



UNIVERSITY OF NEBRASKA – LINCOLN OFF-SITE FOLIO REVIEW / REVISED SUMMARY CHART 11.29.17

Rule 20 Folio Review conducted June 12, 2017

Rule 24 Folio Review conducted June 20, 2017

FOLIO	REVIEWERS SCORE	COMMENTS / NOTES
<p>Rule 20 Folio</p>	<p>Met <i>(Additional information submitted 9.18.17 via Addendum.)</i></p> <p><i>On-site Follow Up: Review information that supports compliance of Graduate Program policies and appropriate evidence/documentation (such as meeting minutes, etc.) of data-driven decisions regarding endorsement program decisions.</i></p>	<p>Section 2 – 004.06-1—Required Table 004.06-1 not available (information was found on individual programs website and in Regular Folios. It would be to UNL advantage to have table included before CAEP onsite visit.)</p> <p>004.06C—Met</p> <p>004.06H— Required Table 004.06-2 Requirements for Program Admission and Progression not available (needs to be linked.) Did locate in Rule 24 Folios.</p> <p>006.01—Met 006.04—Met</p> <p>Addendum submitted by UNL 9.18.17: <i>While not every program has a program-specific handbook, all clinical placements are guided by the same principles outlined in the Student Teacher Handbook. The large majority of our student teaching placements are managed through the Office of Field Experiences & Certification, which use a common set of policies and procedures. Email communication between the field placement office and specific department or faculty ensures that more specialized or advanced clinical placements meet the CEHS standard and the needs of the student.</i></p> <p><i>Advanced program clinical placements frequently require more complex contractual set ups which requires communication between the faculty, the Office of Field Experiences & Certification and the placement site. Students are also included in much of the communication, as they are often required to complete extra steps to meet the site demands.</i></p> <p>Links to the Student Teaching contract used for out-of-Nebraska placements, the Educational Administration Intern Syllabus, and an Elementary Education faculty meeting have been added to the document section as additional materials.</p> <p>007.00 – Program Quality Indicators – Met Addendum submitted by UNL 9.18.17: <i>The EPP faculty meet on a regular basis to receive information and discuss issues that include candidate admission, progression and completion of the EPP’s programs. Minutes are distributed electronically. Faculty meetings are held separately by level (secondary,</i></p>

		<p>elementary and graduate) and by department (i.e., Education Administration). Curricular and certification changes are discussed as are other topics relevant to program content, admission, enrollment, retention and completion.</p> <p>Each CEHS department hosts an annual retreat to discuss and analyze program data, and make recommendations for the following year. A variety of other college-wide committees meet regularly with part of the meeting devoted to admission, progression and completion.</p> <p>Undergraduate information regarding employment is dependent upon a student's responsibility to self-report employment. In partnership with UNL's Career Services, CEHS works to accurately track graduate employment.</p> <p>007.01 – Met</p> <p>007.05 – Graduate Support – Met</p> <p>Addendum submitted by UNL 9.18.17:</p> <p>CEHS students are provided information on professional support available during and after completion of their teacher preparation program throughout their tenure at UNL. While Nebraska school districts provide outstanding professional development to new hires, CEHS is proud to complement those opportunities with additional training for new and seasoned teachers in the state.</p> <p>Nebraska teachers are able to continue to expand their knowledge in technology for the classroom through participation in TechEdge, UNL's nationally recognized program. This conference allows for interaction with technology and networking between teachers and pre-service teachers.</p> <p>The Nebraska Math & Science Summer Institute (NMSSI) is offered to assist and enhance the content and instructional practice knowledge of these content teachers. Applicants may also qualify for a tuition fellowship to assist with costs associated with the Institute.</p> <p>UNL is also home to the premier writing institute during the summer, the Nebraska Writing Project. Teachers must apply for the program as seats are limited and those who qualify may be awarded a stipend for attendance.</p> <p>Music education hosts summer workshops for music teachers. The summer workshops allow Nebraska music teachers to enhance their curricular and instructional strategy prowess while providing them graduate hours.</p> <p>As a \$1 million Nebraska Department of Education grant recipient, UNL has partnered with NDE to establish various professional development sites through the state of Nebraska. These sites and the opportunities offered, are focused on elementary integrated STEM, secondary math, secondary science and space science and address content that align with state standards.</p> <p>In addition, we are currently working with the National Science Foundation as a Robert Noyce Teacher Grant recipient. This grant provides fellowships for students wanting to return to get their Masters in Science education</p>
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Rule 24 Endorsements / Regular (Full) Folios		
Agricultural Education, 6-12	Met	
Science, 7-12	Met <i>On-site Follow Up: Review complete copies of assessment instruments, scoring rubrics, and appropriate data, especially those that demonstrate</i>	Section 2, Artifact 1—Met—Key Assessment 5—Effect of Instructional Practices in P-12 Student Learning—Data provided (from CEHS Student Teaching Instrument, Administrator Survey and Candidate Teacher Survey) is sufficient for the folio review process. It is <u>recommended</u> that at the site visit from NDE specific data demonstrating candidate effect on P-12 student learning (Sample of student work, instructional analysis project or teacher work sample) is presented. Key Assessment 7—Overall Proficiency—Met—Data

	<i>candidate effect of P-12 student learning.</i>	<p>provided from the Administrator Survey and Candidate Teacher Survey is sufficient for the folio review process. It is recommended for the on-site review that overall proficiency be supported with more items gathered through the assessments.</p> <p>Section 2, Artifact 2—Met -- It is recommended for the on-site visit that all assessment instruments, rubrics and data are provided for review.</p> <p>Section 4—See Folio Reviewer Report recommendations.</p>
Biology, 7-12	Met	
Business, Management, and Information Technology (BMIT), 6-12	Met	
Early Childhood Inclusive, B-Gr 3	Met	
Elementary Education, K-6	Met	
Early Childhood Education (Supplemental), PK-Gr 3	Met	
English Language Arts, 7-12	Met <i>On-Site Follow Up: Check Key Assessment documents and data.</i>	ADDRESS: Re-label data tables so they match Key Assessments.
Secondary English, 7-12	Met <i>On-Site Follow Up: Check Key Assessment documents and data.</i>	ADDRESS: Re-label data tables so they match Key Assessments.
Family and Consumer Sciences, 6-12	Met <i>On-Site Follow Up: Specifically review the use of assessment results for program revision and improvement plans, how those decisions are made, and projected outcomes of those program revisions and implementation.</i>	<p>Section 1—Met— NOTE: Data charts were not labeled with the same terminology as the guidelines, therefore hard to locate.</p> <p>Key Assessment 7—Met – Using <u>one</u> item from the NDE First Year Teacher Follow-Up Survey is not the best indication of the OVERALL proficiency of the program. We feel using an average score of all the items on that assessment would be better evidence.</p>
Mathematics, 6-12	Met	<p>Consider not requiring Calculus III. Since the endorsement includes grades 6-12, consider addressing middle school content and practices as well. Consider updating the student advising sheet website from 7-12 to 6-12, as that is now the endorsement grade levels.</p> <p>The institution reflected back on their candidate results and are addressing areas of concern in technology, classroom management, working with diverse students, and working with parents. The institution should be commended on their data analysis and plan for</p>

		improvement.
Music, PK-12	Met	Section 1— Met -- Please name tables and appendices consistently to directly address NDE review report. A narrative paragraph to explain the data is needed. Section 3—Met — Institution has made clear goals for planned changes in the future. It was not clear what changes were made relative to the most recent review cycle. Both reviewers know from first-hand experience that UNL Music Education is a strong program, but the report formatting does not do the program justice. Thank you for your time and conscientious efforts.
Social Science, 7-12	Met	UNL should work to increase the number of survey returns from first year candidates and administrators.
Special Education, K-6 and 7-12	Met <i>On-Site Follow Up: 1. Specific data and trends needs to be included in the evaluation of the assessment results. 2. Key Assessment for the Effect of Instructional Practices on P-12 Student Learning needs to be reviewed.</i>	
World Language-Spanish, 7-12	Met	
Rule 24 Advanced Programs / Regular Folios		
Principal	Met	See Folio Reviewer Report Comments
Superintendent	Met	See Folio Reviewer Report Comments
Special Education-Early Childhood, B-K	Met	See Folio Reviewer Report Comments
Special Education-Visually Impaired, B-Gr 12	Met <i>On-Site Follow Up: Review clinical experiences requirements, assessment data tables and narratives, and evidence that planned and implemented program changes are data-informed.</i>	Section 1—Met—1C—A description of the required practicum experiences is provided but number of hours/weeks of clinical experiences or internships was not available.
Programs with National Recognition		
School Psychologist	Met	National Recognition (NASP) through 2016 for Specialist Program and through 2021 for Doctoral

		Program.
Special Education-Deaf or Hard of Hearing	Met	National Recognition (Council on the Education of the Deaf) through July 1, 2018.
Speech-Language Pathologist	Met	National Recognition (CAA-Audiology and SLP) through November, 2017.

Rule 24 Mini-Folios		
Assessment Leadership	Met	.
Chemistry, 7-12	Met	Although not required, no discussion of how the planned program improvements were made, by whom, and how the limited data evidence for making the changes was used.
Coaching	Met	
Cooperative Education-Diversified Occupations	Met	No Student Advising Sheet found, but endorsement requirements included in narrative. Program changes made as a result of changes in Rule 24 endorsement requirements.
Curriculum Supervisor	Met	Brief narrative discussed limitations of endorsement, rather than program improvements. Only one completer in past two years.
Earth and Space Science, 7-12	Met	
English as a Second Language	Met	
Industrial Technology Education, 6-12	Met	
Information Technology	Met	No student advising sheet found. Current course requirements will not meet revised endorsement and guidelines as of 8.1.18.
Journalism and Media Education, 7-12	Met	Program changes made due to revision of all ELA-related endorsements (Rule 24). No program completers reported for UNL.
Physics, 7-12	Met	Due to so few program completers, program improvements listed were influenced by Science and Biology program data.
Reading Specialist	Met	Very few program completers.
School Counselor	Met	Very few program completers; online format now with the hope that there will be more candidates enrolled in the program.
Skilled and Technical Science Education	Met	No program completers.
Speech, 7-12	Met	Program changes were made as a result of Rule 24 endorsement revisions. No program completers indicated.
Theatre, 7-12	Met	Program changes were made as a result of Rule 24 endorsement revisions. Only one program completer.
World Language-French, 7-12	Met	Very few program completers (2).
World Language-German, 7-12	Met	Limited explanation of Key Assessments.

World Language-Latin, 7-12	Met	No program completers in past 5 years.
World Language-Russian, 7-12	Met	No program completers in past 5 years. Dual language endorsement program is a future possibility as discussed in the narrative.