

***Teacher Education in Nebraska: Recommendations***

***November 2020***

***Introduction***

*Based on a review of all teacher education programs in Nebraska, their accreditation status, admissions policies, program requirements, clinical practice requirements, competency guidelines, alternative pathways to teacher certification, and district partnerships the Johns Hopkins Institute for Education Policy (“Institute”), drawing from national best practices,[[1]](#footnote-1) makes the following recommendations.*

***Accreditation***

Currently, all 15 of Nebraska’s teacher preparation institutions are members of the Nebraska Association of Colleges of Teacher Education (NACTE) and are also represented on the Nebraska Council on Teacher Education (NCTE), an advisory body to the State Board of Education. Thirteen institutions are accredited by CAEP (NCATE). The exceptions are the College of St. Mary and Midland University, which are accredited by the Higher Learning Commission and approved for teacher education by the Nebraska Department of Education and the Nebraska State Board of Education, respectively.

* *Recommendation*: In my judgment, the CAEP standards should be the starting point – the gateway - for the Nebraska model, not the end point. Once the Department has finalized its work, their rubrics, visiting protocols and standards should be used universally in the state of Nebraska for all teacher preparation programs.

***Program Admissions — GPA (Undergraduate)***

Nebraska requires a minimum GPA of 2.5 for admission, and a minimum of 2.75 for admission to student teaching. Almost all schools (11 out of 15) require a minimum GPA that is higher than 2.5 for admission. The median GPA of admitted students is often much higher than 2.5, i.e., can be in the mid-3.0’s.

* *Recommendation:* To reflect the standards of other high-performing states, the Institute recommends a state-wide minimum GPA of 2.75 for admission to undergraduate programs in teacher education.[[2]](#footnote-2) There should be a 10% “set-aside” whereby any teacher preparation program can reserve 10% of its admissions for candidates with lower GPAs that show special merit in other regards.[[3]](#footnote-3)

***Program Admissions — GPA (Graduate)***

Seven institutions also offer graduate degrees, all of which have similar GPA requirements to one another that range from 2.5 to 3.0. Median GPAs for accepted students range from 3.2 to 4.0, and all but two require a GPA of 3.0 for completion.

* *Recommendation:* To reflect the standards of other high-performing states, the Institute recommends a state-wide minimum GPA of 2.75 for admission to graduate programs in teacher education. The same 10% “set-aside” provision should apply.

***Program Admissions — Praxis CORE***

A passing score on the Praxis CORE is required for formal admissions to all Nebraska teacher education programs.

* *Recommendation:* Admissions tests are controversial: (1) they are expensive to take — particularly for multiple-time test-takers; (2) basic pedagogical tests, including the Praxis CORE, have not been shown to correlate strongly with teaching effectiveness; and (3) they reproduce the inequality of prior access to strong education, thereby disadvantaging minority applicants at disproportionate levels. The Institute recommends that the Praxis CORE **not** be used as an entrance exam[[4]](#footnote-4).
* If the Department wishes to propose a competency alternative to the Praxis Core, that competency has to be piloted and a passing score equated with stronger teaching outcomes during the practicum experience.
* Research: The literature on the relationship between teacher tests – of basic skills and content knowledge – is considerable. The best data suggests that content knowledge does correlate with stronger teaching performance, especially in the case of minority candidates – see Dan Goldhaber’s research [here](https://journals.sagepub.com/doi/full/10.3102/0002831209348970).[[5]](#footnote-5)

***Program Requirements — Praxis II***

Some institutions require students to pass Praxis II to be admitted to student teaching; others require it for certification (Saint Mary, Doane, Hastings, Peru State, Kearney, Lincoln, Wayne State) or graduation (Nebraska Wesleyan).

* *Recommendation:* Based on the balance of research (see above) correlating teacher effectiveness to *content* knowledge measured by *content-specific standardized tests* (unlike the lack of correlation between basic pedagogical standardized tests and teacher effectiveness), the Institute recommends aligning all institutions to require passing the Praxis II content test to be admitted to student teaching. This could be done as a condition of achieving the education degree, or as a condition of licensure – *the key is that a candidate shows adequate content knowledge prior to being the teacher of record in the classroom.*

***Content Knowledge, Literacy, and Curriculum Literacy***

* *Recommendation:* The Institute recommends strengthening the requirements for content knowledge by requiring future elementary school teachers to take courses in the core subjects they will teach.
* *Recommendation:* The Institute recommends that Nebraska create its own version of the highly successful literacy program developed in Mississippi - providing statewide, early-literacy professional development to K–3 educators through online modules and face-to-face workshops.[[6]](#footnote-6) The Institute further recommends that the foundational elements of these professional development programs be seeded during teacher preparation. A major literature has been devoted to the subject of teacher preparation programs and their deficiencies in the domain of reading instruction. For example, The National Center for Teacher Quality (NCTQ) analyzed hundreds of reading courses across Schools of Education in the United States and found that on 23% used scientifically based curriculum content (NCTQ defines scientifically based reading instruction as addressing the five essential components of reading:[[7]](#footnote-7) phonemic awareness, phonics, fluency, vocabulary, and reading comprehension). Efforts by SEAs across the country to require educator preparation programs to teach a certain number of credit hours devoted to certain overall subjects (such as reading) have failed to instill any consistency of information, still less the capacity to use that information effectively in the classroom, to teacher candidates
* *Recommendation:* The Institute recommends that schools of education increase their focus on curriculum literacy:[[8]](#footnote-8) the capacity to distinguish strong from weak materials by clearly understanding the difference in one’s chosen teaching domain, being able to improve a bad curriculum, and adapt a strong one for diverse populations. Specifically, the Institute recommends that Nebraska require future teachers to take courses and demonstrate competencies to enable them to (1) recognize and effectively use high-quality instructional materials; and (2) strengthen existing curriculum using standards-aligned tools, including digital resources.

***Clinical Practice Requirement***

Clinical practice opportunities (field experiences) currently range from 16-20 weeks, with Pre-Student Hours ranging from 100-224 hours, and Student Teaching Hours ranging from 550 to 720 hours. Doane University and Chadron State have committed to strengthening clinical practice: Doane guarantees employment to teacher education graduates through intentional collaboration with districts, and Chadron State has a full-year clinical practice requirement.

* *Recommendation:* Following the leadership in other states — particularly Maryland and Louisiana — as well as the example of Chadron State, the Institute recommends phasing in a full-year clinical residency among all programs, to strengthen student-teachers’ field experiences.[[9]](#footnote-9) The Department should institute a policy changes so that by the academic year 2025-2026 all teacher preparation programs have a full year of residency as a requirement of their programs (a five-syear glide path: programs should be encouraged to move more rapidly to implementation if possible. There are multiple possible models of implementation: some programs are placing the full year residency as the final year of a five-year BA=MAT (Master of Arts in Teaching) degree, with seminar course work built around the residency as part of the MAT degree. Some schools of education may want to split the year of residency into two parts to be completed in consecutive years: this is a less effective model and should be allowed - under the Department’s discretion - only in cases where teacher preparation programs can show that a continuous year of residency imposes an insurmountable hardship.[[10]](#footnote-10)

***Clinical Practice Assessment***

Over the past two years, Nebraska has focused on implementing the newly revised Clinical Practice Assessment Rubrics. Adding to these, the Institute recommends the following:

* *Recommendation:* The Institute recommends a five-year shift from course hours to a skills-competency approach, using artifacts (e.g., video samples, lesson-plans, assessment designs, curricula adaptations) from student teachers to demonstrate proficiency in standards.
* *Recommendation:* The Institute recommends that skills-competency be measured through (1) written assessments — for example in curriculum literacy and the science of learning;[[11]](#footnote-11) and (2) oral- and video-based demonstrations — for example of classroom management during the practicum or, once established, during the one-year clinical residency.
* *Recommendation:* The Institute commends the Department’s pioneering work in raising the caliber of practicum observations and the rubrics that were developed to support them.[[12]](#footnote-12) We especially note the effort to norm the observers’ judgments. The next step would be to differentiate the observations to different grade levels and, where possible, use best-in-class tools that are specific to those grades. One example is the University of Virginia’s CLASS — Classroom Assessment Scoring System — instrument.[[13]](#footnote-13) We also believe that the Department has the foundations for the development of a professional career ladder for teachers who focus on working with student-teachers – an “Advanced Mentoring” designation that would be recognized with salary support.[[14]](#footnote-14)
* *Recommendation:* The Institute recommends that Nebraska rely more strongly on video analysis to assess clinical practice, such as EdTPA[[15]](#footnote-15) and PPAT Assessment from ETS.[[16]](#footnote-16) (Depending on pending legislation/regulations, Maryland may make the EdTPA compulsory within the next five years.) The Institute recommends that Nebraska **require** an exit-competency demonstration of teaching proficiency based on video-based records of in-person teaching. Ed Schools could elect to use EdTPA, PPAT, or their own video-based assessment design and scoring methodology approved by the Nebraska Department of Education.

***District Partnerships***

Currently, Doane University is one of the state leaders in its focus on strategic relationships between their teacher education program and the districts their prospective teachers aim to serve. Through this intentional collaboration with districts, Doane is able to guarantee employment to each of their teacher education graduates.

* *Recommendation:* The Institute recommends that Nebraska’s survey of teacher shortages be upgraded.[[17]](#footnote-17) Shortages should be reported by name of school districts, but more importantly, the charts should also include the actual numbers of teachers recruited in all certification areas in the previous year and the percentages in each case of the hires of newly *certified* *versus* already-employed-elsewhere teachers. This would create greater clarity in the teacher recruitment pipeline while also increasing the likelihood of post-graduation hiring for teacher candidates.[[18]](#footnote-18)
* *Recommendation:* The Institute recommends that the Department develop Guidelines for Teacher Preparation Program, i.e., school district agreements that offer support for the rigorous clinical supervision of candidates and their readiness to teach the instructional materials used in that district.

***Certification***

Nebraska currently offers Initial, Standard and Professional teaching certificates. To date, 131 Nebraska teachers have achieved National Board Certification, and there are currently 35 candidates for National Board Certification in Nebraska.[[19]](#footnote-19)

* *Recommendation:* The Institute recommends that Nebraska offer professional certification through the National Board of Professional Teaching Standards, and that the state supports the recognition of NBPTS certification through professional compensation steps both for first-time certification and re-certification five years afterwards. The Institute recommends that teachers be National Board Certified to become a Master Teacher.[[20]](#footnote-20)
* *Currently, Nebraska requirement 005.08C states that “Within ten (10) years prior to the date of application, [candidates must]* ***have received a Master’s degree****from an approved standard institution of higher education in Curriculum and Instruction, Educational Technology, Special Education, or in the applicant’s content area;****or 005.08D Hold current credentials from a credentialing organization****approved by the Department pursuant to 92 NAC 22;****or 005.08E Have received a six (6) year specialist’s certificate or a doctorate degree****from a standard institution of higher education in an area related to the applicant’s content area completed at the Master’s degree level [emphasis added].”* None of these requirements has any demonstrated relationship to stronger teaching performance. The Institute recommends that Nebraska replace them all with NBPTS certification within the next five years. If that is not possible, then the state should offer only the Master’s degree + a demonstration of strong teaching performance or an NBPTS + a demonstration of strong teaching performance as pathways to a Professional Teaching Certificate.

***Alternative Certification***

There is only one alternative certification route in Nebraska, housed at Kearney, which makes up a relatively small (0.03%) portion of the labor force. The program is called the Transitional Certification Program (TCP) and requires an undergraduate cumulative GPA of 3.0 or above, or Masters degree, or passing scores on the Praxis Core tests for admission, and Praxis Core for formal admission. It includes a “minimum of 100 clock hours (approximately 25-35 hours per semester) of pre-student teaching field experience” and “a student teaching experience. Student teaching is an all-day (8 AM - 4 PM)/all-semester (16 weeks minimum) experience in a PK-12 school setting. The vast majority of student teaching placements happen between the months of August and May.”[[21]](#footnote-21)

* *Recommendation:* These are very strong criteria. Given evidence of teacher shortage, the Institute recommends that the state explore supporting hybrid models of teacher preparation that would involve “gradual release,” whereby after an intense summer of preparation, students are given at most one course to teach in the fall (zero would be preferable) and two in the spring. This is less than the full-time load that Alternative Certification candidates currently undertake – but research shows that teaching a full load while trying to learn the craft of teaching is damaging (on average) to student learning outcomes. A reduced load is a positive compromise and can be a gateway to the full one-year residency requirement. In that requirement, it is also possible for candidates to do some spring semester teaching.

***Competency & Standards Review***

There are a number of different documents that – in fact or potentially – reference what future public-school teachers in Nebraska are expected to know and/or be able to do effectively. It is not always clear which documents take precedence, nor exactly what the relationship is between them. Let’s review:

First, Rule 20 (revised 2014), [[22]](#footnote-22) which has regulatory and thus statutory authority, is a general blueprint for approving teacher education programs. The text lays out some broad domains, (specifically: General Education Coursework, Professional Education Coursework, Student Development, Learning Differences, Learning Environments, Content Knowledge, Application of Content, Assessment, Planning for Instruction, Instructional Strategies, Professional Learning and Ethical Practice, Leadership and Collaboration, Human Relations, Special Education, Field Experience Coursework, pp. 14-16), but Rule 20 does not lay out any specifics of content or competencies.

Most important is, “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.” *But how is the skill of “integration” to be operationalized in teacher preparation – and how will the level of integration be assessed?*

The relationship between Rule 20 and Rule 10,[[23]](#footnote-23) which also carries statutory authority, is potentially important. While Rule 10 lists the regulations and procedures for the accreditation of schools, not of teacher education programs, the Rule describes what students need to know in each content area and grade level. Thus, *if* student learning outcomes were tied to explicit and concrete teacher competencies, the circle would be complete.

We might expect to find that tie-in from “The Standards of Competent Professional Practice” (2012),[[24]](#footnote-24) which also has statutory authority. These standards lay out what “are held to be generally accepted minimal standards for public school certificate holders in Nebraska with respect to competent performance and are therefore declared to be the standards of competency adopted pursuant to the provisions of Section 79-866 R.R.S.” On careful review, these standards match *some, but not all* of the competencies outlined in Rule 20 and include (more) detailed descriptions of requirements in Administration and Supervision, Analysis of Individual Needs and Potential, Instructional Procedures, Management Techniques, Competence in Specialization, Evaluation of Learning and Goal Achievement, Human and Interpersonal Relationships, and Personal Requirements. But while the Standards of Competency are more detailed than Rule 20, they are still quite vague. For example, see here the language for Competence in Specialization:

H. Competence in Specialization Each educator shall: 1. Possess knowledge, within his or her area of specialization, consistent with his or her record of professional preparation; 2. Be aware of current developments in his or her field; and 3. Possess knowledge of resources which may be utilized in improving instruction in his or her area of specialization.

Where the subject of the standards aligns with Rule 20, e.g., Standards of Competence, J: Human and Interpersonal Relationships, the language of the standards does not align.

Finally, we have the “Nebraska Teacher and Principal Performance Standards” (2019).[[25]](#footnote-25) These appear to be voluntary guidance:

The Nebraska Teacher and Principal Performance Standards are the framework that provides a common language for what it means to be an effective teacher or effective principal in Nebraska. This common language will help guide local districts, educational service units, institutions of higher education, and state and local policymakers as they strive together to ensure Nebraska’s continuing commitment to improving educational equity for all children.

First, we note that these standards make no explicit reference to Rule 20 nor to Rule 10. Second, while there is some overlap in meaning between these Teacher and Principal Professional Standards and the earlier cited Standards of Competency, the language in the two documents does not align.

These Performance standards focus chiefly on professional behaviors and dispositions, including Planning and Preparation, The Learning Environment, Instructional Strategies, Assessment, Professionalism, Vision for Learning, Continuous Improvement, Staff Support & Development, Operations and Management, Culture for Learning, and Professional Ethics & Advocacy. Even though they do not directly reference student learning standards, these performance standards would seem to offer what is missed in the other documents – namely identifying the skills and knowledge that future teachers must possess. In truth, they set up that possibility but do not “get-there.” For example, student-teachers are to demonstrate that they “Create and maintains a collaborative learning environment that supports each student’s diverse academic, social-emotional, linguistic, and physical strengths and needs.” Clearly, these are important skills – but they are also immensely broad and not defined. What constitutes markers of success – in part or in whole? In other words, where are the rubrics, or the exemplars of highly effective learning environments?

Other standards again point to, but don’t specify actionable rubrics. For example: “Engages students in constructing new and meaningful learning through problem- solving, critical and creative thinking, purposeful discourse, and inquiry aligned with locally determined curriculum and district-supported high-quality instructional materials.” What constitutes “creative thinking?” How is it to be identified differently than “purposeful discourse?”

A final example: “Implements a range of evidence-based, district-supported strategies to ensure each student achieves district and state content standards, learning goals, and instructional objectives.”

There is one further document that, while not directly part of the regulations or advisory documentation for teacher preparation, gets closer to linking specific skills, knowledge, and performance-level rubrics. The document is the “Nebraska Core Competencies for Early Childhood Professionals” (2019). [[26]](#footnote-26) The Core Competencies are voluntary guidelines for in-service professionals charged with the care and instruction of very young children. We reference it below.

* *Recommendation:* It would be helpful if the Department clarified the relationships between the multiple documents that pertain to teacher preparation and student learning goals. Any revisions should backward map from Rule 10 (what K-12 students in Nebraska are expected to learn) with the explicit skills and knowledge that their teachers need to possess in order that children are successful.
* *Recommendation:* The Teacher and Principal Performance Standards should be strengthened through the addition of performance rubrics with designated levels of competences in each defined skill domain. Over time, these designations should be supported with video examples of the skill demonstrated at exemplary levels. The Standards should be aligned to grade bands (elementary, middle, high-school) and separated into ELA and math and eventually, as possible, other subjects. (One early example of competencies attached to rubrics comes from Louisiana where teacher preparation programs are also *required* to integrate into their curriculum, is a granular set of skills known as the Louisiana Teacher Performance Evaluation Rubric.[[27]](#footnote-27) Here is an example:

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* *Recommendation*: Because teachers who are prepared to teach in elementary school will often be charged with teaching Pre-K aged children, the Institute recommends that the Department creates a cross-walk between the Core Competencies for Early Childhood Professionals and the Teacher and Principal Performance Standards to ensure congruity and coverage of all essential skills and knowledge. The Core Competencies documents signals this need when it references institutions of high education on p.7: “Design courses to ensure that students are able to demonstrate mastery of the competencies; Coordinate content to facilitate transfer and articulation of college course work.”
* *Recommendation*: Knowledge of and competency in both CRT – Culturally Relevant Teaching and SEL – Social Emotional Learning are critical for all future teachers. We recommend the department ensure that the revision of the Rule will need to include CRT, SEL, and be aligned to the Teacher and Principal Standards, including addressing data informed instruction/decision making, equity and bias.

***Program Dashboards***

For prospective students and for state and district level administrators, getting transparent usable data about Schools of education can be a difficult task. While healthy debate can take place as to which measures to include in a multi-measure dashboard, setting one up is the essential first step.

*Recommendation*: The Institute believes that the citizens of Nebraska have every interest in a transparent accountability system for the state’s teacher preparation program that uses multiple measures to present a fair, 360 degree review of each program. The Institute also believes that such metrics as the percentage of graduates who go on to teach in high-needs schools, and/or in high-needs subjects, are important data points, as are the percentage of minority candidates enrolled in a given program. Having reviewed the data and research supporting the reporting of value-added measures - *by program cohort* – achieved by the graduates of each teacher preparation program (in such states as TN, NM, and LA), the Committee supports the *inclusion* of that measure in such a transparent reporting system.

Having reviewed multiple reporting schemes, the Institute recommends that the Department look most closely at the Delaware dashboard model.[[28]](#footnote-28) The model is visually highly intuitive, is the most inclusive of multiple measures, and offers a balanced approach to the weighting of these measures. The Institute is **not** advocating the simple importation of DE’s rubrics – some adaptions will surely be in order for Nebraska following on full discussions – but this is a very strong model.

The dashboard should be open to the public – not password protected in any way – with the link to the dashboard clearly visible on the front page of the Department’s landing page.

1. This report cites relevant high-quality research when it is available. It should be acknowledged at the outset that the research record is not as thorough as one would wish. See Goldhaber, Dan. “Evidence-Based Teacher Preparation: Policy Context and What We Know.” Journal of Teacher Education 70, no. 2 (March 1, 2019): 90–101. Retrieved from: <https://journals.sagepub.com/doi/10.1177/0022487118800712> for a discussion of this issue. [↑](#footnote-ref-1)
2. Research supports the argument that stronger cognitive performance correlates with stronger teaching outcomes. “Every study that has included a valid measure of teacher verbal or cognitive ability has found that it accounts for more variance in student achievement than any other measured characteristic of teachers (e.g., Greenwald, Hedges, & Lane, 1996; Ferguson & Ladd, 1996; Kain & Singleton, 1996; Ehrenberg & Brewer, 1994).”

   Cited from Whitehurst, Grover. “Research on Teacher Preparation and Professional Development.” Conference Papers/Proceedings presented at the White House Conference on Preparing Tomorrow’s Teachers, December 20, 2005.: <https://www2.ed.gov/admins/tchrqual/learn/preparingteachersconference/whitehurst.html>

   States with at least a 2.75 GPA requirement for entry into teacher preparation programs include:

   \* [New Jersey](https://www.state.nj.us/education/code/current/title6a/chap9a.pdf) requires a 2.75.  
   \* [Maryland](http://www.marylandpublicschools.org/stateboard/Documents/06252019/TabJ-13A.07.06ProgramProfessionallyCertificated.pdf)  requires a 3.0.

   \* [Pennsylvania](http://ecs.force.com/mbdata/MBProfSN?SID=a0i700000009vaF&rep=TQST&state=Pennsylvania) requires a 3.0, or 2.8 with provisions.

   \* [Connecticut](http://ecs.force.com/mbdata/MBProfSN?SID=a0i700000009vaF&rep=TQST&state=connecticut) requires a 2.7. [↑](#footnote-ref-2)
3. This recommendation follows Delaware’s regulations, see: <https://regulations.delaware.gov/AdminCode/title14/200/290.shtml>. See regulation 3.1.1.1  [↑](#footnote-ref-3)
4. For research supporting the elimination of this requirement, see: <https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/potential-testing-barriers.pdf> [↑](#footnote-ref-4)
5. For further research, see: D. H. Monk and J. A. King, “Multilevel Teacher Resource Effects in Pupil Performance in Secondary Mathematics and Science: The Case of Teacher Subject Matter Preparation,” in *Choices and Consequences: Contemporary Policy Issues in Education*, edited by R. G. Ehrenberg (Ithaca, N.Y.: ILR Press, 1994), pp. 29–58; D. H. Monk, “Subject Matter Preparation of Secondary Mathematics and Science Teachers and Student Achievement,” *Economics of Education Review* 13, no. 2 (1994): 125–45. [↑](#footnote-ref-5)
6. In January 2014 the Mississippi Department of Education began providing the Language Essentials for Teachers of Reading and Spelling (LETRS), a statewide early literacy professional development, to K – 3 educators through online modules and face-to-face workshops and providing literacy coaches to the state’s lowest performing schools based on an average of two (2) years of 3rd grade data. A recent joint publication by Florida State University and the MDE (Folsom et al., 2017) suggests that during the period when the LETRS professional development program was implemented, teacher knowledge of early literacy skills, the quality of early literacy skills instruction, student engagement during early literacy skills instruction, and teaching competencies improved among educators who participated in the program over and above any increases found among educators generally. See: <https://www.mdek12.org/sites/default/files/Offices/MDE/OAE/OEER/Literacy/diagnostic_assessment_guidance_screener_companion_guide_combinedaug16_v2.pdf> [↑](#footnote-ref-6)
7. For further background, see “A Closer Look at Early Reading” (2016) from the National Council on Teacher Quality here: <https://www.nctq.org/dmsView/UE_2016_Reading_Findings> [↑](#footnote-ref-7)
8. For further background, see the author’s paper: Steiner, “David Curriculum literacy in schools of education?” Learning First, 2018 – download here:

   <https://jscholarship.library.jhu.edu/bitstream/handle/1774.2/62968/curriculum-literacy-in-schools-of-education-final-2911-1.pdf?sequence=1&isAllowed=y> [↑](#footnote-ref-8)
9. The Institute’s recommendations are based on the recommendations of the Kirwan Commission Report. Regarding clinical practice, the Kirwan Commission commits that, (1) prospective teachers will complete a full school year of practical experience prior to completing an undergraduate teacher education program no later than 5 years following implementation of the legislation; and (2) All practicum (internship) experiences will be the shared responsibility of the public-school district partners and institutions of higher education. Shared responsibility means that the school districts will share accountability for finding placements for qualified candidates and will compensate qualified “supervising” or mentor teachers (Institutions will collaborate with supervising/mentor teachers to evaluate teacher interns and ensure the interns demonstrate all necessary competencies required of teachers. (Kirwan Commission Report: Section on Teacher Preparation (Maryland, January 2021) Based on a Gap Analysis, MD vs Best in the World.) [↑](#footnote-ref-9)
10. Of all American states, Louisiana has taken the lead in its emphasis on clinical preparation and competency based teacher preparation. For an analysis of its approach and an early evaluation of efficacy, please see this report from RAND: <https://www.rand.org/content/dam/rand/pubs/research_reports/RR2300/RR2303z3/RAND_RR2303z3.pdf> [↑](#footnote-ref-10)
11. The Science of Learning focuses on cognitive principles (including cognitive development, short and long-term memory, practice and feedback, knowledge transfer, conceptual understanding, teacher beliefs, self-determination, motivation, and misconceptions), with each domain being linked explicitly to pedagogical strategies. See: Deans for Impact — The Science of Learning. Retrieved 11/21/2020 from: <https://deansforimpact.org/wp-content/uploads/2016/12/The_Science_of_Learning.pdf>. Similarly, for future teachers of Pre-K through grade 5, Deans for Impact have developed the Science of Learning for Early Learning. See: Deans for Impact — The Science of Early Learning. Retrieved 11/21/2020 from: <https://deansforimpact.org/wp-content/uploads/2017/01/The_Science_of_Early_Learning.pdf>. [↑](#footnote-ref-11)
12. In reference to the “2018 Nebraska Clinical Practice Assessment” here: <https://www.education.ne.gov/educatorprep/information-for-institutions/ihe-clinicalprac/> [↑](#footnote-ref-12)
13. See Curry School of Education and Human Development, University of Virginia. Classroom Assessment Scoring System. Retrieved 11/21/2020 from: <https://curry.virginia.edu/classroom-assessment-scoring-system> [↑](#footnote-ref-13)
14. See current efforts in Louisiana: Louisiana Believes. Louisiana Mentor Teachers. Retrieved 11/21/2020 from: <https://www.louisianabelieves.com/teaching/louisiana-mentor-teachers> [↑](#footnote-ref-14)
15. “edTPA is a performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure and support the skills and knowledge that all teachers need from Day 1 in the classroom.” See: [http://www.edtpa.com/](http://www.edtpa.com/PageView.aspx?f=GEN_AboutEdTPA.html) Research on the correlations between high scores on edTPA and student outcomes is however not sufficiently persuasive to mandate this particular assessment: <https://blogs.edweek.org/edweek/teacherbeat/2016/05/edtpa_teaching_exam_study_mixed.html> [↑](#footnote-ref-15)
16. “The PPAT assessment evaluates test takers on their abilities to impact student learning as it relates to the [InTASC Model Core Teaching Standards (PDF)](https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf), demonstrating that they have the basic pedagogical content knowledge and application for the classroom to begin teaching as an entry-level teacher. It is designed to: develop more effective teachers in the classroom; identify strengths and areas for improvement of practice; allow student teachers to continually refine their teaching practices; contribute to a development plan for professional growth.” See: <https://www.ets.org/ppa/test-takers/teachers/about> [↑](#footnote-ref-16)
17. See Nebraska Department of Education Teacher Vacancy Survey Report: <https://cdn.education.ne.gov/wp-content/uploads/2020/01/2019-Teacher-Vacancy-Report.pdf> [↑](#footnote-ref-17)
18. For example, In New Orleans, Louisiana, where the city's charter schools are operated by 38 different nonprofit organizations, officials are working with the organizations to build coalitions with local universities to attract prospective teachers. See: <https://www.nola.com/news/education/article_46b121e0-f1e7-11e9-bb3c-0fb577bbd602.html> (retrieved 11/21/2020). [↑](#footnote-ref-18)
19. National Board for Professional Teaching Standards. In Your State. Retrieved 11/21/2020 from <https://www.nbpts.org/national-board-certification/in-your-state/> [↑](#footnote-ref-19)
20. See, for example, Kirwan Commission Meeting Materials (p. 10). Retrieved 11/21/2020 from: <http://marylandpublicschools.org/stateboard/Documents/01232019/KirwanCommissionMeetingMaterials.pdf> [↑](#footnote-ref-20)
21. University of Nebraska Kearney Transitional Certification Program. Retrieved 11/21/2020 from <https://www.unk.edu/academics/ted/transitional_certification/index.php>. [↑](#footnote-ref-21)
22. Nebraska Department of Education Rule 20 (Revised 2014): <https://cdn.education.ne.gov/wp-content/uploads/2017/10/Rule20_2014.pdf> [↑](#footnote-ref-22)
23. Nebraska Department of Education Rule 10 (Revised 2015): <https://cdn.education.ne.gov/wp-content/uploads/2017/10/CLEANRULE10_2015LD.pdf> [↑](#footnote-ref-23)
24. “State of Nebraska, Standards of Competency: Teaching Profession” brochure: <https://nppc.nebraska.gov/sites/nppc.nebraska.gov/files/doc/Standards_of_Competency_Brochure2012.pdf> [↑](#footnote-ref-24)
25. “Nebraska Teacher and Principal Performance Standards” from the Nebraska Department of Education: <https://cdn.education.ne.gov/wp-content/uploads/2020/06/TeacherPrincipalPerformanceStandards2020.pdf> [↑](#footnote-ref-25)
26. “Nebraska Core Competencies for Early Childhood Professionals”: <https://cdn.education.ne.gov/wp-content/uploads/2019/06/Core-Comps.pdf> [↑](#footnote-ref-26)
27. For the full “Louisiana Teacher Performance Evaluation Rubric,” see here: <https://www.louisianabelieves.com/docs/default-source/key-compass-resources/2014-2015-compass-teacher-rubric.pdf?sfvrsn=14> [↑](#footnote-ref-27)
28. See the “2018 Delaware Educator Preparation Program Reports” here: <https://www.doe.k12.de.us/domain/398> [↑](#footnote-ref-28)