Nebraska State Teacher Education Program Review Guidance Manual

Updated February 4, 2016

"This guidance document is advisory in nature but is binding on an agency until amended by such agency. A guidance document does not include internal procedural documents that only affect the internal operations of the agency and does not impose additional requirements or penalties on regulated parties or include confidential information or rules and regulations made in accordance with the Administrative Procedure Act. If you believe that this guidance document imposes additional requirements or penalties on regulated parties, you may request a review of the document. For comments regarding this document contact nde.guidance@nebraska.gov"

Website Link: https://www.education.ne.gov/educatorprep/information-for-institutions/state-educator-preparation-program-approval/state-program-review-forms/

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OVERVIEW OF THE STATE PROGRAM APPROVAL PROCESS

The Nebraska Department of Education (NDE) and the Nebraska educator preparation institutions are committed to the preparation of quality educators. In accordance with NDE Rule 20 *Regulations for the Approval of Teacher Education Programs*, Nebraska educator preparation programs are subject to an annual approval, and in addition, each institution currently participates in a State Approval Program Review at least once every seven years. The intended outcome of the State Approval Program Review is not only to assure compliance with Nebraska educator preparation regulations, but to also support and document continuous improvement of the educator preparation program.

For purposes of this document, the term 'approval' indicates Nebraska State Board of Education authorization to operate an educator preparation program in Nebraska, and the term 'accreditation' refers to national processes (NCATE/CAEP.)

The following pages provide guidance for institutions in preparation for the State Approval Program Review which includes two parts — an Offsite Folio Review of educator preparation programs offered at the institution and the Onsite State Approval Visit component.

This guidance implements 92 NAC 20 Approval of Teacher Education Programs: https://2x9dwr1yq1he1dw6623gg411-wpengine.netdna-ssl.com/wp-content/uploads/2017/10/Rule20_2014.pdf

and 92 NAC 24 Certificate Endorsements: https://2x9dwr1yq1he1dw6623gg411-wpengine.netdna-ssl.com/wp-content/uploads/2018/06/Rule24_2016.pdf.

The institution submits to NDE a 'Folio Report' which includes their Rule 24 Endorsement Programs Folios and a Rule 20 Folio for the **Offsite Folio Review**. This Folio Report is then reviewed by a team of professional educators with expertise in those endorsement programs approximately one year prior to the national accreditation onsite visit (when applicable). Folio review team members are selected and trained by NDE staff, with assistance from the Nebraska Council on Teacher Education (NCTE). Each endorsement program folio documents information about the institution's assessment processes and candidate outcomes, program improvement initiatives, contextual information, and other self-study information for continuous improvement. The Offsite Review Team prepares a report for each folio and makes recommendations for further investigation during the onsite state approval visit, if appropriate. Institutions are required to address any areas indicated in the Folio Reviewer's Report as 'not met' or 'met with conditions' in accordance with 92 NAC 20.

The **Onsite State Approval Visit** is conducted after the Offsite Folio Review jointly with the national onsite accreditation visit when applicable. The state onsite team includes individuals who have completed state National Council for Accreditation of Teacher Education (NCATE)/Council for Accreditation of Educator Preparation (CAEP) Training. Team members serve on a volunteer basis and must assure NDE they have no conflict of interest before serving on a team.

Timelines for the institution's response to State Approval Program Review findings and specific information regarding approval by the Nebraska State Board of Education are established in 92 NAC 20.

NOTE: For those institutions not nationally accredited, the timeline is compressed in that once the Offsite Folio Review is held; the Onsite State Approval Visit is conducted the semester following the Offsite Folio Review, and arranged cooperatively with NDE staff.

FOLIO REVIEW TIMELINE

Offsite Folio Review is the first phase of the State Approval Process.

- The Offsite Folio Review component of the State Program Approval Process is conducted approximately one year prior to an institution's onsite national accreditation visit.
- A date for the institution's Offsite Folio Review will be set once the dates for the onsite national accreditation visit are determined. In the case of an institution that does not have national accreditation, the institution representative and NDE staff will determine dates for the Offsite Folio Review and the Onsite State Approval Visit.
- The Offsite Folio Review will usually be held in Lincoln. At least one person representing the institution will present an introduction to the institution and website at the beginning of the Offsite Folio Review. After the presentation, institution representative(s) should remain onsite to answer any questions during the Folio Review, but are not to be in the room(s) where folio reviewers are working.
- Institutions must submit all State Program Approval Process materials for the offsite folio review electronically. Institutions are to set up their own state approval process/national accreditation website. Access information to the institution's state approval/national accreditation website must be submitted to NDE at least two (2) months prior to the scheduled Offsite Folio Review. NDE requests that no changes be made to the institution's folio review website one month prior to the date of the Offsite Folio Review. (In the event a change must be made, it is requested the institution notify NDE Adult Programs staff.)

After the Offsite Folio Review:

- Once the Offsite Folio Review is completed, within 30 days, NDE will send a preliminary 'Letter of Findings' to the institution. The work of the offsite folio review teams will be examined by NDE staff for obvious concerns; however, the intent is that the review committee work stands without substantive changes.
- The institution may submit a 'Request for Reconsideration for NDE Review' in the form of a letter within 30 days after receipt of the Letter of Offsite Findings. This 'Request for Reconsideration' allows the institution to point out inconsistencies, identify areas in which it appears the determination is in error, or to identify other concerns about determination(s). The purpose of this step is NOT to provide additional information or respond to non-contested findings.
- NDE will respond to the Request within 30 days of receipt with a 'Revised Letter of Offsite Findings', or to indicate no changes will be made.
- The institution must respond to all 'Met with Conditions' and 'Not Met' determinations in the Letter of Findings. This information should be provided to NDE as a separate document (as opposed to making changes in the original folio or embedded into reviewer reports) within four months of receiving the 'Letter of Findings'. Depending on the issue, the two options are:

Make the correction(s) and provide associated documentation

OR

Submit a plan and timeline for completion of the correction(s).

- The 'Rejoinder Process', if needed, is then completed with the Nebraska Council on Teacher Education (NCTE) Executive Committee for all 'Met with Conditions' and 'Not Met' determinations just prior to the next NCTE Full Council Meeting. (While more time is allowed per Rule 20, institutions should advise NDE staff if additional time is necessary so that timelines for monitoring NCTE Rejoinder processes and official State Board approval can be established.) The institution is not required to address 'Met with Recommendations' determinations; however, it may elect to submit a response. NDE will acknowledge this submission as a part of the official State Program Approval process record.
- If no 'Rejoinder' is needed, a 'progress report' is given to NCTE at their upcoming meeting. (In the few instances where 'Rejoinders' were required in the past, those Rejoinders occurred at the June NCTE meeting.)

Onsite State Approval Visit is the second phase of the State Approval Process.

- In addition to the four areas of inquiry, state onsite team members are asked to consider the Offsite Folio Review Report and to assess the institution's progress toward addressing any remaining issues, along with reviewing any documentation of progress or corrections as appropriate. If additional concerns are identified during an onsite review, the institution will be provided with a timeline and process to address those concerns.

Final State Approval is the last phase of the State Approval Process.

- If no concerns are identified, the composite results of the Offsite Folio Review and the Onsite State Program Approval Visit will be presented to NCTE for their recommendation to the State Board of Education for State Approval. The State Board typically makes Program Approval decisions at the August State Board meeting each year. Once the State Board has made the Program Approval decision, a letter is sent to the institution indicating the Educator Preparation Program is approved for the cycle. (If concerns are identified, the institution is approved for the current academic year, but must submit a plan for correction/improvement within the timelines established in Rule 20 to continue State Program Approval.)

OFFSITE FOLIO REVIEW PROCESS

The Folio Review Team is selected with input from NCTE and trained by NDE staff. Folio Reviewers are selected because of their expertise and knowledge connected to the content area for which they are reviewing a Folio, and every effort is made to have at least two reviewers for each folio. Folio Review teams are comprised of college faculty members, NDE content experts, teachers, school administrators, and others with expertise in the content area. Folio Reviewers review the institution's Rule 24 and Rule 20 folios, and compile a Program Approval Report for each folio. Reviewers are asked to rate each standard as Met, Met with Recommendations, Met with Conditions, or Not Met, according to the following criteria:

Met: Information provided supports that the requirements are adequately addressed.

Met with Conditions: The requirements are substantially met; however, the response lacks adequate information and/or a review of the information leads to an inconclusive decision that the standard is met. Institutions are required to correct the conditions (or file a plan for correction with definite timelines) to maintain state approval consideration.

Not Met: Required information is not provided and/or information presented does not provide adequate evidence that the standard is met. Institutions are required to address and correct the conditions (or file a plan for correction with definite timelines) to maintain state approval consideration.

The folio review team will then meet to review and make a determination regarding approval for each endorsement program, including low-enrollment programs, and Rule 20.

ONSITE STATE APPROVAL VISIT

For institutions seeking national accreditation, the Onsite State Program Approval Visit will be held jointly with the institution's national accreditation onsite visit. These visits occur approximately one year after the Offsite Folio Review and are usually held Sunday-Tuesday at the institution. The institution is asked to notify NDE when the date for the onsite accreditation visit is determined.

For institutions not nationally accredited, Onsite State Approval Visits will be held at the institution during the semester following the Offsite Folio Review with representative members of the Offsite Folio Review team assisted by NDE staff, and conducted similarly to a national accreditation visit, although slightly compressed. Usually, four onsite visitors along with NDE staff spend two days at the institution. Team members conduct interviews with institution and program administrators, faculty members, cooperating and supervising teachers, P-12 school administrators, candidates, recent graduates, and others; examine any needed evidence that could not be reviewed during the Offsite Folio Review; and compile an overall State Approval Summary Report for the institution's Educator Preparation program. NDE Adult Programs staff coordinates arrangements for the Onsite State Approval visit with the institution's representative. NDE will reimburse team members for mileage and expenses incurred during travel to and from the institution, and the institution is responsible for lodging and meals for team members while onsite. Institutions will also need to have a secure workroom available for team use while on campus and also at the team hotel.

For institutions seeking State Approval only, the four areas of inquiry during the Onsite State Approval Visit include:

Area #1 – Content and Pedagogical Knowledge of Candidates
Area #2 – Assessment System
Area #3 – Field Experiences and Diversity
Area #4 – Resources

State offsite reports are included in Self-Study Reports submitted by institutions for the accreditation process. State team members who are members of an accreditation team or are members of State Approval Only teams are expected to follow-up on questions raised by offsite reviewers and to validate offsite findings.

FINAL STATE APPROVAL

Once the State Approval Onsite Visit has been completed and all documentation for both the Offsite Folio Review and the Onsite State Program Approval visit is on file with NDE, the Nebraska Council on Teacher Education (NCTE) will submit a Final Recommendation for State Approval to the NDE Commissioner and the Nebraska State Board of Education. Following State Board Approval, a final letter is sent to the institution from NDE Adult Programs indicating the institution has met all requirements and is approved for the next cycle.

PREPARING FOR THE STATE APPROVAL PROGRAM REVIEW

The information provided during the Nebraska State Approval Program Review should provide an overall and accurate picture of the institution's educator preparation program and the specific endorsement programs offered by the institution in order to obtain state approval to operate an educator preparation program, as well as to support and document continuous improvement.

The institution's 'Folio Report' for the State Approval Program Review consists of two parts:

Part 1. Rule 24 Endorsement Folios

Part 2. Rule 20 Folio (which includes the Rule 20 Matrix.)

The Folio Report should be organized in a technology-based format which allows reviewers easy navigation of the system to access all information presented in the Folio Report. It is suggested that narrative portions of the Folio Report should be in an easy-to-read format, such as 12-point Arial, Cambria, or Times New Roman font, single spaced with double-spacing between paragraphs.

The institution is asked to provide NDE staff with their list of endorsement program folios being submitted **at least four (4) months prior** to the date of the Offsite Folio Review for purposes of determining review team needs/configurations.

Access information to the institution's folio review/accreditation website must be submitted to NDE at least two (2) months prior to the scheduled Offsite Folio Review. NDE requests that no changes be made to the institution's folio review website one month prior to the date of the Offsite Folio Review. In the event a change must be made, it is requested the institution notify NDE Adult Programs staff.

A complete set of Rule 24 matrices for all endorsements offered at the institution are due to NDE one (1) month prior to the submission of the institution's Folio Report, and are not submitted again as part of the folio review process. Matrices are reviewed by NDE staff for compliance prior to the Offsite Folio Review and are not a component of the Folio Reports.

RULE 24 ENDORSEMENT FOLIO GUIDELINES

Rule 24 Folios

A **Regular Rule 24 Endorsement Program Folio** must be completed for each field, subject, and selected supplemental endorsement programs at both the initial and advanced levels for which there were more than five program completers within the prior two (2) years. Note that the same two years of data should be used consistently throughout all Rule 24 endorsement program folios and in the Rule 20 Folio.

- **Supplemental endorsements subject to a regular folio presentation are:** Early Childhood Education, English as a Second Language, and Reading and Writing. All other supplemental endorsements, and all low enrollment endorsement programs, require a Mini-Folio, which do not include data.
- **Advanced Program Folio** section is found on page 16.
- **Mini-Folio** section is found on page 16.
- It is acceptable that Folios respond to Rule requirements in place at the time the institution begins to prepare for the review; however, the institution may elect to discuss this with NDE staff and transition to revised Rules as appropriate.
- Include traditional, post-baccalaureate, and/or alternate delivery (online/hybrid) programs in the regular Rule 24 endorsement program folio. Completer data should be reported separately for each delivery type, particularly if different assessments and/or curriculum are utilized.

  Provide two complete years of completer data for each of the Required Key Assessments described in Section 2. [NOTE: National Accreditation guidance at this time indicates that three (3) years of data should be available at the time of the onsite national accreditation visit.]
- Programs with national recognition from an accrediting association do not require Rule 24 Folios. Attach a copy of the approval letter from the national association and submit to NDE at the same time other Rule 24 Folios are submitted. Indicate the national recognition on the Cover Sheet. As of 2015, CAEP has program standards in the following areas. National recognition in these content areas would also be recognized by Nebraska in lieu of a state folio submission:

  Early Childhood Education
  Elementary Education
  English Language Arts Education
  Foreign Language Education
  Gifted Education
  Health Education
  Mathematics Education
  Middle Level Education
  Physical Education

Reading Specialists and Supervisors
School and District Administrators
School Library Media Specialists
School Psychologists
Science Education
Social Studies Education
Special Education
Teaching English to Speakers of Other Languages
Technology Coaches and Technology Directors

- These program standards are established by the following associations:
  Association for Childhood Education International (ACEI)
  American Council on the Teaching of a Foreign Language (ACTFL)
  American Library Association (ALA) / American Association of School Librarians (AASL)
  Association for Middle Level Education (AMLE)
  Council for Exceptional Children (CEC)
  Educational Leadership Constituent Council (ELCC)
  International Literacy Association (ILA)
  International Society for Technology in Education (ISTE)
  National Association for the Education of Young Children (NAEYC)
  National Association of Gifted Children / Council for Exceptional Children (NAGC/CEC)
  National Association of School Psychologists (NASP)
  National Council for the Social Studies (NCSS)
  National Council of Teachers of English (NCTE)
  National Council of Teachers of Mathematics (NCTM)
  National Science Teachers Association (NSTA)
  SHAPE America-Health Education (formerly AAHE)
  SHAPE America-Physical Education (formerly NASPE)
  Teachers of English to Speakers of Other Languages (TESOL)

- **Programs Accredited by Other Accrediting Organizations**
  CAEP recognizes the following specialized accrediting organizations and, therefore, does not review programs in these areas. Since these organizations have processes for accrediting educator preparation programs, Nebraska also accepts an accreditation decision from:
  Association to Advance Collegiate Schools of Business (AACSB)
  American Association of Family and Consumer Sciences (AACS)
  American Library Association (ALA)
  American Psychological Association (APA)

American Speech-Language-Hearing Association (ASHA)
Council for Accreditation of Counseling and Related Educational Programs (CACREP)
National Association of Schools of Art and Design (NASAD)
National Association of Schools of Dance (NASD)
National Association of Schools of Music (NASM)
National Association of Schools of Theatre (NAST)

- Graduate Programs that do not result in an endorsement do not require a Rule 24 Folio. For institutions participating in a national accreditation review, NDE recommends that a Folio Report or similarly compiled information be prepared for the national review team. (One example might be a Curriculum and Instruction Master's program.)
- Special Services endorsements are not subject to Folio Review and do not require a folio.

Other Folio Considerations:

- Folio data typically includes only individuals seeking endorsements on an initial certificate or advanced program endorsements on an initial certificate. However, to the extent practical, institutions are encouraged to include basic information about individuals returning for other added endorsements in a separate narrative section of the endorsement program folio. This approach has traditionally met national accreditation requirements.
- No folio is required if an institution has discontinued an endorsement program prior to the offsite review. This is interpreted to mean that, as of the date of the folio review, the institution is no longer admitting new candidates to the program even though there might be previously enrolled candidates completing the program.

RULE 24 INITIAL ENDORSEMENT REGULAR FOLIO COMPONENTS

Cover Page – Recommended Template – See Attachment A

Introduction/Welcome – It is helpful if the institution also includes website navigation information, organization, how to access hotlinks, trouble shooting, and website support if needed. It is also recommended the link to the institution's course catalog be included.

NOTE: 'Recommended Templates' are generally not required, but if the institution uses a different form, all information included on Recommended Templates should be included.

Section 1: Contextual and Endorsement Program Information

Limit narrative to 5 pages, excluding appendices, which address the following elements:

1a. Provide **Contextual Information** about the institution's overall Educator Preparation Program. (Provide link to Rule 20 Folio – Institutional Contextual Information)

1b. Describe the standards for admission, retention, transition and completion of the institution's overall educator preparation program, including GPA and any other minimum grade requirements for the courses accepted for the endorsement.

The major transition points or gateways and related expectations for each gateway/transition point should be described and presented in a table format. (Provide link to Rule 20 Folio – Attachment L, Table 004.06-2 if applicable)

If applicable, describe the unique transition points, gateways, or other information specific to completion of the endorsement program addressed in the folio.

The endorsement program **Student Advising Sheet** with the progression of courses indicating the endorsement program contained in the folio can be completed at the institution in four years should be attached to the endorsement folio as 'Folio Appendix A—Student Advising Sheet for the (Name of) Endorsement Program at (Name of Institution)'.

NOTE: Course syllabi are not required for the State Approval process but may be required for a national accreditation visit.

1c. Describe all field experiences required for the endorsement program contained in the folio, including the number of hours for practicum experiences and the number of hours/weeks of clinical experience or internships. (Provide link to Rule 20 Folio – Attachment N, Table 005.03-1 and Attachment O, Table 006.02-1 if appropriate)

1d. Provide information regarding the number and level of program completers for the data years included in the folio. (Recommended template - Attachment B Rule 24 Table 1d – Program Completers and Level.)

Section 2: Endorsement Program Key Assessments and Related Data

The focus of this section is on the findings from the required key assessments for the specific endorsement program contained in the folio, the analysis of the data, information about candidate proficiency, and how data was used to inform candidate improvement decisions and continuous improvement of the endorsement program. The required key assessments respond to Rule 20, 005.02 Professional Education Coursework—005.02A through 005.02J (initial program endorsements.)

Section 2 is limited to 6-8 narrative pages, excluding appendices.

Artifact 1. Complete the 'Table of Endorsement Program Key Assessments' for each Rule 24 endorsement program, which is an overview or snapshot of the key assessments used in the endorsement program. Include the name/type of assessment, a brief description of each assessment, the purpose of the assessment, and when it is administered.

(Recommended Template – Rule 24 Attachment C – Summary Table of Endorsement Program Key Assessments)

Information on the assessments required for all candidates in the endorsement program used by the unit to determine candidate proficiencies in content knowledge, pedagogical and professional knowledge, skills, and dispositions; and effects on P-12 student learning as expected in the endorsement guidelines/standards; the data tables; and a summary of the findings must be reported in Section 2.

After the Summary Chart, include narrative that describes each assessment in more detail, and below each assessment description, provide the link to the assessment(s) and scoring rubric(s) for each key assessment. (Assessment instruments and scoring rubrics are in Folio Appendix B – Key Assessments and Scoring Rubrics for the (Name of) Endorsement Program.)

The key assessments provide evidence of meeting the standards, and include:

REQUIRED ASSESSMENTS (should be presented in the following order)

1. CONTENT – Praxis II Subject Assessment Scores or GPA: Data from Praxis II Subject Assessments (licensure tests) should be provided in the form of aggregated pass rates for each year over the past two years (if available), including the most recent academic year. Aggregated data must be presented on all candidates.

For institutions that do not have two years of Praxis II Subject Assessment score data available, Nebraska will accept the use of grades or GPA as an assessment of content knowledge. (This will apply to supplemental endorsements, as Praxis II Subject Assessment tests are not required for supplemental endorsements at this time.)

If GPA is used, the GPA should reflect grades from the required courses in the endorsement. It would also be appropriate to compare GPAs of endorsement completers with the students who majored in the content area who were not teacher education candidates.

2. CONTENT – Candidate knowledge and skills related to application of content (Rule 20 Nebraska Professional Educator Standards 005.02D-E). Mean scores or aggregated performance levels for each year over the past two years should be provided, including the most recent academic year. Aggregated data must be presented on all candidates. (The Nebraska Clinical Practice Evaluation could be used to meet the requirement for this key assessment. Unique assessments may also be used.)

3. LEARNER/LEARNING ENVIRONMENTS – Candidate knowledge and skills related to learners and learning environments (Rule 20 Nebraska Professional Educator Standards 005.02A-C). Mean scores or aggregated performance levels for each year over the past two years should be provided, including the most recent academic year. Aggregated data must be presented on all candidates. (The Nebraska Clinical Practice Evaluation could be used to meet the requirement for this key assessment.)

4. INSTRUCTIONAL PRACTICES – Candidate knowledge and skills (Rule 20 Nebraska Professional Educator Standards 005.02F-H). Mean scores or aggregated performance levels for each year over the past two years should be provided, including the most recent academic year. Aggregated data must be presented on all candidates. (The Nebraska Clinical Practice Evaluation could be used to meet the requirement for this key assessment.)

5. INSTRUCTIONAL PRACTICES – Assessment that demonstrates candidate effects or impact on P-12 student learning. Examples of assessments include those based on samples of student's work, such as a teacher work sample or instructional analysis project. Mean scores or aggregated performance levels for each year over the past two years should be provided, including the most recent academic year. Aggregated data must be presented on all candidates.

6. PROFESSIONAL RESPONSIBILITY – Candidate knowledge and skills related to professional practice (Rule 20 Nebraska Professional Educator Standards 005.02I-J). Mean scores or aggregated performance levels for each year over the past two years should be provided, including the most recent academic year. Aggregated data must be presented on all candidates. (The Nebraska Clinical Practice Evaluation could be used to meet the requirement for this key assessment.)

7. OVERALL PROFICIENCY – Institutions preparing for off-site review in summer 2016 and after will be required to use NDE Follow-up Survey data for this assessment.

OPTIONAL ASSESSMENT:

8. Assessment that demonstrates candidates are proficient in content knowledge; professional and pedagogical knowledge, skills, and dispositions; and/or student learning. Examples of assessments include evaluations of field experiences, case studies, portfolio or course projects, and follow-up studies. Assessments examples could include candidate projects that demonstrate candidate's (a) ability to observe and assess students through case studies or similar projects; and (b) understanding of the profession and candidates' future role as advocates and reflective, continuous learners.

Artifact 1 is also required for Advanced Program Folios and for Mini-Folios.

Artifact 2. Provide data tables with summarized program completer data for at least two complete academic years for each key assessment used for all candidates in the endorsement program. Report the data separately by levels/tracks (e.g. baccalaureate, post-baccalaureate, alternate route, Masters, Ed. Specialist, or Doctorate.) Attach copies of assessment instruments and scoring rubrics under each data table for ease of understanding for reviewers.

Artifact 2 data is also required for Advanced Program Folios.

Artifact 2 data is not required in Mini-Folios. It is expected, however that data is maintained by the institution and available if requested during the national accreditation visit.

Artifact 3. Provide a narrative interpretation/summary of the assessment data from the institution's perspective**.** Although data is not required for Mini-Folios, any institutional analysis and summary statements regarding these programs should be addressed and included.

Artifact 3 is also required for Advanced Program and for Mini-Folios.

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

Narrative limited to 5 pages, not including charts or tables the institution might want to include to illustrate narrative.

Discuss changes or improvements made to the specific endorsement program since the last visit as a result of documented assessment data analysis findings and other information related to the endorsement program area. What did the data indicate and what endorsement program changes were made as a result of data analysis? What other information was included in decision making? How were decisions made and by whom? What has been the effect of these program changes? What future endorsement program changes are planned? What are implications for overall unit improvement initiatives to the endorsement program?

RULE 24 ADVANCED PROGRAMS FOLIO COMPONENTS

- The appropriate Cover Page (See Attachment A)
- **Section 1** Contextual and Endorsement Program Information (Provide link to Rule 20 Folio – Institutional Contextual Information)
- **Section 2** Key Assessments with Artifacts 1, 2, and 3

  Institutions offering Advanced Programs are required to have four assessments which address candidate:

  1. Content Knowledge
  2. Knowledge of Learner/Learning Environments
  3. Knowledge and Effective Use of Professional Practices
  4. Professional Responsibility and Overall Proficiency

- **Section 3** Continuous Improvement

RULE 24 MINI-FOLIO

Must be completed for:

- Supplemental endorsement programs (excluding Early Childhood Education, English as a Second Language, and Reading and Writing which require a full regular folio.)
- Low-enrollment programs. A low enrollment program is defined as having five (5) or fewer program completers in the prior two (2) years. (This includes, field, subject, or supplemental endorsements for both Initial and Advanced Programs.)
- New endorsement programs for which a minimum of one (1) complete year of data is not available.

Components:

- The appropriate Cover Page (See Attachment A)
- **Section 1** Contextual and Endorsement Program Information (Provide link to Rule 20 Folio – Institutional Contextual Information)
- **Section 2** Key Assessments, Artifacts 1 and 3 only.

  Data regarding candidate performance is not included in mini-folios; however, it is expected performance data be maintained by the institution.

  For supplemental endorsements, the institution should describe a minimum of three key assessments appropriate to the content area.

- **Section 3** Continuous Improvement

SUMMARY OF THE REQUIRED RULE 24 FOLIO CONTENTS

Cover Page for each Folio (Regular, Advanced, Mini)

Introduction/Welcome

(Include links to Folio Review website and institution/course catalog)

Section 1 – Contextual Information Narrative

Includes: Rule 20 Institutional Contextual Information link
Rule 20 Attachment L
Rule 20 Attachment N
Rule 24 Appendix B

Section 2 – Endorsement Program Key Assessments and Findings Narrative

Artifact 1

Includes: Rule 20 Professional Education Coursework statements
Rule 24 Attachment C
Rule 24 Appendix B

Artifact 2 – Not included in Mini-Folios

Includes: Completer data tables for key assessments

Artifact 3 – Narrative

Section 3 - Narrative

Required Rule 24 Folio Appendices

Rule 24 Folio Appendix A – Endorsement Program Student Advising Sheet

Rule 24 Folio Appendix B – Endorsement Program Key Assessments and Scoring Rubrics

RULE 20 FOLIO COMPONENTS

The Rule 20 Folio consists of the Cover Sheet, an Introduction/Welcome, Institution and Educator Preparation Program Contextual Information, and the Rule 20 Matrix.

It is not the intent that the institution would have to provide all of the 'Recommended Artifacts' listed for each standard, as these are recommendations only. The institution is advised to select artifacts that best provide evidence the standard is met.

Rule 20 Cover Page / Recommended Template – See Attachment D Rule 20

Introduction/Welcome It is also helpful to include website navigation information, organization, how to access hotlinks, trouble shooting, and website support if needed. Websites/hotlinks should be put into the Rule 20 Matrix under 'Documentation' rather than including hotlinks in the narrative.

Section 1: Institution and Educator Preparation Program Contextual Information

This section should provide the reviewer with information unique to the institution, including the following points:

1a. Institutional background (such as public/private; mission, size, location, candidate demographics, vision of educator preparation program, general or unique attributes, etc.)

1b. Bulleted list of endorsement programs and levels offered by the institution, organized by type/level of endorsement.

1c. Significant teacher education program changes since the last state approval review. (Description could be narrative or a bulleted list.)

1d. Anticipated program and/or endorsement changes. (Current and projected plans could be discussed or outlined; bullets/lists are appropriate.)

Narrative limited to five (5) pages.

Recommended artifacts:

- Institution mission/vision statements
- Conceptual frameworks

Section 2: The **Rule 20 Matrix** describes how the unit meets each element of each of the standards listed in 92 NAC 20. Each element requires a narrative and associated documentation that the institution is meeting the requirement. The following outline indicates where a specific table or artifact is required. In other sections, evidence is required; however the 'recommended artifacts' are recommendations only, and the institution should provide the evidence it believes best documents compliance. Website links are highly recommended. It is preferred that the templates provided for the 'Required Tables' are used; however if the institution wants to use their own tables, please make sure the requested information in the 'Required Tables' templates is included. Except where indicated, **all numbered elements of Rule 20** must be addressed and appropriate documentation provided.

Rule 20 Matrix Outline:

004 Professional Teacher Education Program Requirements

004.01 General Policy Statements Connect/align the unit policies with institutional background/context provided in the Overview.

Recommended artifacts:

- Teacher Education Institution Mission/Vision Statements
- Conceptual framework documents
- Teacher Education Handbooks
- Strategic Plans

004.02 Personnel Requirements Clear identification of each individual who currently serves in each role.

004.02 A – Unit Administrator

004.02 B – Certification Officer

004.02 C – Field Experience Coordinator

004.02 D – Cooperating Educators

Recommended artifacts:

- Leadership vitae (or)
- Letters of appointment and/or position descriptions
- Handbook or policy that documents general requirements for cooperating educators.

REQUIRED TABLE: 004.02-1 – Cooperating Educators for Clinical Practice (Attachment E)

004.03 Professional Teacher Education Program Faculty Requirements

Two years of information should be provided, corresponding to the same two years for which candidate data is presented. Faculty Vitae for all professional education faculty are not required for the State Approval process, but may be required for national accreditation review.

REQUIRED TABLES (as applicable):

004.03-1 Full-Time Faculty in Education Unit (Attachment F)

004.03-2 Full-Time Faculty at IHE and Part-Time in Education Unit (Attachment G)

004.03-3 Adjunct Faculty (Attachment H)

004.03-4 Full-Time Faculty Load (Attachment I) Provide Faculty Load by Academic Year. Data can be provided within one row or multiple rows, depending on institution preference.

004.03-5 Clinical Practice Supervisors (Attachment J)

004.04 Minimum Endorsement Offering Requirements

Recommended artifacts:

- NDE 20-004 Program Approval form from most recent year is recommended to evidence all endorsements.
- For each endorsement, a document that displays required courses for completion (progress sheet, completion plan, student advising worksheet, etc.) This could be a web page that houses all progress sheets/completion plans/student advising worksheets with the list of required courses for each endorsement program.
- For each endorsement, a document that displays a 4-year plan of how courses can be taken to complete the program (plan of study, student advising sheet, etc.) This could be a web page that houses 4-year plans for all endorsement programs.
- Include evidence of course rotations that support programs (may be part of other documents.)
- Catalog, handbooks, and web pages.

004.05 Library Requirements

Recommended artifacts:

- Narrative information and link to Library website.

004.06 Policies for Program Admission, Progression, and Completion

004.06A-C Disclosure, Convictions, Criminal Background Check. Processes used by the institution related to how the institution documents all candidates' disclosure of criminal convictions, including formal background checks; Teacher Education Handbook; other documents related to policies for teacher education, etc.

Recommended artifacts:

- Handbooks
- Catalog information
- Candidate notification documents for acceptance and continuation in endorsement program
- Professional fitness statement
- Background checks documents

004.06D1-4 List of Convictions – **No response required for this section.**

004.06E-F Grade Point Average and Basic Skills Test. Compiled data tables from admission points that provide data on candidate GPA and Basic Skills.

REQUIRED TABLE: 004.06-1 – GPA and Basic Skills Admission Data (Attachment K)

004.06G Application. Describe formal admission process and provide any applicable data regarding application as compared to program admission.

Recommended artifacts:

- Program application and supporting documents
- Handbook or catalog that documents this requirement

004.06H Description of Performance Standards (or Gateways) for Educator Preparation Program Admission and Progression

Describe the general requirements/assessments established by the institution for candidates to progress from Admission to Clinical Practice to Program Completion/Recommendation for Certification. What are the gateways and what does the institution know about individuals who do and who do not get through the gateways? (This is not to be confused with Key Assessments, although some Key Assessments may be factors for some of the gateway/progression points; or with the Performance Standards in Section 005.02 A through J.)

REQUIRED TABLE: 004.06-2 – Requirements for Program Admission and Progression (Attachment L)

005 Initial Program Coursework Requirements

005.01 General Education Coursework

Recommended artifacts:

- General studies advising/program sheet if available; also endorsement program sheets with General Education courses included
- Catalog text on General Education
- Website with General Education outline requirements

005.02 Professional Education Coursework

REQUIRED: Statement to introduce 005.02 A through L.

Narratives assist in providing institution context for developing and measuring candidates' knowledge and skills.

Recommended artifacts:

Documents/links/webpages that identify professional education coursework that prepares candidates in relation to competencies listed in 005.02A-L. This may include tables that show alignment of courses to competencies or standards, handbooks, policies, assessments with alignment, etc.

NOTE: List only the 'most significant' examples, as this does not need to be a detailed/complete list.

REQUIRED NARRATIVE: Provide a summarized narrative discussing how the unit is assured all candidates meet Each Professional Competency in 005.02A – 005.02L. Narrative to include information such as:

- Example assessments used by the unit to measure this competency,
- General statements indicating what the data evidence indicates at the unit level and noteworthy differences in endorsement programs (if any),
- Changes made or being considered for the endorsement program(s) and/or unit level as a result of evidence.

Limit response to no more than one page for each competency area.

005.03 Field Experience Coursework

005.03A Initial Program Field Experience:

Narrative and artifacts/documents to support the following:

005.03A1 Practicum experience and 005.03A2 Clinical Practice

Recommended artifacts:
- Handbook
- Related documents which identify institution expectations.

005.03A2a Written Policy Statements and Procedures for Clinical Practice

Recommended artifacts:
- Teacher Education Handbook and/or Clinical Practice Handbook
- Other documents that include policies

005.03A2b Clinical practice in accredited/approved schools

Recommended artifacts:
- Handbook
- List of accredited/approved districts/schools where candidates have been placed

005.03A2c School Partner Engagement

Recommended artifacts:
- Educator Preparation Program and School System Agreements
- Documentation of activities that bring institution and P-12 school personnel together or provide input and feedback (advisory groups, consortiums, etc.)
- School personnel surveys/interviews
- Other partnership agreements

005.03A2c1 Negotiated Agreements

Recommended artifacts:
- Handbook that includes this information
- Other documentation to establish agreements with school partners

005.03A2d-d1-d2-d3 Length of Clinical Practice

Recommended artifacts:
- Handbooks, catalogs, and/or websites with required information.

005.03A2e Minimum Number of Observations

Recommended artifacts:
- Handbooks, catalogs, and/or websites with required information
- Compiled log of observations/number of visits

REQUIRED TABLE: 005.03-1 – Field Experience for Initial Certification at the Initial Level (Attachment M) (Use this table for all Initial Certification Programs, including Speech-Language Pathologist and School Psychologist as listed below.)

005.03B Speech Language Pathology and School Psychologist

Recommended artifacts:

- Handbooks, catalogs, and/or websites with required information
- Compiled log of observations/number of visits

REQUIRED TABLE: 005.03-1 – Field Experience for Initial Certification at the Initial Level (Attachment M) (Use this table for all Initial Certification Programs, including Speech-Language Pathologist and School Psychologist.)

006 Advanced Program Field Experience

006.01
006.02 **Policies and procedures for advanced program field experiences**
006.03

Recommended artifacts:

- Handbooks, catalogs, and/or websites with required information

REQUIRED TABLE: 006.02-1 – Field Experience at the Advanced Program Level (Attachment O)

006.04 Partner Engagement (Initial and Advanced Programs)

Recommended artifacts:

- School contracts
- Documentation of activities that bring institution and P-12 school personnel together or provide input and feedback (advisory groups, consortiums, etc.)
- School personnel surveys/interviews
- Other partnership agreements

007 Program Quality Indicators

007.01 Candidate Admission and Completion

Recommended artifacts:

- Assessment retreats/results
- Task force reports
- Other data analysis evidence
- Program assessment models/systems and resulting data

007.02 – 007.03 Content Knowledge and Graduate Follow-Up

Recommended artifacts:

- Graduate survey instrument
- Data results and analysis, including content test performance
- Use of findings for continuous improvement

007.04 Employer Follow-Up

Recommended artifacts:

- NDE Employer survey instrument

- Data results and analysis
- Use of findings for continuous improvement

007.05 Graduate Support

Recommended artifacts:

- Newsletters
- Professional Development opportunities
- Social media strategies
- Communications with alumni

007.06 Program Improvement

- Narrative on how use of data provided in the folio will impact future program unit or endorsement continuous improvement considerations; **OR,**
- How previous data analyses have informed recent program unit or specific endorsement continuous improvement/revisions.

Recommended artifacts:

- Supporting evidence of activities in response to requirements
- Unit Goals and Endorsement Program Goals

RULE 24 ATTACHMENTS

Attachment A – Rule 24 Report Cover Sheet

Click in the white spaces to enter your information.

Nebraska Department of Education Rule 24 Report

(Content Area)

Educator Preparation Content Program Review

Name of institution	
Date Submitted	
Contact Person	
Phone/Fax	
Email	

Folio type: ☐ **Regular** ☐ **Mini** ☐ **Advanced Program**

Program(s) Covered by this Folio Press tab in last column to add rows

Endorsement(s)	Type	Grade Level	Program Level
List Endorsements	Subject Field Supplemental Low-Enrollment	PK-12 6-12 7-12 Etc.	Baccalaureate Post-Baccalaureate Master's Etc.

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

[Rule 24 Report Cover Sheet Link]

Attachment B – Table 1d Program Completers and Level

Provide a minimum of two complete academic years' of data on program completers by endorsement. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, Masters, Ed. Specialists, or Doctorate). Do not include enrolled candidates, only program completers.

Program Completers and Level – Content Area: xxxx											
Academic Year					**Number of Endorsement Program Completers**						
					Bac	**Post Bac**	**Alternate Route**	**Masters**	**Ed. Specialist**	**PhD**
20		to	20							
20		to	20							
20		to	20							

Program completers are defined as individuals who have met all requirements of the state-approved teacher education program.

Rule 24 Table 1d Link

Attachment C – Summary Table of Endorsement Program Key Assessments

	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**			
2	**Content - Knowledge**			
3	**Learner/Learning Environments**			
4	**Instructional Practices - Knowledge**			
5	**Instructional Practices - Effect on P-12 Student Learning**			
6	**Professional Responsibility**			
7	**Overall Proficiency**			
8	**(Optional Assessment)**			

- "Type or Form of Assessment" – Indicate the type of assessment (e.g. general experience evaluation, case study, project, comprehensive exam, reflection, standardized test, portfolio, course instructor evaluations, GPA comparison to non-education major GPAs).
- "Brief Description of Assessment" – Provide a general description of what the assessment addresses or covers (e.g. comprehensive evaluation of candidate performance during student teaching).
- "When Assessment Is Administered" – Indicate the point in the endorsement preparation when the assessment is administered (e.g. admission to the program, admission to student teaching/internship, required courses for admission or continuation, completion of the program).

NOTE: The **Key Assessments and Scoring Rubrics for each endorsement program** (Regular Rule 24 Folios) should be linked in each data table for ease of understanding. Assessment results must be disaggregated for each site offering the endorsement. No information should be provided which identifies any individual candidate.

Rule 24 2a Table of Key Assessments Link

RULE 20 ATTACHMENTS

Attachment D – Rule 20 Cover Sheet

Nebraska Department of Education Rule 20 Report

Educator Preparation Program Review

Name of institution	
Date of review	
Contact Person	
Phone/Fax	
Email	

Institution Accreditation Status:

☐ National ☐ State

Rule 20 Report Cover Sheet Link

Attachment E – Table 004.02-1 Cooperating Educators for Clinical Practice

Cooperating Educator Name	Position Description	Years of PK-12 Educator Experience	Endorsement(s) Held	District Name	School Name

Rule 20 Table 004.02-1 Link

Attachment F – Table 004.03-1 Full-Time Faculty in Education Unit

Name, Title	Rank	Degree/Field	Years of PK-12 Experience (or Exceptional Expertise)	Endorsement Area(s)	Assignments/ Roles	Scholarship/Service	UG or GR

Rule 20 Table 004.03-1 Link

Attachment G – Table 004.03-2 Full-Time Faculty at the Institution, Part-time in the Education Unit

Name	Degree/Field	Years of PK-12 Educator Experience	Endorsement Area(s)	Assignments/ Roles	Terms Used				UG or GR
					20__		20__		
					Fa	Sp	Fa	Sp	

[Rule 20 Table 004.03-2 Link]

Attachment H – Table 004.03-3 Adjunct Faculty

Name	Degree/ Field	Years of PK-12 Educator Experience	Endorsement Area(s)	Assignments/Roles	Terms Used 20__ Fa	Terms Used 20__ Sp	Terms Used 20__ Fa	Terms Used 20__ Sp	UG or GR

Rule 20 Table 004.03-3 Link

Attachment I – Table 004.03-4 Full-Time Faculty Load

(Data can be provided within one row or multiple rows, depending on institution preference.)

*Total hours for each semester and for year

Name of Faculty who have assignments in the Unit/EPP	Teaching Workload			
	Academic Year	Courses Taught	UG/ GR	Hours*

Rule 20 Table 004.03-4 Link

Attachment J – Table 004.03-5 Clinical Practice Supervisors

Supervisor Name	Clinical Supervision Experience # Supervised for Each Semester				Annual Credit Count for each of 2 Academic Years	UG Or GR
	20__		20__			
	Fa	Sp	Fa	Sp		

[Rule 20 Table 004.03-5 Link]

Attachment K – Table 004.06-1 GPA and Basic Skills Admission Data
(Designate Endorsement Program)

Program Checkpoint for Endorsement Program _____	**Related Data for Year One** **20 – 20**	**Related Data for Year Two** **20 – 20**
	Provide Range of Scores and Mean Scores **Data may be presented by Academic Years or by Fall/Spring Semesters.**	
004.06E Grade Point Average. 004.06E1 Candidates must hold a cumulative GPA of 2.5 on a 4.0 scale or its equivalent for admission to a teacher education program. 004.06E2 Candidates for admission to clinical practice must hold a cumulative GPA of at least 2.75 on a 4.0 scale or its equivalent for all completed courses identified by the institution as meeting the requirements of 92 NAC 24.		
004.06F Basic Skills Test. Prior to admission to a teacher education program the candidate must have achieved a satisfactory score on an examination as specified in 92 NAC 23.		

Rule 20 Table 004.06-1 Link

Attachment L – Table 004.06-2 Requirements for Program Admission and Progression

Institutions determine the criteria and gateways to be used. Add up to four additional columns to define gateways. If more than five (5) gateways are used, create an additional table.

Institutional Criteria	Gateway #1	Gateway #2	Gateway #3	Gateway #4	Gateway #5

Rule 20 Table 004.06-2 Link

Attachment M – Table 005.02-1 Professional Education Competencies

Academic Year 20		**- 20**		**Completers =**	**N?**
Academic Year 20		**- 20**		**Completers =**	**N?**

Professional Competencies
Provide a summarized narrative discussing how the unit is assured all candidates meet each professional competency in 005.02A – 005.02L. Narrative to include information such as: • Example assessments used by the unit to measure this competency, • General statements indicating what the data evidence indicates at the unit level and noteworthy differences in endorsement programs (if any), • Changes made or being considered for the endorsement program(s) and/or unit level as a result of evidence. Limit response to no more than one page for each professional competency area.
005.02A Student Development. 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.
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.
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.
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.
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.
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.
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.
005.02H Instructional Strategies. The candidate understands and uses a variety of instructional strategies to encourage students to develop deep understanding of content areas and their connections, build reading and writing skills, and to apply knowledge in meaningful ways. This includes developing competency for utilizing technology for instruction, assessment, and communication.

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.
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.
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.
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.

Rule 20 Table 005.02-1 Link

Attachment N – Table 005.03-1 Field Experience for Initial Certification

Includes Speech Language Pathologist and School Psychologist

*P-Practicum, CP-Clinical Practice, I-Internship

Endorsement Program	Course Name	Credits	Type of Field Experience*	Total Number of Hours

Rule 20 Table 005.03-1 Link

Attachment O – Table 006.02-1 Field Experience for Advanced Program

(Includes Administrative Certificates and Endorsements)

*P-Practicum, CP-Clinical Practice, I-Internship

Endorsement Program	Course Name	Credits	Type of Field Experience*	Total Number of Hours

Rule 20 Table 006.02-1 Link

GLOSSARY OF TERMS

Academic year shall mean the school year which consists of two (2) regular consecutive semesters that occur from fall through spring.

Advanced program shall mean a program at the postbaccalaureate level for (a) educators who have previously completed initial preparation or (b) the preparation of other school professionals.

Board shall mean the State Board of Education.

Candidate shall mean an individual admitted to, or enrolled in, a program for the initial or advanced preparation of educators, or educators continuing their professional development.

Certificate shall mean a teaching, administrative, or special services certificate issued by the Department pursuant to 92 NAC 21.

Clinical practice shall mean culminating supervised experiences which provide candidates with opportunities to demonstrate competence in the professional roles for which they are preparing, which includes student teaching and internships.

Commissioner shall mean the State Commissioner of Education.

Content test shall mean a Praxis or School Leadership Series test published by the Educational Testing Service (ETS) of Princeton, NJ.

Cooperating educator shall mean an educator employed in a setting utilized for a clinical experience who has the appropriate certification and experiences to perform responsibilities for observation, coaching, mentoring, and/or evaluation of a candidate.

Coursework shall mean experiences required to complete the preparation program and may include class instruction, field experiences, or other required activities.

Credit hour shall mean the equivalent of fifteen (15) instructional class periods of fifty (50) minutes or more.

Department shall mean the State Department of Education, which is comprised of the Board and the Commissioner.

Diversity shall mean differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and/or geographical areas.

Educator shall mean a holder of a teaching, administrative or special services certificate.

Educator certificate shall mean a certificate issued pursuant to standards comparable and equivalent to those in 92 NAC 21.

Endorsement shall mean an area of specialization indicated on a certificate issued pursuant to 92 NAC 21 signifying that the individual has met specific content preparation requirements contained in 92 NAC 24.

Enrolled candidate shall mean a candidate who has been formally admitted to the educator preparation program, but has not yet completed all educator preparation program requirements.

Faculty shall mean all professional education faculty, including adjunct faculty and graduate students, employed by a standard institution of higher education who teach one or more courses in professional education and/or supervise field experiences.

Field experience shall mean an opportunity for candidates to observe, assist, tutor, instruct, and/or conduct research to develop professional education knowledge, skills, and dispositions. Field experiences include practicum and clinical practice requirements. Field experiences are designed and implemented through collaboration with school partners and faculty and occur in school systems or other settings serving students.

Initial program shall mean a program at the baccalaureate or postbaccalaureate level that prepares candidates for their first license to teach. They include five-year programs, master's programs, and other postbaccalaureate and alternate route programs that prepare individuals for their first license in teaching.

Internship shall mean a clinical practice in which candidates practice and demonstrate the knowledge, skills, and professional dispositions required for advanced programs.

Practicum shall mean a field experience completed prior to a culminating supervised clinical practice.

Program Completer shall mean a candidate who is documented as having completed or met all requirements of the educator preparation program. A recommendation for certification does not apply to this definition.

Professional dispositions shall mean candidate attitudes, values, and beliefs demonstrated in interactions with students, families, educators, and communities consistent with ethical performance criteria contained in 92 NAC 27.

Professional Education coursework shall mean coursework, including field experience, designed to develop educator competencies including, but not limited to, student development, learning differences, learning environments, content knowledge and its application, assessment, planning for instruction, instructional strategies, collaboration, and ethical practice.

Professional teacher education program or unit shall mean the school, college, department or other administrative body within the institution that is primarily responsible for the preparation of teachers, administrators, and other school personnel.

Regional accreditation shall mean a voluntary process by which one (1) of several accrediting bodies, each serving one (1) of six (6) defined geographic areas of the country, accredits PK-12 schools, colleges, and universities. Nebraska institutions are served by the Higher Learning Commission.

School partner shall mean school systems and other education programs that collaborate with the teacher education program in designing, developing, and implementing field experiences, delivery of instruction, and research.

School system shall mean an institution that is accredited or approved by the Department to provide instruction at any level PK-Grade 12, including an educational service unit accredited by the Department.

Special authorization shall mean a process by which Department approval can be granted for a standard institution of higher education to offer a pilot endorsement program.

Standard institution of higher education or Institution shall mean any college or university whose teacher education programs are fully approved by the Board or by a comparable agency in any other state or country.

Student teaching shall mean a clinical practice in a school system which provides initial preparation candidates with a culminating supervised experience to demonstrate competence in the professional roles for which they are preparing.

Teacher education program shall mean the system of procedures, coursework and activities in a college, school, or department of an approved standard institution of higher education which result in the initial or advanced preparation of teachers, administrators, and other school professionals.

Terminal degree shall mean the highest degree available in a specific field of preparation or recognized by the profession.