

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

<b>Academic Year 20 22 - 20 23</b>	<b>Completers = 71</b>
<b>Academic Year 20 23 - 20 24</b>	<b>Completers = 51</b>
<b>Professional Competencies</b>	
<p>Provide a summarized narrative discussing how the unit is assured all candidates meet each professional competency in 005.02A – 005.02L. Narrative to include information such as:</p> <ul style="list-style-type: none"> <li>● Example assessments used by the unit to measure this competency,</li> <li>● General statements indicating what the data evidence indicates at the unit level and noteworthy differences in endorsement programs (if any),</li> <li>● Changes made or being considered for the endorsement program(s) and/or unit level as a result of evidence.</li> </ul> <p>Limit response to no more than one page for each professional competency area.</p>	
<p><b>005.02A Student Development.</b> The candidate understands how students grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p>	
<p>The teacher education programs at Doane University use the Nebraska Clinical Practice Evaluation as the primary assessment for professional competencies. The assessment is completed by both the cooperating teacher and university supervisor for each candidate. Though assessment is used formatively during the clinical practice semester; the scores reported for program evaluation are the final ratings completed at the conclusion of the clinical practice experience.</p> <p>Data presented for Rule 20 review is aggregated for all initial program completers in both the undergraduate and initial program at the advanced level. Disaggregated data is available to program directors via the Anthology platform. The attached data is the data shared with the Rule 24 folios for each program.</p> <p>In 2022-23 the mode for all candidates on Standard 1 was a rating of 4 (advanced) from PK-12 cooperating teachers and a rating of 3 (proficient) from university supervisors. In 2023-24 the mode for all candidates on Standard 1 was a rating of 3 from both cooperating teachers and university supervisors. Data from Standard 1 of the Nebraska Clinical Practice Evaluation show Doane candidates consistently are rated as proficient or advanced. Disaggregated program data from the 2 year period show mode scores of 2 for three programs. Each of which reflects a single candidate's evaluation.</p> <p>No changes in programs are being suggested related to Standard 1 (Student development) data. Overall the initial certification faculty continue to work with their advisory group (Vision Improvement Partners) to identify ways to increase consistency in ratings between cooperating teachers and university supervisors.</p>	

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

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

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Data presented for Rule 20 review is aggregated for all initial program completers in both the undergraduate and initial program at the advanced level. Disaggregated data is available to program directors via the Anthology platform. The attached data is the data shared with the Rule 24 folios for each program.

In 2022-23 the mode for all candidates on Standard 2 was a rating of 3 (proficient) from PK-12 cooperating teachers and a rating of 3 (proficient) from university supervisors. In 2023-24 the mode for all candidates on Standard 2 was a rating of 3 from both cooperating teachers and university supervisors. Data from Standard 2 of the Nebraska Clinical Practice Evaluation show Doane candidates consistently are rated as proficient or advanced. Disaggregated program data from the 2 year period show mode scores of 2 for one program, which reflects a single candidate's evaluation.

No changes in programs are being suggested related to Standard 2 (Student Differences) data. Overall the initial certification faculty continue to work with their advisory group (Vision Improvement Partners) to identify ways to increase consistency in ratings between cooperating teachers and university supervisors.

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

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In 2022-23 the mode for all candidates on Standard 3 was a rating of 3 (proficient) from PK-12 cooperating teachers and a rating of 3 (proficient) from university supervisors. In 2023-24 the mode for all candidates on Standard 1 was a rating of 4 (advanced) from the cooperating teachers and a rating of 3 from university supervisors. Data from Standard 3 of the Nebraska Clinical Practice Evaluation show Doane candidates consistently are rated as proficient or

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

advanced. Disaggregated program data from the 2 year period show mode scores of 2 for three programs. Each of which reflects a single candidate's evaluation.

No changes in programs are being suggested related to Standard 3 (Learning Environment) data. Overall the initial certification faculty continue to work with their advisory group (Vision Improvement Partners) to identify ways to increase consistency in ratings between cooperating teachers and university supervisors.

**005.02D Content Knowledge.** The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for students to assure mastery of the content including the ability to integrate the Nebraska Content Standards (92 NAC 10 Appendices A-D) into instruction.

The teacher education programs at Doane University use the Nebraska Clinical Practice Evaluation as the primary assessment for professional competencies. The assessment is completed by both the cooperating teacher and university supervisor for each candidate. Though assessment is used formatively during the clinical practice semester; the scores reported for program evaluation are the final ratings completed at the conclusion of the clinical practice experience.

Data presented for Rule 20 review is aggregated for all initial program completers in both the undergraduate and initial program at the advanced level. Disaggregated data is available to program directors via the Anthology platform. The attached data is the data shared with the Rule 24 folios for each program.

In 2022-23 the mode for all candidates on Standard 4 was a rating of 4 (advanced) from PK-12 cooperating teachers and a rating of 4 (advanced) from university supervisors. In 2023-24 the mode for all candidates on Standard 1 was a rating of 3 (proficient) from the cooperating teachers and a rating of 3 and 4 from university supervisors. Data from Standard 4 of the Nebraska Clinical Practice Evaluation show Doane candidates consistently are rated as proficient or advanced.

No changes in programs are being suggested related to Standard 4 (Content Knowledge) data. Overall the initial certification faculty continue to work with their advisory group (Vision Improvement Partners) to identify ways to increase consistency in ratings between cooperating teachers and university supervisors.

**005.02E Application of Content.** The candidate understands how to connect concepts and use differing perspectives to engage students in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

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

Data presented for Rule 20 review is aggregated for all initial program completers in both the undergraduate and initial program at the advanced level. Disaggregated data is available to program directors via the Anthology platform. The attached data is the data shared with the Rule 24 folios for each program.

In 2022-23 the mode for all candidates on Standard 5.1 was a rating of 3 (proficient) from PK-12 cooperating teachers and a rating of 3,4 (proficient/advanced) from university supervisors. In 2023-24 the mode for all candidates on Standard 5.1 was a rating of 4 (advanced) from the cooperating teachers and a rating of 3 from university supervisors. Data from Standard 5.1 of the Nebraska Clinical Practice Evaluation show Doane candidates consistently are rated as proficient or advanced. Disaggregated program data from the 2 year period show mode scores of 2 for two programs. Each of which reflects a single candidate's evaluation.

In 2022-23 the mode for all candidates on Standard 5.2 was a rating of 3 (proficient) from PK-12 cooperating teachers and a rating of 3 (proficient) from university supervisors. In 2023-24 the mode for all candidates on Standard 5.2 was a rating of 3 (proficient) from the cooperating teachers and a rating of 3 from university supervisors. Data from Standard 5.2 of the Nebraska Clinical Practice Evaluation show Doane candidates consistently are rated as proficient or advanced. Disaggregated program data from the 2 year period show mode scores of 2 for a few programs. Each of which reflects a single candidate's evaluation.

No changes in programs are being suggested related to Standard 5.1 or 5.2 (Application of Content) data. Overall the initial certification faculty continue to work with their advisory group (Vision Improvement Partners) to identify ways to increase consistency in ratings between cooperating teachers and university supervisors.

**005.02F Assessment.** The candidate understands and uses multiple methods of assessment to engage students in their own growth, to monitor student progress, and to guide the candidate's and student's decision making.

The teacher education programs at Doane University use the Nebraska Clinical Practice Evaluation as the primary assessment for professional competencies. The assessment is completed by both the cooperating teacher and university supervisor for each candidate. Though assessment is used formatively during the clinical practice semester; the scores reported for program evaluation are the final ratings completed at the conclusion of the clinical practice experience.

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In 2022-23 the mode for all candidates on Standard 6.1 was a rating of 3 and 4 (proficient/advanced) from PK-12 cooperating teachers and a rating of 3 (proficient) from university supervisors. In 2023-24 the mode for all candidates on Standard 6.1 was a rating of 4 (advanced) from the cooperating teachers and a rating of 3 from university supervisors. Data from Standard 6.1 of the Nebraska Clinical Practice Evaluation show Doane candidates consistently are rated as proficient or advanced. Disaggregated program data from the 2 year period show mode scores of 2 for a few programs. Each of which reflects a single candidate's evaluation.

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

No changes in programs are being suggested related to Standard 6.1 (Assessment) data. Overall the initial certification faculty continue to work with their advisory group (Vision Improvement Partners) to identify ways to increase consistency in ratings between cooperating teachers and university supervisors.

**005.02G Planning for Instruction.** The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, technology, and pedagogy, as well as knowledge of the student and the community context.

The teacher education programs at Doane University use the Nebraska Clinical Practice Evaluation as the primary assessment for professional competencies. The assessment is completed by both the cooperating teacher and university supervisor for each candidate. Though assessment is used formatively during the clinical practice semester; the scores reported for program evaluation are the final ratings completed at the conclusion of the clinical practice experience.

Data presented for Rule 20 review is aggregated for all initial program completers in both the undergraduate and initial program at the advanced level. Disaggregated data is available to program directors via the Anthology platform. The attached data is the data shared with the Rule 24 folios for each program.

In 2022-23 the mode for all candidates on Standard 7 was a rating 4 (advanced) from PK-12 cooperating teachers and a rating of 4 from university supervisors. In 2023-24 the mode for all candidates on Standard 7 was a rating of 4 (advanced) from the cooperating teachers and a rating of 4 from university supervisors. Data from Standard 7 of the Nebraska Clinical Practice Evaluation show Doane candidates consistently are rated as proficient or advanced. Disaggregated program data from the 2 year period show mode scores of 2 for a few programs. Each of which reflects a single candidate's evaluation. Overall, this is one of the strongest most consistent areas of rating for Doane candidates.

No changes in programs are being suggested related to Standard 7 (Planning for Instruction) data. Overall the initial certification faculty continue to work with their advisory group (Vision Improvement Partners) to identify ways to increase consistency in ratings between cooperating teachers and university supervisors.

**005.02H Instructional Strategies.** The candidate understands and uses a variety of instructional strategies to encourage students to develop deep understanding of content areas and their connections, build reading and writing skills through the application of the science of reading, and to apply knowledge in meaningful ways. This includes developing competency for utilizing technology for instruction, assessment, and communication.

The teacher education programs at Doane University use the Nebraska Clinical Practice Evaluation as the primary assessment for professional competencies. The assessment is completed by both the cooperating teacher and university supervisor for each candidate. Though assessment is used formatively during the clinical practice semester; the scores reported for program evaluation are the final ratings completed at the conclusion of the clinical practice experience.

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

Data presented for Rule 20 review is aggregated for all initial program completers in both the undergraduate and initial program at the advanced level. Disaggregated data is available to program directors via the Anthology platform. The attached data is the data shared with the Rule 24 folios for each program.

In 2022-23 the mode for all candidates on Standard 8.1 was a rating of 4 (advanced) from PK-12 cooperating teachers and a rating of 4 (advanced) from university supervisors. In 2023-24 the mode for all candidates on Standard 8.1 was a rating of 4 (advanced) from the cooperating teachers and a rating of 3 (proficient) from university supervisors. Data from Standard 8.1 of the Nebraska Clinical Practice Evaluation show Doane candidates consistently are rated as proficient or advanced. Disaggregated program data from the 2 year period show mode scores of 2 for two programs. Each of which reflects a single candidate's evaluation.

In 2022-23 the mode for all candidates on Standard 8.2 was a rating of 3 (proficient) from PK-12 cooperating teachers and a rating of 4 (advanced) from university supervisors. In 2023-24 the mode for all candidates on Standard 8.2 was a rating of 3 (proficient) from the cooperating teachers and a rating of 3 from university supervisors. Data from Standard 8.2 of the Nebraska Clinical Practice Evaluation show Doane candidates consistently are rated as proficient or advanced. Disaggregated program data from the 2 year period show mode scores of 2 for a few programs. Each of which reflects a single candidate's evaluation.

In 2022-23 the mode for all candidates on Standard 8.3 was a rating of 3, 4 (proficient/advanced) from PK-12 cooperating teachers and a rating of 4 (advanced) from university supervisors. In 2023-24 the mode for all candidates on Standard 8.3 was a rating of 3 (proficient) from the cooperating teachers and a rating of 4 (advanced) from university supervisors. Data from Standard 8.3 of the Nebraska Clinical Practice Evaluation show Doane candidates consistently are rated as proficient or advanced. Disaggregated program data from the 2 year period show mode scores of 2 for a few programs. Each of which reflects a single candidate's evaluation.

No changes in programs are being suggested related to Standard 8.1, 8.2, or 8.3 (Instructional Strategies) data. Overall the initial certification faculty continue to work with their advisory group (Vision Improvement Partners) to identify ways to increase consistency in ratings between cooperating teachers and university supervisors.

**005.02I Professional Learning and Ethical Practice.** The candidate engages in ongoing professional learning, models ethical professional practice, and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, other professionals, and the community), and adapts practice to meet the needs of each student.

The teacher education programs at Doane University use the Nebraska Clinical Practice Evaluation as the primary assessment for professional competencies. The assessment is completed by both the cooperating teacher and university supervisor for each candidate. Though assessment is used formatively during the clinical practice semester; the scores reported for program evaluation are the final ratings completed at the conclusion of the clinical practice experience.

Data presented for Rule 20 review is aggregated for all initial program completers in both the undergraduate and initial program at the advanced level. Disaggregated data is available to program directors via the Anthology platform. The attached data is the data shared with the Rule 24 folios for each program.

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

In 2022-23 the mode for all candidates on Standard 9 was a rating 4 (advanced) from PK-12 cooperating teachers and a rating of 4 from university supervisors. In 2023-24 the mode for all candidates on Standard 9 was a rating of 4 (advanced) from the cooperating teachers and a rating of 4 from university supervisors. Data from Standard 9 of the Nebraska Clinical Practice Evaluation show Doane candidates consistently are rated as proficient or advanced. Disaggregated program data from the 2 year period show mode scores of 2 for one program, which reflects a single candidate's evaluation. Overall, this is one of the strongest most consistent areas of rating for Doane candidates.

No changes in programs are being suggested related to Standard 9 (Professional Learning and Ethical Practice) data. Overall the initial certification faculty continue to work with their advisory group (Vision Improvement Partners) to identify ways to increase consistency in ratings between cooperating teachers and university supervisors.

**005.02J Leadership and Collaboration.** The candidate seeks opportunities to take responsibility for student learning, to collaborate with students, families, colleagues, other school professionals, and community members to ensure student growth, and to advance the profession.

The teacher education programs at Doane University use the Nebraska Clinical Practice Evaluation as the primary assessment for professional competencies. The assessment is completed by both the cooperating teacher and university supervisor for each candidate. Though assessment is used formatively during the clinical practice semester; the scores reported for program evaluation are the final ratings completed at the conclusion of the clinical practice experience.

Data presented for Rule 20 review is aggregated for all initial program completers in both the undergraduate and initial program at the advanced level. Disaggregated data is available to program directors via the Anthology platform. The attached data is the data shared with the Rule 24 folios for each program.

In 2022-23 the mode for all candidates on Standard 10.1 was a rating of 3 (proficient) from PK-12 cooperating teachers and a rating of 3,4 (proficient/advanced) from university supervisors. In 2023-24 the mode for all candidates on Standard 10.1 was a rating of 4 (advanced) from the cooperating teachers and a rating of 3 from university supervisors. Data from Standard 10.1 of the Nebraska Clinical Practice Evaluation show Doane candidates consistently are rated as proficient or advanced.

In 2022-23 the mode for all candidates on Standard 10.2 was a rating of 3 (proficient) from PK-12 cooperating teachers and a rating of 3 (proficient) from university supervisors. In 2023-24 the mode for all candidates on Standard 10.2 was a rating of 3 (proficient) from the cooperating teachers and a rating of 3 from university supervisors. Data from Standard 10.2 of the Nebraska Clinical Practice Evaluation show Doane candidates consistently are rated as proficient or advanced.

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

No changes in programs are being suggested related to Standard 10.1 or 10.2 (Leadership and Collaboration) data. Overall the initial certification faculty continue to work with their advisory group (Vision Improvement Partners) to identify ways to increase consistency in ratings between cooperating teachers and university supervisors.

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

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

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

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

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

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

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

All Doane undergraduate students are required to complete both EDU 211 – Practicum 1A and LAR 202 Democracy and Diversity Seminar. EDU 211 is one of several courses recognized by NDE as meeting the Human Relations requirement. As an early field experience with accompanying content, the EDU 211 course provides opportunities for students to reflect on the theory and history of education, including their own biases and educational experiences. The LAR 202 seminar is part of the liberal arts requirements at Doane. All education majors are required to take specific sections with education faculty members with expertise in diverse learners' pluralistic views of society. During the course students complete self-ratings and monitor their growth in areas related to diversity, equity, inclusion, and implicit bias.

For all initial certification candidates at the Advanced Level EDU 624 – Multicultural Education and Practice is a 3 credit hour required course and recognized by NDE as meeting the Human Relations requirement. Students complete the course during their first summer of the program. As part of the course class members analyze their beliefs, attitudes, and behaviors in relationship to multicultural views. Students model appreciation and awareness of multiple perspectives, confront prejudice and social injustice, and teach effectively to a broader range of students.

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

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

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

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

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

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

All students take either EDS 207 (undergraduate) or EDS 620 (Graduate) – Introduction to Exceptional Children. This course is designed to provide introductory knowledge in identifying and addressing the exceptional educational needs of students with disabilities, as outlined in the Individuals with Disabilities Education Act. Emphasis is placed on designing and adapting instruction and instructional learning environments to meet diverse learning needs of students with exceptionalities. Through coursework, hands-on experiences through service-learning opportunities, students build foundational skills and knowledge to effectively support the diverse needs of students with disabilities.

All methods courses continue to incorporate this knowledge and skills to meet the needs of all students.

Data from Section 005.02B above reflects the outcomes related to students with learning differences, including those receiving special education services.