

Nebraska Department of Education Rule 24 Report

EDUCATIONAL LEADERSHIP (PRINCIPAL)

(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
List Endorsements	Subject	PK-12	Baccalaureate
	Field	6-12	Post-Baccalaureate
	Supplemental	7-12	Master's
	Low-Enrollment	Etc.	Etc.
Principal (Educational Leadership)	Field	K-12, K-6, 7-12	Masters

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

If yes, list additional sites where endorsement is offered:

Lincoln, North Platte, Bellevue

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

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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.

Master of Education in Educational Leadership Program

The M.Ed. in Educational Leadership Program develops servant leaders who are scholarly practitioners leading in school settings for the good of students and colleagues, regardless of position. Program

completers are engaged and effective educational leaders, focusing on inclusive and responsive teaching, learning, leading, and continuous improvement.

The M.Ed. Educational Leadership Program includes integrated courses focusing on an increasingly complex demonstration of the five educational leadership outcomes: Leadership Disposition, Instructional Leadership, Strategic Leadership, Organizational Leadership and Community Political Leadership; the five EDL Outcomes are based on the National Professional Standards for Educational Leaders (PSEL), as well as the Nebraska Department of Education Principal Standards. In addition to coursework, students are required to seek and earn leadership field experiences beginning the first fall semester of the Program; students self-assess using rubrics for each of the five EDL Outcomes; results of the self-assessment are leveraged by students who create three personal professional learning goals each semester. Each student receives individual guidance and advising from University faculty and PK-12 site-based Collaborative Mentors who support students as they seek and earn experiences related to responsive, effective leadership in PK-12 school settings. Through classroom learning, experiences in the field, reflective activities, and action-based research, students demonstrate an increasingly complex understanding of the role of leaders in today's school settings.

All M.Ed. in Educational Leadership graduate students begin the program during the summer term in a Cadre format, which provides continuity and support as students move through the program together. Action research and leadership field experiences are sought and earned in a variety of school settings, with a variety of educational leaders during the academic year and during a summer Internship.

Core Values of Educational Leadership program:

- Leadership is collaborative and inclusive.
- Leadership is active.
- Leadership is an ethical focus on improving teaching and learning for all.

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

Table 004_06-2 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 EDL Program	Retention in EDL Program	Recommendation for Certification
GPA	GPA <ul style="list-style-type: none"> Undergraduate 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 two professional associates		Satisfactory recommendation from Cadre Instructor and EDL Program Director
Verification of Current Teaching Certification	Applicant must provide a copy or verification of their current teaching certificate		
Writing Sample	Written statement including philosophy of teaching, learning, and leadership.		
Interview	Interview with Educational Leadership program director and review of credentials to determine admission to program.		
Successful Completion of EDL 621 Internship for Educational Leaders		Successful completion of Internship experience, as guided by collaborative mentor and cadre instructor.	
Successful Completion of EDL 695 Research and Implementation in Educational Leadership			Successful completion of Research and Implementation culminating experience, as guided by collaborative mentor and cadre instructor.
Completion of all required coursework			Completion of all required coursework.

Gateway #1 – Admission to Educational Leadership Program

Requirements for admission to the Educational Leadership Program:

Application to Educational Leadership Program
GPA requirements <ul style="list-style-type: none"> Cumulative GPA from Undergraduate Degree of 3.0, verified by official transcript
Satisfactory Recommendations from two professional associates
A copy of applicant’s current teaching 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 Educational Leadership program and philosophy of teaching, learning, and leadership.
Interview and review of credentials by Educational Leadership program director or faculty for official acceptance into the program.

Gateway #2 – Progression within Educational Leadership Program

Requirements for continued progression through Educational Leadership cadre program:

GPA requirements <ul style="list-style-type: none"> • Cumulative GPA within all graduate courses of 3.0
Successful completion of EDL 621 Internship for Educational Leaders at the end of Year 1 within the cadre program, guided by collaborative mentor in student’s field placement and the cadre course instructor.

Gateway #3 – Recommendation for Certification

Requirements 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 • EDL Program Director
Successful completion of EDL 695 Research and Implementation: Educational Leadership as the culminating course of the Educational Leadership cadre program, guided by collaborative mentor in student’s field placement and the cadre course instructor.
Successful completion of all required coursework.

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

1c - Field experiences

Students complete a minimum of 280 hours of internship and field experiences in the Educational Leadership program – a minimum of 100 leadership practicum hours in the first year of the program, 80+ leadership internship hours, and 100 leadership field experiences hours that are active leadership within the school setting. Educational leadership program completers engage in a substantial and sustained school leadership experience that develop their ability to promote the success and well-being of each student, teacher, support staff, and leader by engaging in leadership practicums, leadership internship, and leadership field experiences that are school-based and supervised by collaborative mentors. Candidates design coherent, goal-based, authentic experiences that provide opportunities to synthesize and apply the content knowledge, develop and refine the professional skills and dispositions, and demonstrate their capabilities in each of the Educational Leadership Program Standards.

Students develop individualized plans that identify a leadership goal, a culturally proficient leadership goal, and a curriculum goal to strive to reach during the first and second field experiences in the fall and spring semester (EDL 680 or 682, EDL 683 or 685), each requiring a minimum of 50 logged hours. The hours include the work the student does in the school(s) that is designed in collaboration with the supervising administrator and EDL Instructor.

The 80 hour Leadership Internship (EDL 621) is completed in the summer immediately after the completion of their first year field experiences. The course provides students opportunities to apply the learning of previous EDL courses, and to prepare for the final experiences of the EDL Cadre Program. Students complete a philosophy of education based on individual observations, learning and experiences over the previous year of coursework. During an immersive experience at a school(s) or district(s) with principals, superintendents, or other leaders, students develop an understanding of the philosophy, mission, and vision of the site. Students participate in ongoing assessment of the plans, practices, and processes of school sites. Students systematically explore school improvement plans, curricular innovations, staff development activities, annual reports, and strategic planning as the site closes one academic year and plans for the next year. Students reflectively examine the ethical, legal and policy foundations that drive programs, decisions, and communication.

In the final year of coursework, students continue to act upon their defined set of leadership beliefs through a variety of activities in the fall and spring Application of Continuous Improvement and Research and Implementation courses (EDL 687, EDL 695), each requiring a minimum of 50 logged hours. Students plan a collaborative school improvement/action research project that focuses on student learning, including an analysis of the dynamics and inter-relationships of local, state, and national politics that impact the school improvement process. Students develop an understanding of quality instruction and provide support, build relationships, and provide feedback. Students investigate the issues involved in mentoring new and other staff members and work with staff to increase their understanding of teacher learning needs. Issues of communication are to be explored in the work setting.

1d – Program completers

Program Completers and Level – Content Area: PK-12, PK-8, 7-12										
Academic Year					Number of Endorsement Program Completers					
					Bac	Post Bac	Alternate Route	Masters	Ed. Specialist	PhD
22	22	to	20	23	NA	NA	NA	52	NA	NA
20	23	to	20	24	NA	NA	NA	44	NA	NA

In 2022-23 and 2023-24 there were a total of 96 completers in educational leadership. 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 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	The M.Ed. in Educational Leadership Outcome Rubrics were collaboratively created by the Program Director and EDL Faculty; each of the five Educational Leadership Outcomes are based on the National Professional Standards for Educational Leaders (PSEL), as well as the Nebraska Department of Education Principal Standards. Each academic semester the site-based PK-12 Collaborative Mentors who support and guide each student are encouraged to review the EDL Outcome Rubrics with students in a continuous improvement model focused on growth. Standards #13, 14, 15, 16, 17 address knowledge of learner/learning environment.	End of program
	EDL Outcome Rubric			
3	Knowledge and Effective Use of Professional Practices	Performance Evaluation Rubric	The M.Ed. in Educational Leadership Outcome Rubrics were collaboratively created by the Program Director and EDL Faculty; each of the five Educational Leadership Outcomes are based on the National Professional Standards for	End of program
	EDL Outcome Rubric			

			Educational Leaders (PSEL), as well as the Nebraska Department of Education Principal Standards. Each academic semester the site-based PK-12 Collaborative Mentors who support and guide each student are encouraged to review the EDL Outcome Rubrics with students in a continuous improvement model focused on growth. Standards #1, 6, 20 address knowledge and effective use of professional practices.	
4	Professional Responsibility and Overall Proficiency	Performance Evaluation Rubric	The M.Ed. in Educational Leadership Outcome Rubrics were collaboratively created by the Program Director and EDL Faculty; each of the five Educational Leadership Outcomes are based on the National Professional Standards for Educational Leaders (PSEL), as well as the Nebraska Department of Education Principal Standards. Each academic semester the site-based PK-12 Collaborative Mentors who support and guide each student are encouraged to review the EDL Outcome Rubrics with students in a continuous improvement model focused on growth. Standards #2, 5 address professional responsibility and overall proficiency.	End of program
	EDL Outcome 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. The results are reported to the candidate and our institution as an overall score and has 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 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 EDL Outcome Rubric was developed, validated, and underwent reliability tests by the Nebraska Department of Education. We use the Anthology software to collect results from each graduate student and the student’s Collaborative Mentor on a digital rubric and are able to use the software for that analysis and reporting. At the conclusion of the leadership field experience the collaborative mentor and the student complete the rubric as a summative assessment and systems continuous improvement. This summative data is analyzed annually and reviewed by the EDL faculty, Program Directors, and the EDL Advisory Board (PK-12 administrators from across the state of Nebraska.)

The goal is that each candidate demonstrates leadership knowledge, skills and dispositions at the “proficient” level by the conclusion of their final M.Ed in educational leadership semester; candidates understand and can demonstrate the capability to develop, implement, and monitor a safe, caring, healthy, and culturally responsive school environment in which each student, teacher, and leader is known, accepted, valued, trusted, respected, cared for, and encouraged to be an active and responsible member of the school community. (CAEP A.1.1 data literacy, A.1.1 supportive school environment, A.1.2; NELP 3.1, 3.4, 4.4, 7.3; NDE Rule 24; NDE Principal Standard; Praxis II.A.4, B.8; PSEL 3.b, 3.h, 4.a, 5.a,5.b)

Assessment: [EDL Outcome Rubric](#)

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

The EDL Outcome Rubric was developed, validated, and underwent reliability tests by the Nebraska Department of Education. We use the Anthology software to collect results from each graduate student and the student’s Collaborative Mentor on a digital rubric and are able to use the software for that analysis and reporting. At the conclusion of the leadership field experience the collaborative mentor and the student complete the rubric as a summative assessment and systems continuous improvement. This summative data is analyzed annually and reviewed by the EDL faculty, Program Directors, and the EDL Advisory Board (PK-12 administrators from across the state of Nebraska.)

The goal is that each candidate demonstrates leadership knowledge, skills and dispositions at the “proficient” level by the conclusion of their final M.Ed in educational leadership semester; candidates understand and can demonstrate the capability to develop, implement, and monitor an aligned, rigorous, and coherent system of curriculum, instruction, and assessment that is responsive to student

needs while implementing high expectations for all students. (CAEP A.1.1 research, A.1.2; NDE Rule 24; NDE Principal Standards; Praxis II.B; PSEL 4.b)

-Instructional Practice: Candidates understand and can demonstrate the capability to promote, challenging, intentional, and engaging instruction that is consistent with learning theory, effective pedagogy, and the social, emotional, cultural, and intellectual needs of the student. (CAEP A.1.1 technology, A.1.2; NDE Rule 24 NDE Principal Standards; Praxis II.A.1; PSEL 4.c, 4.d)

- Assessment Practice: Candidates understand and can demonstrate the capability to develop, implement, and monitor a system of assessment to collect, analyze, and utilize data to monitor student progress and improve instruction for all students. (CAEP A.1.1 data literacy, A.1.1 research, A.1.1 technology, A.1.2; NDE Rule 24; NDE Principal Standards; Praxis II.B.2, 5, II.C.1-4; PSEL 2.f, 2.g)

Assessment: [EDL Outcome Rubric](#)

Key Program Assessment #4 – Professional Responsibility and Overall Proficiency

The EDL Outcome Rubric was developed, validated, and underwent reliability tests by the Nebraska Department of Education. We use the Anthology software to collect results from each graduate student and the student's Collaborative Mentor on a digital rubric and are able to use the software for that analysis and reporting. At the conclusion of the leadership field experience the collaborative mentor and the student complete the rubric as a summative assessment and systems continuous improvement. This summative data is analyzed annually and reviewed by the EDL faculty, Program Directors, and the EDL Advisory Board (PK-12 administrators from across the state of Nebraska.)

The goal is that each candidate demonstrates leadership knowledge, skills and dispositions at the "proficient" level by the conclusion of their final M.Ed in educational leadership semester; educational leadership program completers engage in a substantial and sustained school leadership experience that develops their ability to promote the success and well-being of each student, teacher, support staff, and leader by engaging in leadership practicums, leadership Internship, and leadership field experiences that are school-based and supervised by collaborative mentors. (CAEP Standard A.1, A.1.1 professional standards, A.2; NDE Rule 24 Principal Standards)

Candidates design coherent, goal-based, authentic experiences that provide opportunities to synthesize and apply the content knowledge, develop and refine the professional skills and dispositions, and demonstrate their capabilities in each of the Educational Leadership Outcomes.

Assessment: [EDL Outcome Rubric](#)

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: PRINCIPAL / EDUCATIONAL LEADERSHIP		
	School Year	
	2022-2023	2023-2024
	May 2023 Grads	May 2024 Grads
Final GPA	Mean GPA: 3.98 Range of GPAs: 3.86-4.0 N= 52	Mean GPA: 3.97 Range of GPAs: 3.65-4.0 N= 44

Endorsement Program: PRINCIPAL / EDUCATIONAL LEADERSHIP		
	School Year	
	2022-2023	2023-2024
Praxis II Scores (5412) Nebraska passing score = 146	Pass Rate: 100% Average Scaled Score: 172.54 N= 54	Pass Rate: 100% Average Scaled Score: 170.25 N= 28

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

Educational Leadership Outcome Rubric	EDL Graduates			
	2022-2023 N=44		2023-2024 N=38	
	Mean	Mode	Mean	Mode
13) Instructional Leadership: Equitable Learning Environment	3.43	3	3.24	3
14) Instructional Leadership: Learning System	3.34	3	3.16	3
15) Instructional Leadership: Instructional Practice	3.48	4	3.34	3
16) Instructional Leadership: Assessment Practice	3.34	3	3.24	3
17) Instructional Leadership: Responsive Professional Learning	3.39	3	3.16	3

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

Educational Leadership Outcome Rubric	EDL Graduates			
	2022-2023 N=44		2023-2024 N=38	
	Mean	Mode	Mean	Mode
1) Leadership Disposition: Professional Norms	3.68	4	3.58	4
6) Leadership Disposition: Learner	3.75	4	3.53	4
20) Organizational Leadership: Operational Systems	3.11	3	2.95	3

Key Program Assessment #4 - Professional Responsibility and Overall Proficiency

Educational Leadership Outcome Rubric	EDL Graduates			
	2022-2023 N=44		2023-2024 N=38	
	Mean	Mode	Mean	Mode
2) Leadership Disposition: Ethical Behavior	3.61	4	3.47	4
5) Leadership Disposition: Decision-Making	3.39	3	3.24	3

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 from the Principal/Educational Leadership program evaluation, including final GPAs and Praxis II scores, are analyzed to assess program effectiveness and identify areas for continuous improvement. The mean GPA remained consistently high between 2022-2023 and 2023-2024. The Praxis II pass rate remained at 100% for both years. Analyzing these trends, alongside qualitative data from student feedback, collaborative mentors (PK-12 titled leaders) and faculty input, allows the program director and team to pinpoint specific areas for refinement. For example, the slightly lower Praxis scores might indicate a need to strengthen curriculum related specifically to some components of organizational leadership.

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

This data set reveals a slight downward trend in student performance in instructional leadership. While the mode remained consistent for most areas, the most frequent score was a "3" ("Proficient"), the mean scores decreased between 2022-2023 and 2023-2024 across. This decline, though small, offers a potential to revisit the EDL program's approach to developing these specific knowledge and skill sets.

Examining curriculum content, pedagogical strategies, and field experiences related to instructional practice will identify areas for improvement and ensure graduates are prepared to create and support effective learning environments. Gathering input from students, collaborative mentors (PK-12 titled leaders) and faculty, will provide additional perspectives for the underlying causes of these shifts and inform targeted program adjustments.

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

"Leadership Disposition: Professional Norms" and "Leadership Disposition: Learner" maintained a mode of 4 (Exceeds) and experienced only a slight decrease in mean scores, "Organizational Leadership: Operational Systems" shows a more concerning trend. The mean score for this competency decreased from 3.11 in 2022-2023 to 2.95 in 2023-2024, suggesting an area of improvement in the program's development of skills related to operational systems. Exploring the curriculum, students' leadership field experiences, and faculty expertise related to operational systems are the next steps to identify potential gaps and implement targeted interventions to strengthen student competency in this area.

Key Program Assessment #4 – Professional Responsibility and Overall Proficiency

"Leadership Disposition: Ethical Behavior" and "Leadership Disposition: Decision-Making" results indicate Proficient and Exceeds results for graduate students. The slight decreases in the mean score point to a potential need to focus more intentional leadership field experiences toward ethical behavior and decision-making skills in educational leaders. An intentional focus on educational law, and NDE Rule 27 professional standards, practices and ethics will reinforce this data set for current and future students.

Key Program Assessment #5 – Optional Assessment

n/a

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

Each semester students meet individually with the Program Director and students' individual site-based collaborative mentor. Students share three individual learning goals (Leadership Engagement, Curriculum, Instruction, Assessment and Culturally Proficient Leadership) based on students' self assessment. Based on the collaborative, reciprocal meetings, the pace and depth of knowledge required is adjusted, monitored and evaluated for effectiveness. Both the Collaborative Mentor and students submit feedback directly to the Program Director using a common assessment tool housed in Anthology Chalk & Wire. The Program Director uses that data along with input from the EDL Advisory Board to inform and guide program revisions and updates; a specific example of responding to feedback from collaborative mentors and the EDL Advisory Board is on enhancing students' effective communication. Feedback from the 2022-2023 included emerging leadership degree earners in the field lacking effective communication skills for providing and receiving objective, difficult conversations. As a result of this feedback, beginning in the 2023-2024 academic year, all Year 1 students are required to read selected researched and applied books focused on effective communication, write student-specific goals, discuss goals and progress with collaborative mentors, Program Director, student colleagues and professors. Students are required to monitor and evaluate progress with program instructors.

All program completers also earn the M.Ed. in Educational Leadership. The EDL Cadre model at Doane University creates authentic opportunities for students to connect with and create personal/professional relationships across the state. Students meet for two full weeks (8am-4:30p) during June of Year 1 and

July of Year 2. During the fall and winter semesters of Years 1 and 2, Cadre Seminars are held once a month, for a full day at Doane University and other approved University locations. The model allows students to balance full-time educational careers, personal responsibilities and full-time graduate student standing. Each semester students meet individually with the Program Director and their individual site-based collaborative mentor. Students share three individual learning goals (Leadership Engagement, Curriculum, Instruction, Assessment and Culturally Proficient Leadership) based on students' self assessment. Optional meetings and student check-ins are offered in between Seminar classes. Students earn a minimum of 50 leadership field experience hours each academic semester in a variety of educational and community settings, with a variety of educational leaders. Students create two Capstone Projects to demonstrate proficient knowledge, skills and dispositions to lead in a variety of school-based leadership positions, including principalship.

Capstone Project A: Professional Portfolio that includes student developed: mission, philosophies of leadership, teaching and learning, and demonstrations of active leadership entries for each of the five EDL Outcomes and 28 essential elements (based on PSEL and NDE Standards). This Capstone Project represents a continuum of development and growth for students as the project begins during the first semester of the Program and culminates during the final semester of the 23 month Program.

Capstone Project B: Continuous Improvement Process Project. Beginning in the EDL 621 Internship, students demonstrate knowledge, skills and application of a PK-12 school's continuous improvement process through authentically creating, implementing and assessing a site-based School Improvement Project and reporting strengths, challenges and implications of the CSI project throughout implementation and at project completion. This comprehensive CSIP project closely mirrors authentic accreditation systems educational leaders utilize for State and Cognia accreditation.