



Report on Teaching Effectiveness

2019-2020

Clinical Practice Experience Data

Clinical Practice Experience Rubric Nebraska Department of Education Required Observation Instrument: This evidence is specific to CAEP 1.1.

This state required Clinical Experience Rubric assessment occurs during student teaching in the candidates' final semester in the program. The assessment utilizes a four (4) level scale of 4 = Advanced; 3 = Proficient; 2 = Developing; and 1 = Below Standard. Candidates should be performing at the Proficient level (3) on all indicators to demonstrate competency.

Data charts include the number of candidates in each subject area, the range of scores for the individual indicator, and the mean score for each indicator based on the assessment completed by the University Supervisors.

Nebraska Clinical Practice Rubric

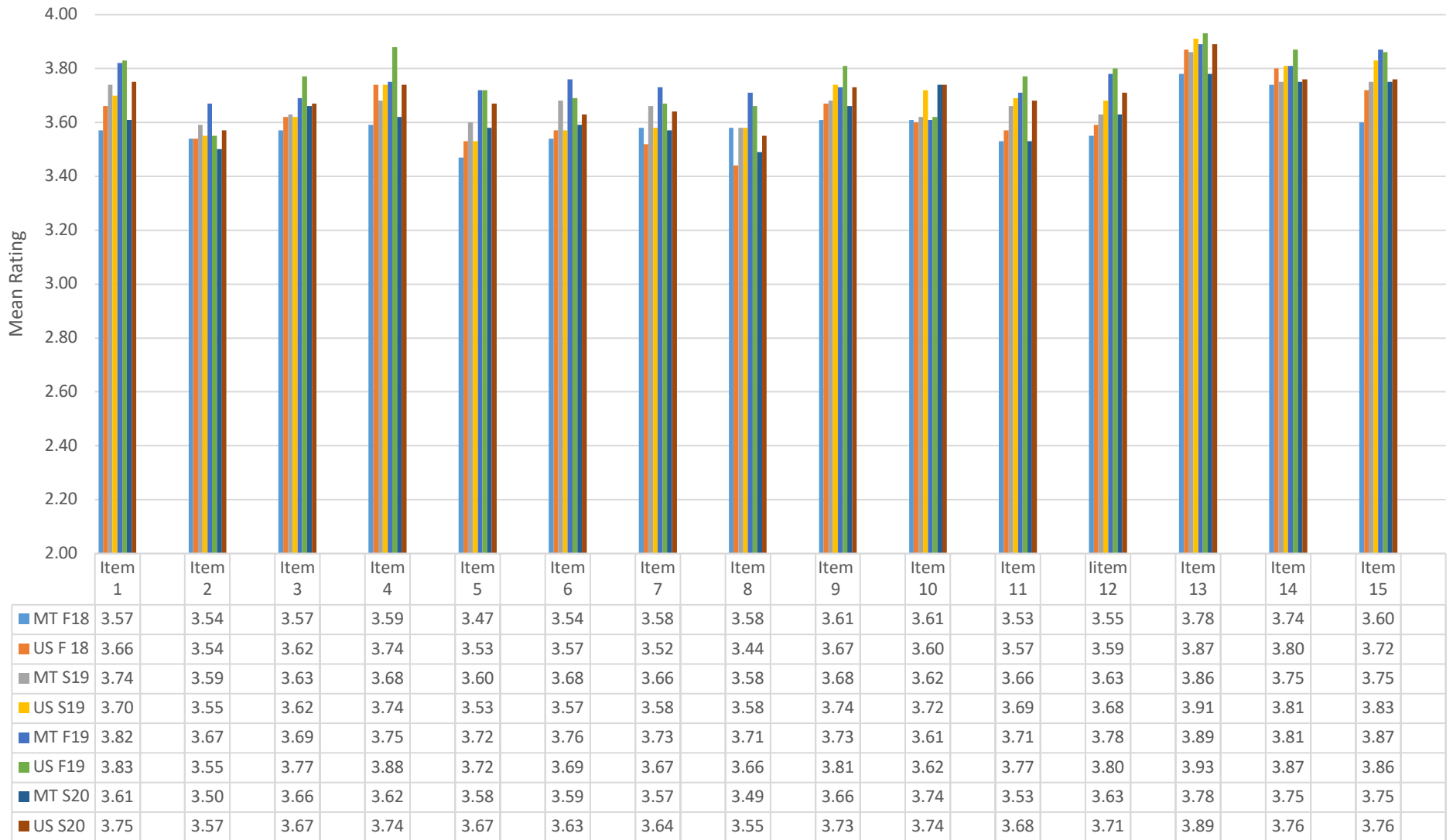
		Advanced (4)	Proficient (3)	Developing (2)	Below Standard (1)
1	Standard 1: Learner Development Uses knowledge of students to meet needs (1.000, 6%) CAEP.1.1 INTASC2013.1	Uses data about students and their development to adjust teaching and build on student strengths resulting in student learning.	Uses data about students and their development to adjust teaching.	Collects data about students and their development but does not adjust teaching.	Lacks evidence of data collection and use related to students and their development.
2	Standard 2: Learner Differences Differentiates instruction to meet student needs (1.000, 6%) CAEP.1.1 INTASC2013.2	Identifies students' needs for differentiation and responds with individualized instruction, flexible grouping, and varied learning experiences to include bringing multiple perspectives and cultural resources to the discussion of content.	Identifies students' needs for differentiation and responds with individualized instruction, flexible grouping, and varied learning experiences.	Identifies students' needs for differentiation.	Does not identify students' needs for differentiation.
3	Standard 3: Learning Environments Promotes a positive classroom environment through clear expectations (1.000, 6%) CAEP.1.1 INTASC2013.3	Communicates and reinforces clear task and behavior expectations to students, develops routines that support expectations and minimizes the loss of instructional time.	Communicates and reinforces clear task and behavior expectations to students and follows routines that support expectations for the learning environment.	Communicates and reinforces clear task and behavior expectations to students.	Attempts to communicate and reinforces clear task and behavior expectations to students.

4	Standard 4: Content Knowledge Uses accurate content and academic vocabulary (1.000, 6%) CAEP.1.1 INTASC2013.4	Communicates accurate content, uses academic vocabulary correctly, provides relevant opportunities for students to demonstrate understanding and uses knowledge of common misconceptions to create accurate understanding in the content area.	Communicates accurate content, uses academic vocabulary correctly and provides relevant opportunities for students to demonstrate understanding.	Communicates content and uses academic vocabulary, yet does not consistently provide relevant opportunities for students to demonstrate understanding.	Communicates inaccurate content, academic vocabulary and/or provides irrelevant opportunities for students to demonstrate understanding.
5	Standard 5: Application of Content Engages students in critical thinking and collaborative problem solving (1.000, 6%) CAEP.1.1 INTASC2013.5	Links concepts to help students make connections and engages students in applying methods of inquiry in the discipline to engage learners in critical thinking.	Links concepts to help students make connections and engages students in applying methods of inquiry in the discipline.	Links concepts to help students make connections in the discipline.	Does not assist students in making connections in the discipline.
6	Standard 5: Application of Content Develops literacy and communication skills through content (1.000, 6%) CAEP.1.1 INTASC2013.5	Engages students to utilize literacy and communication skills from a variety of resources and perspectives to address targeted purposes and audiences.	Engages students to utilize literacy and communication skills by accessing a variety of resources and perspectives to show understanding of content.	Engages students in developing literacy and communication skills.	Provides few opportunities for students to develop literacy and communication skills.
7	Standard 6: Assessment Uses classroom assessment (1.000, 6%) CAEP.1.1 INTASC2013.6	Uses classroom formative and summative assessments that match objectives and inform instructional decisions to guide implementation of differentiated instructional strategies to include designing and/or adapting interventions as a result.	Uses classroom formative and summative assessments that match objectives and inform instructional decisions to guide implementation of differentiated instructional strategies.	Uses classroom formative and summative assessments that match objectives and inform instructional decisions.	Uses classroom formative and summative assessments but may not match objectives and/or inform instructional decisions.

8	Standard 6: Assessment Assesses for learning (1.000, 6%) CAEP.1.1 INTASC2013.6	Uses student performance data and knowledge of students to identify interventions that support and/or advance learning through a series of differentiated assessment practices that positively impact learning.	Uses student performance data and knowledge of students to identify interventions that support and/or advance students to positively impact learning.	Uses student performance data and knowledge of students to identify interventions that support students.	Does not use student performance data and/or knowledge of students to identify interventions that support students.
9	Standard 7: Planning for Instruction Plans for instruction (1.000, 6%) CAEP.1.1 INTASC2013.7	Sequences learning experiences linked to the learning objectives, performance tasks and assessments to provide multiple ways for students to demonstrate knowledge and skills to include using data to adjust for recurring learning needs throughout planning.	Sequences learning experiences linked to the learning objectives, performance tasks and assessments to provide multiple ways for students to demonstrate knowledge and skills.	Sequences learning experiences linked to the learning objectives, performance tasks and assessments.	Provides little or no evidence of sequenced learning experiences and/or experiences are not linked to the learning objectives, performance tasks and/or assessments.
10	Standard 8: Instructional Strategies Incorporates digital tools into instruction (1.000, 6%) CAEP.1.1 INTASC2013.8	Designs or adapts relevant learning experiences that incorporate digital tools and resources promote to student learning and creativity.	Provides relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.	Provides relevant learning experiences that incorporate digital tools to stimulate interest.	Provides learning experiences that incorporate digital tools infrequently or ineffectively.
11	Standard 8: Instructional Strategies Uses research-based instructional strategies (1.000, 6%) CAEP.1.1 INTASC2013.8	Uses a broad range of evidence– based strategies to support learning in the content area and poses questions and concepts that elicit students' critical thinking skills.	Uses evidence–based strategies to support learning in the content area and poses questions that elicit student thinking and support critical thinking skills.	Uses evidence–based strategies to support learning in the content area and poses questions that elicit student thinking.	Uses strategies and poses questions.

12	Standard 8: Instructional Strategies Uses engagement to enhance learning (1.000, 6%) CAEP.1.1 INTASC2013.8	Organizes and manages the learning environment for student engagement and personal accountability using strategies that provide opportunities for students to process and articulate new knowledge.	Organizes and manages the learning environment for student engagement using strategies that provide opportunities for students to process and articulate new knowledge.	Manages the learning environment for student engagement.	Attempts to manage the learning environment for student engagement.
13	Standard 9: Professional Learning and Ethical Practice Accepts critique and input regarding performance (1.000, 6%) CAEP.1.1 INTASC2013.9	Invites constructive feedback, responds positively, independently sets and implements goals to improve practice.	Invites constructive feedback, responds positively, with support sets and implements goals to improve practice.	Invites constructive feedback, responds positively, but inconsistently implements goals to improve practice.	May resist constructive feedback or fail to implement goals to improve practice.
14	Standard 10: Leadership and Collaboration Conveys professional demeanor (1.000, 6%) CAEP.1.1 INTASC2013.10	Conveys a confident, professional decorum when interacting with learners, peers, colleagues and the community in small and large group situations to include seeking out leadership opportunities in the school and/or community.	Conveys a confident, professional decorum when interacting with learners, peers, colleagues and the community in small and large group situations.	Conveys professional decorum when interacting with learners, peers, colleagues and the community in small and large group situations. Any minor lapses have been addressed.	Conveys a lack of professional decorum when interacting.
15	Standard 10: Leadership and Collaboration Uses professional communication (1.000, 6%) CAEP.1.1 INTASC2013.10	Demonstrates professional oral, written and electronic communication, responds to people, problems and crises effectively and communicates with families through a variety of means (i.e. notes home, e-mails or websites, phone calls, conferences, meetings).	Demonstrates professional oral, written and electronic communication, responds to people, problems and crises effectively.	Demonstrates professional oral, written and electronic communication, responds to people, problems and crises effectively with additional assistance.	Demonstrates unprofessional oral, written and/or electronic communication and/or responds to people, problems and crises ineffectively.

2019-2020 Clinical Experience Aggregate Data



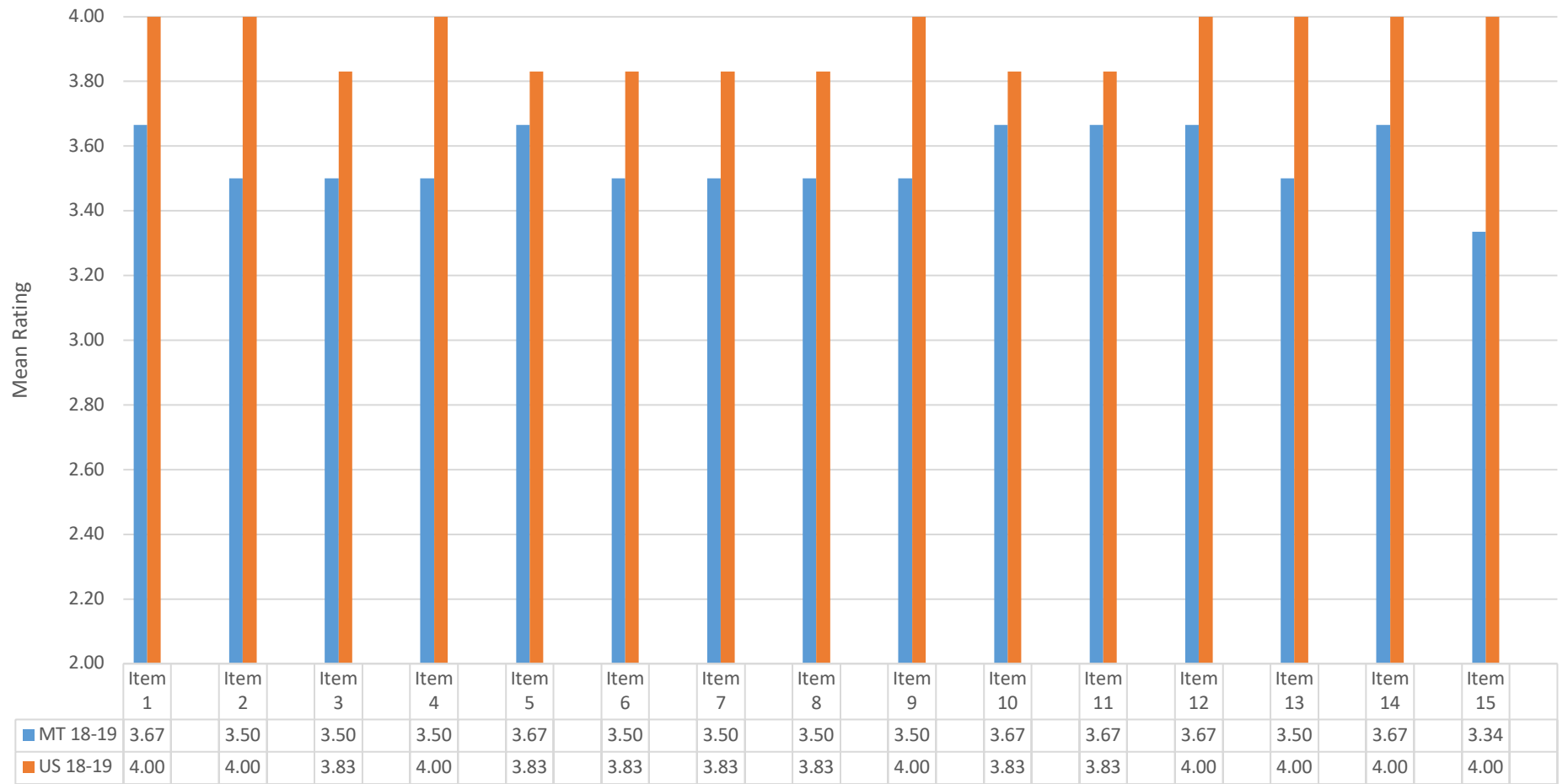
Fall 2018
N = 61

Spring 2019
N = 118

Fall 2019
N = 95

Spring 2020
N = 97

Art Clinical Experience

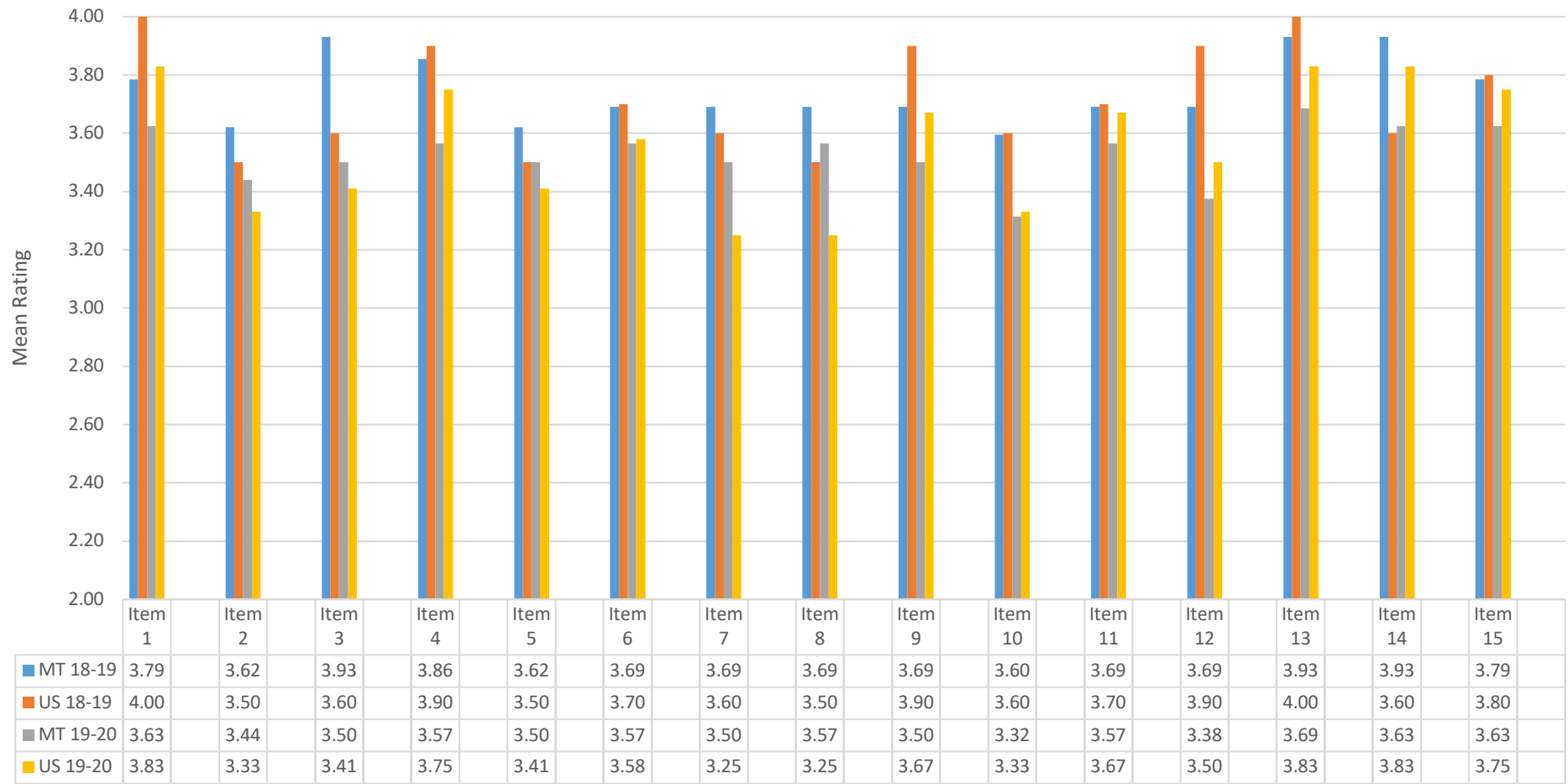


Item Descriptions

1	Learner Development - Uses knowledge of students to meet needs	6	Application of Content - Develops literacy and communication skills through content	11	Instructional Strategies - Uses research-based instructional strategies
2	Learner Differences - Differentiates instruction to meet student needs	7	Assessment - Uses classroom assessment	12	Instructional Strategies - Uses engagement to enhance learning
3	Learning Environments - Promotes a positive classroom environment through clear expectations	8	Assessment - Assesses for learning	13	Professional Learning and Ethical Practice - Accepts critique and input regarding performance
4	Content Knowledge - Uses accurate content and academic vocabulary	9	Planning for Instruction - Plans for instruction	14	Leadership and Collaboration - Conveys professional demeanor
5	Application of Content - Engages students in critical thinking and collaborative problem solving	10	Instructional Strategies - Incorporates digital tools into instruction	15	Leadership and Collaboration - Uses professional communication

School Year	N
2018-2019	5

Early Childhood Education Clinical Experience

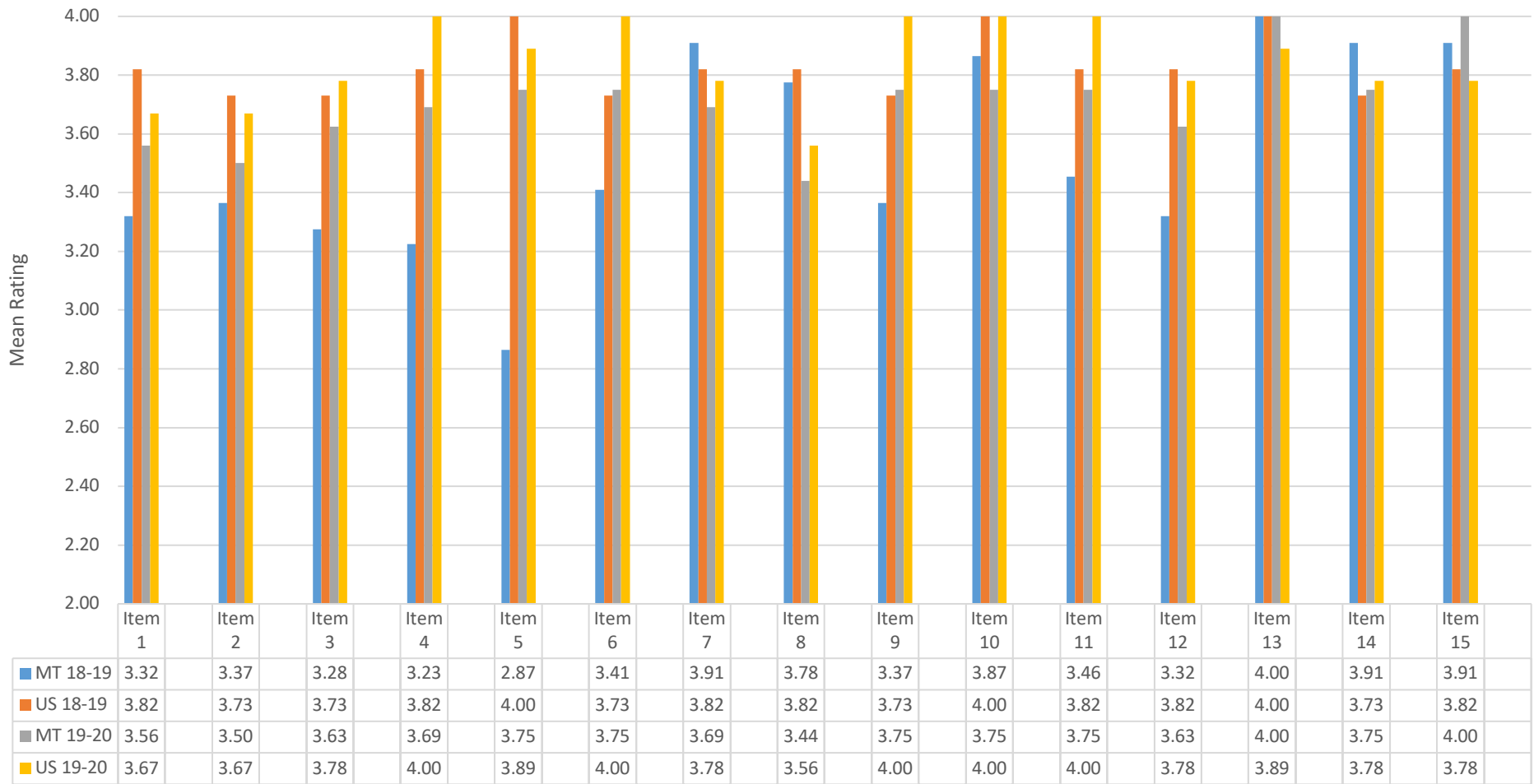


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School Year	N
2018-2019	10
2019-2020	12

English Language Arts Clinical Experience

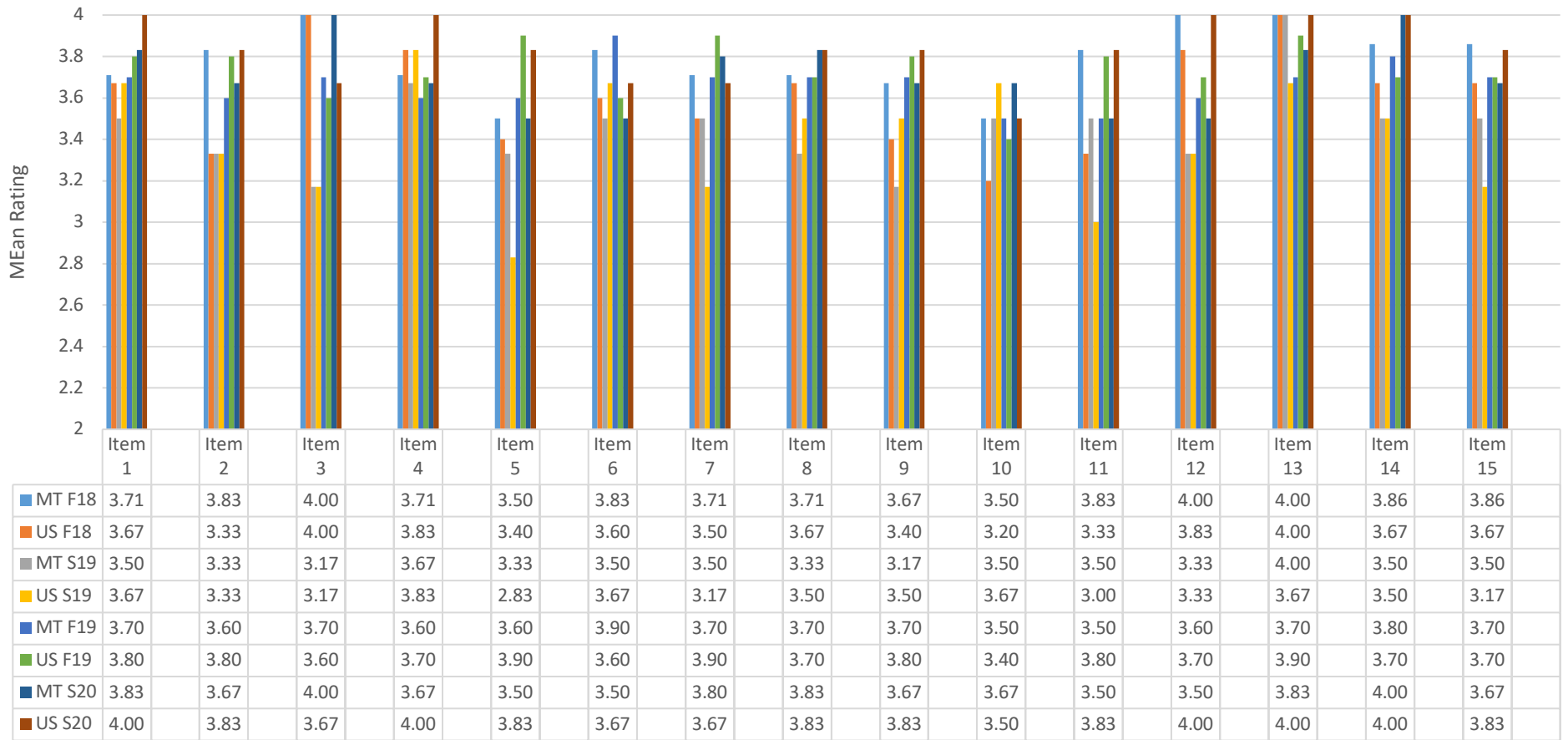


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School Year	N
2018-2019	11
2019-2020	9

Early Childhood Inclusive Clinical Experience

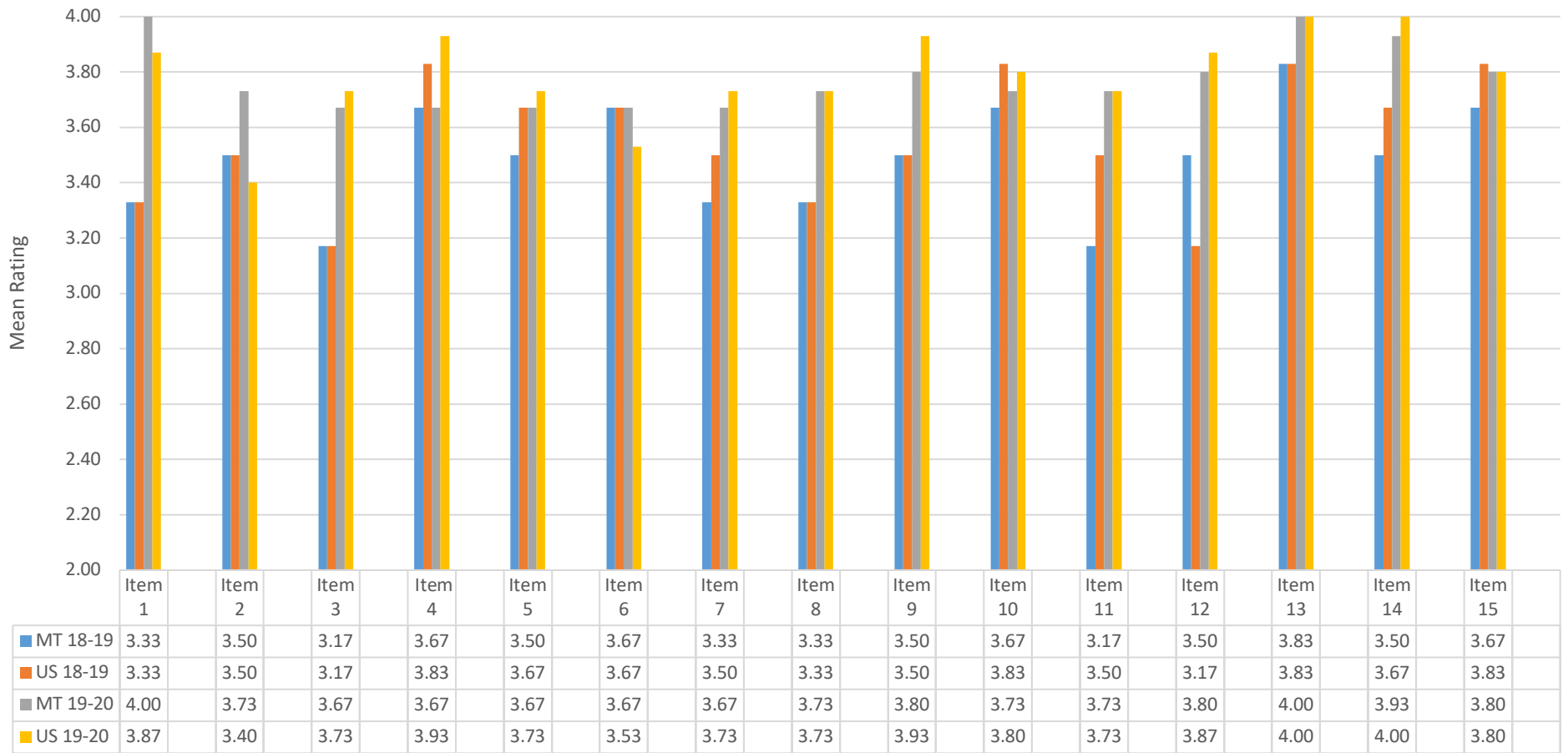


Item Descriptions

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Semester	N
Fall 2018	6
Spring 2019	6
Fall 2019	10
Spring 2020	6

Elementary Education ACT Clinical Experience

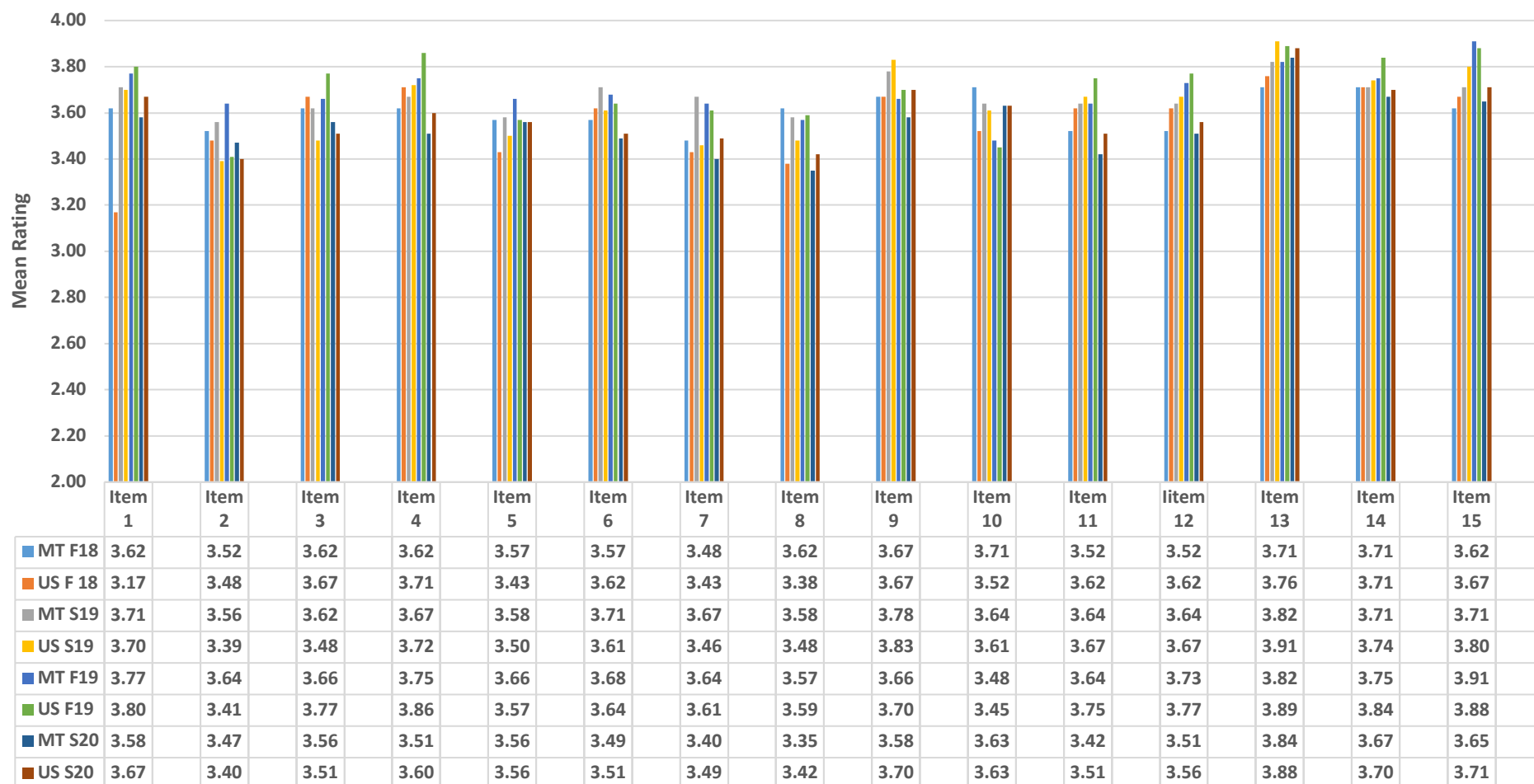


Item Descriptions

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School Year	N
2018-2019	6
2019-2020	15

Elementary Education Clinical Experience

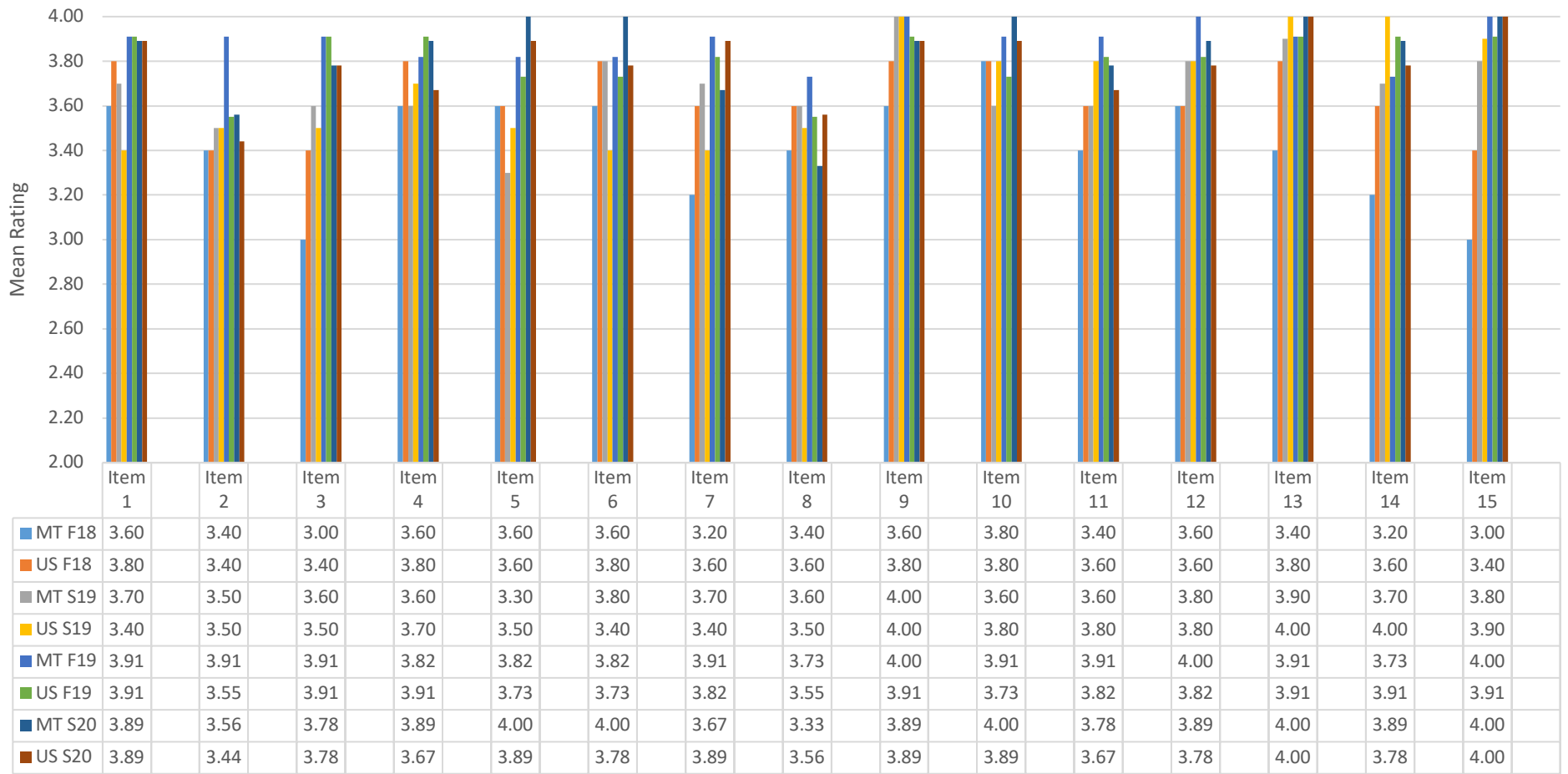


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Semester	N
Fall 2018	21
Spring 2019	46
Fall 2019	44
Spring 2020	44

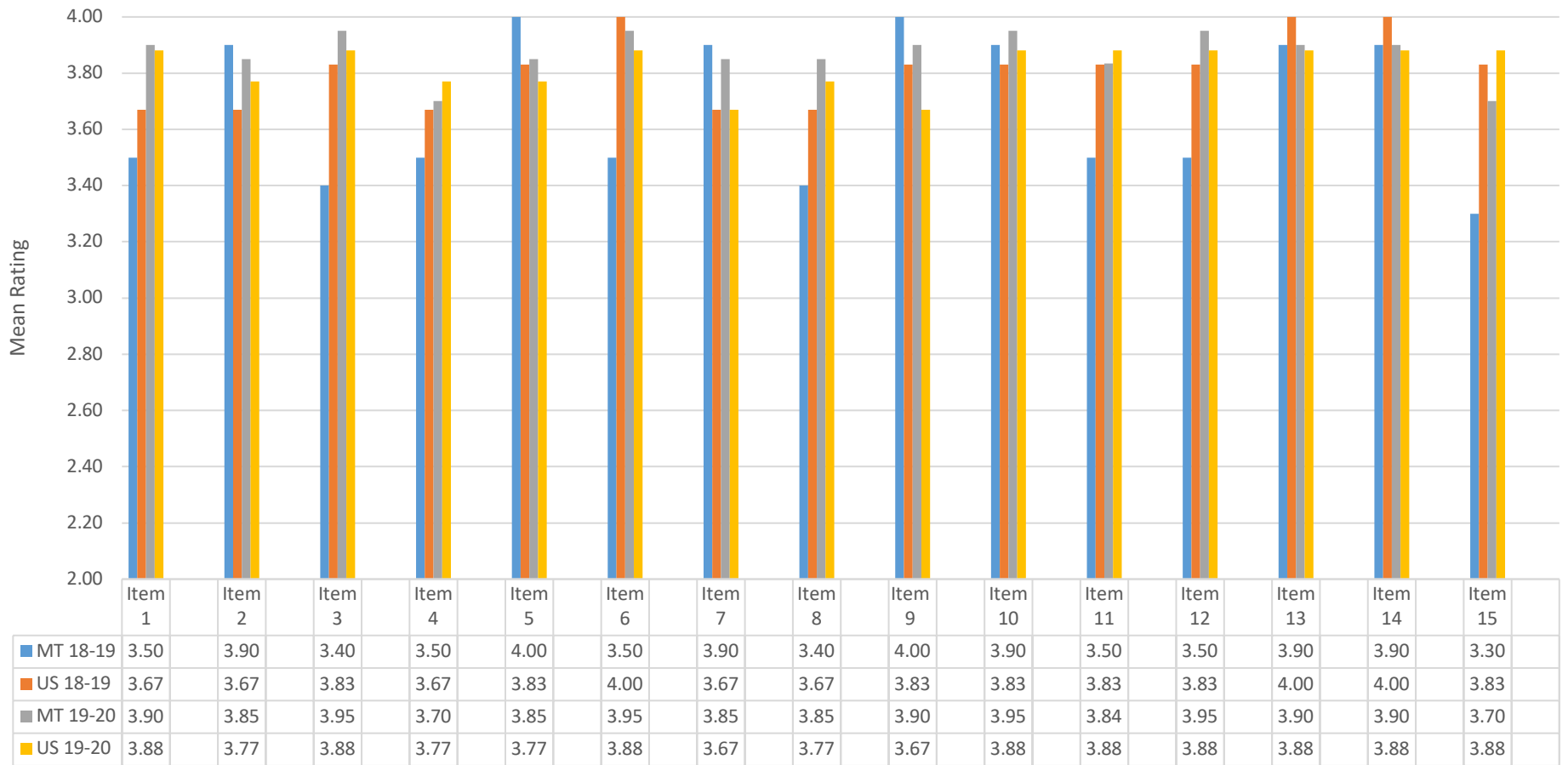
English as a Second Language K-6 Clinical Experience



1	Learner Development - Uses knowledge of students to meet needs	6	Application of Content - Develops literacy and communication skills through content	11	Instructional Strategies - Uses research-based instructional strategies
2	Learner Differences - Differentiates instruction to meet student needs	7	Assessment - Uses classroom assessment	12	Instructional Strategies - Uses engagement to enhance learning
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Semester	N
Fall 2018	5
Spring 2019	10
Fall 2019	11
Spring 2020	9

English as a Second Language 7-12 Clinical Experience

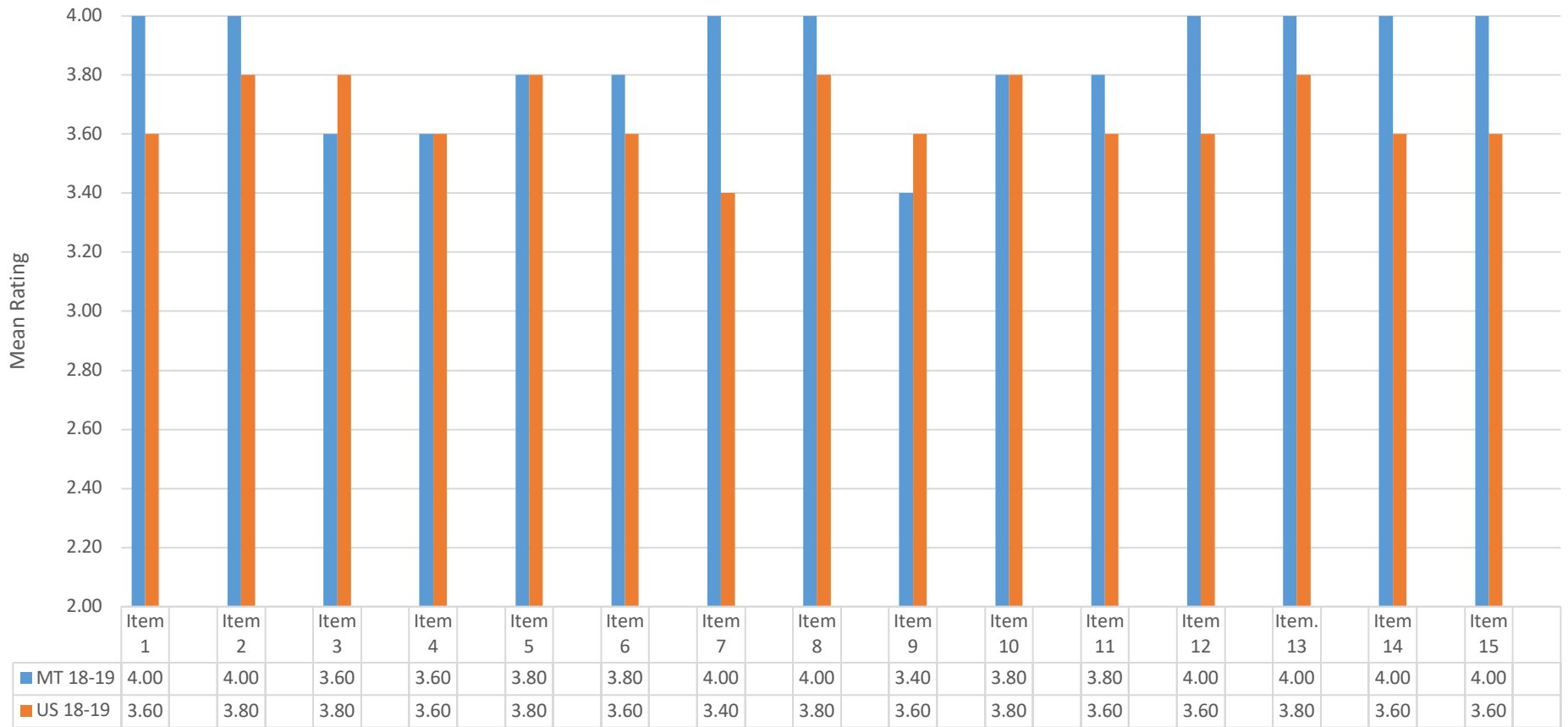


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School Year	N
2018-2019	6
2019-2020	9

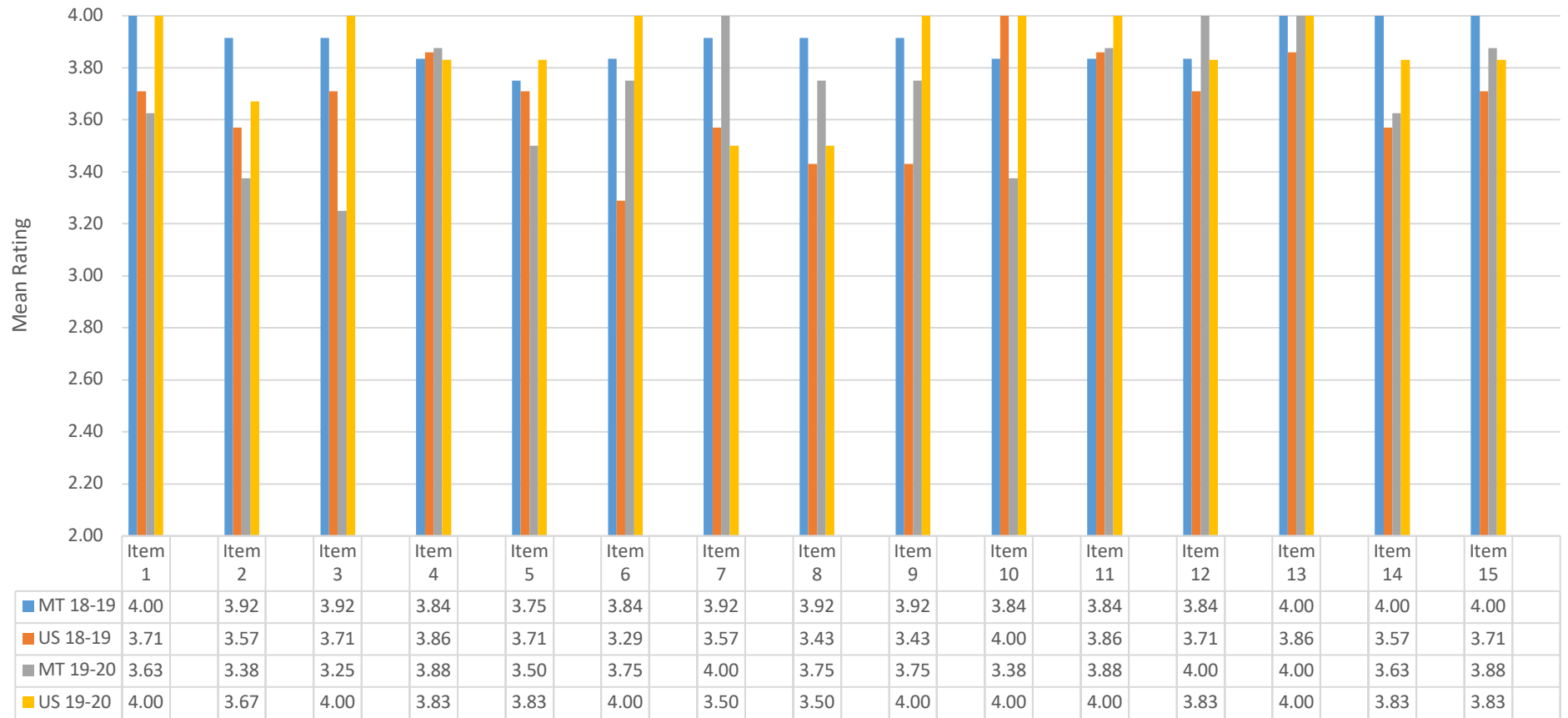
Mathematics Clinical Experience



Item Descriptions

1	Learner Development - Uses knowledge of students to meet needs	6	Application of Content - Develops literacy and communication skills through content	11	Instructional Strategies - Uses research-based instructional strategies	<table><tr><td>School Year</td><td>N</td></tr><tr><td>2018-2019</td><td>5</td></tr></table>	School Year	N	2018-2019	5
School Year	N									
2018-2019	5									
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Middle Level Mathematics Clinical Experience

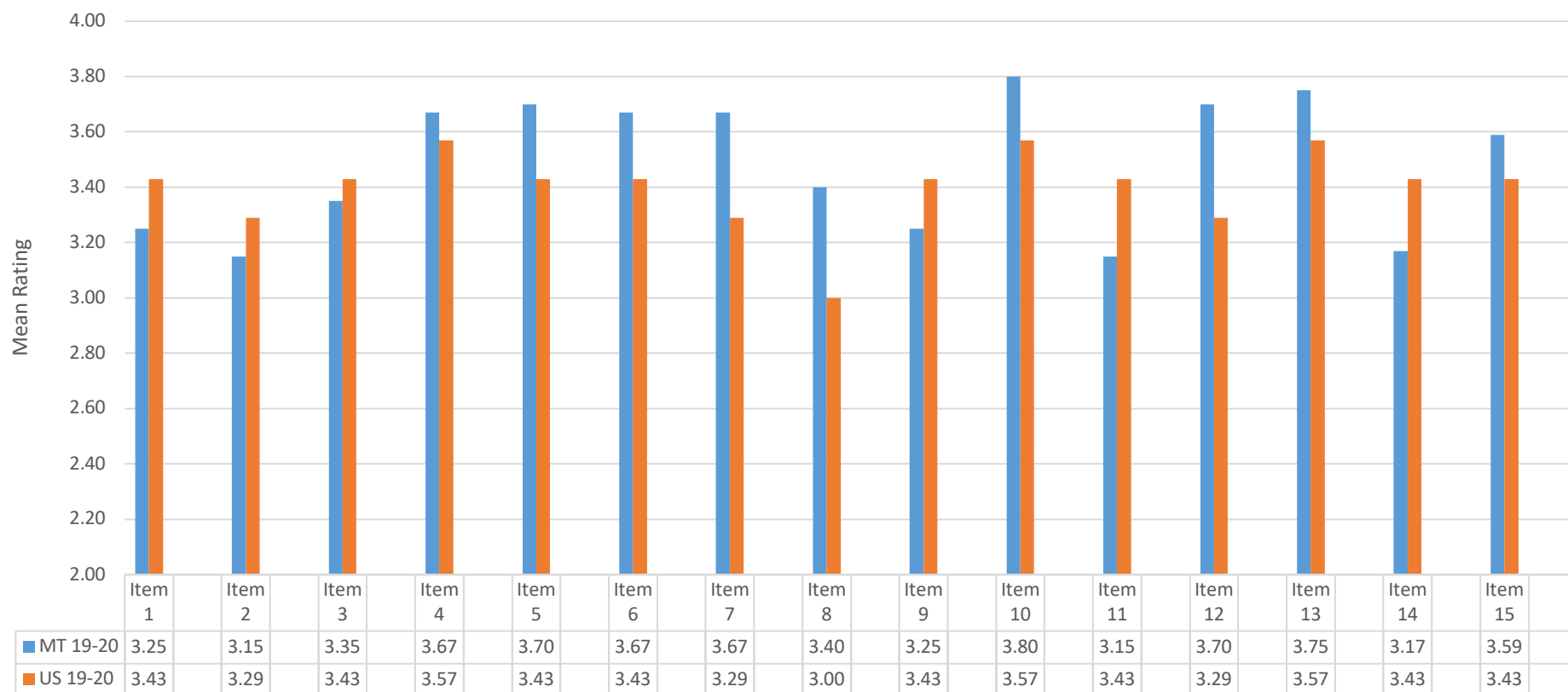


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School Year	N
2018-2019	7
2019-2020	6

Middle Level Science Clinical Experience

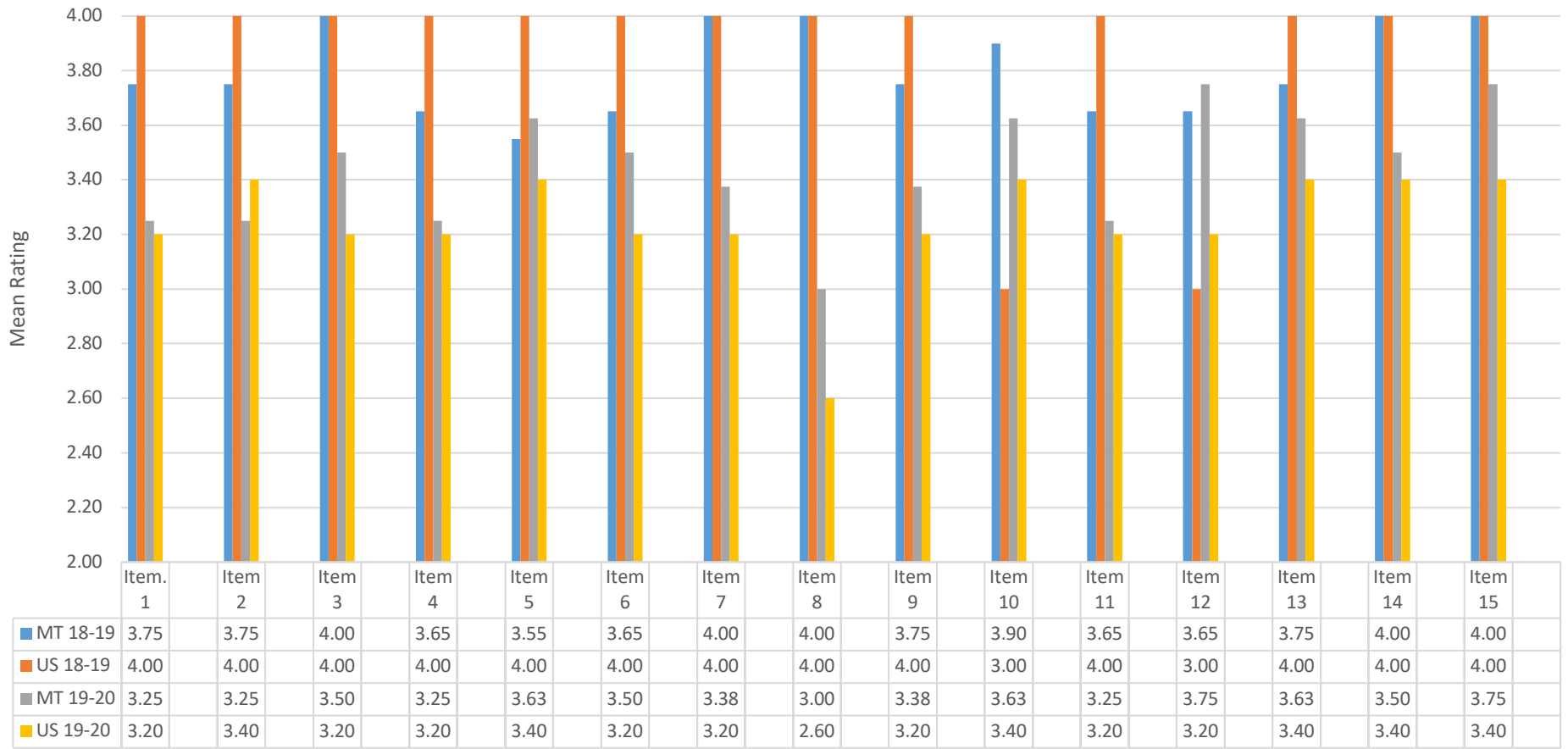


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School Year	N
2019-2020	7

Middle Level Social Sciences Clinical Experience

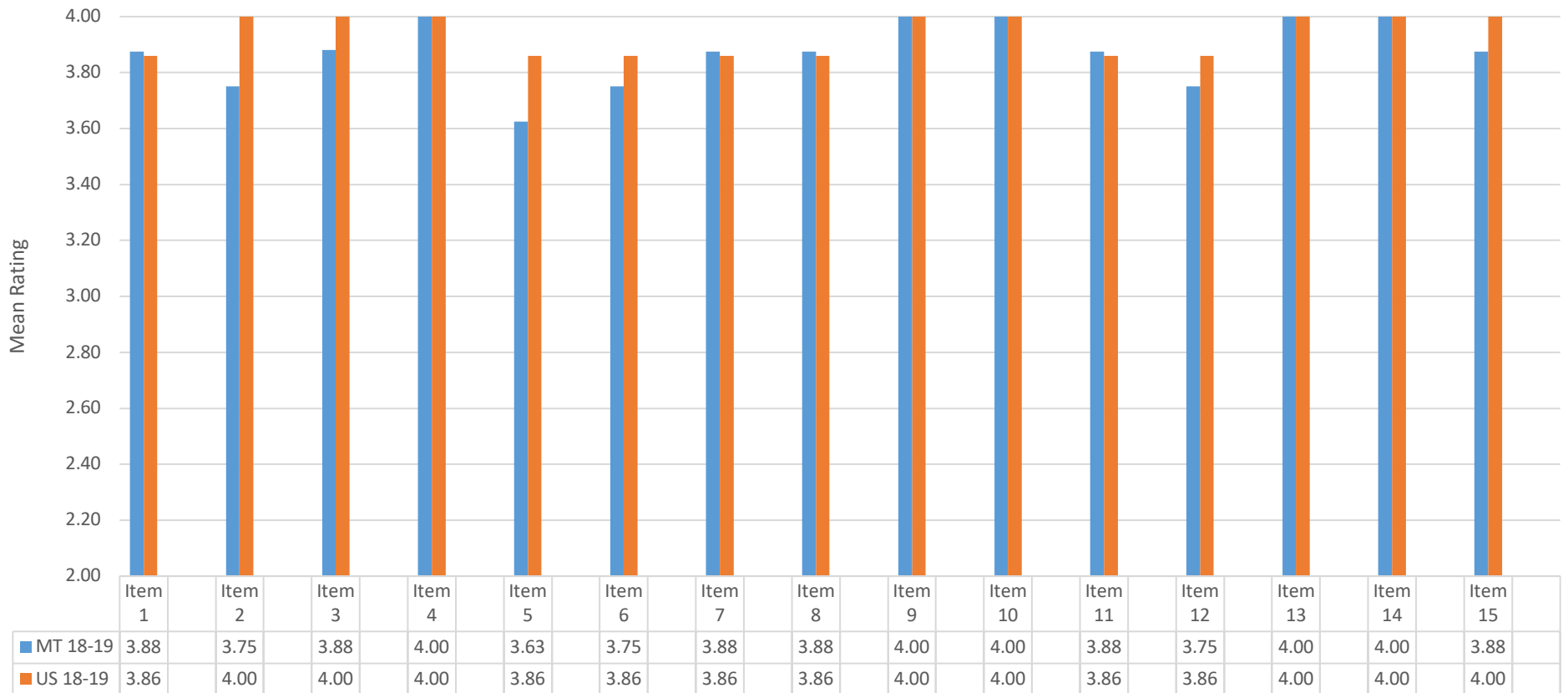


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School Year	N
2018-2019	7
2019-2020	6

Music Clinical Experience

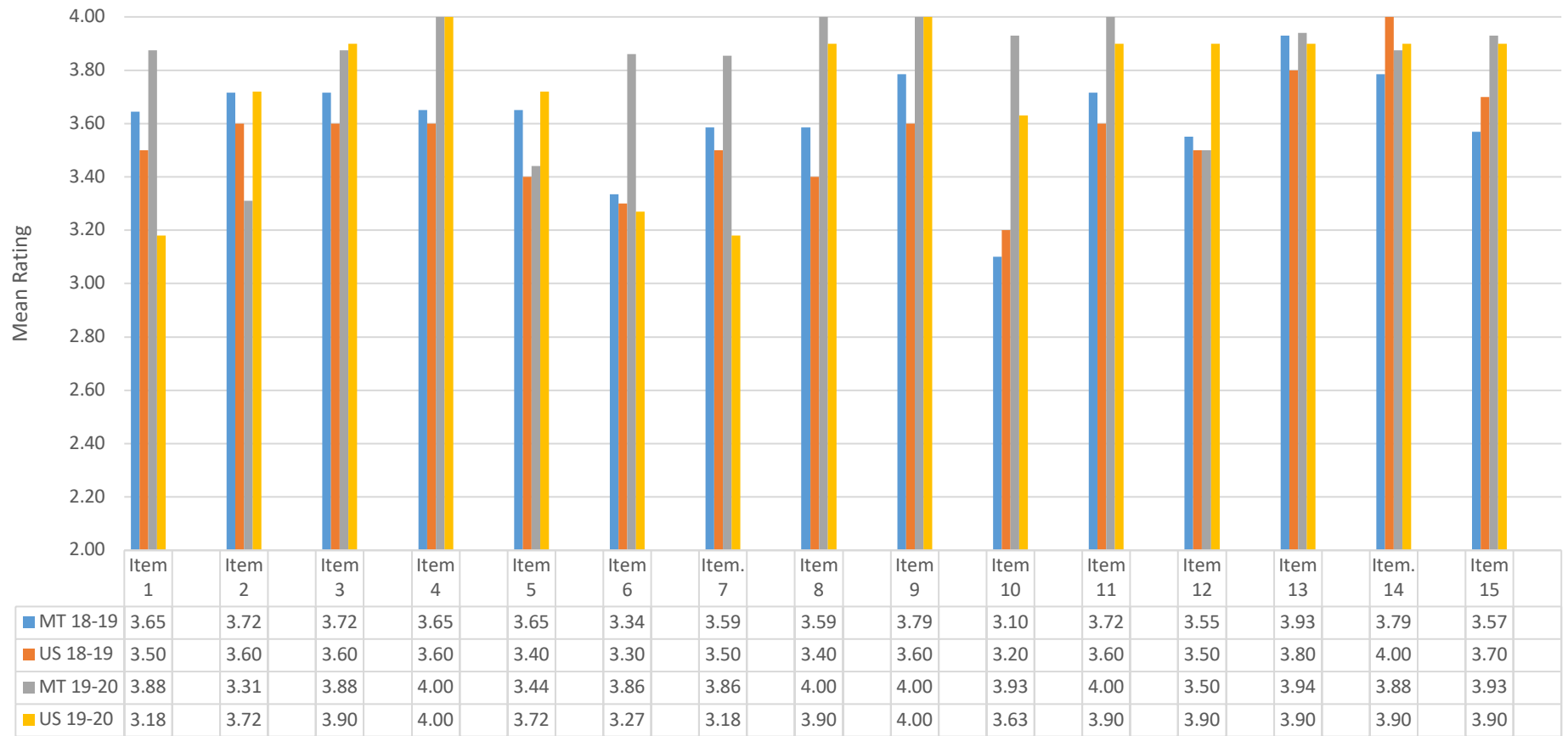


Item Descriptions

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School Year	N
2018-2019	7

Physical Education Clinical Experience

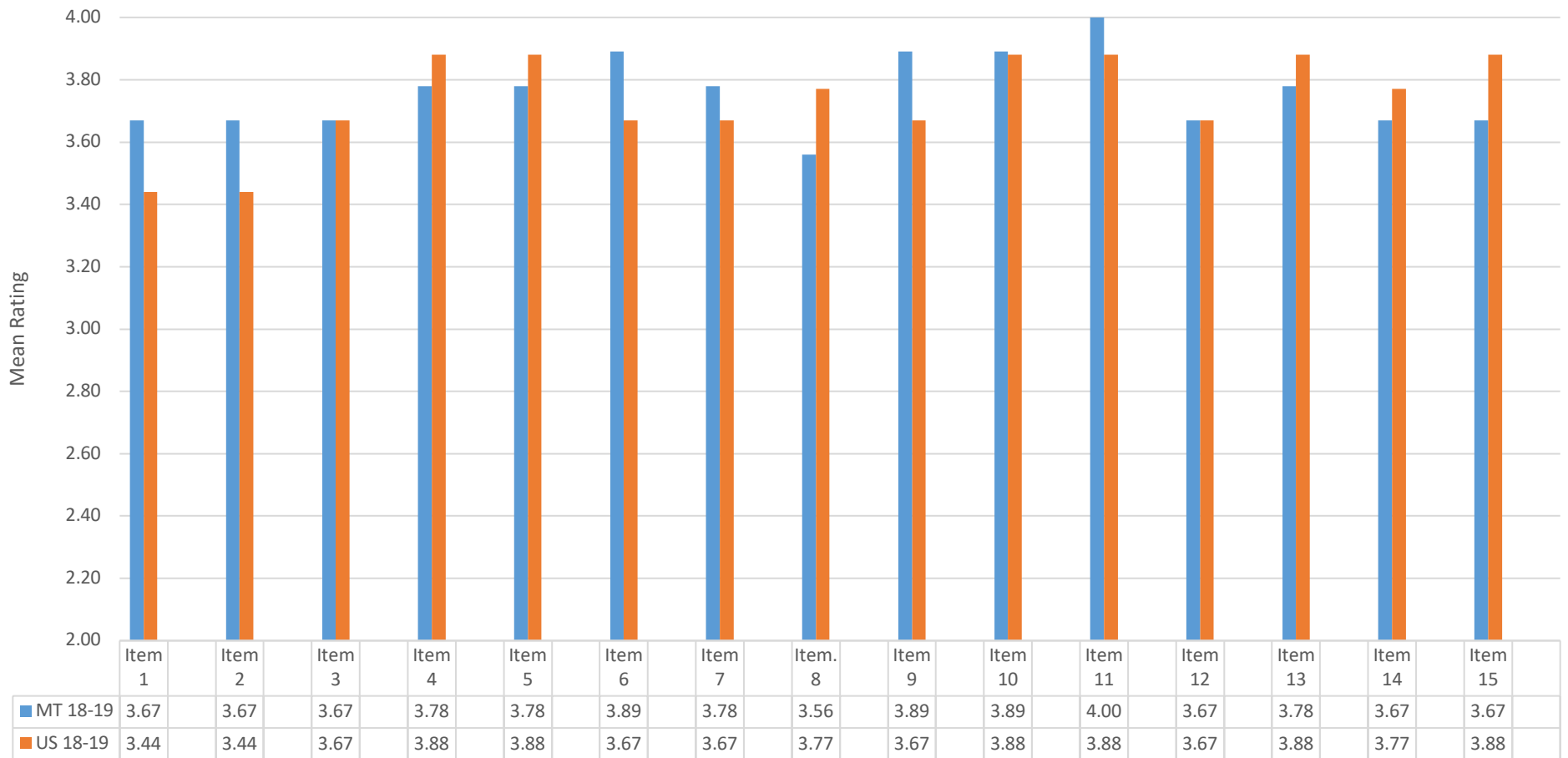


Item Descriptions

1	Learner Development - Uses knowledge of students to meet needs	6	Application of Content - Develops literacy and communication skills through content	11	Instructional Strategies - Uses research-based instructional strategies
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School Year	N
2018-2019	10
2019-2020	11

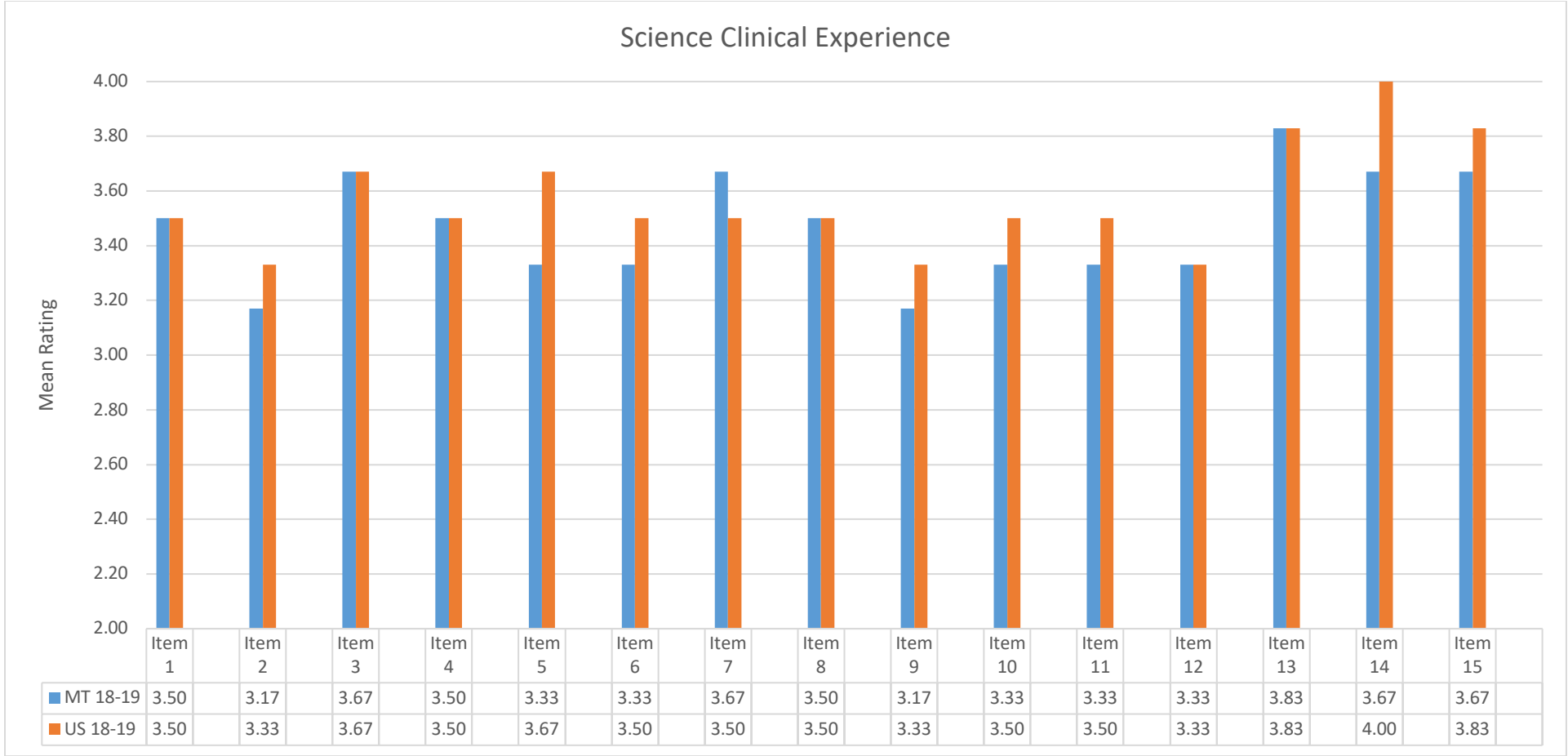
Secondary English Clinical Experience



Item Descriptions

1	Learner Development - Uses knowledge of students to meet needs	6	Application of Content - Develops literacy and communication skills through content	11	Instructional Strategies - Uses research-based instructional strategies
2	Learner Differences - Differentiates instruction to meet student needs	7	Assessment - Uses classroom assessment	12	Instructional Strategies - Uses engagement to enhance learning
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School Year	N
2018-2019	9

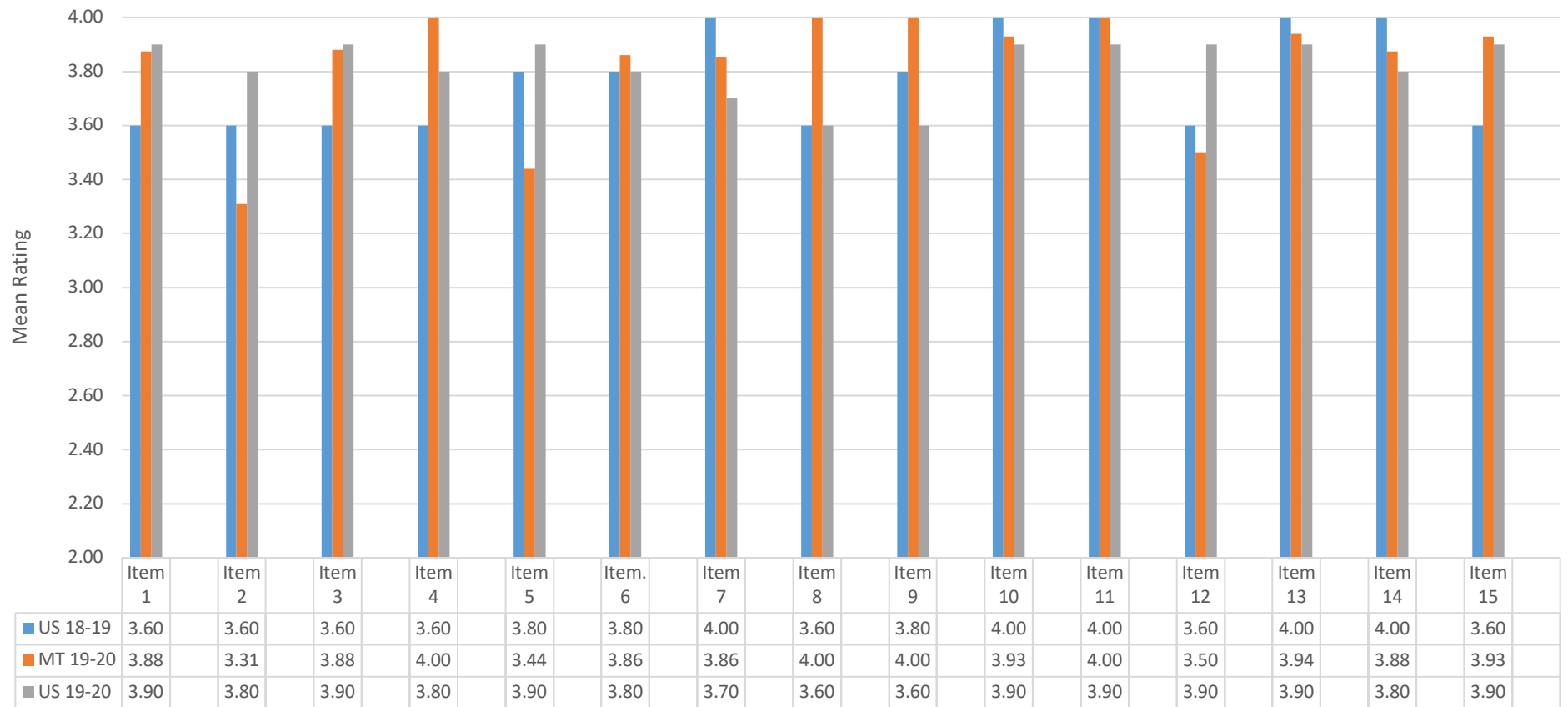


Item Descriptions

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School Year	N
2018-2019	5

Social Science Clinical Experience

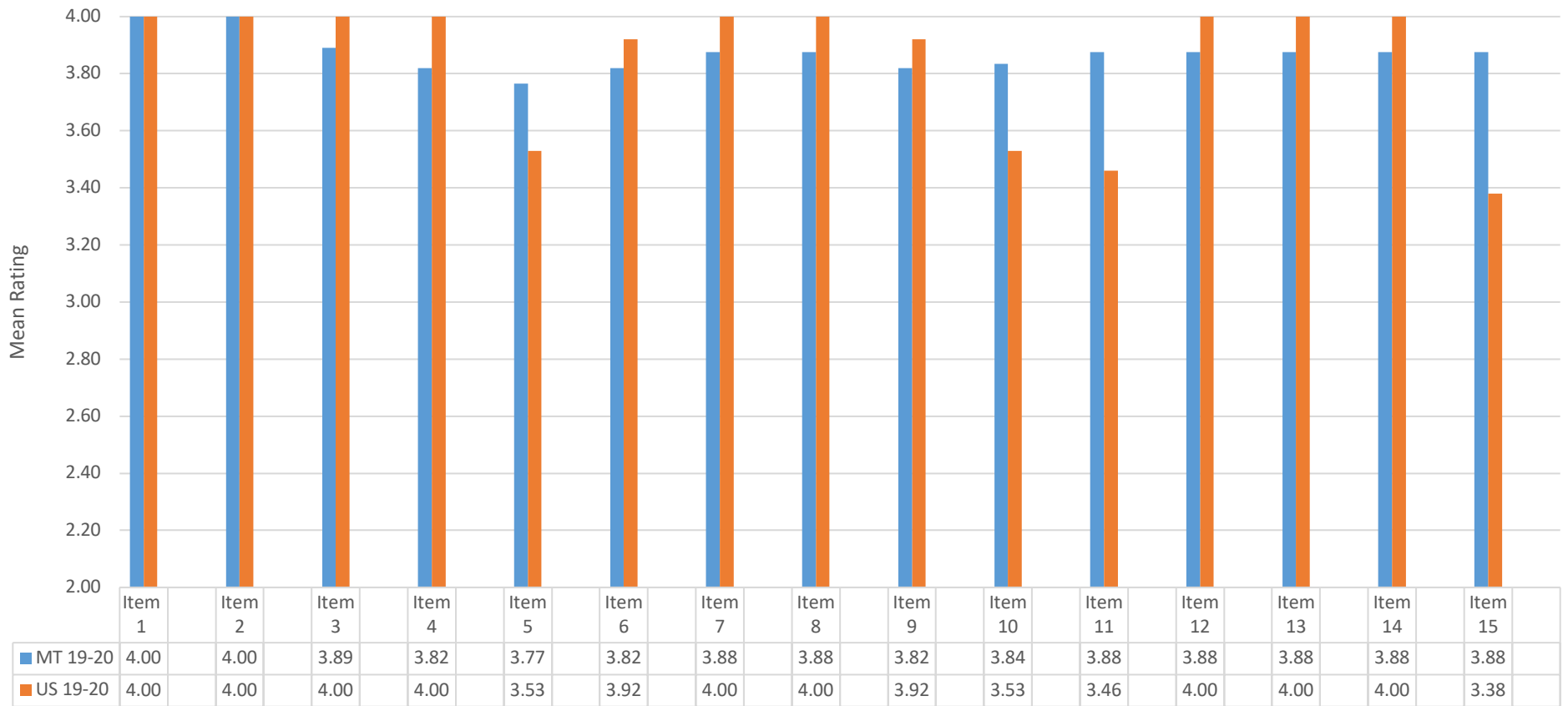


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School Year	N
2018-2019	6
2019-2020	10

Special Education K-6 Clinical Experience

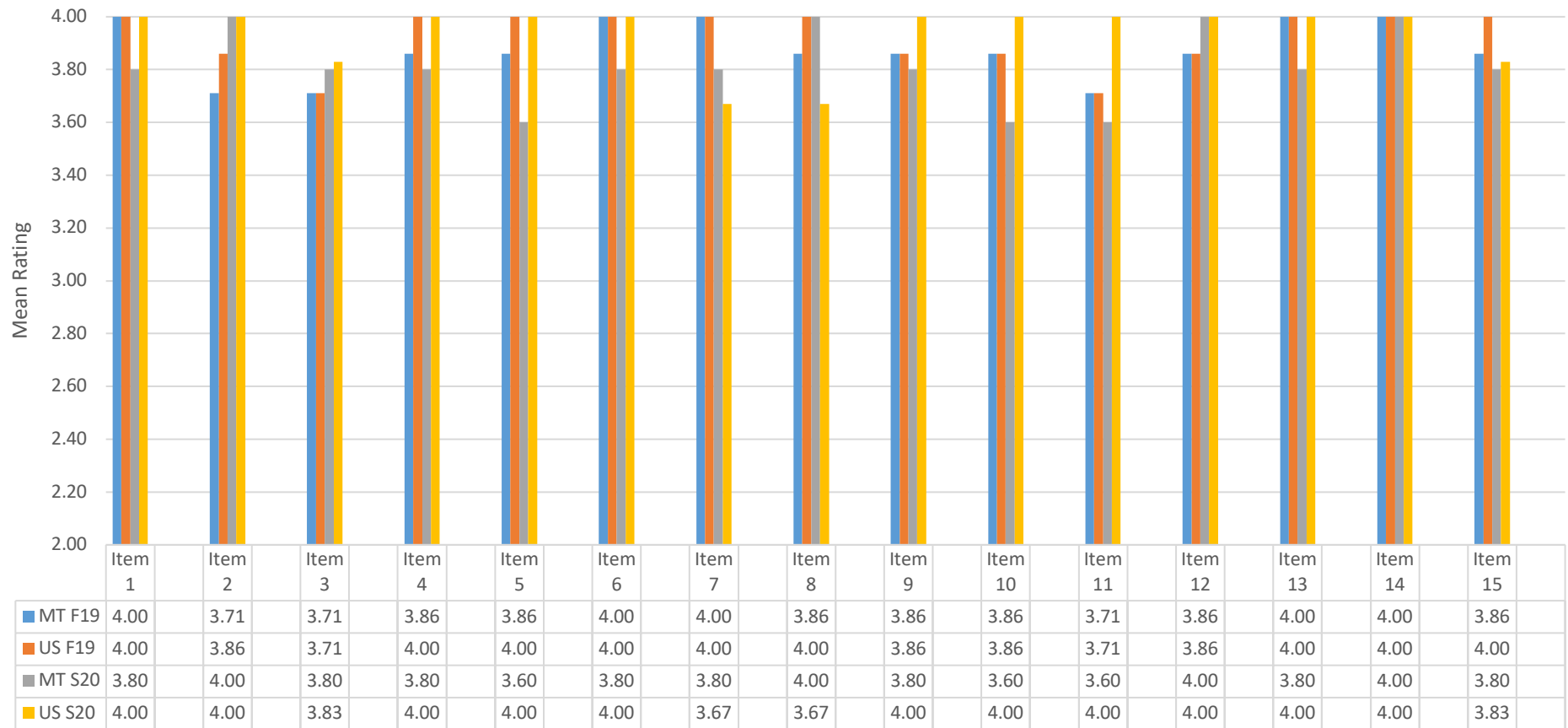


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3	Learning Environments - Promotes a positive classroom environment through clear expectations	8	Assessment - Assesses for learning	13	Professional Learning and Ethical Practice - Accepts critique and input regarding performance
4	Content Knowledge - Uses accurate content and academic vocabulary	9	Planning for Instruction - Plans for instruction	14	Leadership and Collaboration - Conveys professional demeanor
5	Application of Content - Engages students in critical thinking and collaborative problem solving	10	Instructional Strategies - Incorporates digital tools into instruction	15	Leadership and Collaboration - Uses professional communication

School Year	N
2019-2020	13

Special Education 7-12 Clinical Experience

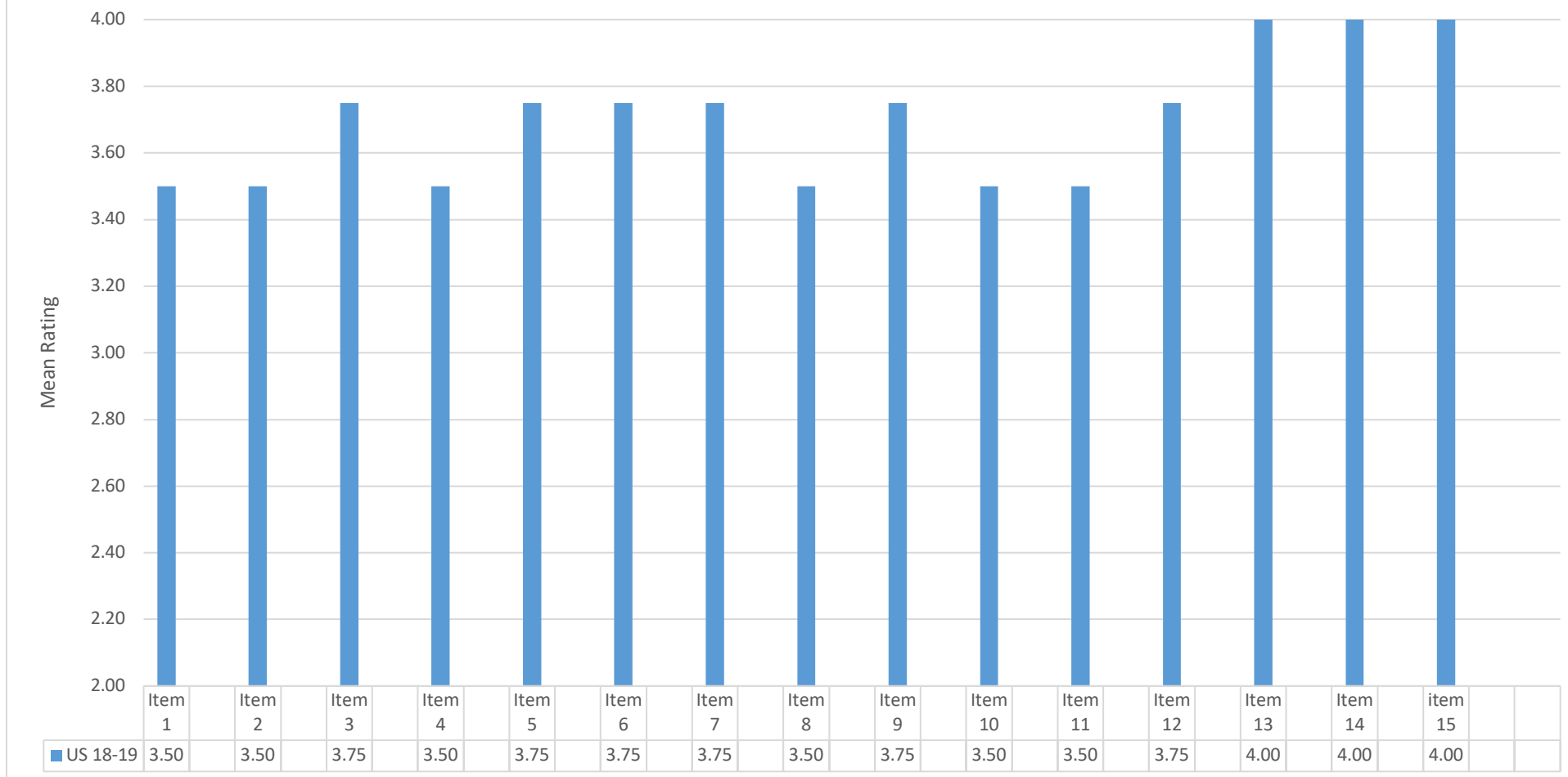


Item Descriptions

1	Learner Development ~ Uses knowledge of students to meet needs	6	Application of Content ~ Develops literacy and communication skills through content	11	Instructional Strategies ~ Uses research-based instructional strategies
2	Learner Differences ~ Differentiates instruction to meet student needs	7	Assessment ~ Uses classroom assessment	12	Instructional Strategies ~ Uses engagement to enhance learning
3	Learning Environments - Promotes a positive classroom environment through clear expectations	8	Assessment ~ Assesses for learning	13	Professional Learning and Ethical Practice ~ Accepts critique and input regarding performance
4	Content Knowledge ~ Uses accurate content and academic vocabulary	9	Planning for Instruction ~ Plans for instruction	14	Leadership and Collaboration ~ Conveys professional demeanor
5	Application of Content ~ Engages students in critical thinking and collaborative problem solving	10	Instructional Strategies ~ Incorporates digital tools into instruction	15	Leadership and Collaboration ~ Uses professional communication

Semester	N
Fall 2019	7
Spring 2020	6

Spanish Clinical Experience



Item Descriptions

1	Learner Development - Uses knowledge of students to meet needs	6	Application of Content - Develops literacy and communication skills through content	11	Instructional Strategies - Uses research-based instructional strategies
2	Learner Differences - Differentiates instruction to meet student needs	7	Assessment - Uses classroom assessment	12	Instructional Strategies - Uses engagement to enhance learning
3	Learning Environments - Promotes a positive classroom environment through clear expectations	8	Assessment - Assesses for learning	13	Professional Learning and Ethical Practice - Accepts critique and input regarding performance
4	Content Knowledge - Uses accurate content and academic vocabulary	9	Planning for Instruction - Plans for instruction	14	Leadership and Collaboration - Conveys professional demeanor
5	Application of Content - Engages students in critical thinking and collaborative problem solving	10	Instructional Strategies - Incorporates digital tools into instruction	15	Leadership and Collaboration - Uses professional communication

School Year	N
2018-2019	5

Strategies Project for EPP

The Strategies Project is a key assessment for all educator preparation candidates. Candidates are assessed on their application of various instructional strategies, ability to implement and articulate identified instructional strategies, use of technology to track student learning, analyze assessment data to guide planning and instruction, use of data to measure/monitor student progress and adapt/differentiate learning experiences, and use technology to illustrate and convey data to stakeholders.

This assessment occurs during student teaching in the candidate's final semester in the program. The assessment utilizes a three (3) level scale of 3 = Target; 2 = Approaching Target; and 1 = Below Target. Candidates should be performing at the Target level (3) to demonstrate competency.

Data includes the number of candidates in each subject area, and the mean score for each indicator based on the assessment of two separate reviewers. When the performance level scores are not adjacent on any rubric indicator, a third evaluator scores the recording of the Strategies Projects, and the coordinator of field experiences reconciles the scores. The mean of the two scores is reported for each indicator if the scores are adjacent. All data are disaggregated by content area.

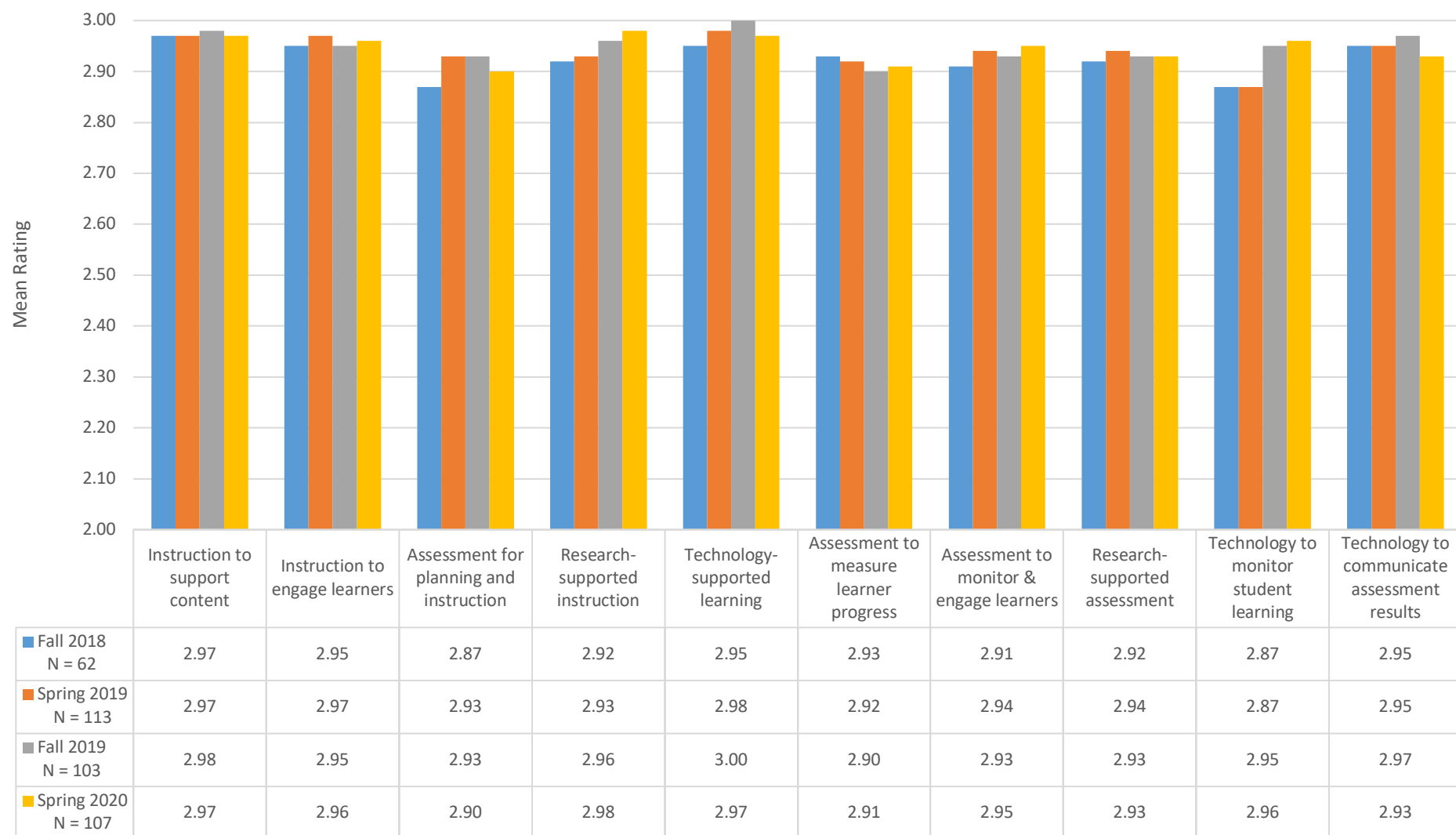
Strategies Project Rubric

There is evidence that during a sequence of lessons, the candidate uses:			
	Target - 3	Approaching Target - 2	Below Target - 1
1. Instruction to Support Content INTASC 8 CAEP 1.1	Applies and identifies a variety of instructional strategies through which students can learn content and/or build skills. <i>Behaviors may include, but are not limited to:</i> <ul style="list-style-type: none"> • Candidate provided students multiple and varied practice opportunities • Candidate aligned strategies with objectives that represented varied cognitive levels • Candidate connected content to students' existing knowledge • During the presentation, candidate explained the strategy shown in the video 	Identifies a variety of instructional strategies through which students can learn content and/or build skills.	Identifies a variety of instructional strategies some of which are not well-matched to content or skills being taught.
2. Instruction to Engage Learners INTASC 8 CAEP 1.1	Adapts and applies a variety of instructional strategies to engage learners. <i>Behaviors may include, but are not limited to:</i> <ul style="list-style-type: none"> • Candidate provided students choice within the lesson sequence • Students applied content to real-world scenarios/examples • Students discussed content with each other • Candidate differentiated examples to be relevant for students in his/her classroom • Candidate purposefully grouped students to maximize collaborative learning opportunities 	Applies a variety of instructional strategies to engage learners.	Identifies a variety of instructional strategies to engage learners.
3. Assessment for Planning & Instruction INTASC 6 CAEP 1.1	Analyzes assessment data to describe patterns and/or gaps in learning and provides one or more examples of how analysis guided planning and instruction. <i>Behaviors may include, but are not limited to:</i> <ul style="list-style-type: none"> • Candidate used a pre-test or other method to determine students' existing knowledge • Candidate analyzed data from multiple perspectives to determine how to plan instruction for the class and individual students • During the presentation, the candidate gave explicit student examples – noted how teaching was planned and delivered to meet a specific student need • During the presentation, the candidate gave explicit content examples – noted how instruction was planned and delivered to address objectives of the lesson sequence 	Applies assessment data to describe patterns and/or gaps in learning but provides no examples of how data guided planning or instruction.	Reviews assessment data but provides no examples of how data guided planning or instruction.
4. Research-Supported Instruction CAEP 1.1, 1.2 INTASC 8	Implements and articulates evidence-based instructional strategies. <i>Behaviors may include, but are not limited to:</i> During the presentation the candidate: <ul style="list-style-type: none"> • Stated the specific instructional strategy • Described the strategy as presented in the research • Described how the strategy was adapted within the context of the specific lesson sequence 	Articulates evidence-based instructional strategies.	Fails to articulate evidence-based instructional strategies or implements strategies which are not based in research.

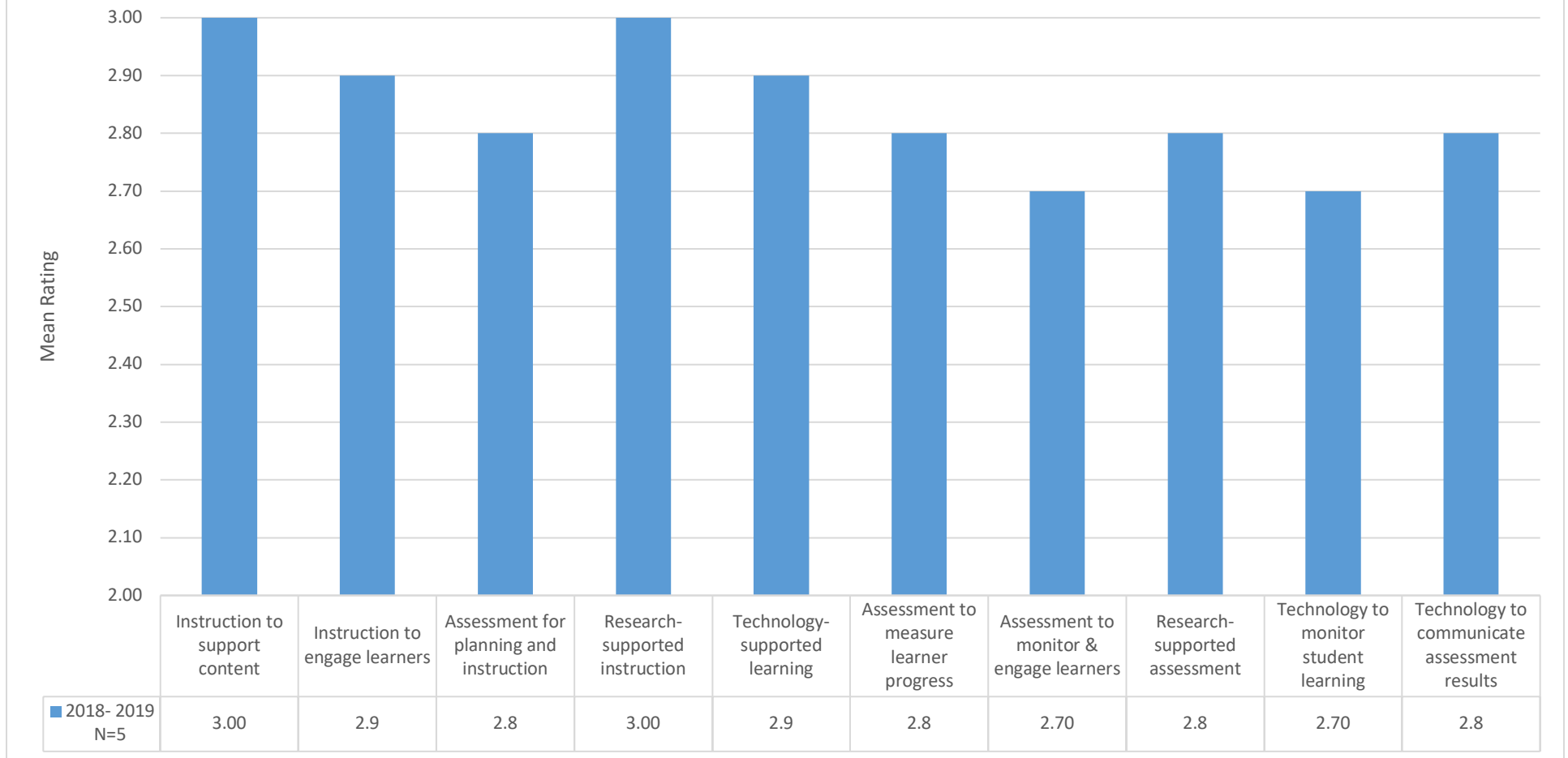
5. Technology-Supported Instruction CAEP 1.1, 1.5 INTASC 8	<p>Uses multiple technology tools to enhance student learning during the planning and/or delivery instruction.</p> <p><i>Behaviors may include, but are not limited to:</i></p> <ul style="list-style-type: none"> • Candidate and/or students accessed content via technology • Students interacted with content via technology • Students completed learning tasks using technology • Students collaborated with other via technology to complete learning task 	<p>Uses at least one technology tool to enhance student learning during the planning and/or delivery of instruction.</p>	<p>Uses technology in a manner which distracts from student learning or does not use technology.</p>
6. Assessment to Measure Learner Progress INTASC 6 CAEP 1.1	<p>Applies multiple assessment measures to identify impact on student learning and student progress within differentiated learning experiences.</p> <p><i>Behaviors may include, but are not limited to:</i></p> <ul style="list-style-type: none"> • Candidate described how formative assessments were used in each lesson • Candidate compared baseline student performance information with data from assessments during and at the completion of the lesson sequence • During the presentations, candidate described why assessments were appropriate to individual students and specific objectives 	<p>Applies multiple assessment measures to identify student progress.</p>	<p>Applies a single or no assessment measure to identify student progress.</p>
7. Assessment to Monitor & Engage Learners INTASC 6 CAEP 1.1	<p>Monitors impact on student learning to guide instruction and to engage learners in their own progress.</p> <p><i>Behaviors may include, but are not limited to:</i></p> <ul style="list-style-type: none"> • Candidate provided summative assessment criteria to students at the beginning of lesson sequence • Candidate provided specific feedback to individual students • Assessment tool provided feedback to student • Students engaged in creating assessment • Students engaged in peer or self-assessment • Candidate systematically recorded student progress 	<p>Monitors student learning and uses it to guide instruction.</p>	<p>Monitors student learning.</p>
8. Research-Supported Assessment CAEP 1.1, 1.2 INTASC 6	<p>Implements and articulates evidence-based assessment strategies.</p> <p><i>Behaviors may include, but are not limited to:</i></p> <p>During the presentation, the candidate:</p> <ul style="list-style-type: none"> • Stated the specific instructional strategy • Described the strategy as presented in the research • Described how the strategy was adapted within the context of the specific lesson sequence 	<p>Articulates evidence-based assessment strategies.</p>	<p>Fails to articulate evidence base of the assessment strategies used or implements strategies which are not based in research.</p>
9. Technology to Monitor Student Learning CAEP 1.1, 1.5 INTASC 6	<p>Uses technology to track data related to student learning before, during, and after instruction and uses this to make instructional decisions.</p> <p><i>Behaviors may include, but are not limited to:</i></p> <ul style="list-style-type: none"> • Candidate recorded performance data in a digital format • Candidate used technology to analyze patterns or gaps in student learning and described how teaching was adjusted based on this 	<p>Uses technology to track data related to student learning before, during and/or after instruction.</p>	<p>Uses technology to track data, but data gathered is insufficient to monitor student learning.</p>
10. Technology to Communicate Assessment Results CAEP 1.1, 1.5 INTASC 6	<p>Uses technology to illustrate and convey data representing student learning with parents, students, or colleagues.</p> <p><i>Behaviors may include, but are not limited to:</i></p> <ul style="list-style-type: none"> • During the presentation, candidate provided graphic representations of student performance • Students or parents accessed assessment results via technology 	<p>Uses technology to illustrate data representing student learning.</p>	<p>Uses technology to illustrate data in a manner which misrepresents student learning.</p>

Strategies Project Data

Strategies Project Aggregate Data

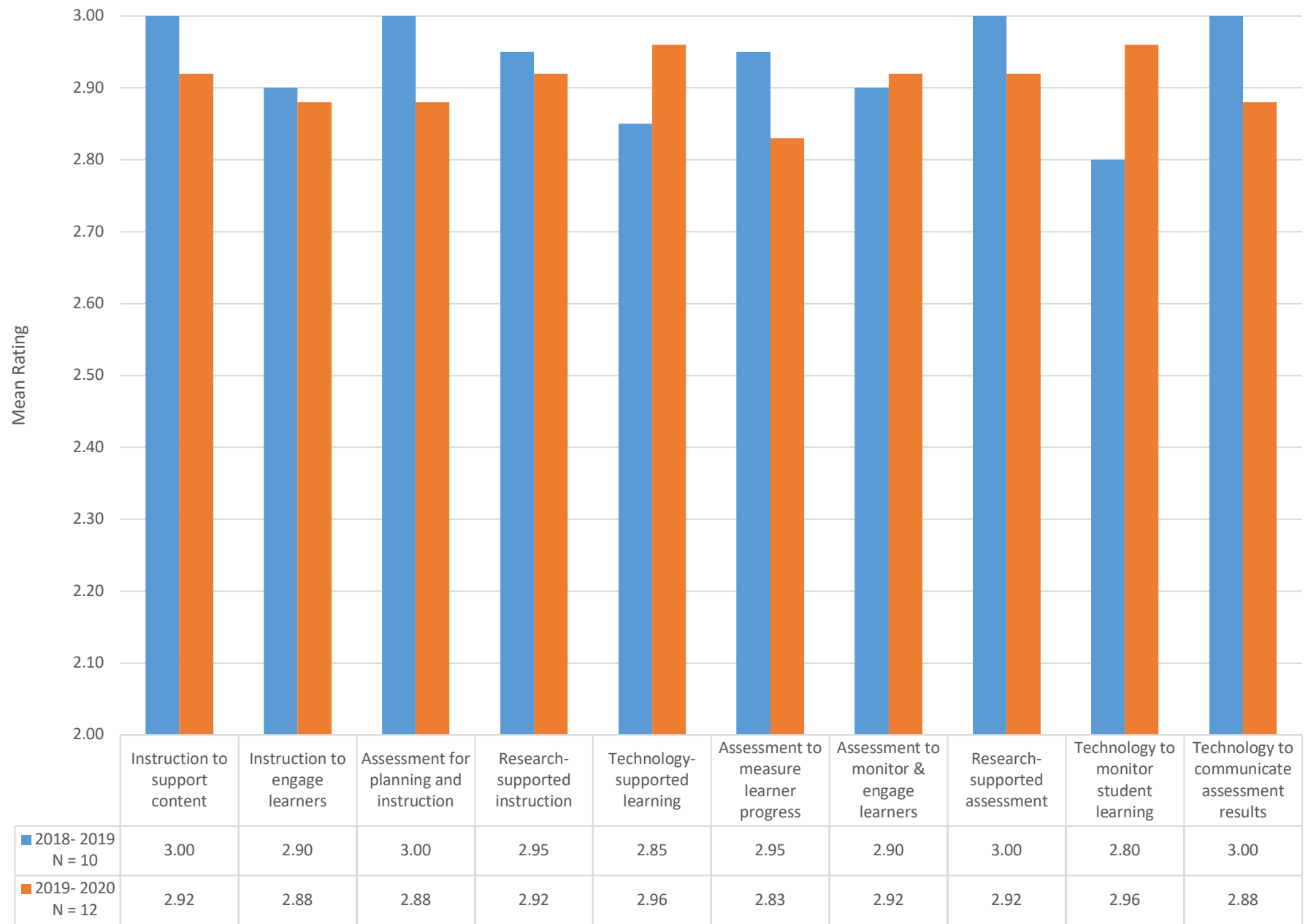


Art Strategies Project

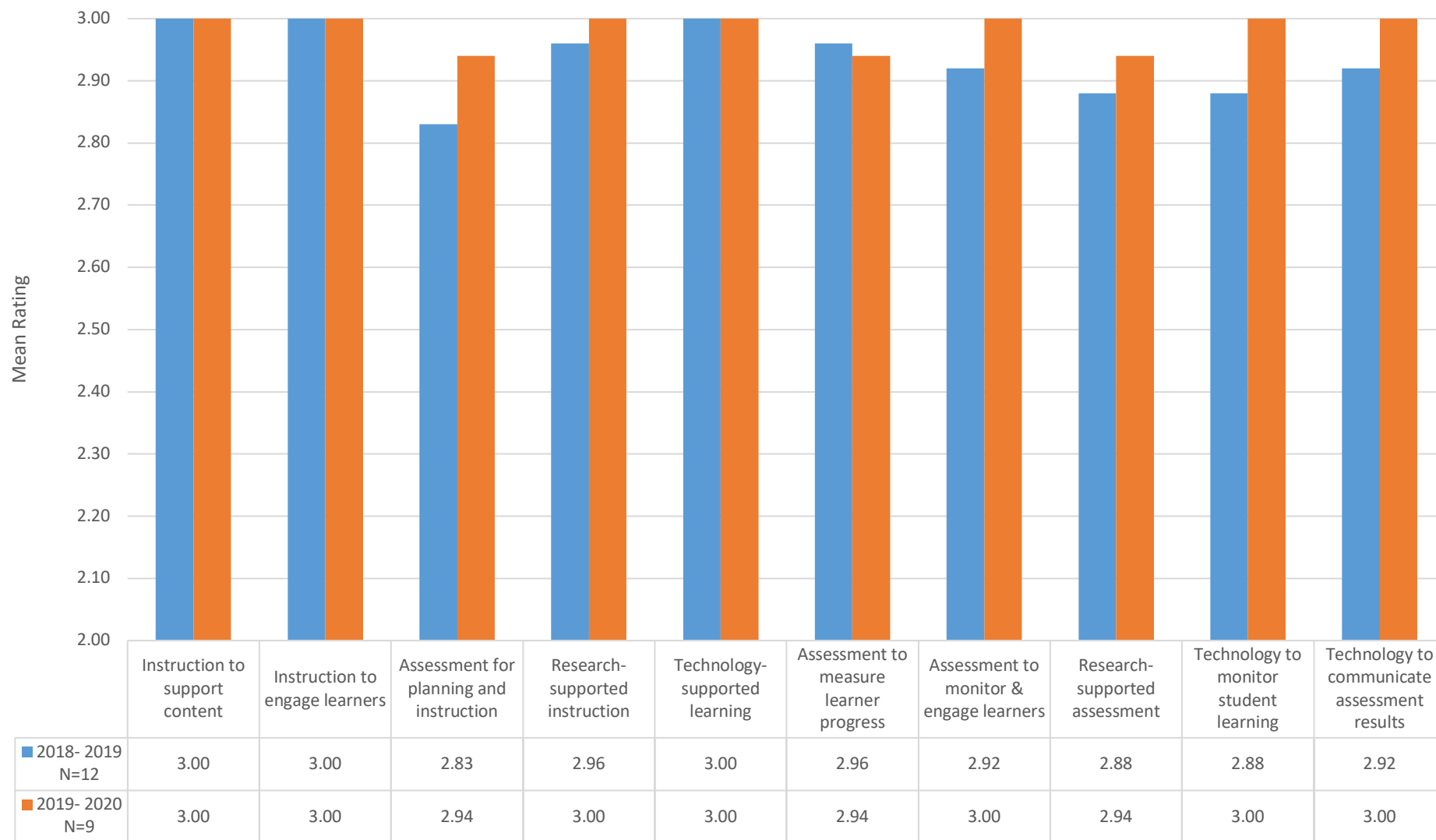


*2019-2020 N = 2 (Data not reported with less than 5 completers.)

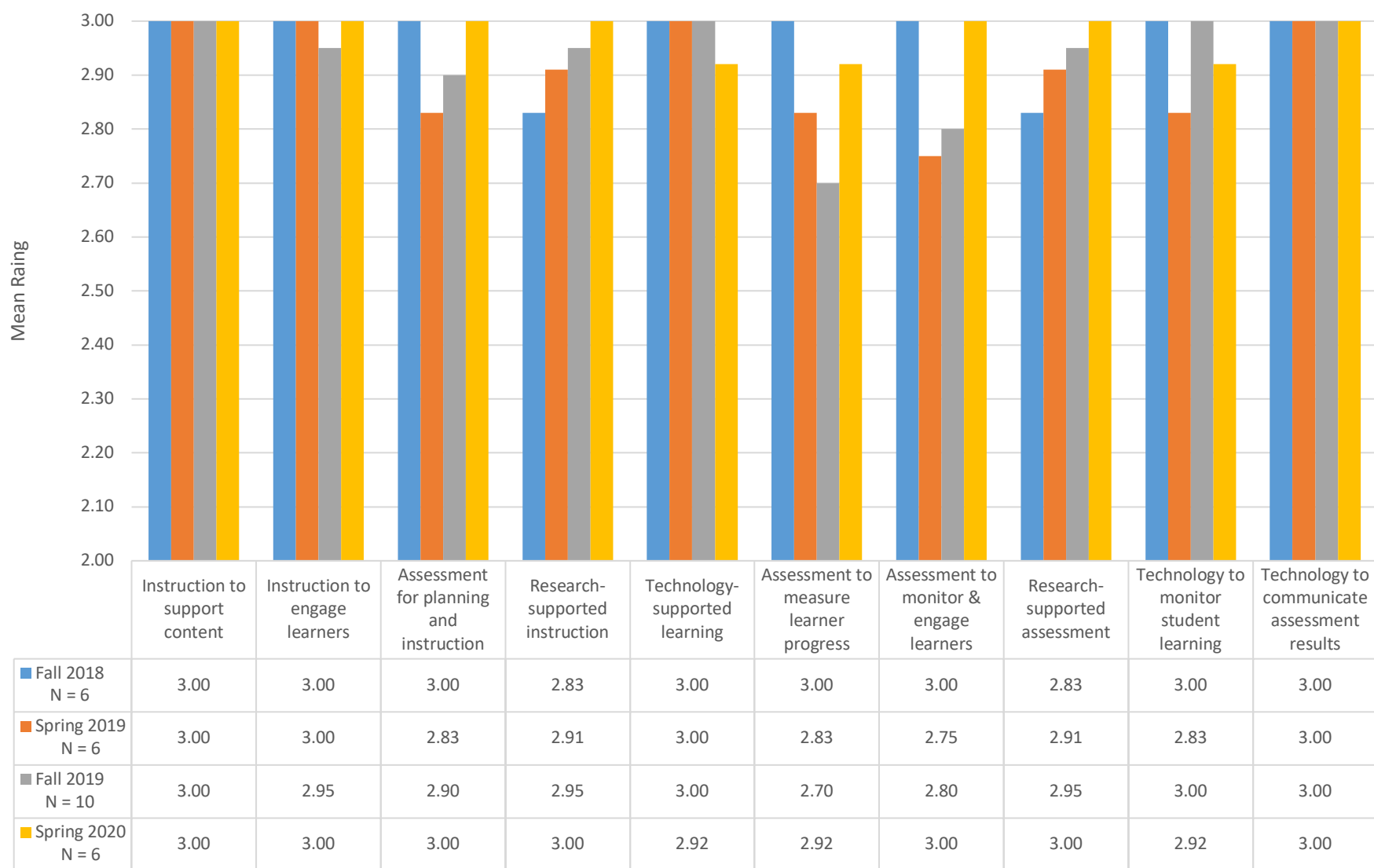
Early Childhood Education Strategies Project



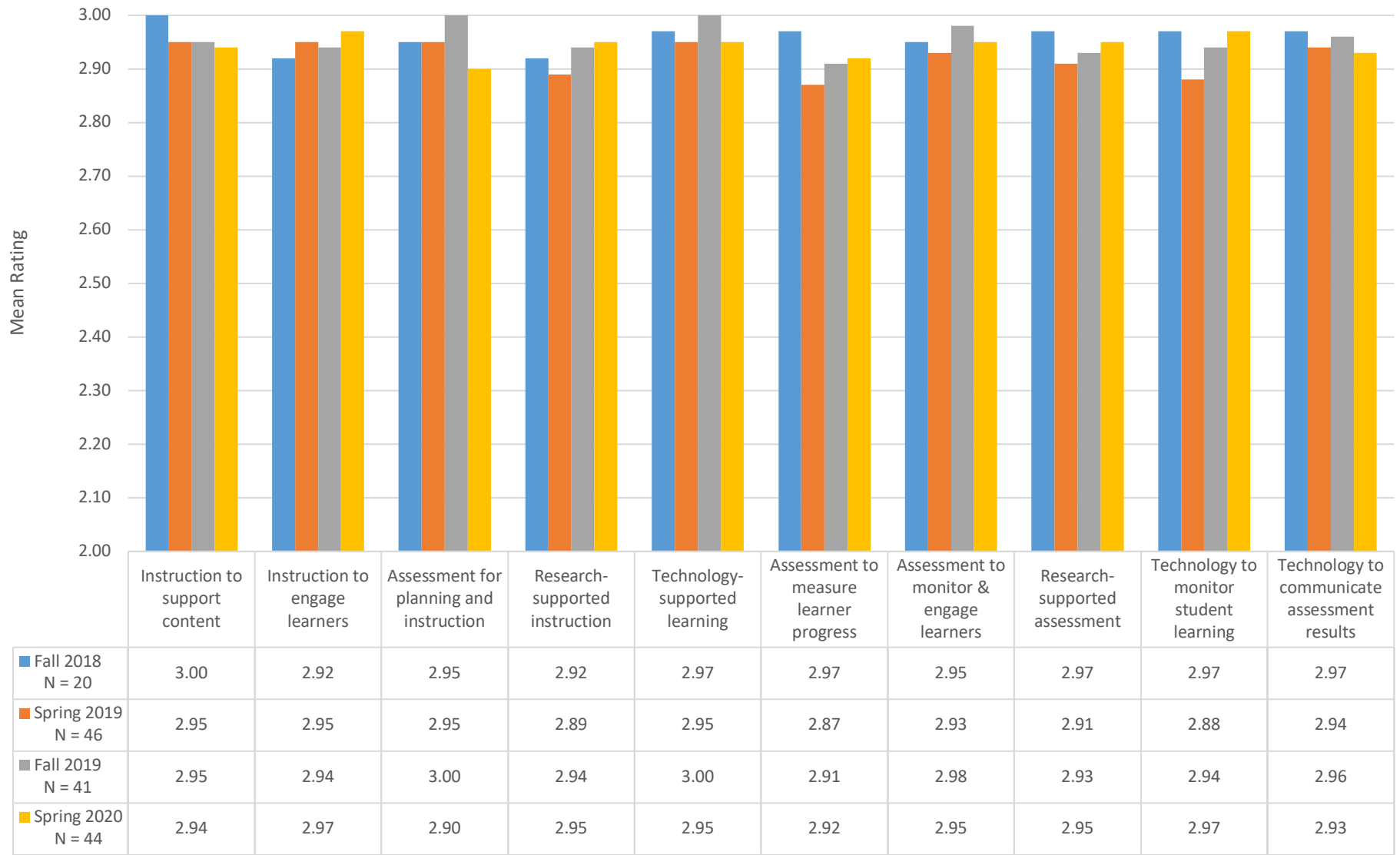
English Language Arts Strategies Project



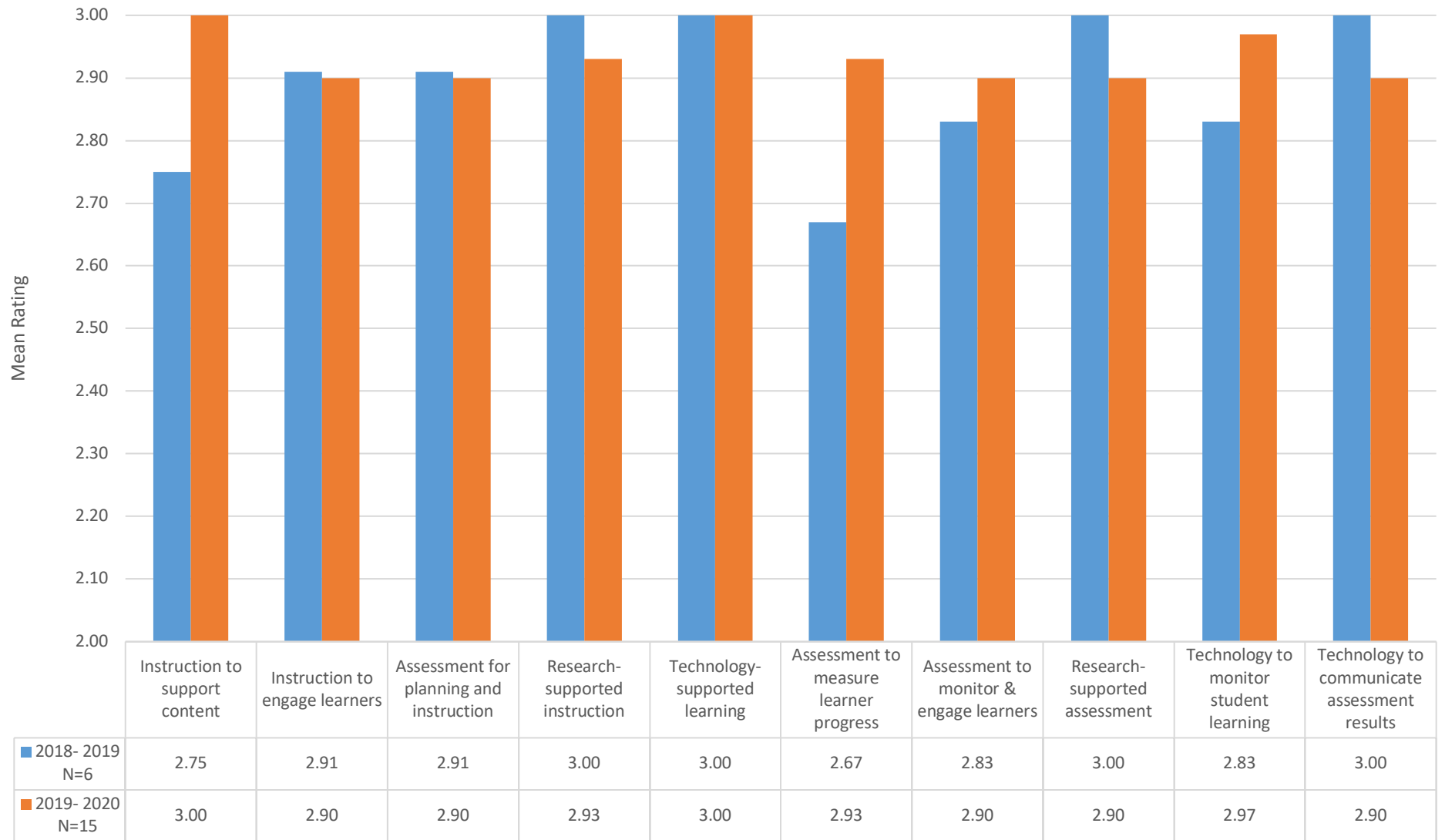
Early Childhood Inclusive Strategies Project



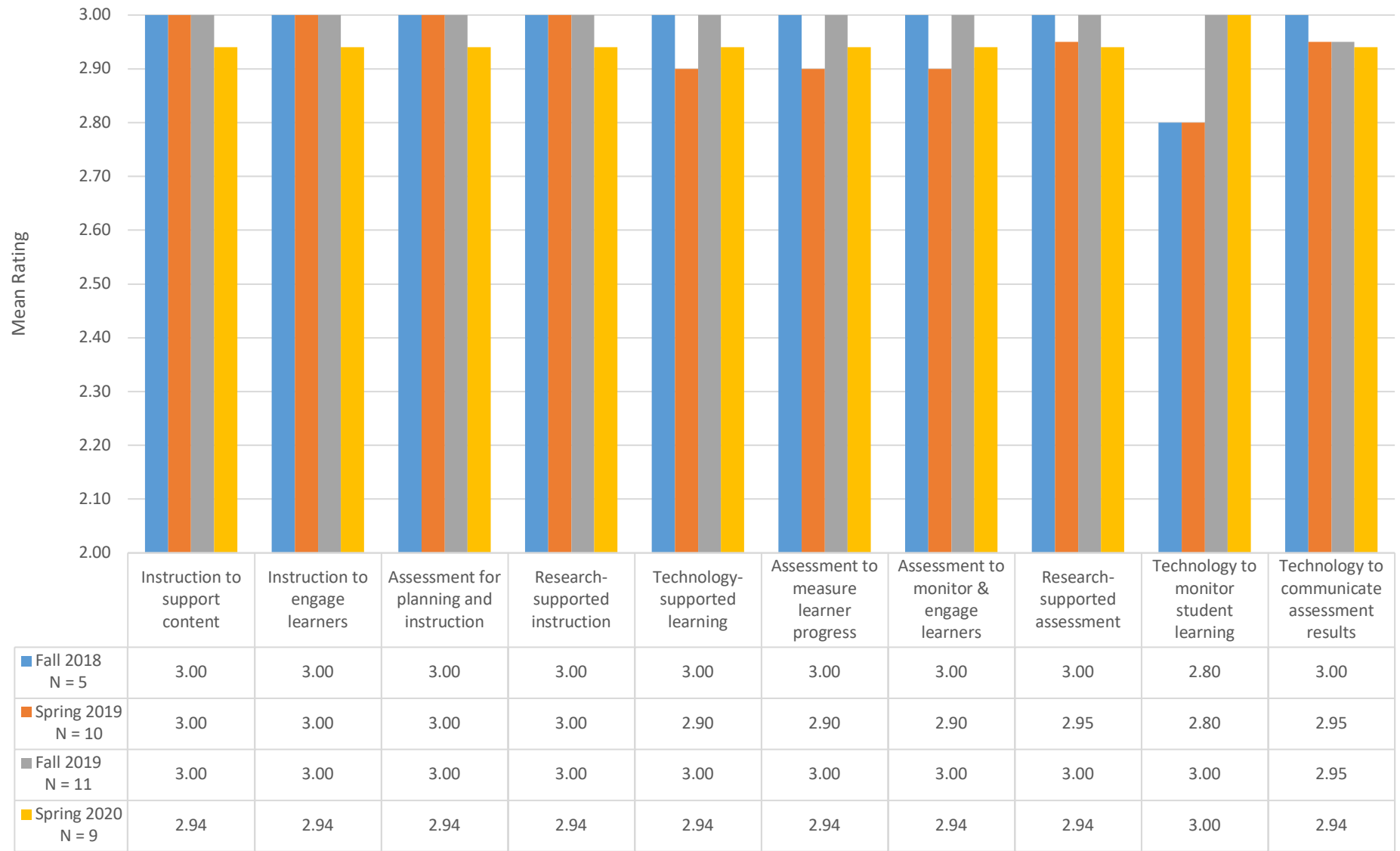
Elementary Education Strategies Project



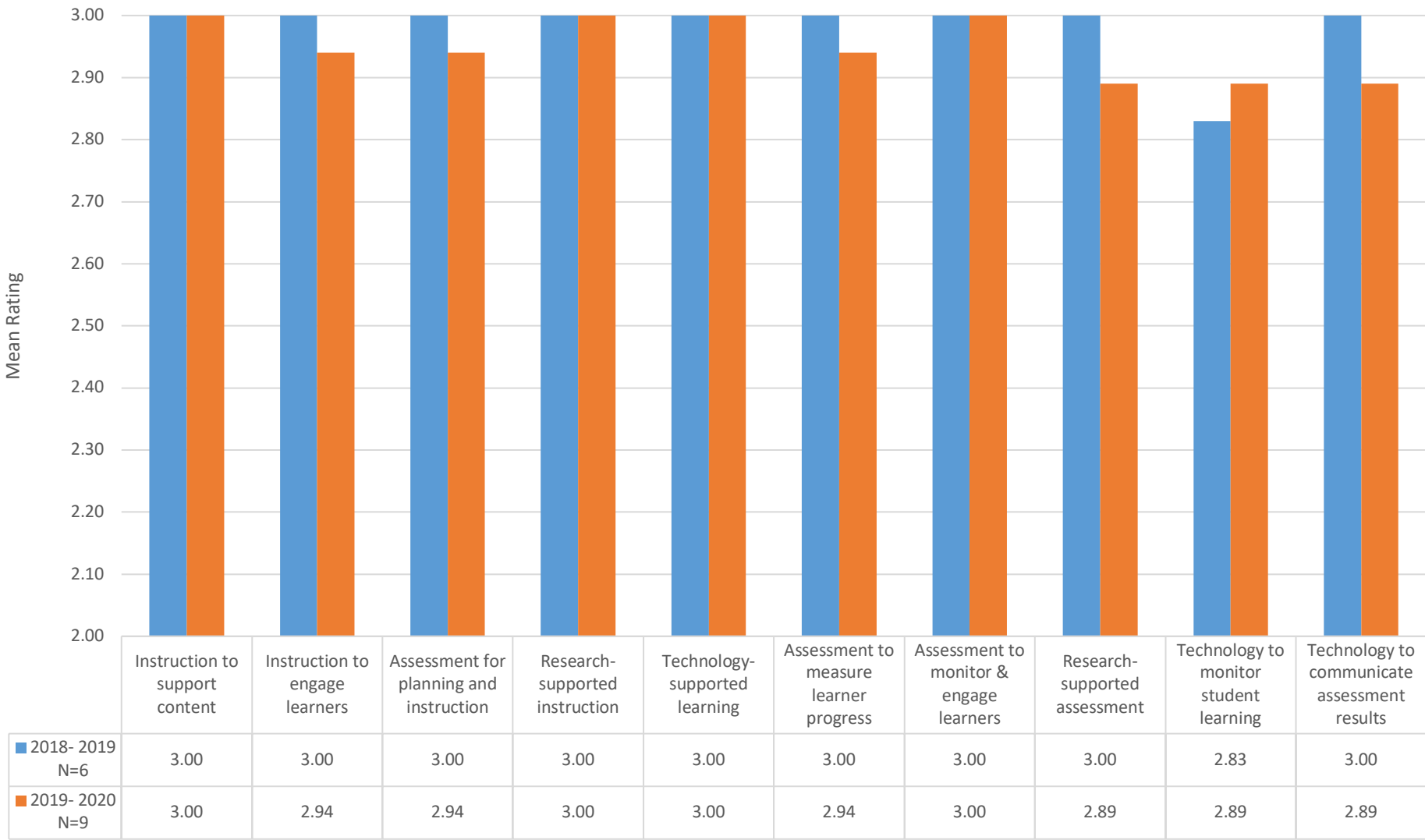
Elementary Education ACT Strategies Project



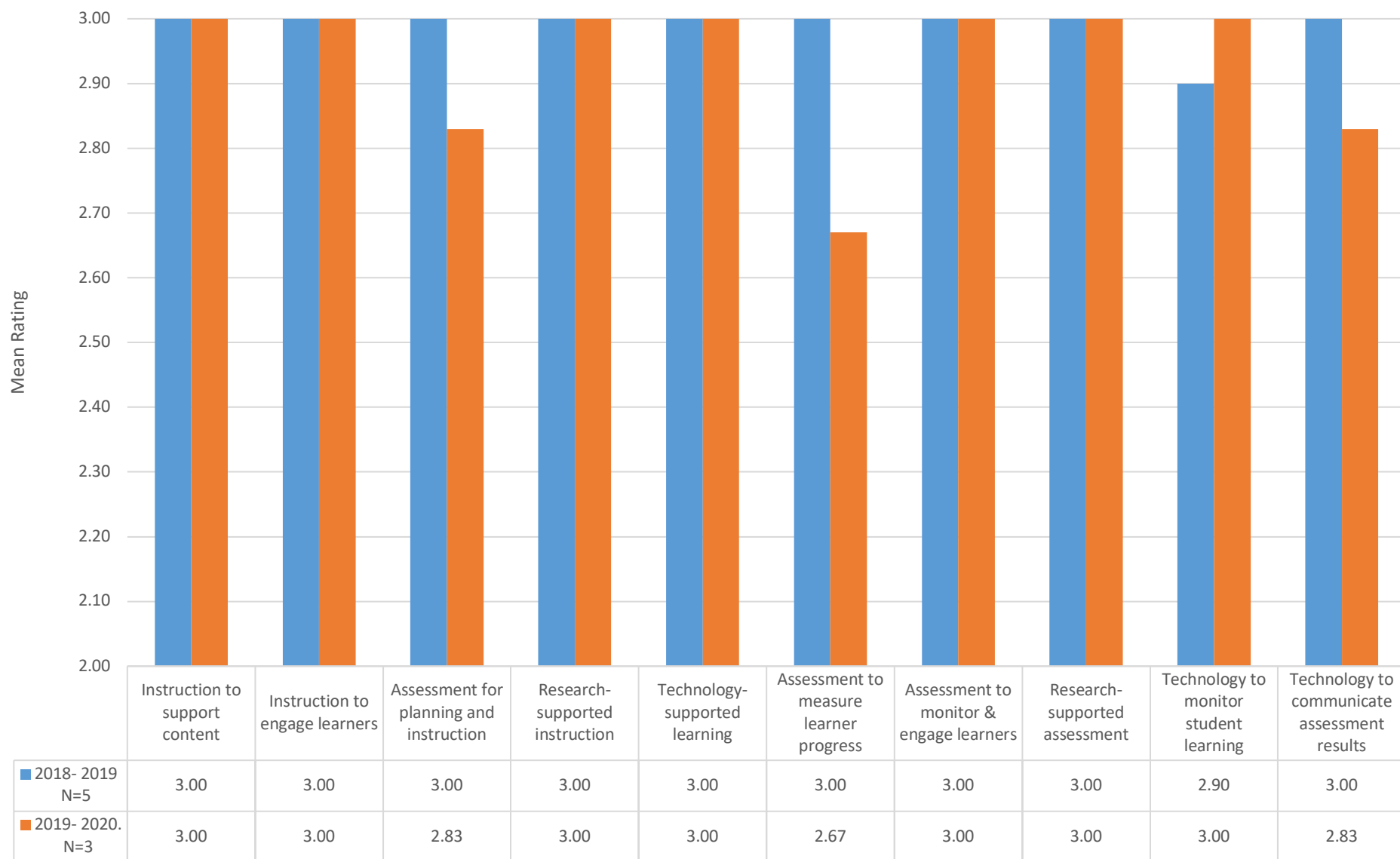
ESL K-6 Strategies Project



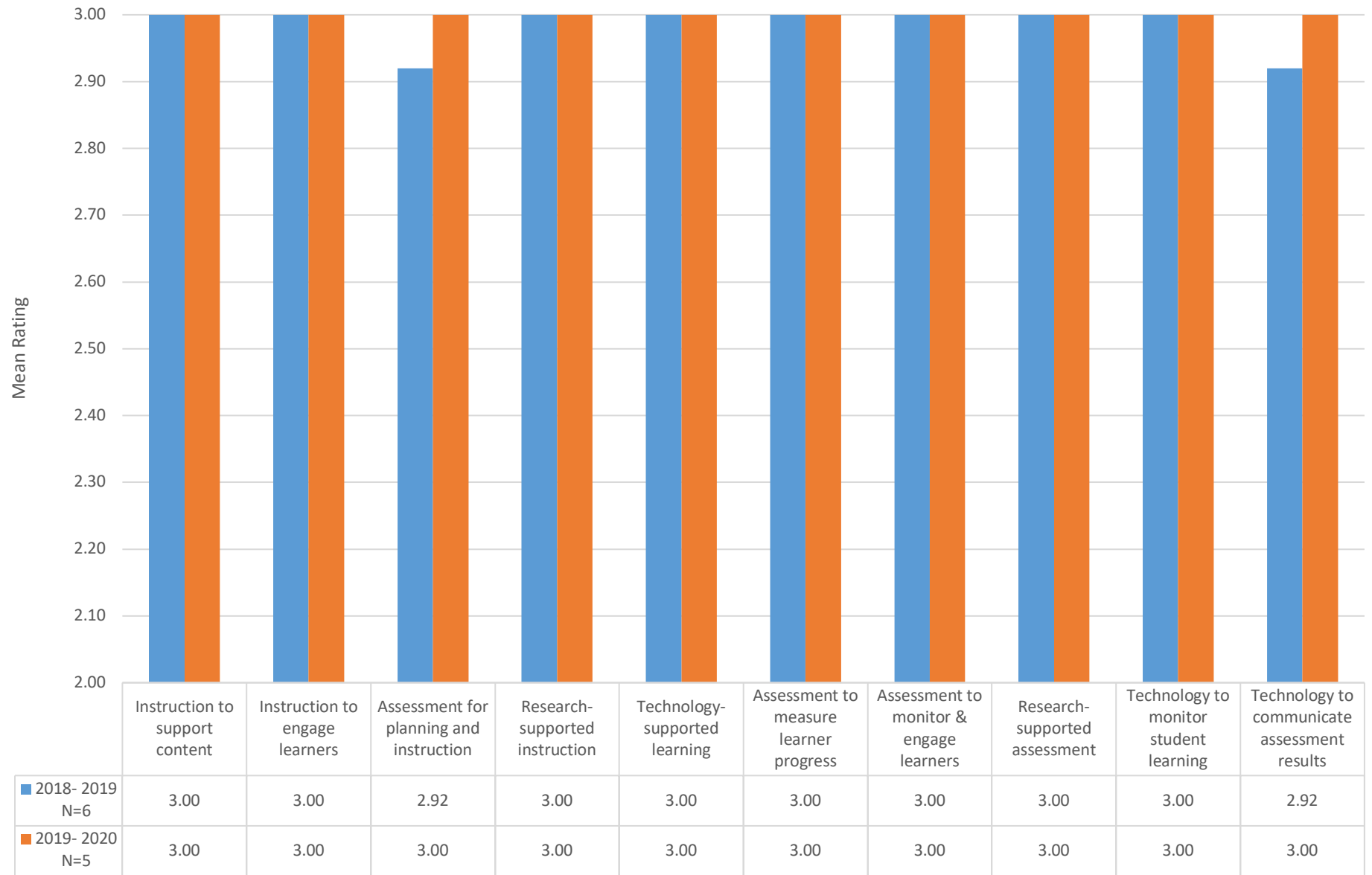
ESL 7-12 Strategies Project



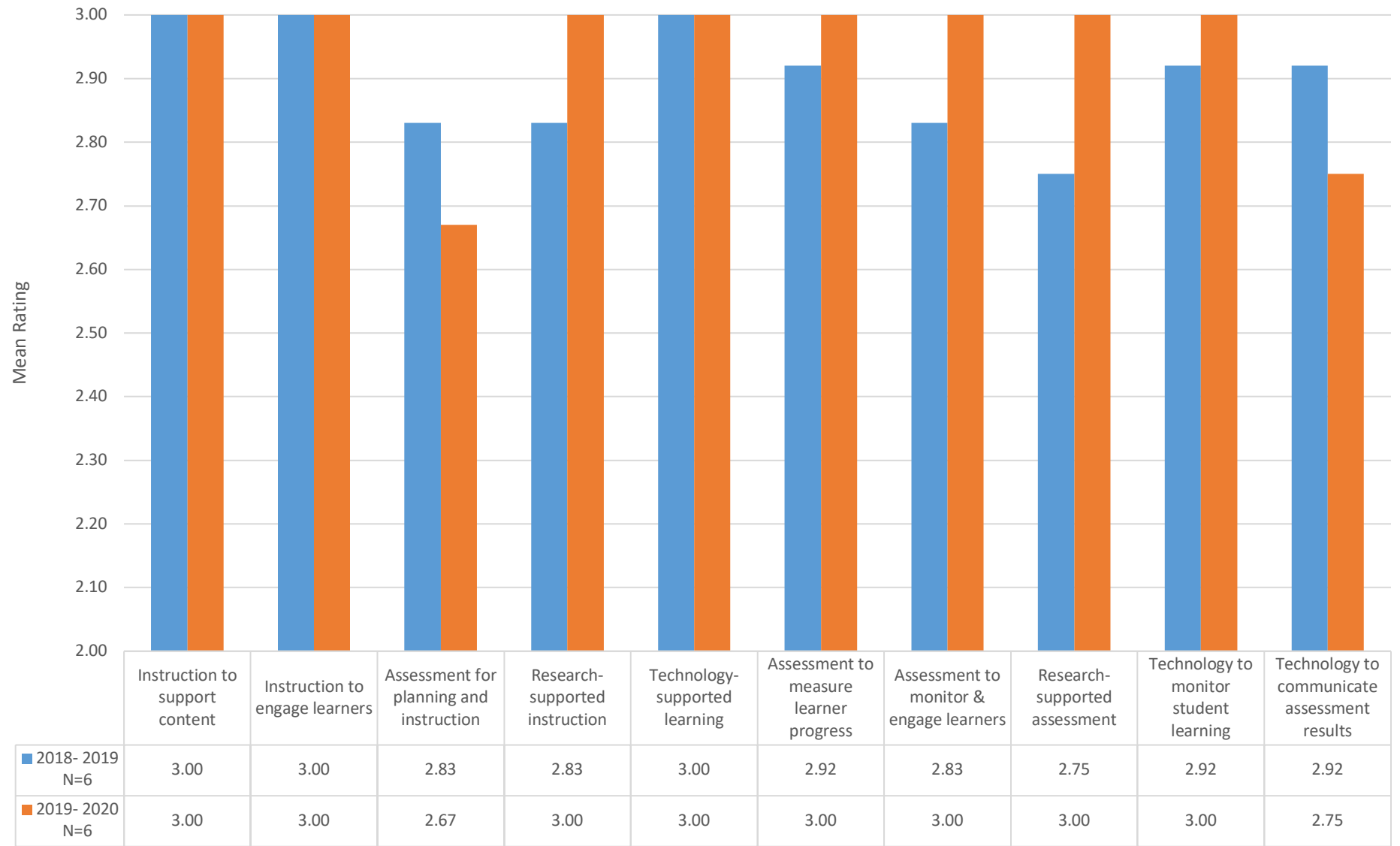
Math Strategies Project



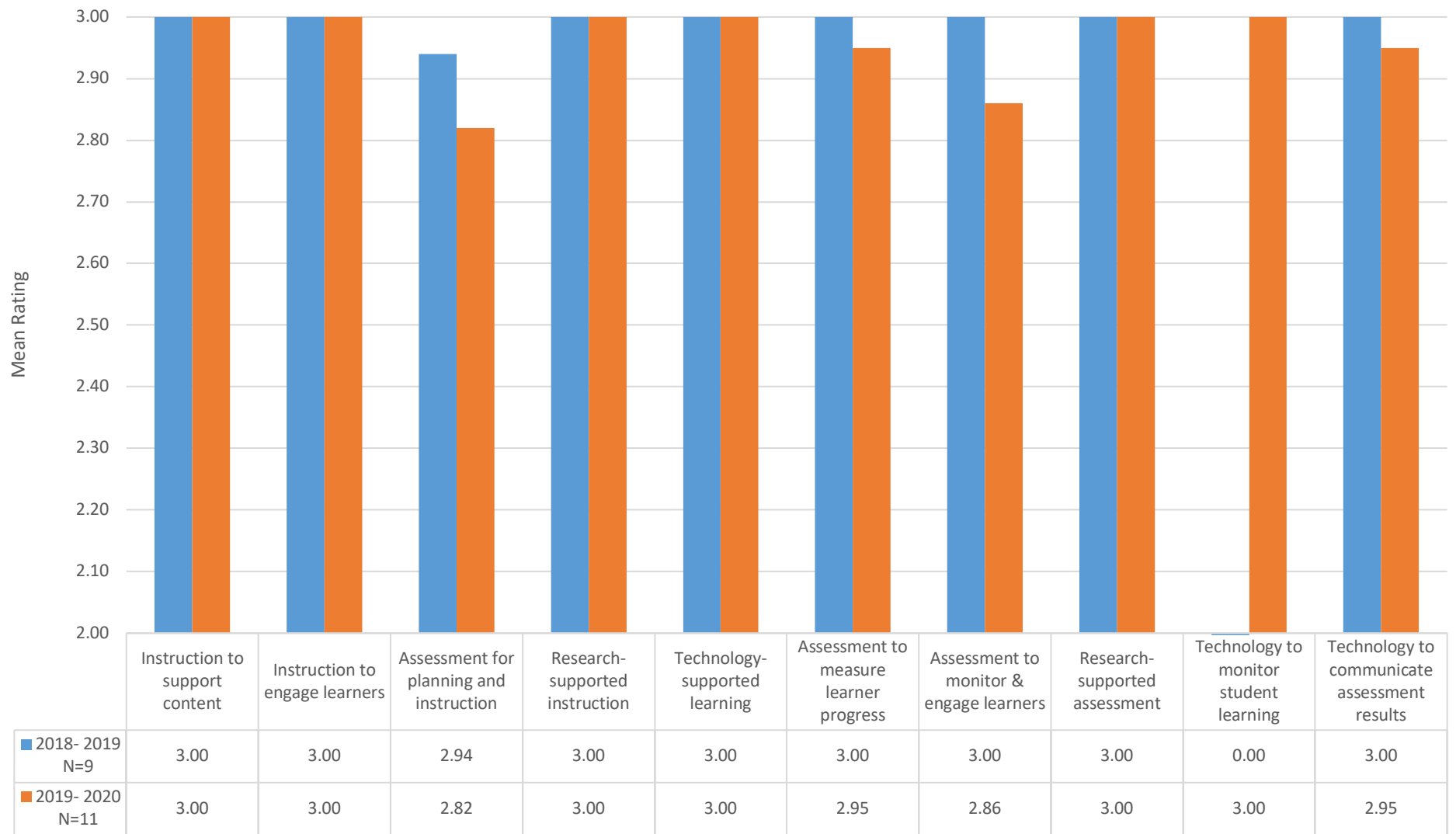
Middle Level Math Strategies Project



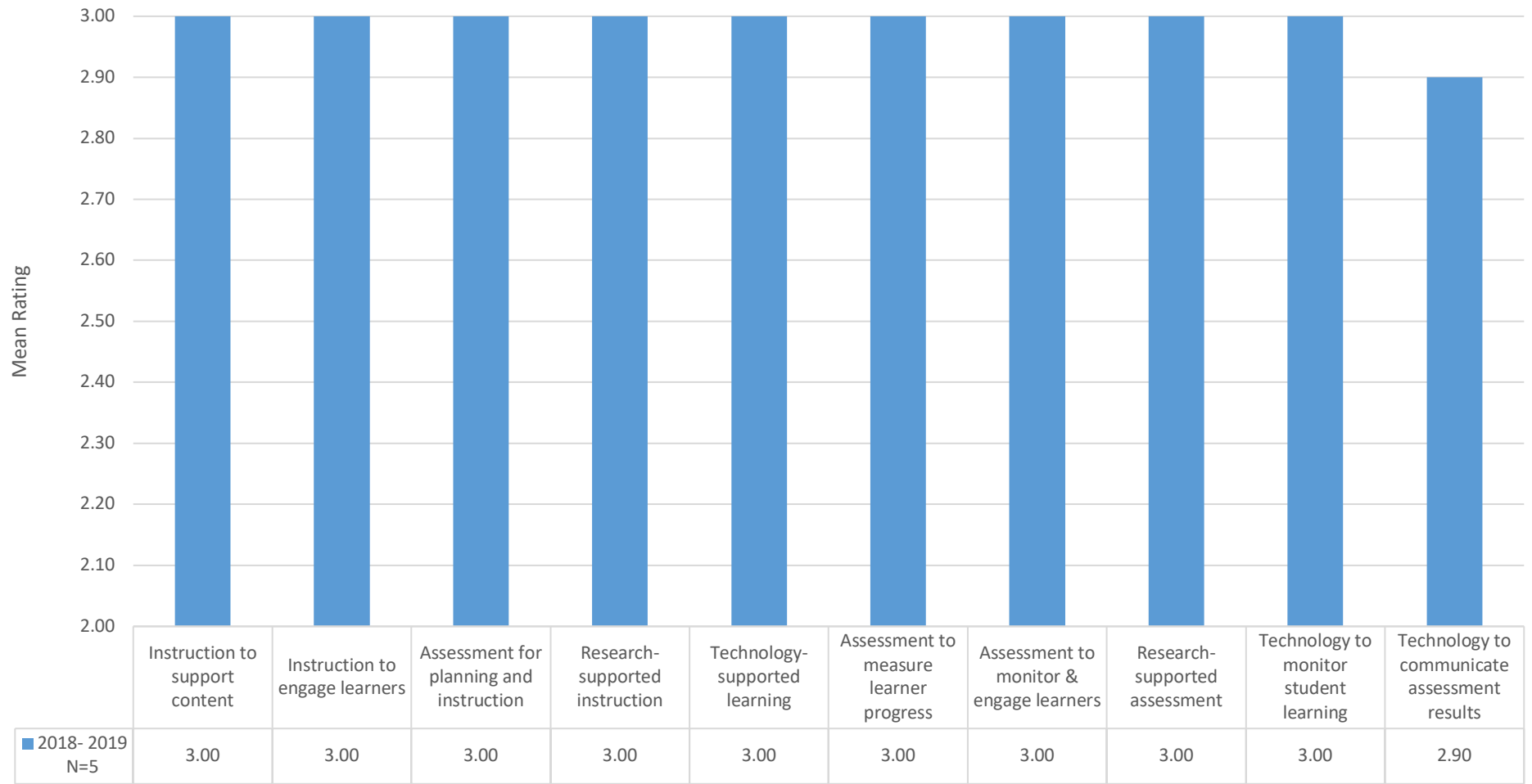
Music Strategies Project

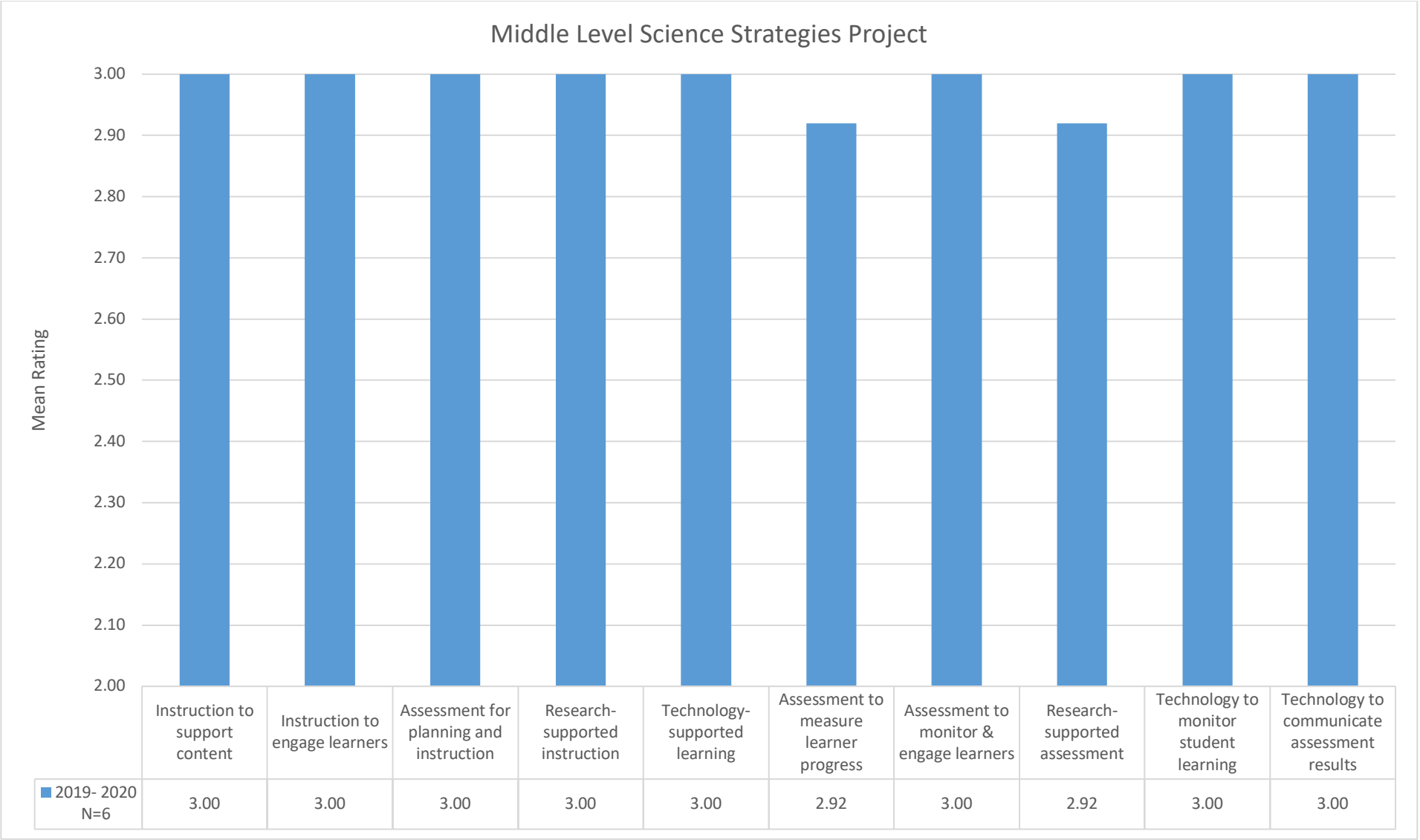


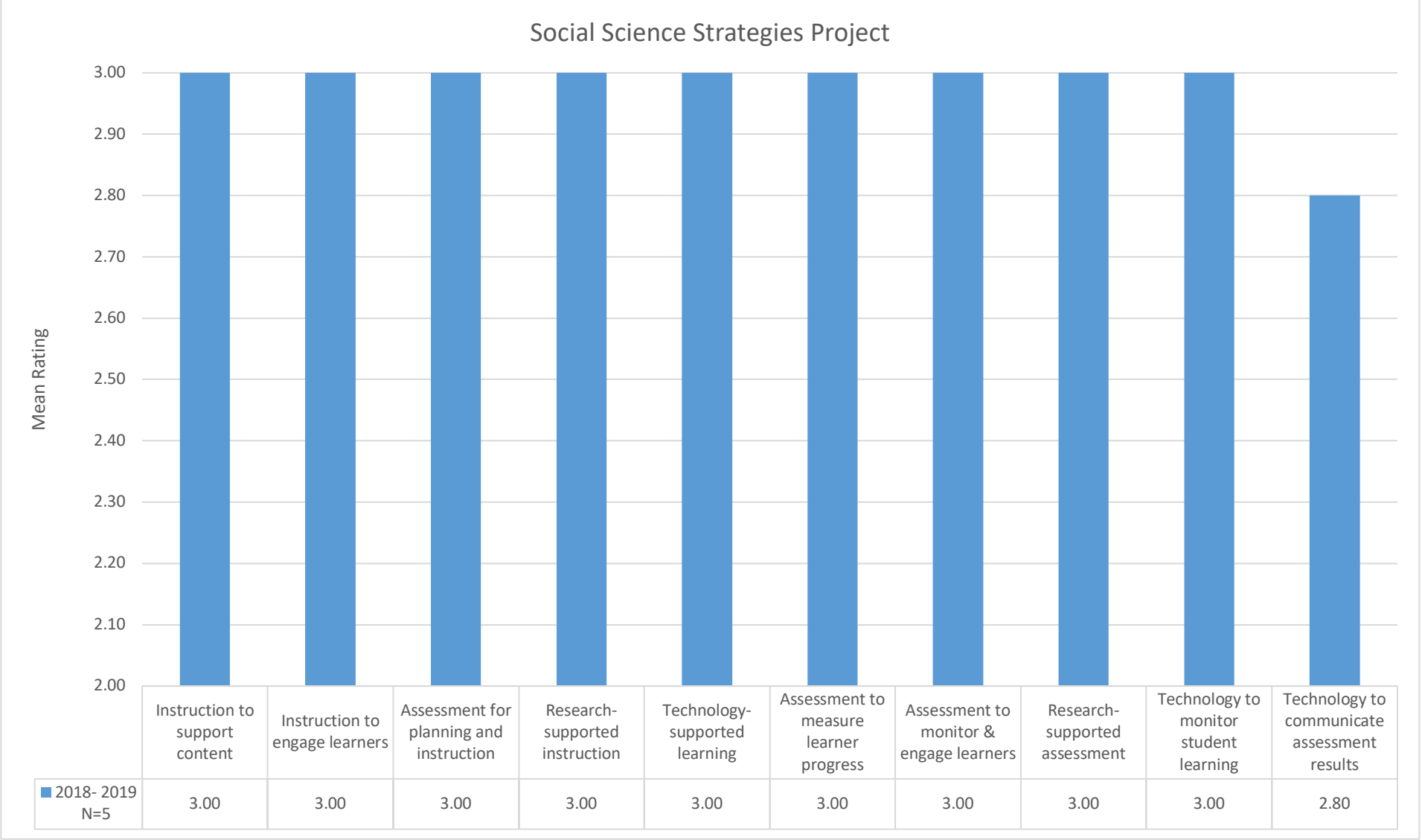
Physical Education Strategies Project



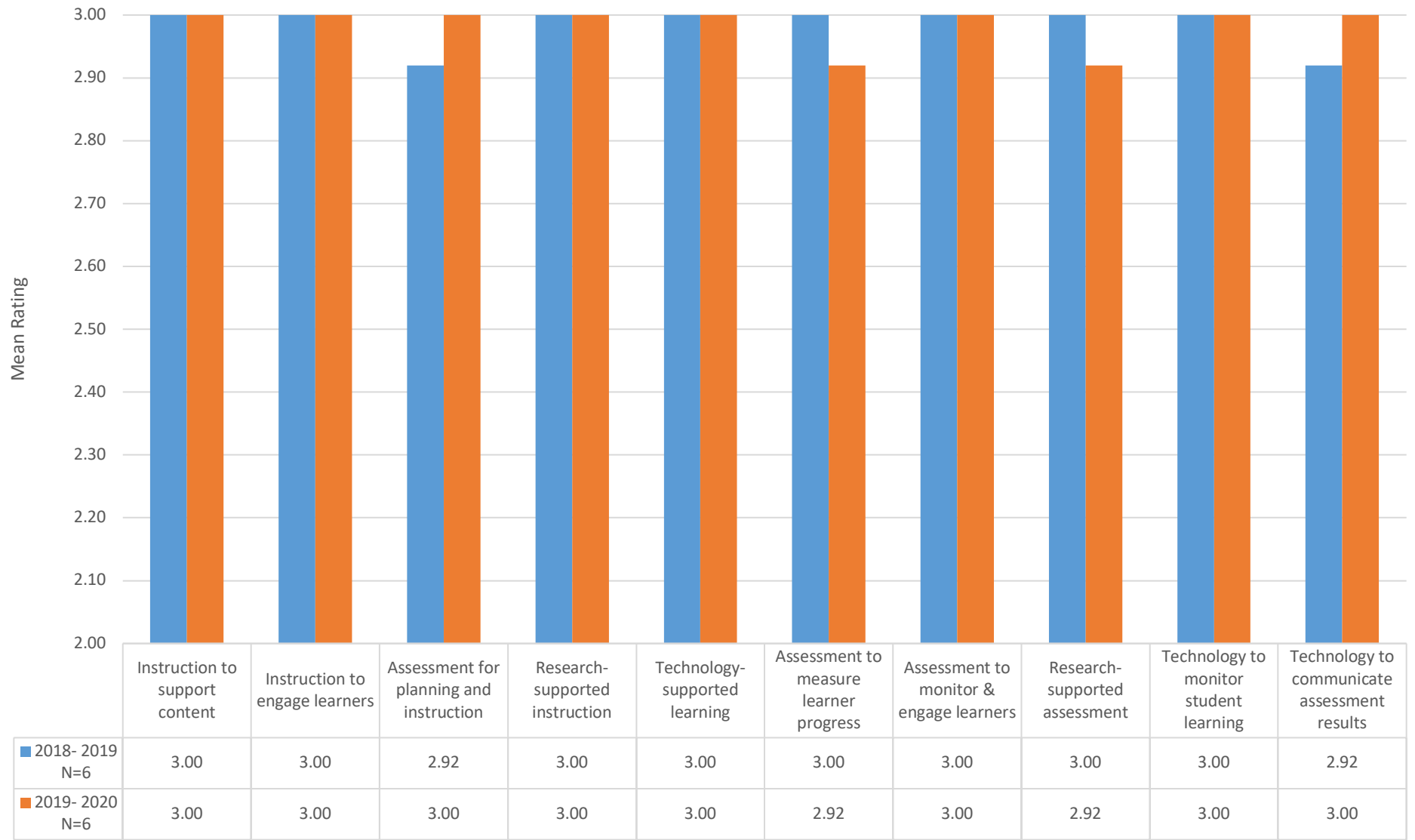
Science Strategies Project

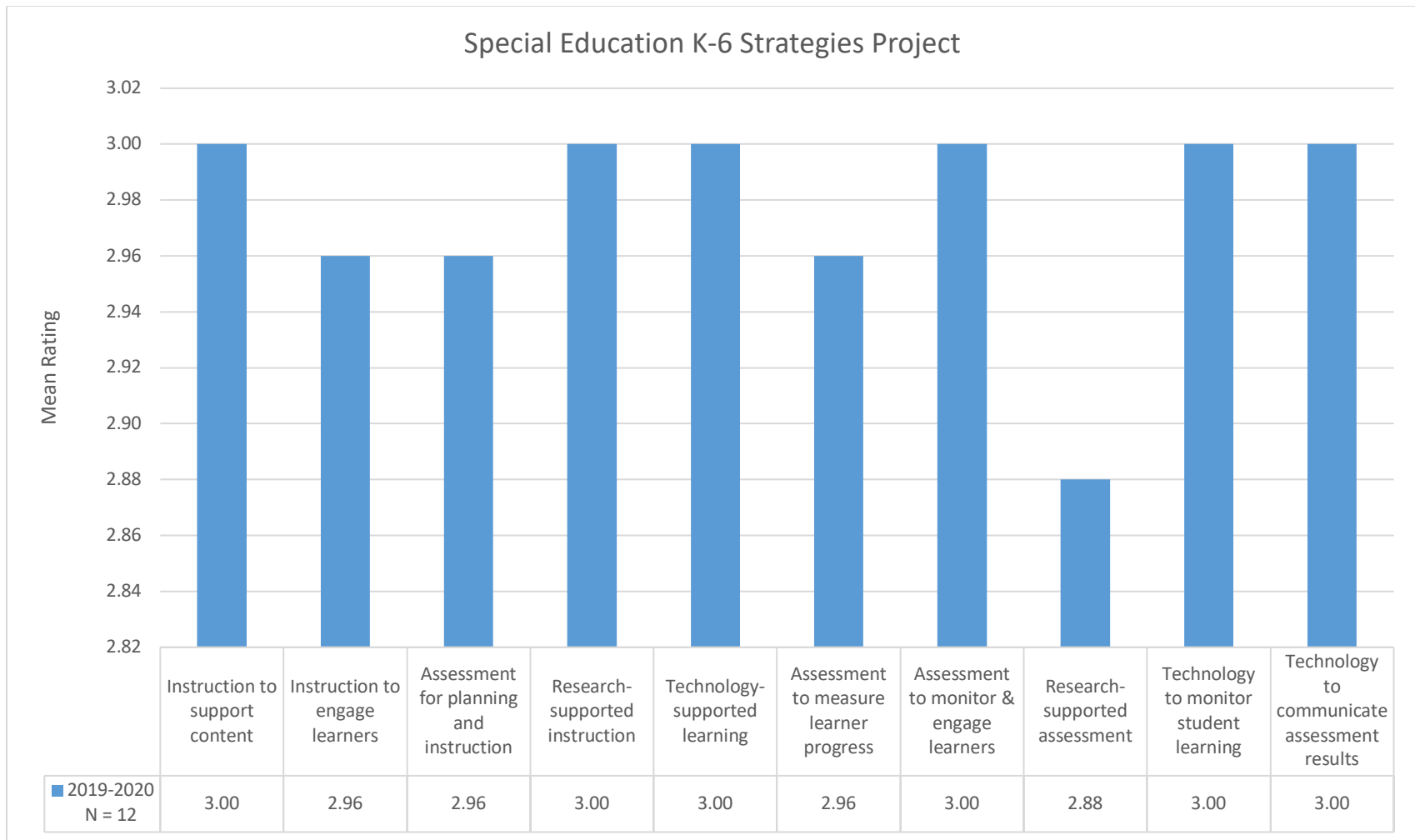






Middle Level Social Science Strategies Project

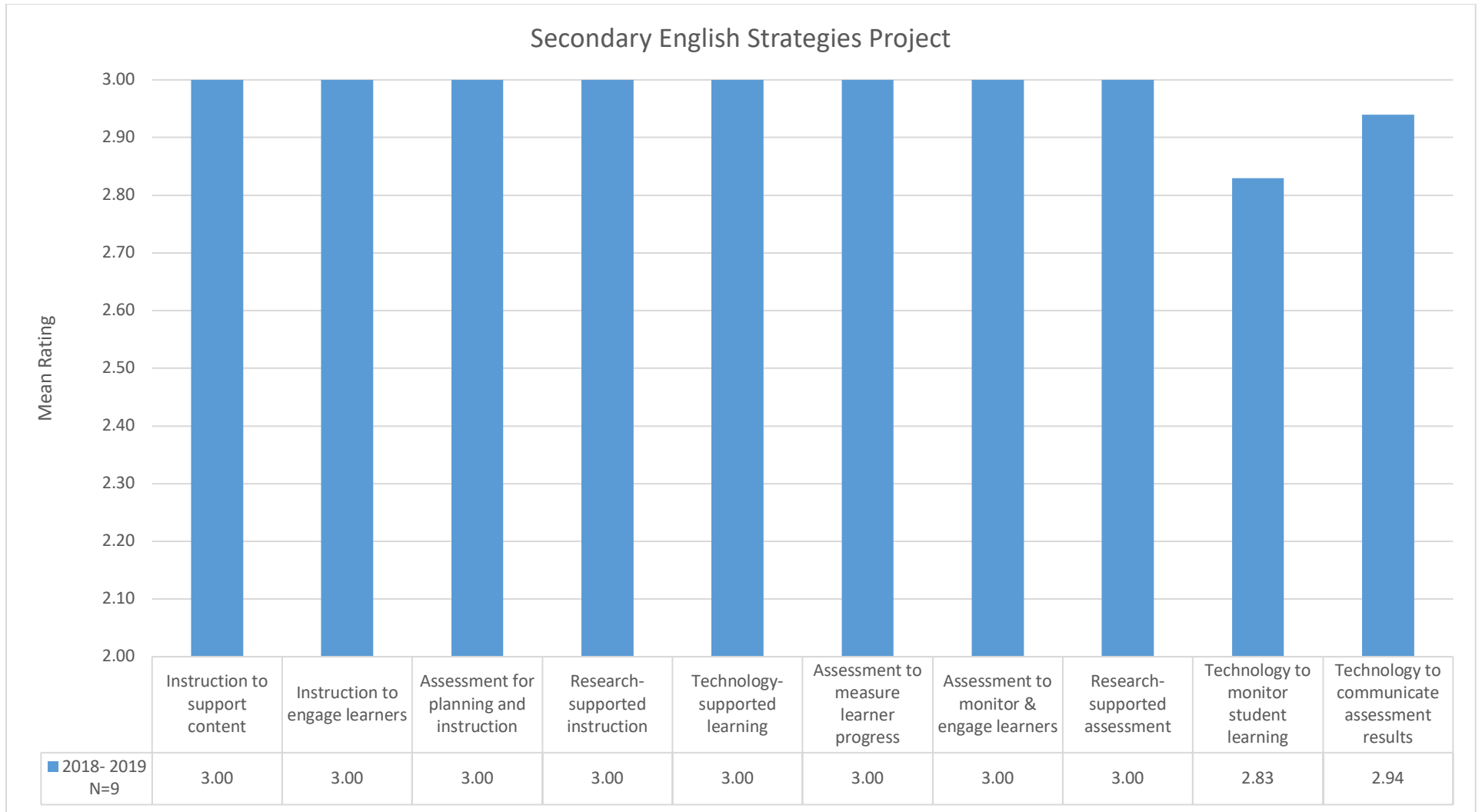




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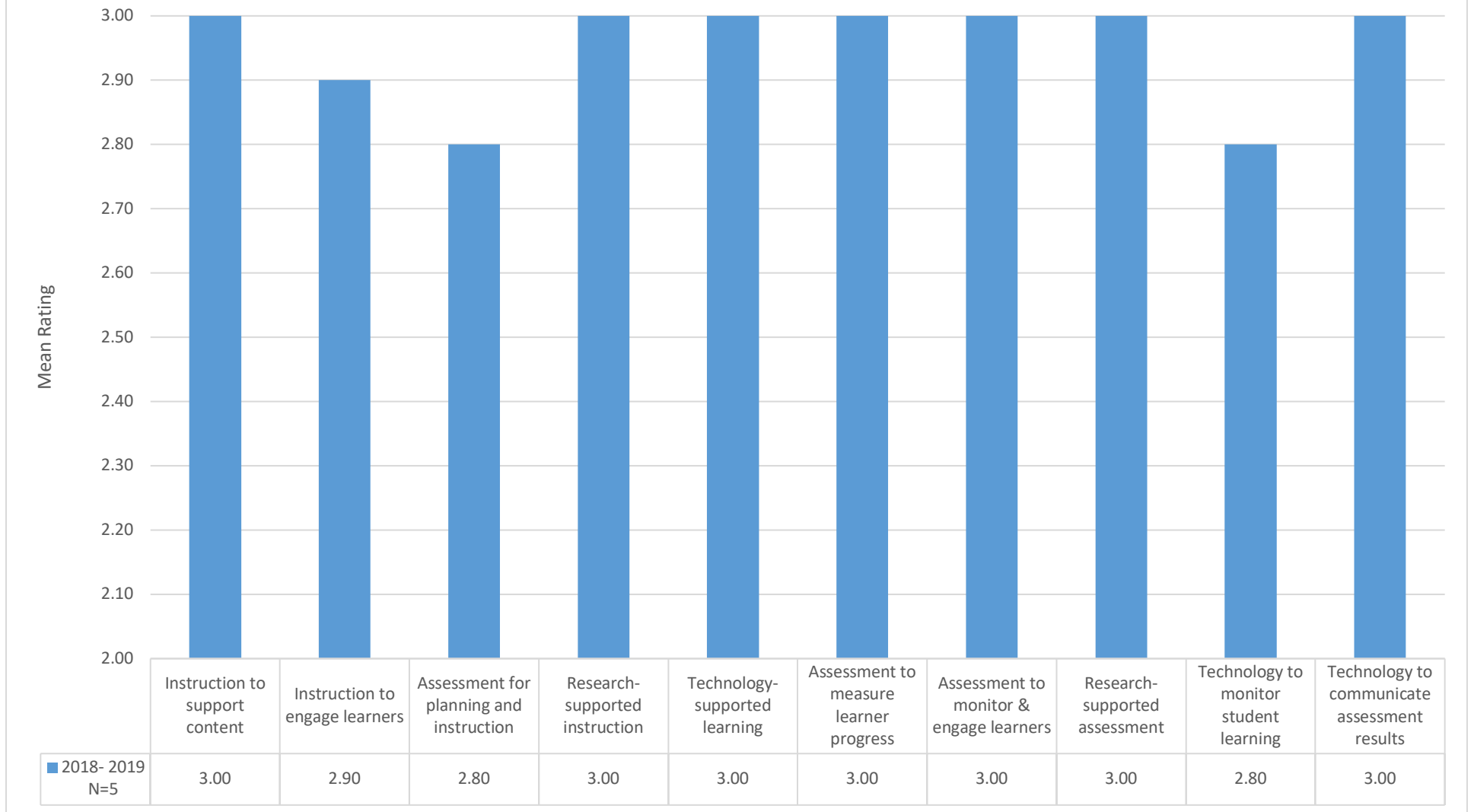


2018-2019 N = 2 (Data not reported with less than 5 completers.)



2019-2020 N = 3 (Data not reported with less than 5 completers.)

Spanish Strategies Project



2019-2020 N = 4 (Data not reported with less than 5 completers.)