Nebraska Department of Education Rule 24 Report

HIGH ABILITY EDUCATION

(Content Area)

Educator Preparation Content Program Review

Name of institution	**University of Nebraska at Kearney**
Date Submitted	**8/22/2016**
Contact Person	**Dr. Sherry Crow**
Phone/Fax	**308-865-8540**
Email	**crowsr@unk.edu**

Folio type: [ ] **Regular** [X] **Mini** [X] **Advanced Program**

Program(s) Covered by this Folio

Press tab in last column to add rows

Endorsement(s)	Type	Grade Level	Program Level
	Subject	PK-12	Baccalaureate
	Field	6-12	Post-Baccalaureate
	Supplemental	7-12	Master's
List Endorsements	Low-Enrollment	Etc.	Etc.
High Ability Education	**Supplemental**	**K-12**	**Master's**

Is the endorsement offered at more than one site? [ ] **Yes** [x] **No**

If yes, list additional sites where endorsement is offered:

Institution Accreditation Status: [X] National [X] State

Is this a Nationally Accredited Program? [ ] Yes [X] No

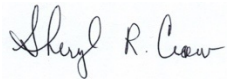| If Yes, list Accrediting Organization:	NCATE/CAEP	Attach National Letter to Cover Sheet

Introduction/Welcome

Welcome!

Thank you for your willingness to participate in the Nebraska Department of Education program approval review process for the University of Nebraska Kearney Educator Preparation Programs (UNK EPPs). The Rule 20 and Rule 24 Folios report information and data for the academic years 2013-14 and 2014-15 (as per permission from NDE and CAEP). Documentation is provided in the form of assessment data, handbooks, catalogs, advising sheets, etc.

Thank you for your time and insight,

Sheryl R. Crow, Ph.D.
Associate Dean and Accreditation Officer
University of Nebraska
College of Education

Directions for Navigating

- ✓ **Organization:** This document page provides narrative, data, data analysis, and supporting documentation for the University of Nebraska Kearney Rule 24 Folio for the Early Childhood Inclusive Endorsement Program. The folio is a single PDF document that may be accessed with Adobe Reader. If you do not have Adobe Acrobat Reader, please follow this link to upload it: https://get.adobe.com/reader/. When opening the file, a bookmarks navigation panel should appear to the left of the document. This panel lists the headings corresponding to specific components of the Folio. If the panel is not visible, please click on View in the top menu > Show/Hide > Navigation Panes > Bookmarks. This will expose the bookmark panel. Some resources are hyperlinked within the document. Clicking on a hyperlink (blue underlined) will open a web page.

- ✓ Links to UNK's Course Catalogs: Should reviewers need to reference UNK Course Catalogs, please use this link to access current and previous undergraduate and graduate course catalogs.

Support

Should you encounter difficulties with accessing any documents, please contact Sheryl Crow at 308-224-1552 or Brian Wojcik at 309-261-2158.

Section 1: Contextual and Endorsement Program Information

1a. Contextual Information

[Please use this link to view, *Institution and Educator Preparation Program Contextual Information*, from Section 1 of the UNK Rule 20 Folio.](#)

1b. Admission, Retention, Transition, and Completion of Endorsement Program

Students must have completed a baccalaureate program to be admitted to this program. In addition the student must at least two years of teaching in an endorsement area.

Key information regarding the admission, retention, transition, and completion of endorsement programs may be found within the UNK Rule 20 Folio.

[Please use this link to view Table 004.06-2 entitled, *Requirements for Program Admission and Progression*, from the UNK Rule 20 Folio](#).

Completion of UNK Educator Preparation Program

Please refer to **Folio Appendix A** – *Student Advising Sheet for the High Ability Education Endorsement Program at University of Nebraska at Kearney*' for a sample progression of courses for teacher candidates pursuing this endorsement.

1c. Endorsement Program Field Experiences

Individuals in this endorsement are required to take TESE 816D (Practicum in Special Education). During this course, they are expected to log a minimum of 90 hours of experiences working with high-ability learners at the PK-6 and 7-12 levels.

[Please use this link to view Table 005.03 entitled, *Field Experiences for Initial Certification,* from the UNK Rule 20 Folio.](#)

[Please use this link to view Table 006.02 entitled, *Field Experiences for Advanced Certification,* from the UNK Rule 20 Folio.](#)

1d. Endorsement Program Completers Data

Program Completers and Level – Content Area:						High Ability Education				
Calendar Year					**Number of Endorsement Program Completers**					
					Bac	**Post Bac**	**Alternate Route**	**Masters**	**Ed. Specialist**	**PhD**
20	14	to	20	14	0	0	0	2	0	0
20	15	to	20	15	0	0	0	0	0	0

Section 2: Endorsement Program Key Assessments and Related Data

Artifact 1: Table of Endorsement Program Key Assessments

Name of Assessment used for the following areas:		Type or Form of Assessment	Brief Description of Assessment, including indicated information obtained from Assessment	When Assessment is Administered
1	Content - GPA **GPA**	GPA	Cumulative GPA	At point of Graduation.
2	Content - Knowledge **Content Mastery**	Assignment	Program candidates are asked to create a plan for a high ability student that incorporates specific technology into the student's learning plan.	Practicum during final semester.
3	Learner/Learning Environments **Evidence of Planning**	Assignment	Program participants are asked to develop an individualized plan for a student that has high ability complete with goals and related rationale statements for those goals.	Practicum during final semester.
4	Knowledge and Effective Use of Professional Practices **Impact on P-12 Learning**	Assignment	Program candidates are asked to identify and collect performance data in response to instruction on goals for particular student.	Practicum during final semester.
5	Professional Responsibility and Overall Proficiency **Employer Survey**	Survey	Employer survey asks a number of questions related to overall proficiency of program completers.	Upon completion of the program

Please refer to **Appendix B – Endorsement Program Key Assessments and Scoring Rubrics** to view specific information about the assessments described in the table above.

Artifact 2. Data Related to Program Endorsement Key Assessments by Level

Artifact 2 is not required for a Mini-Folio.

Artifact 3: Interpretation and Summary of Assessment Data

Assessment data are tied to courses that are taught every other year as well as Practicum. During the review period, the endorsement program only had two completers. Both completers met or exceeded expectations on the key assessments.

Section 3: Use of Related Data and Information for Continuous Program Improvement of Endorsement Program

Coursework and assignments
- The last two years have been transition years as Gifted Education has a new program director.
- Based on student input assignments are not divide up through the 3-5 modules (depending on the course)
- Assignment due dates have also been balanced throughout the semester
- Assignments/coursework have begun an gradual evolution to include more technology
- A focus on 2E's has been added to all courses
- Attention has been focused on the quality of "original" work, with all assignment verified through SafeAssignment
- Access to scheduled meeting times, that better accommodate professional learners work schedules has also been incorporated.
- The Practicum has evolved from "skyped" viewing of students working in classrooms to an administrative evaluation method
- In a two-year period the results, thus far, have proven to be very positive based on student evaluations and input. Continued evaluation of the changes implemented, evolution of new coursework opportunities and student input will be ongoing.

Program recruitment and development
- Efforts in the area of student recruitment have be a primary focus of the new program director.
- The program director has a dedicated Facebook page, Twitter account and Instagram account focusing on Gifted Education, Special Education and UNK specific events and offerings.
- The new program director is an active member of the Nebraska Association for the Gifted and has been instrumental in arranging a meeting between the Dean of the UNK COE and the Executive Director of NAG to develop a relationship that supports NAG as well as promotes the UNK Gifted Education program
- The needs of gifted learners has been added to the inclusion course and the ASD (Autism Spectrum Disorders) also taught by the Gifted Education program director
- The program director represented UNK and ha actively presented and participated in the NAG conference for the past three years.
- The program director was invited to present at the NE Midlands College 2E conference, which also provided an opportunity to promote the UNK Gifted Ed. Program.
- Outreach with one of the larger NE school districts has helped bring attention to the Gifted Program
- Outreach to social media sites devoted to Gifted Education to promote the UNK Gifted Education program
- The UNK On-Line Special Education Program, which includes the Gifted Education Program, was recognized by US News and World Reports "Top Colleges" edition.

Promotion and advertising is essential to the health of any program. On a limited budget, other ways must be developed to attract future students. While word of mouth has been

successful, it is also imperative that the program director be accessible, and willing to connect with potential students at every opportunity.

The Future of the Gifted Education Program
- Gifted Education students have expressed an interest in a wider variety of elective offerings. To address this need the Gifted Education program director approached the COE dean about developing a course with the ELL program director with a focus on teaching skills and strategies to meet the needs of 2E learners
- Gifted Education students have expressed an interest in becoming published in academic journals. While the University is not an R1 school, the opportunity to offer a course that focuses on gifted education research and the implementation of strategies to meet the needs of gifted learners will be very beneficial.
- Outreach to the local school district to discuss the needs of gifted learners and hoe we can collaborate with them to help meet those needs
- Professional collaboration between the director of gifted education and the gifted education director at one of the state's larger school districts to research the needs of gifted families.

Growth and development are essential components to the health of a program. This is unattainable without being active and accessible in the community. Community collaboration with the gifted program, and college will be a determining factor in program growth and development.

APPENDIX A - Student Advising Sheet for the High Ability Education Endorsement Program at University of Nebraska at Kearney.

PROGRAM OF STUDY for ADDITIONAL ENDORSEMENT

Name: **ID:**   **Date:**
Address: **Phone:**
Degree Held: **Email:**

Students, please save this review for future reference, update as courses are completed, and have all changes/substitutions documented in writing by the department chair. Admission to Teacher Education and the Praxis Core exam are required. Please see enclosed materials for more detailed information. Official transcripts must be on file in our office for this evaluation to be official. Contact the Educator Certification Office when you have completed the required coursework to apply for certification.

HIGH ABILITY EDUCATION K-12					
Dept.. Course Number	cr. hrs./ grade	Course Substitutions	cr. hrs./ grade	Professional Sequence	cr.. hrs./ grade
TESE 822P Psych & Ed. Gifted/Talented	3			TESE 816c Practicum in	3
TESE 823P Social/Emotional Develop.	3			Gifted/Talented Education	
TESE 824 Identify, Assess., Eval.	3				
TESE 825 Curr. Design & Development	3				
TESE 826 Program Design G/T Learner	3				
Total Credit Hours	15				
Total Hrs. Needed:					
Signature/Date:				**Signature/Date:**	
Jude Matyo-Cepero				Jenny Jansky	
Ph. 308-865-8547				Ph. 308-865-8266	
Email: ceperoja@unk.edu				Email: janskyjl@unk.edu	

3/17/16 KB

APPENDIX B - Program/Endorsement Assessment Instruments and Scoring Rubrics

TESE 816d: Practicum/Comprehensive Exam

Content Mastery

Descriptor:

Evidence of knowledge &/or content mastery assessed in the following area:

a) content matter and concepts specific to discipline

b) Address student learning through their specific discipline

Indicator:

The teacher demonstrates knowledge about assistive and/or augmentative equipment and strategies.

Assignment:

Document the process of obtaining assistive and/or augmentative equipment (including technology programs which benefit students with giftedness or disabilities) for a student in your classroom

- Provide a description of the student, including the area of need
- Provide a description of the equipment/programs implemented to support the student
- Provide a rationale for using the technology with the student(s)
- Provide a description of the process used to obtain the technology
- Reflect upon the success/failure of the implementation of the technology, including student and/or parent feedback and comments

OR IF YOU ARE NOT CURRENTLY IN A CLASSROOM TEACHING THEN YOU WILL COMPLETE THE FOLLOWING.

Attend a workshop or inservice dealing with assistive and/or augmentative equipment (including a technology programs which benefit students with giftedness or disabilities).

Using the scenario provided, complete the following.

- Identify the student's areas of need.
- Identify and describe the equipment/programs that could be implemented to support the student.
- Reflect upon the possible success/failure of the implementation of the technology.

Content Mastery Assignment Rubric

Unacceptable (0)	Acceptable (1)	Target (2)
Does not provide a description of the student(s)	Provides a vague description of the student(s)	Provides a detailed description of the student(s)
Description of equipment is inadequate or missing.	Demonstrate in-depth knowledge of content specific to discipline by identifying technology appropriate to increase participation in the general curriculum	Demonstration of knowledge using inquiry, critical analysis, and synthesis to identify and describe technology appropriate to increase participation in the general curriculum
Does not provide a rationale	Rationale does not support the use of the technology	Provides a rationale for using the technology with the student(s)
Does not utilize data to reflect upon success or failure of the technology	Reflects upon the success or failure of the implementation of the technology without student or parent comments.	Reflection details the success or failure of the implementation of the technology and includes student and/or parent comments.
Mechanics of writing (organization, grammar, spelling, proofing) contain greater than 5 errors.	Mechanics of writing (organization, grammar, spelling, proofing) contain less than 5 errors.	Mechanics of writing (organization, grammar, spelling, proofing) contain no errors.

TESE 816d: Practicum/Comprehensive Exam

Evidence of Planning

Descriptor:

Planning demonstrates application of appropriate disciplinary content, theoretical/research-based pedagogy/methodology to create enhanced learning for all students (either by direct instruction or construction of positive learning environment)

Indicator:

Evaluation of taped lesson

Assignment:

Students will submit a copy of a student's IEP that they developed over the past year.

1. Students will identify one academic goal from the IEP and state how that goal supports a state standard.
2. Students will provide a rationale for the selection of the particular goal.
3. Students will develop two weeks of lesson objectives that support one goal found on the IEP.
   - Objectives are clearly stated and measurable.
   - Evidence of differentiation and how the teacher adapts instruction to teach the skill different ways.
   - Evidence of equal access to quality learning for all students.

Submission Requirements:

- A copy of the IEP with name removed.
- One goal with at least ten lesson objectives that demonstrate how you would teach to that goal using differentiation techniques.

Evidence of Planning Rubric

Unacceptable (0)	Acceptable (1)	Target (2)
IEP does not contain all required components	IEP is missing some required components	IEP contains all components required by law written in correct form
Academic goal is not provided.	Chosen academic goal does not contain the four components or supports a state standard.	Chosen academic goal contains timeframe, condition, behavior, and criteria and supports a state standard.
Rationale not included	Rationale does not fully support the goal selection	Rationale supports the goal selection
Ten lesson objectives are not provided.	Lesson objectives do not show evidence of differentiation.	Lesson objectives are clearly stated and show evidence of differentiation and equal access to learning.
Mechanics of writing (organization, grammar, spelling, proofing) contain greater than 5 errors.	Mechanics of writing (organization, grammar, spelling, proofing) contain less than 5 errors.	Mechanics of writing (organization, grammar, spelling, proofing) contain no errors.

TESE 816d: Practicum/Comprehensive Exam

Evidence of P-12 Learning

Descriptor:

Assessment and analysis of impact(s) on P-12 learning/client/workplace including

- Definition of the problem
- Preliminary data collection
- Interpretation of data and generation of possible explanation for solving the problem
- Investigation of causal factors
- Identification of objectives and measurement
- Monitoring and reflection of plan or intervention impact

Indicator:

The teacher advocates for the students with exceptional needs

Assignment:

1. Students will define a problem and how it relates to progression in general curriculum for a student(s) in their classroom in one of the following areas:
    a. Academic skill
    b. Behavior
    c. Social skill
2. Rationale for selecting specific problem
3. Students will collect data on the skill.
4. Students will evaluate the data for growth or lack of growth in the chosen area.
5. Students will explore contextual factors (family, school, situation, community) to identify possible causal factors
6. Students will develop measurable objectives to solve the problem
7. Students will develop an intervention to solve the problem
8. Students will continue to collect data on the problem
9. Students will reflect upon the data by indicating the direction you took to maintain growth or what changes were made to improve student's opportunity for growth.

P-12 Learning Rubric

Unacceptable (0)	Acceptable (1)	Target (2)
Fails to collect and interpret data or data is unrelated to problem	Collects and interprets systematic data to establish baseline but amount of data may be limited	Defines problem, collects and interprets data from multiple and systemic sources to establish a baseline and verify existence of problem
Does not explore contextual factors (family, school, situation, community) or collaborate with other professionals to develop full exploration of contributing factors to the problem.	Reviews contextual factors and seeks input from other professionals to further explore contributing factors.	Examines contextual factors to assist with explanation of causes of problem and draws upon resources of other professional staff, family, and supporting resources with the purpose of developing a feasible plan or interventions that address causal factors as part of solution to problem
Does not develop measureable objectives related to the problem or does not present a clear assessment plan for assessing achievement of objectives	Develops measurable objectives that address the problem and presents a plan to assess achievement of objectives	Develops detailed measurable objectives for specific target audiences and a systematic plan for collection of data at various points during the plan or intervention to assess on-going achievement or objectives
Does not assess impact of plan or intervention on meeting objectives, or does not reflect on effectiveness of instruction or propose modifications in plan	Uses data to assess impact of plan or intervention on meeting objectives and reflects on effectiveness of plan and proposes modifications to plan	Uses data to assess impact at various points during plan or intervention implementation and revises planned activities based on continuous data collection
Mechanics of writing (organization, grammar, spelling, proofing) contain greater than 5 errors.	Mechanics of writing (organization, grammar, spelling, proofing) contain less than 5 errors.	Mechanics of writing (organization, grammar, spelling, proofing) contain no errors.

2014 Employer Survey

Q2 In an effort to continue improving our graduate level EDUCATOR PREPARATION programs, UNK seeks your evaluation as an employer of UNK graduate(s). The 7 standards you will be rating in this survey have been identified as priority student learning outcomes by national accreditation (NCATE/CAEP) and state endorsement (NDE). Thank you in advance for taking the 5-10 minutes to complete this survey. Directions: Please indicate your rating of the educator's performance on each standard according to the following rubric. For each standard, example indicators are provided to clarify and develop the standard but are not an exhaustive list. There is a text box at the end of the evaluation for you to include comments.

Please select how you will be completing this survey
○ as a recent UNK graduate, evaluating myself
○ as an employer, evaluating a UNK graduate

1 = Beginning/Novice - The educator demonstrates serious difficulties with   implementation of this standard; he/she exhibits a lack of awareness about   the need for and/or the ways to demonstrate the standard.
2 = Progressing - The educator demonstrates occasional difficulties with   implementation of the standard, but is generally successful and able to   handle situations independently.
3 = Proficient - The educator consistently   demonstrates what is expected for the standard.

Learning Environments. The educator 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. Collaborate with students and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work Manage the learning environment to actively and equitably engage students by organizing, allocating, and coordinating the resources of time, space, and students' attention   Communicate verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives students bring to the learning environment
Promote responsible student use of interactive technologies. Develop learning experiences that engage students in collaborative and self-directed learning. Demonstrate/Model a firm commitment to the core democratic principles of freedom (liberty), equality, and justice in ways that help prepare others for productive living in a democratic society.

Demonstrates a belief that all learners can be successful and an understanding of the impact of diverse perspectives and experiences on learning.
○ 1. Beginning / Novice (4)
○ 2. Progressing (5)
○ 3. Proficient (6)

Content Knowledge. The educator 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. This includes the ability to integrate literacy skills and Nebraska Content Standards into instruction. Effectively use multiple representations and explanations that capture key ideas in the discipline. Engage students in learning experiences in the discipline(s) that encourage students to understand, question, and analyze ideas from diverse perspectives. Stimulate student reflection on prior content knowledge, link new concepts to familiar concepts, and make connections to students' experiences. Use supplementary resources and technologies effectively to ensure accessibility and relevance for all students. Evaluate and modify instructional resources and curriculum materials

- ○ 1. Beginning / Novice
- ○ 2. Progressing
- ○ 3. Proficient

Assessment. The educator understands and uses multiple methods of assessment to engage students in their own growth, to monitor student progress, and to guide the teacher candidate's and student's decision making. Balance the use of formative and summative assessment as appropriate to support, verify, and document learning. Design assessments that match learning objectives with assessment methods and minimizes sources of bias. Work independently and collaboratively to examine test and other performance data. Effectively use multiple and appropriate types of assessment data. Engage students in understanding and identifying quality work. Provide students with effective descriptive feedback to guide their progress toward that work. Engage students in multiple ways of demonstrating knowledge and skill as part of the assessment process. Continually seek appropriate ways to employ technology to support assessment practice

- ○ 1. Beginning / Novice
- ○ 2. Progressing
- ○ 3. Proficient

Planning for Instruction. The educator 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 students and the community context. Individually and collaboratively select and create learning experiences that are appropriate for curriculum goals and content standards, and are relevant to students. Plan how to achieve each student's learning goals. Choose appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of students. Plan for instruction based on formative and summative assessment data, prior student knowledge, and student interest. Plan collaboratively with professionals who have specialized expertise. Evaluate plans in relation to short- and long-range goals. Systematically adjust plans to meet each student's learning needs and enhance learning. Develop appropriate sequencing of learning experiences. Provides multiple ways to demonstrate knowledge and skill

- ○ 1. Beginning / Novice
- ○ 2. Progressing
- ○ 3. Proficient

Instructional Strategies. The educator understands and uses a variety of instructional strategies to encourage students to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. This includes developing competency for utilizing technology for instruction, assessment, and communication. Uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of students. Continuously monitor student learning, engage students in assessing their progress, and adjust instruction in response to student learning needs. Collaborate with students to design and implement relevant learning experiences. Vary his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students. Provide multiple models and representations of concepts and skills. Engage all students in developing higher order questioning skills and metacognitive processes. Engage students in using a range of learning skills and technology tools. Ask questions to stimulate discussion that serves different purposes

- ○ 1. Beginning / Novice
- ○ 2. Progressing
- ○ 3. Proficient

Professional Learning and Ethical Practice. The educator engages in ongoing professional learning 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. Engage in ongoing learning opportunities to develop knowledge and skills. Engage in meaningful and appropriate

professional learning experiences. Advocate, model, and teach safe, legal, and ethical use of information and technology. Use a variety of data to evaluate the outcomes of teaching and learning and to adapt planning and practice. Reflect on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences. Demonstrates the ability to evaluate the impact and refine instruction/treatment (intervention). Engages in reflective management decisions for the welfare of those served. Selects and analyses appropriate assessment strategies for individuals or systems served.

○ 1. Beginning / Novice
○ 2. Progressing
○ 3. Proficient

Leadership and Collaboration. The educator seeks opportunities to take responsibility for student learning, to collaborate with students, families, colleagues, and other school professionals, and community members to ensure student growth, and to advance the profession. Take an active role on the instructional team. Work with other school professionals to plan and jointly facilitate learning. Work collaboratively with students and their families to establish mutual expectations and ongoing communication. Use technological tools and a variety of communication strategies to build local and global learning communities. Advocates at individual and systemic levels. Facilitates positive influences on decision-making affecting those served.

○ 1. Beginning / Novice
○ 2. Progressing
○ 3. Proficient

Comments:

Q11 What UNK program did the student that you are evaluating graduate from? Refer back to your email if you have any questions.

○ Educational Administration: MAE School Principalship PK-8 & 7-12 (1)
○ Educational Administration: MAE Supervisor of Special Education,MAE Curriculum Supervisor of Academic Area, EdS School Superintendent (2)
○ Art/Art History: MAE Art Education (3)
○ Counseling and School Psychology: MSE School Counseling - Elementary/Secondary (4)
○ Counseling and School Psychology: EdS School Psychology (13)
○ Science/Math Education: MSE Science / Math Education (6)
○ Physical Education Master Teacher: MAE (Pedagogy Emphasis, Special Populations Emphasis) (7)
○ Modern Languages: MAE Spanish Education (8)
○ Teacher Education: MAE Curriculum and Instruction (Early Childhood Education Concentration, Elementary Education Concentration, Reading/Special Education Concentration, English as a Second Language Concentration, Secondary Education Concentration, Instructional Effectiveness Concentration) (10)
○ Teacher Education: MAE Reading PK-12 (includes Nebraska Endorsement) (11)
○ Teacher Education: MAE Special Education (Gifted Emphasis - Includes Nebraska Endorsment, Advanced Practitioner Empasis, Mild/Moderate Emphasis) (9)
○ Teacher Education: MSE Technology Concentration (Instructional Technology, School Librarian Concentration - Includes Nebraska Endorsement, Information Technology Concentration) (12)

If Educational Administration:... Is Selected, Then Skip To The remainder of the survey is based ...If Educational Administration:... Is Selected, Then Skip To The remainder of the survey is based ...If Art/Art History: MAE Art E... Is Selected, Then Skip To End of SurveyIf Counseling and School Psych... Is Selected, Then Skip To End of SurveyIf Science/Math Education: MSE... Is Selected, Then Skip To End of SurveyIf Physical Education Master T... Is Selected, Then Skip To End of SurveyIf Modern Languages: MAE Span... Is Selected, Then Skip To End of SurveyIf Teacher Education: MAE Spec... Is Selected, Then Skip To End of SurveyIf Teacher Education: MAE Cur... Is Selected, Then Skip To End of SurveyIf Teacher Education: MAE Read... Is Selected, Then Skip To End of SurveyIf Teacher Education: MSE Tech... Is Selected, Then Skip To End of SurveyIf Counseling and School Psych... Is Selected, Then Skip To End of Survey

The remainder of the survey is based on the Nebraska Department of Education's Rule 24 and the National Policy Board for Educational Administration Standards for District Administrators. Please use the following rating scale to finish the survey:
1 = Beginning/Novice - The educator demonstrates serious difficulties with implementation of this standard; he/she exhibits a lack of awareness about the need for and/or the ways to demonstrate the standard.
2 = Progressing - The educator demonstrates occasional difficulties with implementation of the standard, but is generally successful and able to handle situations independently.
3 = Proficient - The educator consistently demonstrates what is expected for the standard

Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

1.1: Understands and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school
- ○ 1. Beginning / Novice (1)
- ○ 2. Progressing (2)
- ○ 3. Proficient (3)

1.2: Understands and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals
- ○ 1. Beginning / Novice (1)
- ○ 2. Progressing (2)
- ○ 3. Proficient (3)

1.3: Understands and can promote continual and sustainable school improvement
- ○ 1. Beginning / Novice (1)
- ○ 2. Progressing (2)
- ○ 3. Proficient (3)

1.4: Understands and can evaluate school progress and revise school plans supported by school stakeholders
- ○ 1. Beginning / Novice (1)
- ○ 2. Progressing (2)
- ○ 3. Proficient (3)

Comments:

Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

2.1: Understands and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students
- ○ 1. Beginning / Novice (1)
- ○ 2. Progressing (2)
- ○ 3. Proficient (3)

2.2: Understands and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program
- ○ 1. Beginning / Novice (1)
- ○ 2. Progressing (2)
- ○ 3. Proficient (3)

2.3: Understands and can develop and supervise the instructional and leadership capacity of school staff
- ○ 1. Beginning / Novice (1)
- ○ 2. Progressing (2)
- ○ 3. Proficient (3)

2.4: Understands and can promote the most effective and appropriate technologies to support teaching and learning in a school environment
- ○ 1. Beginning / Novice (1)
- ○ 2. Progressing (2)
- ○ 3. Proficient (3)

Comments:

Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

3.1: Understands and can monitor and evaluate school management and operational systems
- ○ 1. Beginning / Novice (1)
- ○ 2. Progressing (2)
- ○ 3. Proficient (3)

3.2: Understands and can efficiently use human, fiscal, and technological resources to manage school operations
- ○ 1. Beginning / Novice (1)
- ○ 2. Progressing (2)
- ○ 3. Proficient (3)

3.3: Understands and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school
- ○ 1. Beginning / Novice (1)
- ○ 2. Progressing (2)
- ○ 3. Proficient (3)

3.4: Understands and can develop school capacity for distributed leadership
- ○ 1. Beginning / Novice (1)
- ○ 2. Progressing (2)
- ○ 3. Proficient (3)

3.5: Understands and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning
- ○ 1. Beginning / Novice (1)
- ○ 2. Progressing (2)
- ○ 3. Proficient (3)

Comments:

Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

4.1: Understands and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment
○ 1. Beginning / Novice (1)
○ 2. Progressing (2)
○ 3. Proficient (3)

4.2: Understands and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community
○ 1. Beginning / Novice (1)
○ 2. Progressing (2)
○ 3. Proficient (3)

4.3: Understands and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers
○ 1. Beginning / Novice (1)
○ 2. Progressing (2)
○ 3. Proficient (3)

4.4: Understands and can respond to community interests and needs by building and sustaining productive school relationships with community partners
○ 1. Beginning / Novice (1)
○ 2. Progressing (2)
○ 3. Proficient (3)

Comments:

Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

5.1: Understands and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success
○ 1. Beginning / Novice (1)
○ 2. Progressing (2)
○ 3. Proficient (3)

5.2: Understands and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school
○ 1. Beginning / Novice (1)
○ 2. Progressing (2)
○ 3. Proficient (3)

5.3: Understands and can safeguard the values of democracy, equity, and diversity within the school
○ 1. Beginning / Novice (1)
○ 2. Progressing (2)
○ 3. Proficient (3)

5.4: Understands and can evaluate the potential moral and legal consequences of decision making in the school
○ 1. Beginning / Novice (1)
○ 2. Progressing (2)
○ 3. Proficient (3)

5.5: Understands and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling
○ 1. Beginning / Novice (1)
○ 2. Progressing (2)
○ 3. Proficient (3)

Comments:

Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

6.1: Understands and can advocate for school students, families, and caregivers
- ○ 1. Beginning / Novice (1)
- ○ 2. Progressing (2)
- ○ 3. Proficient (3)

6.2: Understands and can act to influence local, district, state, and national decisions affecting student learning in a school environment
- ○ 1. Beginning / Novice (1)
- ○ 2. Progressing (2)
- ○ 3. Proficient (3)

6.3: Understands and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies
- ○ 1. Beginning / Novice (1)
- ○ 2. Progressing (2)
- ○ 3. Proficient (3)

Comments:
If Comments: Is Empty, Then Skip To End of SurveyIf Comments: Is Not Empty, Then Skip To End of Survey

The remainder of the survey is based on the Nebraska Department of Education's Rule 24 and the National Policy Board for Educational Administration Standards for District Administrators. Please use the following rating scale to finish the survey:

1 = Beginning/Novice - The educator demonstrates serious difficulties with implementation of this standard; he/she exhibits a lack of awareness about the need for and/or the ways to demonstrate the standard.

2 = Progressing - The educator demonstrates occasional difficulties with implementation of the standard, but is generally successful and able to handle situations independently.

3 = Proficient - The educator consistently demonstrates what is expected for the standard

Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

1.1: Understands and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school
- ❍ 1. Beginning / Novice (1)
- ❍ 2. Progressing (2)
- ❍ 3. Proficient (3)

1.2: Understands and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals
- ❍ 1. Beginning / Novice (1)
- ❍ 2. Progressing (2)
- ❍ 3. Proficient (3)

1.3: Understands and can promote continual and sustainable school improvement
- ❍ 1. Beginning / Novice (1)
- ❍ 2. Progressing (2)
- ❍ 3. Proficient (3)

1.4: Understands and can evaluate school progress and revise school plans supported by school stakeholders
- ❍ 1. Beginning / Novice (1)
- ❍ 2. Progressing (2)
- ❍ 3. Proficient (3)

Comments:

Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

2.1: Understands and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students
○ 1. Beginning / Novice (1)
○ 2. Progressing (2)
○ 3. Proficient (3)

2.2: Understands and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program
○ 1. Beginning / Novice (1)
○ 2. Progressing (2)
○ 3. Proficient (3)

2.3: Understands and can develop and supervise the instructional and leadership capacity of school staff
○ 1. Beginning / Novice (1)
○ 2. Progressing (2)
○ 3. Proficient (3)

2.4: Understands and can promote the most effective and appropriate technologies to support teaching and learning in a school environment
○ 1. Beginning / Novice (1)
○ 2. Progressing (2)
○ 3. Proficient (3)

Comments:

Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

3.1: Understands and can monitor and evaluate school management and operational systems
- ○ 1. Beginning / Novice (1)
- ○ 2. Progressing (2)
- ○ 3. Proficient (3)

3.2: Understands and can efficiently use human, fiscal, and technological resources to manage school operations
- ○ 1. Beginning / Novice (1)
- ○ 2. Progressing (2)
- ○ 3. Proficient (3)

3.3: Understands and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school
- ○ 1. Beginning / Novice (1)
- ○ 2. Progressing (2)
- ○ 3. Proficient (3)

3.4: Understands and can develop school capacity for distributed leadership
- ○ 1. Beginning / Novice (1)
- ○ 2. Progressing (2)
- ○ 3. Proficient (3)

3.5: Understands and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning
- ○ 1. Beginning / Novice (1)
- ○ 2. Progressing (2)
- ○ 3. Proficient (3)

Comments:

Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

4.1: Understands and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment
- ○ 1. Beginning / Novice (1)
- ○ 2. Progressing (2)
- ○ 3. Proficient (3)

4.2: Understands and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community
- ○ 1. Beginning / Novice (1)
- ○ 2. Progressing (2)
- ○ 3. Proficient (3)

4.3: Understands and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers
- ○ 1. Beginning / Novice (1)
- ○ 2. Progressing (2)
- ○ 3. Proficient (3)

4.4: Understands and can respond to community interests and needs by building and sustaining productive school relationships with community partners
- ○ 1. Beginning / Novice (1)
- ○ 2. Progressing (2)
- ○ 3. Proficient (3)

Comments:

Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

5.1: Understands and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success
○ 1. Beginning / Novice (1)
○ 2. Progressing (2)
○ 3. Proficient (3)

5.2: Understands and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school
○ 1. Beginning / Novice (1)
○ 2. Progressing (2)
○ 3. Proficient (3)

5.3: Understands and can safeguard the values of democracy, equity, and diversity within the school
○ 1. Beginning / Novice (1)
○ 2. Progressing (2)
○ 3. Proficient (3)

5.4: Understands and can evaluate the potential moral and legal consequences of decision making in the school
○ 1. Beginning / Novice (1)
○ 2. Progressing (2)
○ 3. Proficient (3)

5.5: Understands and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling
○ 1. Beginning / Novice (1)
○ 2. Progressing (2)
○ 3. Proficient (3)

Comments:

Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

6.1: Understands and can advocate for school students, families, and caregivers
○ 1. Beginning / Novice (1)
○ 2. Progressing (2)
○ 3. Proficient (3)

6.2: Understands and can act to influence local, district, state, and national decisions affecting student learning in a school environment
○ 1. Beginning / Novice (1)
○ 2. Progressing (2)
○ 3. Proficient (3)

6.3: Understands and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies
○ 1. Beginning / Novice (1)
○ 2. Progressing (2)
○ 3. Proficient (3)

Comments:
If Comments: Is Empty, Then Skip To End of SurveyIf Comments: Is Not Empty, Then Skip To End of Survey