

**Attachment M – Table 005.02-1 Professional Education Competencies**

<b>Academic Year 20 21 - 20 22</b>	<b>Completers = 220</b>
<b>Academic Year 20 22 - 20 23</b>	<b>Completers = 280</b>
<b>Professional Competencies</b>	
<p>Provide a summarized narrative discussing how the unit is assured all candidates meet each professional competency in 005.02A – 005.02L. Narrative to include information such as:</p> <ul style="list-style-type: none"> <li>• Example assessments used by the unit to measure this competency,</li> <li>• General statements indicating what the data evidence indicates at the unit level and noteworthy differences in endorsement programs (if any),</li> <li>• Changes made or being considered for the endorsement program(s) and/or unit level as a result of evidence.</li> </ul> <p>Limit response to no more than one page for each professional competency area.</p>	
<p><b>005.02A Student Development.</b> The candidate understands how students grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p>	
<p>Candidates meet the professional competency of student development in their coursework and field experiences and demonstrate these through the following three measures: Praxis II, GPA (Grade Point Average), and Dispositions.</p> <p><u>Praxis II Subject exams:</u></p> <p>Praxis II data indicate that most completers are successful in meeting the NDE determined cut scores for their respective content areas. In 2021-2022 and 2022-2023 the first-time pass rate was over 85% in both years. When scores are disaggregated by endorsement, the lowest pass rate was 80% or higher in 2021-2022 for all endorsements, and in 2022-2023 for all but one endorsement. More details are provided in the individual endorsement folios.</p> <p><u>GPA:</u></p> <p>GPA data are collected at three times: upon Admission to Teacher Education, when candidates enter student teaching or clinical practice, and when candidates complete/exit the program. In 2021-2022 and 2022-2023, the mean GPA upon Admission to Teacher Education was 3.57 and 3.58 respectively, which is well above the 2.75 GPA requirement for Admission to Teacher Education. The mean GPAs upon Admission to Clinical Practice were 3.65 (2021-2022) and 3.62 (2022-2023), which is higher than the GPA upon Admission to Teacher Education. The mean GPAs upon completion either maintained or exceeded the levels reached upon Admission to Clinical Practice. As evidenced by the individual folios, candidates and completers are well above the minimum GPA's expected for teacher competencies.</p> <p><u>Dispositions:</u></p> <p>The Educator Dispositions Assessment (EDA; Rating Scale 1-4) is given at three points: Level 2 in TE 204 with a mean proficiency expectation of 2.0, Level 3 upon Admission to Teacher Education when they enter field experiences, with a mean proficiency expectation of 2.5, and Level 4 during clinical practice, with a mean proficiency expectation of a 2.75. In 2021-2022 and 2022-2023, the grand means for each of these checkpoints exceeded the mean proficiency</p>	

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expectations. Grand means were also higher overall for 2022-2023 than in 2021-2022.

Level 2: 2.62 in 2021-2022 and 2.77 for 2022-2023

Level 3: 3.26 in 2021-2022 and 3.5 for 2022-2023

Level 4: 3.46 in 2021-2022 and 3.56 for 2022-2023

**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.

Lesson/Unit Plan: Learner and Learning (scale 1-3)

Candidates meet the professional competency of Learning Differences in their coursework and field experiences and demonstrate these through the Learner and Learning section of the Lesson/Unit plan. This is collected at both levels 3 and level 4, and these data are discussed in individual folios. Level 4 is summarized here. For 2021-2022, the mean score for completers was 2.85 and in 2022-2023, 2.87. Both mean scores are well above the 2.75 mean proficiency expectation.

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

Lesson/Unit Plan: Learner and Learning (scale 1-3)

Candidates meet the professional competency of Learning Environment in their coursework and field experiences and demonstrate these through the Learner and Learning section of the Lesson/Unit plan. This is collected at both levels 3 and level 4, and these data are discussed in individual folios. Level 4 is summarized here. For 2021-2022, the mean score for completers was 2.85 and in 2022-2023, 2.87. Both mean scores are well above the 2.75 mean proficiency expectation.

**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.

Lesson/Unit Plan: Content Knowledge (scale 1-3)

Candidates meet the professional competency of Content Knowledge in their coursework and field experiences and demonstrate these through the Content Knowledge section of the Lesson plan. This is collected at both levels 3 and level 4, and these data are discussed in individual folios. Level 4 is summarized here. For 2021-2022, the mean score for completers was 2.84 and in 2022-2023, 2.83. Both mean scores are well above the 2.75 mean proficiency expectation.

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**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.

Lesson Plan Instructional Practices (scale 1-3)

Candidates meet the professional competency of Application of Content in their coursework and field experiences and demonstrate these through the Instructional Practices of the Lesson plan. This is collected at both levels 3 and level 4, and these data are discussed in individual folios. Level 4 is summarized here. For 2021-2022, the mean score for completers was 2.86 and in 2022-2023, 2.78. Both mean scores are well above the 2.75 mean proficiency expectation.

**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.

Lesson Plan: Instructional Practices (scale 1-3)

Candidates meet the professional competency of Assessment in their coursework and field experiences and demonstrate these through the Instructional Practices section of the Lesson plan. This is collected at both levels 3 and level 4, and these data are discussed in individual folios. Level 4 is summarized here. For 2021-2022, the mean score for completers was 2.86 and in 2022-2023, 2.78. Both mean scores are well above the 2.75 mean proficiency expectation.

**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.

Lesson Plan: Instructional Practices (scale 1-3)

Candidates meet the professional competency of Instructional Practices in their coursework and field experiences and demonstrate these through the Instructional Practices section of the Lesson plan. This is collected at both levels 3 and level 4, and these data are discussed in individual folios. Level 4 is summarized here. For 2021-2022, the mean score for completers was 2.86 and in 2022-2023, 2.78. Both mean scores are well above the 2.75 mean proficiency expectation.

**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.

Lesson Plan: Instructional Practices (scale 1-3)

Candidates meet the professional competency of Instructional Strategies in their coursework and field experiences and demonstrate these through the Instructional Practices section of the Lesson plan. This is collected at both levels 3 and level 4, and these data are discussed in individual folios. Level 4 is

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summarized here. For 2021-2022, the mean score for completers was 2.86 and in 2022-2023, 2.78. Both mean scores are well above the 2.75 mean proficiency expectation.

**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.

Candidates meet the professional competency of student development in their coursework and field experiences and demonstrate these through the Lesson/Unit Plan and the dispositions measured in the EDA.

Lesson/Unit Plan: Professional Responsibility (scale 1-3)

Candidates meet the professional competency of learning differences in their coursework and field experiences and demonstrate these through the Professional Responsibility section of the Lesson plan. This is collected at both levels 3 and level 4, and these data are discussed in individual folios. Level 4 is summarized here. For 2021-2022, the mean score for completers was 2.92 and in 2022-2023, 2.95. Both mean scores are well above the 2.75 mean proficiency expectation.

EDA: (Level 2; 2.0, Level 3: 2.5; Level 4: 2.75)

Although all questions in the EDA support professional learning and ethical practices, questions 3 (demonstrates professionalism), Question 8 (Demonstrates self-regulated learner behaviors/takes initiative), and Question 9 (Exhibits the social and emotional intelligence to promote personal and educational goals/stability are most salient. Candidates continue to score above the mean proficiency expectations for their levels:

2021-2022	2022-2023
Level 2: Q3, 2.65; Q8, 2.45; Q9: 2.69	Q3, 2.75; Q8, 2.59; Q9, 2.80
Level 3: Q3, 3.40; Q8, 3.31; Q9: 3.30	Q3, 3.54; Q8, 3.49; Q9, 3.48
Level 4: Q3, 3.7; Q8, 3.60 Q9: 3.68	Q3, 3.66; Q8, 3.56; Q9, 3.63

**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.

Candidates meet the professional competency of student development in their coursework and field experiences and demonstrate these through dispositions measured in the EDA. Although all questions in the EDA support Leadership and Collaboration, question 1 (demonstrates effective oral communication skills), question 2 (demonstrates effective written communication skills), and question 7 (collaborates effectively with stakeholders) are most salient. Candidates continue to score above the mean proficiency expectations for their levels:

2021-2022	2022-2023
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Level 2: Q1, 2.73; Q2, 2.65; Q7, 2.71	Q1, 2.86; Q2, 2.82; Q7, 2.87
Level 3: Q1, 3.25; Q2, 3.18; 3.22	Q1, 3.50; Q2, 3.48; Q7, 3.41
Level 4: Q1, 3.51; Q2, 3.49; 3.55	Q1, 3.49; Q2, 3.47; Q7, 3.51

  

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

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

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

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

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

**005.02K5** Respect for human dignity and individual rights; and

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

Candidates meet the professional competency of student development in their TE 204 coursework and must get a C or better and pass the EDA in order to pass that class. Candidates also demonstrate these through EDA, question 6 (exhibits and appreciation of and value for cultural and academic diversity. Candidates continue to score above the mean proficiency expectations for their levels on Question 6:

2021-2022	2022-2023
Level 2: 2.71	Level 2: 2.76
Level 3: 3.22	Level 3: 3.54
Level 4: 3.55	Level 4: 3.52

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

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

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

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

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

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

### **Coursework that addresses the required special education competencies:**

#### TE 204 Typical/Atypical Human Growth and Development

This course is one of the two required for Level II education majors. Students will become aware of human growth/development and exceptionalities. As students explore these areas, they will also be made aware of the necessity to adapt to the changes in the classroom via diversity. Students will be involved in K-12 field experiences that will provide them opportunities to observe student development, exceptionalities, and diversity. All students completing initial certification, except for TCP, take this course.

#### TE 411 Inclusive Practices for Students with Exceptionalities in PreK-8 Classrooms

The course addresses the instructional needs of students with exceptionalities and giftedness in integrated settings. Special education referral process, Rule 51, Rule 3, Section 504, analysis of instruction/environment and its impact on learning, assignment/assessment modification, behavioral issues, and evaluation of student learning will be emphasized.

### **Coursework for the Transitional Certification Program (TCP):**

#### TE 831 Professional Knowledge and Skills I

This is the first course in a sequence comprising a post-baccalaureate pathway to teacher certification. This course focuses on instructional planning and assessment, with special attention to the manner in which these are informed by equity, inclusion, technology, and diversity issues. This course requires a subject-specific field experience with instructional application in an approved secondary classroom.

#### TE 832 Professional Knowledge and Skills II

This is the second course in a sequence comprising a post-baccalaureate pathway to teacher certification. This course focuses on instructional models, validated instructional practices, and issues related to exceptionality and diversity. This course requires a subject-specific field experience in an approved secondary classroom.

#### TE 833 Context of Education

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This is the third course in a sequence comprising a post-baccalaureate pathway to teacher certification. This course addresses the historical context of education in the U.S., including class/race/gender/access issues; key legal decisions and contemporary reform agendas; adolescent development, relationships, and culture in contemporary context. This course requires a school-based field experience in an approved secondary classroom.