

**\*Note—Because we have 0 completers we believe this should have been a Mini Folio. However, since it was complete as a Rule 24 regular Folio we made changes to it AS it Was.**

Nebraska Department of Education Rule 24 Report			
ENGLISH AS A SECOND LANGUAGE, 7-12			
(Content Area)			
Educator Preparation Content Program Review			
Name of institution	Creighton University		
Date Submitted	June 30, 2025		
Contact Person	Carin Appleget, EdD (Program Director)		
Phone/Fax	402.280.3050		
Email	carinappleget@creighton.edu		
Folio type: <input checked="" type="checkbox"/> Regular <input type="checkbox"/> Mini <input type="checkbox"/> Advanced Program			
Program(s) Covered by this Folio			
Endorsement(s)	Type	Grade Level	Program Level
English as a Second Language	Supplemental	7-12	Certificate
Is the endorsement offered at more than one site? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
If yes, list additional sites where endorsement is offered:			
Institution Accreditation Status: <input type="checkbox"/> National <input checked="" type="checkbox"/> State			
Is this a Nationally Accredited Program? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
If Yes, list Accrediting Organization:			Attach National Letter to Cover Sheet

**NOTE: There were NO completers in ESL 7-12 program in 2022-2023 or 2023-2024. All were Elementary. This folio was completed in error. Corrections below.**

## Section 1: Contextual Information

### 1a. Institutional Background Information

#### Creighton University

Creighton University (Creighton) is a Catholic and Jesuit comprehensive university committed to excellence in its selected undergraduate, graduate, and professional programs. Comprised of nine colleges and schools, the University is accredited by the [Higher Learning Commission](#) (HLC) and is a member of the [Association of Jesuit Colleges and Universities](#) (AJCU).

As a Jesuit Institution, Creighton participates in the tradition of the Society of Jesus, which provides an integrating vision of the world that arises out of a knowledge and love of Jesus Christ. Creighton exists for students and learning. Members of the Creighton community are challenged to reflect on transcendent values, including their relationship with God, all in an atmosphere of freedom of inquiry, belief and religious worship. Service to others, the importance of family life, the inalienable worth of each individual and appreciation of ethnic and cultural diversity are core values of Creighton. Creighton faculty members conduct research to enhance teaching, to contribute to the betterment of society, and to discover new knowledge. Faculty and staff stimulate critical and creative thinking and provide ethical perspectives for dealing with an increasingly complex world.

#### The Department of Education

Creighton's initial and advanced educator preparation programs are administered through the Education Department, which is housed within the College of Arts and Sciences. The Education Department benefits from the expertise of 14 full-time faculty members, and its programs are supported by one administrative assistant. The Department offers programs that prepare students in 16 initial and advanced endorsement areas. Its teacher preparation programs are currently accredited by the Council for the Accreditation of Educator Preparation [CAEP]<sup>1</sup>, and all of the Education Department's endorsement programs are approved by the Nebraska Department of Education. The Department of Education embraces Creighton's mission by empowering teachers, administrators, and counselors to transform the lives of their students by preparing graduates to be compassionate and effective leaders in the Jesuit tradition. The Department aims to graduate women and men who build a better world by living and leading according to these charisms (values):

- Reflective practice (contemplation in action),
- Care for others (*cura personalis*),
- Promotion of service, justice, and inclusive community (men and women for and with others),

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<sup>1</sup> Creighton's CAEP accreditation will expire at the end of the 2025 calendar year. We are not going to be renewing our CAEP accreditation, and have opted instead to work exclusively with the Nebraska Department of Education for EPP program approval.

- Sharing gifts for the greater good and the greater glory of God (*magis, ad maiorem Dei gloriam*).

With each of our programs, it is the Department's hope that students will feel its commitment to professional formation and support as well as being known for:

- Placing the Jesuit charisms and Ignatian pedagogy at the center of all coursework.
- Emphasizing social justice so that our graduates are formed to lead in highly diverse schools.
- Providing specialized preparation so that our graduates are ready to serve students with diverse needs and backgrounds in P-12 schools.
- Providing specialized preparation for those who wish to serve in Catholic schools.

### Programs Offered

At the undergraduate level, the department offers one degree in elementary education, a minor in education (providing eligibility for a student to substitute teach), and an accelerated bachelor's-to-master's degree for students interested in secondary school teaching or educational specialist area master's degree. At the graduate and professional level, the department offers degrees in Elementary School Teaching, Secondary School Teaching, Educational Leadership, School Counseling, and Educational Specialist Areas. Additionally, the department has several graduate certificates students can earn independently or as a component of their graduate degree: Catholic School Leadership, Early Childhood Education, English as a Second Language, Sports Leadership, and Teacher Leadership.

### Student Demographics - University, Initial Programs, and Advanced Programs

	2022-2023			2023-2024		
	Creighton University	Education Department: Initial Programs	Education Department: Advanced Programs	Creighton University	Education Department: Initial Programs	Education Department: Advanced Programs
	N = 8,397	N = 55	N = 89	N = 8,255	N = 43	N = 68
Student Ethnicity						
White	5,904	47	65	5,672	36	56
Hispanic	735	6	4	781	3	7
Black or African American	270	1	4	260	1	4
Native American	24	0	1	28	0	0

Two or More Races	425	0	4	451	0	0
Asian	735	1	5	768	2	1
NHOPI	11	0	0	15	0	0
Not Specified	99	0	6	100	1	0
<b>Student Gender</b>						
Female	4,982	40	68	4,913	31	50
Male	3,415	15	21	3,342	12	18
<b>Student Home State</b>						
Nebraska	1,772	28	21	1,743	19	20
Other States or Locations	6,395	27	68	6,512	24	48

**1b. Delete Table**

<b>Field Endorsements</b>	<b>Initial</b>	<b>Advanced</b>
<del>Art (PK-12)</del>	✓	
<del>Business, Marketing and Info Technology (6-12)</del>	✓	
<del>Elementary Education (K-6)</del>	✓	
<del>English Language Arts (7-12)</del>	✓	
<del>Mathematics (6-12)</del>	✓	
<del>Principal (PK-12, PK-8, 7-12)</del>		✓
<del>School Counselor (PK-12, PK-8, 7-12)</del>	✓	✓

<del>Science (7-12)</del>	✓	
<del>Social Science (7-12)</del>	✓	
<b>Subject Endorsements</b>	<b>Initial</b>	<b>Advanced</b>
<del>History (7-12)</del>	✓	
<del>Religious Education (7-12)</del>	✓	
<del>Secondary English (7-12)</del>	✓	
<del>World Language—French (7-12)</del>	✓	
<del>World Language—Spanish (7-12)</del>	✓	
<b>Supplemental Endorsements</b>	<b>Initial</b>	<b>Advanced</b>
<del>Early Childhood Education (PK-3)</del>		✓
<del>English as a Second Language (PK-6, 7-12)</del>		✓

### 1b. Standards for Admission, Retention, Transition and Program Completion

Admission Standards	<b>MS in Educational Specialist Areas (EDSA) OR English as a Second Language Certificate PK-6</b> Successful undergraduate program- 3.0 GPA Proof of teacher certification/credential in their home state 3 letters of recommendation Video or written statement of interest in the graduate program or certificate Background check Felony conviction/ mental capacity form
Retention Standards	<b><i>Felony Convictions and Mental Capacity Policy</i></b> If a teacher resident's status changes at any time while in the program regarding any legal convictions or concerns with mental capacity, s/he must notify the Director of Educator Certification immediately. Teacher residents may be temporarily prevented from taking courses and completing field experiences based on consultation with the Nebraska Department of Education and review of Nebraska Rule 20. In some cases, teacher residents may also be dismissed

	<p>from their program due to legal convictions and mental health concerns specified in Nebraska Rule 20.</p> <p><b><i>Minimum Grade Point Average and Grade of (C) Policy</i></b>  EDSA or ESL Certificate graduate students must maintain a minimum cumulative grade point average of 3.0 during their course work. Failure to maintain the minimum grade point average may result in advising or probation. Failure to address concerns in this area will eventually result in dismissal from the program. Graduate students may appeal their dismissal to the Graduate Board, unless their dismissal is based on Nebraska Rule 20; in which case, no appeal may be made.  Any required education course in which a graduate student does not earn a grade of (C) or higher must be repeated and the (C) or higher requirement met. A graduate student who accumulates more than 6 hours of C grades, or any one grade less than a C in courses in his or her graduate program, is automatically dismissed from the Graduate School. Appeal may be made to the Graduate Board unless the dismissal is based on Nebraska Rule 20; in which case, no appeal may be made.</p>
Field Experience Requirements	<p><b>Field Experience: Completion of EDU 543- Practicum in English Language Learning PK-6</b>  EDSA and ESL Certificate-only candidates will complete a 45-hour practicum designed to practice identifying and conducting themselves as members of the ESL profession. An emphasis on ethical guidelines and other professional standards related to the ESL practice are included. Candidates will use reflection, collaboration and critical thinking skills as they pursue and attempt to assimilate new knowledge into their experiences with English Language Learners.</p> <p><b><i>Professionalism Policy</i></b>  In addition to being monitored with respect to grades and fieldwork, graduate student performance in other areas which bear on one's suitability for the field of education is also periodically reviewed by advisors and faculty; including but not limited to, organizational skills, completion of assigned tasks, effort, motivation, dress code, integrity, consideration for others, punctuality, responsibility, and interpersonal skills. Concerns noted in professionalism will be dealt with through advising, probation, and the disposition form. If a teacher candidate does not improve following any of these interventions, the Education Department may dismiss a resident from a program who does not meet acceptable professional standards. Note that candidates may also be dismissed from a program for any violation of the standards described in this handbook and in Nebraska Rule 20.</p>
Program Completion	<p>Candidates must maintain a minimum cumulative GPA of 3.0 or higher and meet all program course requirements for either the <a href="#">ESL Certificate</a> program or <a href="#">EDSA degree</a>.</p>

	<p><i>Candidates move through the program in a Cohort model: F1- EDU 542, F-2 EDU 542, Sp-1 EDU 544, Sp-2 EDU 692, and finally F-1 (Summer or F-1 second) EDU 543</i></p> <p><i>Course descriptions can be found here: <a href="#">ESL Certificate</a> Advising sheet information can be found in <a href="#">Appendix A</a></i></p> <p><b>Graduate Degree Completion Deadline Policy</b> All work for the graduate certificate or master's degree coursework must be completed within six calendar years from the date of credit of the first graduate course in the program. Prerequisite courses taken at the beginning of a planned program do not count in the time determination. Students may, under extraordinary circumstances, petition the Graduate Dean for an extension. If a program is prolonged, courses taken at the beginning of the period may not be counted toward the required credits for the degree." (Creighton University Catalogue)</p>
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#### ~~1c. Significant Teacher Education Program Changes~~

#### **1c. Field Experiences Required for the English as a Second Language endorsement 7-12**

The field experience requirements for ESL 7-12 were added to the Field Experience for Advanced Program doc. [Table 006.02-1](#)

#### **Field Experience: Completion of EDU 543- Practicum in English Language Learning**

EDSA and ECE Certificate-only candidates will complete a 45-hour practicum designed to practice identifying and conducting themselves as members of the ESL profession. An emphasis on ethical guidelines and other professional standards related to the ESL practice are included. Candidates will use reflection, collaboration and critical thinking skills as they pursue and attempt to assimilate new knowledge into their experiences with ESL.

<b>MS in Specialist Areas Concentrations with NDE Endorsement OR Graduate Certificates with NDE Endorsement (Independent of MS degree)</b>	
English as a Second Language	EDU 543 - Practicum in English as a Second Language (45 hours in an ESL classroom)

#### **MS in Educational Specialist Areas**

The Master of Science in Educational Specialist Areas was created in the Fall of 2018. This degree is a stackable master's program, allowing students to choose 2 specialty areas (graduate certificates) to complete to earn this degree. Initial specialty areas offered included Early Childhood Education, Teacher Leadership, and Catholic School Leadership. An English

as a Second Language (ESL) certificate was added Fall 2019 and Sports Leadership was added Fall 2021.

#### 1d. Program Completers and Level

Program Completers and Level – Content Area:									English as a Second Language 7-12	
Academic Year					Number of Endorsement Program Completers					
					Bac	Post Bac	Alternate Route	Masters	Ed. Specialist	PhD
20	22	to	20	23	n/a	n/a	n/a	n/a	n/a	n/a
20	23	to	20	24	n/a	5 0	n/a	n/a	n/a	n/a

NO completers for ESL 7-12.



## Section 2: Endorsement Program Key Assessments and Related Data

### Artifact 1: Summary of Key Assessments for Initial Programs

#### NDE Clinical Practice Assessment Rubric

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-Praxis II or GPA	Summative	Graduate	GPAs are monitored at the end of each semester and Overall GPAs are collected at completion of Certificate coursework
	Course GPAs and Final GPA			
2	Content - Knowledge	Summative	The NDE created Clinical Practice Assessment is completed by the university supervision during the clinical practice semester. Standard 4: Content Knowledge and Standard 5: Application of Content are used for Key Assessment #2.	Completion of clinical practice
	Nebraska Clinical Practice Assessment			
3	Learner/Learning Environments	Summative	The NDE created Clinical Practice Assessment is completed by the university supervision during the clinical practice semester. Standard 1: Learner Development and Standard 2: Learner Differences and Standard 3: Learning Environments are used for Key Assessment #3.	Completion of clinical practice
	Nebraska Clinical Practice Assessment			
4	Instructional Practices - Knowledge	Summative	The NDE created Clinical Practice Assessment is completed by the university supervision during the clinical practice semester. Standard 7: Planning for Instruction and Standard 8: Instructional Strategies are used for Key Assessment #4.	Completion of clinical practice
	Nebraska Clinical Practice Assessment			
5	Instructional Practices - Effectiveness	Summative	The NDE created Clinical Practice Assessment is completed by the university supervision during the clinical practice semester. Standard 6A Assessment and 6B: impact on student learning and development are used for Key Assessment #5.	Completion of clinical practice
6	Professional Responsibility	Summative	The NDE created Clinical Practice Assessment is completed by the	Completion of clinical practice

	Nebraska Clinical Practice Assessment		university supervision during the clinical practice semester. Standard 9 Professional Learning and Ethical Practice and Standard 10 Leadership and Collaboration are used for Assessment #6.	
7	Overall Proficiency	Summative	In the final practicum course, EDU 543, all ESL certificate candidates are required to develop a 5-day unit that reflects advanced understanding of effective practices for English language learning students using SIOP model lesson plans to demonstrate understanding of coursework goals and objectives from across the program.	EDU 543
	Final Project - ESL Learning Unit			
8	Optional Assessment	N/A	Creighton University EPP does not require an optional assessment.	
	N/A			

### **Key Program Assessment #1: Individual Course Grades and Final GPA in the required Certificate coursework**

Creighton University requires that students in the Graduate School will do a higher quality of work than those in the undergraduate schools. Since no degree is conferred in consequence of mere time fulfillment or credits gained, the student must show performance of a superior quality. A minimum grade of "C" is required to earn graduate credit in any graduate-level courses. It does not follow, however, that minimum satisfactory grades will qualify for a degree. Graduate degrees will not be awarded to students who do not possess an overall grade point average of 3.0 in the graduate program.

### **Key Program Assessment #2: Content Knowledge: Clinical Practice Assessment**

Creighton University uses the Nebraska Department of Education (NDE) Clinical Practice Assessment, a 12-item rubric aligned to InTASC Standards 1-10. This assessment was developed, validated, and underwent reliability tests by the NDE in collaboration with the educator preparation programs in the state of Nebraska. This assessment is completed by both the cooperating teacher and the university supervisor during each teacher candidate's 45 hour clinical placement. Assessment data reported in this portfolio (when available) are based upon university supervisor evaluations. This clinical practice assessment provides evidence of candidates' performance and provides data used to inform program improvement. Evidence is examined by the teacher education program faculty and is used in continuous program review and improvement.

Candidates' ratings on the NDE Clinical Practice Assessment Standards 4 and 5 provide evidence related to Key Assessment #2. Standard 4: Content Knowledge; Standard 5: Application of Content Knowledge

### **Key Program Assessment #3: Learning and Learner Development: Clinical Practice Assessment**

Creighton University uses the Nebraska Department of Education (NDE) Clinical Practice Assessment, a 12-item rubric aligned to InTASC Standards 1-10. This assessment was developed, validated, and underwent reliability tests by the NDE in collaboration with the educator preparation programs in the state of Nebraska. This assessment is completed by both the cooperating teacher and the university supervisor during each teacher candidate's 45 hour clinical placement. Assessment data reported in this portfolio (when available) are based upon university supervisor evaluations. This clinical practice assessment provides evidence of candidates' performance and provides data used to inform program improvement. Evidence is examined by the teacher education program faculty and is used in continuous program review and improvement.

Candidates' ratings on the NDE Clinical Practice Assessment Standards 1 and 2 and 3 provide evidence related to Key Assessment #3. Standard 1: Learner Development; Standard 2: Learner Differences; Standard 3: Learning Environments

#### **Key Program Assessment #4: Instructional Practices - Knowledge: Clinical Practice Assessment**

Creighton University uses the Nebraska Department of Education (NDE) Clinical Practice Assessment, a 12-item rubric aligned to InTASC Standards 1-10. This assessment was developed, validated, and underwent reliability tests by the NDE in collaboration with the educator preparation programs in the state of Nebraska. This assessment is completed by both the cooperating teacher and the university supervisor during each teacher candidate's 45 hour clinical placement. Assessment data reported in this portfolio (when available) are based upon university supervisor evaluations. This clinical practice assessment provides evidence of candidates' performance and provides data used to inform program improvement. Evidence is examined by the teacher education program faculty and is used in continuous program review and improvement.

Candidates' ratings on the NDE Clinical Practice Assessment Standard 7 and 8 provide evidence related to Key Assessment #4. Standard 7: Planning for Instruction; Standard 8: Instructional Strategies.

#### **Key Program Assessment #5: Instructional Practices - Effectiveness: Clinical Practice Assessment**

Creighton University uses the Nebraska Department of Education (NDE) Clinical Practice Assessment, a 12-item rubric aligned to InTASC Standards 1-10. This assessment was developed, validated, and underwent reliability tests by the NDE in collaboration with the educator preparation programs in the state of Nebraska. This assessment is completed by both the cooperating teacher and the university supervisor during each teacher candidate's 45 hour clinical placement. Assessment data reported in this portfolio (when available) are based upon university supervisor evaluations. This clinical practice assessment provides evidence of candidates' performance and provides data used to inform program improvement. Evidence is examined by the teacher education program faculty and is used in continuous program review and improvement.

Candidates' ratings on the NDE Clinical Practice Assessment Standard 6A Assessment and 6B: impact on student learning and development are used for Key Assessment #5.

## Key Program Assessment #6: Professional Responsibility: Clinical Practice Assessment

Creighton University uses the Nebraska Department of Education (NDE) Clinical Practice Assessment, a 12-item rubric aligned to InTASC Standards 1-10. This assessment was developed, validated, and underwent reliability tests by the NDE in collaboration with the educator preparation programs in the state of Nebraska. This assessment is completed by both the cooperating teacher and the university supervisor during each teacher candidate's 45 hour clinical placement. Assessment data reported in this portfolio (when available) are based upon university supervisor evaluations. This clinical practice assessment provides evidence of candidates' performance and provides data used to inform program improvement. Evidence is examined by the teacher education program faculty and is used in continuous program review and improvement.

Candidates' ratings on the NDE Clinical Practice Assessment Standard 9: Professional Learning and Ethical Practice and Standard 10: Leadership and Collaboration (Demeanor and Communication) are used for Assessment #6.

## Key Program Assessment #7: Overall Proficiency: Summative Project - ESL Learning Unit

In the final course, **EDU 543**, all **ESL pK-6** certificate candidates are required to develop a 5-day unit that reflects advanced understanding of effective practices in English as a Second Language.

The units are reviewed by peers before turning them in for instructor grading. The ESL Learning Project provides graduate candidates the opportunity to demonstrate their ability to plan and implement a Unit for English Language learners using the knowledge acquired across coursework. Their ability to synthesize research-based practices and select a developmentally appropriate sequence of learning opportunities for language learners using the SIOP model is a good measure of their overall proficiency.

Total Points Expected to demonstrate Proficient Level: 180/200 points (90%)

Rubric Criterion	Proficient Descriptor (Only Level Scored)	Total Points	InTASC Alignment
<b>1. SIOP Lesson Design &amp; Fidelity</b>	All five lessons follow the SIOP lesson plan template. Content and language objectives are clear and appropriate for young ELLs. Most SIOP components are present and accurately implemented across the unit.	<b>50</b>	InTASC 7 (Planning), InTASC 8 (Instructional Strategies)

<b>2. Standards Alignment Across Developmental Domains</b>	Unit aligns instruction to standards across three or more developmental domains (e.g., language, literacy, cognitive, social-emotional) with developmentally appropriate learning experiences for young children.	<b>20</b>	InTASC 1 (Learner Development), InTASC 4 (Content Knowledge), InTASC 7
<b>3. Language Acquisition Theory &amp; Research Application</b>	Instruction reflects appropriate application of major language acquisition theories and research related to ESL instruction. Connections between theory and instructional choices are evident throughout the unit.	<b>30</b>	InTASC 1, InTASC 4, InTASC 9 (Professional Learning)
<b>4. Cultural Responsiveness &amp; Learning Environment</b>	Unit incorporates culturally responsive practices that support ELLs' linguistic and cultural identities. Learning environments are inclusive and affirming, with attention to culture as an asset for learning.	<b>25</b>	InTASC 2 (Learning Differences), InTASC 3 (Learning Environments)
<b>5. Assessment &amp; Progress Monitoring</b>	Each lesson includes formative assessments aligned to language and content objectives. Assessment practices are appropriate for ELLs and demonstrate understanding of standards-based assessment procedures.	<b>30</b>	InTASC 6 (Assessment), InTASC 8
<b>6. Evidence-Based ESL Instructional Practices</b>	Unit demonstrates consistent use of evidence-based ESL instructional strategies, including scaffolding, structured interaction, and comprehensible input, aligned to lesson objectives.	<b>25</b>	InTASC 8, InTASC 5 (Application of Content)
<b>7. Collaboration, Advocacy &amp; Community Engagement</b>	Unit includes plans to collaborate with school staff, families, and community resources to support ELLs and advocate for their academic and linguistic development.	<b>20</b>	InTASC 10 (Leadership & Collaboration)

TOTAL POSSIBLE UNIT PLAN POINTS = 200

Total Points Expected to demonstrate Proficient Level: 180/200 points (90%)

**Key Program Assessment #8: Optional Assessment:** No optional assessments given

**Artifact 2: Data Tables with Summarized Data for Each Key Assessment****Program Completer GPAs :**

<b>2022-2023 Creighton University</b>	<b>2023-2024 Creighton University</b>
<b>N = 0</b>	<b>N = 0</b>
<b>Mean GPA (Range)</b>	<b>Mean GPA (Range)</b>

**\* Program start only offered odd years in the fall**

**CLINICAL PRACTICE ASSESSMENT**

**Ratings: 1 = below standard; 2=developing; 3= proficient, 4= advanced**

<b>InTASC Standards Addressed</b>		<b>2022-2023 N = 0</b>		<b>2023-2024 N = 0</b>	
		<b>CooperatingTeacher and University Supervisor Mean</b>		<b>CooperatingTeacher and University Supervisor Mean</b>	
		<b>Mean</b>	<b>Range</b>	<b>Mean</b>	<b>Range</b>
<b>1</b>	<b>Learner Development</b>	*	*		
<b>2</b>	<b>Learner Differences</b>	*	*		
<b>3</b>	<b>Learning Environments</b>	*	*		
<b>4</b>	<b>Content Knowledge</b>	*	*		
<b>5a</b>	<b>Application of Content</b>	*	*		
<b>5b</b>	<b>Application of Content</b>	*	*		
<b>6a</b>	<b>Assessment - Classroom</b>	*	*		
<b>6b</b>	<b>Assessments - Impact on Student Learning and Development</b>	*	*		
<b>7</b>	<b>Planning for</b>	*	*		

	<b>Instruction</b>				
<b>8a</b>	<b>Instructional Strategies - Technology</b>	*	*		
<b>8b</b>	<b>Instructional Strategies - Evidenced Based</b>	*	*		
<b>8c</b>	<b>Instructional Strategies - Engagement</b>	v	*		
<b>9</b>	<b>Professional Learning and Ethical Practice - Accepting Feedback Disposition</b>	*	*		
<b>10a</b>	<b>Leadership and Collaboration - Professional Demeanor Dispositions</b>	*	*		
<b>10b</b>	<b>Leadership and Collaboration - Professional Communication Dispositions</b>	*	*		

**Summative Project - Preschool Learning Unit**

	<b>2022-2023 N =0</b>	<b>2023-2024 N = 0</b>
<b>Final Grades</b>		



**Artifact 3: Summary of Findings****Key Assessment 1: Final GPA in the required program coursework**

No completers in 2022-2023 or 2023-2024; Initial folio did not discriminate between Pk-6 and 7-12 so data was replicated in both folios. The 7-12 folio was done in error.

**Key Assessment 2: Content Knowledge- Clinical Practice Assessment (4-point Scale)**

No completers in 2022-2023 or 2023-2024; Initial folio did not discriminate between Pk-6 and 7-12 so data was replicated in both folios. The 7-12 folio was done in error.

**Key Assessment 3: Learner/Learning Environments- Clinical Practice Assessment (4-point Scale)**

No completers in 2022-2023 or 2023-2024; Initial folio did not discriminate between Pk-6 and 7-12 so data was replicated in both folios. The 7-12 folio was done in error. item is at 4.0, which indicates all candidates received advanced ratings.

**Key Assessment 4: Instructional Practices- Knowledge- Clinical Practice Assessment (4-point Scale)**

No completers in 2022-2023 or 2023-2024; Initial folio did not discriminate between Pk-6 and 7-12 so data was replicated in both folios. The 7-12 folio was done in error.

**Key Assessment 5: Instructional Practices- Effectiveness- Clinical Practice Assessment (4-point Scale)**

No completers in 2022-2023 or 2023-2024; Initial folio did not discriminate between Pk-6 and 7-12 so data was replicated in both folios. The 7-12 folio was done in error.

**Key Assessment 6: Professional Responsibilities- Clinical Practice Assessment (4-point Scale)**

No completers in 2022-2023 or 2023-2024; Initial folio did not discriminate between Pk-6 and 7-12 so data was replicated in both folios. The 7-12 folio was done in error.

**Key Assessment 7: Overall Proficiency- Summative Project - Preschool Learning Unit**

The final unit is graded using a rubric based on the assignment requirements/expectations is [HERE](#).

No completers

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

#### Course Changes:

The following Continuous Program Improvement plans are copied from the PK-6 program as the set of courses for these two programs is identical except for practicum experiences.

Assessment data from earlier cohorts indicated a need for increased opportunities for students to practice and engage with assessments in the practicum course and to utilize the SIOP lesson plan templates. To address this, the program implemented a requirement for students to complete three authentic practice assessments and participate in a discussion board to reflect on their experiences during EDU 542 Methods in English Language learning. Current data reveals that students now demonstrate a proficiency of 3.8 or better in assessment-related skills and a 4.0 in Planning for Instruction. This focus will be maintained to ensure continued improvement.

**Improvement Plans:** In talking with course instructors, school liaisons, and colleagues at other institutions, we believe our courses in the ESL endorsement program need more consistent and comprehensive coverage of current immigration laws and policies affecting immigrant, refugee, and undocumented students.

**Plan for Improvement:** Develop a new required module for EDU 692 in collaboration with legal experts or advocacy organizations (e.g., local immigrant and refugee support networks) that focuses on:

- Legal rights of English learners (ELs), especially undocumented and refugee students.
- Implications of federal and state immigration policy on school practices (e.g., enrollment, school safety, access to services).
- How to support students and families in navigating challenges related to documentation status, trauma, and mobility.

This content will be revisited in the Spring of odd years to ensure alignment with changing laws and educational policy before the Fall cohort begins. **Case Study Scenarios will be added to EDU 692 to meet this plan for improvement.**

**Implications:** These program enhancements support the broader goal of continuous improvement and alignment with state and national English as a Second Language standards. The decision-making process for these changes involves annual meetings with the Program Director, a faculty member specializing in English as a Second Language, and two external stakeholders who serve as administrative leaders in local school districts. These stakeholders contribute valuable insight into emerging needs in the field, such as the development of the Summative Project - ESL Learning Unit, which was introduced to strengthen students' ability to design effective early learning experiences. Moving forward, faculty will continue monitoring trends in English as a Second Language, particularly in assessment practices and literacy instruction, to ensure program graduates are well-equipped to meet the demands of the profession. The program's alternating-year schedule allows for timely updates based on new

educational policies, research developments, and assessment data, reinforcing a commitment to high-quality teacher preparation.

## Appendix A: Advising Sheet

Note: Advising requirements for the ESL program are embedded in the MS in Educational Specialist Areas advising sheet.

### EDUCATIONAL SPECIALIST AREAS

Customize the M.S. degree in Educational Specialist Areas by selecting two teacher specialization track options (Concentrations) from Catholic School Leadership, Early Childhood Education, English as a Second Language, Teacher Leadership, or Sports Leadership.

Students who are currently pursuing or have been awarded a Graduate Certificate in Catholic School Leadership, Early Childhood Education, English as a Second Language, Teacher Leadership, or Sports Leadership from Creighton may apply those courses toward the degree requirements to fulfill one of the two Concentrations. Students that are admitted to the M.S., Educational Specialist Areas degree program will be awarded a Graduate Certificate for their first Concentration if they were pursuing it and it was in progress at the time in which they are admitted to the master's degree program.

Students who are admitted directly into the M.S., Educational Specialist Areas will be awarded the degree upon completion of the program. Concentration Area will be included on the official transcript.

Outcomes for each Concentration track offered within the Educational Specialist Areas degree:

#### Early Childhood Education Concentration outcomes

- Graduates will be able to use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.
- Graduates will know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.
- Graduates will know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.
- Graduates will be able to understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Graduates will be able to understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.
- Graduates will be able to use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Graduates will be able to understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Graduates will be able to use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

- Graduates will be able to know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

#### Catholic School Leadership Concentration outcomes

Those who complete the Catholic school leadership certificate program are fully prepared to provide mission-centered leadership and inspire others to embrace a shared vision for the future.

- Graduates will know how to promote the distinctive mission of Catholic education
- Graduates will know how to lead a school faith community and build a positive Catholic culture
- Graduates will know what the trends are in Catholic school education
- Graduates will know how to plan strategically to increase funding and enrollment
- Graduates will know how to advocate for Catholic schools and their families

#### Teacher Leadership track outcomes

- Graduates will become educational leaders who promote the success of all students by enabling a collaborative vision of student success, by sustaining a positive school culture, by effectively managing the school, and by responding to diverse community and political interests in the community.
- Graduates will be able to lead processes that collect and analyze information and that lead to decisions which effect change and improve the school.
- Graduates will become school leaders whose educational values are based on the Ignatian and Education Department charisms of cura personalis, magis, men and women for and with others, and contemplation in action.
- Graduates will be able to communicate knowledge gained to specialized and non-specialized persons alike orally and in writing.
- Graduates will incorporate reflective practice and apply ethical principles such as integrity and fairness when making personal and professional decisions.

#### English as a Second Language (ESL also known as ELL) Concentration outcomes

- Graduates will know, understand, and use the major theories and research related to the structure and acquisition of language to help English Language Learners' (ELLs) develop language and literacy and achieve in the content areas.
- Graduates will know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs.
- Graduates will know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction.
- Graduates will demonstrate understanding of issues and concepts of assessment and use standards-based procedures with ELLs.
- Graduates will keep current with new instructional techniques, research results, advances in the ESL field, and education policy issues and demonstrate knowledge of the history of ESL teaching.

They use such information to reflect on and improve their instruction and assessment practices. Candidates work collaboratively with school staff and the community to improve the learning environment, provide support, and advocate for ELLs and their families.

### Sports Leadership Concentration outcomes

- Identify theories of leadership and how the theories apply to sports leadership;
- Demonstrate an understanding of current issues in sports leadership;
- Integrate Jesuit charisms and Ignatian practices into sports leadership topics

## M.S., Educational Specialist Areas degree requirements (36 credits)

Choose two Concentrations from the following five options:

### Early Childhood Education (Begins in fall of even years or OD)

Code	Title	Credits
EDU 556	Foundations and Best Practices of Early Childhood Education	3
EDU 557	Investigating Critical and Contemporary Trends and Issues in Early Childhood Education	3
EDU 558	Content and Methods Specific to Early Childhood Education	3
EDU 559	Significant Concepts for Early Childhood Education	3
EDU 560	Assessment, Observation, Screening and Evaluation in Early Childhood Education	3
EDU 561	Becoming an Early Childhood Teaching Professional	3
<b>Total Credits</b>		<b>18</b>

### Catholic School Leadership

Code	Title	Credits
EDL 605	Foundations of Catholic Education	3
EDL 622	School Law	3
EDL 626	Strategic Resourcing	3
EDL 627	Strategic and Political Leadership in Catholic Schools	3
2 EDL or EDU electives		6
<b>Total Credits</b>		<b>18</b>

### Teacher Leadership

Code	Title	Credits
EDL 613	Intervention Strategies	3
EDL 614	Leading Professional Learning Communities	3
EDL 615	Student Centered Coaching	3
EDL 616	Analyzing Student Work	3
EDL 635	Internship I in Teacher Leadership	3
EDL 609 or EDL 610	Curriculum, Instruction, and Assessment, Part I Curriculum, Instruction, and Assessment, Part II	3
<b>Total Credits</b>		<b>18</b>

### English as a Second Language (Begins in fall of odd years or OD)

Code	Title	Credits
EDU 541	Curriculum Design For English As A Second Language	3
EDU 542	Methods In English Language Learning	3
EDU 543	Practicum In English Language Learning	3
EDU 544	Framework of World Languages and Cultures	3
EDU 692	Cultural Issues in Education	3
Choice of one EDL or EDU course with guidance from advisor.		3
<b>Total Credits</b>		<b>18</b>

### Sports Leadership

Code	Title	Credits
MSL 626	Failing and Failure in Leadership	3
MSL 627	Leading Champions: Lessons by and from Extraordinary Athletes and Coaches	3
MSL 628	Contemporary Issues in Sports Leadership	3
MSL 700	Foundations of Sports Leadership	3
MSL 701	Coaching and Leading Through an Ignatian Lens	3
Elective from EDU, EDL, MSL masters level courses		3
<b>Total Credits</b>		<b>18</b>

Code	Title	Credits
GRD 600	Orientation to Creighton	0
EDL 613	Intervention Strategies	3
EDL 616	Analyzing Student Work	3
EDL 614	Leading Professional Learning Communities	3
EDL 615	Student Centered Coaching	3
EDU 692	Cultural Issues in Education	3
EDU 541	Curriculum Design For English As A Second Language	3
EDU 542	Methods In English Language Learning	3
EDU 543	Practicum In English Language Learning	3
EDU 544	Framework of World Languages and Cultures	3
EDL 635	Internship I in Teacher Leadership	3
EDU 685	Magis Capstone: Forming Ignatian Educators	3
<b>Total Credits</b>		<b>33</b>