



Rule 24 Folio Reviewer Information

Purpose of the Off-Site Rule 24 Review:

To determine if the Institution of Higher Education (IHE) unit (or Education Preparation Provider/EPP) meets the Nebraska Educator Preparation Program Standards as designated in Rule 24 *Regulations for Certificate Endorsements*.

Reviewer Responsibility:

It is the responsibility of the reviewer to determine if the narrative and data or other evidence provided support the IHE claims of quality program outcomes.

Rule 24 Reviewer's Tools for the Off-Site Review:

- IHE State Approval Website
- Rule 24 Folio Reviewer Report Form
- IHE information which includes website navigation information, organization of the report, how to access links, contact information for the individual who prepared the report, and contact information for technical support for the website if needed.

Rule 24 Folio Components:

- Cover Sheet
- Section 1: Contextual and Endorsement Program Information
- Section 2: Key Assessments and Artifacts 1, 2, and 3
- Section 3: Evaluation of the Use of Assessment Results
- Section 4: Additional Comments

Note: The Folio Outline provides some 'recommended documentation'. The unit may select other artifacts to provide evidence of meeting the element except NDE required tables and attachments. (Institutions may provide their own tables, but are requested to include all information requested in the NDE required tables.)

Rule 24 Folio Scoring:

Met – The narrative clearly provides the information required in the element and appropriate supporting documents/data are provided.

Met with Conditions – The requirements are met in a general way. However, the narrative, documentation, and/or data lacks adequate information that leads to an inconclusive decision that the element is met. The IHE will be required to correct the conditions as soon as possible to be considered for State Board Approval.

Not Met – The required information is not provided and/or information presented does not provide adequate evidence that the element is met. The IHE will be required to address and correct the conditions (file a plan for correction) to maintain State Board Approval.

RULE 24 FOLIO Outline

Rule 24 Cover Page

Section 1: Contextual and Endorsement Program Information

The narrative should address the following elements:

1a. Contextual Information Institutional background such as public/private; mission, size, location, candidate demographics, vision of educator preparation program, general or unique attributes, etc. (A Rule 20 link includes this information.)

1b. Narrative describing the standards for admission, retention, transition and completion of the institution's overall educator preparation program, including GPA, and any other minimum grade requirements for the courses accepted for the endorsement. The major transition point and related expectations for each transition point should be described and presented in a table.

The endorsement program Student Advising Sheet with the progression of courses indicating the endorsement program can be completed at an institution in four years must be attached in an Appendix and included on the institution's folio review website. A heading that identifies each as a student-advising sheet, name of endorsement, and name of institution should be included. (Links to this information in Rule 20, 004.04 and 004.06 should be provided.)

1c. Describe all field experiences required for the endorsement program, including the number of hours for practicum experiences and the number of hours/weeks of clinical experience or internship. (Rule 20, 005.03 link and 006.01-03 links if applicable.)

1d. Provide information regarding the number and level of endorsement program completers for the data years included in the folio. (Rule 24 Attachment B)

Recommended artifacts:

Institution mission/vision statements

Conceptual framework

NDE Required:

Attachment A – Endorsement Program Advising Sheet (Rule 24)

Attachment B – Program Completers and Level (Rule 24)

Attachment L – Admission, Retention, Transition, and Completion Table (Rule 20 link)

Attachment N – Field Experience for Initial Program (Rule 20 link) **or**

Attachment O – Field Experience for Advanced Program (Rule 20 link)

Section 2: Key Assessments and Findings

The focus of this section is on the required key assessments, as well as findings from the required key assessments for the specific endorsement program contained in the folio, the analysis of the data, information about candidate proficiency, and how data was used to inform candidate improvement decisions and continuous improvement of the endorsement program. The required key assessments respond to Rule 20, 005.02 Professional Education Coursework—005.02A through 005.02J (initial program endorsements.)

Artifact 1 –Required Key Assessments – Summary table with required key assessments (the name/type of assessment, a brief description of each assessment, the purpose of the assessment, and when it is administered), in the Narrative of unit’s assessment plan, and a link and scoring rubric to the key assessments for the endorsement. Initial level endorsements have seven key assessments required as listed below and an eighth key assessment is optional. Note: For Key assessment 1: Content Knowledge there should be aggregated data from Praxis II and/or GPA.

Note: Advanced program endorsements have only four required key assessments:

- 1) Content Knowledge
- 2) Knowledge of the Learner/Learning Environment
- 3) Knowledge and Effective Use of Professional Practices
- 4) Professional Responsibility and Overall Proficiency.

NDE Required:

Attachment C – Summary Table of Endorsement Program Key Assessments

Required Assessments for Initial Level Endorsements:

Required Key Assessment 1 CONTENT KNOWLEDGE

The assessment measures the candidate content knowledge either via Praxis II Subject Assessments (licensure tests) and/or GPA should be provided in the form of aggregated pass rates for each year over the past two years, including the most recent academic year. Aggregated data must be presented on all candidates.

Required Key Assessment 2 CONTENT KNOWLEDGE

The assessment measures the candidate knowledge and skills related to application of content.

Required Key Assessment 3 LEARNER/LEARNING ENVIRONMENT

The assessment measures candidate knowledge and skills related to learners and learning environments.

Required Key Assessment 4 INSTRUCTIONAL PRACTICES

The assessment measures candidate knowledge and skills related to instructional practices.

Required Key Assessment 5 INSTRUCTIONAL PRACTICES

The assessment demonstrates candidate effects or impact on P-12 student learning. Examples of assessments include those based on samples of student’s work, such as a teacher work sample or instructional analysis project.

Required Key Assessment 6 PROFESSIONAL RESPONSIBILITY

The assessment measures candidate knowledge and skills related to professional practice.

Required Key Assessment 7 OVERALL PROFICIENCY

The assessment measures overall candidate proficiency based on NDE First Year Teacher Follow-up Survey.

Key Assessment 8 (Optional Assessment that provides additional information measuring candidate knowledge and skills related to professional practice.)

Artifact 2 – Data Tables - Data tables with summarized program completion data for at least two complete academic years for each key assessment used for all candidates in the endorsement program. Data will be reported separately by levels/tracks (e.g. baccalaureate, post-baccalaureate, alternate route, masters, specialist, doctorate).

Required:

Assessment instruments

Scoring rubrics for each assessment instrument

Data tables for each key assessment

Required Key Assessment 2 CONTENT KNOWLEDGE

The assessment measures the candidate knowledge and skills related to application of content. Mean scores or aggregated performance levels for each year over the past two years should be provided, including the most recent academic year. Aggregated data must be presented on all candidates.

Required Key Assessment 3 LEARNER/LEARNING ENVIRONMENT

The assessment measures candidate knowledge and skills related to learners and learning environments. Mean scores or aggregated performance levels for each year over the past two years should be provided, including the most recent academic year. Aggregated data must be presented on all candidates.

Required Key Assessment 4 INSTRUCTIONAL PRACTICES

The assessment measures candidate knowledge and skills related to instructional practices. Mean scores or aggregated performance levels for each year over the past two years should be provided, including the most recent academic year. Aggregated data must be presented on all candidates.

Required Key Assessment 5 INSTRUCTIONAL PRACTICES

The assessment demonstrates candidate effects or impact on P-12 student learning. Examples of assessments include those based on samples of student's work, such as a teacher work sample or instructional analysis project. Mean scores or aggregated performance levels for each year over the past two years should be provided, including the most recent academic year. Aggregated data must be presented on all candidates.

Required Key Assessment 6 PROFESSIONAL RESPONSIBILITY

The assessment measures candidate knowledge and skills related to professional practice. Mean scores or aggregated performance levels for each year over the past two years should

be provided, including the most recent academic year. Aggregated data must be presented on all candidates.

Required Key Assessment 7 OVERALL PROFICIENCY

The assessment measures overall candidate proficiency based on NDE First Year Teacher Follow-up Data.

Artifact 3 – Narrative Summary of Assessment Data

Required: Narrative summary interpreting the data information from the institution's perspective.

Section 3 – Evaluation of the Use of Assessment Results

Narrative summary of endorsement program changes and improvements made to the endorsement program since the last visit as a result of documented assessment data analysis and other information related to the endorsement program area. Summary should include:

- 1) What did the data indicate and what endorsement program changes were made as a result?
- 2) How were decisions made?
- 3) What has been the effect of these program changes?
- 4) What future program improvements are planned based on data and other evidence?
- 5) What are implications for overall unit improvement initiatives specific to the endorsement program?
- 6) What evidence was provided that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the endorsement program?

Section 4 – Additional Comments

Other Comments/Findings not addressed in Sections 1-3

Needed Areas of Follow-up by the on-site visitation team

GLOSSARY OF TERMS

Academic year shall mean the school year that consists of two (2) regular consecutive semesters that occur from fall through spring.

Advanced program shall mean a program at the postbaccalaureate level for (a) educators who have previously completed initial preparation or (b) the preparation of other school professionals.

Board shall mean the State Board of Education.

Candidate shall mean an individual admitted to, or enrolled in, a program for the initial or advanced preparation of educators, or educators continuing their professional development.

Certificate shall mean a teaching, administrative, or special services certificate issued by the Department pursuant to 92 NAC 21.

Clinical practice shall mean culminating supervised experiences, which provide candidates with opportunities to demonstrate competence in the professional roles for which they are preparing, which includes student teaching and internships.

Commissioner shall mean the State Commissioner of Education.

Content test shall mean a Praxis or School Leadership Series test published by the Educational Testing Service (ETS) of Princeton, NJ.

Cooperating educator shall mean an educator employed in a setting utilized for a clinical experience who has the appropriate certification and experiences to perform responsibilities for observation, coaching, mentoring, and/or evaluation of a candidate.

Coursework shall mean experiences required to complete the preparation program and may include class instruction, field experiences, or other required activities.

Credit hour shall mean the equivalent of fifteen (15) instructional class periods of fifty (50) minutes or more.

Department shall mean the State Department of Education, which is comprised of the Board and the Commissioner.

Diversity shall mean differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and/or geographical areas.

Educator shall mean a holder of a teaching, administrative or special services certificate.

Educator certificate shall mean a certificate issued pursuant to standards comparable and equivalent to those in 92 NAC 21.

Endorsement shall mean an area of specialization indicated on a certificate issued pursuant to 92 NAC 21 signifying that the individual has met specific content preparation requirements contained in 92 NAC 24.

Enrolled candidate shall mean a candidate who has been formally admitted to the educator preparation program, but has not yet completed all educator preparation program requirements.

Faculty shall mean all professional education faculty, including adjunct faculty and graduate students, employed by a standard institution of higher education who teach one or more courses in professional education and/or supervise field experiences.

Field experience shall mean an opportunity for candidates to observe, assist, tutor, instruct, and/or conduct research to develop professional education knowledge, skills, and dispositions. Field experiences include practicum and clinical practice requirements. Field experiences are designed and implemented through collaboration with school partners and faculty and occur in school systems or other settings serving students.

Initial program shall mean a program at the baccalaureate or postbaccalaureate level that prepares candidates for their first license to teach. They include five-year programs, master's programs, and other postbaccalaureate and alternate route programs that prepare individuals for their first license in teaching.

Internship shall mean a clinical practice in which candidates practice and demonstrate the knowledge, skills, and professional dispositions required for advanced programs.

Practicum shall mean a field experience completed prior to a culminating supervised clinical practice.

Program Completer shall mean a candidate who is documented as having completed or met all requirements of the educator preparation program. A recommendation for certification does not apply to this definition.

Professional dispositions shall mean candidate attitudes, values, and beliefs demonstrated in interactions with students, families, educators, and communities consistent with ethical performance criteria contained in 92 NAC 27.

Professional Education coursework shall mean coursework, including field experience, designed to develop educator competencies including, but not limited to, student development, learning differences, learning environments, content knowledge and its application, assessment, planning for instruction, instructional strategies, collaboration, and ethical practice.

Professional teacher education program or unit shall mean the school, college, department or other administrative body within the institution that is primarily responsible for the preparation of teachers, administrators, and other school personnel.

Regional accreditation shall mean a voluntary process by which one (1) of several accrediting bodies, each serving one (1) of six (6) defined geographic areas of the country, accredits PK-12 schools, colleges, and universities. Nebraska institutions are served by the Higher Learning Commission.

School partner shall mean school systems and other education programs that collaborate with the teacher education program in designing, developing, and implementing field experiences, delivery of instruction, and research.

School system shall mean an institution that is accredited or approved by the Department to provide instruction at any level PK-Grade 12, including an educational service unit accredited by the Department.

Special authorization shall mean a process by which Department approval can be granted for a standard institution of higher education to offer a pilot endorsement program.

Standard institution of higher education or Institution shall mean any college or university whose teacher education programs are fully approved by the Board or by a comparable agency in any other state or country.

Student teaching shall mean a clinical practice in a school system that provides initial preparation candidates with a culminating supervised experience to demonstrate competence in the professional roles for which they are preparing.

Teacher education program shall mean the system of procedures, coursework and activities in a college, school, or department of an approved standard institution of higher education that result in the initial or advanced preparation of teachers, administrators, and other school professionals.

Terminal degree shall mean the highest degree available in a specific field of preparation or recognized by the profession.