

STANDARDS FOR THE UNIT – RULE 20 MATRIX
(Revised August 1, 2013 to be consistent with the January 1, 2014
version of Rule 20 - draft dates)

Institution Name: University of Nebraska Kearney

Date: Aug. 19, 2016

004 Professional Teacher Education Unit Requirements

004.01 General Policy Statements. The institution shall have a written policy stating its philosophy and objectives and which delineates its goals and commitment to the preparation of educators. Not all of the programs for the preparation of school personnel need to be administratively located within the unit; however all professional education programs are organized and coordinated by the unit.

Narrative: The mission of the College of Education at the University of Nebraska at Kearney is based on providing professional programs to students and other educators in Nebraska. The UNK Mission Statement provides guidance for the COE Mission/Vision statement related to the goals of teaching, scholarship, and service. The Desired Outcomes provide a framework for course design that emphasizes candidates' knowledge, skills, and dispositions (aligned to InTASC Standards).

Documentation: UNK Undergraduate Catalog
COE Mission & Vision
COE Desired Outcomes
COE Conceptual Framework

004.02 Personnel Requirements.

004.02A Unit Administrator. The institution shall designate an individual to administer the professional teacher education program or unit. This individual shall hold, qualify for, or have held an educator certificate.

004.02B Certification Officer. The institution shall designate a faculty or staff member to receive correspondence regarding this chapter and to oversee the submission of certified records, transcripts, reports, and/or recommendations to the Department for the purpose of certification and/or endorsement.

004.02C Field Experience Coordinator. The institution shall designate a faculty or staff member to coordinate field experience requirements contained in this chapter.

004.02D Cooperating Educators. The institution shall ensure that cooperating educators employed by school systems or other field-based settings shall have a minimum of three (3) years of education employment experience and hold an appropriate certificate with an endorsement in the area or level they are supervising

Narrative:

Unit Administrator: In May, 2015, Dr. Sheryl Feinstein was appointed by the Board of Regents to serve as Dean of the College of Education at UNK. She has a BS in Elementary Education from the University of Northern Iowa, a MA Elementary Education from Northern State

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University and an Ed.D. in C & I from the University of South Dakota. Feinstein’s professional experience includes work in public school systems in Aberdeen, S.D., and Luverne, Minn., as well as the University of South Dakota.

The Associate Dean of the College of Education: Dr. Sherry R. Crow began this position in May, 2015. She has a B.S. in Elementary Education, a M.L.S. (Master’s degree of Library Science), and a Ph.D in Library and Information Management. She holds a Colorado Professional Teaching Certificate with an endorsement in K-12 Library Media, and has had 25 years’ experience in public education.

Certification Officer: Jennifer Jansky, Assistant Director of the Educator Certification Office for the College of Education, has served as the UNK Certification Officer since 2013.

Field Experience Coordinator: Ann Knipping is the Field Experience Coordinator for Teacher Education. She has held that position since fall, 2007.

The Director of Field Experiences and the K-12 schools work in collaboration to ensure that all cooperating teachers and other field-based supervisors have a minimum of three (3) years of teaching experience and hold a teaching certificate for the areas/levels in which they are serving as the cooperating teacher of record. An administrator’s signature on the contract signifies compliance with these requirements.

For TCP candidates, a cooperating teacher is not utilized since TCPs are employed as teachers by their respective school districts; the administrator of the employing school district provides evaluation of the candidate in addition to the university supervisor.

<u>Documentation:</u>	Position Descriptions (combined in one file) Placement Letter TABLE: 004.02-1 – Cooperating Educators for Clinical Practice
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004.03 Professional Teacher Education Program Faculty Requirements.

004.03A Minimum Required Faculty

004.03A1 Undergraduate faculty. There shall be a minimum of three (3) full-time professional education faculty.

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004.03A2 Graduate faculty. Each advanced degree program leading to the doctorate has at least three (3) full-time professional education faculty members who have earned the doctorate in the field of specialization for which the degree is offered.

004.03B Faculty Qualifications

004.03B1 All professional education faculty shall hold a master's degree.

004.03B2 The preparation, research, and experience of each faculty member shall be in the field in which he or she teaches.

004.03B3 All professional education faculty, hired after July 1, 1994, shall have two (2) years of PK-12 teaching experience in state approved or accredited elementary or secondary schools or similarly constituted and governed schools in a state where non-public schools are not recognized by the state. Faculty who do not possess two (2) years of PK-12 teaching experience must meet the exceptional expertise requirement defined as documented scholarship, skill, or experience in the priorities of the teacher education program such as content specialization, diversity, assessment or technology.

004.03B4 At least one-third of the full-time undergraduate faculty shall hold a terminal degree.

004.03B5 At least one-half of full-time graduate faculty shall hold a terminal degree.

004.03B6 All faculty in programs which grant the sixth year specialist's certificate or doctorate degree shall hold the doctorate and have two (2) years of teaching or school administration experience.

004.03B7 Adjunct faculty utilized for clinical experience supervision must hold or have held appropriate certification for the area and/or level which they are supervising.

Narrative:

All UNK professional education faculty, including full time, part time in the EPP, and adjunct faculty, hold a master's degree. Each faculty member has been educationally prepared, is doing research and service (just service for the Lecturers), and has experience in the field in which he or she teaches.

All UNK professional education faculty hired after July 1, 1994 have two years of PK-12 teaching experience in state approved or accredited elementary or secondary schools, except those who meet the exceptional expertise requirement. They are:

Akehi, Kazuma: content specialization in exercise science and athletic training

Callueng, Carmelo: exceptional expertise in assessment

English, Kathy: content specialization in athletic training

Hoffman, Scott: athletic team (football) coaching

McKelvey, Michelle: content specialization in communication

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disorders
 Moody, Laura: specialized skill, worked in a hospital in speech-path
 Stirtz, Gerry: content specialization in service learning

UNK Teacher Education Preparation faculty are well educated in their fields. Fifty-seven percent of full-time faculty who teach undergraduate classes have a terminal degree, 80% of faculty who teach both undergraduate and graduate classes have a terminal degree, and 100% of faculty who teach graduate classes only have a terminal degree.

The EPP offers three education specialist degrees in the areas of Educational Administration, School Psychology, and Counseling. With the exception of Carmelo Callueng, all faculty in these programs hold a doctorate degree and have two years of teaching or school administration experience. Carmelo Callueng, who was hired as a Lecturer in the spring of 2013 on a year-to-year basis, has exceptional expertise in assessment and taught in the School Psychology program. He is no longer at UNK, but contributed much to the CSP department.

It is the EPP's practice to hire clinical supervisors who hold or have held certifications in the appropriate certification for the area and/or level which they are supervising. There are occasions when supervisors must supervise in other, hard-to-find certification areas, or in remote locations; but this is the exception rather than the rule.

<u>Documentation:</u>	TABLES: (as applicable) 004.03-1 – Full-Time Faculty in Education Unit 004.03-2 – Full-Time Faculty at IHE and Part-Time in Education Unit 004.03-3 – Adjunct Faculty
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004.03C Faculty Load

004.03C1 For undergraduate faculty, assignments for teaching, supervision of clinical experience, and administration shall not exceed twenty-four (24) credit hours within the same academic year for a full-time equivalent undergraduate faculty member except as provided in Section 004.03C3 of this chapter.

004.03C2 For graduate faculty, assignments for teaching, supervision of clinical experience, and administration shall not exceed eighteen (18) credit hours within the same academic year for a full-time equivalent graduate faculty member with the exception stated in Section 004.03C3 of this chapter.

004.03C3 For faculty teaching a combination of undergraduate and graduate

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assignments, the load may be a proration of nine (9) and twelve (12) credit hours, with total hours assigned within the same academic year not to exceed twenty-one (21) hours.

004.03C4 Supervision of clinical experiences shall not exceed a ratio of eighteen (18) full-time equivalent candidates to one (1) full-time equivalent faculty member within one (1) semester.

004.03C5 Advising for advanced program candidates shall be assigned to advanced program faculty.

Narrative:

UNK’s tenure-track faculty, including those of the EPP, are expected to be active in scholarship and service. Thus, the aim of administration is to adhere to the teaching assignments outlined in Rule 20.

Of the 51 clinical practice supervisors employed by the EPP, only 2 supervise candidates full time (McCullough and Moeller). These two maintain loads of 24 credits or less/academic year (1.5 ST = 1 credit). Moeller is being phased out of the program. His last semester is Spring, 2017.

All advising of candidates in advanced programs is assigned to advanced program faculty.

Documentation:

TABLES:

004.03-4 – Full-Time Faculty Load

004.03-5 – Clinical Practice Supervisors

004.04 Minimum Endorsement Offering Requirements. The institution shall offer courses for a minimum of eight (8) approved subject and/or field endorsements contained in 92 NAC 24 and have on file a plan of study which documents that required courses are offered on a schedule to enable candidates access to the coursework in a four (4) year period.

Narrative:

Teacher Education offers 34 endorsements on the initial preparation level, and 17 on the advanced preparation level. The University of Nebraska at Kearney requires a minimum of 120 credit hours for a Bachelor’s Degree. Academic advisors work with students on long-term plans in order to complete the program in four years. The department chairs work with each other to avoid course conflicts and ensure adequate sessions of major courses. Each department/college has a fall/spring/summer course sequence. This allows academic advisors to work with students on a long-term plan. Courses in the professional sequence are offered every semester with multiple sections. All methods courses are offered at least once a year for availability.

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	For Transitional Certification Program participants who possess a Bachelor’s degree at the beginning of this alternative certification pathway, TE831, TE832, TE833, and TE834+TE835 or TE836 (Student Teaching) are offered sequentially so that the program can be completed in a minimum of two academic years.
<u>Documentation:</u>	Advising Worksheets for Teacher Education TCP, Secondary, and K-12 Endorsement Programs of Study (Click on endorsements) Undergraduate Catalog (Click endorsement links for individual programs of study)

004.05 Library Requirements. Library holdings, curriculum materials, and related technology resources shall provide adequate scope, breadth, and currency to support education candidates and faculty. The institution shall employ staff to work collaboratively with the unit to acquire relevant and current resources and to provide support services for material utilization.

<u>Narrative:</u>	<p>Note: the information provided here is for the 2015-2016 academic year. Data for previous years are similar.</p> <p>1. Library Mission Statement The Library supports the UNK mission by striving to meet the individual information needs of UNK students, faculty and staff. The Library’s primary clientele are UNK students, faculty and staff. All members of the UNK community may access the library’s electronic resources from both on or off-campus.</p> <p>2. Staff Information: The Library staff currently includes fourteen classified staff members, eight faculty librarians, and one contract professional archivist, in addition to the Dean of the Library, who is also a professional librarian. Librarians are assigned to serve as liaisons to a number of departments. Generally, this assignment will be made on the basis of knowledge, training, and professional experience that will enable the librarian to serve his or her assigned departments efficiently, effectively and personally.</p> <p>With one exception, the liaison assigned to the College of Education is Rochelle Krueger. Ms. Krueger holds an MLIS (Masters of Library and Information Sciences) from Drexel University. The library liaison works with faculty members to identify resources to add to the library’s collections. In addition, the liaison librarian offers library and information instruction sessions to increase awareness of library resources, improve information literacy, and enhance scholarship. Reference service from the liaison is also available through email, telephone, drop-in, and appointment. Web resources are created by liaison librarians to assist in the navigation of wide array of materials maintained by the library as related to the academic subject.</p> <p>Ronald Wirtz is currently the library liaison to the Department of Educational Administration. Dr. Wirtz taught in public schools in Kansas and Nebraska for nine years, served as a librarian, teacher and administrator in a not-for-profit proprietary school for thirteen years, and holds a Ph.D. in Education (Curriculum & Instruction) from Kansas State University in addition to Master’s degrees in French and Library Science.</p>
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3. Budget:

Overall Library budget for materials FY2015-16:

<i>Electronic Formats:</i>	\$645,932.00
<i>Preservation/binding:</i>	\$79.00
<i>Books:</i>	\$105,401.00
<i>Microforms:</i>	\$19,813.00
<i>Periodicals:</i>	\$405,220.00

Library budget allocations for College of Education Programs

Historically, the Library has allocated funds to departments based on the number of credit hours produced by the department in the previous academic year. However, for the past several years, College of Education faculty members have been able to request purchase of materials without any practical restriction.

4. Overall Library Collections – (Books, Journals, Databases, Non-print, etc.):

Databases

At least sixty-six databases or similar electronic resources have been identified as useful for research in the general field of Education, including Educational Administration. All of these databases are available both online and on-campus to UNK students and faculty.

**Book Collection Materials Specific to Education and Educational Administration.
(Printed and Electronic Books)**

Selected ranges for Education-related works from the printed book collection in the Library stacks are given below. Electronic works are not included here.

Classification Ranges	Library of Congress Subjects	# of items
L7 – 991	Education (General)	557
L7 – 97	Periodicals. Societies	490
L111-791	Official Documents, Reports, etc.	5
L900 - 991	Directories of Educational Institutions	21
LA5-2396	History of Education	911
LA31-135	By Period	59
LA201-398	United States	625
LA2301-2396	Biography	53
LB5-3640	Theory and Practice of Education	7299
LB51-885	Systems of Individual Educators & Writers	226
LB1025 - 1050.75	Teaching (Principles and Practice)	1410
LB1049.9 - 1050.75	Reading (General)	337
LB1050.9 - 1091	Educational Psychology	539
LB1139.2 - 1139.5	Early Childhood Education	63
LB1555 - 1602	Elementary or Public School Education	450
LB1603 – 1696.6	Secondary Education. High Schools	243
LB1705 – 2286	Education and Training of Teachers & Administrators	399
LB1775 – 1785	Professional Aspects of Teaching and School Administration	118
LB1805 - 2151	State Teachers Colleges	16
LB2165 - 2278	Teacher Training in Universities & Colleges	2

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LB2801 - 3095	School administration and organization	1886
LB2831.6 – 2831.99	Administrative personnel	101
LB2832 – 2844.1	Teaching personnel	190
LB3011 - 3095	School Management and discipline	586
LB3050 – 3060.87	Educational tests, measurements, evaluations, exams	199
LB3201 - 3325	School architecture & Equipment, School planning	114
LB3045 - 3048	Textbooks	24
LC71 – 120.4	Education and the State	116
LC129 - 139	Compulsory Education	5
LC 212 – 214.53	Discrimination in Education. Educational equalization	113
LC3745 - 3747	Children of Immigrants (First Generation)	7
LC3950 – 4806.5	Exceptional Children & Youth. Special Education	1030

Electronic Books and Other Electronic Materials

The Library purchases electronic books either as parts of general academic collections, as single items selected from a multi-vendor catalog by liaison librarians, or from specific requests from College of Education faculty members. The Calvin T. Ryan Library has acquired approximately 175,000 electronic books, many of which are of value to programs in the College of Education. While most e-books are cataloged, it is also advisable to search individual e-book collections.

e-Resource type	LC Subject	“Classic” catalog search examples
Electronic books	Educational leadership	Educational leadership + Electronic
Electronic books	First year teachers	First year teachers + Electronic Boc
Electronic books	Women – education	Women – education + Electronic B
		Individual Database Examples
EbscoHost e-books	Educational leadership	Educational leadership
EbscoHost e-books	Women – education	Women – education
eBrary e-books	Educational leadership	Educational leadership
eBrary e-books	First year teachers	First year teachers

Periodicals:

Please note that these categories are not mutually exclusive – a single journal may appear under more than one LC subject heading, such as the general heading *Education*.

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| Book Studies & Arts (118) | History of Education (174) |
| College & School Publications (43) | Student Fraternities & Societies - U.S. (12) |
| Education - General (619) | Theory & Practice of Education (1155) |
| Education, Special Topics (419) | Psychology (819) |
| Educational Institutions (21) | Recreation & Sports (573) |

Related journals may appear under other subject areas as well. For example:

- | | |
|--|---------------------------------------|
| Business Education (23) | Constitutional Law - U.S. (77) |
| Vocational Guidance (65) | Intellectual Property Law - U.S. (22) |
| History of Scholarship & Learning (20) | Music Instruction & Study (31) |

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Freedom of the Press & Censorship (2)	Ethics (31)
American Literature (233)	Elementary Mathematics & Arithmetic (8)
English Language (128)	Mathematics Teaching & Research (58)
English Literature (246)	Child & Youth Development (154)
Political Rights - U.S. (13)	Social Change (412)

5. The Curriculum Collection:

The Curriculum Collection includes an extensive juvenile literature collection, curriculum guidelines and teaching support materials in book and non-book formats (including lesson planning tools, games, kits, manipulatives, and other practical teaching resources), standardized test instruments, and preschool to secondary school textbooks.

6. Library Instruction:

The Library is able to provide instruction for students in the use of Library resources for UNK courses in College of Education Programs. Instruction in the use of databases and other library resources is available upon faculty request. Over the 2015-16 academic year, Rochelle Krueger taught or assisted with forty-two classes or work sessions involving a total of 901 students for the College of Education.

7. Online Access:

The library web page provides access to a quick-search interface that includes an enhanced version of the Library catalog, and includes a “multi-search” tool that facilitates searching of four of the largest full-text databases in the Library collection. There is also an easy-to-use method of finding any journal in the Library collection, and access to research assistance and library services, including borrowing from other libraries via Interlibrary Loan. The Research Assistance / Research Guides tab includes a program-specific guide to facilitate locating e-books, e-journals, and databases for Teacher Education

One feature of the Library’s Web resources that is available for both on-campus and distance students, including those in the College of Education, is the **Ask a Librarian** reference service. This link from the main Library page provides assistance to students by phone, by e-mail, “chat,” and SMS text from student smartphones. UNK librarians respond directly to students during a scheduled 60 hours per week.

8. Computers and Related Technology:

The Calvin T. Ryan Library has three computer labs. The lab located on the main floor of the building is being reconfigured over the 2016 summer intersession, and will have one instructor station and forty-two student stations, optimized for small group work using either student-owned or Library laptops. The lab at the east end of the lower level has twenty-three student desktop computers and one instructor station. The smaller lab at the west end of the lower level currently has thirteen student computers and one instructor station, but can be expanded to eighteen student computers through the use of wireless networked laptops.

In addition to the computers in the labs, which may be used by anyone when instruction is not taking place, there are twenty-two Windows computers on the main floor, including two that are used for scanning and two that are attached to Microform readers / digitizers, along with four networked printers. The lower level has sixteen Windows computers for general use, plus six Macintosh computers and two networked printers. On the upper floor there are eight general use Windows computers, two networked printers, and one computer with specialized software for presentation development, including photo and video editing and website development.

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9. Other:

The Library formerly published a printed newsletter, but in order to provide greater accessibility now delivers bulletins regarding new services and products in electronic formats, along with regular contributions to the University’s *E-News* electronic newsletter. *In Brief Online*, the official “blog” of the Library, is updated several times weekly, and an edition of the *In Brief* newsletter is published annually in both print and electronic form.

Documentation:

Calvin T. Ryan Website
Teacher Education Research Guide
Curriculum Dept.: Home
Ask a Librarian

004.06 Policies for Program Admission, Progression, and Completion

004.06A Disclosure. The institution shall require the prospective candidate to disclose all criminal convictions, except traffic offenses.

004.06B Notice Regarding Convictions. The institution shall inform all persons who apply for admission to its program that persons who have felony convictions, or misdemeanor convictions involving abuse, neglect, or sexual misconduct, as defined in Section 004.06D of this chapter, are automatically rejected by the Department for certification, and may only be considered for certification, or participation in field experiences, with the approval of the Department. A person with a conviction as defined in Section 004.06D of this chapter may request approval by the Department using the procedures set forth in 92 NAC 21 Sections 009.02 through 009.04.

004.06C Criminal Background Check. The institution shall conduct or verify an official criminal background check on candidates prior to admission to an initial teacher education program and again prior to clinical practice.

Narrative:

In TE 100 and just prior to student teaching, students are required to self-disclose criminal history and mental fitness issues on a Personal and Professional Fitness form. This form is based on the Nebraska Department of Education’s self-disclosure form that applicants must fill out when they apply for a Nebraska teaching certificate. Students who disclose a criminal history explain the details by filling out a Criminal Charges Self Reporting form. These forms are kept in the Educator Certification Office with the student’s permanent file. Students are also required to perform a criminal background check in TE 100 and just prior to student teaching. Our background check vendor is One Source, which is located in Omaha, Nebraska. One Source keeps electronic copies of the background checks, which we can access at any time. Background checks that show a criminal record are printed and filed in the student’s Teacher Education

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Program file.

Students who do not take TE 100 at UNK fill out the self-disclosure forms when they attend Transfer Day. They are also given information so that they can order a background check, which is required before their first field experience.

The certification officer reviews charges that are self-disclosed and/or appear on a background check. When a prohibited offense appears, the student is contacted by the certification officer. The student is not allowed to continue in an education program and is strictly prohibited from participating in field experiences at schools. The certification officer also informs the student that he or she may appeal to the Nebraska Department of Education by following the appeals procedures described in Rule 21 sections 009.02 through 009.04. Students interested in appealing are given the required paperwork by the certification officer.

Documentation: **Personal and Professional Fitness Form**
Criminal Charges Self-Reporting Form
UNK Background Check #1 Information

004.06E Grade Point Average.

004.06E1 Candidates must hold a cumulative GPA of 2.5 on a 4.0 scale or its equivalent for admission to a teacher education program.

004.06E2 Candidates for admission to clinical practice must hold a cumulative GPA of at least 2.75 on a 4.0 scale or its equivalent for all completed courses identified by the institution as meeting the requirements of 92 NAC 24.

004.06F Basic Skills Test. Prior to admission to a teacher education program, the candidate must have achieved a satisfactory score on an examination as specified in 92 NAC 23.

Narrative:

The minimum grade point average of 2.75 is required for all UNK teacher preparation candidates to be admitted to Teacher Education (as of 2013-2014), as well as to be allowed to student teach. The Educator Certification Office monitors GPA from the time of admission until the candidate makes application for student teaching and the student teaching semester begins.

UNK provides access to the Praxis Core Academic Skills for Educators Tests through the UNK Testing Center which is located in the College of Education Building (COE C105). Free tutoring is offered both on campus and virtually, and study guides are available through the ECO website, and through the Calvin T. Ryan Library (both bring and virtual). Students are made aware of the need to take the Praxis Core

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in their first education class, through each advising visit, through the catalog, and through the Teacher Education Handbook.

Documentation: **TABLE: 004.06-1 – GPA and Basic Skills Admit Alt Certification Program**
TABLE: 004.06-1 - GPA and Basic Skills Admit Traditional Teacher Education Handbook
Admission to Teacher Education Requirements
Calvin T. Ryan Library Praxis Core Preparation Materials
Educator Certification Office

004.06G Application. Candidates for admission to a teacher education program shall complete an application process which includes consideration of components identified in Section 004.06 of this chapter and other institution-determined criteria for selection, such as recommendations from professional educators, interviews, or essays.

Narrative: Students complete Teacher Education Program applications in TE 100 or TE 831P
 Admission requirements:

- Complete the following courses with a grade of C or above: English 102GS, SPCH 100GS, TE 100GS, TE 204 OR TE 206 (*Music Education majors take MUS 201 instead of TE 206*)
- Meet required common assessments as presented in class
- Establish and maintain a GPA of 2.75 or higher
- Pass the PRAXIS CORE basic skills test (reading, writing, and math)
- Complete the Service Learning Project (no longer required 16-17)
- Obtain approval by department(s) offering the proposed endorsement(s)
- Declare a teaching program(s) at the Academic and Career Services Office
- Provide evidence of the absence of any criminal conviction that would prevent qualifying for teacher certification
- Provide evidence of emotional or mental fitness

Transitional Certification Program (TCP) students meet the same requirements with the exception of coursework. TCP students must have completed TE 831P with a grade of C or above and be enrolled in TE 832.

Documentation: **Teacher Education Application (13-14)**
Admission to Teacher Education Requirements
Teacher Education Handbook

004.06H Performance Assessments. The institution must identify the performance

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standards and assessments for successful progression and completion of the education programs offered by the unit.

<u>Narrative:</u>	Requirements for program admission and admission to student teaching, as well as gateways to progress from level to level, and requirements for completion of the program have been identified (see Table 004.06-2).
<u>Documentation:</u>	TABLE: 004.06-2 – Requirements for program Admission and Progression

005 Initial Program Coursework Requirements.

005.01 General Education Coursework. The institution shall require that all undergraduate candidates meet the institution’s general education course requirements. These courses may also be used to meet endorsement requirements. General education course requirements are established by the institution for all students.

<u>Narrative:</u>	Candidates earning a Bachelor of Science or Arts in Education degree must complete the general education requirements of the University of Nebraska at Kearney (45 credit hours) and general education courses specific to certification and endorsement areas. The general education requirements for each endorsement are listed in the Undergraduate Catalog and on the website. They are also listed on each degree plan advising sheet.
<u>Documentation:</u>	Undergraduate Catalog—Elementary Education Degree Plans

005.02 Professional Education Coursework. At least one-sixth of the total credit hour requirement established by the institution for the completion of a degree shall be professional education coursework which may include practicum experiences, but shall not include clinical experiences.

<u>Narrative:</u>	A professional sequence of courses must be taken for the B.A. in Education, the B.S. in Education, the B.M. in Music Education, and the MA in Curriculum & Instruction (Transitional Certification Concentration). The professional sequence consists of 23-25 total hours (varies by program). This is 19-21% of the total credit hour requirement of 120 hours for the completion of a degree. The Transitional Certificate Program, a graduate program for post-baccalaureate students who wish to pursue an initial teaching certificate, requires a 24-credit professional sequence. This is 20% of the total credit hour requirement of 120 hours for the completion of a degree.
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<u>Documentation:</u>	Undergraduate Catalog—Teacher Education Professional Sequence Graduate Catalog—Transitional Certificate Program Statement to introduce 005.02A-J
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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.

<u>Narrative:</u>	The assessments used to measure this competency were the Case Study of an Individual and the Student Teaching Final Evaluation. Observations and recommendations made based on the Student Teaching Evaluation scores (see Table 005.02-1) are that the 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.
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<u>Documentation:</u>	TABLE: 005.02-1 – Professional Education Competencies
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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.

<u>Narrative:</u>	The assessments used to measure this competency were the Case Study of a Lesson, Field Experience Checklist, Case Study of a Classroom, Case Study of a Unit, and the Student Teaching Final Evaluation. Observations and recommendations made based on the Student Teaching Evaluation scores (see Table 005.02-1) are that the mean scores for all endorsements are in the proficient range for both years. The range is low, but still within proficient for this 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 2013-14. 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 skills as well as their scores for this standard across endorsements.
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<u>Documentation:</u>	TABLE: 005.02-1 – Professional Education Competencies
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005.02C Learning Environments. The candidate works with others to create environments

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that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Narrative: The assessment used to measure this competency was the Student Teaching Final Evaluation. Observations and recommendations made based on the Student Teaching Evaluation scores (see Table 005.02-1) are that the 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 template should raise candidates' awareness and scores in this standard.

Documentation: **TABLE: 005.02-1 – Professional Education Competencies**

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.

Narrative: The assessments used to measure this competency were the Case Study of a Lesson, Field Experience Checklist, Case Study of a Unit, and the Student Teaching Final Evaluation. Observations and recommendations made based on the Student Teaching Evaluation scores (see Table 005.02-1) are that the 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.

Documentation: **TABLE: 005.02-1 – Professional Education Competencies**

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.

Narrative: The assessments used to measure this competency were the Case Study of Schools and the Student Teaching Final Evaluation. Observations and recommendations made based on the Student Teaching Evaluation scores (see Table 005.02-1) are that the 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.

Documentation: **TABLE: 005.02-1 – Professional Education Competencies**

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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.

Narrative:

The assessments used to measure this competency were the Case Study of a Lesson, Case Study of a Unit, and the Student Teaching Final Evaluation. Observations and recommendations made based on the Student Teaching Evaluation scores (see Table 005.02-1) are that the mean scores for all endorsements are in the proficient range for both years. Art K-12 and Early Childhood provided the highest scores. The lowest is in Music and ESL. The 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.

Documentation: TABLE: 005.02-1 – Professional Education Competencies

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.

Narrative:

The assessments used to measure this competency were the Case Study of a Lesson, Field Experience Checklist, Case Study of a Unit, and the Student Teaching Final Evaluation. Observations and recommendations made based on the Student Teaching Evaluation scores (see Table 005.02-1) are that the 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.

Documentation: TABLE: 005.02-1 – Professional Education Competencies

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.

Narrative:

The assessments used to measure this competency were the Case Study of a Lesson, Field Experience Checklist, Case Study of a Unit, and the Student Teaching Final Evaluation. Observations and

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recommendations made based on the Student Teaching Evaluation scores (see Table 005.02-1) are that the 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.

Documentation: TABLE: 005.02-1 – Professional Education Competencies

005.02I 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.

Narrative: The assessments used to measure this competency were Dispositions, the Case Study of a Lesson, Case Study of a Classroom, Case Study of a Unit, and the Student Teaching Final Evaluation. Observations and recommendations made based on the Student Teaching Evaluation scores (see Table 005.02-1) are that the 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.

Documentation: TABLE: 005.02-1 – Professional Education Competencies

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.

Narrative: The assessments used to measure this competency were Dispositions, Case Study of a Unit, and the Student Teaching Final Evaluation. Observations and recommendations made based on the Student Teaching Evaluation scores (see Table 005.02-1) are that the 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.

Documentation: 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;

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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.

Narrative:

UNK Educator Preparation Programs offer training in human relations in three different ways. First, teachers in the initial certification program receive training through integration of topics and issues into TE 100, TE 206, and PSCI 110. Second, professionals seeking certification in the state of Nebraska who have not taken UNK's professional sequence can take the course, TE 408/808P Human Relations. Finally, candidates taking alternative pathways to certification, such as TCP and Post Bacc students, receive training integrated into TE 833, TE 831, and TE 832. See Table 005.02K for details and sample assessment with data table.

Documentation:

TABLE: 005.02-1 – Professional Education Competencies

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.

Narrative:

UNK Educator Preparation Programs offer training in special education to the general education practitioner in three different ways. First, teachers in the initial certification program receive training through integration of topics and issues into TE 204 and TE 411. Second,

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	professionals seeking certification in the state of Nebraska who have not taken UNK’s professional sequence can take the course, TESE 421/821 Individuals with Exceptionalities. Finally, candidates taking alternative pathways to certification, such as TCP and Post Bacc students, receive training integrated into TE 833, TE 831, and TE 832. See Table 005.02L for details and sample assessment with data table.
<u>Documentation:</u>	TABLE: 005.02-1 – Professional Education Competencies

005.03 Field Experience

005.03 Field Experience Coursework. The institution shall require practicum and clinical experiences that provide candidates opportunities to work with students and school partners to develop knowledge, skills, and professional dispositions. When viewed as a whole, field experiences are central to candidate preparation and shall provide opportunities to work with diverse students which may include, but is not limited to, differences based on ethnicity, race, socioeconomic status, gender, exceptionalities, and language.

005.03A Initial Program Field Experience. These experiences shall range from candidate interaction with students to assuming responsibility for instructional planning and implementation, and assessment of student learning.

<u>Narrative:</u>	<p>Candidates are required to complete professional education coursework and participate in initial program field experiences. For initial certification, the coursework and school visits are completed in TE 100, TE 204, and TE 206.</p> <p>For TCP and OPB candidates, satisfactory completion of a minimum of 100 clock hours of field experience prior to the beginning of student teaching is also required. TCP candidates are employed as teachers and thereby complete their field experience as part of their employment. These School-Based Teaching/Field Experiences are documented by course instructors and host/employing schools.</p> <p>Specific practicums and clinical practice experiences for Speech Language Pathologist and School Psychologist are listed in Table 005.03-1.</p>
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<u>Documentation:</u>	TABLE: 005.03-1 – Field Experience for Initial Certification (This includes Speech Language Pathologist and School Psychologist) Teacher Education Handbook CDIS Handbook School Psychology Handbook
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005.03A1 Practicum experience consists of a minimum of one hundred (100) clock hours of

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contact with students. Field-based practicum experiences are completed prior to clinical practice and provide opportunities for candidates to observe, assist, tutor, instruct, or conduct research. Practicum experiences may occur in settings such as school systems, or other settings serving students.

<u>Narrative:</u>	<p>At minimum, 100 hours of field experience must be completed by UNK teacher candidates prior to student teaching. Opportunities to work with diverse populations are built into specific field experiences (see Table 005.03-1).</p> <p>For TCP and OPB candidates, satisfactory completion of a minimum of 100 clock hours of field experience prior to the beginning of student teaching is also required. TCP candidates are employed as teachers and thereby complete their field experience as part of their employment. These School-Based Teaching/Field Experiences are documented by course instructors and host/employing schools. Specific practicums and clinical practice experiences for Speech Language Pathologist and School Psychologist are listed in Table 005.03-1.</p>
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<u>Documentation:</u>	<p>Teacher Education Handbook</p> <p>Field Experiences Handbook</p> <p>CDIS Handbook</p> <p>School Psychology Handbook</p>
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005.03A2 Clinical Practice. The institution shall require a clinical practice experience for initial teacher certification in which candidates demonstrate knowledge, skills, and professional dispositions by assuming responsibility for whole class instruction in the area of the endorsement and within the grade level for which they are preparing.

<u>Narrative:</u>	<p>UNK undergraduate teacher candidates are required to complete a clinical practice experience for initial teacher certification in TE 400 Student Teaching. TCP and OBP candidates complete clinical practice in TE 834P, TE 835P, and TE 836P. In each case, candidates demonstrate knowledge, skills, and professional dispositions by assuming responsibility for whole class instruction in the area of the endorsement and within the grade level for which they are preparing.</p> <p>Specific practicums and clinical practice experiences for Speech Language Pathologist and School Psychologist are listed in Table 005.03-1.</p>
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<u>Documentation:</u>	<p>Teacher Education Handbook</p>
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	Student Teaching Handbook F2015 CDIS Handbook School Psychology Handbook
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005.03A2a The institution shall have a clear statement of policies and procedures relating to clinical practice which shall be made available, together with the Standards for Professional Practices Criteria in 92 NAC 27, to all persons involved in the clinical practice experience.

<u>Narrative:</u>	The established student teaching policies and practices are outlined in the University Catalog and are clarified in detail in the Student Teaching Handbook; included in the handbook are the responsibilities of student teachers, cooperating teachers, university supervisors and administrators; state rules and regulations concerning student teaching; standards for professional practices; evaluation procedures and assessments; and due process information. The Director of Field Experiences provides information prior to student teaching at the mandatory pre-student teaching workshop; during student teaching, information is provided through the seminar, email and Blackboard.
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<u>Documentation:</u>	Undergraduate Catalog Student Teaching Handbook F2015 Teacher Education Handbook
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005.03A2b All clinical practice shall be conducted in a Nebraska school system, or in an approved, accredited or otherwise legally operated school in another state or an English-speaking school in another country where teachers and administrators in the school are required by law or regulation to be certificated by the state or nation’s educational authority.

<u>Narrative:</u>	Teacher candidates are placed in schools across Nebraska and in the Alief Independent School District (Houston, TX) for the student teaching experience, based on candidates’ requests. Contracts outlining the placement expectations for the student teaching experience are signed with each district. Candidates who have reasons to student teach out of state may appeal to the Director of Field Experiences.
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<u>Documentation:</u>	Undergraduate Catalog Student Teaching Handbook F2015 Teacher Education Handbook
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005.03A2c The institution shall engage with school partners on a regular and ongoing basis to develop and communicate the roles and responsibilities of candidates, college supervisors, cooperating educators, and other school personnel; to provide opportunities for school partners to provide input to the program regarding candidate placements, candidate performance, and program improvement; and to develop opportunities for faculty and

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school-based educators to work collaboratively to enhance candidate development.

Narrative:

Since 1999 UNK EPPs have had a strong network of partner schools. The Teacher Education Dept. employs a Director of the Network of Partner Schools whose responsibility it is to communicate, seek input, and develop relationships with administrators of the partner schools. The goals of the UNK Network of Partner Schools are to:

- 1. Improve PK-16 Student Academic Achievement:** A collaborative effort between the UNK College of Education and the Network of Partner Schools to maximize our resources and efforts to improve the learning of PK-16 students.
- 2. Prepare Prospective Teachers:** A collaborative effort between the UNK College of Education and the Network of Partner Schools to maximize our resources and efforts to improve the quality of the teacher candidates by providing a series of valid experiences during their preparation in Teacher Education.
- 3. Provide Professional Development for Practicing Educators:** A collaborative effort between the UNK College of Education and the Network of Partner Schools to provide professional growth in-service programs to educators within the Network.
- 4. Develop Inquiry Projects:** A collaborative effort between the UNK College of Education and the Network of Partner Schools to maximize our resources and efforts to provide opportunities for research projects for pre-service and professional educators that are of mutual interest and benefit to our schools.

Additionally, the EPP has established a UNK Advisory Council on Teacher Education made up of PK-12 partner school administrators, UNK faculty, administration, librarian, and students. This board meets twice per year to discuss candidate performance and program improvement.

Documentation:

Network of Partner Schools Administrator List
Goals of the UNK Network of Partner Schools
Partner Schools Application Form
Agenda from the latest UNK Advisory Council on Teacher Education
Member List of the UNK Advisory Council on Teacher Education

005.03A2c1 The institution shall negotiate written agreements delineating the roles and responsibilities of candidates in clinical practice, college supervisors, and the cooperating educators.

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Narrative: Teacher candidates are placed in schools across Nebraska and in the Alief Independent School District (Houston, TX) for the student teaching experience, based on candidates’ requests. Contracts outlining the placement expectations for the student teaching experience are signed with each district. Candidates who have reasons to student teach out of state may appeal to the Director of Field Experiences.

Documentation: **Undergraduate Catalog**
Contract
Placement Letter
Student Teaching Handbook F2015

005.03A2d The institution shall require a clinical practice experience equivalent to:

005.03A2d1 A minimum of one (1) semester (at least fourteen (14) full-day weeks) for one (1) field endorsement; one (1) field endorsement and one (1) subject endorsement which is a content area specified in the field endorsement and is at the same grade level; or up to two (2) subject endorsements at the same grade level;

005.03A2d2 A minimum of eighteen (18) full-day weeks for two (2) field endorsements; one (1) field endorsement and one (1) subject endorsement which is not a content area specified in the field endorsement; one (1) field endorsement and one (1) subject endorsement which is a content area specified in the field endorsement but is not at the same grade level; or two (2) subject endorsements which are not at the same grade level;

005.03A2d3 A minimum of an additional nine (9) full-day weeks for each field or subject endorsement added to those described in Section 005.03A2d1 or Section 005.03A2d2 of this chapter.

Narrative: Arrangements are made for students who qualify to complete their student teaching requirement in schools located in Nebraska and other states. Most pre-student teaching and student teaching field experiences take place in schools that are members of UNK Network of Partner Schools. UNK teacher candidates will complete a minimum of 16 weeks (12 credit hours) of all-day student teaching. Some teacher candidates who pursue more than one endorsement will be required to complete 20 weeks of student teaching (17 credit hours) or more, depending on the endorsement. If there is a third endorsement, we require another semester of 16 weeks.

Documentation: **Undergraduate Catalog**

005.03A2e The institution shall ensure that a minimum of five (5) formal observations by faculty shall be conducted during clinical practice for candidates preparing for initial level teaching certification. Three (3) observations must be on site and two (2) of the observations may be conducted utilizing technology which allows for visual contact between the parties.

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<u>Narrative:</u>	University supervisors make a minimum of five onsite visits with student teachers. The Director of Field Experiences maintains an ongoing dialogue with university supervisors. Additional visits are established on an as-needed basis.
<u>Documentation:</u>	Student Teaching Handbook F2015 Supervisors Web Page

005.03B Speech Language Pathology and School Psychologist Preparation Programs at the Initial Teacher Certification Level Field Experience. The institution shall ensure that a minimum of three (3) formal onsite observations by faculty shall be conducted.

<u>Narrative:</u>	<p>Speech Lang. Path: In keeping with Rule 20, the CDIS internship coordinator provides three formal, onsite observations of each graduate Speech Language Pathology candidate at their school internship site. These visits are arranged by the CDIS internship coordinator. The observations include observing the student and meeting with the on-site, certified SLP supervisor, who oversees the student on a regular basis.</p> <p>School Psychologist: Each CSP 921 and 922 practicum student is assigned to a site-based supervisor who holds a valid NDE certificate as a school psychologist or, in a non-school setting, is a licensed psychologist or licensed social worker. All sites and supervisors must be cleared by the faculty (practicum and program coordinators). The site supervisor provides one hour of planned, face-to-face, individualized supervision each week. Site supervisors model professional activities and also directly observe the practicum student in the school setting, providing feedback and suggestions for improvement. Practicum students attend and meet with the university faculty and peers for group supervision and feedback during the scheduled practicum class on a weekly basis.</p>
<u>Documentation:</u>	CDIS Handbook, p. 16 School Psychology Handbook, p. 41

006 Advanced Program Field Experience.

006.01 The institution shall have a clear statement of policies and procedures relating to field experiences which shall be made available, together with the Standards for Professional Practices Criteria in 92 NAC 27, to all persons involved in the field experience.

006.02 Institutions shall require field experiences for advanced certification programs.

<u>Narrative:</u>	UNK EPP has a clear statement of policies and procedures relating to
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advanced program field experiences, and this information is made available through the UNK Office of Educator Certification web page and the Graduate Admissions web page.

<u>Documentation:</u>	TABLE: 006.02-1 – Field Experience by Advanced Program (This includes Administrative Certificates and Endorsements) Policies and Procedures Relating to Advanced Program Field Experiences
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006.03 All clinical practice shall be conducted in a Nebraska school system, or in an approved, accredited or otherwise legally operated school in another state or an English-speaking school in another country where teachers and administrators in the school are required by law or regulation to be certificated by the state or nation’s educational authority.

<u>Narrative:</u>	It is the practice of all UNK advanced program coordinators to place candidates in a Nebraska school system, or in an approved, accredited or otherwise legally operated school in another state or an English-speaking school in another country with legally certified teachers.
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<u>Documentation:</u>	Policies and Procedures Relating to Advanced Program Field Experiences Graduate Degrees and Programs
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006.04 The institution shall engage with school partners on a regular and ongoing basis to develop and communicate the roles and responsibilities of candidates, college supervisors, cooperating educators, and other school personnel; to provide opportunities for school partners to provide input to the program regarding candidate placements, candidate performance, and program improvement; and to develop the skills of faculty and school-based educators to work collaboratively to enhance candidate development.

<u>Narrative:</u>	UNK department chairs and/or advanced program coordinators engage regularly with school partners to communicate the roles and responsibilities of all parties involved in the field experiences and clinical practices of their respective programs in order to enhance candidate development.
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<u>Documentation:</u>	Policies and Procedures Relating to Advanced Program Field Experiences Graduate Degrees and Programs
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007 Program Quality Indicators.

007 Program Quality Indicators. The institution shall establish a systematic process to address and document program quality indicators.

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007.01 Candidate Admission and Completion. The institution utilizes information related to candidate admission, progression, completion, and graduate employment to document the institution’s continuing and purposeful expectations for candidate quality.

Narrative:

The EPP’s faculty meet on a regular, monthly basis to discuss issues and information related to candidate admission, progression and completion of the EPP’s programs. Minutes are distributed and also kept on file in each department.

The secondary and K-12 endorsement program faculty that reside outside of the COE meet on a semi-annual basis to discuss issues and information related to candidate admission, progression and completion of the EPP’s programs.

An Advisory Council on Teacher Education meets on a semi-annual basis to discuss issues and information related to candidate admission, progression and completion of the EPP’s programs.

The EPP’s faculty meet annual for a data retreat in order to discuss, analyze, and make program recommendations based on program data from the previous year.

- Teacher Education Department Faculty Meeting Agenda**
- Secondary and K-12 Meeting Agenda**
- Advisory Council on Teacher Education Meeting Agenda**
- Advisory Council on Teacher Education Member List**
- Data Retreat Agenda**
- Sample Program Data Analysis and Planning Sheet**

007.02 Content Knowledge. The institution utilizes candidate performance information from contents tests as set forth in 92 NAC 24, to determine potential areas for improvement in content knowledge preparation of candidates.

Narrative:

As of September 1, 2014, UNK students were required to take the Praxis Subject Assessment (formerly Praxis II) before being recommended for certification (middle grades and supplemental endorsements are the exceptions). Students were not required to achieve the score NDE would later consider a passing score. As of September 1, 2015, the Nebraska Department of Education began requiring passing scores on the Praxis Subject Assessments for most endorsements. As of that date, UNK does not require the Praxis Subject Assessment before recommending students for certification. At student teaching seminars held each semester, the Certification Officer urges each student to obtain Nebraska teacher

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certification, which requires the Praxis Subject Assessment. Praxis information is available to students and departments on the Office of Educator Certification web page.

In November, 2015, the Certification Officer presented a Praxis Subject Assessment presentation to Teacher Education faculty, as well as to the Secondary and K-12 faculty (outside of TE). At this presentation, program coordinators were given their respective Praxis Subject Assessment score sheets (downloaded from ETS). Then, program coordinators were given time to identify strengths/weakness and brainstorm ideas for program improvement. In the spring of 2016, the Certification Officer and Associate Dean urged program chairs to continue to monitor their students' scores and to use them for program improvement. This process is part of our continuous improvement system.

Documentation: **Secondary-K-12 Praxis Presentation**
Secondary K-12 meeting agenda
Office of Educator Certification

007.03 Graduate follow-up. The institution utilizes a graduate follow-up process to obtain program completer input regarding satisfaction, relevance and effectiveness of their preparation for professional roles and responsibilities.

Narrative: Follow-up surveys are disseminated to UNK graduates, employed within the State of Nebraska, near the end of their first year of teaching.

The average score on all questions for 2013-14 was 4.05 (on a 5-point scale, 1 low to 5 high), and was 4.13 in 2014-15. The scores from the follow-up surveys to graduate indicate they are satisfied with the UNK preparation for their professional roles and responsibilities. The faculty and administration of the EPP uses the data from the Graduate Follow-up Survey to continually improve their programs.

Documentation: **Graduate Follow-up Survey Data**

007.04 Employer follow-up. The institution utilizes a process for collecting information from employers regarding satisfaction with the program and program completers.

Narrative: Follow-up surveys are disseminated to the identified supervisor of each first year teacher (UNK graduate) who is teaching in a Nebraska School District.

The average score on all questions for 2013-14 was 4.00 (on a 5-point scale, 1 low to 5 high), and was 4.32 in 2014-15. The scores from the

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follow-up surveys to employers indicate they are satisfied with the UNK graduates who are teaching in their schools. The faculty and administration of the EPP uses the data from the Employer Follow-up Survey to continually improve their programs.

Documentation: **Employer Follow-up Survey Data**

007.05 Graduate Support. The institution makes resources available to support its new to the profession teachers.

Narrative:

The key first point of emphasis for the EPP is to utilize strategies that maximize the potential for maintaining contact with program graduates—especially first year teachers

- Each year, the Nebraska Department of Education (NDE) provides institutions of higher education with a list of new teachers within the State. It is possible to identify the new teachers who are UNK graduates and to contact them; new teachers are invited to assess the quality of their teacher preparatory experience.
- The graduation ceremony includes a special celebration for graduating education majors and includes the gathering of key contact information for future correspondence.
- Alumni lists maintained by the UNK Alumni Foundation are consulted.

A second point of emphasis is to implement support strategies for beginning teachers.

- The follow-up survey sent to graduating seniors by the Dean of the College of Education includes an invitation from the COE to lend any kind of support desired by any/all first year teachers.
- A UNK-based Blackboard Organization Site provides a variety of types of support for first year (and beyond) teachers.
- Graduates are invited to join a “Monday Mission” blog maintained by a practicing K-12 educator who works in a UNK Network School District.
- Opportunities for advanced (MAE/MSE) study at UNK are publicized.

TCPs are employed as teachers by their respective school districts; the administrator of the employing school district provides evaluation and support, as well as a mentor teacher within the district, during their first year.

Documentation: **Monday Mission Blog**

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007.06 Program Improvement. The institution initiates program improvement strategies based on regular analysis of data, current research, and/or as the result of engagement with PK-12 education partners regarding initiatives and challenges of PK-12 education.

Narrative:

The data for initial certification programs are disaggregated by program and distributed to endorsement programs during the fall of each year (See Sample Data Table). These data are used to facilitate program review and the development of annual assessment program reports sent to the UNK Office of Assessment as part of UNK's accreditation by the Higher Learning Commission of the North Central Association. A requirement of that process is departmental review of data and summarization of actions taken that year (based on previous year's data) and proposed course/program changes for consideration during the next year based on the latest data.

An annual data retreat is held (November-December) for the purpose of having participating faculty members and department chairs analyze data trends for all candidates and compare those with the data trends of their own programs. The data retreat provides a discussion forum for participants to discuss data-based strengths and program needs. All faculty teaching in the EPP and their department chairs are invited. As a follow-up to the annual retreat, the Associate Dean hosts meetings with faculty members engaged in delivering professional education courses and their department chairs/program leaders to discuss common needs and potential program changes. Individual departments work with the data and identify program specific changes.

The Teacher Education Advisory Council meets twice a year and is presented with data and asked for input about programs based on their interpretation.

Graduate programs meet within their departmental structure and analyze their data on a regular basis and make changes accordingly.

Documentation:

- Sample Data Table-Early Childhood**
 - UNK Accreditations**
 - Teacher Education Department Faculty Meeting Agenda**
 - Secondary and K-12 Meeting Agenda**
 - Advisory Council on Teacher Education Meeting Agenda**
 - Advisory Council on Teacher Education Member List**
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STANDARDS FOR THE UNIT – RULE 20 MATRIX
(Revised August 1, 2013 to be consistent with the January 1, 2014
version of Rule 20 - draft dates)

Data Retreat Agenda

Sample Program Data Analysis and Planning Sheet
