

Nebraska Department of Education Rule 24 Report

ELEMENTARY EDUCATION

(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.
Elementary Education	Field	K-8	Baccalaureate/Post-Bac

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

If yes, list additional sites where endorsement is offered:

Lincoln

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.

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, 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.
- All early childhood, elementary, ESL, middle school, secondary and special education pre-service teachers demonstrate competency in their respective academic areas and complete practica in their certification area(s).
- The teacher education programs integrate practicums and internships throughout the student experience designed to participate in the real world of teaching. Simultaneously and with intentionality, students analyze local and global issues through on campus course work designed to intersect with the varied real world experiences of Pre
- students, families and communities.

- The teacher education programs pledge the competence of their program completers to the employing school. This pledge assures that beginning teachers enter the professional work force with adequate knowledge, skills and dispositions to successfully fulfill responsibilities of the teaching profession or the teacher education programs will provide in-service education for the graduate.
- The teacher education program continues to support program completers through their first year of teaching with mentoring efforts in the schools, along with optional guided seminar sessions.

Teacher Education Program Standards

Doane's Standards are modeled after the INTASC standards.

1. Understands Content

The developing professional understands the content knowledge of the discipline(s).

- 1) Demonstrates knowledge of content central to discipline, changing global perspectives, and digital work with discipline.
- 2) Incorporates content knowledge to facilitate P-12 student learning.
- 3) Links content knowledge to local, state and national standards.
- 4) Establishes interdisciplinary connections bringing multiple perspectives to the discussion of content.
- 5) Facilitates students' ability to develop diverse and cultural perspectives.

2. Understands Development

The developing professional understands how children learn and develop, and provides opportunities supporting intellectual, social, and personal growth.

- 1) Demonstrates knowledge of students' developmental characteristics.
- 2) Uses learning theories to make informed educational decisions.
- 3) Selects developmentally appropriate objectives, instruction and activities.

3. Understands Differences

The developing professional recognizes and provides for individual differences and diversity.

- 1) Analyzes each student's needs to ensure fairness and equitable opportunity for students to learn.
- 2) Infuses appreciation and awareness of race, gender, class, culture, religion, language, family, and community to acknowledge students' identities and enhance learning.
- 3) Fosters attitudes that value diversity and social awareness within the community.

4. Designs Instructional Strategies

The developing professional uses a variety of instructional strategies to encourage students' development of skills and strategies for critical thinking and problem solving.

- 1) Uses a variety of teaching and learning strategies to actively engage students in authentic learning experiences.
- 2) Enhances learning through the use of a wide variety of resources, including those of technology and the community.
- 3) Continually monitors and adjusts the teaching process in response to the learner's ideas and needs.
- 4) Differentiates instruction based upon process, product, content and environment to meet each student's needs.
- 5) Provides multiple models and representations of concepts and skills.
- 6) Engages students in learning experiences in discipline(s) that encourage students to understand, question, and analyze ideas from diverse perspectives while thinking analytically, critically and creatively.

5. Motivates and Manages

The developing professional creates a positive learning environment utilizing motivational

strategies and classroom management.

- 1) Conveys high expectations and provides support for individual student achievement to ensure success for all.
- 2) Applies knowledge of motivation and behavior to develop strategies for organizing and supporting individual and group work.
- 3) Uses a variety of effective classroom management strategies to promote learning and to create a climate of openness, fairness, mutual respect and inquiry.

6. Communicates

The developing professional applies knowledge of effective communication techniques.

- 1) Demonstrates effective oral, written and nonverbal communication and listening skills to convey ideas and information with all audiences.
- 2) Communicates with sensitivity.
- 3) Models a variety of digital age work to enrich learning and communication.
- 4) Advocates, models, and teaches safe, legal and ethical use of information and technology.

7. Plans

The developing professional utilizes effective planning techniques.

- 1) Designs appropriate instructional plans that align with curriculum goals and standards.
- 2) Utilizes principles of effective instruction when creating learning experiences.
- 3) Designs learning experiences including digital age learning to meet student's developmental stages, intelligences, learning styles, strengths and needs.
- 4) Selects appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of students.
- 5) Evaluates and modifies instructional resources and curriculum materials.

8. Assesses

The developing professional understands the assessment processes.

- 1) Designs assessment criteria and performance levels that match learning objectives with assessment methods and minimizes sources of bias.
- 2) Selects and implements culturally and developmentally appropriate assessment strategies by engaging students in multiple ways of demonstrating knowledge.
- 3) Conducts ongoing informal and formal assessment strategies in the instructional process.
- 4) Uses assessment data and technology tools to plan for student learning.

9. Reflects on Practice and Teacher Preparation

The developing professional is a reflective practitioner who actively seeks opportunities to grow professionally.

- 1) Views self as a learner continually growing and changing.
- 2) Reflects on personal and professional growth.
- 3) Accepts, reflects, and initiates change based upon feedback.
- 4) Explores innovative practices for student learning.
- 5) Reflects on personal biases and accesses resources and experiences to deepen understanding of cultural, ethnic, gender, and learning differences.

10. Participates in the Professional Community

The developing professional fosters relationships with school colleagues, families, and agencies in the larger community to support students' learning and well being.

- 1) Acts as an advocate for students.
- 2) Initiates and maintains collegial relationships.
- 3) Seeks leadership and professional growth opportunities in the educational community.

- 4) Models and promotes professional behaviors and digital citizenship.

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 Teacher Education		Admission to Student Teaching (Clinical Practice Experience)		Recommendation to Certification	
	Initial Level	Advanced Level	Initial Level	Advanced Level	Initial Level	Advanced Level
GPA	GPA Requirements <ul style="list-style-type: none"> Cumulative GPA in all courses of 2.60 Cumulative GPA in education courses of 2.8 Cumulative GPA in major courses of 2.5 	<ul style="list-style-type: none"> Cumulative GPA of 3.0 	GPA requirements <ul style="list-style-type: none"> Cumulative GPA in all courses of 2.75 Cumulative GPA in education courses of 3.00 Cumulative GPA in major courses of 2.60 	GPA requirements <ul style="list-style-type: none"> Cumulative GPA of 3.00 	GPA requirements <ul style="list-style-type: none"> Cumulative GPA in all courses of 3.00 Cumulative GPA in education courses of 3.00 Cumulative GPA in major courses of 2.80 	GPA requirements <ul style="list-style-type: none"> Cumulative GPA of 3.00
Recommendations	Satisfactory Recommendations from: <ul style="list-style-type: none"> Cooperating teachers of field experiences Faculty of student's major Faculty in teacher education 	Satisfactory Recommendations from: <ul style="list-style-type: none"> Faculty of student's area Faculty in teacher education 	Satisfactory Recommendations from: <ul style="list-style-type: none"> Cooperating teachers of field experiences Faculty of student's major Faculty in teacher education 	Satisfactory Recommendations from: <ul style="list-style-type: none"> Cooperating teachers of field experiences Faculty of student's major Faculty in teacher education 	Satisfactory Recommendations from: <ul style="list-style-type: none"> Cooperating teachers of student teaching Supervisors of student teaching 	Satisfactory Recommendations from: <ul style="list-style-type: none"> Cooperating teachers of internship Supervisors of student teaching
Teacher Identity	Positive Teacher Identity Responses	Positive Teacher Identity Responses	Positive Teacher Identity Responses	Positive Teacher Identity Responses	Positive Teacher Identity Responses	Positive Teacher Identity Responses
Background Check and Self-Disclosure on file	Positive BG check; Self-disclosure complete	Positive BG check; Self-disclosure complete	Positive BG check; Self-disclosure complete	Positive BG check; Self-disclosure complete	Positive BG check; Self-disclosure complete	Positive BG check; Self-disclosure complete
Successful Practicum			Successful Practicum	Successful Practicum		
Successful Clinical Practice					Successful Clinical Practice	Successful Clinical Practice
Completion of all required coursework					Completion of all required coursework	Completion of all required coursework

Gateway #1 – Admission to Teacher Education

Requirements for admission to the Teacher Education Program:

INITIAL PROGRAM	INITIAL PROGRAM AT THE ADVANCED LEVEL
Application: Sophomore – Spring semester (Nebraska Department of Education, NAC 92, Rule 20, 004.06E)	Application: Completion of Summer I courses (Nebraska Department of Education, NAC 92, Rule 20, 004.06E)
Declare a Major	Declare Certification Area
GPA requirements <ul style="list-style-type: none"> Cumulative GPA in all courses of 2.60 Cumulative GPA in education courses of 2.8 Cumulative GPA in major courses of 2.5 (Nebraska Department of Education, NAC 92, Rule 20, 004.06D/004.06D1)	GPA requirements <ul style="list-style-type: none"> Cumulative GPA of 3.0 (Nebraska Department of Education, NAC 92, Rule 20, 004.06D/004.06D1)
Positive Background check	Positive Background check
Satisfactory Recommendations from:	Satisfactory Recommendations from: <ul style="list-style-type: none"> Faculty of student's major

<ul style="list-style-type: none"> Cooperating teachers of field experiences Faculty of student’s major Faculty in teacher education 	<ul style="list-style-type: none"> Faculty in teacher education
Teacher Identity Development Responses	Teacher Identity Development Responses
Completed and on file: Personal and Professional Fitness Self-Disclosure Form (See Appendix G) (NAC 92, Rule 20, 004.06)	Completed and on file: Personal and Professional Fitness Self-Disclosure Form (See Appendix G) (NAC 92, Rule 20, 004.06)

Gateway #2 – Admission to Student Teaching (Clinical Practice Experience)

Requirements for admission to Student Teaching:

INITIAL PROGRAM	INITIAL PROGRAM AT THE ADVANCED LEVEL
Application: Junior – Spring semester (Nebraska Department of Education, NAC 92, Rule 20, 004.06)	Application: Completion of Practicum courses (Nebraska Department of Education, NAC 92, Rule 20, 004.06)
GPA requirements <ul style="list-style-type: none"> Cumulative GPA in all courses of 2.75 Cumulative GPA in education courses of 3.00 Cumulative GPA in major courses of 2.60 (Nebraska Department of Education, NAC 92, Rule 20, 004.06D/004.06D2) 	GPA requirements <ul style="list-style-type: none"> Cumulative GPA of 3.00 (Nebraska Department of Education, NAC 92, Rule 20, 004.06D/004.06D2)
Positive Background check	Positive Background check
Satisfactory Recommendations from: <ul style="list-style-type: none"> Cooperating teachers of field experiences Faculty of student’s major Faculty in teacher education 	Satisfactory Recommendations from: <ul style="list-style-type: none"> Cooperating teachers of field experiences Faculty of student’s major Faculty in teacher education
Teacher Identity Development Responses	Teacher Identity Development Responses
Completed and on file: Personal and Professional Fitness Self-Disclosure Form (See Appendix G) (NAC 92, Rule 20, 004.06)	Completed and on file: Personal and Professional Fitness Self-Disclosure Form (See Appendix G) (NAC 92, Rule 20, 004.06)
Successfully complete the practicum(s)	Successfully complete the practicum(s)

Gateway #3 – Recommendation for Certification

Requirements for certification:

INITIAL PROGRAM	INITIAL PROGRAM AT THE ADVANCED LEVEL
GPA requirements <ul style="list-style-type: none"> Cumulative GPA in all courses of 3.00 	GPA requirements <ul style="list-style-type: none"> Cumulative GPA of 3.00

<ul style="list-style-type: none"> ● Cumulative GPA in education courses of 3.00 ● Cumulative GPA in major courses of 2.80 (Nebraska Department of Education, NAC 92, Rule 20, 004.06)	(Nebraska Department of Education, NAC 92, Rule 20, 004.06)
Successful completion of student teaching experience	Successful completion of internship
Satisfactory Recommendations from: <ul style="list-style-type: none"> ● Cooperating teachers of student teaching ● Supervisors of student teaching 	Satisfactory Recommendations from: <ul style="list-style-type: none"> ● Cooperating teachers of internship ● Supervisors of student teaching
Completion of the 12 graduate credits in the summer following graduation successfully	Completion of all coursework successfully

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

[Elementary Education Advising Guide](#)

1c - Field experiences

Students complete a minimum of 225 clock hours of clinical field experience prior to admission to student teaching/internship. This field experience component is designed to engage the pre-service teacher in teaching and learning experiences in PK-12 classrooms. These experiences can include lesson design and implementation, small group facilitation, and one-on-one instruction. These experiences are meant to allow the student an opportunity to build upon his/her classroom learning and apply that learning in an immediate and relevant setting. Responsibilities include observation, planning for instruction, teaching, action research and evaluation of student learning and self- reflection.

Student teaching/internship follows successful completion of practicum. Student teaching/internship is an extended ten to sixteen week experience in a PK-12 setting where each student has primary responsibility for a classroom. Student teachers/interns are expected to reflect upon their experiences from the perspective of a developing professional. They are further encouraged to construct their own understandings that encompass the process of teaching and learning.

Doane University makes student teaching/internship placement only in school districts or institutions which are fully accredited by the Nebraska Department of Education. (Nebraska Department of Education, NAC 92, Rule 20, 005.03A2b and 006.03). All student teaching placements are made with cooperating teachers who are selected jointly by the cooperating school and Doane University and who meet the criteria established by the Nebraska Department of Education (NDE) and Council for Accreditation of Educator Preparation (CAEP). These criteria are: (a) a standard Teaching Certificate (NAC 92, Rule 20, 004.02D); (b) endorsed in area of supervision; (c) at least three years of successful teaching experience (NAC 92, Rule 20, 004.02D); (d) a good performance record and show professional growth; (e) the temperament, desire, and ability to work with a student teacher; (f) perform as a professional and encourage the development of a professional attitude on the part of the student teacher.

1d – Program completers

Program Completers and Level – Content Area: Elementary K-8										
Academic Year					Number of Endorsement Program Completers					
					Bac	Post Bac	Alternate Route	Masters	Ed. Specialist	PhD
22	22	to	20	23	13	11	NA	NA	NA	NA
20	23	to	20	24	14	5	NA	NA	NA	NA

In 2022-23 and 2023-24 there were a total of 43 completers (27 at the undergraduate level and 16 post-bac) in elementary education. 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-Praxis II or GPA	Academic Achievement	GPA is reported for overall college GPA, courses only within content area/major, and only education coursework.	Prior to admission to teacher education, prior to admission to clinical practice, prior to certification recommendation.
	GPA			
2	Content - Knowledge	Performance Evaluation Rubric	The Nebraska Clinical Practice Assessment was created by the Nebraska Department of Education. It is filled out by the supervisor and cooperating teacher. Standards 4 and 5 address content knowledge and application of content.	End of clinical practice experience (student teaching)
	NE Clinical Practice Assessment			
3	Learner/Learning Environments	Performance Evaluation Rubric	The Nebraska Clinical Practice Assessment was created by the Nebraska Department of Education. It is filled out by the supervisor and cooperating teacher. Standards 1, 2, and 3 address the learner and learning environment.	End of clinical practice experience (student teaching)
	NE Clinical Practice Assessment			
4	Instructional Practices - Knowledge	Performance Evaluation Rubric	The Nebraska Clinical Practice Assessment was created by the Nebraska Department of Education. It is filled out by the supervisor and cooperating teacher. Standards 6, 7, and 8 address instructional practice.	End of clinical practice experience (student teaching)
	NE Clinical Practice Assessment			
5	Instructional Practices - Effectiveness	Performance Evaluation Rubric	The Nebraska Clinical Practice Assessment was created by the Nebraska Department of Education. It is filled out by the supervisor and cooperating teacher. Standards 6.2 address instructional practice.	End of clinical practice experience (student teaching)
	NE Clinical Practice Assessment			
6	Professional Responsibility	Performance Evaluation Rubric	Nebraska Clinical Practice Assessment was created by the Nebraska Department of Education. It is filled out by	End of clinical practice experience (student teaching)
	NE Clinical Practice Assessment			

			the supervisor and cooperating teacher. Standards 9 and 10 address professional responsibility.	
7	Overall Proficiency	Performance Evaluation Rubric	Nebraska Clinical Practice Assessment was created by the Nebraska Department of Education. It is filled out by the supervisor and cooperating teacher. The combined rubric demonstrates overall proficiency of the candidates.	End of clinical practice experience (student teaching)
	NE Clinical Practice Assessment and			
8	Optional Assessment			

Key Program Assessment #1 – 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).

GPA – For undergraduate completers GPA that reflects only courses in their major (content area); For graduate GPA overall GPA is used

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

Key Program Assessment #2 - Content

The Nebraska Clinical Practice Assessment. This assessment was developed, validated, and underwent reliability tests by the [Nebraska Department of Education](#). It is the required clinical practice assessment rubric by all Educator Preparation Programs in the state of Nebraska. We use the Anthology software to collect data from digital rubrics and are able to use the software for that analysis and reporting. At the conclusion of the clinical practice experience the cooperating teacher and supervisor fill out the form as a summative assessment. This summative data is analyzed annually and reviewed by the Teacher Education Program, Program Directors, and the Vision Improvement Partners (PK-12 advisory group). The goal is that all candidates are at the “proficient” level by the conclusion of their clinical practice semester. Standards 4 and 5 address content knowledge and application of content.

[NE Clinical Practice Assessment Rubric](#)

Key Program Assessment #3 - Learner/Learning Environments –

The Nebraska Clinical Practice Assessment. This assessment was developed, validated, and underwent reliability tests by the [Nebraska Department of Education](#). It is the required clinical practice assessment rubric by all Educator Preparation Programs in the state of Nebraska. We use the Anthology software to collect data from digital rubrics and are able to use the software for that analysis and reporting. At the conclusion of the clinical practice experience the cooperating teacher and supervisor fill out the form as a summative assessment. This summative data is analyzed annually and reviewed by the Teacher Education Program, Program Directors, and the Vision Improvement Partners (PK-12 advisory group). The goal is that all candidates are at the “proficient” level by the conclusion of their clinical practice semester. Standards 1, 2, and 3 address the learner and learning environment.

[NE Clinical Practice Assessment Rubric](#)

Key Program Assessment #4 - Instructional Practices –

The Nebraska Clinical Practice Assessment. This assessment was developed, validated, and underwent reliability tests by the [Nebraska Department of Education](#). It is the required clinical practice assessment rubric by all Educator Preparation Programs in the state of Nebraska. We use the Anthology software to collect data from digital rubrics and are able to use the software for that analysis and reporting. At the conclusion of the clinical practice experience the cooperating teacher and supervisor fill out the form as a summative assessment. This summative data is analyzed annually and reviewed by the Teacher Education Program, Program Directors, and the Vision Improvement Partners (PK-12 advisory group). The goal is that all candidates are at the “proficient” level by the conclusion of their clinical practice semester. Standards 6, 7, and 8 address instructional practice.

[NE Clinical Practice Assessment Rubric](#)

Key Program Assessment #5 - Instructional Practices - Effectiveness

The Nebraska Clinical Practice Assessment. This assessment was developed, validated, and underwent reliability tests by the [Nebraska Department of Education](#). It is the required clinical practice assessment rubric by all Educator Preparation Programs in the state of Nebraska. We use the Anthology software to collect data from digital rubrics and are able to use the software for that analysis and reporting. At the conclusion of the clinical practice experience the cooperating teacher and supervisor fill out the form as a summative assessment. This summative data is analyzed annually and reviewed by the Teacher Education Program, Program Directors, and the Vision Improvement Partners (PK-12 advisory group). The goal is that all candidates are at the “proficient” level by the conclusion of their clinical practice semester. Standard 6.2 is used to address instructional practices related to effectiveness.

[NE Clinical Practice Assessment Rubric](#)

Key Program Assessment #6 - Professional Responsibility –

The Nebraska Clinical Practice Assessment. This assessment was developed, validated, and underwent reliability tests by the [Nebraska Department of Education](#). It is the required clinical practice assessment rubric by all Educator Preparation Programs in the state of Nebraska. We use the Anthology software to collect data from digital rubrics and are able to use the software for that analysis and reporting. At the conclusion of the clinical practice experience the cooperating teacher and supervisor fill out the form as a summative assessment. This summative data is analyzed annually and reviewed by the Teacher Education Program, Program Directors, and the Vision Improvement Partners (PK-12 advisory group). The goal is that all candidates are at the “proficient” level by the conclusion of their clinical practice semester. Standards 9 and 10 address professional responsibility.

[Clinical Practice Assessment Rubric](#)

Key Program Assessment #7 - Overall Proficiency –

The Nebraska Clinical Practice Assessment. This assessment was developed, validated, and underwent reliability tests by the [Nebraska Department of Education](#). It is the required clinical practice assessment rubric by all Educator Preparation Programs in the state of Nebraska. We use the Anthology software to collect data from digital rubrics and are able to use the software for that analysis and reporting. At the conclusion of the clinical practice experience the cooperating teacher and supervisor fill out the form as a summative assessment. This summative data is analyzed annually and reviewed by the Teacher Education Program, Program Directors, and the Vision Improvement Partners (PK-12 advisory group). The goal is that all candidates are at the “proficient” level by the conclusion of their clinical practice semester. The goal is that all candidates are at the “proficient” level by the conclusion of their clinical practice semester. All standards are used for overall proficiency.

[NE Clinical Practice Assessment Rubric](#)

Key Program Assessment #8 - Optional

N/A

Artifact 2 – data tables w/summarized data

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

Praxis II Content Exam #5017 – Nebraska passing score = 153

2022-23 25 out of 25 passing

2023-24 21 out of 23 passing

GPA data Table:

Endorsement Program: ELEMENTARY EDUCATION		
	School Year	
	2022-2023	2023-2024
	May 2023 Grads	May 2024 Grads
Final GPA	<u>Undergraduate MAJOR</u> Mean GPA: 3.75 Range of GPAs: 3.50-4.0 N= 13	<u>Undergraduate MAJOR</u> Mean GPA: 3.73 Range of GPAs: 3.31-3.98 N= 14
	22-23 Cohort	23-24 Cohort
	<u>Post Graduate</u> Mean GPA: 3.94 Range of GPAs: 3.91-4.0 N= 5	<u>Post Graduate</u> Mean GPA: 3.95 Range of GPAs: 3.82-4.00 N= 4

Key Program Assessment #2 - Content

Nebraska Clinical Practice Rubric for Student Teaching			UG ELEMENTARY (ALL)			
			2022-2023		2023-2024	
			Coop N=13/14 Suprv N=14/14 Students N=14		Coop N=12/12 Suprv N=12/12 Students N=12	
			Mean	Mode	Mean	Mode
Content - Knowledge	Standard 4: Content Knowledge (Accuracy)	Coop	3.46	4	3.42	3
		Suprv	3.5	4	3.42	3
	Standard 5.1: Application of Content (Critical Thinking)	Coop	3.31	3	3.25	3
		Suprv	3.43	3	3.33	3
	Standard 5.2: Application of Content (Communication)	Coop	3.31	3	3.67	4
		Suprv	3.5	3, 4	3.58	4

Nebraska Clinical Practice Rubric for Student Teaching			IPAL ELEMENTARY			
			2022-2023 21-22 ELEM Cohort		2023-2024 22-23 ELEM Cohort	
			Coop N=11/12 Suprv N=12/12 Students N=12		Coop N=5/5 Suprv N=5/5 Students N=5	
			Mean	Mode	Mean	Mode
Content - Knowledge	Standard 4: Content Knowledge (Accuracy)	Coop	3.18	3	3.6	4
		Suprv	3.42	4	3.6	4
	Standard 5.1: Application of Content (Critical Thinking)	Coop	2.91	3	3.2	3
		Suprv	3.42	3, 4	3.4	4
	Standard 5.2: Application of Content (Communication)	Coop	3.09	3	3.4	4
		Suprv	3.42	3, 4	3.6	4

Key Program Assessment #3 - Learner/Learning Environments –

Nebraska Clinical Practice Rubric for Student Teaching			UG ELEMENTARY (ALL)			
			2022-2023		2023-2024	
			Coop N=13/14 Suprv N=14/14 Students N=14		Coop N=12/12 Suprv N=12/12 Students N=12	
			Mean	Mode	Mean	Mode
Learner & Learning Environment	Standard 1 Learner Development (Student Needs)	Coop	3.46	4	3.33	3
		Suprv	3.57	4	3.36	3
	Standard 2: Learning Differences (Differentiation)	Coop	3.38	3	3.5	3, 4
		Suprv	3.43	3	3.5	3, 4
	Standard 3: Learning Environment (Classroom Management)	Coop	3.38	4	3.08	3
		Suprv	3.43	3	3.33	3, 4

Nebraska Clinical Practice Rubric for Student Teaching			IPAL ELEMENTARY			
			2022-2023 21-22 ELEM Cohort		2023-2024 22-23 ELEM Cohort	
			Coop N=11/12 Suprv N=12/12 Students N=12		Coop N=5/5 Suprv N=5/5 Students N=5	
			Mean	Mode	Mean	Mode
Learner & Learning Environment	Standard 1 Learner Development (Student Needs)	Coop	3.18	3	3.6	4
		Suprv	3.42	3, 4	3.4	4
	Standard 2: Learning Differences (Differentiation)	Coop	3.09	3	3.6	4
		Suprv	3.25	3	3.4	4
	Standard 3: Learning Environment (Classroom Management)	Coop	3.09	3	3.2	3
		Suprv	3.75	4	3.6	4

Key Program Assessment #4 - Instructional Practices –

Nebraska Clinical Practice Rubric for Student Teaching		UG ELEMENTARY (ALL)				
		2022-2023		2023-2024		
		Coop N=13/14 Suprv N=14/14 Students N=14		Coop N=12/12 Suprv N=12/12 Students N=12		
		Mean	Mode	Mean	Mode	
Instructional Practices	Standard 6.1: Assessment (Classroom Assessment)	Coop	3.38	4	3.42	3, 4
		Suprv	3.43	3	3.5	4
	Standard 6.2: Assessment (Impact on Student Learning)	Coop	3.38	3	3.25	3
		Suprv	3.31	3	3.33	3
	Standard 7: Planning for Instruction (Written Lesson Plans)	Coop	3.54	4	3.33	3, 4
		Suprv	3.5	3, 4	3.42	3, 4
	Standard 8.1: Instructional Strategies (Technology)	Coop	3.46	4	3.33	3
		Suprv	3.57	4	3.42	3, 4
	Standard 8.2: Instructional Strategies (Evidence-Based Strategies)	Coop	3.31	3	3.25	3
		Suprv	3.36	3	3.42	3
	Standard 8.3: Instructional Strategies (Engagement)	Coop	3.31	3	3.33	3
		Suprv	3.57	4	3.33	3

Nebraska Clinical Practice Rubric for Student Teaching		IPAL ELEMENTARY				
		2022-2023 21-22 ELEM Cohort		2023-2024 22-23 ELEM Cohort		
		Coop N=11/12 Suprv N=12/12 Students N=12		Coop N=5/5 Suprv N=5/5 Students N=5		
		Mean	Mode	Mean	Mode	
Instructional Practices	Standard 6.1: Assessment (Classroom Assessment)	Coop	3.27	3	3	3
		Suprv	3.25	3	3.4	4
	Standard 6.2: Assessment (Impact on Student Learning)	Coop	3.09	3	3	3
		Suprv	3.25	3	3.4	4
	Standard 7: Planning for Instruction (Written Lesson Plans)	Coop	3.27	3	3.2	4

		Supr v	3.33	3, 4	3.8	4
	Standard 8.1: Instructional Strategies (Technology)	Coop	3.3	3	3.6	4
		Supr v	3.42	3, 4	3.6	4
	Standard 8.2: Instructional Strategies (Evidence-Based Strategies)	Coop	3.18	3	3.6	4
		Supr v	3.5	4	3.6	4
	Standard 8.3: Instructional Strategies (Engagement)	Coop	3.18	3	3.4	3
		Supr v	3.58	4	3.6	4

Key Program Assessment #5 - Instructional Practices - Effectiveness

Nebraska Clinical Practice Rubric for Student Teaching		UG ELEMENTARY (ALL)			
		2022-2023		2023-2024	
		Coop N=13/14 Suprv N=14/14 Students N=14		Coop N=12/12 Suprv N=12/12 Students N=12	
		Mean	Mode	Mean	Mode
		Standard 6.2: Assessment (Impact on Student Learning)	Coop	3.38	3
	Supr v	3.31	3	3.33	3

Nebraska Clinical Practice Rubric for Student Teaching		IPAL ELEMENTARY			
		2022-2023 21-22 ELEM Cohort		2023-2024 22-23 ELEM Cohort	
		Coop N=11/12 Suprv N=12/12 Students N=12		Coop N=5/5 Suprv N=5/5 Students N=5	
		Mean	Mode	Mean	Mode
		Standard 6.2: Assessment (Impact on Student Learning)	Coop	3.09	3
	Supr v	3.25	3	3.4	4

Key Program Assessment #6 - Professional Responsibility

Nebraska Clinical Practice Rubric for Student Teaching			UG ELEMENTARY (ALL)			
			2022-2023		2023-2024	
			Coop N=13/14 Suprv N=14/14 Students N=14		Coop N=12/12 Suprv N=12/12 Students N=12	
			Mea n	Mode	Mea n	Mode
Professional Responsibilit y	Standard 9: Professional Learning and Ethical Practice (Accepting Feedback - Dispositions)	Coop	3.62	4	3.5	4
		Suprv	3.86	4	3.67	4
	Standard 10.1: Leadership and Collaboration (Professional Demeanor - Dispositions)	Coop	3.46	4	3.5	4
		Suprv	3.57	4	3.5	4
	Standard 10.2: Leadership and Collaboration (Professional Communication - Dispositions)	Coop	3.46	4	3.17	3
		Suprv	3.57	4	3.25	3

Nebraska Clinical Practice Rubric for Student Teaching			IPAL ELEMENTARY			
			2022-2023 21-22 ELEM Cohort		2023-2024 22-23 ELEM Cohort	
			Coop N=11/12 Suprv N=12/12 Students N=12		Coop N=5/5 Suprv N=5/5 Students N=5	
			Mean	Mode	Mean	Mode
Professional Responsibilit y	Standard 9: Professional Learning and Ethical Practice (Accepting Feedback - Dispositions)	Coop	3.45	4	4	4
		Suprv	3.75	4	3.6	4
	Standard 10.1: Leadership and Collaboration (Professional Demeanor - Dispositions)	Coop	3.3	3	3.8	4
		Suprv	3.33	3	3.8	4
	Standard 10.2: Leadership and Collaboration (Professional Communication - Dispositions)	Coop	3.5	3, 4	3.6	4
		Suprv	3.33	3, 4	3.6	4

Key Program Assessment #7 - Overall Proficiency

Nebraska Clinical Practice Rubric for Student Teaching		UG ELEMENTARY (ALL)	
		2022-2023	2023-2024
		Coop N=13/14	Coop N=12/12
		Suprv N=14/14	Suprv N=12/12
Students N=14	Students N=12		
Mode		Mode	
Overall Mode Score across all areas	Coop	4	3
	Suprv	4	3

Nebraska Clinical Practice Rubric for Student Teaching		IPAL ELEMENTARY	
		2022-2023 21-22 ELEM Cohort	2023-2024 22-23 ELEM Cohort
		Coop N=11/12	Coop N=5/5
		Suprv N=12/12	Suprv N=5/5
Students N=12	Students N=5		
Mode		Mode	
Overall Mode Score across all areas	Coop	3	3
	Suprv	3	4

Artifact 3 – narrative interpretation/summary of assessment data

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

Recent trends and changes in certification rule requirements from NDE have led to decreasing numbers of students who choose to complete the Praxis II exams, the exam is not required for program completion, but only for certification. It is likely that the exams will no longer be required for certification in the near future.

46 out of 48 candidates took and passed the elementary praxis content exam. In both 2021-22 (25/25) and 2022-23 (21/23).

GPA is computed for all coursework in the major (content area) for undergraduates and overall graduate GPA for graduate level certification students in the Initial Program at the Advanced Level (IPAL). All elementary completers earned a 3.5 (UG) 3.91(IPAL) or higher in 2022-23, with an average GPA of 3.75(UG) and 3.94 (IPAL). In 2023-24, the average GPA was 3.73 (UG) and 3.92 (IPAL) with all completers earning at least a 3.31 (UG) and 3.85 (IPAL) or higher.

Key Program Assessment #2 - Content

There are three items, Standards 4, 5a, and 5b, on the Nebraska Clinical Practice Assessment that relate to content knowledge and application. Data from both the undergraduate program and the IPAL program maintain consistent ratings on the assessment with mode scores of 3's and 4's. The differences in scores between the IPAL and undergraduate groups are minimal. In addition, mode scores between cooperating teachers and university teachers are very consistent in this area.

Key Program Assessment #3 - Learner/Learning Environments

There are three items, Standards 1, 2, and 3, on the Nebraska Clinical Practice Assessment that relate to learner and learning environments. Data from both the undergraduate program and the IPAL program maintain consistent ratings on the assessment with mode scores of 3's and 4's. The differences in scores between the IPAL and undergraduate groups are minimal. Standard 3 (classroom management) is consistently on the lower end of the 3 and also has the most inconsistency in ratings. Classroom management is a difficult skill to learn and varies greatly by classroom context. This remains an area of emphasis for the program.

Key Program Assessment #4 - Instructional Practices

There are five items on the Nebraska Clinical Practice Assessment that relate to instructional practices, Standards 6.1, 7, 8.1, 8.2, and 8.3. Data from both the undergraduate program and the IPAL program maintain consistent ratings on the assessment with mode scores of 3's and 4's. The differences in scores between the IPAL and undergraduate groups are minimal. There is some pattern of the IPAL university supervisors consistently rating candidates higher than their cooperating teachers in 2022-23, in 2023-24 that trend remains but rating are much closer.

Key Program Assessment #5 - Instructional Practices - Effectiveness

There is one item on the Nebraska Clinical Practice Assessment that relate to instructional practices, Standard 6.2. Data from both the undergraduate program and the IPAL program maintain consistent ratings on the assessment with mode scores of 3's. This item provides a quick snapshot of candidate effectiveness.

Key Program Assessment #6 - Professional Responsibility

There are three items on the Nebraska Clinical Practice Assessment that relate to instructional practices, that relate to professional responsibility, Standards 9, 10. Data from both the undergraduate program and the IPAL program maintain consistent ratings on the assessment with mode scores of 3's and 4's, with a majority of items with a mode of 4. The differences in scores between the IPAL and undergraduate groups are minimal. In addition, mode scores between cooperating teachers and university teachers are very consistent in this area.

Key Program Assessment #7 - Overall Proficiency

The overall review of the Nebraska Clinical Practice Assessment data indicates candidates are proficient in each of the items described in Assessments 1-6. Overall mode scores for both cooperating teachers and supervisors for both years of data reflect 3s and 4s suggesting completers are reaching proficiency.

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

Since our last NDE review, several changes have occurred both within the teacher education programs and as an institution. The addition of the common NDE clinical practice assessment and 1st and 3rd year follow up surveys have provided Doane with important and relevant information and data to inform practices.

Recent changes to NDE rules have also eliminated the requirement of both Praxis II content exams and Praxis 1 Basic Skills requirements for teacher education program candidates and completers. The removal of these assessments encouraged the Doane teacher education programs to seek input from our PK-12 partners on ways to continue to ensure the highest quality candidates. Feedback from those partners and observations from our faculty led the program to develop and implement a new measure related to supporting candidates teacher identity development. This new assessment is consistently used to guide candidates and assess progress toward teacher identity.

Though the data provided from assessments supports the quality of the Doane initial programs and completer effectiveness, inconsistency between cooperating teachers and university supervisors was noted. A change related to the data from the clinical practice assessment and 1st and 3rd year follow up surveys involved intentional efforts to foster consistency in ratings between K-12 cooperating educators and university supervisors during field experiences and particularly, clinical practice. Clarifications to provided information, support, and multiple modality options for connecting with Doane program directors have been implemented in efforts to ensure the program assessments are used reliably.