

Attachment M – Table 005.02-1 Professional Education Competencies

Academic Year 20 13 - 20 14	Completers =	Trad N=224 Alt N= 13																																																																																																																							
Academic Year 20 14 - 20 15	Completers =	Trad N=262 Alt N= 21																																																																																																																							
Professional Competencies																																																																																																																									
<p>Provide a summarized narrative discussing how the unit is assured all candidates meet each professional competency in 005.02A – 005.02L. Narrative to include information such as:</p> <ul style="list-style-type: none"> • Example assessments used by the unit to measure this competency, • General statements indicating what the data evidence indicates at the unit level and noteworthy differences in endorsement programs (if any), • Changes made or being considered for the endorsement program(s) and/or unit level as a result of evidence. 																																																																																																																									
<p>005.02A Student Development. The candidate understands how students grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p>																																																																																																																									
<ul style="list-style-type: none"> • Assessments used to measure this competency: <ul style="list-style-type: none"> ✓ Case Study of an Individual (TE 204) ✓ Student Teaching Final Evaluation (TE 400; 1.4, 3.2, 6.3, 6.5) <p style="margin-top: 20px;">Data from Student Teaching Final Evaluations:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th rowspan="3" style="width: 25%;">Assessment Results by Endorsement</th> <th colspan="10" style="background-color: #f8bbd0;">Components of UNK ST Final Evaluation that address InTASC St. 1: Student Development</th> </tr> <tr> <th colspan="10" style="background-color: #f8bbd0;">(Scale 1=Beginning, 2=Progressing, 3=Proficient, 4=Advanced)</th> </tr> <tr> <th colspan="2" style="background-color: #f8bbd0;"></th> <th colspan="2" style="background-color: #f8bbd0;">1.4 Objectives are developmentally and individually appropriate and reflect a range of individual needs of diverse learners</th> <th 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Basic Business 6-12	N<5	N<5								
Biology 7-12	N<5	N<5								
BMIT 7-12	9	N<5	3.56	N<5	3.33	N<5	3.22	N<5	3.22	N<5
Chemistry 7-12	N<5	N<5								
English 7-12	12	8	3.52	3.25	3.50	3.25	3.75	3.25	3.58	3.38
French 7-12	N<5	N<5								
Geography 7-12	N<5	N<5								
German 7-12	N<5	N<5								
Health & PE K-12	21	28	3.70	3.59	3.35	3.38	3.65	3.79	3.65	3.66
History 7-12	9	9	3.22	3.33	3.33	3.33	3.33	3.44	3.67	3.67
Language Arts 7-12	8	N<5	3.38	N<5	3.50	N<5	3.75	N<5	3.25	N<5
Math 7-12	N<5	10	N<5	3.40	N<5	3.40	N<5	3.50	N<5	3.50
Music K-12	9	9	3.20	3.11	3.20	3.33	3.20	3.22	3.20	3.22
Natural Science 7-12	6	NA	3.75	NA	3.00	NA	3.75	NA	3.50	NA
Physical Science 7-12	N<5	N<5								
Physics 7-12	N<5	N<5								
Political Science 7-12	N<5	N<5								
Psychology 7-12	N<5	N<5								
Social Sciences 7-12	14	6	3.21	3.17	3.29	3.50	3.64	3.71	3.50	3.71
Sociology 7-12	N<5	N<5								
Spanish 7-12	12	9	3.50	3.33	3.42	3.33	3.75	3.67	3.67	3.56
Speech 7-12	N<5	N<5								
Theater 7-12	N<5	N<5								

Mean Scores by Endorsement for Programs with N>5
005.02A Student Development (InTASC 1)

Endorsements	Mean Score 2013-2014	Mean Score 2014-2015
ELED K-6	3.55	3.59
Early Childhood	3.60	3.71
ESL K-12	3.44	3.38
Middle Grades	3.47	3.42
Special Education K-6	3.59	3.62
Special Education 7-12	3.54	3.46
Art K-12	3.67	3.50

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BMIT 7-12	3.33	N<5
English 7-12	3.59	3.28
Health & PE K-12	3.59	3.61
History 7-12	3.39	3.44
Language Arts 7-12	3.47	N<5
Math 7-12	N<5	3.45
Music K-12	3.20	3.22
Natural Science 7-12	3.50	N<5
Social Sciences 7-12	3.41	3.52
Spanish 7-12	3.59	3.47

Low Score

High Score

Range

2013-2014	2014-2015
3.20-3.67	3.22-3.71

- Mean scores for all endorsements are in the proficient range for both years. The high scores are in Early Childhood and Art K-12, areas in which student development is emphasized. The mean score for Music K-12 was the lowest, but is still in the proficient range.
- Scores indicate students were proficient in their understanding of student development.

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

- Assessments used to measure this competency:
 - ✓ Case Study of a Lesson (Level 3)
 - ✓ Field Experience Checklist (Level 3)
 - ✓ Case Study of a Classroom (TE 400)
 - ✓ Case Study of a Unit (TE 400)
 - ✓ Student Teaching Final Evaluation (TE 400; 3.2, 3.6, 4.7, 5.7)

Data from Student Teaching Final Evaluation:

Attachment M – Table 005.02-1 Professional Education Competencies

Assessment Results by Endorsement	Components of UNK ST Final Evaluation that address InTASC St. 2: Learning Differences									
			3.2 Instructional activities/strategies take into account the needs of diverse learners		3.6 Considers students' cultural background(s) and interests when planning		4.7 Monitors and adjusts teaching strategies to meet the needs of students		5.7 Demonstrates high expectations for learning and achievement for students	
	N 2013-14	N 2014-15	2013-14	2014-15	2013-2014	2014-2015	2013-2014	2014-2015	2013-2014	2014-2015
ELED K-6	90	88	3.44	3.43	3.42	3.43	3.51	3.48	3.62	3.60
Early Childhood	47	41	3.47	3.63	3.38	3.34	3.55	3.66	3.68	3.73
ESL K-12	16	14	3.50	3.36	3.38	3.36	3.31	3.00	3.31	3.21
Middle Grades	16	13	3.31	3.15	3.25	3.15	3.56	3.38	3.38	3.46
Special Education K-6	30	28	3.70	3.64	3.33	3.32	3.57	3.54	3.57	3.57
Special Education 7-12	6	6	3.33	3.50	3.17	3.33	3.33	3.50	3.67	3.50
Art K-12	6	7	3.33	3.29	3.17	3.29	3.50	3.71	3.83	3.86
Basic Business 6-12	N<5	N<5								
Biology 7-12	N<5	N<5								
BMIT 7-12	9	N<5	3.33	N<5	3.22	N<5	3.56	N<5	3.33	N<5
Chemistry 7-12	N<5	N<5								
English 7-12	12	8	3.50	3.25	3.22	3.33	3.56	3.50	3.56	3.67
French 7-12	N<5	N<5								
Geography 7-12	N<5	N<5								
German 7-12	N<5	N<5								
Health & PE K-12	21	28	3.35	3.38	3.40	3.45	3.50	3.59	3.70	3.76
History 7-12	9	9	3.33	3.33	3.33	3.56	3.56	3.33	3.67	3.67
Language Arts 7-12	8	N<5	3.50	N<5	3.63	N<5	3.25	N<5	3.50	N<5
Math 7-12	N<5	10	N<5	3.40	N<5	3.00	N<5	3.30	N<5	3.40
Music K-12	9	9	3.20	3.33	3.00	3.11	3.00	3.22	3.20	3.33
Natural Science 7-12	6	NA	3.00	NA	3.25	NA	3.75	NA	4.00	NA
Physical Science 7-12	N<5	N<5								
Physics 7-12	N<5	N<5								
Political Science 7-12	N<5	N<5								
Psychology 7-12	N<5	N<5								
Social Sciences 7-12	14	6	3.29	3.50	3.14	3.00	3.21	3.00	3.43	3.50
Sociology 7-12	N<5	N<5								
Spanish 7-12	12	9	3.42	3.33	3.42	3.11	3.42	3.44	3.50	3.44
Speech 7-12	N<5	N<5								
Theater 7-12	N<5	N<5								

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Mean Scores by Endorsement for Programs with N>5
005.02B Learning Differences (InTASC 2)

Endorsements	Mean Score 2013-2014	Mean Score 2014-2015
ELED K-6	3.50	3.49
Early Childhood	3.52	3.59
ESL K-12	3.38	3.23
Middle Grades	3.38	3.29
Special Education K-6	3.54	3.52
Special Education 7-12	3.38	3.46
Art K-12	3.46	3.54
BMIT 7-12	3.36	N<5
English 7-12	3.46	3.44
Health & PE K-12	3.49	3.55
History 7-12	3.47	3.47
Language Arts 7-12	3.47	N<5
Math 7-12	N<5	3.28
Music K-12	3.10	3.25
Natural Science 7-12	3.50	NA
Social Sciences 7-12	3.27	3.25
Spanish 7-12	3.44	3.33

Low Score

High Score

Range

2013-2014	2014-2015
3.10-3.54	3.23-3.59

- Mean scores for all endorsements are in the proficient range for both years. The range is low, but still within proficient for this

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standard. Because of the emphasis on differentiation in SPED and Early Childhood, it is no surprise that these endorsement area scores are the highest. Music scores were the lowest in 2013. There is concern for ESL being the lowest in 14-15.

- This instrument will be replaced. The new one will include a column for listing differentiation strategies, along with a column for integrating student engagement strategies. It is hoped that this emphasis will raise candidate scores across endorsements.

005.02C Learning Environments. The candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

- Assessments used to measure this competency:
 - ✓ Student Teaching Final Evaluation (TE 400; 4.2, 5.1, 5.3)

Data from Student Teaching Evaluation:

Assessment Results by Endorsement	Components of UNK ST Final Evaluation that address InTASC St. 3: Learning Environments							
			4.2 Adjusts pace by monitoring student understanding		5.1 Creates a positive classroom environment, mutual respect, and a caring atmosphere		5.3 Monitors student behavior and uses a variety of behavioral management strategies	
	N 2013-14	N 2014-15	2013-14	2014-15	2013-2014	2014-2015	2013-2014	2014-2015
ELED K-6	90	88	3.46	3.45	3.79	3.68	3.50	3.53
Early Childhood	47	41	3.43	3.59	3.72	3.80	3.60	3.49
ESL K-12	16	14	3.25	3.14	3.63	3.50	3.31	3.14
Middle Grades	16	13	3.25	3.38	3.50	3.46	3.38	3.38
Special Education K-6	30	28	3.70	3.50	3.63	3.82	3.47	3.50
Special Education 7-12	6	6	3.50	3.50	3.50	3.83	3.67	3.50
Art K-12	6	7	3.50	3.57	3.67	4.00	3.50	3.43
Basic Business 6-12	N<5	N<5						
Biology 7-12	N<5	N<5						
BMIT 7-12	9	N<5	3.22	N<5	3.22	N<5	3.11	N<5
Chemistry 7-12	N<5	N<5						
English 7-12	12	8	3.5	2.88	3.58	3.38	3.72	2.88
French 7-12	N<5	N<5						
Geography 7-12	N<5	N<5						
German 7-12	N<5	N<5						
Health & PE K-12	21	28	3.65	3.72	3.75	3.86	3.55	3.76
History 7-12	9	9	3.67	3.56	3.78	3.78	3.56	3.56
Language Arts 7-12	8	N<5	3.88	N<5	3.88	N<5	3.63	N<5

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Math 7-12	N<5	10	N<5	3.40	N<5	3.50	N<5	3.33
Music K-12	9	9	3.00	3.11	3.40	3.56	3.20	3.00
Natural Science 7-12	6	NA	3.75	NA	4.00	NA	3.75	NA
Physical Science 7-12	N<5	N<5						
Physics 7-12	N<5	N<5						
Political Science 7-12	N<5	N<5						
Psychology 7-12	N<5	N<5						
Social Sciences 7-12	14	6	3.21	3.33	3.64	3.83	3.21	3.50
Sociology 7-12	N<5	N<5						
Spanish 7-12	12	9	3.42	3.22	3.58	3.78	3.42	3.44
Speech 7-12	N<5	N<5						
Theater 7-12	N<5	N<5						

Mean Scores by Endorsement for Programs with N>5
005.02C Learning Environments (InTASC 3)

Endorsements	Mean Score 2013-2014	Mean Score 2014-2015
ELED K-6	3.58	3.55
Early Childhood	3.58	3.63
ESL K-12	3.40	3.26
Middle Grades	3.38	3.41
Special Education K-6	3.60	3.61
Special Education 7-12	3.56	3.61
Art K-12	3.56	3.67
BMIT 7-12	3.18	N<5
English 7-12	3.60	3.05
Health & PE K-12	3.65	3.78
History 7-12	3.67	3.63
Language Arts 7-12	3.80	N<5
Math 7-12	N<5	3.41
Music K-12	3.20	3.22
Natural Science 7-12	3.83	NA

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Social Sciences 7-12	3.35	3.55
Spanish 7-12	3.47	3.48
Low Score		High Score
Range		
2013-2014	2014-2015	
3.18-3.83	3.05-3.78	

- Mean scores for all endorsements are in the proficient range for both years. The score range is wide for this standard. Low mean scores are BMIT and English 7-12, which are more content-oriented areas. Emphasis on team sports may have an influence on the high scores in Health & PE K-12.
- The added column of Student Engagement Strategies in the new lesson plan rubric should raise candidates' awareness and scores in this standard.

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

- Assessments used to measure this competency:
 - ✓ Field Experience Checklist (Level 3)
 - ✓ Case Study of a Lesson (Level 3)
 - ✓ Case Study of a Unit (TE 400)
 - ✓ Student Teaching Final Evaluation (TE 400; 1.1, 1.2, 2.3, 4.3)

Data from Student Teaching Evaluation:

Assessment Results by Endorsement			Components of UNK ST Final Evaluation that address InTASC St. 4: Content Knowledge							
			1.1 Knowledge of subject matter		1.2 Objectives are linked to standards		2.3 Evaluation criteria made clear to students and is consistent with teaching methodology		4.3 Understands how to ask questions to stimulate thinking and discussion	
	N 2013-14	N 2014-15	2013-14	2014-15	2013-2014	2014-2015	2013-2014	2014-2015	2013-2014	2014-2015
ELED K-6	90	88	3.54	3.40	3.48	3.50	3.34	3.30	3.44	3.40
Early Childhood	47	41	3.57	3.68	3.53	3.63	3.34	3.37	3.43	3.54

Attachment M – Table 005.02-1 Professional Education Competencies

ESL K-12	16	14	3.31	3.21	3.19	3.29	3.19	3.14	3.44	2.93
Middle Grades	16	13	3.19	3.38	3.25	3.46	3.06	3.31	3.19	3.31
Special Education K-6	30	28	3.47	3.39	3.33	3.46	3.33	3.18	3.43	3.25
Special Education 7-12	6	6	3.67	3.50	3.17	2.83	3.17	3.17	3.50	3.00
Art K-12	6	7	3.83	3.86	3.67	3.29	3.50	3.43	3.33	3.43
Basic Business 6-12	N<5	N<5								
Biology 7-12	N<5	N<5								
BMIT 7-12	9	N<5	3.22	N<5	3.11	N<5	3.00	N<5	3.11	N<5
Chemistry 7-12	N<5	N<5								
English 7-12	12	8	3.58	3.38	3.42	3.13	3.42	3.13	3.33	2.88
French 7-12	N<5	N<5								
Geography 7-12	N<5	N<5								
German 7-12	N<5	N<5								
Health & PE K-12	21	28	3.75	3.76	3.45	3.41	3.50	3.55	3.40	3.48
History 7-12	9	9	3.56	3.44	3.22	3.22	3.56	3.56	3.33	3.11
Language Arts 7-12	8	N<5	3.50	N<5	3.13	N<5	3.13	N<5	3.25	N<5
Math 7-12	N<5	10	N<5	3.70	N<5	3.30	N<5	3.20	N<5	3.10
Music K-12	9	9	3.00	3.22	3.00	3.33	3.00	3.00	3.40	3.33
Natural Science 7-12	6	NA	3.75	NA	3.75	NA	3.00	NA	3.50	NA
Physical Science 7-12	N<5	N<5								
Physics 7-12	N<5	N<5								
Political Science 7-12	N<5	N<5								
Psychology 7-12	N<5	N<5								
Social Sciences 7-12	14	6	3.36	3.17	3.36	3.33	3.43	3.33	3.29	3.00
Sociology 7-12	N<5	N<5								
Spanish 7-12	12	9	3.58	3.44	3.67	3.33	3.50	3.33	3.17	3.11
Speech 7-12	N<5	N<5								
Theater 7-12	N<5	N<5								

Mean Scores by Endorsement for Programs with N>5
005.02D Content Knowledge (InTASC 4)

Endorsements	Mean Score 2013-2014	Mean Score 2014-2015
ELED K-6	3.45	3.40
Early Childhood	3.47	3.56
ESL K-12	3.28	3.14

Attachment M – Table 005.02-1 Professional Education Competencies

Middle Grades	3.17	3.37
Special Education K-6	3.39	3.32
Special Education 7-12	3.38	3.13
Art K-12	3.58	3.50
BMIT 7-12	3.11	N<5
English 7-12	3.44	3.13
Health & PE K-12	3.53	3.55
History 7-12	3.42	3.33
Language Arts 7-12	3.25	N<5
Math 7-12	N<5	3.33
Music K-12	3.10	3.22
Natural Science 7-12	3.50	NA
Social Sciences 7-12	3.36	3.21
Spanish 7-12	3.48	3.30

Low Score

High Score

Range

2013-2014	2014-2015
3.10-3.58	3.13-3.56

- Mean scores for all endorsements are in the proficient range for both years. The range of scores for this standard is low, but still within the proficient range.
- Scores indicate students were proficient in their knowledge of content.

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

- Assessments used to measure this competency:
 - ✓ Case Study of Schools (TE 100)
 - ✓ Student Teaching Final Evaluation (TE 400; 1.1, 6.5)

Data from Student Teaching Final Evaluation:

Attachment M – Table 005.02-1 Professional Education Competencies

Assessment Results by Endorsement	Components of UNK ST Final Evaluation that address InTASC St. 5: Application of Content					
			1.1 Knowledge of subject matter		6.5 Recognizes and accepts aspects of a diverse society by modifying instruction and communication	
	N 2013-14	N 2014-15	2013-14	2014-15	2013-2014	2014-2015
ELED K-6	90	88	3.54	3.40	3.48	3.64
Early Childhood	47	41	3.57	3.68	3.60	3.78
ESL K-12	16	14	3.31	3.21	3.56	3.50
Middle Grades	16	13	3.19	3.38	3.38	3.54
Special Education K-6	30	28	3.47	3.39	3.50	3.50
Special Education 7-12	6	6	3.67	3.50	3.67	3.50
Art K-12	6	7	3.83	3.86	3.83	3.57
Basic Business 6-12	N<5	N<5				
Biology 7-12	N<5	N<5				
BMIT 7-12	9	N<5	3.22	N<5	3.22	N<5
Chemistry 7-12	N<5	N<5				
English 7-12	12	8	3.58	3.38	3.58	3.38
French 7-12	N<5	N<5				
Geography 7-12	N<5	N<5				
German 7-12	N<5	N<5				
Health & PE K-12	21	28	3.75	3.76	3.65	3.66
History 7-12	9	9	3.56	3.44	3.67	3.67
Language Arts 7-12	8	N<5	3.50	N<5	3.25	N<5
Math 7-12	N<5	10	N<5	3.70	N<5	3.50
Music K-12	9	9	3.00	3.22	3.20	3.22
Natural Science 7-12	6	NA	3.75	NA	3.50	NA
Physical Science 7-12	N<5	N<5				
Physics 7-12	N<5	N<5				
Political Science 7-12	N<5	N<5				
Psychology 7-12	N<5	N<5				
Social Sciences 7-12	14	6	3.36	3.17	3.50	3.71
Sociology 7-12	N<5	N<5				
Spanish 7-12	12	9	3.58	3.44	3.67	3.56
Speech 7-12	N<5	N<5				
Theater 7-12	N<5	N<5				

Mean Scores by Endorsement for Programs with N>5
005.02E Application of Content (InTASC 5)

Attachment M – Table 005.02-1 Professional Education Competencies

Endorsements	Mean Score 2013-2014	Mean Score 2014-2015
ELED K-6	3.51	3.52
Early Childhood	3.59	3.73
ESL K-12	3.44	3.36
Middle Grades	3.29	3.46
Special Education K-6	3.49	3.45
Special Education 7-12	3.67	3.50
Art K-12	3.83	3.72
BMIT 7-12	3.22	N<5
English 7-12	3.58	3.38
Health & PE K-12	3.70	3.71
History 7-12	3.62	3.56
Language Arts 7-12	3.38	N<5
Math 7-12	N<5	3.60
Music K-12	3.10	3.22
Natural Science 7-12	3.63	NA
Social Sciences 7-12	3.43	3.44
Spanish 7-12	3.63	3.50

Low Score

High Score

Range

2013-2014	2014-2015
3.22-3.83	3.22-3.73

- Mean scores for all endorsements are in the proficient range for both years. The range of scores is about mid-point.
- Scores indicate students were proficient in their application of content.

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

- Assessments used to measure this competency:
 - ✓ Case Study of a Lesson (Level 3)

Attachment M – Table 005.02-1 Professional Education Competencies

- ✓ Case Study of a Unit (TE 400)
- ✓ Student Teaching Final Evaluation (TE 400; 2.1, 2.2, 4.7)

Data From Student Teaching Final Evaluation:

Assessment Results by Endorsement	Components of UNK ST Final Evaluation that address InTASC St. 6: Assessment							
	N 2013-14	N 2014-15	2.1 Develops and uses both formal and informal assessment strategies that are linked to desired outcome/objectives for student		2.2 Uses assessment results to adjust and plan future lessons		4.7 Monitors and adjusts teaching strategies to meet the needs of students	
			2013-14	2014-15	2013-2014	2014-2015	2013-2014	2014-2015
ELED K-6	90	88	3.44	3.42	3.46	3.41	3.51	3.48
Early Childhood	47	41	3.43	3.51	3.38	3.59	3.55	3.66
ESL K-12	16	14	3.25	3.21	3.38	3.21	3.31	3.00
Middle Grades	16	13	3.25	3.38	3.25	3.38	3.56	3.38
Special Education K-6	30	28	3.40	3.25	3.37	3.43	3.57	3.54
Special Education 7-12	6	6	3.67	3.43	3.67	3.29	3.33	3.50
Art K-12	6	7	3.67	3.43	3.67	3.29	3.50	3.71
Basic Business 6-12	N<5	N<5						
Biology 7-12	N<5	N<5						
BMIT 7-12	9	N<5	3.11	N<5	3.44	N<5	3.56	N<5
Chemistry 7-12	N<5	N<5						
English 7-12	12	8	3.5	3.25	3.25	3.13	3.56	3.50
French 7-12	N<5	N<5						
Geography 7-12	N<5	N<5						
German 7-12	N<5	N<5						
Health & PE K-12	21	28	3.55	3.41	3.45	3.38	3.50	3.59
History 7-12	9	9	3.44	3.56	3.22	3.44	3.56	3.33
Language Arts 7-12	8	N<5	3.38	N<5	3.13	N<5	3.25	N<5
Math 7-12	N<5	10	N<5	3.20	N<5	3.40	N<5	3.30
Music K-12	9	9	3.00	3.11	3.00	3.11	3.00	3.22
Natural Science 7-12	6	NA	3.50	NA	3.25	NA	3.75	NA
Physical Science 7-12	N<5	N<5						
Physics 7-12	N<5	N<5						
Political Science 7-12	N<5	N<5						
Psychology 7-12	N<5	N<5						

Attachment M – Table 005.02-1 Professional Education Competencies

Social Sciences 7-12	14	6	3.36	3.50	3.07	3.33	3.21	3.00
Sociology 7-12	N<5	N<5						
Spanish 7-12	12	9	3.42	3.33	3.67	3.56	3.42	3.44
Speech 7-12	N<5	N<5						
Theater 7-12	N<5	N<5						

Mean Scores by Endorsement for Programs with N>5
005.02F Assessment (InTASC 6)

Endorsements	Mean Score 2013-2014	Mean Score 2014-2015
ELED K-6	3.47	3.44
Early Childhood	3.45	3.59
ESL K-12	3.31	3.14
Middle Grades	3.35	3.38
Special Education K-6	3.45	3.41
Special Education 7-12	3.56	3.41
Art K-12	3.61	3.48
BMIT 7-12	3.37	N<5
English 7-12	3.44	3.29
Health & PE K-12	3.50	3.46
History 7-12	3.41	3.44
Language Arts 7-12	3.25	N<5
Math 7-12	N<5	3.30
Music K-12	3.00	3.15
Natural Science 7-12	3.50	NA
Social Sciences 7-12	3.21	3.28
Spanish 7-12	3.50	3.44

Low Score

High Score

Range

2013-2014	2014-2015
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Attachment M – Table 005.02-1 Professional Education Competencies

3.00-3.61

3.14-3.59

- Mean scores for all endorsements are in the proficient range for both years. Art K-12 and Early Childhood provided the highest scores. Low is in Music and ESL. Range is low for this standard.
- This instrument will be replaced. The new assessment instrument will provide more emphasis on using educational strategies to teach content.

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

- Assessments used to measure this competency:
 - ✓ Case Study of a Lesson (Level 3)
 - ✓ Field Experience Checklist (Level 3)
 - ✓ Case Study of a Unit (TE 400)
 - ✓ Student Teaching Final Evaluation (TE 400; 1.1, 1.4, 3.6)

Data from Student Teaching Final Evaluation:

Assessment Results by Endorsement	Components of UNK ST Final Evaluation that address InTASC St. 7: Planning for Instruction							
			1.1 Knowledge of subject matter		1.4 Objectives are developmentally and individually appropriate and reflect a range of individual needs of diverse learner		3.6 Considers students' cultural background(s) and interests when planning	
	N 2013-14	N 2014-15	2013-14	2014-15	2013-2014	2014-2015	2013-2014	2014-2015
ELED K-6	90	88	3.54	3.40	3.49	3.53	3.42	3.43
Early Childhood	47	41	3.57	3.68	3.57	3.56	3.38	3.34
ESL K-12	16	14	3.31	3.21	3.38	3.29	3.38	3.36
Middle Grades	16	13	3.19	3.38	3.69	3.31	3.25	3.15
Special Education K-6	30	28	3.47	3.39	3.60	3.57	3.33	3.32
Special Education 7-12	6	6	3.67	3.50	3.50	3.17	3.17	3.33
Art K-12	6	7	3.83	3.86	3.67	3.29	3.17	3.29
Basic Business 6-12	N<5	N<5						

Attachment M – Table 005.02-1 Professional Education Competencies

Biology 7-12	N<5	N<5						
BMIT 7-12	9	N<5	3.22	N<5	3.56	N<5	3.22	N<5
Chemistry 7-12	N<5	N<5						
English 7-12	12	8	3.58	3.38	3.52	3.25	3.22	3.33
French 7-12	N<5	N<5						
Geography 7-12	N<5	N<5						
German 7-12	N<5	N<5						
Health & PE K-12	21	28	3.75	3.76	3.70	3.59	3.40	3.45
History 7-12	9	9	3.56	3.44	3.22	3.33	3.33	3.56
Language Arts 7-12	8	N<5	3.50	N<5	3.38	N<5	3.63	N<5
Math 7-12	N<5	10	N<5	3.70	N<5	3.40	N<5	3.00
Music K-12	9	9	3.00	3.22	3.20	3.11	3.00	3.11
Natural Science 7-12	6	NA	3.75	NA	3.75	NA	3.25	NA
Physical Science 7-12	N<5	N<5						
Physics 7-12	N<5	N<5						
Political Science 7-12	N<5	N<5						
Psychology 7-12	N<5	N<5						
Social Sciences 7-12	14	6	3.36	3.17	3.21	3.17	3.14	3.00
Sociology 7-12	N<5	N<5						
Spanish 7-12	12	9	3.58	3.44	3.50	3.33	3.42	3.11
Speech 7-12	N<5	N<5						
Theater 7-12	N<5	N<5						

Mean Scores by Endorsement for Programs with N>5
005.02G Planning for Instruction (InTASC 7)

Endorsements	Mean Score 2013-2014	Mean Score 2014-2015
ELED K-6	3.48	3.45
Early Childhood	3.51	3.53
ESL K-12	3.36	3.29
Middle Grades	3.38	3.28
Special Education K-6	3.47	3.43
Special Education 7-12	3.45	3.33
Art K-12	3.56	3.48
BMIT 7-12	3.33	N<5

Attachment M – Table 005.02-1 Professional Education Competencies

English 7-12	3.44	3.32
Health & PE K-12	3.62	3.60
History 7-12	3.37	3.44
Language Arts 7-12	3.50	N<5
Math 7-12	N<5	3.37
Music K-12	3.07	3.15
Natural Science 7-12	3.58	NA
Social Sciences 7-12	3.24	3.11
Spanish 7-12	3.50	3.29

Low Score

High Score

Range

2013-2014	2014-2015
3.07-3.62	3.11-3.60

- Mean scores for all endorsements are in the proficient range for both years. Note that Health and PE K-12 produced the highest scores for both years.
- Planning for instruction is a basic component for teaching assessments. However, the new instrument will have a stronger emphasis of looking at the whole unit before making specific lesson plans, which should strengthen candidates' skills and scores in this standard.

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

- Assessments used to measure this competency:
 - ✓ Case Study of a Lesson (Level 3)
 - ✓ Field Experience Checklist (Level 3)
 - ✓ Case Study of a Unit (TE 400)
 - ✓ Student Teaching Final Evaluation (TE 400; 3.4, 3.5, 3.7, 4.4)

Data from Student Teaching Final Evaluation:

Assessment Results by

Components of UNK ST Final Evaluation that address

Attachment M – Table 005.02-1 Professional Education Competencies

Endorsement	InTASC St. 8: Instructional Strategies									
			3.4 Seeks out multiple resources for teaching to meet the range of individual needs		3.5 Plans a variety of effective teaching strategies		3.7 Infuses appropriate technology and media into instruction		4.4 Engages students in meaningful activities	
	N 2013-14	N 2014-15	2013-14	2014-15	2013-2014	2014-2015	2013-2014	2014-2015	2013-2014	2014-2015
ELED K-6	90	88	3.61	3.49	3.63	3.59	3.61	3.52	3.68	3.58
Early Childhood	47	41	3.51	3.68	3.57	3.61	3.53	3.71	3.79	3.88
ESL K-12	16	14	3.50	3.50	3.50	3.36	3.56	3.29	3.44	3.50
Middle Grades	16	13	3.31	3.31	3.50	3.54	3.56	3.54	3.38	3.69
Special Education K-6	30	28	3.60	3.46	3.53	3.36	3.50	3.14	3.60	3.64
Special Education 7-12	6	6	3.50	3.67	3.50	3.50	3.17	3.33	3.50	3.67
Art K-12	6	7	3.67	3.33	3.71	3.33	3.50	3.71	4.00	3.71
Basic Business 6-12	N<5	N<5								
Biology 7-12	N<5	N<5								
BMIT 7-12	9	N<5	3.44	N<5	3.11	N<5	3.56	N<5	3.56	N<5
Chemistry 7-12	N<5	N<5								
English 7-12	12	8	3.50	3.13	3.67	3.13	3.67	3.25	3.42	3.38
French 7-12	N<5	N<5								
Geography 7-12	N<5	N<5								
German 7-12	N<5	N<5								
Health & PE K-12	21	28	3.60	3.76	3.70	3.55	3.55	3.48	3.80	3.79
History 7-12	9	9	3.56	3.56	3.67	3.56	3.67	3.78	3.56	3.67
Language Arts 7-12	8	N<5	3.63	N<5	3.75	N<5	3.75	N<5	3.50	N<5
Math 7-12	N<5	10	N<5	3.40	N<5	3.20	N<5	3.10	N<5	3.60
Music K-12	9	9	3.60	3.33	3.20	3.22	3.60	3.44	3.00	3.22
Natural Science 7-12	6	NA	4.00	NA	3.50	NA	3.50	NA	3.75	NA
Physical Science 7-12	N<5	N<5								
Physics 7-12	N<5	N<5								
Political Science 7-12	N<5	N<5								
Psychology 7-12	N<5	N<5								
Social Sciences 7-12	14	6	3.36	3.33	3.29	3.17	3.57	3.67	3.29	3.50
Sociology 7-12	N<5	N<5								
Spanish 7-12	12	9	3.58	3.56	3.42	3.56	3.50	3.56	3.67	3.56
Speech 7-12	N<5	N<5								
Theater 7-12	N<5	N<5								

Mean Scores by Endorsement for Programs with N>5

Attachment M – Table 005.02-1 Professional Education Competencies

005.02H Instructional Strategies (InTASC 8)

Endorsements	Mean Score 2013-2014	Mean Score 2014-2015
ELED K-6	3.63	3.55
Early Childhood	3.60	3.72
ESL K-12	3.50	3.41
Middle Grades	3.44	3.52
Special Education K-6	3.56	3.40
Special Education 7-12	3.42	3.54
Art K-12	3.72	3.52
BMIT 7-12	3.42	N<5
English 7-12	3.57	3.22
Health & PE K-12	3.66	3.65
History 7-12	3.62	3.64
Language Arts 7-12	3.66	N<5
Math 7-12	N<5	3.33
Music K-12	3.35	3.30
Natural Science 7-12	3.69	NA
Social Sciences 7-12	3.38	3.42
Spanish 7-12	3.54	3.56

Low Score

High Score

Range

2013-2014	2014-2015
3.35-3.72	3.22-3.72

- Mean scores for all endorsements are in the proficient range for both years. The range is high for this standard. Music is again the lowest in 2013-14, but 3.35 is a mid-range score.
- Scores indicate that candidates were well prepared in using instructional strategies.

Attachment M – Table 005.02-1 Professional Education Competencies

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

- Assessments used to measure this competency:
 - ✓ Dispositions (TE 204)
 - ✓ Case Study of a Lesson (Level 3)
 - ✓ Case Study of a Classroom (TE 400)
 - ✓ Case Study of a Unit (TE 400)

Data from Student Teaching Final Evaluation:

Assessment Results by Endorsement	Components of UNK ST Final Evaluation that address InTASC St. 9: Professional Learning and Ethical Practice									
			7.1 Reflects on impact of instruction on student learning and makes adjustments accordingly		7.2 Asks cooperating teacher/university supervisor for feedback		7.3 Utilizes constructive criticism		8.4 Demonstrates professional ethics (confidentiality, respect, fairness, legal obligations)	
	N 2013-14	N 2014-15	2013-14	2014-15	2013-2014	2014-2015	2013-2014	2014-2015	2013-2014	2014-2015
ELED K-6	90	88	3.58	3.51	3.76	3.80	3.76	3.80	3.82	3.82
Early Childhood	47	41	3.53	3.63	3.81	3.76	3.70	3.78	3.77	3.90
ESL K-12	16	14	3.31	3.07	3.44	3.29	3.56	3.43	3.75	3.57
Middle Grades	16	13	3.44	3.54	3.69	3.77	3.63	3.85	3.69	3.85
Special Education K-6	30	28	3.57	3.39	3.60	3.50	3.60	3.50	3.77	3.75
Special Education 7-12	6	6	3.67	3.33	3.67	3.83	3.67	3.83	3.67	3.83
Art K-12	6	7	4.00	3.71	4.00	3.71	4.00	3.71	3.83	4.00
Basic Business	N<5	N<5								
Biology 7-12	N<5	N<5								
BMIT 7-12	9	N<5	3.44	N<5	3.44	N<5	3.44	N<5	3.44	N<5
Chemistry 7-12	N<5	N<5								
English 7-12	12	8	3.50	3.25	3.83	3.25	3.75	3.63	3.58	3.75
French 7-12	N<5	N<5								
Geography 7-12	N<5	N<5								
German 7-12	N<5	N<5								
Health & PE K-12	21	28	3.80	3.69	3.85	3.86	3.85	3.90	3.95	3.97
History 7-12	9	9	3.56	3.44	3.67	3.89	3.67	3.89	3.89	4.00
Language Arts 7-12	8	N<5	3.50	N<5	3.75	N<5	3.63	N<5	3.63	N<5
Math 7-12	N<5	10	N<5	3.20	N<5	3.50	N<5	3.70	N<5	3.80

Attachment M – Table 005.02-1 Professional Education Competencies

Music K-12	9	9	3.60	3.33	3.60	3.56	3.60	3.56	3.60	3.78
Natural Science 7-12	6	NA	3.50	NA	3.75	NA	4.00	NA	4.00	NA
Physical Science 7-12	N<5	N<5								
Physics 7-12	N<5	N<5								
Political Science 7-12	N<5	N<5								
Psychology 7-12	N<5	N<5								
Social Sciences 7-12	14	6	3.21	3.71	3.64	3.86	3.71	3.86	3.71	3.86
Sociology 7-12	N<5	N<5								
Spanish 7-12	12	9	3.42	3.67	3.58	3.78	3.67	3.78	3.58	3.89
Speech 7-12	N<5	N<5								
Theater 7-12	N<5	N<5								

Mean Scores by Endorsement for Programs with N>5
005.02I Professional Learning and Ethical Practice (InTASC 9)

Endorsements	Mean Score 2013-2014	Mean Score 2014-2015
ELED K-6	3.73	3.73
Early Childhood	3.70	3.77
ESL K-12	3.52	3.34
Middle Grades	3.61	3.75
Special Education K-6	3.64	3.54
Special Education 7-12	3.67	3.71
Art K-12	3.96	3.78
BMIT 7-12	3.44	N<5
English 7-12	3.67	3.47
Health & PE K-12	3.86	3.86
History 7-12	3.70	3.81
Language Arts 7-12	3.63	N<5
Math 7-12	N<5	3.55
Music K-12	3.60	3.56
Natural Science 7-12	3.81	NA
Social Sciences 7-12	3.57	3.82

Attachment M – Table 005.02-1 Professional Education Competencies

Spanish 7-12	3.56	3.78
Low Score		High Score
Range		
2013-2014	2014-2015	
3.44-3.96	3.34-3.86	

- Mean scores for all endorsements are in the proficient range for both years. The range is high for both years for this standard.
- Scores indicate that candidates were well prepared in professional learning and ethical practice.

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

- Assessments used to measure this competency:
 - ✓ Dispositions (TE 204)
 - ✓ Case Study of a Unit (TE 400)
 - ✓ Student Teaching Final Evaluation (TE 400; 2.4, 6.4, 7.1)

Data from Student Teaching Final Evaluation:

Assessment Results by Endorsement			Components of UNK ST Final Evaluation that address InTASC St. 10: Leadership and Collaboration					
			2.4 Feedback to students		6.4 Demonstrates knowledge of and sensitivity to various family structures and reflects this by modifying instruction and communication		7.1 Reflects on impact of instruction on student learning and makes adjustments accordingly	
	N 2013-14	N 2014-15	2013-14	2014-15	2013-2014	2014-2015	2013-2014	2014-2015
ELED K-6	90	88	3.64	3.63	3.52	3.49	3.58	3.51
Early Childhood	47	41	3.66	3.59	3.51	3.56	3.53	3.63
ESL K-12	16	14	3.44	3.29	3.31	3.29	3.31	3.07
Middle Grades	16	13	3.38	3.38	3.38	3.54	3.44	3.54
Special Education K-6	30	28	3.60	3.43	3.37	3.54	3.57	3.39
Special Education 7-12	6	6	3.33	3.50	3.50	3.67	3.67	3.33
Art K-12	6	7	3.67	3.86	3.67	3.29	4.00	3.71

Attachment M – Table 005.02-1 Professional Education Competencies

Basic Business 6-12	N<5	N<5						
Biology 7-12	N<5	N<5						
BMIT 7-12	9	N<5	3.44	N<5	3.22	N<5	3.44	N<5
Chemistry 7-12	N<5	N<5						
English 7-12	12	8	3.50	3.63	3.50	3.25	3.50	3.25
French 7-12	N<5	N<5						
Geography 7-12	N<5	N<5						
German 7-12	N<5	N<5						
Health & PE K-12	21	28	3.75	3.66	3.30	3.45	3.80	3.69
History 7-12	9	9	3.44	3.44	3.44	3.44	3.56	3.44
Language Arts 7-12	8	N<5	3.38	N<5	3.38	N<5	3.50	N<5
Math 7-12	N<5	10	N<5	3.80	N<5	3.40	N<5	3.20
Music K-12	9	9	3.00	3.22	3.00	3.22	3.60	3.33
Natural Science 7-12	6	NA	3.75	NA	3.50	NA	3.50	NA
Physical Science 7-12	N<5	N<5						
Physics 7-12	N<5	N<5						
Political Science 7-12	N<5	N<5						
Psychology 7-12	N<5	N<5						
Social Sciences 7-12	14	6	3.29	3.67	3.29	3.71	3.21	3.71
Sociology 7-12	N<5	N<5						
Spanish 7-12	12	9	3.58	3.22	3.58	3.44	3.42	3.67
Speech 7-12	N<5	N<5						
Theater 7-12	N<5	N<5						

Mean Scores by Endorsement for Programs with N>5
005.02J Leadership and Collaboration (InTASC 10)

Endorsements	Mean Score 2013-2014	Mean Score 2014-2015
ELED K-6	3.58	3.54
Early Childhood	3.57	3.59
ESL K-12	3.35	3.22
Middle Grades	3.40	3.49
Special Education K-6	3.51	3.45
Special Education 7-12	3.50	3.50

Attachment M – Table 005.02-1 Professional Education Competencies

Art K-12	3.78	3.62
BMIT 7-12	3.37	N<5
English 7-12	3.50	3.38
Health & PE K-12	3.62	3.60
History 7-12	3.48	3.44
Language Arts 7-12	3.42	N<5
Math 7-12	N<5	3.47
Music K-12	3.20	3.26
Natural Science 7-12	3.58	NA
Social Sciences 7-12	3.26	3.70
Spanish 7-12	3.53	3.44

Low Score

High Score

Range

2013-2014	2014-2015
3.20-3.78	3.22-3.70

- Mean scores for all endorsements are in the proficient range for both years. The range of scores is in mid-point for both years.
- Scores indicate that candidates were prepared for leadership and collaboration.

Attachment M – Table 005.02-1 Professional Education Competencies

005.02K Human Relations. The institution shall offer training integrated into a required course or combination of required courses which shall be designed to lead to the following skills as enumerated in 79-807(6) R.R.S.:

005.02K1 An awareness and understanding of the values, lifestyles, contributions, and history of a pluralistic society;

005.02K2 The ability to recognize and deal with dehumanizing biases, including, but not limited to, sexism, racism, prejudice, and discrimination, and an awareness of the impact such biases have on interpersonal relations;

005.02K3 The ability to translate knowledge of human relations into attitudes, skills, and techniques which result in favorable experiences for students;

005.02K4 The ability to recognize the ways in which dehumanizing biases may be reflected in instructional materials;

005.02K5 Respect for human dignity and individual rights; and

005.02K6 The ability to relate effectively to other individuals and to groups in a pluralistic society other than the applicant's own.

- Coursework that addresses human relations competencies:**

Course	<u>005.02K1</u> An awareness and understanding of the values, lifestyles, contributions, and history of a pluralistic society.	<u>005.02K2</u> The ability to recognize and deal with dehumanizing biases, including, but not limited to, sexism, racism, prejudice, and discrimination, and an awareness of the impact such biases have on interpersonal relations.	<u>005.02K3</u> The ability to translate knowledge of human relations into attitudes, skills, and techniques which result in favorable experiences for students.	<u>005.02K4</u> The ability to recognize the ways in which dehumanizing biases may be reflected in instructional materials.	<u>005.02K5</u> Respect for human dignity and individual rights.	<u>005.02K6</u> The ability to relate effectively to other individuals and to groups in a pluralistic society other than the applicant's own.
TE 100: Teaching in a Democratic Society	✓	✓	✓	✓	✓	✓
TE 206: Instructional Technology and the Preservice Teacher	✓					✓
PSCI 110: Intro to American Politics	✓	✓			✓	
TE 408/TE 808P: Human Relations	✓	✓	✓		✓	✓
TE 833: Context of Education	✓	✓	✓	✓	✓	✓
TE 831: Professional Knowledge and Skills I	✓	✓	✓	✓	✓	✓
TE 832: Professional Knowledge and Skills II	✓	✓	✓	✓	✓	✓

Green font: TCP coursework

Attachment M – Table 005.02-1 Professional Education Competencies

Summary of activities, projects, and assessments from each course to meet requirements in 005.02K Human Relations:

TE 100:

- ✓ Spend time in P-12 schools, some of which are particularly diverse
- ✓ Study/observe how K-12 teachers/schools are applying democracy in school settings
- ✓ Explore meanings of democracy and how democracy applies to educational settings
- ✓ Study fundamental and transcendent American democratic values
- ✓ Research and write about differentiated instruction
- ✓ Study fundamental and transcendent American democratic values
- ✓ View video clips dealing with diversity and equity issues in education
- ✓ Read information/readings that address the key themes of bias, racism, prejudice, discrimination
- ✓ Read articles related to curriculum bias, gender equity, immigrants, students with special needs, and poverty/SES
- ✓ Identify and reflect on biases present within K-12 curriculum and the education system
- ✓ Study/write about the theme of diversity in all school visits and in the Case Study of Schools final exam
- ✓ Complete a 15-hour Service Learning Project and reflective paper. The goal is to place teaching candidates in programs/agencies where they work with persons different from themselves.
- ✓ Write Morally Responsible Teacher statements

TE 206

- ✓ Complete a "My Diversity Journey" project. Students participate in at least 5 activities throughout the semester that involve direct interaction with people who are different from themselves. They document their participation in those activities by creating a product which includes photos showing their participation, audio interviews, or video documentation of their involvement. The product also includes a reflection section where they discuss how their experiences with people who are unlike themselves have influenced their beliefs and how their teaching might be affected.

PSCI 110:

- ✓ Study how conflict in the U.S. is grounded in competing definitions of, and emphases on, the values of liberty, equality, democracy, and order
- ✓ Explore ways in which political behavior (i.e., voting, party identification) is driven in part by race, gender and class identities
- ✓ Study excerpts from Kozol's *Shame of the Nation* and discuss the impact of re-segregation on students' education and life opportunities

Attachment M – Table 005.02-1 Professional Education Competencies

- ✓ Study efforts to attack the "achievement gap" and the implications/results of those policies
- ✓ Study Warren's opinion in Brown v. Board of Education, discussing the social and psychological impact of segregation based on race
- ✓ Study Supreme Court cases that apply civil liberties guaranteed in the U.S. Constitution to a school setting. Examine how schools need to balance order against students' constitutional protections against infringement on free expression, religious exercise, and unreasonable search and seizure
- ✓ Study the laws and spirit of IDEA, guaranteeing a "free adequate public education" to students with disabilities

TE 408/TE 808P:

For transfer students who do not complete TE 100, TE 206, and PSCI 110 at UNK and already certified teachers who have relocated to Nebraska and are lacking the Human Relations Training, we offer TE 408/TE 808P. This one credit hour course is offered two times per year in the online format. TE 408/TE 808P meets all the criteria for **005.02K Human Relations**.

TE 831, 832, and 833:

For TCP and OPB candidates, competency instruction for candidates to gain awareness and understanding of the values, lifestyles, contributions, and history of a pluralistic society is integrated into TE833 (obj. #8, #9), TE831 (obj. #1, #2, #3), and TE832 (obj. #4, #5, #8) with corresponding assessments. Candidates complete readings, forum posts, and reflective writing relative to the interests and purposes of public schooling; legal and political issues; equality of opportunity as it relates to social class, race, gender, language, and ability; and demographic, diversity, and multicultural education.

• **Sample Assessment: Morally Responsible Teacher Paper (See attachment)**

Morally Responsible Teacher Paper Assignment Overview (TE 100)

John Dewey once remarked that there is "...nothing more practical than a good philosophy." Over the course of the time you spend studying teaching within all four levels of your program, you will be given several opportunities to explore an important philosophical question: "What does it mean to be a morally responsible educator in a social and political democracy?" The process of writing and revising this statement will help you to create a good foundation for the teaching and learning decisions you will be making, both within your undergraduate years and in your own future classroom. An assignment sheet has been provided for you to complete in its entirety.

Assessment Criteria and Mean Scores for Morally Responsible Teacher Paper

Assessment criteria and mean scores for Morally Responsible Teacher Paper (Scale 1=Beginning, 2=Progressing, 3=Proficient, 4=Advanced)	Mean for all Students N=127 *Spring, 2014	Mean for all Students N=196 2014-2015
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Attachment M – Table 005.02-1 Professional Education Competencies

Criterion#1: Declaration of Philosophy-The student makes a clear, bold statement of what it means to be a morally responsible teacher in a social and political democracy, making clear and strong connections between his/her statement and at least two connections to the four moral dimensions.	3.66	3.76
Criterion #2: Teaching Context: "My Classroom"-The student clearly identifies the grade level(s), subject(s) he/she expects to teach OR explains the teaching options under consideration. The student provides two specific and richly described examples of morally responsible instructional strategies he/she will use in the classroom. The instructional strategies described are consistent with the philosophy articulated in Criterion #1.	3.41	3.78
Criterion #3: Purpose of Education-The student clearly describes his/her beliefs regarding the purpose of education. The beliefs stated are consistent with the philosophy articulated in Criterion #1.	3.52	3.72
Criterion #4: Conventions-The paper is submitted in a word processed format with no glaring errors in spelling, capitalization, grammar, or punctuation. The paper is well written, well organized, and is submitted on time.	2.73	2.97
Overall Mean	3.33	3.56

*Revision was implemented in Spring, 2014

- The mean scores for both years were in the proficient level for Criteria #1-3, but were only in the progressing level for Criterion #4. Criterion #4 does not have to do with the subject matter, but the conventions in writing the paper. All categories improved in the second year of implementation. No data was aggregated by endorsement since all students take TE 100 and endorsement areas are generally not decided at this level.
- No changes have been made since the revision of Spring, 2014 and none are planned at this time.

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

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

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

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

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

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

- Coursework that addresses the required special education competencies:**
 - ✓ TE 204 Typical/Atypical Human Growth and Development
This course is one of the two required for Level II education majors. Students will become aware of human growth/development and exceptionalities. As students explore these areas, they will also be made aware of the necessity to adapt to the changes brought to the

Attachment M – Table 005.02-1 Professional Education Competencies

classroom via diversity. Students will be involved in K-12 field experiences that will provide them opportunities to observe student development, exceptionalities, and diversity.

- ✓ **TE 411 Inclusive Practices for Students with Exceptionalities in PreK-8 Classrooms**
The course addresses the instructional needs of students with exceptionalities and giftedness in integrated settings. Special education referral process, Rule 51, Rule 3, Section 504, analysis of instruction/environment and its impact on learning, assignment/assessment modification, behavioral issues, and evaluation of student learning will be emphasized.
- ✓ **TESE 421/821 Individuals with Exceptionalities (for transfer students who do not complete TE 204 at UNK)**
This introductory course surveys the various disability areas in the field of special education and associated educational implications and procedures. Legislation and the influence on special education are discussed along with contemporary issues and trends in special education. This course meets the exceptionality training requirement specified in Rule 20 by the Nebraska Department of Education.
- ✓ **TE 831 Professional Knowledge and Skills I**
This is the first course in a sequence comprising a post-baccalaureate pathway to teacher certification. This course focuses on instructional planning and assessment, with special attention to the manner in which these are informed by equity, inclusion, technology, and diversity issues. This course requires a subject-specific field experience with instructional application in an approved secondary classroom.
- ✓ **TE 832 Professional Knowledge and Skills II**
This is the second course in a sequence comprising a post-baccalaureate pathway to teacher certification. This course focuses on instructional models, validated instructional practices, and issues related to exceptionality and diversity. This course requires a subject-specific field experience in an approved secondary classroom.
- ✓ **TE 833 Context of Education**
This is the third course in a sequence comprising a post-baccalaureate pathway to teacher certification. This course addresses the historical context of education in the U.S., including class/race/gender/access issues; key legal decisions and contemporary reform agendas; adolescent development, relationships, and culture in contemporary context. This course requires a school-based field experience in an approved secondary classroom.

Green font: TCP coursework

- **Sample Assessment: Case Study of an Individual**

Overview: One goal of TE204 is for preservice teachers build an understanding of the characteristics for typical child growth and development. Preservice teachers make observations and reflect upon them regarding one child throughout the semester. Another goal of TE204 is for preservice teachers to build an understanding of the characteristics of children who are atypical in one or more of the developmental areas (physical, emotional, social, language, cognitive). Throughout the semester, preservice teachers make observations in a regular classroom setting

Attachment M – Table 005.02-1 Professional Education Competencies

and compare a typically developing child to children who develop atypically. During these visits the candidate gathers information about five developmental areas about the student: **physical, emotional, social, language, and cognitive** in order to build a case study of that individual.

Assessment Criteria and Mean Scores for Case Study of an Individual

Assessment criteria and mean scores for Case Study of an Individual 90-100= A 80-89 = B 70-79 = C 60-69 = D Below 60 = F	Mean for all Students N=271 2013-2014	Mean for all Students N=240 2014-2015
Criterion 1 Typical Development (Part I) - score out of 45 points	41.21=92%	43.58=97%
Criterion 2 Atypical Development (Part II) - score out of 45 points	42.18=94%	41.41=92%
Overall Mean	41.70=93%	42.50=94%

- The mean scores for both years were in the A range for both Criteria #1 and #2. The means for both categories improved in 2014-2015. No data was aggregated by endorsement since all students take TE 204 and data is not entered at the endorsement level.
- No changes have been made since this data was gathered in 2013 and none are planned at this time.