

Nebraska Department of Education Rule 24 Report

PRINCIPAL PK-12

(Content Area)

Educator Preparation Content Program Review

Name of institution	Creighton University
Date Submitted	June 30, 2025
Contact Person	Ann Mausbach, PhD (Program Director)
Phone/Fax	402.280.3050
Email	annmausbach@creighton.edu

Folio type: ☒ Regular ☐ Mini ☒ Advanced Program

Program(s) Covered by this Folio

Endorsement(s)	Type	Grade Level	Program Level
Principal, PK-12	Field	PK-12	Master's

Is the endorsement offered at more than one site? ☐ Yes ☒ No

If yes, list additional sites where endorsement is offered:

Institution Accreditation Status:

☐ National ☒ State

Is this a Nationally Accredited Program? ☐ Yes ☒ No

If Yes, list Accrediting Organization:

Attach National Letter to Cover Sheet

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]¹, 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),

¹ 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 N = 8,397	Education Department: Initial Programs N = 55	Education Department: Advanced Programs N = 89	Creighton University N = 8,255	Education Department: Initial Programs N = 43	Education Department: Advanced Programs 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
Student Gender						
Female	4,982	40	68	4,913	31	50
Male	3,415	15	21	3,342	12	18
Student Home State						
Nebraska	1,772	28	21	1,743	19	20
Other States or Locations	6,395	27	68	6,512	24	48

1b. Major standards for admission, retention and program completion

EDL Pre K-12

Admission Standards	Successful undergraduate program- 3.0 GPA Teaching certificate 2 years successful teaching 2 letters of recommendation Background check Felony form
Retention Standards	Student progress monitored by academic coach and faculty, maintain a 3.0 GPA
Internship Requirements	In order to be admitted to internship students need a 3.0 GPA
Program Completion	Meet all program requirements

Field Endorsements	Initial	Advanced
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Art (PK-12)	✓	
Business, Marketing and Info Technology (6-12)	✓	
Elementary Education (K-6)	✓	
English Language Arts (7-12)	✓	
Mathematics (6-12)	✓	
Principal (PK-12, PK-8, 7-12)		✓
School Counselor (PK-12, PK-8, 7-12)	✓	✓
Science (7-12)	✓	
Social Science (7-12)	✓	
Subject Endorsements	Initial	Advanced
History (7-12)	✓	
Religious Education (7-12)	✓	
Secondary English (7-12)	✓	
World Language – French (7-12)	✓	
World Language – Spanish (7-12)	✓	
Supplemental Endorsements	Initial	Advanced
Early Childhood Education (PK-3)		✓
English as a Second Language (PK-6, 7-12)		✓

1c. Significant Advanced Program Changes-Field Experiences Required

Name	Credits	*Type of Field Experience	Total Number of Hours
EDL639 - Internship I in Elementary School Administration	3	I	125
EDL640 - Internship II in Elementary School Administration	Course3	I	125
EDL643 - Internship I in Elementary School Administration	3	I	125
EDL644 - Internship II in Elementary School Administration	3	I	125

1d. Program Completers and Level

Program Completers and Level – Content Area:										Principal PK-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	3	n/a	n/a
20	23	to	20	24	n/a	n/a	n/a	1	n/a	n/a

1e. See Appendix A for Advising Worksheet

Section 2: Endorsement Program Key Assessments and Related Data

Artifact 1: Summary of Key Assessments for Initial Programs

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 Knowledge	Summative	The Praxis Educational Leadership: Administration and Supervision (ELAS) test is designed to measure the extent to which entry-level school leaders demonstrate the standards-relevant knowledge and skills necessary for competent professional practice. The Praxis exam 5412 has been adopted by the NDE as a standardized test for all candidates seeking an administrative license.	Program completion
	Praxis II			
2	Knowledge of Learner/Learning Environments	Summative	The instructional leadership subtest is part of the Praxis Educational Leadership: Administration and Supervision (ELAS) test. The Praxis exam 5412 has been adopted by the NDE as a standardized test for all candidates seeking an administrative license. There are 27 questions that make up approximately 23% of this assessment dedicated to measuring instructional leadership skills.	Program completion
	Praxis Instructional Leadership Subtest			
3	Knowledge and Effective use of Professional Practices	Summative	The rubric developed for the internship experience in the Educational Leadership program is a key assessment tool designed to evaluate student performance based on real-world application of leadership competencies. This rubric is completed by the principal supervising the teacher intern within their school setting, providing an external, practical evaluation of the student's progress.	Last year in the program
	Creighton Internship Supervisor Rubric			

4	Professional Responsibility and Overall Proficiency		The ethical leadership subtest is part of the Praxis Educational Leadership: Administration and Supervision (ELAS) test. The Praxis exam 5412 has been adopted by the NDE as a standardized test for all candidates seeking an administrative license. There are 19 questions that make up approximately 16% of this assessment dedicated to measuring ethical leadership skills.	program completion
	Praxis Ethical Leadership Subtest (and overall Praxis/ Internship Rubric)			

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	Creighton Internship Supervisor Rubric			

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	Praxis Ethical Leadership Subtest (and overall Praxis/ Internship Rubric)			

Key Program Assessment #1: Content Knowledge: Praxis

The **Praxis Educational Leadership: Administration and Supervision (Test 5412)** is an exam designed for individuals seeking certification as school administrators, such as principals, assistant principals, or other school leadership roles. The test assesses the knowledge and skills required to effectively lead and manage schools, ensuring they meet the educational needs of all students. It focuses on six key content areas:

1. **Strategic Leadership:** Evaluates the candidate's ability to develop, articulate, and implement a mission, vision and goals of learning that supports the academic success and well-being of all students.
2. **Instructional Leadership:** Assesses knowledge related to fostering effective instructional practices, promoting a positive school culture, and using data to improve student outcomes.
3. **Organizational Leadership:** Tests the ability to manage school operations, including financial and human resources, school facilities, and ensuring a safe and effective learning environment.
4. **Community Engagement Leadership:** Measures the capacity to engage families and the broader community in the educational process, as well as building productive partnerships.
5. **Ethical Leadership:** Focuses on the candidate's commitment to ethical leadership and the ability to act with integrity in all school-related matters.
6. **Climate and Cultural Leadership:** Tests knowledge of the broader educational landscape, including laws, policies, and political, social, and cultural contexts that impact schools.

Key Program Assessment #2: Praxis Instructional Leadership Subtest

The Instructional Leadership subtest of the Praxis Educational Leadership: Administration and Supervision (5412) exam evaluates the ability of aspiring school leaders to promote effective teaching and learning practices. This section assesses the candidate's understanding of how to develop, implement, and sustain instructional programs that improve student achievement and teacher performance. Key areas include: professional development and building capacity, rigorous curriculum and instruction, and assessment and accountability.

Key Program Assessment #3: Creighton Educational Leadership Program Internship Assessment Rubric

The rubric assesses the intern across four performance levels: Distinguished, Proficient, Basic, and Unsatisfactory. These levels offer a structured framework for evaluating how effectively the intern demonstrates leadership in areas such as instructional leadership, school culture, data-driven decision-making, community engagement, and ethical leadership.

- **Distinguished:** Represents exemplary performance, where the intern consistently exceeds expectations, demonstrating advanced leadership skills and initiative.
- **Proficient:** Indicates solid, reliable performance, with the intern meeting all expectations and competently handling leadership tasks.
- **Basic:** Reflects emerging competence, where the intern is progressing but still requires further development and guidance to meet leadership expectations.
- **Unsatisfactory:** Denotes inadequate performance, where the intern fails to meet the standards expected for leadership roles, necessitating significant improvement.

This rubric not only serves as a summative assessment but also provides formative feedback to guide interns in their professional growth. It is aligned with program standards, state leadership standards, and national benchmarks for educational leadership, ensuring that it reflects the competencies necessary for effective school leadership. Data from these assessments are used to inform continuous program improvement and ensure alignment with accreditation requirements.

See Appendix B for a full version of the Internship Assessment Rubric

Proficient is defined as the intern demonstrating a consistent competence with this standard and is ready to lead in a school. Specifics follow for each standard on the rubric.

Vision for Learning	The intern as an instructional leader, embodies and inspires all members of the educational community to collectively embrace and actualize the shared vision, mission, and goals of the school and district for high-quality teaching and learning that results in improved student growth and achievement, reduction of opportunity gaps, and enhanced student and staff well-being. <i>Examples of behaviors: leads constituent groups with mission-centered focus, aligns expectations with mission and values, intentionally communicates mission and values, centers teaching and learning leadership on mission, connects stakeholders with resources that advance the mission of the school.</i>
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Continuous Improvement	The intern, as an instructional leader, leads a continuous improvement process that results in improved student growth and achievement, enhanced student and staff well-being, and greater school effectiveness <i>Examples of behaviors: develops and implements a school improvement plan, leads professional development for faculty, develops strategic partnerships, coordinates professional learning communities, engages families and community in school improvement planning.</i>
Staff Support and Development	The intern, as an instructional leader, develops and supports the professional capacity and practice of personnel to maximize student learning opportunities and outcomes that align with district and state content standards and the school's vision, mission, and goals. <i>Examples of behaviors: establishes trusting relationships with staff, leads teacher supervision efforts, observes instructional staff formally and informally, provides timely and appropriate feedback, engages data in teacher supervision process, mentors colleagues</i>
Operations and Management	The principal manages the organization, operations, and resources of the school to provide a safe, efficient, and effective learning environment for all students and staff. <i>Examples of behaviors: communicates effectively with stakeholders, resolves conflict, promotes school as a resource to families and community, mobilizes resources to engage diverse needs of students, complies with local/diocesan, state, and federal regulations, engages in ethical budgeting and accounting practices, manages and monitors building and infrastructure issues, manages human resources issues</i>
Culture of Learning and Student Growth	The intern, as an instructional leader, cultivates and nurtures an inclusive, caring, and supportive learning environment that promotes the academic success and well-being of each member of the educational community. <i>Examples of behaviors: visible in the school community, creates a safe and healthy learning environment, provides support to faculty, staff, and students when needed, leads collaborative efforts that are respectful and collegial, provides expectations for accountability, models cultural competence, recognizes diversity as an asset, engages community resources to strengthen school culture.</i>
Professional Ethics and	The principal, as an instructional leader, exhibits a high level of

Advocacy	professional ethics and advocates for policies of equity and excellence in support of the vision, mission, and goals of the school. <i>Examples of behaviors: places students at the center of educational decisions, navigates the political, economic, legal, and cultural realities of the school environment, respects confidentiality, models ethical behavior, advocates for education and student needs when needed, assumes personal responsibility for professional learning and growth.</i>
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Key Program Assessment #4: Praxis Ethical Leadership Subtest Data and

The Ethical Leadership subtest of the Praxis Educational Leadership: Administration and Supervision (5412) exam evaluates the ability of aspiring school leaders to promote effective teaching and learning practices. This section assesses the candidate's understanding of ethical and legal behavior. Ethical values and beliefs are assessed with a focus on modeling personal and professional ethics, integrity, justice, and fairness.

Artifact 2: Data Tables with Summarized Data for Each Key Assessment ²

Due to the fact that our numbers are so small we have used the data in the table titled Praxis II Exam when we analyze and discuss program improvement because it reflects the overall number of students who had taken the Praxis. State data was added for the 2022-23 school year.

Following is the data for PK-12

	N	Mean	Pass Rate
2022-23	2	157.50	50%
2023-24	2	163.50	100%*

*One student took the test both years due to failing on the first attempt

Praxis II Exam 5412: Educational Leadership Administration and Supervision NDE Passing Score = 145

	2019-20			2020-21			2021-22			2022-23			2023-24		
	Average % Correct			Average % Correct			Average % Correct			Average % Correct			Average % Correct		
	National	State	CU	National	State	CU	National	State	CU	National	State	CU	National	State	CU
Strategic Leadership	74.02	75.97	79.36	72.86	73	73.43	72.65	72.06	67.42	72.64	74.55	70.17	71.78	72.52	75.79
Instructional Leadership	73.1	73.59	74.08	73.26	74.67	77.86	73.09	74.07	67.99	73.45	75.37	71.88	73.62	75.37	77.69
Climate and Cultural Leadership	75.18	75.37	72.43	74.89	76.83	77.1	74.78	75.23	70.64	75.12	76.06	69.62	75.11	77.03	78.52

² Due to the low number of program completers for each principal endorsement area, the Educational Leadership program at Creighton approaches continuous improvement programmatically, as opposed to it being a process separated by endorsement areas. That is the explanation for why the data presented is inclusive of students representing all three endorsement options.

Ethical Leadership	72.47	75.3	80.13	71.83	72.34	73.47	72.18	71.86	71.08	71.58	72.09	70.96	71.37	73.03	66.06
Organizational Leadership	69.57	72.61	75.3	70.71	71.24	70.76	71.62	71.36	69.13	69.75	70.92	70.09	70.67	72.51	71.54
Community Engagement Leadership	71.55	73.17	81.27	69.69	70.42	72.25	70.24	70.48	72.03	69.3	71.09	71.03	68.14	69.62	75.78
Mean Score	166.16	168.09	171.04	166.06	167.45	168.47	166.25	166.66	162.73	165.91	167.88	164.2	167	168.37	169.44
N	2922	222	23	3865	288	15	4168	307	10			10			9

Internship Evaluation Rubric

Note: The internship evaluation rubric is completed by both the intern's supervising administrator as well as the full-time educational leadership faculty member who served as the intern's coach. See Appendix B to see the complete rubric.

Due to the fact that our numbers are so small we have used the data in the table below when we analyze and discuss program improvement because it reflects the overall number of students in our program. For PreK-12 students the N is too small each year to report the data.

Area of Assessment	Spring 2023 (N= 27)				Spring 2024 (N= 21)			
	Distinguished	Proficient	Basic	Unsatisfactory	Distinguished	Proficient	Basic	Unsatisfactory
The intern, as a teacher leader, embodies and inspires members of the educational community to collectively embrace and actualize the shared vision, mission, and goals of the school and district for high-quality teaching and learning that results in improved student growth and achievement, reduction of	52%	48%			38%	62%		

opportunity gaps, and enhanced student and staff well-being. [Vision for Learning]								
The intern, as an instructional leader, supported a continuous improvement process that results in improved student growth and achievement, enhanced student and staff well-being, and greater school effectiveness. [Continuous Improvement]	70%	30%			38%	62%		
The intern develops and supports the professional capacity and practice of personnel to maximize student learning opportunities and outcomes that align with district and state content standards and the school's vision, mission, and goals. [Staff Support and Development]	63%	30%	7%		38%	57%	4%	
The intern supports the organization, operations, and resources of the school to provide a safe, efficient, and effective learning environment for all students and staff. [Operations and Management]	48%	44%	7%		38%	48%	14%	

The intern supports and nurtures an inclusive, caring, and supportive learning environment that promotes the academic success and well-being of each member of the educational community. [Culture of Learning]	63%	30%	7%		57%	43%		
The intern exhibits a high level of professional ethics and advocates for policies of equity and excellence in support of the vision, mission, and goals of the school. [Professional Ethics and Advocacy]	63%	37%			57%	43%		
The intern demonstrates a genuine care and concern for the physical, social, emotional, intellectual, and spiritual (if appropriate) needs for all members of the school community. [Cura Personalis]	74%	19%	3%		66%	33%		
The intern commits to the social project of the school, prioritizing the needs of the poor, the excluded, and those on the margins of society, builds inclusive community, models and promotes service and justice in the school and community. [Men and Woman For and With Others]	55%	41%	3%		43%	52%	5%	
The intern commits to excellence in improving systems in the school so that the students' experience is	66%	41%	3%		38%	57%	5%	

fully supported. Makes decisions for the greatest good. [Magis]								
The intern commits to regular (and, if appropriate, prayerful) reflective practice that leads to personal growth and development. The intern encourages educators, support staff, and others to do the same. [Reflective Practice]	66%	33%			48%	52%		
CATHOLIC SCHOOLS ONLY The intern supports the essential task of ensuring that the Catholic school is Catholic in all aspects of school life. . [Faith Leadership] Note: N = 19	68%	32%			52%	48%		

Artifact 3: Summary of Findings

Praxis Overall

For 2022-23 average percent correct ranged from 69.52 to 71.88, compared to 66.06 to 78.52 for 2023-24. Mean score in 2022-23 was 164.2 compared to 169.44 for 2023-24. A passing score is 146 so this average is well above this score for both years. It is critical to remember the N is small at 10 and 9 for each respective year.

Praxis Subtest Instructional Leadership

CU graduates have consistently performed well above national averages, with scores remaining relatively strong across multiple years. Average percent correct for Creighton students was 71.88 in 2022-23 and 78.52 for 2023-24, putting these scores above state averages.

Rule 20 describes what the learning and learning environment must look like, while the instructional leadership subtest on the Praxis is assessing the things a leader needs to do to create the conditions for those environments. Proficient on this section of the Praxis means meeting or exceeding state and/ or national averages.

Praxis 5412 – Instructional Leadership focus

How it aligns to Rule 20 Learner & Learning Environments

Professional development & building capacity – designing, implementing, and evaluating PD that improves teaching and student learning

Supports 005.02A & 005.02C: leaders build teacher skill in understanding student development and in creating learning environments that are engaging, collaborative, and developmentally appropriate. High-quality PD is the mechanism for sustaining Rule-20-aligned classroom practice.

Rigorous curriculum & instruction – ensuring curriculum is standards-aligned, instruction is rigorous, and teachers use effective strategies

Directly supports 005.02A (Student Development) and 005.02C (Learning Environments): rigorous curriculum and instruction must still be developmentally appropriate and delivered in environments that promote active engagement and self-motivation. Leaders are assessed on how they monitor, coach, and support this.

Use of assessment & accountability – building systems to collect, analyze, and use data to improve instruction and learning

Connects to 005.02B (Learning Differences) and the broader learner/learning expectations: leaders are expected to use assessment data to recognize differences among learners, ensure all students have access to inclusive environments, and adjust supports so each student can meet high standards.

Building a culture of continuous improvement around instruction (implied across the subtest)

Reinforces the global intent of the Learner & Learning standards: every classroom is a place where students are actively engaged, social interaction is positive, learning tasks are challenging but appropriate, and the environment supports **each** learner. Leaders are judged on their ability to sustain that culture and address inequities in learning opportunities.

Praxis Subtest Ethical Leadership

CU graduates consistently demonstrate adequate performance, however there was a decline in this area for the last two years. Average percent correct for Creighton students was 70.96 in 2022-23 and 66.06 for 2023-24, putting this score below state averages.

The Praxis 5412 Ethical Leadership domain provides a nationally validated measure of candidates' capacity to meet the ethical and professional expectations of Nebraska Rule 20's Professional Proficiency standards. Performance on this subtest demonstrates candidates' readiness to engage in ethical decision-making, uphold professional norms, promote equity, and protect the dignity and rights of all members of the school community. Proficient on this section of the Praxis means meeting or exceeding state and/ or national averages.

Alignment between Praxis and Rule 20

Praxis 5412 – Ethical Leadership Competency	Nebraska Rule 20 – Professional Proficiency Expectation
Models integrity, fairness, and ethical judgment when making decisions	Educators demonstrate professional ethics, honesty, integrity, and sound judgment in all professional responsibilities.
Makes decisions that protect student dignity, safety, and well-being	Educators protect student welfare, uphold rights, and create safe, supportive environments.
Promotes equitable and culturally responsive practices	Educators recognize learning differences, diversity, and community contexts and act to ensure equitable learning opportunities.
Applies legal and policy frameworks in ethical ways	Educators understand and follow laws, regulations, mandates, and

	ethical codes affecting students and schools.
Builds trust and maintains confidentiality and professionalism	Educators demonstrate professional conduct, maintain confidentiality, communicate responsibly, and collaborate respectfully.
Promotes a school culture rooted in ethics, collaboration, and continuous improvement	Educators engage in reflective practice, professional learning, and foster ethical, collaborative, student-centered environments.

Internship Rubric

The data, spanning from 2022 to 2024, measures student performance across various leadership competencies using the categories of "Distinguished," "Proficient," "Basic," and "Unsatisfactory." Rubric scores indicate consistent excellence in core leadership Skills and sustained high performance in ethical leadership. Across the years, the majority of students were rated at the "Distinguished" or "Proficient" levels, particularly in 2022 and 2023. This demonstrates that the program prepares students well for maintaining high ethical standards. Another notable strength is students' ability to support the organization and management of school operations, with consistently high scores in this category across all three years. This trend indicates that the program effectively equips students with the skills to manage school systems, which are crucial for principals and school leaders.

Recently, a noticeable dip occurred in some categories, particularly in strategic leadership and instructional leadership. While students remained strong in prior years, the drop in the number of students rated as "Distinguished" in these areas is noted.

Overall, the internship evaluations reveal that the program continues to produce strong leaders, particularly in the realms of ethical leadership, strategic thinking, and organizational management.

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

Program Changes

Mean scores for the Praxis remain above the passing score. However, Praxis data since 2019-20 did not reveal any distinct patterns in terms of subtests strengths or areas of need. For example, the areas where we scored the highest have been community engagement leadership, organizational leadership and instructional leadership. Lowest scoring areas include climate and culture leadership for two different years, organizational leadership, and strategic leadership. Also it is important to note that in 2021-22 Creighton students average percent correct scores were lower than national averages on five out of six subtests (community engagement leadership subtest that was higher than national). For 2022-23, Creighton students' average percent correct scores were lower than national averages on 4 out of 6 subtests (community engagement leadership subtest & organizational leadership were higher than national).

Because patterns and trends in the data remained elusive, the full-time faculty in the educational leadership program engaged in a careful examination into the PSEL-aligned Praxis II testing. During 2023-24, faculty reviewed all program quality indicators and compared outcomes to each subtest of the Praxis II (see Appendix C for a sample of the collaboration tool that was used in this process). Through this process, program faculty identified areas of strength and need. The goal is for Creighton students' average percent correct scores on all of the Praxis subtests exceed state scores.

From this analysis three areas of need arose:

- Updating of approaches to how strategic planning is taught (strategic leadership subtest)
- A more intentional focus on how to help students be transparent and consistent in the decision making process (ethical leadership subtest)
- Helping students understand how to support teachers in the change process (instructional leadership subtest)
- Using AI to help facilitate effective communication (community engagement subtest)

Some intentional improvements in course design include the following:

Major Revision of EDL627 - Strategic and Political Leadership

Based on review of the data and the content that is assessed through Praxis II, as well as patterns and trends present in the internship evaluation outcomes, we completed a major revision of the EDL627 - Strategic and Political Leadership course. This course is intended to provide Catholic school aspiring leadership (who make up the majority of our students) with the skills to be able lead a comprehensive strategic planning effort from beginning to end. A new textbook was selected for this course that provided more practical resources for strategic planning leadership. Additionally, strategic planning processes were more closely linked to school governance models, which provided specific, differentiated content for our students who aspire to lead Catholic elementary schools (PK-6) and Catholic secondary schools (7-12).

Intentional Incorporation of DEI Content

Amid a contemporary societal culture where the concept of *diversity, equity, and inclusion* has become a polarizing issue, we have worked diligently to incorporate DEI content more

intentionally across courses in the program. This has been, in part, to respond to recent declines in the ethical leadership subtest of the Praxis II. Specific examples include the following intentional course changes:

- The incorporation of a unit in *EDL609 - Curriculum, Instruction, and Assessment I* where students have the opportunity to examine their school's curriculum plan for equity and bias in light of the NDE definition of educational equity.
- In *EDL622 - School Law*, students examine school policy in light of equity and bias.
- In *EDL627 - Strategic and Political Leadership*, students now examine how strategic planning processes used in their schools advance (or not) the concept of equity in their school community.

Incorporation of On-Demand Learning Modules

Based on review of data for key program assessments, the faculty of the educational leadership program developed specific, targeted on-demand learning modules for students to complete asynchronously. Opting against trying to fit in additional content to modules in courses that are already full, we designed content for students to complete on their own. Students can select what is of interest to them, complete modules on their own time, and receive high-quality feedback on their written reflections from program faculty. In 2024-25, three on-demand learning modules were offered: a) The use of AI as a tool to humanize leadership (addressing communication and data analysis, responding to community engagement needs), b) change theory (responding to needs present in the domain of instructional leadership), and c) discernment and decision-making (ethical leadership).

Following is the timeline used every year to ensure that we are following a continuous improvement cycle.

EDL Continuous Improvement Cycle Timetable

September/October	EDL program faculty will review the state of the data currently in place, and will collect and record data in the appropriate google docs. The purpose of this work will be to ensure that the data points that we review are current and accurate.
November	EDL program faculty will dedicate time in a meeting to review existing data for content. During this meeting, SMART goals that are data-oriented are developed. We will also develop action steps to meet the goals discussed.
December	Plan for advisory group contact. Determine meeting type or survey. Input from the advisory members will affirm current program improvement directions and make recommendations for future consideration regarding goal setting and action planning.
November- March	Implementation action plans
April	Department data sharing

May-August	EDL program faculty will continue to collect and post data to the Google Docs as it becomes available over the summer (e.g. internship evaluations, GPAs, etc....)
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Appendix A - Student Advising Sheet
Educational Leadership Advisement Form
Forming Leaders in the Jesuit Tradition

First Name	Last Name	Net ID

Program of Study (circle all that apply):

Principal- Catholic (PC)	Principal- Public (PP)	Teacher Leadership (TL)	Catholic School Leadership Certificate (CSL)
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Courses (initial certificate):

Course Number	Course Name	Program Required
EDL 605	Faith Leadership in Catholic Schools	PC & CSL
EDL 607	School Improvement	PC, PP, TL
EDL 609	Curriculum, Assessment and Instruction, Part I	PC, PP, TL
EDL 610	Curriculum, Assessment and Instruction, Part II	PC, PP, TL
EDL 612	Special Education School Leadership	PP (and IA)
EDL 613	Intervention Strategies	TL
EDL 614	Leading Professional Learning Communities	PP, TL
EDL 615	Student Centered Coaching	TL
EDL 616	Analyzing Student Work	TL
EDL 619	School Culture	PC, PP, TL
EDL 622	School Law	PC, PP
NCR 632	Effective Conflict Engagement for School Leaders	PC, PP, TL

EDL 624	Differentiated Supervision	PC, PP
EDL 626	Strategic Resourcing	PC, PP
EDL 627	Strategic & Political Leadership in Catholic Schools	PC, CSL
EDL 635	Internship in Teacher Leadership	TL
EDL 639	Internship I in Elementary Leadership	PC, PP
EDL 643	Internship II in Elementary Leadership	PC, PP

Course Number / Name	Semester and Term	Grade

Courses (second endorsement):

Students will need to take 9 hours . Course selections will be based on previous credits.

Course Number	Course Name	Credits Hours
EDL 612	Special Education School Leadership	3
EDL 613	Intervention Strategies	3

EDL 614	Leading Professional Learning Communities	3
EDL 615	Student Centered Coaching	3
EDL 616	Analyzing Student Work	3

Course Number / Name	Semester and Term	Grade

Appendix B: Internship Summative Assessment Rubric

Creighton University MS in Education Leadership

Clinical Internship Summative Evaluation for Cooperating Administrators and Coaches

Student Name: _____

Evaluator Name: _____

☐ Administrator ☐ Coach

Internship School: _____

		The experience of the students in the intern's school is compromised	The experience of the students in the intern's school is neither supported nor compromised	The experience of the students in the intern's school is supported		
Criteria	Description from State of Nebraska Teacher and Principal Performance Standards and Creighton University Education Department Statement of Purpose . When appropriate for Catholic school interns, behavior examples are drawn from the National Standards and Benchmarks for Effective Catholic Schools .	Unsatisfactory - The intern has not demonstrated proficiency with this standard.	Basic - The intern has demonstrated a basic competence with this standard at times. Improvement is needed to demonstrate competency consistently.	Proficient - The intern has demonstrated a consistent competence with this standard, and is prepared to lead in a school	Distinguished - The intern is exceptional and outstanding in this area, displaying expert knowledge. His/her leadership is exemplary and he/she is prepared to lead in a school.	Evaluator Comments
Vision for Learning	The principal, as an instructional leader, embodies and inspires all members of the educational community to collectively embrace and actualize the shared vision, mission, and goals of the school and district for high-quality teaching and learning that results in improved student growth and achievement, reduction of opportunity gaps, and enhanced student and staff well-being. <i>Examples of behaviors: leads constituent groups with mission-centered focus, aligns expectations with mission and values, intentionally communicates mission and values, centers teaching and learning leadership on mission, connects stakeholders with resources that advance the mission of the school.</i> <i>Catholic school specific leadership behaviors: Connects instruction and student learning experiences with the religious mission of the school.</i>					

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Culture for Learning and Student Growth	The principal, as an instructional leader, cultivates and nurtures an inclusive, caring, and supportive learning environment that promotes the academic success and well-being of each member of the educational community. <i>Examples of behaviors: visible in the school community, creates a safe and healthy learning environment, provides support to faculty, staff, and students when needed, leads collaborative efforts that a respectful and collegial, provides expectations for accountability, models cultural competence, recognizes diversity as an asset, engages community resources to strengthen school culture.</i>					
Professional Ethics and Advocacy	The principal, as an instructional leader, exhibits a high level of professional ethics and advocates for policies of equity and excellence in support of the vision, mission, and goals of the school. <i>Examples of behaviors: places students at the center of educational decisions, navigates the political, economic, legal, and cultural realities of the school environment, respects confidentiality, models ethical behavior, advocates for education and student needs when needed, assumes personal responsibility for professional learning and growth.</i> <i>Catholic school specific behaviors: respects norms of Canon law, grounds ethical decisions in gospel values.</i>					
Cura Personalis	The principal, as a community leader, demonstrates a genuine care and concern for the physical, social, emotional, intellectual, and spiritual (if appropriate) needs for all members of the school community. <i>Examples of behaviors: calls people by name, gives person undivided attention, personalizes written communication, understands the personal context of others, pastoral approach in handling difficult situations, listens, promotes differentiated instruction</i>					
Men and Women For and With Others	The principal, as a community leader, commits to the social project of the school, prioritizing the needs of the poor, the excluded, and those on the margins of society, builds inclusive community, models and promotes service and justice in the school and community.					

	<i>Examples of behaviors: Engages in service and encourages others to do the same, treats people fairly, promotes equity within and beyond the classroom, is culturally competent, intentionally builds community among colleagues in faculty meetings, PLCs, and other professional settings, accommodates needs of diverse populations</i>					
Magis	The principal, as a community leader, commits to excellence in improving systems in the school so that the students' experience is fully supported. Makes decisions for the greatest good <i>Examples of behaviors: Continually strives to improve the student experience and outcomes. Articulates a vision for projects. Seeks input from various constituencies when making decisions, Helps the school and individuals reach their full potential</i>					
Reflective Practice	The principal, as a community leader, commits to regular (and, if appropriate, prayerful) reflective practice that leads to personal growth and development. The principal encourages educators, support staff, and others to do the same. <i>Examples of behaviors: Provides time in faculty meetings for teachers to reflect on important issues. Engages in self-reflection and acts on it. Focuses on the good, positive and the sacred. Encourages self reflection in teacher evaluation processes.</i>					
Faith Leadership (Catholic school only)	The principal, as a faith leader, attends to the essential task of ensuring that the Catholic school is Catholic in all aspects of school life: <i>Examples of Catholic school specific behaviors: Leads prayer, identifies spiritual themes in verbal and written communications, incorporates religious themes leading learning, demonstrates fluency with religious symbolism present in the school community.</i>					

**Appendix C - Continuous Improvement Collaboration Documentation Sample:
Subtest - Mission, Vision, Goals, and Values**

A. Mission, vision, goals, and core values	
A school leader	1. Understands how to develop an educational mission for the school to promote the academic success and well-being of each student
How we approach:	EDL 607- students analyze schools current mission statement and identify data points. EDL 605 - students analyze Catholic school's mission statement in relation to church documents and the school's reality
What we need:	
A school leader	2. Understands how to analyze multiple sources of data about current practice before developing or revising the mission, vision, and goals.
	a. selects appropriate school goals that are aligned with district goals and based on data
How we approach:	EDL 607- the course looks at the mission and then has students align goals, strategies and action steps to develop a plan that helps ensure mission achieved; EDL605 - In one of the two course projects, students "practice discerning a Catholic school's charism, aligning the school's culture to that charism, and creating new ideas for building a cohesive culture (e.g., graduate outcomes, educational program, traditions, norms) around the school's mission and charism.
What we need:	
A school leader	3. Understands how to implement a vision and goals that reflect core values and are created with challenging and measurable expectations for all students and educators
	a. determines if expectations are measurable, rigorous and connected the the vision and goals

	b. develops goal that are specific, measurable, attainable, results driven, and time bound.
How we approach:	EDL627 - Students evaluate diocesan/school leadership, discuss if it is innovative/visionary. Student reflect on strategic and political challenges in Catholic schools. Discusses goal setting as part of strategic planning. EDL 607- students required to write measurable goals aligned to mission and data for the school. EDL 605 - students identify measurable or observable ways to assess the fulfillment of the school's mission and charism, especially graduate outcomes that are related to the religious mission, charism, and core values.
What we need:	EDL627 - More focused content on goal setting - (components of 3b)
B. Shared commitment to implement the vision and goals	
A school leader	1. Understands how to engage staff and community members with diverse perspectives in implementing the vision and achieving goals
	a. identifies strategies to engage internal and external communities with diverse perspectives to implement the vision and goals
How we approach:	EDL627 - Students learn about essential elements of strategic planning. Stakeholder engagement through SWOT surveys. Students discuss how strategic planning advances the school's distinctive mission (why). Analyzes three different strategic plans. EDL 607- discussions on how to engage internal audiences in improvement planning is covered. EDL 605 - the need for systematic formation of faculty/staff, alumni, and parents is explored along with best practices.
What we need:	EDL 607- More focus on community engagement in the process
A school leader	2. Knows how to develop shared commitments and responsibilities among staff and the community for selecting and carrying out effective strategies to achieve the vision and goals
	a. builds consensus

	b. develops a plan to delegate responsibilities
How we approach:	EDL607- a review of current SIP and development/ revision of a SIP are addressed NCR 607- discusses consensus building. EDL 605 - explores formation for mission in Catholic schools.
What we need:	EDL627 - Identify ways to more intentionally plan for delegation of responsibilities, follow through. Add content on basic change theory
A school leader	3. Knows how to determine and implement effective strategies to evaluate progress toward the vision and goals
How we approach:	EDL 607- discussion on how to evaluate both implementation and impact. EDL 605 - students investigate how to assess Catholic school goals, school culture, and graduate outcomes that are related to Catholic school identity, mission, and charism. In the past, schools tended to assess simply by saying "you know it when you see it" or "it's a feeling you get when you enter the building."
What we need:	EDL627 - Address ways that school leaders can evaluate implementation of strategic plans.
A school leader	4. Knows how to communicate the shared vision and goals in ways that facilitate key faculty, staff, students, parents, and community members' ability to understand, support, and act on them
	a. Selects and assesses communication strategies for faculty, staff, students, parents, and community members
How we approach:	EDL 605 - students investigate how to be intentional about incorporating the Catholic school's religious mission, charism, and core values into written and verbal communications.
What we need:	
A school leader	5. Implements the shared vision and goals consistently

How we approach:	
What we need:	
C. Continuous improvement toward the vision and goals	
A school leader	1. Understands how to use and interpret multiple sources of data to conduct a needs analysis to identify unique strengths, needs, gaps, and areas of improvement for students and teachers
How we approach:	EDL627 - Students learn how to conduct SWOT survey - global approach needed for Catholic schools, not just instructional planning (that is covered in a different course) EDL 607- Students analyze current school data from multiple sources and identify areas for improvement, EDL 624- Looks at multiple points of data associated with supervision
What we need:	
A school leader	2. Knows how to use data-driven decision making, research, and best practices systematically to design and monitor plans, programs, and activities to achieve the vision and goals
How we approach:	EDL 607- students learn about a data analysis cycle that leads to effective decision making. EDL 605 - students investigate how to use the National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools (NSBECS) and review processes that are already continuously improve fulfillment of a Catholic school's religious mission, charism, and graduate outcomes.
What we need:	EDL627 - Perhaps we can incorporate it into strategic planning assignment.
A school leader	3. Knows effective strategies to facilitate needed change
	a. manages uncertainty and risk

	b. supports the needs of individuals during the change process
	c. communicates the needs, process, and outcomes of improvement efforts
	d. identifies and knows strategies to address barriers to achieving the vision and goals
How we approach:	EDL 607-change is addressed throughout but focus of last module; EDL 624- discuss Robinson's Theory of Engagement versus the bypass theory' Internship courses- Small group discussions focus on how to lead change. EDL 605 - Students discuss the challenges Catholic school's face today in fulfilling their religious identity, mission, charism, and graduate outcomes.
What we need:	EDL627 - Incorporate change theory discussion in the context of the strategic planning modules. EDL 607- Incorporate more strategies for community engagement as noted earlier
A school leader	4. Knows how to engage staff, students, and community in planning, implementing, and assessing programs and activities
How we approach:	EDL627 - This is addressed in the strategic planning unit through discussion board prompts.; EDL 607- This is addressed throughout the principal analysis papers throughout the course
What we need:	
A school leader	5. Understands the strategic planning process to promote alignment among all aspects of the school organization
	a. formulates appropriate critical questions to outline processes and criteria
	b. uses relevant data and evidence-based inquiry to formulate a plan

	c. identifies and aligns resources, including technology, to support and achieve the mission, vision, goals and core values
	d. engages faculty, staff, family and community members
How we approach:	EDL627 - This is addressed in the strategic planning part of the course, SWOT assignment. EDL 607- Discussion on difference between strategic plan and school improvement plan. EDL 605 does a lot with the concept of "alignment" of school culture and goals with the school's religious mission and charism.
What we need:	EDL 607- public school students need more on strategic planning since they don't get EDL 627

