# NCATE

National Council for Accreditation of Teacher Education

# BOARD OF EXAMINERS

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Accreditation Visit to:

# UNIVERSITY OF NEBRASKA AT OMAHA

University of Nebraska at Omaha
6001 Dodge Street
Omaha, NE 68182-0163
11/1/2008-11/5/2008

**Type of Visit:**
Continuing visit - Initial Teacher Preparation
Continuing visit - Advanced Preparation

# Board of Examiners Report

## SUMMARY FOR PROFESSIONAL EDUCATION UNIT

National Council for Accreditation of Teacher Education

**Institution:**

University of Nebraska at Omaha

**Team Findings:**

| Standards | Initial | Advanced |
|---|---|---|
| 1. Candidate Knowledge, Skills, and Professional Dispositions | Standard Met | Standard Met |
| 2. Assessment System and Unit Evaluation | Standard Met | Standard Met |
| 3. Field Experiences and Clinical Practice | Standard Met | Standard Met |
| 4. Diversity | Standard Met | Standard Met |
| 5. Faculty Qualifications, Performance, and Development | Standard Met | Standard Met |
| 6. Unit Governance and Resources | Standard Met | Standard Met |

Not Applicable (Programs not offered at this level)

## I. INTRODUCTION

### 1. Provide a brief overview of the institution and the unit.

The University of Nebraska at Omaha (UNO), a large four-year, public institution, was founded in 1908 as the University of Omaha. In the 100 years since its inception, as several degree programs were added and the university's academic portfolio expanded, the institution went through two name changes and one relocation. The Board of Regents of the University of Nebraska system has designated UNO the metropolitan university for the state, offering 110 bachelor's degree programs, 42 master's degree programs, and five doctoral degree programs.

UNO is comprised of six academic colleges, including Arts and Sciences; Business Administration; Communication, Fine Arts and Media; Education; Information Sciences and Technology; and Public Affairs and Community Service. The institution is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (NCA). Within the NCA, UNO is participating in the Academic Quality Improvement Program process.

The university is located in Omaha, the largest city in Nebraska with a greater metropolitan area population of over 800,000. Per fall 2008 statistics, 14,998 students attend UNO; 85.8 percent of them come from Nebraska and 10.3 percent from other states in the U.S. Foreign students constitute nearly four percent (3.9%) of the student body. Student housing is provided on the campus; however, the university is primarily non-residential.

The Professional Education Unit (PEU) at UNO is the College of Education (COE). The dean of the COE leads the unit and reports directly to the vice chancellor for academic and student affairs. Professional education programs are offered through five departments in the COE: Counseling;

Educational Administration and Supervision; Health, Physical Education and Recreation; Special Education and Communication Disorders; and Teacher Education. The School Psychology program is housed in the College of Arts and Sciences, while the Art and Music Education programs reside in the College of Communication, Fine Arts and Media.

The COE offers five degree programs: one bachelor's with two majors, two master's with several concentrations, one educational specialist, and one doctorate. Tables 2 and 3 on pages 4-6 of the Institutional Report accurately reflect specific information about programs, degrees, enrollment, and accreditation and recognition of programs. Education units in the state of Nebraska are required to submit program folios to the Nebraska Department of Education (NDE) for review. All of UNO's undergraduate and graduate programs have been approved by the state. The School Counseling program was approved by CACREP with conditions; UNO's response to the conditions is being prepared. ALA approved the School Library Media program with conditions; UNO has filed a response. Two other advanced programs were submitted to their respective accrediting agencies as well and have been accredited. They include School Psychology (NASP) and Speech-Language Pathology (ASHA).

Several significant changes have occurred since the last NCATE visit. Among these changes are:
• Dr. David Conway was appointed Interim Dean while the search for a permanent dean continues.
• A faculty member was given reassigned time to serve as Assessment Coordinator.
• A new M.S. degree concentration leading to an endorsement and a graduate certificate in Early Childhood Auditory-Oral Education of Children who are Deaf/Hard of Hearing was added.
• The candidate ePortfolio was developed and implemented.
• Specially designed indices related to dispositions were created, psychometrically tested for validity and reliability, and implemented at both the initial and advanced levels.
• Graduate and employer follow-up surveys were implemented.
• A pilot project to offer an endorsement in Bilingual Education was approved.
• A Reading and Writing endorsement was added.

**2. Describe the type of state partnership that guided this visit (i.e., joint visit, concurrent visit, or an NCATE-only visit). Were there any deviations from the state protocol?**

The NCATE visit was a continuing visit in which initial and advanced level programs were reviewed. The University of Nebraska at Omaha is located in a NCATE partnership state where national accreditation is voluntary. The state Board of Examiners (BOE) team consists of one member fewer than the NCATE BOE team. The visiting team at UNO included four NCATE BOE members and three state BOE members. One NEA observer was a non-voting member and present throughout the visit. The two teams work together as one team to conduct the joint review, sharing equal roles and responsibilities in all functions of the review. There is no state consultant on the team. The state team chair is the Director of the Teacher Education Section of the Nebraska Department of Education (NDE) or designee and advises the team on state requirements, nomenclature, and special circumstances. The unit was reviewed under the NCATE 2008 standards and the NDE Administrative Rules. The combined BOE team makes recommendations regarding whether the unit meets NCATE unit standards, and the state team makes recommendations regarding whether the unit meets NDE's Rule 20 (Regulations for the Approval of Teacher Education Programs) and Rule 24 (Regulations for Certificate Endorsements).

Nebraska recently adopted a folio review process that is approved by NCATE; it mirrors the national review process. UNO was among the first institutions to experience the new approval process. In July 2008, folios for all initial and advanced programs were submitted to the NDE. NDE Program Approval Reports for all of these programs indicated Approved. As a result, the state team was not required to

write a separate state report during the onsite visit. Nebraska's state review process for its initial and advanced programs requires a thorough review of the programs in terms of content knowledge and skills, pedagogical content knowledge and skills, professional and pedagogical knowledge and skills, student learning for teacher candidates, knowledge and skills for other school professionals, student learning for other school professions, and dispositions for all candidates. The education specialist and doctoral degrees are offered by the unit in educational leadership. The programs were reviewed as part of the state review process in the superintendent's state review folio. The state process requires a team of trained K-16 educators to review the unit's folios submitted for all programs that issue a teacher certificate at both the initial and advanced levels. Exceptions include those programs that have been reviewed by a national spa and received national recognition. The national review reports were available for review by the BOE team. Programs with fewer than three completers in three years do not submit separate folios for state review; however, candidate data are maintained by the unit.

No deviations were made from the state protocol.

**3. Indicate the programs offered at a branch campus, at an off-campus site, or via distance learning? Describe how the team collected information about those programs (e.g., visited selected sites, talked to faculty and candidates via two-way video, etc.).**

All courses for initial and advanced programs are provided on the UNO campus with the exception of one program. The school library media program is delivered online with candidates periodically visiting the campus. Additionally, UNO offers online school library media courses in collaboration with two other institutional partners – University of Missouri at Columbia and Chadron State College in Nebraska. Both of these institutions offer the M.S. degree in school library media.

Team members met with faculty and administrators of the online program on the UNO campus. During the visit, team members also interviewed via teleconference candidates participating in the online program.

**4. Describe any unusual circumstances (e.g., weather conditions, readiness of the unit for the visit, other extenuating circumstances) that affected the visit.**

There were no unusual circumstances that affected the visit.

## II. CONCEPTUAL FRAMEWORK.

The conceptual framework establishes the shared vision for a unit's efforts in preparing educators to work effectively in P–12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge based, articulated, shared, coherent, consistent with the unit and institutional mission, and continuously evaluated.

**1. Provide a brief overview of the unit's conceptual framework and how it is integrated across the unit.**

The unit's mission states "The College of Education at the University of Nebraska at Omaha celebrates and embraces its unique metropolitan mission to prepare dedicated professionals committed to

excellence in education and human development." This mission is based on a critical understanding of the social, historical, and political contexts in which UNO's candidates serve (Delpit, 1995; Freire, 1998). They recognize inquiry as "critical and transformative, a stance that is linked not only to high standards for the learning…but also to social change and social justice and to individual and collective professional growth" (Cochran-Smith and Lytle, 1993, p. 38). Furthermore, candidates consider issues of ability, race, gender, socioeconomic status, age, religion, and sexual orientation that impact how they teach, learn, and interact with, and within, their communities (Banks and Banks, 2003; Gay, 2000; Nieto, S., 1999). The fulfillment of this mission reflects a continuous commitment to three critical core values that compose the unit's conceptual framework: Dedicated Practitioners, Reflective Scholars, and Responsible Citizens. The unit's vision is to "inspire exemplary professionals to become dedicated practitioners, reflective scholars, and responsible citizens who provide leadership for positive change in 21st century communities."

The conceptual framework articulates program-specific goals that reflect the guidelines and expectations of state and national organizations. At the initial level, the three central principles of the framework are aligned with the Interstate New Teachers Assessment and Support Consortium (INTASC) standards as well as state and professional standards for areas of endorsement. Additionally, ISTE National Educational Technology Standards are aligned with coursework. At the advanced level, the central principles are aligned with the National Board for Professional Teaching Standards (NBPTS) and professional standards specific to the discipline. In the programs for other school professionals, the central principles are aligned with the appropriate professional association standards, such as the Interstate School Leaders Licensure Consortium (ISLLC).

Having undergone significant revision in 2006-07, the conceptual framework currently in place was developed with input from faculty, students, staff, administrators, and community education partners, and approved by the faculty in February 2007. At the end of the year-long effort, faculty believed and continue to believe that the revised conceptual framework better reflects their current views and uses terminology to describe the unit's commitment and efforts in preparing well qualified individuals who can meet the needs of P-12 students in 21st century schools. Through interviews, team members learned that faculty in the arts and sciences were not involved in the revision and had limited understanding of the conceptual framework. Although the language of the conceptual framework does not include the word "technology," the team found multiple indicators of 21st century technology in place. Department chairs explained the absence of the word by defining technology as a tool. Its use is implied in the revised conceptual framework.

Each of the three central principles at the initial and advanced levels includes specific candidate proficiencies that are identified in the narratives for Standard 1. The unit assessment system addresses candidates' proficiencies at each of the four transition points identified for each initial and advanced program. Data from candidate assessments are incorporated into plans for initial and advanced program and unit improvement.

The unit's governance facilitates the realization of the conceptual framework and provides a system for ensuring coherence among curriculum, instruction, field experiences, clinical practice, and assessment across a candidate's program. For example, in initial programs, candidates' progression from general education studies through academic content courses, professional education courses, field experiences, and student teaching necessitates the integration of all program components. The unit assessment system is designed to provide for regular review of program courses and requirements by a variety of constituencies to ensure that there continues to be coherence among curriculum, instruction, field experiences, and assessment at the initial and advanced levels.

The conceptual framework specifically identifies the essential dispositions for educators that UNO's P-

12 community values in teachers and other professional school personnel. These professional dispositions are systematically assessed throughout UNO's educator preparation programs. Candidates are able to articulate the dispositions upon which they are assessed. The unit has a defined system for addressing concerns about candidates who fail to demonstrate these dispositions, which includes a Conference of Concern Protocol.

The conceptual framework provides the context for developing and assessing candidates' proficiencies based on professional, state, and institutional standards. Portfolio artifacts used for assessment within the unit include a section identifying the conceptual framework competencies, Nebraska Regulations for Teacher Education Programs and Certificate Endorsements, and the learned society standards documented by the assessment.

## III. STANDARDS

In its responses to each standard, the team should indicate when differences exist among the main campus, distance learning programs, and off-campus programs.

**Standard 1: Candidate Knowledge, Skills, and Professional Dispositions**
**Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.**

**1. Information reported in the Institutional Report for Standard 1 was validated in the exhibits and interviews. (If not, provide an explanation.)**

Yes                                              No

j~                                               j~

**If your answer is "No" to above question, provide an explanation.**

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**1a. Content Knowledge for Teacher Candidates**

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|---|---|
| Content Knowledge for Teacher Candidates – Initial Teacher Preparation | Acceptable ▼ |
| Content Knowledge for Teacher Candidates – Advanced Teacher Preparation | Acceptable ▼ |

**Summary of Findings for Initial Teacher Preparation:**

Unit candidates enrolled in an initial teaching program complete a general education curriculum; professional education sequence; major professional coursework, including pre-student teaching field experiences and student teaching; and content area endorsement/specialization coursework. These courses are linked to the state's teacher education program approval standards for Nebraska (which

reflect national and NCATE standards), the unit's conceptual framework, and the Interstate New Teacher Assessment Support Consortium (INTASC) standards. The unit collects and summarizes grade point averages, Praxis I for all initial candidates, Praxis II scores for selected programs as required by the Nebraska Department of Education (NDE), follow-up surveys and evaluations from candidate ePortfolios, clinical experiences and student teaching.

The unit's assessment system provides assessments that support initial candidates' knowledge of content areas. All initial level programs underwent state review and were approved by the state prior to the NCATE visit. The GPA is one indicator of content knowledge mastery presented in the folio for all initial programs. The GPA is calculated for initial candidates at the time of admission, during the program, and again at the time the capstone experience is completed. A review of the folios submitted for review to NDE indicates that the average GPA in all categories for all endorsement areas range from 3.09 to 3.79 with the exception of one content area in which 2.81 was reported for one reporting period.

Specific items on the Student Teaching Evaluation Response Form are designed to assess candidate content knowledge. Data indicate significant growth in the candidates from the midterm to the final evaluation. For fall 2007 at the time of the final evaluation, over 99% of the candidates were rated as Developing or Proficient on content knowledge. The percent rated Proficient averaged approximately 78 percent.

### Summary of Findings for Advanced Teacher Preparation:

The UNO Graduate College sets the minimum GPA for admission to the college. Advanced programs for the unit require that applicants hold a bachelor's degree from an accredited institution and have a minimum required cumulative GPA of 3.0 (on a 4.0 scale) at the time of admission. Candidates seeking admission to an advanced program hold initial licensure identifying the content area in which they currently teach. Candidates are required to complete the Graduate Record Exam (GRE) or Miller Analogies Test (MAT) as part of the admission process.

Advanced teacher preparation programs in elementary education, secondary education, and reading are not included in the state review process because they do not result in the issuance of a teaching certificate. All enrolled candidates possess a current teaching certificate. Therefore, the unit developed a folio report for each of the programs that is identical to those developed for the state review. Each advanced program offered by the unit requires candidates to complete a capstone experience which allows candidates to demonstrate their content knowledge. A review of the data in the unit folios indicates that advanced candidates are successful in the completion of their capstone experience.

The ePortfolio is an assessment structure created for supporting candidates' learning throughout their advanced programs. The ePortfolio provides a system for storing artifacts related to candidates' coursework and for tracking mastery of competencies related to the NBPTS core propositions and the COE Conceptual Framework. The selected artifacts document that candidates have acquired the proficiencies related to content knowledge. Additionally, data in the unit folios indicate that advanced teaching candidates demonstrate an indepth knowledge of the content knowledge delineated in professional and institutional standards.

### 1b. Pedagogical Content Knowledge and Skills for Teacher Candidates

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| Pedagogical Content Knowledge and Skills for Teacher Candidates – Initial Teacher Preparation | Acceptable ▼ |
| Pedagogical Content Knowledge and Skills for Teacher Candidates – Advanced | |

| Teacher Preparation | Acceptable ▼ |
|---|---|

### Summary of Findings for Initial Teacher Preparation:

The unit has content-specific pedagogy courses that develop the candidate's knowledge and skills to teach all P-12 students. As evidenced through interviews and a review of the documents, in particular the folios developed for the Nebraska Department of Education (NDE) approval process, the pedagogy courses, clinical field experiences, and student teaching, the candidates demonstrate the ability to understand the relationship between the content and effective teaching strategies. Completion of the courses required by the unit allows candidates to learn multiple instructional strategies to teach content effectively. Through their coursework, candidates learn to plan, deliver and assess meaningful experiences for all students. The clinical growth of candidates is documented through a developmental approach to field experiences: a beginning field experience, an intermediate field experience, an endorsement area field experience, and a field experience characterized as a student teaching orientation. These fieldwork placements are designed to develop candidates' content knowledge and skills in a series of sequential, diverse settings. Initial candidates complete 100+ hours of fieldwork prior to student teaching, with the exact number of hours dependent upon the endorsement area. Student teaching is a full-time, 14-week semester.

The student teacher evaluation form that is completed by the cooperating teacher and the university supervisor contains items aimed at candidate pedagogical content knowledge and skills at various times during the student-teaching experience. The evaluation instruments are aligned with the unit's conceptual framework. Data in the state folios indicate that initial candidates demonstrate the knowledge and skills to teach their content areas.

### Summary of Findings for Advanced Teacher Preparation:

The unit utilizes several key assessments to indicate that advanced teaching candidates know and apply theories related to pedagogy and learning as identified in professional, state, and institutional standards. These assessments include ePortfolio artifacts and various capstone experiences. Unit faculty have identified key assessments designed to demonstrate candidates' pedagogical content knowledge and skills, including the use of technology, in their teaching.

As referenced in the response to 1a, advanced candidate pedagogical content knowledge and skills are documented through a unit review process. A review of the materials presented indicates that advanced candidates demonstrate a thorough understanding of the pedagogical content knowledge and skills needed to be effective in their roles in schools.

### 1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates

| Professional and Pedagogical Knowledge and Skills for Teacher Candidates – Initial Teacher Preparation | Acceptable ▼ |
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| Professional and Pedagogical Knowledge and Skills for Teacher Candidates – Advanced Teacher Preparation | Acceptable ▼ |

### Summary of Findings for Initial Teacher Preparation:

A review of the data and interviews with candidates, unit faculty, and school personnel indicate that candidates at the initial level possess the professional and pedagogical knowledge and skills to be effective teachers. The unit highlighted various assessment measures that are used for initial candidates in these areas and are components of the state review process.

Candidates are introduced to the basic concepts related to instructional skills in several courses and are required to demonstrate their abilities in these areas in their coursework and in field experiences. Data from the student teaching evaluations demonstrate the candidates' abilities to design meaningful learning experiences.

Candidates complete several courses to build their knowledge of foundations of education, including child development, ethics, law, and diversity. Grades in these courses indicate evidence of candidate knowledge in foundations. Further indicators are the results of assessments in individual programs such as portfolios, unit and lesson plans, classroom observations, action research projects, IEPs, and reports from academic supervisors. All are scored with specific rubrics. Data from program evaluations (rubrics and classroom observations) show positive results from candidates, graduates, cooperating teachers, and employers.

A review of the program folios submitted for the state review also demonstrates candidates' ability to reflect on their instructional skills to provide effective instruction for all learners.

### Summary of Findings for Advanced Teacher Preparation:

Advanced candidates provide evidence of their professional and pedagogical knowledge and skills through the completion of required coursework, the submission of required ePortfolio artifacts, and the GPA earned while completing the program. Advanced candidates also conduct research to improve instruction, analyze the results of their own and other's research, and interpret the meaning and usefulness of the research as it relates to classroom instruction. A review of the unit folios and the follow-up surveys demonstrate candidates' ability to reflect on their instructional skills to provide effective instruction for all learners.

Candidates at the advanced level are assessed through rubrics with categories related to instructional expertise and the knowledge of the learner. These indicators are aligned with the National Board for Professional Teaching Standards. As described in the Institutional Report (IR), each program requires advanced teacher candidates to complete a capstone experience which addresses their professional and pedagogical knowledge and skills. Data in the unit folios of the graduate programs in elementary education, secondary education, and reading that do not result in a teaching certificate indicate that the candidates enrolled in these programs demonstrate the professional and pedagogical knowledge and skills of advanced candidates.

### 1d. Student Learning for Teacher Candidates

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| Student Learning for Teacher Candidates – Initial Teacher Preparation | Acceptable ▼ |
| Student Learning for Teacher Candidates – Advanced Teacher Preparation | Acceptable ▼ |

### Summary of Findings for Initial Teacher Preparation:

Data indicate that candidates demonstrate their ability to assess student learning and develop meaningful

learning experiences based on assessment findings that help all students learn. A review of candidate ePortfolios at the initial level indicates that candidates possess the knowledge and skills required to address the diverse needs of students and can apply a variety of instructional and assessment strategies, especially evidenced during their fieldwork. A review of the artifacts in ePortfolios provides documentation that candidates are modifying instruction and using technology to create learning rich classrooms.

An examination of course syllabi and candidate and student work confirms the expectation of creating and using appropriate assessments to inform instruction. The unit designed a student teacher assessment presentation requirement as a means by which candidates could demonstrate their ability to assess P-12 student learning and use that information to plan future instruction. Data indicate that 93 percent of the candidates scored satisfactory or above on the student teacher assessment presentation. Documenting candidate impact on P-12 students is a required component of the state folio review process.

### Summary of Findings for Advanced Teacher Preparation:

Candidates in advanced programs place artifacts in their ePortfoliois that demonstrate their ability to monitor student learning. Through their capstone experiences, candidates demonstrate their understanding of the major concepts and theories related to assessing student learning. Further, the unit folios developed for the advanced progrmas not covered by the state review process indicate candidates have the ability to assess student learning and impact the learning of P-12 students in their own classrooms and in the learning environments in which they work.

### 1e. Knowledge and Skills for Other School Professionals

| Knowledge and Skills for Other School Professionals | Acceptable ▼ |
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### Summary of Findings for the Preparation of Other School Professionals:

Unit programs for other school professionals have undergone the state folio review process or review by the national SPA to earn national recognition. These programs include educational leadership for principal and superintendent certificates, school library media, school counseling, school psychology, and speech language pathology.

A review of the reports associated with the state or national review of these programs indicates that advanced candidates enrolled in these programs demonstrate an in-depth knowledge of the content knowledge delineated in professional, state, and institutional standards.

### 1f. Student Learning for Other School Professionals

| Student Learning for Other School Professionals | Acceptable ▼ |
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### Summary of Findings for the Preparation of Other School Professionals:

Student learning for other school professionals is a component of the state folio review process or review by the national SPA to earn national recognition. A review of the folio reports indicates that

advanced candidates who are enrolled in programs for other school professionals demonstrate the ability to assess their impact on student learning and development.

### 1g. Professional Dispositions for All Candidates

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| Professional Dispositions for All Candidates – Initial Teacher Preparation | Acceptable ▼ |
| Professional Dispositions for All Candidates – Advanced Preparation | Acceptable ▼ |

#### Summary of Findings for Initial Teacher Preparation:

The unit has diligently sought to create dispositions for candidates that reflect the university's mission and are consistent with the theme and spirit of the unit's conceptual framework. The unit utilizes several methods to assess and monitor candidate dispositions at the initial level: Student Teaching Evaluation and the Teacher Dispositions Index. The assessment instrument items include student-centered, curriculum-centered, and community-centered attitudes, values, and beliefs that are demonstrated through both verbal and non-verbal behaviors.

During clinical experiences, candidates reflect on their own skills and gain insight into their own development at the beginning, middle, and end of their field placements and student teaching using an instrument designed for observation. Dispositions are assessed at all checkpoints.

Interviews and a review of the documents indicate that candidates in the initial programs have the expected dispositions associated with unit goals and the conceptual framework. The unit has a process in place that requires a committee review of candidates who are identified with a deficient disposition. Team members were able to review the file kept for this purpose. Unit faculty work closely with candidates throughout the program, often deflecting the need for remediation in this area. According to interviews with candidates and program completers, and evidence including aggregated data on initial candidate dispositions, candidates possess the dispositions that are identified by the unit.

Interviews and a review of the documents indicate that candidates in initial programs have the dispositions needed to teach all students. This includes their ability to assess student learning. Aggregated data on initial candidates are available and indicate that the candidates possess the dispositions indentified by the unit to ensure that they can teach all students.

#### Summary of Findings for Advanced Teacher Preparation:

Dispositions at the advanced level are aligned with the unit's program goals and objectives, and the National Board for Professional Teaching Standards. The advanced licensure portfolios require candidates to submit artifacts related to dispositions. The unit has developed appropriate surveys to be used for advanced candidates, including the Diversity Dispositions Index, which is used in advanced educator preparation programs. Interviews and review of the data provided in the unit folios indicate that candidates possess the dispositions identified as critical for student learning.

#### Summary of Findings for the Preparation of Other School Professionals:

A review of the data along with interviews with faculty and candidates indicate that the area of dispositions is critical to the unit and is a key topic of unit research. A review of the folios and national review data submitted for other school professionals indicates that candidates possess the dispositions as needed for their various roles as school professionals.

**Overall Assessment of Standard**

Assessment data from the candidate ePortfolios, the clinical and student teaching evaluations, the state review folios, the unit folios, the national review reports, and course assessments indicate that candidates at the initial and advanced levels possess the necessary knowledge, skills, and dispositions to meet institutional, state, and professional standards. Candidates, faculty, school-based personnel, and graduates are consistent in the content of their statements of what candidates know and are able to do as a result of completing their respective programs.

**Strengths [Note: A strength should be cited only if some aspect of a target level rubric has been demonstrated by the unit. A strength can be cited regardless of whether the entire element is deemed "target" or "acceptable." However, strengths should clearly indicate outstanding practice.]**

**Areas for Improvement and Rationales**

**AFIs from last visit: Corrected**

| AFI Number &Text | AFI Rationale |
|---|---|
|  |  |

**AFIs from last visit: Continued**

| AFI Number & Text | AFI Rationale |
|---|---|
|  |  |

**New AFIs**

| AFI Number & Text | AFI Rationale |
|---|---|
|  |  |

**Recommendation for Standard 1**

| Initial Teacher Preparation | Met ▼ |
|---|---|
| Advanced Preparation | Met ▼ |

**Corrections to the Institutional Report [Include any factual corrections to information found in the Institutional Report. This includes important information such as corrections to tables, percentages, and other findings which may have been inaccurately reported in the Institutional Report.]**

**Standard 2: Assessment System and Unit Evaluation**

**The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.**

**Information reported in the Institutional Report for Standard 2 was validated in the exhibits and interviews. (If not, provide an explanation.)**

Yes                                                        No

jn                                                         jn

**If your answer is "No" to above question, provide an explanation.**

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**2a. Assessment System**

| Assessment System – Initial Teacher Preparation | Target ▼ |
|---|---|
| Assessment System – Advanced Preparation | Target ▼ |

**Summary of Findings for Initial Teacher Preparation:**

The unit has a systematic and organized assessment system that collects and analyzes data that are used at strategic points to improve candidate performance outcomes, conduct program reviews, and implement continuous evaluation of the unit at the initial level. It is purposely developed around a range of individual and unit assessments for the three central principles of the conceptual framework. The initial level program assessments are aligned with the INTASC principles as well as the standards and competency expectations of learned societies, professional accrediting bodies, and SPAs as prescribed by the Nebraska Department of Education. In the area of technology, the unit assessment system is supported by the ISTE standards for the initial level.

Minutes of the Teacher Education Department related to assessment activities indicate that from 2005 through 2007, the unit assessment system was continuously revised and is presently organized around four transition points--upon program admission, during program, during capstone experiences, and after program completion. The initial level candidates' key program assessments include the cumulative GPA, Lesson/Clinic Plans, Assessment Presentation, Follow-up Survey, Education Benchmarks Index Survey, Teacher Dispositions Index, EECIA (Elementary Education, Curriculum, Instruction, and Assessment) exam, and ePortfolio artifacts.

At the initial level, GPAs are reviewed every semester. Monitoring and notification of GPAs are administered through the Office of Student Services. The EECIA, which assesses content knowledge, is recommended by the Nebraska Department of Education and candidates take the test prior to, during, or after their student teaching semester. Lesson planning begins in EDUC 2520-Instructional Systems, continues in advanced methods courses, and is maintained during the student teaching semester. Candidates begin by focusing on basic elements of lesson planning; continue by fine tuning based on specific content areas, and working with the cooperating teacher and university supervisor that leads to mid-term and final evaluations; and conclude by presenting a lesson plan in their Assessment Presentation. Candidates place exemplar lesson plans in their ePortfolio. The Student Teaching

Evaluation is completed at the mid-term and final points of the student teaching experience by the university supervisor, cooperating teacher, and the candidate. In addition to completing a self-evaluation, the candidate also completes a series of questions regarding his/her perceptions of progress in the experience up to that point. The Assessment Presentation is completed during the student teaching semester and the final scores are reported to the candidates within one week.

The Educational Benchmark Incorporated (EBI) exit survey is administered in the spring of each academic year during the student teaching experience, after which the NCATE coordinator reviews the results and prepares and distributes a summary report. The Graduate Follow-up Survey and the Employer Follow-up Survey are completed every two years. The assessment coordinator reports the results in the semester following distribution of the survey. The Teacher Dispositions Index is completed three times: upon admission to Teacher Preparation, during intermediate field experience, and during the student teaching semester. Each semester the assessment coordinator reports the results. The candidate ePortfolio is used throughout the program with artifacts added, updated, and/or removed by the faculty or candidates at any time. The ePortfolios are monitored and maintained by the Office of Technology Services.

## Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

At the advanced level, the unit aligns its key assessments with the NBPTS and other appropriate state, national, and specialty program area standards. The other school professional programs follow the standards and requirements of their respective accrediting bodies (e.g., Interstate School Leaders Licensure Consortium, American Library Association/American Association of School Librarians, Council for Accreditation of Counseling and Related Educational Programs, National Association for School Psychologists).

The advanced level assessments vary by program and include some assessment data not required at the initial level. Among these additional key assessments are letters of recommendation, Educational Administration Digital Portfolio, Administrator Dispositions Index, Leadership Framework, Diversity Dispositions Index, and a culmination acitivity--written comprehensive exam, thesis, dissertation, or field project. Depending on the assessment utilized, reporting may occur every semester or only once a year. The other school professional programs--School Counseling, School Library Media, School Psychology, and Speech-Language Pathology--follow the guidelines of their respective accrediting bodies.

The department chairs/school director and program coordinators are managing assessment data in advanced level programs. In all advanced programs assessment results are shared with faculty and candidates for the purposes of program review and improvement. The internal assessments of ePortfolios as well as the written comprehensive exams are analyzed and reviewed each semester to ensure that the procedures are fair, accurate, consistent, and free of bias.

The strength of this unit's assessment system is that it has strategically involved its professional community in deliberate ways. The unit is presently engaged in a longitudinal project with a school district partner to study diversity dispositions. Furthermore, research has been conducted by three faculty on the use of ePortfolios to document candidate performance. More importantly, the unit has conducted several research studies to refine its evaluation forms that now serve as key assessments used in the initial and advanced programs. The studies were conducted as a service learning component in the doctoral level coursework of candidates enrolled in the unit's Educational Administration program. These advanced level candidates worked with their professors to develop and validate five key program assessments: Follow-up Survey, Teacher Dispositions Index, Diversity Dispositions Index,

Administrator Dispositions Index, and Digital Portfolios). The studies resulted in the publication of five refereed journal articles and three presentations at national conferences by faculty and their doctoral candidates.

### 2b. Data Collection, Analysis, and Evaluation

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| Data Collection, Analysis, and Evaluation – Initial Teacher Preparation | Acceptable ▾ |
| Data Collection, Analysis, and Evaluation – Advanced Preparation | Acceptable ▾ |

### Summary of Findings for Initial Teacher Preparation:

Assessment data are collected electronically using the candidate ePortfolios and the unit's database of Excel spreadsheets. These are reported quarterly, each semester, annually, or every two years depending on the type of assessment that is required for the initial programs. Program and unit data are aggregated, summarized, and analyzed in the reports and are provided by the assessment coordinator to department chairs and directors for discussion with faculty and staff. An example of the unit alignment of the assessment data with program decision making includes an Excel spreadsheet that portrays a matrix of the INTASC principles; program courses; activity of the courses; knowledge, skills/performance, and disposition areas; and the effects on P-12 student learning. The spreadsheet also includes information on how the activity was assessed. Initial candidates complete course and program assessments throughout their programs using the ePortfolios; results can be seen immediately by faculty, candidates, and university supervisors, if the candidates are involved in student teaching. Additionally, all of these individuals may see aggregated results of other candidates in order to make comparisons and improve their performance and the quality of their programs.

This type of unit assessment system has eliminated the unit's need for paper copies of surveys and forms and created the opportunity for relevant and current discussions on candidate performance, program quality, and unit operations. For example, summarized final Student Teacher Evaluation data indicated there was a need to revisit the technology skills candidates possess in order to determine the next level of skill acquisition and integration required to keep candidates current in this area. Team members learned through minutes of the unit's Assessment and Technology Task Force and interviews that an additional survey of faculty and staff was administered to ascertain what they thought the unit needed to do. Additionally, they created an inventory of the types of technology schools in the area are presently using.

At another level of analysis, the unit maintains records of formal candidate complaints and documentation of their resolution. This information is contained in a report document entitled Undergraduate Appeals, which includes aggregated data and lists the type and year of each appeal, as well as the name of the committee that examined the appeal (e.g., Field Placement Advisory Committee, Student Affairs Committee, Dean). From 2005 to 2008, 18 appeals were listed in such areas as academic suspension, re-taking student teaching, taking a methods course while student teaching, continuing professional education coursework after having failed a methods course, and out-of-area student teaching. Only three were approved.

### Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

Advanced level candidates matriculate using the same kinds of data collection, analysis, and evaluation. Additional assessments include comprehensive exams, theses, dissertations, and field projects. It was shared during the interview process that the unit continues to develop and test various types of

technology database systems to improve its assessment system.

## 2c. Use of Data for Program Improvement

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| Use of Data for Program Improvement – Initial Teacher Preparation | Acceptable ▼ |
| Use of Data for Program Improvement – Advanced Preparation | Acceptable ▼ |

### Summary of Findings for Initial Teacher Preparation:

Electronic documents and interviews confirm that the assessment system transition point data are reviewed each semester to make program level improvements. The follow-up survey data collected after program completion are used every two years to determine the perception of candidate success with self-reported data from graduates and their employers. Table 6, in the electronic document, Candidate Assessment System Description, provides an accurate depiction of the assessments and their transition points for program improvement.

The unit regularly discusses data and uses the information to evaluate its initial programs, candidate performance, and clinical experiences. Report findings from the unit assessment system brought about the following changes: 1) Intermediate field experiences and student teaching evaluation forms were aligned to reflect a developmental progression of learning which includes specific feedback on candidates' knowledge base in their major field of study. 2) A Conference of Concern Protocol was drafted to document a pattern of concerns for discussion with candidates and the department chair/coordinator of field experiences. Concerns can then be shared with appropriate administrators and faculty to address programmatic changes that may be needed for the candidates. 3) The Assessment Presentation was designed and implemented to provide candidates an opportunity to demonstrate their ability to assess P-12 student learning and use their findings to plan future instruction. 4) The Teacher Dispositions Index was developed to be a self-reporting scale that allows candidates to reflect on behaviors and habits requisite to being a successful educator. 5) The Follow-Up Survey was developed to provide additional data on candidates' success after graduation. 6) Assessment instruments were aligned with the unit's conceptual framework and the three central principles; 7) The ePortfolio artifacts were systematically aligned with the unit's conceptual framework, state standards, and professional standards. 8) Faculty integrated additional learning activities/experiences on dispositions, classroom management, interactions with parents/community members, assessment into their courses.

### Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

At the advanced level, changes were made in the areas of assessing candidate performance and instruction on knowledge, skills, and dispositions. 1) The assessment instruments were aligned with the unit's conceptual framework and three central principles. 2) A Follow-up Survey was developed to provide additional data on candidates' success and performance after graduation. 3) Electronic or paper portfolios were developed for School Counseling, Educational Administration, and Reading programs. 4) Key program assessments were identified and the process for utilizing data to make programmatic changes was developed. 5) The Diversity Dispositions Index and Administrator Dispositions Index were designed, validated, and implemented. 6) Documenting how faculty are currently integrating knowledge, skills, dispositions, and experiences for culturally responsive teaching in the unit is in process. 7) The Career Advancement and Development of Recruits and Experienced Teachers (CADRE) project with Metropolitan Omaha Educational Consortium was designed to increase the number of special education teachers in the schools. Recruitment of candidates began fall 2008 with the first candidates expected to

enter the project in summer 2009.

### Overall Assessment of Standard

The unit has developed, validated, and used an assessment system that reflects the conceptual framework as well as the professional, state, and national standards and includes multiple assessment tools. The assessment system is regularly evaluated by faculty, staff, and advanced level candidates using appropriate research methods. It includes individual and unit comprehensive and integrated assessment and evaluation measures which are designed to monitor performance as well as improve the unit's operations and programs. It ensures the elimination of bias in assessments and continues to make changes in its practices. The unit maintains its system using databases, electronic portfolios, and spreadsheets to acquire information about its applicants, candidates, recent graduates, faculty, and other members of the professional community. Data are regularly compiled, aggregated, summarized, and analyzed to improve candidate performance and their programs. Records are kept of candidate complaints and resolutions are documented. The unit demonstrated how it evaluates the efficacy of its courses, programs, and clinical experiences by analyzing and using assessment data. Changes have been initiated in programs and unit operations as a result of these evaluations. The unit has developed a system of exchange where candidates and faculty can share, reflect, and use assessment information to continually improve candidates' performance and program quality.

### Strengths [Note: A strength should be cited only if some aspect of a target level rubric has been demonstrated by the unit. A strength can be cited regardless of whether the entire element is deemed "target" or "acceptable." However, strengths should clearly indicate outstanding practice.]

The unit has demonstrated a significant effort to conduct research studies along with its professional community. This scholarly work has been embedded in a service learning component of the doctoral program, thereby, allowing faculty and candidates to collaborate to ensure fairness, accuracy, and consistency of the unit's key assessments. The unit has made changes in its practices consistent with the results of these studies.

### Areas for Improvement and Rationales

### AFIs from last visit: Corrected

| AFI Number &Text | AFI Rationale |
|---|---|
|  |  |

### AFIs from last visit: Continued

| AFI Number & Text | AFI Rationale |
|---|---|
|  |  |

### New AFIs

| AFI Number & Text | AFI Rationale |
|---|---|
|  |  |

### Recommendation for Standard 2

| Initial Teacher Preparation | Met ▼ |
|---|---|
| Advanced Preparation | Met ▼ |

**Corrections to the Institutional Report [Include any factual corrections to information found in the Institutional Report. This includes important information such as corrections to tables, percentages, and other findings which may have been inaccurately reported in the Institutional Report.]**

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**Standard 3: Field Experiences and Clinical Practice**
**The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.**

**Information reported in the Institutional Report for Standard 3 was validated in the exhibits and interviews. (If not, provide an explanation.)**

Yes                                                    No

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**If your answer is "No" to above question, provide an explanation.**

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**3a. Collaboration between Unit and School Partners**

| Collaboration between Unit and School Partners – Initial Teacher Preparation | Acceptable ▼ |
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| Collaboration between Unit and School Partners – Advanced Preparation | Acceptable ▼ |

**Summary of Findings for Initial Teacher Preparation:**

The professional education unit at UNO has developed exemplary partnerships with school districts through the Metropolitan Omaha Educational Consortium (MOEC) which has been in existence for 20 years. The 15 current members are Omaha area schools that have signed membership agreements outlining their obligations and responsibilities. Evidence in the Exhibit Room from the Student Teaching Handbook, Cooperating Teachers' Handbook, and Cooperating Teacher Workshop agendas as well as interviews confirm that these partners are involved in the design, delivery, assignment, and evaluation of field experiences, practica, and student teaching.

MOEC has seven standing task forces: Assessment, Business Operations, Curriculum and Instruction, Human Resources, Staff Development, Student Services, and Technology. Interviews conducted by the team reveal that over 70 percent of the instructors in the College of Education are members, or have been members, of these task forces. This enables them to work collaboratively with community partners while making improvements in their programs. The Human Resources and the Curriculum and Instruction Task Forces provide input into the assessment practices student teachers are required to demonstrate. Furthermore, they contributed to the development of a matrix to monitor the

implementation of their recommendations.

Partnerships are enhanced as the Coordinator of Field Experiences and Student Teaching and the Field Experiences Committee work collaboratively with school partners on the assignment of student teachers and the selection of cooperating teachers. Through interviews with the Coordinator of Field Experiences and Student Teaching and the candidates, team members learned that most student teachers receive their first or second choice placement for the capstone experience. Cooperating teachers and university supervisors participate annually in collaborative workshops focused on the supervision and evaluation of student teachers.

A unique partnership exists between the unit and Western Hills Elementary School where initial candidates complete five hours of observation via two-way video. Instructors from the unit collaborate with administrators and teachers at the school on individual case studies that enable teacher candidates to observe classroom management and instructional techniques without disturbing the class.

### Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

Advanced programs for teachers and other school professionals were reviewed through the unit folio review, the state review folio process, or the appropriate SPA. A review of the findings in these reports confirmed collaboration between the unit and its school partners.

Data in the Exhibit Room and interviews confirm there is collaboration between course instructors and P-12 classroom teachers regarding advanced field experiences. Interviews further reveal that in programs for other school professionals, faculty meet with community partners or advisory boards to design appropriate field expereinces. In the one distance learning program, School Library Media, the faculty coordinator designs experiences that can be completed from the candidate's home locale.

### 3b. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

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| Design, Implementation, and Evaluation of Field Experiences and Clinical Practice – Initial Teacher Preparation | Acceptable |
| Design, Implementation, and Evaluation of Field Experiences and Clinical Practice – Advanced Preparation | Acceptable |

### Summary of Findings for Initial Teacher Preparation:

Field experiences are designed to prepare teacher education candidates with diverse experiences and to assist with the transition from teacher candidate to professional educator. Initial candidates are required to have a minimum of 100 hours of field experience beginning with 10 hours of observation in early childhood, elementary, secondary, and special education classrooms. The first two observations are done via a two-way audio-video connection (Live Link) with Omaha partner schools to enable instructors to coach teacher candidates in quality observation methods. Intermediate field experiences consist of 40 hours that vary according to the endorsement area sought, but generally consist of 20 hours in elementary or secondary classrooms and 20 hours in special education classrooms. These assignments are completed in schools that have diverse populations. Finally, advanced field experiences consist of 80 hours of observation, orientation, and interaction in the classroom and building where candidates will eventually student teach.

Clinical practices designed in collaboration with school partners consist of 14 weeks, or 560 hours, of teaching in an elementary general education, secondary general education, or special education classroom. In the case of P-12 endorsements, the time is equally divided between elementary and secondary classrooms.

Teacher candidates receive multiple evaluations. They are evaluated at the beginning, midpoint, and end of their capstone experience by the university supervisor and cooperating teacher. Key indicators indentify a candidate's developmental level as Not Yet Demonstrated, Beginning, Developing, or Proficient. Following the midpoint evaluation, candidates prepare a mini lesson to present before at least two education faculty members.

Candidates are able to check out various hardware and software through the Technology Support Office for class projects, field experiences, and clinical practice lessons. Graduate assistants help candidates with technology challenges that occur during the course of field experiences and student teaching. University supervisors and cooperating teachers confirm that candidates know how to use technology as an instructional tool as well as for design instruction. Interviews with candidates reveal that most instructors model the use of technology.

Cooperating teachers are required to have the minimum of a bachelor's degree and three years successful teaching experience in the certification area of the student teacher with whom they work. University supervisors must have taught two years in a state approved school. In July of 2008, the Nebraska Department of Education found all UNO initial programs in compliance with Rule 20 which outlines the above criteria.

School-based faculty receive printed information in the form of a handbook which not only outlines their duties and responsibilities, but also those of the university supervisor and expectations of the candidates themselves. They are also invited to participate in workshops offered by the unit and/or school district. Since the workshops are not required, many do not attend and rely primarily on the handbook, mentoring from others in their building, and email or phone contact with university supervisors.

University supervisors include unit faculty, retired administrators and teachers, and adjunct faculty. They are required to attend student teaching workshops. They also receive one-on-one assistance from the Coordinator of Field Experiences and Student Teaching.

### Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

Advanced programs for teachers and other school professionals were reviewed through the unit folio review, the state folio review process, or the appropriate SPA. A review of the findings in these reports confirm that the design, implementation, and evaluation of field experiences and clinical practices meet state and national standards. All programs collaborate with their community partners and appropriate sites.

Programs for other school professionals require field experiences that vary according to the discipline. They frequently include field-based projects, case studies, supervised internships, and/or practica. These range from 300 to 1,200 clock hours spread over one or two semesters. Nonetheless, all are characterized by visits and observations from clinical faculty, reflections through journals, and goal setting. Many have activity logs and updating of portfolios that document proficiencies and mastery of

standards.

Advanced internship supervisors must have three years of experience in the area of the candidates they are supervising. In July of 2008, the Nebraska Department of Education found all UNO advanced programs in compliance with Rule 20 which outlines the above criterion.

**3c. Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn**

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|---|---|
| Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn – Initial Teacher Preparation | Acceptable ▼ |
| Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn – Advanced Preparation | Acceptable ▼ |

**Summary of Findings for Initial Teacher Preparation:**

Prior to student teaching, candidates must complete all coursework, have no grade below a C-, have a GPA of at least 2.5, and complete a formal interview. Candidates are evaluated throughout their student teaching experience beginning with the completion of the first 80 hours of student teaching orientation. Candidates meet with their university supervisor and their cooperating teacher to ensure that they have met all criteria before proceeding with the capstone experience. University supervisors complete five observations of each student teacher as well as meet with them in student teacher seminars. The first evaluation occurs at the midpoint and the last one at the conclusion of their student teaching experience. They are rated in the following areas: content knowledge, professional knowledge, basic skills, instructional skills, assessment skills, classroom management skills, dispositions, and professional responsibilities. A requirement initiated in fall of 2007 calls for initial teacher education candidates to do an assessment presentation that is evaluated by two unit instructors. Candidates not meeting expectations are mentored and counseled by the university supervisor as well as the Coordinator of Field Experiences and Student Teaching.

Data gathered by the unit demonstrate that candidates have the knowledge, skills, and dispositions to be successful in the classroom. Student teaching evaluations of initial candidates indicate improvement from the time they enter the student teaching experience until the final evaluation. Over 97 percent of the candidates are Developing or Proficient in all domains evaluated, with above 70 percent Proficient in most domains on the final evaluation. Disposition data on initial candidates indicate significant progress from the midpoint evaluation to the final evaluation where 98 percent are rated Developing or Proficient. Data on 131 candidates completing the assessment presentation in fall 2007 reveal scores of Satisfactory or Proficient as follows: lesson plan (97%), assessment (95%), and presentation (96%). Student teaching evaluation data validate that initial candidates know how to integrate technology into their teaching.

**Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:**

Advanced programs for teachers and other school professionals were reviewed through the unit folio review, the state folio review process, or the appropriate SPA. A review of the findings in these reports confirm that advanced candidates and other school professionals demonstrate the knowledge, skills, and dispositions to help all students learn.

Data similar to that reported for initial programs were found for advanced programs and other school

professional programs. For example, the educational administration preparation program makes use of the Administrator Dispositions Index, a self-assessment that is administered three times throughout the program. It measures candidate dispositions in 19 separate domains. The data reveal that candidates rate themselves Very Positiive on a 1 to 5 scale from the beginning of the program through their practicum experience.

**Overall Assessment of Standard**

Evidence found by the team during the visit indicates that the unit has a strong working relationship with the community and schools in the surrounding area as a result of the ongoing efforts of MOEC and its task forces. The unit is dedicated to quality field experiences that allow candidates to observe diverse learners within the Omaha area. These field experiences total more than 100 pre-student teaching hours for most programs. Advanced programs and programs for other school professionals offer diverse experiences as well and require case studies and practica. Evaluation of the candidates, both initial and advanced, is a priority of the unit. Candidates are evaluated using multiple measures at the beginning, midpoint, and final stages of their capstone experience. Results are used for candidate and program improvement. Data found in the Exhibit Room and electronically substantiate that candidates in initial and advanced programs have the requisite knowledge, skills, and dispositions to be dedicated practitioners, reflective scholars, and responsible citizens.

**Strengths [Note: A strength should be cited only if some aspect of a target level rubric has been demonstrated by the unit. A strength can be cited regardless of whether the entire element is deemed "target" or "acceptable." However, strengths should clearly indicate outstanding practice.]**

**Areas for Improvement and Rationales**

**AFIs from last visit: Corrected**

| AFI Number & Text | AFI Rationale |
|---|---|
|  |  |

**AFIs from last visit: Continued**

| AFI Number & Text | AFI Rationale |
|---|---|
|  |  |

**New AFIs**

| AFI Number & Text | AFI Rationale |
|---|---|
|  |  |

**Recommendation for Standard 3**

| Initial Teacher Preparation | Met |
| Advanced Preparation | Met |

**Corrections to the Institutional Report [Include any factual corrections to information found in the Institutional Report. This includes important information such as corrections to tables, percentages, and other findings which may have been inaccurately reported in the Institutional Report.]**

**Standard 4: Diversity**
**The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P–12 school faculty, candidates, and students in P–12 schools.**

**Information reported in the Institutional Report for Standard 4 was validated in the exhibits and interviews. (If not, provide an explanation.)**

Yes                                                    No

j n                                                    j n

**If your answer is "No" to above question, provide an explanation.**

**4a. Design, Implementation, and Evaluation of Curriculum and Experiences**

| Design, Implementation, and Evaluation of Curriculum and Experiences – Initial Teacher Preparation | Acceptable |
| Design, Implementation, and Evaluation of Curriculum and Experiences – Advanced Preparation | Acceptable |

**Summary of Findings for Initial Teacher Preparation:**

Candidate proficiencies regarding diversity are found in the Nebraska Department of Education standards and the ethical/professional standards of INTASC. Both sets of standards are aligned with the conceptual framework.

At the initial level candidates build skills relating to diversity through coursework in EDUC 2030--Human Relations. EDUC 2010--Human Growth and Learning provides candidates the opportunity to interact with P-12 students in several diverse settings in schools throughout the metropolitan Omaha area. At the intermediate level, while enrolled in EDUC 2510--Applied Special Education and EDUC 2520--Instructional Systems, candidates are placed again in diverse school settings where they demonstrate proficiencies related to diversity through both short and long term projects. They have the

opportunity to work in diverse settings in both required and elective coursework. Evaluations of fieldwork by university and onsite supervisors are a major element of the final grade in those courses.

Assessments used to measure candidates' proficiencies in working with diverse populations include the Student Teacher Evaluation; the Teacher Dispositions Index, which is administered at different transition points; and ePortfolio artifacts. Assessment instruments include student-centered, curriculum-centered, and community-centered items to ensure that all students learn.

Candidate dispositions are frequently assessed by the candidates themselves and by P-12 personnel. Candidates create ePortfolios to support their learning throughout the program. Artifacts are maintained in the portfolio that relate to the candidates' coursework. They document that candidates have acquired the skills related to diversity to ensure that all students learn.

**Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:**

Candidate proficiencies regarding diversity are found in the Nebraska Department of Education standards, and the ethical/professional standards of NBPTS as well as other discipline-specific standards. All sets of standards are aligned with the conceptual framework.

At the advanced level, culturally responsive teaching is emphasized through coursework and field experiences. Programs for other school professionals are aligned to state and national standards that address different learning styles, cultural diversity, communicating with families of diverse backgrounds, developing a school climate that values diversity, and instilling a belief that all students can learn. Candidates in the distance learning program (School Library Media) and other school professional programs develop and demonstrate proficiency in diversity through coursework, practica, internships, and other directed learning experiences. If possible, experiences are implemented in the candidate's local area. Program coordinators work with the candidates and school districts to develop opportunities that will enable the candidates to meet the requirements pertaining to diversity.

Key assessments that provide data indicating proficiency in diversity at the advanced level include the Field/Clinical Evaluation, Disposition Indices, Diversity Dispositions Index, and ePortfolio Artifacts. All advanced field experiences are completed in schools with diverse populations and are evaluated by university and onsite supervisors. Assessment items include student-centered, curriculum-centered, and community-centered attitudes, values, beliefs, and behaviors to ensure that all students learn. The ePortfolio provides a system for storing candidate artifacts and for tracking mastery of competencies related to professional standards. Selected artifacts demonstrate that the candidates have attained the proficiencies relating to diversity.

**4b. Experiences Working with Diverse Faculty**

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|---|---|
| Experiences Working with Diverse Faculty – Initial Teacher Preparation | Acceptable ▼ |
| Experiences Working with Diverse Faculty – Advanced Preparation | Acceptable ▼ |

**Summary of Findings for Initial Teacher Preparation**

Candidates at the initial level have the opportunity to interact with diverse higher education faculty through elective and required coursework, visiting professors on campus, student organizations, and campus activities. Faculty teaching in the initial teacher education programs are 86 percent White; 8.6 percent Black, non-Hispanic; 4.3 percent Hispanic; and 1.1 percent Asian. Faculty who teach the required human relations courses have extensive experience in the area of diversity as it applies to creating equitable learning environments and experiences for all students. Those who teach methods courses have similar experience and preparation. A review of unit faculty data and interviews indicate that faculty preparation to infuse diversity into the curriculum is adequate.

Faculty engage in a wide variety of professional activities at the unit and university levels that broaden their perspectives on diversity. The University Committee on the Advancement of Teaching (UCAT) provides funding for faculty to attend conferences that enhance their knowledge, skills, and dispositions in relation to preparing candidates to work in diverse educational settings. Brown Bag seminars related to diversity issues are sponsored by the unit's Diversity Committee. Interviews indicate that the Brown Bag seminars are a popular and valuable activity that create an environment conducive to information sharing and discussion on issues of diversity. Many faculty participate in the Critical Conversations dialogues that are open to all faculty and explore the impact diversity has on teaching and learning. High school students of diverse backgrounds are brought to campus for the Difficult Dialogues Project. Difficult Dialogues allow faculty and candidates to discuss with students the issues of race and prejudice and their impact on learning. Faculty members also participate in self-directed Teaching Circles that explore diversity issues. Some faculty are engaged in extensive research in the areas of diversity and dispositions. A Multicultural Dispositions Index and a Multicultural Teacher and Counselor Dispositions Survey are two instruments that have been developed and validated by members of the faculty.

The unit is aware of the need to recruit and retain a diverse faculty. The unit's commitment to recruiting diverse faculty is evidenced by the fact that it targets institutions of higher learning with high numbers of diverse graduates and advertises in publications that target particular ethnic/racial groups. The Special Faculty Development Program recruits individuals from underrepresented groups into non-tenure-track positions while they complete a terminal degree. Upon completion of the terminal degree, the person is offered a tenure-track position. Permanent dollars are allocated for the recruitment of diverse faculty. MOEC will work collaboratively with the unit and school partners to increase diversity among cooperating teachers.

**Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:**

Candidates at the advanced level have the opportunity to interact with diverse higher education faculty through elective and required coursework, visiting professors on campus, student organizations, and campus activities. Faculty teaching in the advanced education programs are 84.9 percent White; 9.3 percent Black, non-Hispanic; 4.7 percent Hispanic; and 1.2 percent Asian. The percentage of Black, non-Hispanic and Hispanic or Latino faculty in the unit is higher than the percentage of Black, non-Hispanic and Hispanic or Latino faculty in the institution as evidenced by document review.

Advanced level programs for teachers have required courses with specific objectives, assignments, and experiences that require candidates to work with diverse school-based faculty. Programs for other school professionals also require courses and field experiences that provide candidates the opportunity to work with diverse school-based professionals. School Library Media distance learning candidates complete three service learning activities requiring direct interaction with diverse populations and professionals. A review of documents and interviews with faculty indicate that candidates have experiences in diverse P-

12 schools, many of whom have diverse faculty.

Teaching Circles and Research Triangles provide faculty the opportunity to build networks of support and relationships across other departments and colleges. All advanced level faculty have access to the same professional development opportunities discussed above for faculty who teach in initial programs.

### 4c. Experiences Working with Diverse Candidates

| Experiences Working with Diverse Candidates – Initial Teacher Preparation | Acceptable ▾ |
|---|---|
| Experiences Working with Diverse Candidates – Advanced Preparation | Acceptable ▾ |

### Summary of Findings for Initial Teacher Preparation:

As candidates progress through the initial, intermediate, and advanced levels of their initial programs, they have the opportunity to interact with diverse peers through general education courses, field experiences, service learning projects, student organizations, scholarship events, and mock interviews. Scholarships have been created with the intention of increasing candidate diversity. Among these scholarships are the Neafus, MacAllister, and Northern Natural Gas Company awards which target minority and underrepresented groups. The unit hosts events that bring these candidates together. In cooperation with the Omaha Public Schools, the unit has a minority intern program in which selected candidates serve as interns in P-12 classrooms for 10-12 hours weekly. The Thompson Learning Community welcomed its first students this fall. This scholarship program is intended for first generation college students from diverse and underrepresented groups. Several students in the initial group have expressed an interest in becoming teachers.

Service learning activities are regarded as valuable learning experiences by the unit. They are embedded in courses across the campus. In addition, the university sponsors service learning activities such as the Seven Days of Service, which brings students across the campus together to address specific needs in the Omaha community.

In collaboration with Metropolitan Community College (MCC), an institution that is more diverse than UNO, the unit has established a gateway program to teacher education. This program, Teacher Education at Metro (TE@M), provides early education core coursework in addition to beginning level general education courses. Unit faculty and MCC faculty work in concert to develop courses for delivery at MCC. An example of this collaboration is EDUC 2010--Human Growth and Learning, which brings MCC students and unit candidates together to complete assignments.

Additional initiatives developed with the goal of recruiting diverse candidates include programs such as:

• Future Educators Association,
• Diversity Day on Campus,
• Showcase of Teaching,
• Middle School Conference,
• Choosing an Education Organization,
• Lewis and Clark Middle School Summer School Project,
• Teacher Academy,

• Goodrich Scholarship Program, and
• Summer Scholars Program.

Retention efforts include:

• Project Achieve,
• Multicultural Affairs Office,
• Office of Latino/American Studies (OLLAS), and
• First Year Experience.

In spite of the multiple good faith efforts made by the unit and the university to increase candidate diversity, demographics for initial teacher preparation programs that include approximately 992 candidates follow: 88.9 percent White; 3.9 percent Black, non-Hispanic; 3.0 percent Hispanic; 1.3 percent Asian; 0.3 percent Native American; and 0.3 percent Other.

**Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:**

The Career Advancement and Development of Recruits and Experienced Teachers Project (CADRE) is a nationally recognized program designed to assist newly certified teachers with the challenges of entry into the profession of education. The project is coordinated through the Metropolitan Omaha Education Consortium and involves six MOEC districts. CADRE is a fifteen-month accelerated program with a thirty-six hour sequence of graduate hours leading to a master's degree. CADRE participants have a support network of district mentors and a cohort of first-year teachers. Approximately thirty to thirty-five candidates are selected for the CADRE project each year.

Demographic data for approximately 776 candidates enrolled in the advanced preparation programs, as specified on page 60 of the IR, follow: 88.6 percent White; 1.6 percent Black, non-Hispanic; 1.6 percent Hispanic; 1.4 percent Other; and 1.3 percent Asian.

**4d. Experiences Working with Diverse Students in P-12 Schools**

| Experiences Working with Diverse Students in P-12 Schools – Initial Teacher Preparation | Acceptable |
| Experiences Working with Diverse Students in P-12 Schools – Advanced Preparation | Acceptable |

**Summary of Findings for Initial Teacher Preparation:**

The Coordinator of Field Experiences, in cooperation with school district administrative personnel, identify placements for initial and intermediate candidates that provide opportunities to observe and interact with diverse P-12 students in urban schools. Most beginning and all intermediate field experiences take place in the Omaha Public Schools (OPS). Omaha Public Schools is a minority majority district. More than 50 percent of the district's students come from diverse backgrounds and 62 percent of the students are eligible for free or reduced-price lunch. The number of students eligible for free or reduced-priced lunch has grown 13 percent since 2001-2002. Other field and student teaching experiences take place in four other Nebraska counties (Douglas, Cass, Sarpy, and Washington) and one in Iowa (Pottawattamie). Service learning activities provide candidates additional opportunities to interact with students of diverse backgrounds. As part of 13 courses offered in the unit, 211 candidates

participated in service learning projects in the fall of 2007.

Initial level course assignments and projects have diversity as a focus. Evaluations of candidates are done by unit and school-based faculty. These evaluations take into account the candidates' development and practice of knowledge, skills, and dispositions related to diversity. A self-report survey, the Teacher Dispositions Index, is completed by candidates three times during their program. Results of this survey are used to design activities related to dispositions and diversity.

Candidates participating in intermediate field experiences also work with P-12 students in diverse educational settings. They are evaluated by the classroom teachers regarding their dispositions for working with diverse populations. A review of the Organization of Assessment document indicates the activities in which candidates reflect on their attitudes, values, and beliefs related to working with diverse groups of students.

**Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:**

In advanced programs for teachers and other school professionals, course practica and field experiences are selected to enable candidates to have experiences with diverse groups of students, including English language learners and students with exceptionalities. Advanced level programs for teachers and other school professionals are designed to meet national, state, and program standards relating to diversity. An examination of the program matrices filed with the Nebraska Department of Education indicates how these are met. Candidates also complete self-report surveys that are appropriate to their area of preparation (e.g., Diversity Dispositions Index, Administrators Disposition Index). Advanced field experience candidates receive immediate feedback from school-based faculty and course instructors which is used to adjust instruction for individuals and small groups. Candidate self-reflections and responses from faculty are part of the artifacts included in the candidates' ePortfolio.

An examination of Table 10 in the Institutional Report reveals that metropolitan area schools are experiencing growth in the number of diverse students. Many field-based assignments are completed in the Omaha Public Schools which is a minority majority district.

**Overall Assessment of Standard**

It is evident through an examination of the documents provided and through a series of interviews conducted with candidates, faculty, and unit personnel that Standard 4 is met. Issues relating to diversity and educator preparation for diversity are embedded throughout the unit in its coursework and in the field experiences provided to the candidates. Some faculty members are engaged in leading edge research related to Standard 4 which is indicative of the commitment the unit has to preparing candidates for diverse instructional settings. Recruitment efforts are ongoing to attract a more diverse candidate population to UNO. Working with diverse P-12 students has not been problematic for the unit.

**Strengths [Note: A strength should be cited only if some aspect of a target level rubric has been demonstrated by the unit. A strength can be cited regardless of whether the entire element is deemed "target" or "acceptable." However, strengths should clearly indicate outstanding practice.]**

**Areas for Improvement and Rationales**

**AFIs from last visit: Corrected**

| AFI Number & Text | AFI Rationale |
|---|---|
|  |  |

**AFIs from last visit: Continued**

| AFI Number & Text | AFI Rationale |
|---|---|
|  |  |

**New AFIs**

| AFI Number & Text | AFI Rationale |
|---|---|
|  |  |

**Recommendation for Standard 4**

| Initial Teacher Preparation | Met |
|---|---|
| Advanced Preparation | Met |

**Corrections to the Institutional Report [Include any factual corrections to information found in the Institutional Report. This includes important information such as corrections to tables, percentages, and other findings which may have been inaccurately reported in the Institutional Report.]**

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**Standard 5: Faculty Qualifications, Performance, and Development**
**Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.**

**Information reported in the Institutional Report for Standard 5 was validated in the exhibits and interviews. (If not, provide an explanation.)**

Yes                                                      No

ʝn                                                       ʝn

**If your answer is "No" to above question, provide an explanation.**

|  |
|---|

### 5a. Qualified Faculty

| Qualified Faculty – Initial Teacher Preparation | Acceptable ▼ |
|---|---|
| Qualified Faculty – Advanced Preparation | Acceptable ▼ |

**Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):**

The unit has 51 full-time tenured or tenure-track faculty and three non-tenure-track faculty on special appointment status. All but one of the tenured/tenure-track faculty hold a terminal degree and all hold appointments as Graduate Faculty in the Graduate College. Clinical faculty members have P-12 school experience in their respective areas of certification/licensure. Of the full-time faculty in the initial and advanced programs for teachers, two individuals do not hold terminal degrees. One is a tenured faculty member in the School of Health, Physical Education, and Recreation (HPER) who has over thirty years of experience teaching in P-12 schools. The other individual is a special appointment in the Department of Special Education and Communication Disorders (SECD) who teaches lower division, undergraduate coursework in American Sign Language (ASL). The unit is conducting a nationwide search for an individual with a terminal degree to fill a tenure-track position in this field of study.

The unit recruits part-time faculty members who are recommended by full-faculty as well as P-12 partners for their experience and expertise in their areas. Part-time faculty participate in an approval process that ensures highly qualified individuals are chosen to teach courses and/or supervise candidates in field experiences. Those who do not hold a terminal degree and teach advanced level courses or supervise advanced field experiences must be recommended by the graduate program chair and approved by the Dean of the Graduate College. Of the part-time faculty teaching/supervising in initial and advanced programs for teachers, 28 hold terminal degrees, three hold specialist degrees, 107 hold master's degrees, and three hold bachelor's degrees. Two of the part-time faculty with bachelor's degrees teach lower division coursework in ASL. The third was reviewed and approved by the department as well as the Dean of Graduate Studies. In programs for other school professionals, 12 of the part-time faculty hold terminal degrees while 23 hold at least a master's degree and have been approved by the program, the department chair/school director, and the Dean of Graduate Studies.

The Nebraska Department of Education, along with the unit, require school-based faculty to hold licensure in the area in which they teach and supervise and have at least three years of teaching experience. Agreements outlining expectations for student teaching placements that are signed with each district and letters requesting placements for candidates specify the certification and minimum experience requirements. Districts are responsible for placing candidates with cooperating teachers who meet the certification and experience requirements.

### 5b. Modeling Best Professional Practices in Teaching

| Modeling Best Professional Practices in Teaching – Initial Teacher Preparation | Acceptable ▼ |
|---|---|
| Modeling Best Professional Practices in Teaching – Advanced Preparation | Acceptable ▼ |

**Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):**

Faculty model the three principles described in the conceptual framework through their teaching and

have a thorough understanding of the content they teach. Their course syllabi reflect the conceptual framework. The focus on the development of reflection, critical thinking, problem solving, and professional dispositions occurs throughout both the initial and advanced teacher education programs as well as the programs for other school professionals. Faculty use a variety of instructional strategies that reflect an understanding of diverse learning styles. As a result of feedback from graduates and employers, faculty are focusing on formative assessment. It is modeled for candidates, and candidates practice formative assessment with their students. Course and instructor evaluations now indicate high scores from teacher candidates in formative assessment. Interviews with candidates and alumni coroborate these high scores.

Interviews with teacher candidates who are currently student teaching reveal a strong understanding and appreciation of the integration of technology throughout their preparation. Unit programs reflect the International Society for Technology in Education standards. Faculty members have aligned these standards with course content in both the initial and advanced teacher education programs. In programs for other school professionals, faculty members follow the technology standards delineated in their professional associations. Unit faculty use the Blackboard course management system, teach in high-tech equipped classrooms, and design assignments that require candidates to use technology to complete their assignments. The candidates' ePortfolio is prominently integrated into the required professional education course sequence and other courses in the program. Candidates indicate their portfolio is a useful tool throughout their preparation and believe it will serve them well as they seek their first school position.

## 5c. Modeling Best Professional Practices in Scholarship

| | |
|---|---|
| Modeling Best Professional Practices in Scholarship – Initial Teacher Preparation | Acceptable ▼ |
| Modeling Best Professional Practices in Scholarship – Advanced Preparation | Acceptable ▼ |

**Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):**

The Reappointment, Promotion, and Tenure Guidelines and the Faculty Annual Review process identify categories of activities related to research and scholarly work. Faculty members demonstrate scholarship in their fields of specialization in numerous publications. In the area of discovery, faculty are engaged in benchmark studies, including memory development in children, postural control in infants, and professional dispositions. Integration studies related to topics such as culturally responsive teaching and health needs of children and adults are underway. Research in the area of application includes studies in literacy (family literacy, reading and language learning in students with learning disabilities, literacy instruction), math/science teaching, early childhood education, English language learning, and school community relations. Many of the unit's partners participate with faculty in scholarly activities related to integration and application, which enhances the information that faculty members are able to bring back to their preparation programs. Revisions and additions to courses and curricula are a direct result of faculty scholarship.

A review of the unit's annual report for March 2006-February 2007 indicates that at least 40 faculty members are published in or are participating as an editor for learned publications. Fifty-nine have presented at various conferences at local and national levels.

## 5d. Modeling Best Professional Practices in Service

| Modeling Best Professional Practices in Service – Initial Teacher Preparation | Acceptable ▼ |
| Modeling Best Professional Practices in Service – Advanced Preparation | Acceptable ▼ |

**Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):**

Both the institution and the unit expect faculty to be active at the university, in their professions, and in the community. The Reappointment, Promotion, and Tenure guidelines and the Annual Faculty Review process are used to evaluate faculty members' performance. An example of the types of service to the community includes the Family Literacy Project, which brings literacy activities into the Latino community. Faculty provide professional development activities for teachers in P-12 schools as well as lead seminars for faculty members within their own university. Many faculty serve as leaders on MOEC task forces and in professional organizations.

**5e. Unit Evaluation of Professional Education Faculty Performance**

| Unit Evaluation of Professional Education Faculty Performance – Initial Teacher Preparation | Acceptable ▼ |
| Unit Evaluation of Professional Education Faculty Performance – Advanced Preparation | Acceptable ▼ |

**Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):**

The unit uses the Reappointment, Promotion, and Tenure (RP&T) Guidelines and the Faculty Annual Review process to evaluate faculty in the areas of teaching, research and scholarly activity, and service. All pre- and post-tenure faculty and full-time non-tenure-track faculty must submit an annual review of their activities. The university has used the electronic my MAPP faculty portfolio for this process. Faculty members report that the process was cumbersome and inhibits their creativity. Therefore, per the vice chancellor for academic and student affairs, the university will replace my MAPP with Digital Measures. The unit will pilot this electronic platform for the university.

Course and instructor evaluation ratings by candidates are reported in both the RP&T documents and the Annual Review. These documents also contain faculty reflections on their own teaching. The RP&T Guidelines and the Faculty Annual Review process require faculty to report their scholarly activities and service as well. They are rated as Outstanding, Above Average, Average, Below Average, or Unsatisfactory by a department committee, department chair, college committee, and dean. Evaluation is cumulative over the pre-tenure years.

In addition to these required evaluations, faculty may conduct a Teaching Analysis by Students (TABS) evaluation through the Center for Faculty Development. A trained and experienced faculty mentor who is not acting as a supervisor for the faculty member analyzes the results of the survey. The mentor then works with the faculty member to identify ways to address and create goals for areas of improvement. New tenure-track faculty members are provided with a mentoring plan that includes support for building teaching skills.

## 5f. Unit Facilitation of Professional Development

| Unit Facilitation of Professional Development – Initial Teacher Preparation | Acceptable ▼ |
|---|---|
| Unit Facilitation of Professional Development – Advanced Preparation | Acceptable ▼ |

### Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

Professional development needs arise from three sources: the Annual Faculty Review process, faculty self-reflection and self-identification, and the chair/director/administration identification. A set amount of resources ($1,000 in academic year 2008-2009) is allotted to each faculty member to use as needed to support travel, research, grant writing, and activities for the improvement of instruction. Additional money is available from various unit and university funds.

The unit encourages all faculty members to be continuous learners. Voluntary participation in Faculty Teaching Circles creates an informal environment for sharing teaching strategies with colleagues within the unit as well as throughout the university. Research Triangles provide another opportunity for faculty members to work together. For example, one group focused on developing a study to measure their own effectiveness by assessing candidate readiness. Brown Bag seminars about technology assessment and diversity are ongoing development opportunities.

In addition, a series of self-guided, online modules were developed by faculty and technology support staff to assist faculty in learning basic software applications that are used in classrooms. Computer labs offer additional support, and a special lab for iMovies and other audio-visual applications is available.

### Overall Assessment of Standard

The unit's faculty are qualified for their teaching and supervision assignments and have contemporary experience at the appropriate levels. Faculty model best practices in their teaching, scholarship, and service. The unit has established a consistent system of evaluation that allows faculty to be reflective of their performance. Professional development opportunities are provided throughout the unit as well as the university.

**Strengths [Note: A strength should be cited only if some aspect of a target level rubric has been demonstrated by the unit. A strength can be cited regardless of whether the entire element is deemed "target" or "acceptable." However, strengths should clearly indicate outstanding practice.]**

### Areas for Improvement and Rationales

### AFIs from last visit: Corrected

| AFI Number & Text | AFI Rationale |
|---|---|
|  |  |

### AFIs from last visit: Continued

| AFI Number & Text | AFI Rationale |
|---|---|
|  |  |

**New AFIs:**

| AFI Number & Text | AFI Rationale |
|---|---|
|  |  |

**Recommendation for Standard 5**

| Initial Teacher Preparation | Met ▼ |
|---|---|
| Advanced Preparation | Met ▼ |

**Corrections to the Institutional Report [Include any factual corrections to information found in the Institutional Report. This includes important information such as corrections to tables, percentages, and other findings which may have been inaccurately reported in the Institutional Report.]**

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**Standard 6: Unit Governance and Resources**
**The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.**

**Information reported in the Institutional Report for Standard 6 was validated in the exhibits and interviews. (If not, provide an explanation.)**

Yes                                              No

j n                                              j n

**If your answer is "No" to above question, provide an explanation.**

|  |
|---|

**6a. Unit Leadership and Authority**

| Unit Leadership and Authority – Initial Teacher Preparation | Acceptable ▼ |
|---|---|
| Unit Leadership and Authority – Advanced Preparation | Acceptable ▼ |

**Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):**

The College of Education (COE) is the education unit. Responsibility for initial and advanced programs leading to teacher licensure and licensure of other school professionals resides with the COE. The unit is

directed by the Interim Dean for the COE; he is responsible for the four academic departments and one school. Committee structures are in place to assure that the unit has the leadership and authority to plan, deliver, and operate programs of study for educator preparation in art and music (College of Communication, Fine Arts and Media) and school psychology (College of Arts and Sciences). The institution's Office of Graduate Studies has overall responsibility for graduate programs; however, the unit has a formal Graduate Committee which is chaired by the associate dean and includes the graduate program chairs and graduate candidate representation.

Mechanisms for shared governance and stakeholder input are very well developed. The College of Education Administrators Committee consists of the dean, the associate dean, department chairs, MOEC representation, the Coordinator of Student Services, and the Coordinator of Field Placements. Standing committees outlined in the COE constitution include Academic Standards and Policy; Reappointment, Promotion, and Tenure; Student Affairs; and Graduate. Other groups and committees supporting operations include MOEC, Field Placement, Diversity, and Student Advisory. Committee minutes and interviews with members confirm that committees are active. Some programs have program-specific advisory committees.

The Content and Pedagogy Committee promotes collaboration between COE faculty and faculty from other colleges. This committee will be reactivated in the near future. Informal communication among COE faculty and faculty from other colleges is common and enhances collaboration.

P-12 input into the program design, delivery, and evaluation of the unit and its programs is apparent in the work of MOEC. The Executive Steering Committee meets on a scheduled basis to address current and evolving issues. Standing task forces include faculty, staff, P-12 teachers, and other stakeholders. Initiatives attributable to MOEC include the TAP program, minority recruitment, and the NBPTS preparation cohort. Recently, MOEC has been seeking solutions for the shortage of speech-language pathologists in area schools.

Recruitment, admission, and retention practices are described clearly in publications that are disseminated through print and electronic communication technologies. They are reviewed on a regular basis as evidenced by committee minutes and interviews with college representatives. Updates are communicated in a timely fashion. The Office of Student Services includes staff responsible for undergraduate advising, minority recruitment, field placement and student teaching assignments, career services and teacher certification processes, and career planning assistance. Interviews with candidates confirm that student services staff are responsive to their needs. Staff responsible for field placement and student teaching assignments engage school partners in the process. Student services staff are actively involved with unit partners in the preparation of professional educators, including work with the Field Placement Advisory Committee.

### 6b. Unit Budget

| | |
|---|---|
| Unit Budget – Initial Teacher Preparation | Acceptable ▼ |
| Unit Budget – Advanced Preparation | Acceptable ▼ |

**Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):**

The unit budget compares favorably with the budgets of other units on campus. Information provided in the IR was validated through conversations with unit and university personnel during the visit. Budgets

are established based upon proportionate allocation of tuition revenue. In addition to the general operation allocation, the unit receives allocations from other categories, including technology, distance education, summer school, work study, and other university resources. Allocations in these additional categories are generally distributed on an enrollment proportion basis; however, the opportunity exists to request additional funds. The interim dean and COE Business Manager for Budget and Finance indicate that requests for additional funds from these categories to support unmet needs or special projects are typically honored, although not always at the full level of request. The overall operating budget has seen a moderate increase since 2005-2006; unit faculty see this as very positive given ever tightening budgets in the university system.

## 6c. Personnel

| Personnel – Initial Teacher Preparation | Acceptable ▼ |
|---|---|
| Personnel – Advanced Preparation | Acceptable ▼ |

**Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):**

Workload policies and practices allow faculty members to engage in teaching, research/creative activity, service, and/or administration. Specific information provided in the IR was confirmed during the visit, as well as reviewed by the Nebraska Department of Education program review process earlier this year. Workload policies are within Nebraska and NCATE recommendations with workloads of no more than 18 instructional hours per academic year for graduate faculty and no more than 21 workload hours for undergraduate faculty. Clinical supervision workload hours are considered instruction and are factored according to UNO's collective bargaining agreement (consistent with Nebraska requirements).

Part-time faculty are selected based upon appropriate credentials and the expertise they bring to candidate development. Graduate candidates are not utilized as instructors. Training and evaluation components are in place for part-time faculty. Significant support is available through the Office of Technology Services which oversees all technology services within the unit. Other support staff includes staff assistants, student workers, graduate assistants, and other special project assistants. Faculty generally agree that support positions are adequate to meet the unit's needs. Support staff assistance is available to part-time faculty. There are currently eight named professorships within the unit which compares favorably with other units in the university.

Support for travel and professional development includes a $1,000 per person per year allocation. Additional resources are available through the University Committee on the Advancement of Teaching. Stipends are available for participants in the Teaching Circles and Research Triangles learning communities. Professional development is further enhanced by speakers brought to campus, grant-funded activities, and unit-organized inservices around topics such as utilization of technology. The Academic Standards and Policies Committee is comprised of faculty representation from each of the unit's departments/school and an undergraduate candidate. In addition to advising the dean on policy matters and making recommendations on academic issues, this committee focuses on aligning professional development with new initiatives and/or policy and practices.

## 6d. Unit Facilities

| Unit Facilities – Initial Teacher Preparation | Acceptable ▼ |
|---|---|

| Unit Facilities – Advanced Preparation | Acceptable ▼ |
|---|---|

**Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):**

As described in the IR (page 89), the unit programs are primarily housed in Kayser Hall and the HPER Building. Classrooms in these buildings are equipped with current technology, including wireless access and computer-based teaching stations. It was noted during interviews that the unit classrooms are for the most part better equipped than classrooms found in other parts of the campus. Computer labs are available to candidates and faculty in both buildings. Although the space provided in these buildings for classrooms, offices, and labs is meeting unit needs, university administrators and unit personnel pointed out that planned renovations will result in significantly improved space for unit needs relative to instruction, offices, and labs. Renovations to the HPER Building were initiated this fall. Unit programs and offices currently residing in Kayser Hall will move to Roskens Hall within the next three years when renovations to that building are completed. Further, plans are that Kayser Hall will then become a 'community engagement center' and will house community partners, organizations, and foundations. Administration and faculty are encouraged by the commitment to provide this space as a community engagement center as further support for the unit's vision to prepare candidates to be responsible citizens and community-focused.

**6e. Unit Resources including Technology**

| Unit Resources including Technology – Initial Teacher Preparation | Acceptable ▼ |
|---|---|
| Unit Resources including Technology – Advanced Preparation | Acceptable ▼ |

**Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):**

Faculty and candidates have access to state-of-the-art technology. In addition, faculty have access to technical personnel and ongoing professional development to enhance their skills for utilizing technology for teaching and learning. Candidates at the initial and advanced levels indicate they have good opportunities to gain skills for using technology and confirm that faculty model the use of technology. Colleagues in other parts of the university believe that the unit has positioned itself as a leader in the use of technology for assessment and in the use of portfolio assessment. P-12 administrators express that candidates are well prepared to use technology in the teaching and learning process. Participants in the online School Library Media program indicate that it is a very positive experience from both the content and delivery aspects.

Unit faculty and staff indicate that resources to support the development and implementation of the unit's assessment system are adequate. An Assessment/Technology Committee is an administrative committee consisting of the associate dean, department chairs/school director, director of MOEC, Coordinator of Student Services, Coordinator of Field Placements, Coordinator of Assessment, and Coordinator of Technology Services. The committee provides input and feedback on all assessment and technology matters related to the unit. The group is instrumental in formulating and implementing the policies, practices, and visions that guide the college assessment and technology plans. Additionally, other unit faculty and staff have been involved throughout the assessment system development process and indicate that training to utilize the system has been readily available. New faculty are mentored by unit personnel as they acclimate to the assessment system and associated technology.

Services available through the library system are excellent and readily available to faculty and

candidates. A significant amount of the education-related resources are housed in section of the new addition to the library which is both welcoming and user friendly. A library staff person has responsibility for working with the unit and as such communicates on a regular basis with unit faculty and staff relative to needs. The library features a wireless environment, individual/group work spaces that are well equipped with technology support, and over 150 computer stations, in addition to the many other services described on page 92 of the IR.

**Overall Assessment of Standard**

Leadership and authority for the preparation of candidates at the initial and advanced levels resides in the unit. Budget allocations are proportional to other campus units and are adequate to support the work of the unit. Personnel are qualified and appropriately assigned according to national and state guidelines, and faculty numbers are sufficient to serve program enrollments. Facilities are adequate, but will be significantly improved over the next few years as renovations to existing structures are completed. Technology resources, including technical support, software, hardware, and professional development are available. The utilization of technology permeates all aspects of the unit's work as faculty and staff move forward to achieve their goal of preparing candidates who are dedicated practitioners, reflective scholars, and responsible citizens.

**Strengths [Note: A strength should be cited only if some aspect of a target level rubric has been demonstrated by the unit. A strength can be cited regardless of whether the entire element is deemed "target" or "acceptable." However, strengths should clearly indicate outstanding practice.]**

**Areas for Improvement and Rationales**

**AFIs from last visit: Corrected**

| AFI Number & Text | AFI Rationale |
|---|---|
|  |  |

**AFIs from last visit: Continued**

| AFI Number & Text | AFI Rationale |
|---|---|
|  |  |

**New AFIs**

| AFI Number & Text | AFI Rationale |
|---|---|
|  |  |

**Recommendation for Standard 6**

| Initial Teacher Preparation | Met ▼ |
|---|---|
| Advanced Preparation | Met ▼ |

**Corrections to the Institutional Report [Include any factual corrections to information found in the Institutional Report. This includes important information such as corrections to tables, percentages, and other findings which may have been inaccurately reported in the Institutional Report.]**

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## IV. SOURCES OF EVIDENCE

You may either type the sources of evidence and persons interviewed in the text boxes below or upload files using the prompt at the end of the page.

**Documents Reviewed**

| |
|---|

**Persons Interviewed**

| |
|---|

**Please upload sources of evidence and the list of persons interviewed.**

| Sources of Evidence |
|---|
| Persons Interviewed |

See **Attachments** panel below.

**(Optional) State Addendum:**