

# Nebraska Department of Education Rule 20 Report

## Educator Preparation Program Review

Name of institution **University of Nebraska-Lincoln**

Date of review **6.20.17**

Contact Person **Dr. Tom Wandzilak**

Phone/Fax **402-472-8626 // 402-472-1701**

Email **twandzilak1@unl.edu**

Institution Accreditation Status:

National

State

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Institution Name: University of Nebraska-Lincoln

Date: 2.1.2017

**004 Professional Teacher Education 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.

**Narrative:**

General policy statements can be found in two locations. First, information for the college itself can be found at the “Road Map for the Future” which is a series of documents tied to the College.

Additional information can be found in any of the Section 1 materials for mini-folios or for the regular folios. Information provided in Section 1 for Advanced folios is more focused on specific graduate programs. In addition to the information provided in these folios, there are a number of links that are cited in these sections tied to additional information. Those links are listed below under Point #3 under “Documentation.”

**Documentation:**

1. [http://cehs.unl.edu/documents/cehs/faculty/Strategic\\_Roadmap\\_2006.pdf](http://cehs.unl.edu/documents/cehs/faculty/Strategic_Roadmap_2006.pdf)
2. Section 1 of any mini-folio or general folio found in Folio website.
3. Additional links:

<http://www.unl.edu/>

This is the University of Nebraska-Lincoln website.

<https://bulletin.unl.edu/undergraduate/>

This is the link for the undergraduate bulletin.

<https://bulletin.unl.edu/undergraduate/college/Education+%26+Human+Sciences>

This is the link for the College of Education and Human Sciences section in the Undergraduate Bulletin.

<http://www.unl.edu/gradstudies/bulletin>

This is the link for the Graduate Bulletin.

<http://cehs.unl.edu/>

This is the link for the website for the College of Education and Human Sciences

**004.02 Personnel Requirements.**

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

**004.02B Certification Officer.** The institution shall designate a faculty or staff member to

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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.

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

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 certificate with an endorsement in the area or level they are supervising

**Narrative:**

Information on the assignments for Dean, Certification Officer, and Field Experience Coordinator (**we use the title of Director of Professional Experiences for this position**) are located at the college website (cehs.unl.edu)

Cooperating teacher information can be found in Table 004.02 -1. In every instance a school district is contacted to make sure that a cooperating teacher is properly endorsed and has the necessary 3 years of teaching experience before that person is allowed to serve in this capacity. Unfortunately, school districts do not normally provide us with the information requested in Table 004.02-1 as to years of PK-12 experience. We do check to make sure that the cooperating teacher is appropriately endorsed. We have requested this information from school districts and from the Nebraska Department of Education. All sources have indicated that they are unable to share this information with us.

**Documentation:**

**Dean:**

<http://cehs.unl.edu/cehs/deans-office/>

**Certification Officer:**

<http://cehs.unl.edu/cehs/applying-your-teaching-certificate/>

**Director of Professional Experiences:**

<http://cehs.unl.edu/cehs/practicum-and-student-teaching/>

**Cooperating teacher information:** Go to File 004.02-1 and see 8 files that are over the two-year data collection period available on Cooperating teachers

**TABLE: 004.02-1 – Cooperating Educators for Clinical Practice**

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

004.03A Minimum Required Faculty

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004.03A1 Undergraduate faculty. There shall be a minimum of three (3) full-time professional education faculty.

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.

004.03B Faculty Qualifications

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

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

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 similarly constituted and governed schools in a state where 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 teacher education program such as content specialization, diversity, assessment or technology.

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

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

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.

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.

**Narrative:**

**004.03A1. 004.03.A2. 004.03B1. 004.03B2.** As of 10.27.16, 89 faculty are listed who are responsible for the teacher education program at some level. Of the 89, 69 faculty (75.5%) have earned their doctorates (Ph.D or Ed.D), 1 has earned the Educational Specialist's degree, 18 (20.22%) have earned the masters and 1 has a bachelor's degree (The person is the lead teacher in the Child Development Lab School and works under the Director of the School. He is the equivalent to a cooperating teacher in K-12 settings). See Table 004.03-1 for specific information.

We have no faculty who are full-time at the institution who teach part-time in teacher education.

**004.03B3.** We do have faculty who have exceptional expertise. They are identified in Table 004.03-1 under the heading of "Years of PK- 12 Experience." There are 13 faculty who have exceptional expertise. They are identified in the "Years of PK-12 Experience or Exceptional Expertise" column.

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**004.03B4.** As of 10.27.16, 89 faculty are listed who are responsible for the teacher education program at some level. Of the 89, 69 faculty (75.5%) have earned their doctorates (Ph.D or Ed.D), 1 has earned the Educational Specialist’s degree, 18 (20.22%) have earned the masters and 1 has a bachelor’s degree (see above).

**004.03B5.** We have 31 faculty who teach at the Graduate level only, 27 of which hold the terminal degree (87%). Of the 77 faculty who teach undergraduate and/or graduate courses, 66 hold the terminal degree (85.7%). See Table 004.03 -1A “Breakdown of Faculty by Degrees” for specific information.

**004.03B6.** Of the 31 faculty who teach in the graduate program only, 4 have their Masters degree. All four of these faculty are associated with Speech Language Pathology. The highest degree program they work with is a Masters degree.

The 8 faculty in Educational Administration have a range of 5-40 years of experience working in schools. See Table 004.03 -1 for additional information on work experience.

**004.03B7.** We have 55 faculty who are considered adjunct. Those individuals who serve as supervisors are listed in **Table 004.03-5 – Supervisors’ Table Fall 2014 – Spring, 2016 COMPLETED Final Copy 12.20.16.docx.** there are 161 names of people who have served as supervisors over the 4 semesters for which we have data. Each individual is checked to make sure that they have held the appropriate certification to serve as a supervisor.

**Documentation:**

**TABLES: (as applicable)**

- 004.03-1 – Full-Time Faculty in Education Unit**
- 004.03 -1A Breakdown of Faculty by Degrees**
- 004.03-2 – Full-Time Faculty at IHE and Part-Time in Education Unit**
- 004.03-3 – Adjunct Faculty (3 tables – EDAD, SPED and TLTE)**
- 004.03-5 –Supervisors’ Table Fall 2014 – Spring, 2016 COMPLETED Final Copy 12.20.16.docx**

**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 except as provided in Section 004.03C3 of this chapter.

**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

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stated in Section 004.03C3 of this chapter.

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.

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 (1) semester.

004.03C5 Advising for advanced program candidates shall be assigned to advanced program faculty.

**Narrative:**

Faculty load information can be found in the table listed below. All departments are in compliance with the sections on faculty load with the exception of two people in special education. In each case, changes have been initiated to reduce the faculty load for these professors. See the individual tables for an explanation of what modification will be made. The plan to reduce the loads for the two individuals in special education is presented at the bottom of the Special education Faculty load table (**004.03-4 Full-Time Faculty Load -- Special Education -- FINAL COPY 1.12.17**).

Supervision of Student teachers is under the limitations found in Rule. See the appropriate table listed below for detailed information. Over the two-year data collection period 149 supervisors were used. The highest number of student teachers assigned to anyone was 12, so the number of student teachers assigned to each supervisor was well within the limits established in rule.

All advising for graduate students is completed by the faculty who oversee that particular subject area.

**Documentation:**

**TABLES:**

**004.03-4 Full-time Faculty Load – Special Education – FINAL COPY 12.13.16.docx**

**004.03-4 Full-Time Faculty Load EDAD – FINAL COPY 12.9.16.docx**

**004.03-4 Full-Time Faculty Load TLTE – FINAL COPY 12.9.16.docx**

**004.03-4 Full-Time Faculty Load**

**004.03-5 – Clinical Supervisors F14, Sp15, F 15, Sp16 12.8.16.xlsx**

**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.

**Narrative:**

UN-L currently has programs in 43 different endorsement areas, as identified

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	in Rule 24 and in the 20-004 form submitted in April, 2016. The undergraduate bulletin will also show the program as a four-year plan for each undergraduate program. In addition, please see the student advising sheets for each of the programs located at: <a href="http://cehs.unl.edu/ssc/undergraduate-advising">http://cehs.unl.edu/ssc/undergraduate-advising</a>
<b><u>Documentation</u></b> ⋮	20-004 form <a href="https://bulletin.unl.edu/undergraduate/college/Education+%26+Human+Sciences">https://bulletin.unl.edu/undergraduate/college/Education+%26+Human+Sciences</a> <a href="http://cehs.unl.edu/ssc/undergraduate-advising">http://cehs.unl.edu/ssc/undergraduate-advising</a>

**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.

**Narrative:**

The University Libraries, comprised of Love Library and six branch libraries, is the only comprehensive research library in Nebraska. In the branches, students will find specialized collections on subjects such as: architecture, engineering, geology, mathematics, and music. Agricultural materials can be found at the C.Y. Thompson Library on the East Campus. Love Library, the six branch libraries, and the Marvin and Virginia Schmid Law Library, offer both in-house and remote access to a robust set of on-line information services. The Libraries Encore search interface offers access to a vast array of resources including electronic books, full-text journal articles, and online archival material. Library services include in-person, telephone, and online reference and research assistance, specialized subject area research assistance, and interlibrary loan and document delivery services. C.Y. Thompson and Love Library have wireless networking, and laptop computers are available for check out. Computer labs are located in Love and C.Y. Thompson Libraries. For additional information, please go to the website listed below.

Concerning holdings, here is a summary of the university library holdings as listed in the University’s Just the Facts book. This information is provided on page 11:

Titles (paper and electronic) -- 2,659,024  
 E books -- 846,323  
 E journals-- 62,934

For additional information, go to:

[http://irads.unl.edu/publications/JTF\\_2016\\_2017.pdf](http://irads.unl.edu/publications/JTF_2016_2017.pdf)



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<b><u>Documentation:</u></b>	<a href="https://bulletin.unl.edu/undergraduate/other/The%20Libraries">https://bulletin.unl.edu/undergraduate/other/The%20Libraries</a> <a href="http://irads.unl.edu/publications/JTF_2016_2017.pdf">http://irads.unl.edu/publications/JTF_2016_2017.pdf</a>

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

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

**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. A person with a conviction as defined in Section 004.06D of this chapter may request approval by the Department using the procedures set forth in 92 NAC 21 Sections 009.02 through 009.04.

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

<b><u>Narrative:</u></b>	Students must complete an official criminal history background check through the CEHS vendor prior to participating in a field experience or internship. Students are responsible for the cost of any required criminal history background check and will be required to complete one upon admission to a program and/or an initial field placement. Eighteen months after the initial background check has been completed, undergraduate students are required to complete the CEHS self-disclosure report, a self-report collected by the college. Graduate students will be required to complete the self-disclosure report at the same time as the initial background check is conducted and again eighteen months later. If more than three years have elapsed after the initial background check is conducted, CEHS students must complete an additional background check prior to participating in a field experience or internship. Students are responsible for the cost of additional background checks.
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<b><u>Documentation</u></b> :	<a href="https://bulletin.unl.edu/undergraduate/major/Secondary">https://bulletin.unl.edu/undergraduate/major/Secondary</a> <a href="http://cehs.unl.edu/cehs/cehs-criminal-history-background-checks/">http://cehs.unl.edu/cehs/cehs-criminal-history-background-checks/</a>
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004.06E Grade Point Average.

004.06E1 Candidates must hold a cumulative GPA of 2.5 on a 4.0 scale or its equivalent for admission to a teacher education program.

004.06E2 Candidates for admission to clinical practice must hold a cumulative GPA of at least 2.75 on a 4.0 scale or its equivalent for all completed courses identified by the institution as meeting the requirements of 92 NAC 24.

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

**Narrative:**

Admission requirements, as posted under each teacher education program in the undergraduate bulletin, require candidates to have a minimum GPA of 2.5 in order to be eligible for entry into the teacher education program. Table 004.06E1 shows that of the 546 students who were accepted into the Teacher education program between Fall of 2014 –Spring 2016, all met the GPA minimum requirement.

Admission requirements into student teaching require a 2.75 GPA. Please see the 1<sup>st</sup> website listed below to see the admission requirements into the teacher education program a and into student teaching. Table 004.06E2 shows that of the 589 students who were applying for the final clinical practice, 588 met the GPA requirement. The one student who did not meet the GPA of 2.75 was someone who started the teacher education program under a bulletin that was in place before the 2.75 GPA was placed in rule.

**Documentation**

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**TABLE: 004.06-1 – GPA and Basic Skills Admission Data**

<https://bulletin.unl.edu/undergraduate/major/Elementary+Education+%28K-6%29>

Table 004.06E1

Table 004.06E2

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.

**Narrative:**

Here is a sample listing of the admission requirements into teacher education program at the secondary level. Different programs have slightly different requirements. Please see the undergraduate bulletin and select specific programs for the entry requirements for that program. Below are the links for the Elementary Education and Social Science programs:

<https://bulletin.unl.edu/undergraduate/major/Social+Science+Education+%287-12%29>

[https://bulletin.unl.edu/undergraduate/major/Elementary+Education+%28K-](https://bulletin.unl.edu/undergraduate/major/Elementary+Education+%28K-6%29)

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[6%29](#)

Pre-Education Status. All newly admitted students who are pursuing a teacher preparation program are classified as pre-education students until admitted to a specific Teacher Education Program.

Admission to a Teacher Education Program (TEP). Admission to the College of Education and Human Sciences does not guarantee admission into a teacher education program. Admission to the advanced phases of teacher education is selective and, in some endorsements, highly competitive. Students must satisfy the following requirements in order to be eligible to apply to the Teacher Education Program:

1. A minimum 2.5 cumulative GPA.
2. Must have earned a minimum of 42 credit hours of college credit.
3. Completion and submission of the Teacher Education Program Application Form.
4. Completion of [TEAC 331](#) and [EDPS 251](#) or an approved transfer course, (must be taken prior to or be in progress, the semester in which you apply to the TEP) with a 2.5 cumulative average in the two classes, and no grade lower than C; [TEAC 259](#) (must also be taken prior to or be in progress, the semester in which you apply to the TEP).
5. Documentation of proficiency in reading, writing, and mathematics through successful completion of the Core Academic Skills Examination, for educators as the basic skills examination that meets the Nebraska Department of Education competency requirement.
6. Completion of one course in communication studies selected from [COMM 101](#), [COMM 209](#), [COMM 210](#), [COMM 283](#), [COMM 286](#), or approved substitute.
7. Faculty recommendations.
8. Completion of a formal criminal history review, for CEHS, by the venter approved by CEHS (fee required).
9. Specific programs may have particular learning outcomes that students must address as part of the application process.

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<b><u>Documentation</u></b>	
<b>:</b>	<a href="https://bulletin.unl.edu/undergraduate/college/Education+%26+Human+Sciences">https://bulletin.unl.edu/undergraduate/college/Education+%26+Human+Sciences</a>
<b>004.06H Performance Assessments.</b> The institution must identify the performance standards and assessments for successful progression and completion of the education programs offered by the unit.	
<b><u>Narrative:</u></b>	Students are required to meet Grade Point average minimum requirements as stated in Rule 20. In most instances, students far surpass the minimum GPA for entry into the program and most are well-above the GPA requirements for entry into student teaching. Please see tables listed below for documentation.  Students must also meet the performance standards listed in points 1-9 in the above section (See 004.06G).
<b><u>Documentation</u></b>	
<b>:</b>	<a href="#">004.06E1 -- GPA Table for Students Accepted into the TEP.docx</a> <a href="#">004.06E2 -- GPA Table for Students who are applying for the Clinical Experience and are Completing the TEP 12.13.16.docx</a>

<b><u>005 Initial Program Coursework Requirements.</u></b>	
<b>005.01 General Education Coursework.</b> 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.	
<b><u>Narrative:</u></b>	In the fall semester of 2009, the university implemented its new general education requirement, called Achievement-Centered Education (ACE). The requirements meet 10 different standards or learning outcomes for a total of 30 credit hours. Specific information can be found at the website below.
<b><u>Documentation</u></b>	
<b><u>n:</u></b>	<a href="https://bulletin.unl.edu/undergraduate/other/General+Education+Requirements+(ACE)">https://bulletin.unl.edu/undergraduate/other/General+Education+Requirements+(ACE)</a>
<b>005.02 Professional Education Coursework.</b> 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.	
<b><u>Narrative:</u></b>	The combination of pre-professional and professional education requirements vary across the programs offered in teacher education. However, they all

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	<p>require a course in the following;</p> <p>Foundations</p> <p>The learner</p> <p>The learning process</p> <p>Technology.</p> <p>Human relations training</p> <p>A Special Education course</p> <p>Methods</p> <p>At least a second Methods course</p> <p>Pre-student teaching Field Experience</p> <p>The total number of hours for the professional education program (excluding student teaching and the senior seminar is a minimum of 26 semester hours out of the 120 hours required to graduate (the one-sixth requirements calls for a minimum of 20 hours being devoted to professional education coursework. For specific information, please go to the undergraduate bulletin or the academic program sheet links below.</p>
<b><u>Documentation:</u></b>	<p><b><u>Statement to introduce 005.02A-J</u></b></p> <p><a href="https://bulletin.unl.edu/undergraduate/college/Education+%26+Human+Sciences">https://bulletin.unl.edu/undergraduate/college/Education+%26+Human+Sciences</a></p> <p><a href="http://cehs.unl.edu/ssc/undergraduate-advising">http://cehs.unl.edu/ssc/undergraduate-advising</a></p>
	<p><b><u>005.02A Student Development.</u></b> The candidate understands how students grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p>
<b><u>Narrative:</u></b>	<p>Please see any of the Regular Folios for Rule 24. These folios will contain dis-aggregated data by each content/subject area and, after the information provided for a particular subject, it will show aggregated data by each grade level (early childhood, elementary and secondary (content area) grade levels) and for Special Education as a separate entity. In each instance, the data provided will document that the standard has been met by one or more of the following:</p> <p>Grade point averages, Praxis II scores, responses to the student teaching instrument, and the first-year administrator and first-year candidate surveys.</p>
<b><u>Documentation:</u></b>	<p><b><u>Go to the following link:</u></b></p> <p><a href="http://cehs.unl.edu/cehs/nde/rule20materials/tables/005.02A%20--%20Student%20Development.pdf">http://cehs.unl.edu/cehs/nde/rule20materials/tables/005.02A%20--%20Student%20Development.pdf</a></p> <p>and see Table 11.</p>

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<b>Then view Table 11 from the Administrator Survey</b>	
<b>005.02B Learning Differences.</b> 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.	
<b><u>Narrative:</u></b>	Please see any of the Regular Folios for Rule 24. These folios will contain dis-aggregated data by each content/subject area and, after the information provided for a particular subject, it will show aggregated data by each grade level (early childhood, elementary and secondary (content area) grade levels) and for Special Education as a separate entity. In each instance, the data provided will document that the standard has been met by one or more of the following:  Grade point averages, Praxis II scores, responses to the student teaching instrument, and the first-year administrator and first-year candidate surveys.
<b><u>Documentation:</u></b>	<b><u>Go to the following link:</u></b>  <a href="http://cehs.unl.edu/cehs/nde/rule20materials/tables/005.02B%20--%20Learning%20differences.pdf">http://cehs.unl.edu/cehs/nde/rule20materials/tables/005.02B%20--%20Learning%20differences.pdf</a>  <b>See the following tables:</b> <b>Tables 11, 12 and 13 -- Administrator Survey</b> <b>Tables 14 and 15 – Candidate Survey</b>
<b>005.02C Learning Environments.</b> 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.	
<b><u>Narrative:</u></b>	Please see any of the Regular Folios for Rule 24. These folios will contain dis-aggregated data by each content/subject area and, after the information provided for a particular subject, it will show aggregated data by each grade level (early childhood, elementary and secondary (content area) grade levels) and for Special Education as a separate entity. In each instance, the data provided will document that the standard has been met by one or more of the following:  Grade point averages, Praxis II scores, responses to the student teaching instrument, and the first-year administrator and first-year candidate surveys.
<b><u>Documentation:</u></b>	<b><u>Go to the following link:</u></b>  <a href="http://cehs.unl.edu/cehs/nde/rule20materials/tables/005.02C%20--%20Learning%20Environments.pdf">http://cehs.unl.edu/cehs/nde/rule20materials/tables/005.02C%20--%20Learning%20Environments.pdf</a>  <b>See:</b> <b>Tables 9A and 9B; 10A and 10B – Student Teaching Instrument</b>

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	<p><b>Tables 12 and 13 -- Administrator Survey</b></p> <p><b><u>Tables 14 and 15 – Candidate Survey</u></b></p>
<p><u>005.02D Content Knowledge</u>. 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.</p>	
<p><b><u>Narrative:</u></b></p>	<p>Please see any of the Regular Folios for Rule 24. These folios will contain dis-aggregated data by each content/subject area and, after the information provided for a particular subject, it will show aggregated data by each grade level (early childhood, elementary and secondary (content area) grade levels) and for Special Education as a separate entity. In each instance, the data provided will document that the standard has been met by one or more of the following:</p> <p>Grade point averages, Praxis II scores, responses to the student teaching instrument, and the first-year administrator and first-year candidate surveys.</p>
<p><b><u>Documentation:</u></b></p>	<p><b>Go to the following link:</b></p> <p><a href="http://cehs.unl.edu/cehs/nde/rule20materials/tables/005.02D%20--%20Content%20Knowledge.pdf">http://cehs.unl.edu/cehs/nde/rule20materials/tables/005.02D%20--%20Content%20Knowledge.pdf</a></p> <p><b>See:</b></p> <p><b>Tables 1A and 1B (GPA Tables)</b></p> <p><b>Tables 2A and 2B (Praxis II Tables)</b></p> <p><b>Tables 3A and 3B -- Student Teaching Instrument</b></p> <p><b>Table 4 -- Administrator Survey,</b></p> <p><b>Tables 5 and 6 -- Candidate Survey</b></p>
<p><u>005.02E Application of Content</u>. 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.</p>	
<p><b><u>Narrative:</u></b></p>	<p>Please see any of the Regular Folios for Rule 24. These folios will contain dis-aggregated data by each content/subject area and, after the information provided for a particular subject, it will show aggregated data by each grade level (early childhood, elementary and secondary (content area) grade levels) and for Special Education as a separate entity. In each instance, the data provided will document that the standard has been met by one or more of the following:</p> <p>Grade point averages, Praxis II scores, responses to the student teaching instrument, and the first-year administrator and first-year candidate surveys.</p>
<p><b><u>Documentation:</u></b></p>	<p><b>Go to the following link:</b></p> <p><a href="http://cehs.unl.edu/cehs/nde/rule20materials/tables/005.02E%20--">http://cehs.unl.edu/cehs/nde/rule20materials/tables/005.02E%20--</a></p>

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	<p><a href="#">%20Application%20of%20Content.pdf</a></p> <p><b>See:</b>  <b>Tables 3A and 3B -- Student Teaching Instrument</b>  <b>Table 7 -- Administrator Survey,</b>  <b>Table 8 -- Candidate Survey</b></p>
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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.

<b><u>Narrative:</u></b>	<p>Please see any of the Regular Folios for Rule 24. These folios will contain dis-aggregated data by each content/subject area and, after the information provided for a particular subject, it will show aggregated data by each grade level (early childhood, elementary and secondary (content area) grade levels) and for Special Education as a separate entity. In each instance, the data provided will document that the standard has been met by one or more of the following:</p> <p>Grade point averages, Praxis II scores, responses to the student teaching instrument, and the first-year administrator and first-year candidate surveys.</p>
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<b><u>Documentation:</u></b>	<p><b>Go to the following link:</b>  <a href="http://cehs.unl.edu/cehs/nde/rule20materials/tables/005.02F%20-%20Assessment.pdf">http://cehs.unl.edu/cehs/nde/rule20materials/tables/005.02F%20-%20Assessment.pdf</a></p> <p><b>See:</b>  <b>Table 30 -- Administrator Survey,</b>  <b>Tables 31 -- Candidate Survey</b></p>
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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.

<b><u>Narrative:</u></b>	<p>Please see any of the Regular Folios for Rule 24. These folios will contain dis-aggregated data by each content/subject area and, after the information provided for a particular subject, it will show aggregated data by each grade level (early childhood, elementary and secondary (content area) grade levels) and for Special Education as a separate entity. In each instance, the data provided will document that the standard has been met by one or more of the following:</p> <p>Grade point averages, Praxis II scores, responses to the student teaching instrument, and the first-year administrator and first-year candidate surveys.</p>
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<b><u>Documentation:</u></b>	<p><b>Go to the following link:</b></p> <p><a href="http://cehs.unl.edu/cehs/nde/rule20materials/tables/005.02G%20--%20Planning%20for%20Instruction.pdf">http://cehs.unl.edu/cehs/nde/rule20materials/tables/005.02G%20--%20Planning%20for%20Instruction.pdf</a></p> <p><b>See:</b></p> <p><b>Tables 16A, 16B, 17A, 17B, 18A, and 18B -- Student Teaching Instrument</b></p> <p><b>Table 19 -- Administrator Survey,</b></p> <p><b>Table 22 -- Candidate Survey</b></p>
<p><b>005.02H Instructional Strategies.</b> 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.</p>	
<b><u>Narrative:</u></b>	<p>Please see any of the Regular Folios for Rule 24. These folios will contain dis-aggregated data by each content/subject area and, after the information provided for a particular subject, it will show aggregated data by each grade level (early childhood, elementary and secondary (content area) grade levels) and for Special Education as a separate entity. In each instance, the data provided will document that the standard has been met by one or more of the following:</p> <p>Grade point averages, Praxis II scores, responses to the student teaching instrument, and the first-year administrator and first-year candidate surveys.</p>
<b><u>Documentation:</u></b>	<p><b>Go to the following link:</b></p> <p><a href="http://cehs.unl.edu/cehs/nde/rule20materials/tables/005.02H%20--%20Instructional%20Strategies.pdf">http://cehs.unl.edu/cehs/nde/rule20materials/tables/005.02H%20--%20Instructional%20Strategies.pdf</a></p> <p><b>See:</b></p> <p><b>Tables 17A, 17B, 18A, 18B, 27A, 27B, 28A, and 28B -- Student Teaching Instrument</b></p> <p><b>Tables 20 and 38 -- Administrator Survey,</b></p> <p><b>Tables 21, 26, and 39 -- Candidate Survey</b></p>
<p><b>005.02I Professional Learning and Ethical Practice.</b> 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.</p>	
<b><u>Narrative:</u></b>	<p>Please see any of the Regular Folios for Rule 24. These folios will contain dis-aggregated data by each content/subject area and, after the information</p>

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provided for a particular subject, it will show aggregated data by each grade level (early childhood, elementary and secondary (content area) grade levels) and for Special Education as a separate entity. In each instance, the data provided will document that the standard has been met by one or more of the following:  
 Grade point averages, Praxis II scores, responses to the student teaching instrument, and the first-year administrator and first-year candidate surveys.

**Documentation:** **Go to the following link:**  
**n:** <http://cehs.unl.edu/cehs/nde/rule20materials/tables/005.02I%20--%20Professional%20Learning%20and%20Ethical%20Practice.pdf>  
**See:**  
**Tables 32A, 32B, 33A and 33B -- Student Teaching Instrument**  
**Table 34 -- Administrator Survey**

**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.

**Narrative:** Please see any of the Regular Folios for Rule 24. These folios will contain dis-aggregated data by each content/subject area and, after the information provided for a particular subject, it will show aggregated data by each grade level (early childhood, elementary and secondary (content area) grade levels) and for Special Education as a separate entity. In each instance, the data provided will document that the standard has been met by one or more of the following:  
 Grade point averages, Praxis II scores, responses to the student teaching instrument, and the first-year administrator and first-year candidate surveys.

**Documentation:** **Go to the following link:**  
**n:** <http://cehs.unl.edu/cehs/nde/rule20materials/tables/005.02J%20--%20Leadership%20and%20Collaboration.pdf>  
**See Tables 35, 36 and 37**

**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

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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.

**Narrative:**

Currently, 14 courses are listed at the Nebraska Department of Education website (see below under “Documentation”). Six of the courses are undergraduate; eight are graduate. The majority of the students who meet this requirement do so through TEAC 330; most graduate students take TEAC 861. The latter course is offered on site and on-line. All options are for 3 credit hours.

In addition, some students meet this requirement by completing the Narrative option offered through NDE. The Certification officer assists them by reviewing this process with each candidate.

See Tables listed under “Documentation” For additional information supporting how students apply what they have learned to their teaching in multicultural settings and in providing learning experiences for diverse learners.

**Documentation:**

For listing of approved HRT courses, go to:

[https://www.education.ne.gov/tcert/pdfs/Approved%20HRT%20Att16%20\(6\).pdf](https://www.education.ne.gov/tcert/pdfs/Approved%20HRT%20Att16%20(6).pdf)

**Go to the following link:**

<http://cehs.unl.edu/cehs/nde/rule20materials/tables/005.02K%20--%20Human%20Relations.pdf>

**See:**

**Tables 10A,10B, 17A, 17B, 28A and 28B -- Student Teaching Instrument**

**Table 12 (standard 2.1) -- Administrator Survey**

**Table 14 and 15 -- Candidate Survey**

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

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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.

**Narrative:**

Undergraduate teacher education candidates complete either SPED 401A or 401B to satisfy the Nebraska’s special education requirement. Graduate students take SPED 801A or 801B, which are the graduate equivalents. Elementary grade level students take the either 401A/801A, “Accommodating Exceptional Learners in the Elementary School Classroom,” while secondary grade level candidates complete 401B/801B, “Accommodating Exceptional Learners in the Secondary School Classroom.” The courses are designed to meet the standards listed above (005.02L1 – L5). For course descriptions, please go to the undergraduate bulletin (see below for link)

See Tables listed under “Documentation” For additional information supporting how students apply what they have learned to their teaching All learners including those with special needs

**Documentation:**

**Course description for SPED 401A/801A and for 401B/801B can be found at:**

<https://bulletin.unl.edu/undergraduate/courses/search?q=SPED+401>

**Go to the following link:**

<http://cehs.unl.edu/cehs/nde/rule20materials/tables/005.02L%20--%20Special%20Education.pdf>

**See:**

**Tables 10A,10B, 17A, 17B, 28A and 28B -- Student Teaching Instrument Table 12 (standard 2.2) -- Administrator Survey**

**Table 14, 15 and 25 -- Candidate Survey**

**005.03 Field Experience**

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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.

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.

**Narrative:**

All students completing any teacher education program at the University of Nebraska-Lincoln are required to complete a pre-student teaching practicum experience and a clinical experience as prescribed by the Nebraska Department of Education in Rule 20. In all cases, students go well beyond the hour requirements stipulated in state rule. Please see “Summary Table of Practicum and Clinical Experiences” table listed below. Multiple practicum experiences are listed in that table. In addition, steps have been taken to guarantee that students complete practicum and/or clinical experiences at locations where student populations are diverse. In this way our program completers are as prepared as possible to be able to take on the challenges of being a teacher.

**Documentation:**

**TABLE: 005.03-1 – Field Experience for Initial Certification** (This includes Speech Language Pathologist and School Psychologist)  
 See also:  
 Summary Table of Practicum and Clinical Experiences.docx  
 Student Teaching Handbook;  
<http://cehs.unl.edu/Student%20Teacher%20Handbook%202016-17.pdf>

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.

**Narrative:**

All students complete a 397 (pre-student teaching field experience) practicum or its equivalent, which is always for a minimum of 120 hours. This experience is usually added on to one or more other practicum experiences that students complete in their respective programs. Please see the “Summary Table of Practicum and Clinical Experiences” as well the 005.03-1 tables on Field Experiences listed below.

**Documentation:**

005.03-1 Table-Field Experience Initial Cert SPED 12.21.16.

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005.03-1 Table-Field Experience Initial Cert TLTE 12.21.16  
 Summary Table of Practicum and Clinical Experiences  
 Go to:  
 cehs.unl.edu (see Student Teaching and practicum section of website for information specific to practicum placements).  
 Student Teaching Handbook:  
<http://cehs.unl.edu/Student%20Teacher%20Handbook%202016-17.pdf>

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.

**Narrative:** The clinical practice experience is a requirement of all students completing a teacher education program. Based on feedback we receive from our student teaching instrument, our students meet the requirements tied to all items in this standard. See the Student Teaching handbook – Appendix A for a listing of items included in this instrument and the results found in any of the regular folios on where the student teaching instrument is utilized.

**Documentation:** 005.03-1 Table-Field Experience Initial Cert SPED 12.21.16.  
 005.03-1 Table-Field Experience Initial Cert TLTE 12.21.16  
 Summary Table of Practicum and Clinical Experiences  
 Student Teaching Handbook:  
<http://cehs.unl.edu/Student%20Teacher%20Handbook%202016-17.pdf>

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.

**Narrative:** The reviewer is directed to the Student Teaching Handbook to see the policies and procedures related to clinical practice. These policies and procedure apply to all schools where placements are made – whether they are in Nebraska or any other state.

**Documentation:** Student Teaching Handbook:  
<http://cehs.unl.edu/Student%20Teacher%20Handbook%202016-17.pdf>

005.03A2b 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



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required by law or regulation to be certificated by the state or nation’s educational authority.

**Narrative:** Selection of sites for student teaching is based on student choice and ensuring Nebraska Department of Education accreditation. School sites outside of the State of Nebraska must also be accredited.

**Documentation:** 005.03-1 Table-Field Experience Initial Cert SPED 12.21.16.  
 005.03-1 Table-Field Experience Initial Cert TLTE 12.21.16  
 Summary Table of Practicum and Clinical Experiences  
 Student Teaching Handbook (see Page 7):  
<http://cehs.unl.edu/Student%20Teacher%20Handbook%202016-17.pdf>

005.03A2c 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.

**Narrative:** Based on our ongoing relationships with school districts in the State of Nebraska, we have created working relationships with all districts where student teachers are placed. Continuous communication and collaboration with district and/or building administrators provide quality student placement and feedback on processes and performance. Our university supervisors provide input based on their work with cooperating teachers and building administrators.

**Documentation:** 005.03-1 Table-Field Experience Initial Cert SPED 12.21.16.  
 005.03-1 Table-Field Experience Initial Cert TLTE 12.21.16  
 Summary Table of Practicum and Clinical Experiences  
 Student Teaching Handbook:  
<http://cehs.unl.edu/Student%20Teacher%20Handbook%202016-17.pdf>  
 Go to the File 005 and view: LETTER.docx  
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005.03A2c1 The institution shall negotiate written agreements delineating the roles and responsibilities of candidates in clinical practice, college supervisors, and the cooperating educators.

**Narrative:** The Student Teaching handbook provides specific details on the roles of those working with student placement. The Director of Professional Experiences provides additional training to supervisors four times/year. Supervisors work with cooperating teachers. Letters of offer are



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	extended to each supervisor.
<b><u>Documentation:</u></b>	Student Teaching Handbook: <a href="http://cehs.unl.edu/Student%20Teacher%20Handbook%202016-17.pdf">http://cehs.unl.edu/Student%20Teacher%20Handbook%202016-17.pdf</a> Go to the File 005 and view: LETTER.docx Go to the File 005 and view: agenda 3.10.15.docx

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

**005.03A2d1** A minimum of one (1) semester (at least fourteen (14) full-day weeks) for one (1) field endorsement; one (1) field endorsement and one (1) subject endorsement which is a content area specified in the field endorsement and is at the same grade level; or up to two (2) subject endorsements at the same grade level;

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

**005.03A2d3** A minimum of an additional nine (9) full-day weeks for each field or subject endorsement added to those described in Section 005.03A2d1 or Section 005.03A2d2 of this chapter.

<b><u>Narrative:</u></b>	UN-L requires a minimum of 16 weeks for those student teachers completing one field endorsement, or 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 as stipulated in 005.03A2d1. Those students completing any combination as designated in 005.03A2d2 must complete 18 weeks of clinical practice as stipulated in Rule 20. We would follow 005.03A2d3, but we have not had any students complete clinical experiences in this category. These assignments are for the whole work day in approved /accredited schools. Additional information can be found in the undergraduate bulletin and in the Student Teaching Handbook.
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<b><u>Documentation:</u></b>	005.03-1 Table-Field Experience Initial Cert SPED 12.21.16. 005.03-1 Table-Field Experience Initial Cert TLTE 12.21.16 Summary Table of Practicum and Clinical Experiences Student Teaching Handbook: <a href="http://cehs.unl.edu/Student%20Teacher%20Handbook%202016-17.pdf">http://cehs.unl.edu/Student%20Teacher%20Handbook%202016-17.pdf</a>
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**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

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may be conducted utilizing technology which allows for visual contact between the parties.

**Narrative:** Five formal observations are the minimum requirement for all student teachers. In those instances where a student teacher may be struggling, we reserve the right to observe the candidate more than five time and to extend student teaching if and when it is necessary. See Supervisor’s Responsibilities on Page 17 of the Student Teaching handbook

**Documentation:** 005.03-1 Table-Field Experience Initial Cert SPED 12.21.16.  
 005.03-1 Table-Field Experience Initial Cert TLTE 12.21.16  
 Summary Table of Practicum and Clinical Experiences  
 Student Teaching Handbook:  
<http://cehs.unl.edu/Student%20Teacher%20Handbook%202016-17.pdf>  
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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.

**Narrative:** All students completing an internship in Speech Language Pathology must have a minimum of three formal onsite observations. This requirement is listed in the course syllabus for SLPA 897G (see below).

**Documentation:** See the following file in the Field Experiences folder:  
 005.03B -- SLPA 897G Course Syllabus Fall 2016.pdf  
 Go to “University Supervisor Observation Report Form”

**006 Advanced Program Field Experience.**

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.

006.02 Institutions shall require field experiences for advanced certification programs.

**Narrative:** **Deaf or Hard of Hearing:**  
 Graduate students in the UNL Deaf Education program are approved to begin their advanced (practicum) field experience once they have completed all their required content coursework and 150 hours of directed field experience. Prior to beginning their advanced field experience, all students are provided a course syllabus that describes in detail the expectations of the advanced program field experience and the process for arranging it. Students are also required to schedule a meeting with their

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advisor to discuss the requirements of the practicum experience.

**Early Childhood Special Education:**

Syllabi for SPED 896Q: ECSE/EI Specialist Practicum and SPED 897Q ECSE Student-Teaching are made available to students registered for each course. Cooperating Teachers for SPED 897Q are provided a copy of the Syllabi along with required evaluation forms and guidelines for expected competencies and experiences. Employed Instructors/faculty members overseeing SPED 896Q Practicum experiences utilize the SPED 896Q Practicum Checklist with students to guide and monitor completion of designated experiences and demonstrated competencies. Students pursuing initial teacher certification and SPED 897Q must complete minimum Checklist items before applying for and receiving placement for a student-teaching experience. Student-Teachers and their Cooperating Teachers receive a copy of the College of Education and Human Sciences (CEHS) Student-Teaching Handbook, which include NDE Rule 27 Standards for Professional Practices.

**Principal:**

There are three required face-to-face seminars in EDAD 811 Principal Practicum. During the first seminar all expectations, requirements, policies and procedures are explained by instructors. Requirements are listed on the course details page of the syllabus. Mentor expectations and roles area also listed on the course syllabus. Those students who live out of state “attend” the seminars via Skype or Zoom.

**Superintendent:**

The Superintendent Internship is designed prior to the start of a semester. When a student contacts the instructor to enroll, a syllabus is provided and it is then discussed along with UNL internship expectations, requirements, policies and procedures. Requirements are listed on the course details page of the syllabus. Mentor expectations and roles area also listed on the course syllabus.

**School Psychologist:**

Policies and procedures are found in the School Psychology Program handbook. They are also reviewed in practicum and internship classes, the initial program orientation day, and during specialized meetings with students to review placements and the application process for practica and internship.

**School Counselor:**

The UNL school counseling program states the requirements of practicum (EDPS 997A) and field placement practicum (EDPS 997B) through a syllabus. An articulation agreement specify the number of hours, types of experiences, means of evaluation, and supervision requirements. The student, practicum supervisor and student all sign the agreement.

**Reading Specialist:**

The only field experience tied to the UNL Reading Center operated in the

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UNL facilities. The Reading Center has a clear statement about participants and the relationship between K-12 students and the certification students. All supervisors in the Reading Center have advanced degrees in Education and at least 3 years experience in K-12 instruction. A full statement is part of the handbook of the Reading Center.

**Documentation:**

**TABLE: 006.02-1 – Field Experience by Advanced Program** (This includes Administrative Certificates and Endorsements)

**Deaf or Hard of Hearing:**

See copy of SPED 897D: Practicum/Student Teaching – Educating Students who are Deaf or Hard of Hearing Course Syllabus (attached).

**Early Childhood Special Education:**

Go to Support Materials Folder and open:

SPED 896Q Pract CheckLIST (ECSE) 2017.pdf

SPED 896Q SYLLABUS (ECSE)-rev17.pdf

SPED 897Q SYLLABUS (ECSE) ST TCHG .pdf

**Principal and Superintendent:**

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EDAD 811 Assign Details-Spring 17 revise (1)[1].docx

EDAD 811 Syllabus 17.docx

EDAD SuperInternship.pdf

**School Psychologist:**

See the program handbook:

<http://cehs.unl.edu/EdPsych/Documents/SchPsychHandbook2016-2017b.pdf> , p. 11-13

**School Counselor**

EDPS 997 –School Counselor Syllabus

School Counselor Articulation Agreement

School Counselor Midterm Evaluation

School Counselor Final Evaluation

**006.03** 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.

**Narrative:**

**Deaf or Hard of Hearing:**

Graduate students in the UNL Deaf Education program are required to work with the UNL Director of Student Teacher Experiences to arrange their practicum placement in an approved school. Qualifications for

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cooperating teachers and supervisors have been shared with the Director and are clearly outlined in the SPED 897D Course Syllabus.

**Early Childhood Special Education:**

Field Experiences associated with graduate courses in ECSE or Sped 896Q Practicum will include public school preschool classrooms, public or private child care settings, and/or family homes. These field experiences are supervised by the course instructor or Sped 896Q Instructor via onsite or video-taped observations and documentation. On-site Cooperating Teachers for Sped 897Q Student-Teaching will hold a Masters Degree and a teaching endorsement for ECSE or EI-Specialist (birth to age 5; children with disabilities). Student-Teaching experiences will include both public school preschool classrooms and home/community-based visits under the direct observation/supervision of the district-employed Cooperating Teacher.

**Principal:**

All field placements for individuals pursuing an initial administrative certificate or an added administrative endorsement are conducted in an approved/accredited school with a site supervisor who has Nebraska administrative certification or equivalent.

**Superintendent:**

All field placements for individuals pursuing an initial administrative certificate or an added administrative endorsement are conducted in an approved/accredited school with a site supervisor who has Nebraska administrative certification or equivalent.

**School Psychologist:**

All field placements for students pursuing school psychology certification and psychology licensure are completed in approved/accredited English-speaking schools in the United States. EdS students do their internship in state-approved public schools, and PhD students do their internship in APA-Accredited internships.

**School Counselor:**

All practicum experiences in school counseling take place in schools in Nebraska, most often in the Lincoln Public Schools. This is documented through the practicum articulation agreement.

**Reading Specialist:**

Certification does not require clinical practice. We have elected to include such practice on UNL grounds an opportunity to make sure our graduates are stronger.

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**Documentation:**

**Deaf or Hard of Hearing:**

See copy of Practicum Placement Confirmation email 1.4.17 (attached)

**Early Childhood Special Education:**

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**School Psychologist:**

See the program handbook:

<http://cehs.unl.edu/EdPsych/Documents/SchPsychHandbook2016-2017b.pdf> , p. 12-13

**School Counselor**

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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.

**Narrative:**

**Deaf or Hard of Hearing:**

Prior to beginning the practicum experience, cooperating teachers and supervisors are provided with an electronic copy of the course syllabus, along with a detailed letter explaining the expectations of the students' practicum experience and the evaluation forms that are required to be completed over the course of the practicum (i.e., Student Teaching Evaluation Summary and Student Teaching Recommendation form). Cooperating teachers and supervisors are asked to engage in regular dialogue with the students' advisor regarding the progress of the students' practicum experiences. (A minimum of three phone conversations is requested.) Cooperating teachers and supervisors are also invited to view and provide input in the students' Blogs that are set up for them in Blackboard as a way to communicate to their advisor what they are learning in their practicum experience.

**Early Childhood Special Education:**

School Districts pursued for a Cooperating Teacher to supervise a Sped



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897Q Student Teacher can recommend, approve or not approve currently employed teachers for this role due the teacher’s years of professional experience, employment in the district, or other administrative judgments. UNL often pursues ECSE alumni to act as Cooperating Teachers, but not all districts employ alumni. The Cooperating Teachers complete both mid-term and final evaluations for Student-Teachers using forms listing the NDE standards expected for the ECSE endorsement (006.62). Cooperating Teachers collaborate with the University Supervisor in drafting a written Summary of the experience and the Student-Teacher’s performance and co-sign a single report of recommendation for teacher certification. The guidelines for expected activities during the student-teaching experience reflect both curricular standards from Rule 24 as well as input from past Cooperating Teachers regarding important experiences and competencies needed for the first-year teacher to demonstrate basic skills and knowledge of ECSE programs in public schools. Employed practitioners and administrators have provided input as guest instructors, lecturers and reviewers in design of the Sped 896Q Practicum Checklist

**Principal:**

Mentors and mentees complete a rubric regarding experiences in the Practicum as related to the Standards for Professional Educators. Instructors meet with the Practicum student and his/her site supervisor during the Practicum. Supervisors are invited to offer any suggestions or additions to improve the effectiveness of Practicum experiences. For students who live out of state the “meeting” is held via Skype or Zoom.

**Superintendent:**

Mentors and mentees complete a rubric regarding experiences in the Internship as related to the Standards for Professional Educators. Instructors meet with the student and his/her site supervisor during the Internships. Mentors are invited to offer any suggestions or additions to improve the effectiveness of Internship experiences. For students who live out of state the “meeting” is held via Skype or Zoom.

**School Psychologist:**

Practicum instructors communicate roles and responsibilities of candidates to practicum supervisors. Candidates’ advisors communicate roles and responsibilities of candidates to internship supervisors. For internships, a contract is drawn up and signed by the candidate, the supervisor, and the instructor. A faculty members meet with the Lincoln Public School Psychology Coordinator to make placements for school-based practicum. The instructor for community-based practicum confers with field supervisors to determine appropriate placements according to candidates’ skills, interests, and the opportunities afforded by the practicum site. Regular contact is maintained with supervisors at practicum and internship sites. Supervisors complete evaluations every semester for both practica



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and internship, which are reviewed by program faculty.

**School Counselor:**

Communication between the faculty of the UNL school counseling program and the site supervisors in the schools occurs twice each semester. The field placement instructor (i.e., program faculty member) conducts two site visits to the school to meet with the site supervisor.

**Reading Specialist:**

No such partners exist.

**Documentation:**

**Deaf or Hard of Hearing:**

See copy of Student Teaching Letter to Cooperating Teacher 1.11.17, Student Teaching Evaluation Summary, and Student Teaching Recommendation form (attached).

**Early Childhood Special Education:**

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**School Psychologist:**

See the program handbook:

<http://cehs.unl.edu/EdPsych/Documents/SchPsychHandbook2016-2017b.pdf>

Course syllabi contain this information.

**School Counselor:**

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**007 Program Quality Indicators.**

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

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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.

**Narrative:** Outside of the Graduate College requirement of no grade lower than a B and maintaining a cumulative Grade Point Average of 3.0, students must maintain quality performance standards specific to their program. The reviewer should go to the advanced folios and review the specific standards that are found in Section 1 of the folio tied to admission and retention.

**Documentation:** See Section 1 in the advanced folios for information on program admission, retention and completion  
 See the “Grades and Incompletes” section of the Graduate College Bulletin website: <http://www.unl.edu/gradstudies/bulletin/grades>

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

**Narrative:** All of the regular folios found in this accreditation report present information on content knowledge. This information comes from Grade Point Averages, Praxis II scores, and surveys completed on Student teachers by supervisors and cooperating teachers, administrators after our program completers’ first year of employment and from the candidates themselves after they have completed one year of teaching. Specific to the question of content knowledge, students must stay above a B average with a minimum grade point average of 3.0 average in the Graduate College. At the conclusion of the program, student must pass the Praxis II examination in the required subject area in order to receive the endorsement for their teaching certificate.

**Documentation:** See any “Regular Folio” for dis-aggregated data and for aggregated data that is grouped on the basis of elementary, content area (secondary education), early childhood education and special education programs

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.

**Narrative:** We have used first-year candidate surveys for over the past ten years as feedback on how program completers are doing in their new position and how we—prepared they believe they are to be teachers. Dis-aggregated data are presented in each of the regular folios for the area that is the primary focus of that folio. In addition, aggregated data are also presented, that is organized on the basis of elementary, content

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area (secondary education), early childhood education and special education programs on first year candidates. It is suggested that the reviewer view the Social Science or Elementary folio as an example

**Documentation:** Most of the “Regular” folios found at this website contain aggregated (summary) data .

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

**Narrative:** For well over ten years we have used administrators of school districts who have hired our program completers as sources for feedback as to how our first-year graduates are doing in their teaching. Two years ago, the Nebraska Department of Education has taken this task on. Data on first-year completers can be found in any of the regular folios found on this website. The first line of any of the data presented from the Administrator survey focuses on the content area for that particular folio. After that information, aggregated data are presented on the basis of elementary, content area (secondary education), early childhood education and special education programs. It is suggested that you look at the Social Science or Elementary folio as an example of what is available on employer follow-up.

**Documentation:** Most of the “Regular” folios found at this website contain aggregated (summary) data.

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

**Narrative:** Before leaving the University, students are all aware of the fact that there are different support opportunities for them professionally. They are encouraged to work with colleagues in their schools, mentors and administrators in their respective school districts. We have had program completers contact their methods teachers if they have questions concerning teaching – but we have found that, in many cases, the best advice comes from colleagues they are working with in the employing school district. In addition, we are currently under a grant where our science program completers continue to receive support for their teaching through UN-L. again, this is a specialized grant opportunity that is only available to science education program completers.

**Documentation:**

**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.

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**Narrative:**

The College of Education and Human Sciences teacher education program has a number of ongoing activities that lead to program evaluation and improvement.

**Research:** Our faculty conduct ongoing research projects, many of which include the evaluation of our own programs and the students who we are preparing to become teachers. We can then use this information for program change.

**First year follow-up data:** Surveys have been completed annually by administrators and the candidates themselves at the conclusion of their first year as a teacher on their performance. This information is used as feedback for our program heads and faculty and can lead to program change.

**Academic Program Reviews (APR):** APR's are conducted every 7 years. They provide departments with the opportunity to evaluate their programs and consider new directions. They receive feedback from external reviewers who can offer suggestions from a different perspective.

**Annual retreats by departments:** All departments have a variety of activities that occur at the beginning of the semester or in the preceding summer that allow them to seek input from faculty concerning programs and future directions.

**Teacher Education Council:** The Teacher Education Council meets multiple times each semester (approximately monthly) where they discuss current issue in education and then apply them to our programs. Member of the group are faculty, program heads, college administrators who are involved with teacher education and member of the Lincoln Public Schools.

**Expanded Council:** This group consists of program leaders across the College where projects and future activities are discussed. It is more of a sounding board for the Dean to receive feedback on different ideas. It also allows everyone to be aware of events that are happening across the College.

**State Approval:** as a part of the folio review process, it calls a major review of program completers that documents strengths of the program. At the same time it calls for a critical analysis of the program where weaknesses are identified and a plan is created to address those weaknesses. This process is on a 7 – year rotation and it happens just before the national accreditation process (CAEP).

**CAEP:** This is the national accreditation process. Much of the information we use for state approval can be applied to the CAEP review. CAEP and State Approval are two major activities for program evaluation.

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	<p><b><u>Rule 24 Endorsement Reviews:</u></b> prompt discussions on the endorsements being updates and any changes that need to be made in programs to make sure we are in compliance with state rule</p> <p><b><u>Meetings between School officials and the Director of Professional Experiences:</u></b> The Director of Professional Experiences remains as one of the key people who creates a bridge between the schools and UN-L. She assists cooperating teachers, school administrators, supervisors, student teachers and practicum students to work closely together on the preparation of the next generation of teachers. The Director also deals with problems and issues tied to teacher education that are posed by school districts.</p>
<b><u>Documentation:</u></b>	<p>See Section 1 of any of the regular or advanced folios as a starting point.</p> <p>See the undergraduate Bulletin for Program Admission, Retention and completion requirements.</p>