Completers and Level – Content Area: PK-12										
Academic Year					Number of Endorsement Program Completers					
					Bac	Post Bac	Alternate Route	Masters	Ed. Specialist	PhD
22	22	to	20	23	NA	NA	NA	NA	14	NA
20	23	to	20	24	NA	NA	NA	NA	20	NA

In 2022-23 and 2023-24 there were a total of 34 completers in education specialist (superintendent). All completers can be found in Table 1d Program Completers and Level above.

Section 2: Endorsement Program Key Assessments and Related Data

Artifact 1 – Table of Endorsement Program Key Assessments

Attachment C – Table 2a Key Assessments

Name of Assessment used for the following areas:		Type or Form of Assessment	Brief Description of Assessment, including indicated information obtained from Assessment	When Assessment is Administered
1	Content - Knowledge	Academic Achievement	<ul style="list-style-type: none"> GPA monitored for all program courses. Praxis II scores (SSA 6991) are monitored for all candidates who complete assessment. 	<ul style="list-style-type: none"> GPA checked prior to recommendation for certification. Praxis II scores monitored as completed, following completion of coursework.
	GPA Praxis II			
2	Knowledge of Learner/Learning Environments	Performance Evaluation Rubric	EDS End of Program Rubric was developed by the program director and faculty in Doane’s Education Specialist program and reviewed by the program advisory committee and K-12 partners. Standard #2 addressing knowledge of the learner/learning environment is addressed in the End of Program Rubric with section #2 relating to student self-assessment of the strategic outcomes related to the “curriculum leader.”	End of program
	EDS End of Program Rubric			
3	Knowledge and Effective Use of Professional Practices	Performance Evaluation Rubric	EDS End of Program Rubric was developed by the program director and faculty in Doane’s Education Specialist program and reviewed by the program advisory committee and K-12 partners. Standard #3 addressing knowledge and effective use of professional practices is assessed in sections #3 and 5 with student self-assessment relating to the strategic outcomes of the “organizational/system leader,” and the “policy and political leader.” These outcome areas include skills and dispositions related to laws, policies, and effective professional practices.	End of program
	EDS End of Program Rubric			

4	Professional Responsibility and Overall Proficiency	Performance Evaluation Rubric	EDS End of Program Rubric was developed by the program director and faculty in Doane’s Education Specialist program and reviewed by the program advisory committee and K-12 partners. Standard #4 Professional Responsibility and Overall Proficiency is addressed in sections 1-5 of the rubric but most specifically assessed in sections #1 and #4 relating to strategic leadership and school community leadership.	End of program
	EDS End of Program Rubric			
5	Optional Assessment	n/a	n/a	n/a

Key Program Assessment #1 – Knowledge of Content – Praxis II or GPA

The Praxis II subject-specific tests are administered by the Educational Testing Service (ETS). Each test measures content knowledge in the area of certification. The results are reported to the candidate and our institution as an overall score and as sub-category scores that vary depending on the content area. The test and the passing score are determined by the Nebraska Department of Education (NDE).

The GPA of each student is monitored throughout the program (33 credits) and at the conclusion of all program coursework, prior to recommendation for certification. The minimum required GPA for all College of Education graduate coursework is 3.0.

Assessment: [Nebraska Praxis Content Tests](#) (“Praxis Content Test Chart” indicates the test number and passing score)

Key Program Assessment #2 – Knowledge of Learner/Learning Environments

The EDS End of Program Rubric was created by Dr. Doug Christensen, then director of Doane’s Education Specialist program, in collaboration with faculty and K-12 partners, and has been used for more than 5 years. Edits were completed in 2022 in consultation with the Doane EdS Adjunct team. The purpose of the edits was to assure alignment with CAEP and Praxis expectations, and to improve clarity for students. The Doane EDS adjunct team includes 6-7 adjunct instructors who teach all of the classes in the program and are also working leaders in Nebraska K-12 education. The instrument is completed by students as a self-assessment in their final semester of cadre work, prior to program completion and certification. The assessment includes a 4-point likert scale for each of the five outcomes, for each course in the program, and for skills and dispositions of system level leadership. Students evaluate the degree to which the program has prepared them relevant to each outcome, each course, and overall skills/dispositions. Standard #2 addressing knowledge of the learner/learning environment is addressed in the End of Program Rubric under information about the strategic outcomes related to the “curriculum leader.” It is further addressed in the evaluation of Course ESD 930 Curriculum Instruction & Assessment Design.

Knowledge of learner/learning environments is addressed in question #2 of the rubric.

Q2 - Curriculum Leadership: The curriculum leader:

- Demonstrates an understanding of the “instructional core” of schools and the impact of the core in promoting effective teaching and learning
- Demonstrates leadership in the design and implementation of processes for the development, revision, and renewal of district-wide planning for curriculum, instruction, and assessment utilizing research-based best practices
- Demonstrates the ability to engage others collaboratively to create an inclusive community of learners, which honors diversity in gender, ethnicity, culture, language, socio-economic status, language, and exceptionalities
- Ensures that the district has a plan and process in place to assess student learning and progress including the capacity to use data for making instructional decisions, for planning and implementation of continuous improvement, and for public reporting of critical learning outcomes for all students
- Creates a system of teacher supervision and evaluation reflecting alignment of the work of teachers to the mission, vision, and goals of the district and to reflect the priority for improving the core work of student learning
- Creates collaborative plans and strategies for evaluation, supervision, and development of the building principal as “leader of learning”

- Creates collaborative plans and strategies to address the capacity-building needs of a district and schools and to address the continuous professional development needs of all educators

Assessment: [EDS End of Program Assessment](#)

Key Program Assessment #3 – Knowledge and Effective Use of Professional Practices

The EDS End of Program Rubric was created by Dr. Doug Christensen, then director of Doane’s Education Specialist program, in collaboration with faculty and K-12 partners, and has been used for more than 5 years. Edits were completed in 2022 in consultation with the Doane EdS Adjunct team. The purpose of the edits was to assure alignment with CAEP and Praxis expectations, and to improve clarity for students. The Doane EDS adjunct team includes 6-7 adjunct instructors who teach all of the classes in the program and are also working leaders in Nebraska K-12 education. The instrument is completed by students as a self-assessment in their final semester of cadre work, prior to program completion and certification. The assessment includes a 4-point likert scale for each of the five outcomes, for each course in the program, and for skills and dispositions. Students evaluate the degree to which the program has prepared them relevant to each outcome, each course, and overall skills/dispositions. NDE Standard #3 addressing Knowledge and Effective Use of Professional Practices is addressed in the End of Program Rubric under information about the strategic outcomes related to the “organizational/system leader,” and the “policy and political leader.” These outcome areas include skills and dispositions related to laws, policies, and effective professional practices. The standard is further addressed in the evaluation of relevant courses in system and organizational leadership, politics and policy, human relations, and ethics.

Knowledge and Effective Use of Professional Practices is addressed in questions # 3, and 5 of the rubric.

Q3 - Organizational Leadership: The organizational leader:

- Provides leadership to the design, planning, implementation, and evaluation of district-level policies and practices that provide for the safety, health, and welfare of those engaged in the work of the educational community.
- Demonstrates an understanding of the importance and values of school activities and athletics and the role they play in establishing positive, collaborative, and student-centered cultures in the school community. Demonstrates the ability to ensure that student activity programs are planned and aligned to the mission, vision, and goals of the district and that they provide opportunities for all students to participate in learning activities designed to teach participation, democratic principles, cooperation, collaboration, teamwork, respect for one another, and sportsmanship
- Demonstrates a systems perspective, viewing schools as the operational core of the system
- Demonstrates understanding of how to design, plan for, implement and evaluate processes at the district and school levels for the recruitment, selection, and induction of personnel with attention to equity and diversity
- Demonstrates the knowledge, skills, and dispositions of developing a budget for the district that aligns with the mission, vision, and values of the district and allocates fiscal and other resources to district/school goals and priorities
- Demonstrates the capacity to develop the budget as a policy document addressing key purposes to be achieved identifying the critical fiscal and non-fiscal resources to be allocated
- Demonstrates the capacity to create plans and processes for maximizing district investment in non-fiscal resources such as buildings and grounds, transportation systems, food service programs, other non-instructional programs and services effectively using such enterprise

budget strategies as depreciation funds, building funds, special funds, and other budgetary funding categories

- Demonstrates an understanding of the tools and processes for maximizing fiscal resources through establishing foundations, school-business partnerships, and grants
- Demonstrates the ability to design, implement, and evaluate systems of staff performance appraisal
- Demonstrates the ability to design, plan for, implement, and evaluate systems of support for all staff to support the appraisal process and to build capacity within the personnel resources of the district

Q5 - Policy and Political Leadership: The policy and political leader:

- Leads the district and school personnel in policies and practices that reflect consistency with legal provisions and statutory requirements
- Leads the decision making of the district and schools based on the moral and ethical implications of policy options and political strategies
- Leads district and the school personnel in applying the legal guidelines and prescriptions of state, federal, statutory, and case law
- Leads the development of positive collaborative working relationships with the Board of Education
- Provides leadership to the Board in the selection and participation in activities designed to develop board member knowledge and skills of policy leadership
- Provides leadership to the policy-level engagement of the Board in the development of policy at the local level and in the influence of policy at the state and federal levels

Assessment: [EDS End of Program Assessment](#)

Key Program Assessment #4 – Professional Responsibility and Overall Proficiency

The EDS End of Program Rubric was created by Dr. Doug Christensen, then director of Doane’s Education Specialist program, in collaboration with faculty and K-12 partners, and has been used for more than 5 years. Edits were completed in 2022 in consultation with the Doane EdS Adjunct team. The purpose of the edits was to assure alignment with CAEP and Praxis expectations, and to improve clarity for students. The Doane EDS adjunct team includes 6-7 adjunct instructors who teach all of the classes in the program and are also working leaders in Nebraska K-12 education. The instrument is completed by students as a self-assessment in their final semester of cadre work, prior to program completion and certification.

The program outcomes have been aligned with both NELP standards and key objective areas for the Educational Testing System superintendent’s test. Students self-assess in areas of strategic leadership, curriculum leadership, organizational and system leadership, school and community leadership, and policy and political leadership. The assessment includes a 4-point likert scale for each of the five outcomes, each course in the program, and for general leadership skills and dispositions. Students evaluate the degree to which the program has prepared them relevant to each outcome, each course, and overall skills/dispositions. NDE Standard #4 addressing Professional Responsibility and Overall Proficiency is addressed in the End of Program Rubric as an overall measure, but most specifically with outcome questions related to the “strategic leader” and the “school and community leader.” These outcome areas include skills and dispositions related to system-level leadership. The standard is further addressed in the evaluation of relevant courses (section 6) and preparedness for leadership skills and dispositions (section 7).

See information above for sections 2, 3, and 5 of the rubric. Below is information related to strategic leadership and school and community leadership.

Q1 - Strategic Leadership: The strategic leader:

- Articulates and consistently demonstrates a philosophy of education that considers sociological, cultural, and historical foundations
- Develops vision and purpose with others
- Designs/adapts and utilizes leadership processes to achieve common goals
- Values ethical action in the educational community
- Supports informed innovations, including technology, within the school community
- Engages in problem-solving techniques and decision-making skills
- Uses data to make informed decisions
- Provides ongoing assessment of resources, programs, plans, processes, and products
- Addresses competing priorities and values

Q4 - School-Community Leadership: The school-community leader:

- Demonstrates leadership that models sensitivity, respect, and empathy for multiple perspectives.
- Demonstrates leadership in the development, implementation, and evaluation of communication plans that are designed to enhance two-way communication with all stakeholders
- Demonstrates understanding of the conditions affecting learning by collaborating and developing relationships with community agencies to integrate educational supports
- Demonstrates leadership for the district, schools and school-community in promoting multicultural competencies, gender equity, and socio-economic, racial, and ethnic understanding
- Demonstrates leadership to ensure policies and practices to meet the challenges of diversity in providing all students equitable opportunities to learn and to ensure the equitable distribution of learning outcomes
- Demonstrates leadership in forming collaborative relationships and in building support for district personnel

Assessment: [EDS End of Program Assessment](#)

Key Program Assessment #5 – Optional Assessment

n/a

Artifact 2 – data tables w/summarized data

Key Program Assessment #1 – Content – Praxis II & GPA

Endorsement Program: SUPERINTENDENT / EDUCATION SPECIALIST		
	School Year	
	2022-2023	2023-2024
	December 2022 Grads	December 2023 Grads
Final GPA	Mean GPA: 3.99 Range of GPAs: 3.97-4.0 N= 14	Mean GPA: 3.98 Range of GPAs: 3.86-4.0 N= 20

Endorsement Program: SUPERINTENDENT / EDUCATION SPECIALIST		
	School Year	
	2022-2023	2023-2024
Praxis II Scores (6991)	Pass Rate: 90% Average Scaled Score: 170.10 N= 10	Pass Rate: 91.7% Average Scaled Score: 167.50 N= 12
Nebraska passing score = 162		

Key Program Assessment #2 - Knowledge of Learner/Learning Environments

Education Specialist End of Program Rubric	EDS Graduates			
	2022-2023 N=14		2023-2024 N=14	
	Mean	Mode	Mean	Mode
2) Curriculum Leadership	4.21	4	4.29	5

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

Education Specialist End of Program Rubric	EDS Graduates			
	2022-2023 N=14		2023-2024 N=14	
	Mean	Mode	Mean	Mode
3) Organizational Leadership	4.57	5	4.71	5
5) Policy and Political Leadership	4.43	5	4.64	5

Key Program Assessment #4 - Professional Responsibility and Overall Proficiency

Education Specialist End of Program Rubric	EDS Graduates			
	2022-2023 N=14		2023-2024 N=14	
	Mean	Mode	Mean	Mode
1) Strategic Leadership	4.36	4	4.71	5
4) School Community Leadership	4.43	5	4.5	4,5

Key Program Assessment #5 – Optional Assessment

n/a

Artifact 3 – narrative interpretation/summary of assessment data

Key Program Assessment #1 – Content – Praxis II & GPA

- Data reflect strong but not perfect pass rates for the praxis and strong GPA for recent graduates.

Key Program Assessment #2 – Knowledge of Learner/Learning Environments

- Data suggest that although curriculum leadership received a favorable rating on the rubric, it is a relative weakness in comparison with other leadership areas. This is inconsistent with data from previous measures. See information regarding continuous improvement below for additional discussion.

Key Program Assessment #3 – Knowledge and Effective Use of Professional Practices

- Data suggest that organization leadership and policy and political leadership are relative strengths in comparison with other leadership areas. This is somewhat inconsistent with data from other previous measures. See information regarding continuous improvement below for additional discussion.

Key Program Assessment #4 – Professional Responsibility and Overall Proficiency

- Data suggest that strategic leadership and school and community leadership receive positive ratings for candidate preparation. This is consistent with data from other previous measures. See information regarding continuous improvement below for additional discussion.

Section 3 – Use of related data and information for continuous program improvement of endorsement program

Key Program Assessment #1 – Content – Praxis II & GPA

The program director monitors student progress for all students to assure successful completion of courses and satisfactory GPA achievement. Performance on the ETS School Superintendent Assessment (SSA) has also been monitored for each graduating class. Because the SSA does not provide objective level results, program improvements have typically been based on conversations with cadre groups during their final semester of the program and continuing review of ETS preparation materials. Students have provided two general themes of comments regarding their experiences with the SSA. One of these themes involved knowledge of key federal court case law. This theme resulted in the addition of activities to the Policy and Politics class specific to enhancing knowledge of major court cases related to education. The second theme that has emerged in conversations with students following completion of the SSA has been more related to a possible philosophical difference. Students have reported through both practice tests and text experience the sense that the SSA prioritizes firm decision-making and places less emphasis on gathering input prior to making leadership decisions. This has been addressed as a discussion topic in class to address considerations of when decision input is needed, from whom, and how much.

Key Program Assessment #2 – Knowledge of Learner/Learning Environments

Data from the End of Program Rubric is combined with 1st and 3rd year completer and employer survey trend data, as well as class evaluations at the end of each semester, adjunct reflection documents and informal conversations with both students and adjuncts. With multiple sources of data, the adjunct

team has been able to annually review themes and trends to consider optimal changes for continuous improvement. The use of multiple data sources has allowed the adjunct team to review information from 5 years of completers and 3 years of employer data. In previous years the data suggested that program strengths included development of disposition, collaboration, ethics, vision, and mission. Although feedback was generally positive and there were no consistent patterns of relative weakness, it was of note that for some groups use of data, human resources, and finance were less strong. In the past three years a strong data assessment was added as a CAEP outcome assessment for the curriculum, instruction, and assessment course. The indication of curriculum leadership as a relatively weaker area based on the End of Program Rubric from the past two years will warrant continued review. These results do not mirror those of the past and may reflect that the additional time spent with data analysis needs to be balanced. Additional conversations are planned with recent graduates in order to gain additional insights.

Key Program Assessment #3 – Knowledge and Effective Use of Professional Practices

As noted under Key Program Assessment #2, data from the End of Program Rubric is combined with 1st and 3rd year completer and employer survey trend data, as well as class evaluations at the end of each semester, adjunct reflection documents, and informal conversations with both students and adjuncts. Organizational leadership, and policy and political leadership appear as relative strengths based upon the End of Program Rubric data from the past two years. In previous years the data suggested that although feedback was generally positive and there were no consistent patterns of relative weakness, it was of note that for some groups use of data, human resources, and finance were less strong. As the adjunct team reviewed previous data the concern was that inconsistencies in relatively weaker areas could reflect the differing strengths of cadre instructor teams. Two instructors typically follow each cadre through the three years of the program. Although instructors are practicing system-level administrators, they vary in areas of expertise. It was theorized that some differences in response patterns may be due to differences in instructor expertise. A change was made three years ago to assure that the finance course would include an instructor with strong expertise in this area. We are continuing to monitor feedback data from both student and adjuncts to determine whether this program modification has been positive. Data from the past two years from the End of Program Rubric would seem to provide some affirmation for the change.

Key Program Assessment #4 – Professional Responsibility and Overall Proficiency

As noted under Key Program Assessment #2 and #3, data from the End of Program Rubric is combined with 1st and 3rd year completer and employer survey trend data, as well as class evaluations at the end of each semester, adjunct reflection documents, and informal conversations with both students and adjuncts. Strategic leadership and school and community leadership have received relatively positive feedback based on the multiple data sources that are reviewed as part of the program's continuous improvement work. These data are consistent across sources.