

Academic Year 2022 - 23				Completers = 16						
Academic Year 2023 - 24				Completers = 26						
Professional Competencies										
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: • Example assessments used by the unit to measure this competency, • General statements indicating what the data evidence indicates at the unit level and noteworthy differences in endorsement programs (if any), • Changes made or being considered for the endorsement program(s) and/or unit level as a result of evidence. Limit response to no more than one page for each professional competency area.										
<u>005.02A Student Development</u> . 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.										
Example assessments used to measure this competency:										
Candidates meet the professional competency of student development through the completion of EDU211 (Exploring Child and Adolescent Development) or EDU510 (Growth and Development) as well as through field experiences and clinical practice settings. Specifically, the coursework involved provides students with exposure to theory and research about phases of development. Moreover, students gain knowledge toward this competency through practicum expectations embedded in the courses. Competency is measured using the clinical practice assessment rubric (item 1), as well as through the NDE First and Third Year Principal and Teacher Surveys (items 1.1 - 1.2). Note - NDE First and Third Year Surveys are sent by NDE to in-state schools only. Creighton University places candidates in out-of-state schools to complete clinical practice.										
	Clinical Practice Assessment Rubric Item 1		NDE First Year Principal Survey Standard 1 (1.1 & 1.2)		NDE Third Year Principal Survey Standard 1 (1.1 & 1.2)		NDE First Year Teacher Completer Survey Standard 1 (1.1 & 1.2)		NDE Third Year Teacher Completer Survey Standard 1 (1.1 & 1.2)	
	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary
2022-23	N = 12 Mean: 2.42	N = 15 Mean: 2.28	N = 2 Mean: 2.50	N = 6 Mean: 2.08	N = 2 Mean: 1.50	N = 2 Mean: 2.50	N = 0	N = 1 Mean: 3.00	N = 1 Mean: 3.00	N = 1 Mean: 2.00

	Range: 2-3	Range: 1-3	Range: 2-3	Range: 1-3	Range: 0-3	Range: 2-3		Range: 3	Range: 3	Range: 2
2023-24	N: 11 Mean: 2.68 Range: 2-3	N = 12 Mean: 2.46 Range: 2-3	N = 2 Mean: 2.00 Range: 2	N = 1 Mean: 3.00 Range: 3	N = 1 Mean: 2.00 Range: 2	N = 1 Mean: 1.50 Range: 1-2	N = 1 Mean: 2.00 Range: 2	N = 1 Mean: 3.00 Range: 3	N = 2 Mean: 3.00 Range: 3	N = 1 Mean: 2.00 Range: 2

General statements regarding what the data indicates:

Data that emerged from the clinical practice assessment rubric (Item 1) and the NDE First and Third Year Surveys (Items 1.1 - 1.2) confirm that according to the evaluators, students demonstrated overall proficiency in the area of student development. The range of mean scores for item on of the clinical practice summative rubric (2.28-2.68), places students squarely between the assessment levels of “proficient” and “advanced.” We acknowledge that the low *N* for the Nebraska Department of Education surveys makes meaningful data interpretation difficult when it comes to understanding the need for large-scale changes to the program. Yet, it is still notable that with the exception of a couple singular outliers (one respondent), summative responses from principals and self-assessment from teachers rate preparation in a similar range. Note - NDE First and Third Year Surveys are sent by NDE to in-state schools only. Creighton University places candidates in out-of-state schools to complete clinical practice.

Changes made or being considered for endorsement programs or the unit based on the data:

There have been several improvements made to the initial teacher preparation program as a result of this data, as well as in response to concurrent efforts to make the secondary education program completely online. For example, EDU510 (Growth and Development) is a completely online course, responding to reality that our online secondary program draws students from around the country. Course outcomes in EDU510 have been updated to reaffirm a focus on child and adolescent development. Additionally, in both EDU211 (Exploring Child and Adolescent Development) and in EDU510, content has been revised to include intentional links between child and adolescent development and the process of planning, executing, and assessing performance tasks in the instructional setting. These points of focus will be present in subsequent courses so that students understand the interdisciplinary realities of child and adolescent development.

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

Example assessments used to measure this competency:

Candidates gain the skills to meet the professional competency instructional differentiation through coursework (EDU525/EDU548 - Inclusion and Differentiation and EDU548 - Differentiating Instruction) and through field experiences and clinical practice settings. Among other topics, EDU525 and EDU548 address strategies for meeting the needs of students with specialized learning needs. Additionally, students are acquainted with the needs of diverse learners through what they learn in EDU548. Competencies are assessed through the use of the clinical practice assessment rubric (Standard 2), as well as

through the NDE First and Third Year Surveys (Items 2.1 - 2.3). Note - NDE First and Third Year Surveys are sent by NDE to in-state schools only. Creighton University places candidates in out-of-state schools to complete clinical practice.

	Clinical Practice Assessment Rubric Item 2		NDE First Year Principal Survey Standard 2 (Items 2.1 - 2.3)		NDE Third Year Principal Survey Standard 2 (Items 2.1 - 2.3)		NDE First Year Teacher Completer Survey Standard 2 (Items 2.1 - 2.3)		NDE Third Year Teacher Completer Survey Standard 2 (Items 2.1 - 2.3)	
	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary
2022-23	N = 12 Mean: 2.54 Range: 2-3	N = 15 Mean: 2.38 Range: .67-3	N = 2 Mean: 2.17 Range: 2-3	N = 6 Mean: 2.11 Range: 1-3	N = 2 Mean: 1.5 Range: 0 - 3	N = 1 Mean: 3.00 Range: 3	N = 0	N = 1 Mean: 2.67 Range: 2-3:	N = 1 Mean: 3.00 Range: 3	N = 1 Mean: 3.00 Range: 3
2023-24	N = 11 Mean: 2.5 Range: 2-3	N = 12 Mean: 2.29 Range: 1.5-3	N = 2 Mean: 1.67 Range: 1-2	N = 1 Mean: 3.00 Range: 3	N = 1 Mean: 2.00 Range: 2	N = 1 Mean: 3.00 Range: 3	N = 2 Mean: 2.17 Range: 0-3	N = 2 Mean: 1.40 Range 0-3	N = 2 Mean: 2.67 Range: 2-3	N = 1 Mean: 3.00 Range: 3

General statements regarding what the data indicates:

Data that emerged from the clinical practice assessment rubric (item 2) and the NDE First and Third Year Surveys (items 2.1 - 2.3) confirm that according to evaluators, students demonstrated overall proficiency in the area of student development. The range of score average outcomes from the clinical practice rubric (2.29 -2.54) places students squarely between the *proficient* and *distinguished* assessment levels. WWe acknowledge that the low *N* for the Nebraska Department of Education surveys makes meaningful data interpretation difficult when it comes to understanding the need for large-scale changes to the program. However, with the exception of only a couple of outliers (one student each), NDE survey data seems to support the more robust data yielded by the clinical practice assessment rubric.

Changes made or being considered for endorsement programs or the unit based on the data:

Based on the data that emerged in this area, initial teacher preparation program faculty revised EDU548 (Differentiating Instruction) to provide students with more opportunities to focus on instructional strategies, intervention, and multi-tiered systems of support. Other course topics, such as Science of Reading, have been moved to another course. This will allow for a more focused approach to inclusion, special education needs, and MTSS.

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.

Example assessments used to measure this competency:

Candidates gain the skills to create supportive and collaborative learning environments through EDU583 (Classroom Management) and through field experiences and clinical practice settings. Additionally, students are acquainted with the needs of diverse learners through what they learn in EDU548 - Differentiating Instruction. Competencies are assessed through the use of the clinical practice assessment rubric (Standard 3), as well as through the NDE First and Third Year Surveys (Items 3.1 - 3.2). Note - NDE First and Third Year Surveys are sent by NDE to in-state schools only. Creighton University places candidates in out-of-state schools to complete clinical practice.

	Clinical Practice Assessment Rubric Item 3		NDE First Year Principal Survey Standard 3 (Items 3.1 - 3.2)		NDE Third Year Principal Survey Standard 3 (Items 3.1 - 3.2)		NDE First Year Teacher Completer Survey Standard 3 (Items 3.1 - 3.2)		NDE Third Year Teacher Completer Survey Standard 3 (Items 3.1 - 3.2)	
	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary
2022-23	N = 12 Mean: 2.42 Range: 2-3	N = 15 Mean: 2.49 Range: 1.33-3	N = 2 Mean: 2.75 Range: 2-3	N = 6 Mean: 2.08 Range: 1-3	N = 2 Mean: 1.75 Range: 0-3	N=2 Mean: 2.25 Range: 1-3	N = 0	N = 1 Mean: 3.00 Range: 3	N = 2 Mean: 3.00 Range: 3	N = 2 Mean: 3.00 Range: 3
2023-24	N = 11 Mean: 2.68 Range: 1.5-3	N = 12 Mean: 2.5 Range: 2-3	N = 2 Mean: 2.50 Range: 2-3	N = 1 Mean: 3.00 Range: 3	N = 1 Mean: 3.00 Range: 3	N = 1 Mean: 3.00 Range: 3	N = 2 Mean: 2.75 Range: 2-3	N = 2 Mean: 1.50 Range: 1-2	N = 2 Mean: 2.5 Range: 2-3	N = 1 Mean: 3.00 Range: 3

General statements regarding what the data indicates:

Data that emerged from the clinical practice assessment rubric (item 3) and the NDE First and Third Year Surveys (items 3.1 - 3.2) confirm that according to evaluators, students demonstrated overall proficiency in creating supportive and collaborative learning environments. The range of score average outcomes from the clinical practice rubric (2.42-2.68) places students squarely between the *proficient* and *distinguished* assessment levels. We acknowledge that the low *N* for the Nebraska Department of Education surveys makes meaningful data interpretation difficult when it comes to understanding the need for large-scale changes to the program. However, with the exception of only a couple of outliers (one student each), NDE survey data seems to support the more robust data yielded by the clinical practice assessment rubric.

Changes made or being considered for endorsement programs or the unit based on the data:

Based on the data that has emerged from these assessments, which was confirmed through clinical practice supervision observations, the initial program faculty sought to identify opportunities and approaches that would better prepare our students for the challenges of managing a contemporary classroom.

This resulted in the initial program faculty developing a new course description and outcomes for EDU583 (Classroom Management) in the summer of 2024. In turn, this led to a complete revision of the course. Outcomes for 2024-25 will be evaluated in the 2025-26 academic year.

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.

Example assessments used to measure this competency:

Candidates meet the professional competency of demonstrating content knowledge through content-related coursework and field experiences and clinical practice settings. Assessment occurs via the clinical practice assessment rubric (Standard 4), as well as through the NDE First and Third Year Surveys (Items 4.1 - 4.3). Note - NDE First and Third Year Surveys are sent by NDE to in-state schools only. Creighton University places candidates in out-of-state schools to complete clinical practice.

	Clinical Practice Assessment Rubric Item 4		NDE First Year Principal Survey Standard 4 (Items 4.1 - 4.3)		NDE Third Year Principal Survey Standard 4 (Items 4.1 - 4.3)		NDE First Year Teacher Completer Survey Standard 4 (Items 4.1 - 4.3)		NDE Third Year Teacher Completer Survey Standard 4 (Items 4.1 - 4.3)	
	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary
2022-23	N = 12 Mean: 2.75 Range: 2.5-3	N = 15 Mean: 2.53 Range: 1-3	N = 2 Mean: 2.33 Range: 2-3	N = 6 Mean: 2.28 Range: 1-3	N = 2 Mean: 2.00 Range: 1-3	N = 2 Mean: 2.83 Range: 2-3	N = 0	N = 1 Mean: 3.00 Range: 3	N = 1 Mean: 3.00 Range: 3	N = 1 Mean: 3.00 Range: 2
2023-24	N = 11 Mean: 2.64 Range: 2-3	N = 12 Mean: 2.67 Range: 1-3	N = 2 Mean: 2.00 Range: 2	N = 1 Mean: 3.00 Range: 3	N = 1 Mean: 3.00 Range: 3	N = 1 Mean: 3.00 Range: 3	N = 2 Mean: 2.33 Range: 1-3	N = 2 Mean = 1.33 Range: 0-2	N = 2 Mean: 2.67 Range: 2-3	N = 1 Mean: 2.67 Range: 2-3

General statements regarding what the data indicates:

Data that emerged from the clinical practice assessment rubric (item 4) and the NDE First and Third Year Surveys (items 4.1 - 4.3) confirm that according to evaluators, students demonstrated overall proficiency in creating supportive and collaborative learning environments. The range of score average outcomes from the clinical practice rubric (2.53-2.75) places students squarely between the *proficient* and *distinguished* assessment levels. We acknowledge that the low *N* for the Nebraska Department of Education surveys makes meaningful data interpretation difficult when it comes to understanding the need for

large-scale changes to the program. However, with the exception of only a couple of outliers (one student each), NDE survey data seems to support the more robust data yielded by the clinical practice assessment rubric.

Changes made or being considered for endorsement programs or the unit based on the data:

Based on the data that emerged from these assessments, the initial preparation faculty sought to bring more focus to the alignment of daily activities and lesson places to content standards with course outcomes. This revision includes emphasis on central concepts and tools of inquiry. In compliance with Nebraska Department of Education Rules, a new textbook has been adopted that includes content on neuroscience. Outcomes from these changes will be monitored in the 2025-26 academic year and beyond.

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.

Example assessments used to measure this competency:

Candidates meet the professional competency of demonstrating content knowledge through content-related coursework and field experiences in the clinical practice settings. For EDU575 (Contemporary Teaching Methods in your Content Area), content area methods explored in more detail are concurrently applied in field placements. Assessment occurs via the clinical practice assessment rubric (items 5.1 - 5.2), as well as through the NDE First and Third Year Surveys (Items 5.1 - 5.2). Note - NDE First and Third Year Surveys are sent by NDE to in-state schools only. Creighton University places candidates in out-of-state schools to complete clinical practice.

	Clinical Practice Assessment Rubric Item 5		NDE First Year Principal Survey Standard 5 (Items 5.1 - 5.2)		NDE Third Year Principal Survey Standard 5 (Items 5.1 - 5.2)		NDE First Year Teacher Completer Survey Standard 5 (Items 5.1 - 5.2)		NDE Third Year Teacher Completer Survey Standard 5 (Items 5.1 - 5.2)	
	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary
2022-23	(5.1) N = 12 Mean: 2.58 Range: 2-3 (5.2) N = 12 Mean: 2.54 Range: 2-3	(5.1) N = 15 Mean: 2.36 Range: 1.33-3 (5.2) N = 15 Mean: 2.19 Range: 1.33-3	N = 2 Mean: 2.25 Range: 2-3	N = 6 Mean: 2.17 Range: 1-3	N = 2 Mean: 2.00 Range: 1-3	N = 2 Mean: 2.75 Range: 2-3	N = 0	N = 2 Mean: 2.75 Range: 2-3	N = 1 Mean: 3.00 Range: 3	N = 1 Mean: 2.00 Range: 2

2023-24	(5.1) N = 11 Mean: 2.68 Range: 2-3	(5.1) N = 12 Mean: 2.42 Range: 2-3	N = 2 Mean: 2.00 Range: 2	N = 1 Mean: 3.00 Range: 3	N = 1 Mean: 2.00 Range: 2	N = 1 Mean: 2.0 Range: 2-3	N = 2 Mean: 2.50 Range: 2-3	N = 2 Mean: 1.25 Range: 0-2	N = 2 Mean: 2.75 Range: 2-3	N = 1 Mean: 2.00 Range: 2-3
	(5.2) N = 11 Mean: 2.64 Range: 2-3	(5.2) N = 12 Mean: 2.50 Range: 2-3								

General statements regarding what the data indicates:

Data that emerged from the clinical practice assessment rubric (items 5.1 - 5.2) and the NDE First and Third Year Surveys (items 5.1 - 5.2) confirm that according to evaluators, students demonstrated overall proficiency in creating supportive and collaborative learning environments. The range of score average outcomes from the clinical practice rubric (2.53-2.75) places students squarely between the *proficient* and *distinguished* assessment levels. It is worth noting here that with secondary students in 2022-23 scored in a similar range according to the clinical practice rubric, their scores were slightly lower than their colleagues in other groups and reporting years. We acknowledge that the low *N* for the Nebraska Department of Education surveys makes meaningful data interpretation difficult when it comes to understanding the need for large-scale changes to the program. However, with the exception of only a couple of outliers (one student each), NDE survey data seems to support the more robust data yielded by the clinical practice assessment rubric.

Changes made or being considered for endorsement programs or the unit based on the data:

Based on the data that emerged from these assessments, elementary education courses have been revised to include content related to the Science of Reading. Lesson plan templated in all elementary course identify how the needs of English language learners would be met in any lesson. Additionally, focus is now placed on preparing students to connect with local and global issues, responding to the highly diverse context and high number of languages spoken by students in the OPS system. Additionally, secondary education students are now required to take a new course on the Science of Reading. This course is called EDU580 (Literacy and Content Area Strategies), and it began in the fall of 2025. Finally, EDU535 (Human Relations and Cultural Diversity), which meets the NDE human relations requirement, has been updated to ensure that it is addressing current local/global issues, including immigration, refugees, English language learners, and state legislative policy. Teacher preparation faculty will monitor student outcomes resulting from these innovations and will respond accordingly.

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.

Example assessments used to measure this competency:

Candidates meet the professional competency of developing and implementing effective assessment strategies through content-area coursework. Additionally, initial program completers are required to complete EDU299 (Understanding Educational Assessment and Statistical Reasoning) and EDU500 (Literacy Assessment). Secondary students are required to complete EDU575 (Contemporary Teaching Methods in Your Content Area) and EDU551

(Facilitating Student Learning). Together, this coursework provides students with exposure to themes and concepts related to designing, implementing, and evaluating a variety of assessment strategies. Additionally, field experiences and clinical practice settings provide students with the opportunity to apply skills that they have learned in an authentic and practical way. Assessment of this competency occurs via the clinical practice assessment rubric (items 6.1 - 6.4), as well as through the NDE First and Third Year Surveys (Items 6.1 - 6.2). Note - NDE First and Third Year Surveys are sent by NDE to in-state schools only. Creighton University places candidates in out-of-state schools to complete clinical practice.

	Clinical Practice Assessment Rubric Item 6		NDE First Year Principal Survey Standard 6 (Items 6.1 - 6.4)		NDE Third Year Principal Survey Standard 6 (Items 6.1 - 6.4)		NDE First Year Teacher Completer Survey Standard 6 (Items 6.1 - 6.4)		NDE Third Year Teacher Completer Survey Standard 6 (Items 6.1 - 6.4)	
	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary
2022-23	(6.1) N = 12 Mean: 2.50 Range: 2-3 (6.2) N = 12 Mean: 2.28 Range: 2-3	(6.1) N = 15 Mean: 2.10 Range: 1-3 (6.2) N = 15 Mean: 2.03 Range: 1-3	N = 2 Mean: 2.25 Range: 2-3	N = 6 Mean: 2.04 Range: 1-3	N = 2 Mean: 1.38 Range: 0-3	N = 2 Mean: 2.13 Range: 1-3	N = 0	N = 1 Mean: 2.50 Range: 2-3	N = 1 Mean: 3.00 Range: 3	N = 1 Mean: 3.00 Range: 3
2023-24	(6.1) N = 11 Mean: 2.41 Range: 2-3 (6.2) N = 11 Mean: 2.36 Range: 1.5-3	(6.1) N = 12 Mean: 2.29 Range: 2-3 (6.2) N = 12 Mean: 2.17 Range: 1-3	N = 2 Mean: 2.00 Range: 2	N = 1 Mean: 3.00 Range: 3	N = 1 Mean: 2.00 Range: 2	N = 1 Mean: 3.00 Range: 3	N = 2 Mean: 2.5 Range: 2-3	N = 2 Mean: 1.13 Range: 0-2	N = 2 Mean: 2.38 Range: 2-3	N = 1 Mean: 2.75 Range: 2-3

General statements regarding what the data indicates:

Data that emerged from the clinical practice assessment rubric (items 6.1 - 6.2) and the NDE First and Third Year Surveys (items 6.1 - 6.4) confirm that according to evaluators, students demonstrated overall proficiency in creating supportive and collaborative learning environments. The ranges of score average outcomes from the clinical practice rubric (2.53-2.75) places students squarely between the *proficient* and *distinguished* assessment levels. It is worth noting here that with secondary students in 2022-23 scored in a similar range according to the clinical practice rubric, their scores were slightly lower than their colleagues in other groups and reporting years. We acknowledge that the low *N* for the Nebraska Department of Education surveys makes meaningful

data interpretation difficult when it comes to understanding the need for large-scale changes to the program. However, with the exception of only a couple of outliers (one student each), NDE survey data seems to support the more robust data yielded by the clinical practice assessment rubric.

Changes made or being considered for endorsement programs or the unit based on the data:

Improvements to this dimension of teacher preparation were a significant focus of the initial teacher preparation faculty for the last two years. Page 18 of Creighton Rule 24 folio outlines in more detail the significant changes that were made, but we highlight here that a greater effort is now made to keep cooperating teachers aware of expectations, and to make expectations visible to students prior to student teaching. Additionally, the faculty have developed a common construct for planning for assessment with attention to question type, summative measures, and formative approaches. Finally, EDU551 has been updated to carry the title “Curriculum and Assessment”. This led to a renewed focus on helping students utilize standards-based learning intentions and success criteria. The direct result of these efforts are reflected in ongoing goal setting for both elementary and secondary programs and endorsement areas.

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.

Example assessments used to measure this competency:

Candidates meet the professional competency of developing and implementing effective assessment strategies through coursework. Additionally, field experiences and clinical practice settings provide students with the opportunity to apply skills that they have learned in an authentic and practical way. Assessment of this competency occurs via the clinical practice assessment rubric (item 7), as well as through the NDE First and Third Year Surveys (Items 7.1 - 7.2). Note - NDE First and Third Year Surveys are sent by NDE to in-state schools only. Creighton University places candidates in out-of-state schools to complete clinical practice.

	Clinical Practice Assessment Rubric Item 7		NDE First Year Principal Survey Standard 7 (Items 7.1 - 7.2)		NDE Third Year Principal Survey Standard 7 (Items 7.1 - 7.2)		NDE First Year Teacher Completer Survey Standard 7 (Items 7.1 - 7.2)		NDE Third Year Teacher Completer Survey Standard 7 (Items 7.1 - 7.2)	
	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary
2022-23	N = 12 Mean: 2.63 Range: 2-3	N = 15 Mean: 2.33 Range: 1-3	N = 2 Mean: 2.50 Range: 2-3	N = 6 Mean: 2.17 Range: 2-3	N = 2 Mean: 1.50 Range: 0-3	N = 2 Mean: 2.50 Range: 2-3	N = 0	N = 1 Mean: 3.00 Range: 3	N = 1 Mean: 3.00 Range: 3	N = 1 Mean: 3.00 Range: 3

2023-24	N = 11 Mean: 2.77 Range: 2-3	N = 12 Mean: 2.46 Range: 2-3	N = 2 Mean: 1.75 Range: 1-2	N = 1 Mean: 3.00 Range: 3	N = 1 Mean: 2.50 Range: 2-3	N = 1 Mean: 3.00 Range: 3	N = 2 Mean: 2.50 Range: 2-3	N = 2 Mean: 1.00 Range: 1	N = 2 Mean: 2.75 Range: 2-3	N = 1 Mean: 3.00 Range: 3
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General statements regarding what the data indicates:

Data that emerged from the clinical practice assessment rubric (item 7) and the NDE First and Third Year Surveys (items 7.1 - 7.2) confirm that according to evaluators, students demonstrated overall proficiency in creating supportive and collaborative learning environments. The range of score average outcomes from the clinical practice rubric (2.33 - 2.77) places students squarely between the *proficient* and *distinguished* assessment levels. We acknowledge that the low *N* for the Nebraska Department of Education surveys makes meaningful data interpretation difficult when it comes to understanding the need for large-scale changes to the program. However, with the exception of only a couple of outliers (one student each), NDE survey data seems to support the more robust data yielded by the clinical practice assessment rubric.

Changes made or being considered for endorsement programs or the unit based on the data:

Based on the data that emerged from these assessments, the initial teacher preparation faculty developed a revised lesson planning template that is expected of all teachers who are engaged in clinical practice. Additionally, focus on planning for instruction has become a new point of focus for EDU551 - Curriculum, Instruction, and Assessment. Outcomes from these innovations will be monitored and evaluated in the 2025-26 academic year and beyond.

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.

Example assessments used to measure this competency:

Candidates meet the professional competency of planning instruction to meet rigorous learning goals through content-area coursework. Additionally, elementary education candidates complete EDU584 (Advanced Instructional Practices), which provides additional skill development related to planning instruction to meet the diverse needs of students. Graduate students are required to complete EDU 551 (Curriculum, Instruction, and Assessment), which centers on planning for instruction and assessing student achievement. Additionally, students are required EDU242 (Computer-Related Technologies in Teacher Education) or EDU601 (Instructional Technology for the Classroom), both of which address the use of technology in an instructional setting. Students apply the skills that they learn in these courses in field experiences and clinical practice settings. Assessment occurs via the clinical practice assessment rubric (items 8.1 - 8.3, as well as through the NDE First and Third Year Surveys (Items 8.1 - 8.3). Note - NDE First and Third Year Surveys are sent by NDE to in-state schools only. Creighton University places candidates in out-of-state schools to complete clinical practice.

	Clinical Practice Assessment Rubric Item 8		NDE First Year Principal Survey Standard 8 (Items 8.1 - 8.3)		NDE Third Year Principal Survey Standard 8 (Items 8.1 - 8.3)		NDE First Year Teacher Completer Survey Standard 8 (Items 8.1 - 8.3)		NDE Third Year Teacher Completer Survey Standard 8 (Items 8.1 - 8.3)	
	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary
2022-23	(8.1) N = 12 Mean: 2.58 Range: 2-3	(8.1) N = 15 Mean: 2.47 Range: 2-3	N = 2 Mean: 2.17 Range: 2-3	N = 6 Mean: 2.11 Range: 1-3	N = 2 Mean: 1.67 Range: 0-3	N = 2 Mean: 2.67 Range: 2-3	N = 0	N = 1 Mean: 3.00 Range: 3	N = 1 Mean: 3.00 Range: 3	N = 1 Mean: 3.00 Range: 3
	(8.2) N = 12 Mean: 2.50 Range: 2-3	(8.2) N = 15 Mean: 2.32 Range: 1.33 - 3								
	(8.3) N = 12 Mean: 2.50 Range: 2-3	(8.3) N = 15 Mean: 2.36 Range: 2-3								
2023-24	(8.1) N = 11 Mean: 2.68 Range: 2-3	(8.1) N = 12 Mean: 2.54 Range: 2-3	N = 2 Mean: 1.67 Range: 1-3	N = 1 Mean: 3.00 Range: 3	N = 1 Mean: 2.33 Range: 2-3	N = 1 Mean: 3.00 Range: 3	N = 2 Mean: 2.33 Range: 1-3	N = 2 Mean: 1.83 Range: 1-3	N = 2 Mean: 2.83 Range: 2-3	N = 1 Mean: 2.67 Range: 2-3
	(8.2) N = 11 Mean: 2.86 Range: 2-3	(8.2) N = 12 Mean: 2.38 Range: 2-3								
	(8.3) N = 11 Mean: 2.64 Range: 2-3	(8.3) N = 12 Mean: 2.54 Range: 2-3								

General statements regarding what the data indicates:

Data that emerged from the clinical practice assessment rubric (items 8.1 - 8.3) and the NDE First and Third Year Surveys (items 8.1 - 8.3) confirm that according to evaluators, students demonstrated overall proficiency in creating supportive and collaborative learning environments. The range of score average outcomes from the clinical practice rubric (2.32 - 2.86) places students squarely between the *proficient* and *distinguished* assessment levels. We acknowledge that the low *N* for the Nebraska Department of Education surveys makes meaningful data interpretation difficult when it comes to understanding the need for large-scale changes to the program. However, with the exception of only a couple of outliers (one student each), NDE survey data seems to support the more robust data yielded by the clinical practice assessment rubric.

Changes made or being considered for endorsement programs or the unit based on the data:

With educational technology being a rapidly-evolving field, EDU601 (Instructional Technology for the Classroom) is reviewed and revised on an annual basis. Recent updates to the course reflect emerging trends, including the integration of generative artificial intelligence (AI) in the instructional planning process.

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.

Example assessments used to measure this competency:

Professional learning and ethical practice is a theme that is addressed throughout the required coursework for both the elementary and secondary endorsement programs. At the elementary level, students are required to complete EDU170 (Diversity and Justice in Education) to be admitted to the elementary education major. This course reveals to students important context about the history of education in the United States, as well as an appropriate philosophy of education for a contemporary context. At the secondary level, students completed EDU522 (Foundations of Education Seminar I), where they learn about ethical and legal responsibilities of teachers. Students apply the skills that they learn in these courses in field experiences and clinical practice settings. Assessment occurs via the clinical practice assessment rubric (items 8.1 - 8.3, as well as through the NDE First and Third Year Surveys (Items 8.1 - 8.3). Note - NDE First and Third Year Surveys are sent by NDE to in-state schools only. Creighton University places candidates in out-of-state schools to complete clinical practice.

	Clinical Practice Assessment Rubric Item 9		NDE First Year Principal Survey Standard 9 (Items 9.1 - 9.2)		NDE Third Year Principal Survey Standard 9 (Items 9.1 - 9.2)		NDE First Year Teacher Completer Survey Standard 9 (Items 9.1 - 9.2)		NDE Third Year Teacher Completer Survey Standard 9 (Items 9.1 - 9.2)	
	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary
2022-23	N = 12 Mean: 2.67 Range: 2-3	N = 15 Mean: 2.44 Range: 0.67-3	N = 2 Mean: 3.00 Range: 3	N = 6 Mean: 2.17 Range: 1-3	N = 2 Mean: 1.75 Range: 0-3	N = 1 Mean: 3.00 Range: 3	N = 0	N = 1 Mean 3.00 Range: 3	N = 1 Mean 3.00 Range: 3	N = 1 Mean 3.00 Range: 3
2023-24	N = 11 Mean: 2.73 Range: 2-3	N = 12 Mean: 2.79 Range: 2-3	N = 2 Mean: 2.00 Range: 2	N = 1 Mean: 3.00 Range: 3	N = 1 Mean: 3.00 Range: 3	N = 1 Mean: 3.00 Range: 3	N = 2 Mean: 2.50 Range: 2-3	N = 2 Mean: 2.00 Range: 2	N = 2 Mean: 2.50 Range: 2-3	N = 1 Mean: 3.00 Range: 3

General statements regarding what the data indicates:

Data that emerged from the clinical practice assessment rubric (item 9) and the NDE First and Third Year Surveys (items 9.1 - 9.2) confirm that according to evaluators, students demonstrated overall proficiency in creating supportive and collaborative learning environments. The range of score average outcomes from the clinical practice rubric (2.44 - 2.79) places students squarely between the *proficient* and *distinguished* assessment levels. We acknowledge that the low *N* for the Nebraska Department of Education surveys makes meaningful data interpretation difficult when it comes to understanding the need for large-scale changes to the program. However, with the exception of only a couple of outliers (one student each), NDE survey data seems to support the more robust data yielded by the clinical practice assessment rubric.

Changes made or being considered for endorsement programs or the unit based on the data:

The data reveals patterns and trends that have resulted in a number of improvements in our secondary educator preparation programs. First, our secondary students, many of whom reside in states other than Nebraska, all attend an online orientation that intentionally addresses concepts and themes related to professionalism and ethics. Additionally, education preparation faculty have replaced EDU522 with EDU503 (Foundations of Education). This course became a requirement in the Summer of 2025. EDU503 has targeted content related to professionalism and ethics. Among this content is an overview and addition of a course outcome related to the Ignatian Pedagogical Paradigm in intersecting themes related to professionalism and ethics.

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.

Example assessments used to measure this competency:

Candidates meet the professional competency of leadership and collaboration in leading learning through coursework. Specifically, elementary education candidates have the opportunity to develop skills in this area through the completion of EDU 584 (Advanced Instructional Practices). This course addresses differentiated content for teacher candidates based on their needs, and includes content about leadership and collaboration. Graduate secondary students are required to complete EDU 551 (Facilitating Student Learning), where they acquire skills to collaborate and lead in support of student learning and achievement. Students apply skills in a practical way through field experiences and clinical practice settings. Assessment occurs via the clinical practice assessment rubric (items 10.1 - 10.2), as well as through the NDE First and Third Year Surveys (items 10.1 -10.2). Note - NDE First and Third Year Surveys are sent by NDE to in-state schools only. Creighton University places candidates in out-of-state schools to complete clinical practice.

	Clinical Practice Assessment Rubric Item 10	NDE First Year Principal Survey Standard 10 (Items 10.1 -	NDE Third Year Principal Survey Standard 10 (Items 10.1 -	NDE First Year Teacher Completer Survey Standard 10 (Items 10.1 -	NDE Third Year Teacher Completer Survey Standard 10 (Items 10.1 -
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			10.2)		10.2)		10.2)		10.2)	
	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary
2022-23	(10.1) N = 12 Mean: 2.50 Range: 2-3 (10.2) N = 12 Mean: 2.67 Range: 2-3	(10.1) N = 15 Mean: 2.40 Range: 1-3 (10.2) N = 15 Mean: 2.33 Range: 2-3	N = 2 Mean: 3.00 Range: 3	N = 6 Mean: 2.00 Range: 1-3	N = 2 Mean: 1.50 Range: 0-3	N = 2 Mean: 1.5 Range: 0-3	N = 0	N = 1 Mean: 3.00 Range: 1-3	N = 1 Mean: 3.00 Range: 3	N = 1 Mean: 3.00 Range: 3
2023-24	(10.1) N = 11 Mean: 2.82 Range: 2-3 (10.2) N = 11 Mean: 2.79 Range: 2-3	(10.1) N = 12 Mean: 2.54 Range: 2-3 (10.2) N = 12 Mean: 2.40 Range: 2-3	N = 2 Mean: 2.25 Range: 2-3	N = 1 Mean: 3.00 Range: 3	N = 1 Mean: 2.00 Range: 3	N = 1 Mean: 3.00 Range: 3	N = 2 Mean: 3.00 Range: 3	N = 2 Mean: 2.00 Range: 2	N = 2 Mean: 2.25 Range: 2-3	N = 1 Mean: 1.50 Range: 1-2

General statements regarding what the data indicates:

Data that emerged from the clinical practice assessment rubric (items 10.1 - 10.2) and the NDE First and Third Year Surveys (items 10.1-10.2) confirm that according to evaluators, students demonstrated overall proficiency in creating supportive and collaborative learning environments. The range of score average outcomes from the clinical practice rubric (2.44 - 2.82) places students squarely between the *proficient* and *distinguished* assessment levels. It is worth noting that in 2023-24, elementary students scored exceptionally well, with scores of 2.82 and 2.79 for items 10.1 and 10.2, respectively. We acknowledge that the low *N* for the Nebraska Department of Education surveys makes meaningful data interpretation difficult when it comes to understanding the need for large-scale changes to the program. However, with the exception of only a couple of outliers (one student each), NDE survey data seems to support the more robust data yielded by the clinical practice assessment rubric.

Changes made or being considered for endorsement programs or the unit based on the data:

The educator preparation faculty has identified a number of logistical and procedural innovations that address this area directly. First, as a result of the data that has emerged from these assessments, the educator preparation program now places students at a common practicum site for reading and language arts. This improvement provides for a more unified approach for students to learn about the practical approaches to integrating these concepts in lesson planning and instruction. Additionally, the clinical practicum has been expanded to ensure that candidates have more opportunity for collaboration with students' families, colleagues, and other school personnel, leading to student teachers being more embedded members of the schools in which they are placed. Outcomes from these innovations will be monitored and evaluated in the 2025-26 academic year and beyond.

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.

Example assessments used to measure this competency:

As the wording of competency 005.02K speaks to what the institution must provide, as opposed to what competencies students must demonstrate, our response here is to confirm that we meet the standard as it is stated above. All undergraduate students who aspire to become elementary education majors are required to complete EDU 170 - Diversity and Justice in Education. This course is approved by the Nebraska Department of Education to meet the requirements for human relations. At the secondary/graduate level, students are required to complete EDU535 - Human Relations and Cultural Diversity, which also meets the standard. Data to verify compliance for the reporting years is overall GPA for these courses for initial licensure completers in the reporting years of 2022-23 and 2023-24.

Human Relations Overall GPA 2022-23		Human Relations Overall GPA 2023-24	
Undergraduate (EDU 170)	Graduate (EDU 535)	Undergraduate (EDU 170)	Graduate (EDU 535)
N = 10 Mean GPA: 3.73/4.00 Range: 3-4	N = 12 Mean GPA: 3.75/4.00 Range: 3-4	N = 16 Mean GPA: 3.77/4.00 Range: 3-4	N = 8 Mean GPA: 3.75/4.00 Range: 2.75-4

General statements regarding what the data indicates:

The data confirms that students who complete the human relations requirement for their undergraduate or graduate programs do so successfully. Overall GPAs for both reporting years indicate a grade range of A- to A.

Changes made or being considered for endorsement programs or the unit based on the data:

There were no changes made to the required human relations courses. While all courses are updated on an ongoing basis to ensure that they are relevant for student needs in a contemporary social context, the data does indicate the need for any specific changes.

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.

Example assessments used to measure this competency:

As the wording of competency 005.02L speaks to what the institution must provide, as opposed to what competencies students must demonstrate, our response here is to confirm that we meet the standard as it is stated above. All undergraduate students who aspire to become elementary education majors are required to complete EDU 525 (Inclusion and Differentiation in the Elementary Classroom). This course is approved by the Nebraska Department of Education to meet the requirements for special education. At the secondary/graduate level, students are required to complete EDU 548 (Differentiating Instruction and Literacy Strategies in Grades 7-12), which also meets the standard. Data to verify compliance for the reporting years is overall GPA for these courses for initial licensure completers in the reporting years of 2022-23 and 2023-24.

Special Education Overall GPA 2022-23		Special Education Overall GPA 2023-24	
Undergraduate	Graduate	Undergraduate	Graduate

(EDU 525)	(EDU 548)	(EDU 525)	(EDU 548)
N = 7 Mean GPA: 4.00/4.00 Range: 4	N = 14 Mean GPA: 3.74/4.00 Range: 3-4	N = 15 Mean GPA: 3.89/4.00 Range: 2.67-4	N = 10 Mean GPA: 3.97/4.00 Range: 3.67-4

General statements regarding what the data indicates:

The data confirms that students who complete the special education requirement for their undergraduate or graduate programs do so successfully. Overall GPAs for both reporting years indicate a grade range of A- to A. All seven students who completed the undergraduate version of the course earned an “A” (4.00).

Changes made or being considered for endorsement programs or the unit based on the data:

Apart from previously-discussed changes to EDU548 (Differentiating Instruction), no other significant changes were made to the required special education courses. While all courses are updated on an ongoing basis to ensure that they are relevant for student needs and a contemporary social context, the data does indicate the need for any specific changes