

Nebraska Department of Education Rule 24 Report

READING & WRITING

(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.
Reading & Writing	Field	K-6, 7-12	Post-Baccalaureate

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:

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.

Reading & Writing Endorsement

The Doane Reading and Writing Endorsement was first offered in the 2019-2020 Academic Year. The program is offered at the graduate level and includes 21 hours of coursework and an internship in Reading. Students select one of two options: PK-6 or 7-12 certification, and there are 5 common courses across both levels, with 2 additional level-specific courses depending on the selected option. All Reading & Writing students demonstrate competency in the academic area of reading, provide leadership for professional development, and assess and interpret data to determine and implement instructional options for teaching students in PK-12 settings.

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

Table 004.06-2 Reading identifies the three transition points, or gateways, for successful completion of the Reading & Writing program at Doane.

004.06-2 Requirements for Program Admission and Progression

Institutional Criteria	Gateway #1	Gateway #2	Gateway #3
	Admission to Reading & Writing Program	Retention in Reading & Writing Program	Recommendation for Certification
GPA	GPA Requirement <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 Reading Specialist coursework 	GPA Requirement <ul style="list-style-type: none"> Cumulative GPA of 3.0
Recommendations	Satisfactory recommendations from three professional associates		Satisfactory recommendation from Internship Instructor and Program Director
Successful Completion of EDU 689 Internship in Reading Instruction			Successful completion of Internship in Reading Instruction culminating experience, as guided by course instructor.
Completion of all required coursework			Completion of all required coursework.

Gateway #1 – Admission to Reading & Writing Program

Requirements for admission to the Reading & Writing Program:

Application to Reading & Writing Program
GPA requirements <ul style="list-style-type: none"> Cumulative GPA from Undergraduate Degree of 3.0, verified by official transcript
Satisfactory Recommendations from three professional associates

Gateway #2 – Progression within Reading & Writing Program

Requirements for continued progression through Reading & Writing program:

GPA requirements <ul style="list-style-type: none"> Cumulative GPA within all graduate courses of 3.0
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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"> Internship Instructor Program Director

Successful completion of Internship in Reading Instruction culminating experience, as guided by course instructor.
Successful completion of all required coursework.

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

1c - Field experiences

Students complete a minimum of 150 hours of practicum/field experience in the Reading & Writing program, under the guidance of our EDU 689 instructor. Field experience is arranged on an individual basis and is designed to place the student into a school setting in which the student is given first-hand experiences in reading instruction to meet the Nebraska K-12 student standards.

Each student will conduct a detailed case study to closely observe and document the literacy journey of one K-12 student. This study will include an analysis of the child's literacy strengths and weaknesses, the interventions and instructional strategies implemented, the assessments used to measure progress, and how student progress was monitored over time. Additionally, the case study will encompass any communication with key stakeholders, including classroom teachers, parents, or administrators, to provide a holistic view of the child's literacy development.

As part of their field experience, students will also complete a culminating project that deepens their understanding of literacy practices and their application in educational settings. This project may involve:

- Collaborating with a reading specialist or school psychologist to assess and address student literacy needs.
- Planning and delivering targeted reading instruction for a small group of students based on individual learning profiles.
- Shadowing and working alongside literacy professionals such as literacy coaches, reading interventionists, Reading Recovery teachers, or Title I and High Ability Learner (HAL) teachers to gain insight into specialized literacy support.
- Reviewing and analyzing literacy assessments, understanding their purposes, and exploring their practical applications in monitoring student progress.
- Exploring and implementing various instructional approaches, such as guided reading, literature circles, basal/anthology methods, or research-based literacy materials, to support differentiated instruction.
- Engaging with parent groups, school volunteers, or community stakeholders to foster family and community involvement in reading and writing activities.
- Designing and organizing supplemental literacy programs, such as book clubs, writing workshops, or before/after school reading help sessions, to provide additional support for students.

Through this comprehensive approach, students will develop a nuanced understanding of literacy instruction, assessment, and intervention, equipping them with the skills and knowledge to support diverse learners effectively.

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	0	NA	NA	NA	NA
20	23	to	20	24	NA	1	NA	NA	NA	NA

In 2022-23 and 2023-24 there was a total of 1 completer in reading & writing. 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 Internship Rubric was created by all Doane endorsement internship instructors in collaboration with the program director and advisory group. It is scored by their instructor in their internship experience, prior to program completion and certification. Criteria #2 addresses knowledge of learner/learning environment.	End of internship/field experience
	Internship Case Study Rubric			
3	Knowledge and Effective Use of Professional Practices	Performance Evaluation Rubric	The Internship Rubric was created by all Doane endorsement internship instructors in collaboration with the program director and advisory group. It is scored by their instructor in their internship experience, prior to program completion and certification. Criteria #1 addresses knowledge and use of professional practices.	End of internship/field experience
	Internship Case Study Rubric			
4	Professional Responsibility and Overall Proficiency	Performance Evaluation Rubric	The Internship Rubric was created by all Doane endorsement internship instructors in collaboration with the program director and advisory group. It is scored by their instructor in their internship experience, prior to program completion and certification. Criteria #3 addresses professional responsibility and overall proficiency.	End of internship/field experience
	Internship Case Study 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](#)

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

The Internship Case Study Project assessment was developed with the Reading Internship instructor in collaboration with the Program Director and advisory committee. It is a comprehensive field-based project designed to evaluate students' ability to apply theoretical knowledge to practical, real-world contexts in literacy education. It measures their understanding of the learner and the learning environment by requiring detailed observations of a student's academic, social, and behavioral characteristics, as well as an analysis of the classroom and school setting.

The internship project provided graduate students with an invaluable chance to apply their theoretical knowledge in a practical educational environment, greatly improving their understanding of individual learners and the broader learning context. Through direct engagement with students, the graduate student gained a nuanced understanding of diverse literacy needs, including phonemic awareness, fluency, comprehension, and vocabulary development. Hands-on experience with literacy assessments, such as running records and diagnostic screenings, enabled the student to analyze reading difficulties and tailor interventions accordingly. This process enhanced the student's comprehension of how reading development varies among learners and how instructional strategies must be differentiated to effectively meet individual needs.

Additionally, the project fostered a comprehensive understanding of the learning environment. By working alongside classroom teachers, special education staff, and other literacy specialists, the graduate student acquired important insights into the interdisciplinary approach necessary for effective reading instruction. Participation in school-wide literacy initiatives, professional learning communities, and family engagement programs underscored the significance of external factors in student learning.

Overall, the internship project has greatly contributed to the graduate student's professional growth, providing them with the practical skills and knowledge necessary to support diverse learners in various educational settings. Their ability to assess, instruct, and adapt to the needs of struggling readers has been enhanced, preparing them for future roles.

Assessment: [Internship Case Study Rubric](#)

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

The Internship Case Study Project assessment was developed with a Reading Internship instructor in collaboration with the Program Director and advisory committee. It is a comprehensive field-based project designed to evaluate students' ability to apply theoretical knowledge to practical, real-world contexts in literacy education. The effective use of professional practices is assessed through the development, implementation, and monitoring of targeted interventions or strategies informed by data and research.

One of the internship project's main strengths is its focus on specific and measurable student outcomes. The graduate student starts by administering various literacy assessments, including running records, phonemic awareness tests, fluency benchmarks, and comprehension checks. These assessments establish a baseline of student knowledge, enabling the intern to accurately identify reading strengths and deficiencies. By analyzing this data, the graduate student learns to diagnose literacy challenges and tailor interventions accordingly.

During the internship, the graduate student uses instructional strategies that align with best practices in literacy education, including guided reading, phonics instruction, fluency exercises, and differentiated comprehension activities. To evaluate the effectiveness of these strategies, the graduate student employs ongoing progress monitoring tools, such as formative assessments like exit slips, oral reading fluency checks, and comprehension quizzes. Summative assessments at the end of intervention cycles further illustrate the extent of student growth.

Beyond quantitative measures, the internship experience enables graduate students to develop a qualitative understanding of instructional effectiveness. By observing student engagement, analyzing reading behaviors, and reflecting on instructional adjustments, they gain deeper insights into which strategies work best for diverse learners. Additionally, feedback from mentor teachers and faculty supervisors aids graduate students in refining their instructional approaches, ensuring that best practices are consistently applied.

Overall, this internship project equips graduate students with essential skills to measure, evaluate, and enhance both student literacy development and their instructional effectiveness. By integrating data-driven decision-making with practical application, graduate students are well-prepared to implement evidence-based reading interventions in future professional settings.

Assessment: [Internship Case Study Rubric](#)

Key Program Assessment #4 – Professional Responsibility and Overall Proficiency

The Internship Case Study Project assessment was developed with a Reading Internship instructor in collaboration with the Program Director and advisory committee. It is a comprehensive field-based project designed to evaluate students' ability to apply theoretical knowledge to practical, real-world contexts in literacy education. Professional responsibilities are evaluated through collaboration with colleagues, stakeholders, and reflective practices. Overall proficiency is demonstrated through the thoughtful synthesis of observations, data analysis, research application, and the impact of interventions on student learning, as well as evidence of professional growth in understanding the role of an educator.

The graduate students' reflections on their Reading internships demonstrate a deep and thoughtful analysis of their experiences, highlighting both successes and areas for growth. Through specific examples, the students articulate what instructional strategies were effective, what they learned about student literacy development, and what adjustments could have been made to enhance student learning and their own professional practice.

A key strength of this reflection is its thorough examination of instructional successes. The graduate student identifies specific strategies that led to positive outcomes, such as implementing differentiated guided reading sessions that enhanced fluency and comprehension among struggling readers. By citing student progress data and engagement levels, the reflection effectively links instructional choices to measurable student outcomes. This illustrates a growing proficiency in assessing and addressing individual literacy needs.

Additionally, the reflection emphasizes critical learning moments, including the challenges of adapting interventions for diverse learners. The graduate student acknowledges instances when initial instructional strategies proved ineffective, such as a phonics-based intervention that did not produce the expected gains for a group of students. Through this recognition, the graduate student describes how they adjusted their approach by incorporating more multisensory strategies and explicit vocabulary instruction, ultimately leading to enhanced student performance. This level of analysis showcases an emerging ability to utilize self-assessment and data-driven decision-making to improve literacy instruction.

Furthermore, the reflection demonstrates an understanding of the broader professional responsibilities beyond direct instruction. The student discusses their collaboration with classroom teachers, their role in data analysis meetings, and their involvement in school-wide literacy initiatives. These experiences help the student recognize the importance of teamwork, advocacy, and ongoing professional development in the role. By reflecting on areas for improvement—such as more proactive communication with colleagues or deeper engagement with assessment tools—the student shows a commitment to continuous professional growth.

Finally, the reflection is crucial to the student's overall professional responsibility and proficiency. The ability to critically evaluate instructional practices, adapt teaching methods based on student data, and recognize the broader impact of the role indicates a well-prepared literacy professional. Through this reflection, the graduate student demonstrates competency in measuring student learning and assessing their professional effectiveness, a skill essential for lifelong growth as an educator.

Overall, the depth and specificity of the reflection showcase the graduate student's developing expertise in literacy instruction, assessment, and professional responsibility, underscoring their readiness for a successful career.

Assessment: [Internship Case Study Rubric](#)

Key Program Assessment #5 – Optional Assessment

n/a

Artifact 3 – narrative interpretation/summary of assessment data

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

Data is used for continuous improvement of the program by systematically analyzing data collected from student submissions, faculty feedback, and stakeholder input. Key areas of focus include:

1. **Evaluating Alignment with Learning Objectives:**
By reviewing student case studies, instructors and the program director assess how well the project aligns with program learning outcomes, particularly in understanding the learner and learning environment, effective instructional practices, and professional responsibilities. Patterns in student reflections and outcomes can highlight gaps in preparation or areas needing additional resources or emphasis.
2. **Incorporating Stakeholder Feedback:**
Feedback from partner schools, cooperating teachers, and other stakeholders provides valuable insights into the project's effectiveness in addressing real-world literacy challenges. Stakeholder observations about students' readiness and application of strategies help refine project expectations and field-based experiences.
3. **Enhancing Research and Instructional Practices:**
The project's emphasis on evidence-based strategies encourages students to engage with current research. The types of articles students reference and their research application help identify trends or gaps in students' familiarity with relevant, high-quality sources. Faculty then incorporate targeted instruction on these topics into coursework.
4. **Improving Data Collection and Analysis Skills:**
The program director, instructors and advisory group review the quality and accuracy of baseline data, monitoring processes, and data presentations (e.g., graphs) in student submissions. If common areas of difficulty are identified, additional training or resources are developed to enhance students' proficiency in data-driven decision-making.
5. **Monitoring Professional Growth:**
Reflections on professional responsibilities provide a window into how students perceive their growth as educators. This data is used to evaluate whether students meet professional benchmarks and identify opportunities to support their development better, such as through mentoring or workshops.
6. **Adapting the Project for Diversity and Inclusivity:**
Analysis of the contextual descriptions and interventions reveals how well the project prepares students to work with diverse learners and environments. If students show difficulty addressing the needs of specific populations, instructors incorporate more targeted instruction on culturally responsive teaching practices and differentiated instruction.
7. **Refining Collaboration Components:**
Collaboration with stakeholders is a critical aspect of the project. By examining how students engage with peers, teachers, and parents, instructors determine whether additional scaffolding is needed to strengthen communication and teamwork skills.
8. **Continuous Monitoring and Adjustments:**
Doane uses insights from this analysis to refine project rubrics, enhance course alignment, and offer additional support where needed, ensuring that the project evolves to meet changing educational standards and literacy challenges.

By regularly reviewing and applying the findings of this comprehensive field-based project, Doane University can ensure that its literacy programs remain rigorous, relevant, and impactful for students and their communities.