

Attachment M – Table 005.02-1 Professional Education Competencies

Academic Year 2023	- 20	24	Completers =	102	
Academic Year 2024	- 20	25	Completers =	117	
Professional Competencies					
Provide a summarized narrative discussing how the unit is assured all candidates meet each professional competency in 005.02A – 005.02L. Narrative to include information such as: • Example assessments used by the unit to measure this competency, • General statements indicating what the data evidence indicates at the unit level and noteworthy differences in endorsement programs (if any), • Changes made or being considered for the endorsement program(s) and/or unit level as a result of evidence. Limit response to no more than one page for each professional competency area.					
<u>005.02A Student Development.</u> The candidate understands how students grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.					
Assessments Used to Measure Competency: Evidence of candidates' ability to apply knowledge of student development is gathered during clinical practice through the Nebraska Clinical Practice Evaluation (NCPE). Indicators aligned to InTASC Standard 1 evaluate how candidates gather information about student development, use that information to inform instructional decisions, and adjust their teaching based on learner needs. Data Evidence Indicates: Unit-level data indicates that candidates meet expectations associated with student development. Evidence collected at the program level from the NCPE and averaged over the 2023-2024 and 2024-2025 school years shows that 90% of cooperating teachers and 96% of supervisors rated our students as Advanced or Proficient at meeting Standard 1: Learner Development, demonstrating strong performance in applying knowledge of student development during clinical practice. Results from the Nebraska First Year Principal Survey further support this finding: in 2024, 72.7% of our graduated students were evaluated as Advanced or Proficient on this standard, and in 2025, 75.8% scored as Advanced or Proficient. Changes/Considerations: Based on this evidence, the EPP is not considering significant changes to coursework or assessments related to this competency but will continue to review NCPE and principal survey data annually to determine whether adjustments to developmental content or field expectations are warranted.					

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005.02B Learning Differences. The candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each student to meet high standards.

Assessments Used to Measure Competency:

Evidence of candidates' ability to apply this knowledge in classroom settings is gathered during clinical practice through the Nebraska Clinical Practice Evaluation (NCPE). Indicators aligned to InTASC Standard 2 assess how candidates identify learner differences, modify instruction, and support inclusive participation.

Data Evidence Indicates:

Unit-level data indicates that candidates meet expectations associated with learning differences. Evidence collected at the program level from the NCPE and averaged over the 2023-2024 and 2024-2025 school years shows that 84% of cooperating teachers and 93% of supervisors rated our students as Advanced or Proficient at meeting Standard 2: Learner Differences, demonstrating strong performance in applying knowledge of student development during clinical practice. Results from the Nebraska First Year Principal Survey further support this finding: in 2024, 60.6% of our graduated students were evaluated as Advanced or Proficient on this standard, and in 2025, 70.1% scored as Advanced or Proficient.

Changes/Considerations:

Based on this evidence, the EPP is not considering significant changes to coursework or assessments related to this competency but will continue to review NCPE and principal survey data annually to determine whether adjustments to preparation or field expectations are warranted.

005.02C Learning Environments. The candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Assessments Used to Measure Competency:

Performance in clinical settings is assessed through the Nebraska Clinical Practice Evaluation (NCPE). Indicators aligned to InTASC Standard 3 evaluate how candidates communicate expectations, maintain routines, promote positive social interactions, and organize the classroom to support both individual and collaborative learning.

Data Evidence Indicates:

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Unit-level data indicates that candidates meet expectations related to creating and maintaining effective learning environments. Evidence collected at the program level from the NCPE and averaged over the 2023-2024 and 2024-2025 school years shows that 87% of cooperating teachers and 93% of supervisors rated our students as Advanced or Proficient at meeting Standard 3: Learner Environments, demonstrating strong performance in applying knowledge of student development during clinical practice. Results from the Nebraska First Year Principal Survey further support this finding: in 2024, 66% of our graduated students were evaluated as Advanced or Proficient on this standard, and in 2025, 82.7% scored as Advanced or Proficient.

Changes/Considerations:

Based on this evidence, the EPP is not considering significant changes to coursework or assessments related to this competency but will continue to review NCPE and principal survey data annually to determine whether adjustments to preparation or field expectations are warranted.

005.02D Content Knowledge. The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for students to assure mastery of the content including the ability to integrate the Nebraska Content Standards (92 NAC 10 Appendices A-D) into instruction.

Assessments Used to Measure Competency:

Evidence of candidates' ability to apply their content knowledge in instructional settings is gathered during clinical practice using the Nebraska Clinical Practice Evaluation (NCPE). Indicators aligned to InTASC Standard 4 evaluate how candidates communicate accurate content, use academic vocabulary, identify common misconceptions, and connect disciplinary concepts through examples, representations, and tasks.

Data Evidence Indicates:

Unit-level data indicate that candidates meet expectations related to content knowledge and its application in classroom instruction. Evidence collected at the program level from the NCPE and averaged over the 2023-2024 and 2024-2025 school years shows that 93% of cooperating teachers and 96% of supervisors rated our students as Advanced or Proficient at meeting Standard 4: content knowledge, demonstrating strong performance in applying knowledge of student development during clinical practice. Results from the Nebraska First Year Principal Survey further support this finding: in 2024, 84.8% of our graduated students were evaluated as Advanced or Proficient on this standard, and in 2025, 81.6% scored as Advanced or Proficient.

Changes/Considerations:

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Based on this evidence, the EPP is not considering significant changes to coursework or assessments related to this competency but will continue to review NCPE and principal survey data annually to determine whether adjustments to preparation or field expectations are warranted.

005.02E Application of Content. The candidate understands how to connect concepts and use differing perspectives to engage students in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Assessments Used to Measure Competency:

During student teaching, application of content is evaluated using the Nebraska Clinical Practice Evaluation (NCPE). Indicators aligned to InTASC Standard 5 assess whether candidates link concepts to help students make disciplinary connections, pose questions that promote inquiry, and develop activities that support critical and creative thinking.

Data Evidence Indicates:

Unit-level data indicates that candidates meet expectations related to connecting concepts and engaging students in critical thinking and collaborative problem solving. Evidence collected at the program level from the NCPE and averaged over the 2023-2024 and 2024-2025 school years shows that 84% of cooperating teachers and 91% of supervisors rated our students as Advanced or Proficient at meeting Standard 5: Application of Content, demonstrating strong performance in applying knowledge of student development during clinical practice. Results from the Nebraska First Year Principal Survey further support this finding: in 2024, 72.7% of our graduated students were evaluated as Advanced or Proficient on this standard, and in 2025, 72.4% scored as Advanced or Proficient.

Changes/Considerations:

Based on this evidence, the EPP is not considering significant changes to coursework or assessments related to this competency but will continue to review NCPE and principal survey data annually to determine whether updates to preparation or field expectations are warranted.

005.02F Assessment. The candidate understands and uses multiple methods of assessment to engage students in their own growth, to monitor student progress, and to guide the candidate's and student's decision making.

Assessments Used to Measure Competency:

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Assessment performance during student teaching is measured through the Nebraska Clinical Practice Evaluation (NCPE). Indicators aligned to InTASC Standard 6 evaluate how effectively candidates implement assessments aligned with lesson objectives, monitor learning throughout instruction, provide timely feedback, and use student performance data to guide instructional adjustments.

Data Evidence Indicates:

Unit-level data indicates that candidates meet expectations related to using assessment to support student learning and guide instructional decision making. Evidence collected at the program level from the NCPE and averaged over the 2023-2024 and 2024-2025 school years shows that 82% of cooperating teachers and 91% of supervisors rated our student as Advanced or Proficient at meeting Standard 6: Assessment, demonstrating strong performance in applying knowledge of student development during clinical practice. Results from the Nebraska First Year Principal Survey further support this finding: in 2024, 60.2% of our graduated students were evaluated as Advanced or Proficient on this standard, and in 2025, 72.4% scored as Advanced or Proficient.

Changes/Considerations:

Based on this evidence, the EPP is not considering significant changes to coursework or assessments related to this competency but will continue to review NCPE and principal survey data annually to determine whether updates to assessment preparation or field expectations are warranted.

005.02G Planning for Instruction. The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, technology, and pedagogy, as well as knowledge of the student and the community context.

Assessments Used to Measure Competency:

Evidence of candidates' planning performance in classroom settings is gathered during student teaching through the Nebraska Clinical Practice Evaluation (NCPE). Indicators aligned to InTASC Standard 7 assess how effectively candidates sequence learning experiences, align objectives with assessments, and adjust plans based on student performance data.

Data Evidence Indicates:

Unit-level data indicates that candidates meet expectations related to planning for instruction. Evidence collected at the program level from the NCPE and averaged over the 2023-2024 and 2024-2025 school years shows that 85% of cooperating teachers and 90% of supervisors rated our students as Advanced or Proficient at meeting Standard 7: Planning and Instruction, demonstrating strong performance in applying knowledge of

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student development during clinical practice. Results from the Nebraska First Year Principal Survey further support this finding: in 2024, 72.7% of our graduated students were evaluated as Advanced or Proficient on this standard, and in 2025, 72.4% scored as Advanced or Proficient.

Changes/Considerations:

Based on this evidence, the EPP is not considering significant changes to coursework or assessments related to this competency but will continue to review NCPE and principal survey data annually to determine whether adjustments to planning expectations or field-based performance requirements are warranted.

005.02H Instructional Strategies. The candidate understands and uses a variety of instructional strategies to encourage students to develop deep understanding of content areas and their connections, build reading and writing skills through the application of the science of reading, and to apply knowledge in meaningful ways. This includes developing competency for utilizing technology for instruction, assessment, and communication.

Assessments Used to Measure Competency:

Use of instructional strategies in student teaching is evaluated through the Nebraska Clinical Practice Evaluation (NCPE). Indicators aligned to InTASC Standard 8 assess candidates' ability to select and implement evidence-based instructional strategies, facilitate critical thinking, promote communication, and incorporate technology effectively.

Data Evidence Indicates:

Unit-level data indicates that candidates meet expectations related to instructional strategy use, literacy development, and technology integration. Evidence collected at the program level from the NCPE and averaged over the 2023-2024 and 2024-2025 school years shows that 88% of cooperating teachers and 93% of supervisors rated our students as Advanced or Proficient at meeting Standard 8: Instructional Strategies, demonstrating strong performance in applying knowledge of student development during clinical practice. Results from the Nebraska First Year Principal Survey further support this finding: in 2024, 71.2% of our graduated students were evaluated as Advanced or Proficient on this standard, and in 2025, 80.4% scored as Advanced or Proficient.

Changes/Considerations:

Based on this evidence, the EPP is not considering significant changes to coursework or assessments related to this competency but will continue to review NCPE and principal survey data annually to determine whether updates to instructional strategy preparation or field expectations are warranted.

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005.02I Professional Learning and Ethical Practice. The candidate engages in ongoing professional learning, models ethical professional practice, and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, other professionals, and the community), and adapts practice to meet the needs of each student.

Assessments Used to Measure Competency:

Evidence of candidates' professional learning and ethical practice during student teaching is collected through the Nebraska Clinical Practice Evaluation (NCPE). Indicators aligned to InTASC Standard 9 assess how candidates accept and respond to feedback, set goals for improving their practice, and engage in reflective analysis of their instructional decisions.

Data Evidence Indicates:

Unit-level data indicate that candidates meet expectations related to professional learning and ethical practice. Evidence collected at the program level from the NCPE and averaged over the 2023-2024 and 2024-2025 school years shows that 92% of cooperating teachers and 97% of supervisors rated our students as Advanced or Proficient at meeting Standard 9: Professional Learning and Ethical Practice, demonstrating strong performance in applying knowledge of student development during clinical practice. Results from the Nebraska First Year Principal Survey further support this finding: in 2024, 79.5% of our graduated students were evaluated as Advanced or Proficient on this standard, and in 2025, 84.4% scored as Advanced or Proficient.

Changes/Considerations:

Based on this evidence, the EPP is not considering significant changes to coursework or assessments related to this competency but will continue to review NCPE and principal survey data annually to determine whether adjustments to preparation for professional learning or ethical practice are warranted.

005.02J Leadership and Collaboration. The candidate seeks opportunities to take responsibility for student learning, to collaborate with students, families, colleagues, other school professionals, and community members to ensure student growth, and to advance the profession.

Assessments Used to Measure Competency:

Evidence of candidates' leadership and collaboration during student teaching is collected through the Nebraska Clinical Practice Evaluation (NCPE). Indicators aligned to InTASC Standard 10 assess how candidates contribute to the school community, collaborate with colleagues, communicate professionally with families, and take responsibility for student learning.

Data Evidence Indicates:

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Unit-level data indicate that candidates meet expectations related to leadership and collaboration. Evidence collected at the program level from the NCPE and averaged over the 2023-2024 and 2024-2025 school years shows that 91% of cooperating teachers and 96% of supervisors rated our students as Advanced or Proficient at meeting Standard 10: Leadership and Collaboration, demonstrating strong performance in applying knowledge of student development during clinical practice. Results from the Nebraska First Year Principal Survey further support this finding: in 2024, 75% of our graduated students were evaluated as Advanced or Proficient on this standard, and in 2025, 81% scored as Advanced or Proficient.

Changes/Considerations:

Based on this evidence, the EPP is not considering significant changes to coursework or assessments related to this competency but will continue to review NCPE and principal survey data annually to determine whether adjustments to leadership and collaboration preparation or field expectations are warranted.

005.02K Human Relations. The candidate has met the human relations requirement. (as enumerated in 79-807(6) R.R.S.):

005.02K1 An awareness and understanding of the values, lifestyles, contributions, and history of a pluralistic society;

005.02K2 The ability to recognize and deal with dehumanizing biases, including, but not limited to, sexism, racism, prejudice, and discrimination, and an awareness of the impact such biases have on interpersonal relations;

005.02K3 The ability to translate knowledge of human relations into attitudes, skills, and techniques which result in favorable experiences for students;

005.02K4 The ability to recognize the ways in which dehumanizing biases may be reflected in instructional materials;

005.02K5 Respect for human dignity and individual rights; and

005.02K6 The ability to relate effectively to other individuals and to groups in a pluralistic society other than the applicant's own.

All candidates are required to take EDUC 271 Human Relations Training as part of their program. This course provides preservice teachers with an awareness of the characteristics of a pluralistic society. The class content will examine instructional strategies intended to meet the educational needs of various groups. Issues of biases, as well as individual and group differences, are addressed during this course.

005.02L Special Education. The candidate has met the special education requirement. (including the areas enumerated by 79-807(7) R.R.S.):

005.02L1 Knowledge of the exceptional educational needs of the disabilities defined by section 79-1118.01 R.R.S.;

005.02L2 Knowledge of the major characteristics of each disability defined by Section 79-1118.01 R.R.S. in order to recognize its existence in children;

005.02L3 Knowledge of various alternatives for providing the least restrictive environment for children with disabilities;

005.02L4 Knowledge of methods of teaching children with disabilities in the regular classroom; and

005.02L5 Knowledge of prereferral alternatives, referral systems, multidisciplinary team responsibilities, the individualized education plan process, and the placement process.

All candidates are required to take SPED 230 Introduction to the Exceptional Learner and SPED 334 Differentiated Instruction/Diverse Classroom as part of their program.

SPED 230 Intro to Exceptional Learner provides an overview of the exceptionalities, their definitions, prevalence, etiology, characteristics and related instructional needs and accommodations for students with special needs and exceptional populations including gifted/talented students. Emphasis is on current educational methods and placements to understand the impact of teaching practices and curriculum considerations. Assignments include topics such as MTSS, IDEA, and Pre-referral.

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SPED 334 Differentiated Instruction for Diverse Classrooms covers teaching strategies, laws, and procedures for working with students with special needs within diverse and inclusive classroom environments. Students will participate in hands-on activities, identify key instructional strategies and accommodations for students with special needs including gifted/talented and ELL students and become familiar with laws and policies governing special education practices in today's schools.