

# Rule 20 Review Report

## Educator Preparation Program

Name of Institution:

Date of Review:

Results of this review serve as a recommendation to Nebraska Department of Education (NDE) regarding continuing approval of this program.

### Nebraska Department of Education Review

For NDE Use Only

Date of NDE Review:

NDE Reviewer:

**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 that 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.

*Text in italics in each section is from the Program Review Guidance materials for institutions for your reference.*

## Section 1 – INSTITUTION AND PROGRAM CONTEXTUAL INFORMATION

Did the institution provide a list of the endorsement programs and grade levels offered? Yes  No

Did the institution describe program changes since the last state approval review? Yes  No

Did the institution discuss any anticipated overall and/or endorsement plans or changes? Yes  No

### Overall Rating for Section 1

Met  Met with Conditions  Not Met

Reviewer comment which supports decision - **Required**

## Section 2 – RULE 20 MATRIX

### 004 Educator Preparation Unit Requirements

004.01 General Policy Statements. The institution shall have a written policy stating its philosophy and objectives and which delineates its goals and commitment to the preparation of educators. Not all of the programs for the preparation of school personnel need to be administratively located within the unit; however all professional education programs are organized and coordinated by the unit

Met  Met with Conditions  Not Met

Reviewer comment which supports decision - **Required**

### 004.02 Personnel Requirements

004.02A Unit Administrator. The institution shall designate an individual to administer the professional educator preparation program or unit. This individual shall hold, qualify for, or have held an educator certificate.

Met  Met with Conditions  Not Met

Reviewer comment which supports decision - **Required**

004.02B Certification Officer. The institution shall designate a faculty or staff member to receive correspondence regarding this chapter and to oversee the submission of certified records, transcripts, reports, and/or recommendations to the Department for the purpose of certification and/or endorsement.

Met  Met with Conditions  Not Met

Reviewer comment which supports decision - **Required**

004.02C Field Experience Coordinator. The institution shall designate a faculty or staff member to coordinate field experience requirements contained in this chapter.

Met  Met with Conditions  Not Met

Reviewer comment which supports decision - **Required**

004.02D Cooperating Educators. The institution shall ensure that cooperating educators employed by school systems or other field-based settings shall have a minimum of three (3) years of education employment experience and hold an appropriate endorsement or certification in the area or level they are supervising. **REQUIRED TABLE - 004.02-1**

Met  Met with Conditions  Not Met

Reviewer comment which supports decision - **Required**

### **004.03 Professional Teacher Education Program Faculty Requirements**

#### 004.03A Minimum Required Faculty

004.03A1 Undergraduate faculty. There shall be a minimum of three (3) full-time professional education faculty. **REQUIRED TABLES - 004.03-1, 004.03-2**

Met  Met with Conditions  Not Met

Reviewer comment which supports decision - **Required**

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

N/A  Met  Met with Conditions  Not Met

Reviewer comment which supports decision - **Required**

#### 004.03B Faculty Qualifications

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

Met  Met with Conditions  Not Met

Reviewer comment which supports decision - **Required**

004.03B2 The preparation, research, and experience of each faculty member shall be in the field in which he or she teaches.

Met  Met with Conditions  Not Met

Reviewer comment which supports decision - **Required**

004.03B3 All professional education faculty, hired after July 1, 1994, shall have two (2) years of PK-12 teaching experience in state approved or accredited elementary or secondary schools or a similarly constituted and governed

schools in a state wherein non-public schools are not recognized by the state. Faculty who do not possess two (2) years of PK-12 teaching experience must meet the exceptional expertise requirement defined as documented scholarship, skill, or experience in the priorities of the educator preparation program such as content specialization, diversity, assessment or technology.

Met  Met with Conditions  Not Met

Reviewer comment which supports decision - **Required**

004.03B4 At least one-third of the full-time undergraduate faculty shall hold a terminal degree.

Met  Met with Conditions  Not Met

Reviewer comment which supports decision - **Required**

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

N/A  Met  Met with Conditions  Not Met

Reviewer comment which supports decision - **Required if applicable**

004.03B6 All faculty in programs which grant the sixth year specialist's certificate or doctorate degree shall hold the doctorate and have two (2) years of teaching or school administration experience.

N/A  Met  Met with Conditions  Not Met

Reviewer comment which supports decision - **Required if applicable**

004.03B7 Adjunct faculty utilized for clinical experience supervision must hold or have held appropriate certification for the area and/or level which they are supervising. **REQUIRED TABLE - 004.03-3**

N/A  Met  Met with Conditions  Not Met

Reviewer comment which supports decision - **Required if applicable**

004.03C Faculty Load

004.03C1 For undergraduate faculty, assignments for teaching, supervision of clinical experience, and administration shall not exceed twenty-four (24) credit hours within the same academic year for a full-time equivalent undergraduate faculty member with the exception stated in Section 004.03C3 of this chapter. **REQUIRED TABLE - 004.03-4**

Met  Met with Conditions  Not Met

Reviewer comment which supports decision - **Required**

004.03C2 For graduate faculty, assignments for teaching, supervision of clinical experience, and administration shall not exceed eighteen (18) credit hours within the same academic year for a full-time equivalent graduate faculty member with the exception stated in Section 004.03C3 of this chapter.

N/A  Met  Met with Conditions  Not Met

Reviewer comment which supports decision - **Required if applicable**

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

N/A  Met  Met with Conditions  Not Met

**Reviewer comment which supports decision - Required if applicable**

004.03C4 Supervision of clinical experiences shall not exceed a ratio of eighteen (18) full-time equivalent candidates to one (1) full-time equivalent faculty member within one semester. **REQUIRED TABLE - 004.03-5**

Met  Met with Conditions  Not Met

**Reviewer comment which supports decision - Required**

004.03C5 Advanced program candidates shall be assigned to advanced program faculty for advisement purposes.

N/A  Met  Met with Conditions  Not Met

**Reviewer comment which supports decision - Required if applicable**

**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 that documents that required courses are offered on a schedule that enables candidates to access the coursework in a four (4) year period.

Met  Met with Conditions  Not Met

**Reviewer comment which supports decision - Required**

**004.05 Library Requirements.** Library holdings, curriculum materials, and related technology resources shall provide adequate scope, breadth, and currency to support education candidates and faculty. The institution shall employ staff to work collaboratively with the unit to acquire relevant and current resources and to provide support services for material utilization.

Met  Met with Conditions  Not Met

**Reviewer comment which supports decision - Required**

**004.06 Policies for Program Admission, Progression, and Completion**

004.06 Policies for Program Admission, Progression, and Completion. The institution must have on file, and systematically communicate to all candidates, specific requirements regarding candidate admission, progression, and completion of the educator preparation program. **REQUIRED TABLE - 004.06-1**

Met  Met with Conditions  Not Met

**Reviewer comment which supports decision - Required**

004.06A Disclosure. The institution shall require the prospective candidate to disclose all criminal convictions, except traffic offenses.

Met  Met with Conditions  Not Met

**Reviewer comment which supports decision - Required**

004.06B Notice Regarding Convictions. The institution shall inform all persons who apply for admission to its program that persons who have felony convictions, or misdemeanor convictions involving abuse, neglect, or sexual misconduct, as defined in Section 004.06D of this chapter, are automatically rejected by the Department for certification, and may only be considered for certification, or participation in field experiences with the approval of the Department.

Met  Met with Conditions  Not Met

**Reviewer comment which supports decision - Required**

004.06C Criminal Background Check. The institution shall conduct or verify an official criminal background check on candidates prior to admission to an initial educator preparation program and again prior to clinical practice.

Met  Met with Conditions  Not Met

**Reviewer comment which supports decision - Required**

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 an educator preparation program.

Met  Met with Conditions  Not Met

**Reviewer comment which supports decision - Required**

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.

Met  Met with Conditions  Not Met

**Reviewer comment which supports decision - Required**

004.06F Basic Skills Test. Prior to admission to an educator preparation program the candidate must have achieved a satisfactory score on an examination as specified in 92 NAC 23.

Met  Met with Conditions  Not Met

**Reviewer comment which supports decision - Required**

004.06G Application. Candidates for admission to an educator preparation 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.

Met  Met with Conditions  Not Met

**Reviewer comment which supports decision - Required**

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. **REQUIRED TABLE - 004.06-2**

Met  Met with Conditions  Not Met

**Reviewer comment which supports decision - Required**

**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.

Met  Met with Conditions  Not Met

**Reviewer comment which supports decision - Required**

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. **REQUIRED for 005.02A-J - Introductory Statement; TABLE 005.02-1**

Met  Met with Conditions  Not Met

**Reviewer comment which supports decision - Required**

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.

**Did the data address the elements of the standard? - Required**

**What did the data say about program quality and candidate proficiency? - Required**

Met  Met with Conditions  Not Met

**Reviewer comment which supports decision - Required**

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.

**Did the data address the elements of the standard? - Required**

**What did the data say about program quality and candidate proficiency? - Required**

Met  Met with Conditions  Not Met

**Reviewer comment which supports decision - Required**

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.

**Did the data address the elements of the standard? - Required**

**What did the data say about program quality and candidate proficiency? - Required**

Met  Met with Conditions  Not Met

**Reviewer comment which supports decision - Required**

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.

**Did the data address the elements of the standard? - Required**

**What did the data say about program quality and candidate proficiency? - Required**

Met  Met with Conditions  Not Met

**Reviewer comment which supports decision - Required**

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.

**Did the data address the elements of the standard? - Required**

**What did the data say about program quality and candidate proficiency? - Required**

Met  Met with Conditions  Not Met

**Reviewer comment which supports decision - Required**

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.

**Did the data address the elements of the standard? - Required**

**What did the data say about program quality and candidate proficiency? - Required**

Met  Met with Conditions  Not Met

**Reviewer comment which supports decision - Required**

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.

**Did the data address the elements of the standard? - Required**

**What did the data say about program quality and candidate proficiency? - Required**



Met  Met with Conditions  Not Met

**Reviewer comment which supports decision - Required**

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.

**Did the data address the elements of the standard? - Required**

**What did the data say about program quality and candidate proficiency? - Required**

Met  Met with Conditions  Not Met

**Reviewer comment which supports decision - Required**

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.

**Did the data address the elements of the standard? - Required**

**What did the data say about program quality and candidate proficiency? - Required**

Met  Met with Conditions  Not Met

**Reviewer comment which supports decision - Required**

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.

**Did the data address the elements of the standard? - Required**

**What did the data say about program quality and candidate proficiency? - Required**

Met  Met with Conditions  Not Met

**Reviewer comment which supports decision - Required**

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.

**Did the data address the elements of the standard? - Required**

**What did the data say about candidate proficiency? - Required**

Met  Met with Conditions  Not Met

**Reviewer comment which supports decision - Required**

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.

**Did the data address the elements of the standard? - Required**

**What did the data say about candidate proficiency? - Required**

Met  Met with Conditions  Not Met

**Reviewer comment which supports decision - Required**

### **005.03 Field Experience**

005.03 Field Experience Coursework. The institution shall require practicum and clinical experiences that provide candidates opportunities to work with students and school partners to develop knowledge, skills, and professional dispositions. When viewed as a whole, field experiences are central to candidate preparation and shall provide opportunities to work with diverse students which may include, but is not limited to, differences based on ethnicity, race, socioeconomic status, gender, exceptionalities, and language.

Met  Met with Conditions  Not Met

**Reviewer comment which supports decision - Required**

005.03A Initial Program Field Experience. These experiences shall range from candidate interaction with students to assuming responsibility for instructional planning and implementation, and assessment of student learning.

**REQUIRED TABLE - 005.03-1**

Met  Met with Conditions  Not Met

**Reviewer comment which supports decision - Required**

005.03A1 Practicum experience consists of 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.

Met  Met with Conditions  Not Met

**Reviewer comment which supports decision - Required**

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.

Met  Met with Conditions  Not Met

**Reviewer comment which supports decision - Required**

005.03A2a 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.

Met  Met with Conditions  Not Met

**Reviewer comment which supports decision - Required**

005.03A2b All clinical practice shall be conducted in a Nebraska school system, in out-of-state schools approved by another state education agency, or in similarly constituted English-speaking schools in another nation. Clinical practice requirements cannot be met in non-public schools which are not state approved/accredited where an approval/accreditation process exists.

Met  Met with Conditions  Not Met

**Reviewer comment which supports decision - Required**

005.03A2c1 The institution shall negotiate written agreements delineating the roles and responsibilities of candidates in clinical practice, college supervisors, and the cooperating educators.

Met  Met with Conditions  Not Met

**Reviewer comment which supports decision - Required**

005.03A2d The institution shall require a clinical practice experience equivalent to:

005.03A2d1 a minimum of one (1) semester (at least 14 full-day weeks) for one field endorsement; one field endorsement and one subject endorsement which is a content area specified in the field endorsement and is at the same grade level; or up to two subject endorsements at the same grade level;

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

005.03A2d3 a minimum of an additional 9 full-day weeks for each additional field or subject endorsement.

**REQUIRED TABLE - 005.03-1**

Met  Met with Conditions  Not Met

**Reviewer comment which supports decision - Required**

005.03A2e 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.

Met  Met with Conditions  Not Met

**Reviewer comment which supports decision - Required**

005.03B Speech Language Pathology and School Psychologist Preparation Programs at the Initial Teacher Certification Level Field Experience. The institution shall ensure that a minimum of three (3) formal onsite observations by faculty shall be conducted.

N/A  Met  Met with Conditions  Not Met

**Reviewer comment which supports decision - Required**

**006 Advanced Program Field Experience.**

**Institution does not offer Advanced Programs – Go To 007**

006.01 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.

Met  Met with Conditions  Not Met

**Reviewer comment which supports decision - Required**

006.02 Institutions shall require field experiences for advanced certification programs. **REQUIRED TABLE - 006.02-1**

Met  Met with Conditions  Not Met

**Reviewer comment which supports decision - Required**

006.03 If clinical practice is required by 92 NAC 24, it shall be conducted in a Nebraska school system, in out-of-state schools approved by another state education agency or in similarly approved or accredited English-speaking schools in another nation, or in another setting in which the candidate works with students at the level of endorsement being

sought. Clinical practice requirements cannot be met in non-public schools which are not state approved/accredited where a state or national approval/ accreditation process exists.

Met  Met with Conditions  Not Met

**Reviewer comment which supports decision - Required**

006.04 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.

Met  Met with Conditions  Not Met

**Reviewer comment which supports decision - Required**

### **007 Program Quality Indicators.**

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

Met  Met with Conditions  Not Met

**Reviewer comment which supports decision - Required**

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.

**Did the data address the elements of the standard? - Required**

**What did the data say about program quality and candidate proficiency? - Required**

Met  Met with Conditions  Not Met

**Reviewer comment which supports decision - Required**

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.

**Did the data address the elements of the standard? - Required**

**What did the data say about program quality and candidate proficiency? - Required**

Met  Met with Conditions  Not Met

**Reviewer comment which supports decision - Required**

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.

**Did the data address the elements of the standard? - Required**

**What did the data say about program quality and candidate proficiency? - Required**

Met  Met with Conditions  Not Met

**Reviewer comment which supports decision - Required**

007.04 Employer follow-up. The institution utilizes a process for collecting information from employers regarding satisfaction with the program and program completers.

**Did the data address the elements of the standard? - Required**

**What did the data say about program quality and candidate proficiency? - Required**

Met  Met with Conditions  Not Met

**Reviewer comment which supports decision - Required**

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

Met  Met with Conditions  Not Met

**Reviewer comment which supports decision - Required**

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.

**Have program improvement strategies been implemented based on:**

- |  |                              |                             |
|--|------------------------------|-----------------------------|
| 1. Regular analysis of data?                 | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 2. Current research?                         | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 3. Engagement with PK-12 education partners? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

**Overall Rating for 007.06**

Met  Met with Conditions  Not Met

**Reviewer comment which supports decision - Required**

### **Section 3 - ADDITIONAL COMMENTS/RECOMMENDATIONS AND FOLLOW-UP**

**Other Comments/Findings/Recommendations not addressed:**

**Areas for follow up by the on-site visitation team:**

Email completed form to NDE: marlene.beiermann@nebraska.gov