



Rule 20 Folio Reviewer Information

Purpose of the Off-Site Rule 20 Review:

To determine if the IHE unit (Education Preparation Provider or EPP) meets the Nebraska Educator Preparation Program standards as designated in NDE Rule 20 *Regulations for the Approval of Teacher Education Programs*

Reviewer Responsibility:

It is the responsibility of the reviewer to determine if the narrative and data or other evidence provided support the IHE claims of quality program outcomes.

Rule 20 Reviewer's Tools for the Off-Site Review:

- IHE State Approval Website
- Rule 20 Folio Reviewer Report Form
- IHE information which includes website navigation information, organization of the report, how to access links, contact information for the individual who prepared the report, and contact information for technical support for the website, if needed.

Rule 20 Folio Components:

- Cover Sheet
- Section 1: Institution and Educator Preparation Program Contextual Information
- Section 2: Rule 20 Matrix

The Rule 20 Matrix describes how the unit meets each element of the standards.

There are three components for each element in the matrix.

- 1) the element;
- 2) a narrative response to the element which summarizes how the IHE meets the element;
- 3) documentation (unit data tables, websites, document links, etc.) that supports the narrative and is evidence that the unit is in compliance. In addition to unit documentation, there are some designated NDE required data tables.

- Section 3: Additional Comments

Note: The Folio Outline used by institutions to prepare a Rule 20 folio provides some 'recommended documentation'. The unit may select other artifacts to provide evidence of meeting the element, except NDE required tables and attachments. (Institutions may use their own tables, but must include the information requested in the NDE required tables.)

Rule 20 Folio Scoring:

Met: The narrative clearly provides the information required in the element and appropriate supporting documentation/data is provided.

Met with Conditions: The requirements are met in a general way. However, the narrative, documentation, and/or data lacks adequate information which leads to an inconclusive decision that the element is met. The IHE will be required to correct the conditions as soon as possible to be considered for State Board Approval.

Not Met: The required information, or part of the required information is not provided and/or information presented does not provide adequate evidence that the element is met. The IHE will be required to address and correct the conditions (file a plan for correction) to maintain State Board Approval.

RULE 20 FOLIO Outline/Guidance

Rule 20 Cover Page

Section 1: Institution and Educator Preparation Program Contextual Information

The narrative should provide 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 of educator preparation program and/or endorsement program, etc.)
- 1b.** Bulleted list of endorsement programs and levels offered by the institution, organized by type/level of endorsement.
- 1c.** Narrative description or bulleted list of significant educator preparation program changes since the last state approval review.
- 1d.** Narrative description or bulleted list of anticipated program and/or endorsement changes.

Recommended artifacts:

- Institution mission/vision statements
- Conceptual framework documents

Section 2: Rule 20 Matrix

004 Professional Teacher Education Program Requirements

004.01 General Policy Statements Connect/align the unit policies with institutional background/context provided in Section 1: Institution and Educator Preparation Program Contextual Information

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:

Letters of appointment and/or position descriptions

Handbook or policy that documents general requirements for cooperating educators.

NDE Required Table 004.02-1 – Cooperating Educators for Clinical Practice

(This table should verify that each cooperating teacher is employed by an accredited or approved school system, has at least 3 years of teaching experience in the endorsement area and level for which they are the cooperating teacher, and has an appropriate certificate with an endorsement in the appropriate area or level.)

004.03 Professional Teacher Education Program Faculty Requirements The tables should show two years of faculty information, corresponding to the same two years for which candidate data is presented.

004.03-A Minimum Required Faculty

004.03-A1 Undergraduate Faculty (A minimum of 3 full-time professional education faculty)

004.03-A2 Graduate Faculty (Each advanced degree program leading to the doctorate has at least 3 full-time professional education faculty members who have earned the doctorate in the field of specialization for which the degree is offered.)

004.03-B Faculty Qualifications

004.03-B1 All professional education faculty shall hold a master's degree.

004.03-B2 The preparation, research, and experience of each faculty members shall be in the field in which s/he teaches.

004.03-B3 All professional education faculty hired after July 1, 1994 shall have two years of PK-12 teaching experience in state approved or accredited schools or meet the exceptional expertise requirement defined as documented scholarship, skill, or experience in the priorities of the teacher education program such as content specialization, diversity, assessment, or technology.

004.03-B4 At least 1/3 of the full-time undergraduate faculty shall hold a terminal degree.

004.03-B5 At least ½ of the full-time graduate faculty shall hold a terminal degree.

004.03-B6 All faculty in programs which grant the sixth year specialist's certificate or doctorate degree shall hold the doctorate and have two years of teaching or school administration experience.

004.03-B7 Adjunct faculty utilized for clinical experience supervision must hold or have held appropriate certification for the area and/or level which they are supervising.

NDE Required Tables (as applicable):

004.03-1 Full-time Faculty in the Education Unit

004.03-2 Full-Time Faculty at IHE and Part-Time in Education Unit

004.03-3 Adjunct Faculty

004.03C-Faculty Load

004.03C1 Undergraduate Faculty Load (Assignments for teaching, supervision of clinical experience, and administration shall not exceed 24 credit hours within the same academic year for a full-time equivalent undergraduate faculty member.)

004.02C2 Graduate Faculty Load (Assignments for teaching, supervision of clinical experience, and administration shall not exceed 18 credit hours within the same academic year for a full-time equivalent graduate faculty member.)

004.03C3 Undergraduate/Graduate Combined Load (For faculty teaching a combination of undergraduate and graduate assignments, the load may be a proration of 9 and 12 credit hours, with total hours assigned within the same academic year not to exceed 21 hours.)

004.03C4 Supervision of Clinical Experiences (Supervision of clinical experiences shall not exceed a ratio of 18 full-time equivalent candidates to 1 full-time equivalent faculty member within 1 semester.)

004.03C5 Advising for Advanced Programs (Shall be assigned to advanced program faculty.)

NDE Required Tables:

004.03-4 Full-Time Faculty Load (provide faculty load by academic year)

004.03-5 Clinical Practice Supervisors

004.04 Minimum Endorsement Offering Requirements (The institution shall offer courses for a minimum of eight (8) approved subject and/or field endorsements contained in 92 NAC 24 and have on file a plan of study which documents that required courses are offered on a schedule to enable candidates access to the coursework in a four (4) year period.)

Recommended artifacts:

Completed NDE 20-004 Program Approval form from most recent year.

For each endorsement, a document that displays a 4-year plan of required courses for completion of the endorsement program, such as a plan of study, student advising sheet, etc. of how courses can be taken to complete the program. This could be a web page (link) 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 with link to library website.

004.06 Policies for Program Admission, Progression, and Completion

Recommended artifacts:

Handbooks

Catalog information

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.

Recommended artifacts:

Handbooks

Catalog information

Candidate notification documents for acceptance/continuation in program

Professional fitness statement

Background checks documents

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

004.06E Grade Point Average and Basic Skills Test

004.06E1 Candidates must hold a cumulative GPA of 2.5 on a 4.0 scale or its equivalent for admission to an educator preparation 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

004.06F1 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.

NDE Required Table 004.06-1 – GPA and Basic Skills Admission Data

004.06G Application. (Candidates for admission to a teacher education program shall complete an application process which includes consideration of components identified in Section 004.06 of this chapter and other institution-determined criteria for selection, such as recommendations from professional educators, interviews, or essays.)

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 Performance Assessments (The institution must identify the performance standards and assessments for successful progression and completion of the education programs offered by the unit.)

Narrative description of 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.)

NDE Required Table 004.06-2 Requirements for Program Admission and Progression

005 Initial Program Coursework Requirements

005.01 General Education Coursework (The institution shall require that all undergraduate candidates meet the institution's general education course requirements. These courses may also be used to meet endorsement requirements. General education course requirements are established by the institution for all students.)

Recommended artifacts:

General studies advising/program sheet and/or endorsement program sheets with General Education courses included (Provide link)

Catalog text on General Education requirements

Website with General Education outline requirements

005.02 Professional Education Coursework (At least one-sixth of the total credit hour requirement established by the institution for the completion of a degree shall be professional education coursework which may include practicum experiences, but shall not include clinical experiences. Approximately 20 credit hours is required.)

Required: (Narrative) Statement to introduce the institution context for developing and measuring candidates' knowledge and skills as designated in 005.02 A through L.

Recommended artifacts:

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

NDE Required Table 005.02-1 Professional Education Competencies

Required: Narrative discussing how the unit is assured all candidates meet each professional competencies in 005.02A through L. Narrative to include information such as:

- 1) Examples of assessments and scoring rubrics used by the unit to measure each competency;
- 2) General statements indicating what the data evidence indicates at the unit level and noteworthy differences in endorsement programs (if any);
- 3) Brief narrative of changes made or being considered for the endorsement program(s) and/or unit level as a result of the evidence.

005.03 Field Experience Coursework

005.03A Initial Program Field Experience

NDE Required Table 005.03-1 Field Experience for Initial Certification

005.03A1 Practicum experience (a minimum of one hundred (100) clock hours of contact with students. Field-based practicum experiences are completed prior to clinical practice and provide opportunities for candidates to observe, assist, tutor, instruct, or conduct research. Practicum experiences may occur in settings such as

school systems, or other settings serving students.)

Recommended Artifacts:

Handbook

Related documents which identify institution expectations.

005.03A2 Clinical Practice (The institution shall require a clinical practice experience for initial teacher certification in which candidates demonstrate knowledge, skills, and professional dispositions by assuming responsibility for whole class instruction in the area of the endorsement and within the grade level for which they are preparing.)

005.03A2a Written Policy Statements and Procedures for Clinical Practice

(The institution shall have a clear statement of policies and procedures relating to clinical practice which shall be made available, together with the Standards for Professional Practices Criteria in 92 NAC 27, to all persons involved in the clinical practice experience.)

Recommended artifacts:

Teacher Education Handbook and/or

Clinical Practice Handbook for Candidates and for Cooperating Teachers and/or School Districts

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 (The institution shall engage with school partners on a regular and ongoing basis to develop and communicate the roles and responsibilities of candidates, college supervisors, cooperating educators, and other school personnel; to provide opportunities for school partners to provide input to the program regarding candidate placements, candidate performance, and program improvement; and to develop opportunities for faculty and school-based educators to work collaboratively to enhance candidate development.)

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 (The institution shall negotiate written agreements delineating the roles and responsibilities of candidates in clinical practice, college supervisors, and the cooperating educators.)

Recommended artifacts:

Handbook that includes this information

Other documentation to establish agreements with school partners

005.03A2d Length of Clinical Practice

005.03A2d1 A minimum of 1 semester of at least 14 full-day weeks for 1 field endorsement; 1 field endorsement and 1 subject endorsement which is a content area specified in the field endorsement and at the same grade level such as Science and Biology; or 2 subject endorsements at the same grade level such as Elementary Education and Special Education K-6.

005.03A2d2 A minimum of 18 full-day weeks for 2 field endorsements; 1 field endorsement and 1 subject endorsement which not a content area specified in the field endorsement; 1 field endorsement and 1 subject endorsement which is a content area specified in the field endorsement but not at the same grade level; or 2 subject endorsements not at the same grade level.

005.03A2d3 A minimum of an additional 9 full-day weeks for each field or subject endorsement added to those described above.

Recommended artifacts:

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

NDE Required Table 005.03-1 – Field Experience for Initial Certification at the Initial Level

(This table should include all Initial Certification Programs, including Speech- Language Pathologist, and School Psychologist Endorsement Programs.)

005.03A2e Minimum Number of Observations (The institution shall ensure that a minimum of five (5) formal observations by faculty shall be conducted during clinical practice for candidates preparing for initial level teaching certification. Three (3) observations must be on site and two (2) of the observations may be conducted utilizing technology which allows for visual contact between the parties.)

Recommended artifacts:

Handbooks, catalogs, and/or websites with required information

Compiled log of observations/number of visits

005.03B Speech Language Pathology and School Psychologist (The institution shall ensure that a minimum of three (3) formal onsite observations by faculty shall be conducted.)

Recommended artifacts:

Handbooks, catalogs, and/or websites with required information

Compiled log of observations/number of visits

NDE Required Table 005.03-1 – Field Experience for Initial Certification

(This table should include all Initial Certification Programs, including Speech-Language Pathologist and School Psychologist Endorsement Programs.)

006 Advanced Program Field Experience

006.01 Policies and procedures for advanced program field experiences (The institution shall have a clear statement of policies and procedures relating to field experiences which shall be made available, together with the Standards for Professional Practices Criteria in 92 NAC 27, to all persons involved in the field experience.)

Recommended artifacts:

Handbooks, catalogs, and/or websites with required information

006.02 Required Advanced Field Experiences (Institutions shall require field experiences for advanced certification programs.)

Recommended artifacts:

Handbooks, catalogs, and/or websites with required information

NDE Required Table 006.02-1 – Field Experience by Advanced Program

006.03 Clinical Practice Placements (All clinical practice shall be conducted in a Nebraska school system, or in an approved, accredited or otherwise legally operated school in another state or an English-speaking school in another country where teachers and administrators in the school are required by law or regulation to be certificated by the state or nation's educational authority.)

Recommended artifacts:

Handbooks, catalogs, and/or websites with required information

List of accredited/approved districts/schools where candidates have been placed

006.04 Partner Engagement (The institution shall engage with school partners on a regular and ongoing basis to develop and communicate the roles and responsibilities of candidates, college supervisors, cooperating educators, and other school personnel; to provide opportunities for school partners to provide input to the program regarding candidate placements, candidate performance, and program improvement; and to develop the skills of faculty and school-based educators to work collaboratively to enhance candidate development.)

Recommended artifacts:

School contracts

Documentation of activities that bring institution and P-12 school personnel together to provide input and feedback (advisory groups, consortiums, etc.)

School personnel surveys/interviews

Other partnership agreements

007 Program Quality Indicators (The institution shall establish a systematic process to address and document program quality indicators.)

007.01 Candidate Admission and Completion (The institution utilizes information related to candidate admission, progression, completion, and graduate employment to document the institution's continuing and purposeful expectations for candidate quality.)

Recommended artifacts:

Assessment retreats/results

Task force reports

Other data analysis evidence

Program assessment models/systems and resulting data

007.02 Content Knowledge (The institution utilizes candidate performance information from content tests as set forth in 92 NAC 24, to determine potential areas for improvement in content knowledge preparation of candidates.)

Recommended artifacts:

Graduate survey instrument

Data results and analysis, including content test performance

Use of findings for continuous improvement

007.03 Graduate Follow-Up (The institution utilizes a graduate follow-up process to obtain program completer input regarding satisfaction, relevance and effectiveness of their preparation for professional roles and responsibilities.)

Recommended artifacts:

Graduate survey instrument

Data results and analysis, including content test performance

Use of findings for continuous improvement

007.04 Employer Follow-Up (The institution utilizes a process for collecting information from employers regarding satisfaction with the program and program completers.)

Recommended artifacts:

NDE Employer Survey Instrument and Analysis

Data results and analysis

Use of findings for continuous improvement

007.05 Graduate Support (The institution makes resources available to support its new to the profession teachers.)

Recommended artifacts:

Newsletters

Professional Development opportunities

Social media strategies

Communications with alumni

007.06 Program Improvement (The institution initiates program improvement strategies based on regular analysis of data, current research, and/or as the result of engagement with PK-12 education partners regarding initiatives and challenges of PK-12 education.)

The narrative should provide information on the how use of data in the folio will impact future continuous improvement considerations for the educator preparation program and the endorsement programs. How has data analysis informed recent educator preparation program or specific endorsement continuous improvement revisions?

Recommended artifacts:

Supporting evidence of activities in response to requirements

Unit Goals and Endorsement Program Goals

Section 3 – Additional Comments

Other Comments/Findings not addressed.

Areas of Follow-up by the on-site visitation team.

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.