



AAQEP Annual Report for 2025

Provider/Program Name:	University of Nebraska at Omaha Initial Educator Certification Programs
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	12/31/2029

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review.

The University of Nebraska at Omaha (UNO) College of Education, Health, and Human Sciences (CEHHS) delivers world-class programs that prepare professionals who enhance the quality of life locally, nationally, and globally. Through alignment with UNO's strategic goals, CEHHS provides high-quality, inclusive, and affordable learning opportunities designed to actively engage a diverse and dynamic community.

CEHHS's strategic plan emphasizes three core principles: dedicated practitioner, reflective scholar, and responsible citizen. Each department within the College establishes its own mission, vision, and purpose statements that align with the college's and university's strategic plans. These academic units develop initiatives linked to strategic goals and

provide quarterly updates to ensure progress. At the heart of every initiative, CEHHS places students first, offering rigorous preparation programs and fostering active community engagement.

UNO's urban metropolitan campus allows the Educator Preparation Program (EPP) to integrate fieldwork in both urban and suburban school settings. All candidates participate in at least one practicum experience with the Omaha Public Schools, Nebraska's largest district, serving more than 51,700 PK-12 students. These practicum experiences are intentionally designed to progressively build candidates' knowledge, skills, and dispositions through feedback from mentor teachers and instructors.

Interest holders actively contribute to program improvement efforts at the college and department levels. Departments and the EPP conduct regular data reviews to inform enhancements, while results are shared with the Metropolitan Omaha Education Consortium (MOEC). MOEC includes 12 area school districts, two educational agencies, two community colleges, and UNO, working collaboratively to address workforce needs and strengthen programs.

The programs accredited by the Association for Advancing Quality in Educator Preparation (AAQEP) include all initial educator certification pathways, encompassing undergraduate and post-baccalaureate programs. Since the last AAQEP review, CEHHS has expanded its offerings to include a new post-baccalaureate program for initial special education certification, further demonstrating its commitment to meeting the needs of the education profession.

By aligning strategic planning, fostering collaborative partnerships, and focusing on student-centered learning, CEHHS continues to prepare educators who transform communities and inspire future generations.

Public Posting URL

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

<https://www.unomaha.edu/college-of-education-health-and-human-sciences/about/licensure-certification-exams.php>

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data, disaggregated by program and license/certificate, for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2024-2025

Degree or Program offered by the institution/organization	Certificate, License, Endorsement, or Other Credential granted by the state	Number of Candidates Enrolled in most recently completed academic year (12 months ending 05/25)	Number of Completers in most recently completed academic year (12 months ending 05/25)
<i>Programs that lead to initial teaching credentials</i>			
Elementary Education (B.S.)	Elementary Education K-6	247	60
Elementary Education (B.S.)	School Librarian PK-12	0	0
Early Childhood Inclusive (B.S.)	Early Childhood Inclusive	76	33
Elementary/Special Education (B.S.)	Special Education K-6	14	7
Secondary Education (B.S.)	Art PK-12	41	15
Secondary Education (B.S.)	Business, Marketing & Information Technology 6-12	5	2
Secondary Education (B.S.)	Biology 7-12	6	3
Secondary Education (B.S.)	Chemistry 7-12	1	0
Secondary English (B.S.)	English Language Arts 7-12	23	8
Secondary Education (B.S.)	French 7-12	0	0
Secondary Education (B.S.)	German 7-12	0	0
Secondary Education (B.S.)	Health 7-12	4	1

Secondary Education (B.S.)	Mathematics 6-12	22	11
Secondary Education (B.S.)	Middle Grades- Language Arts 4-9	2	1
Secondary Education (B.S.)	Middle Grades- Math 4-9	6	4
Secondary Education (B.S.)	Middle Grades- Science 4-9	4	2
Secondary Education (B.S.)	Middle Grades- Social Science 4-9	2	1
Secondary Education (B.S.)	Music PK-12	29	9
Secondary Education (B.S.)	Physics 7-12	3	0
Secondary Education (B.S.)	Physical Education 7-12	4	1
Secondary Education (B.S.)	Physical Education PK-12	28	7
Secondary Education (B.S.)	Science 7-12	6	3
Secondary Education (B.S.)	Secondary English 7-12	8	3
Secondary Education (B.S.)	Social Science 7-12	48	15
Secondary Education (B.S.)	Spanish 7-12	12	4
Secondary Special Education (B.S.)	Special Education 7-12	14	6
Endorsement added to another major	Deaf/Hard of Hearing PK - 6	2	1
	Deaf/Hard of Hearing 7-12	1	1
	Special Education K-6 (dual endorsement)	23	6
	Special Education 7-12 (dual endorsement)	0	0
Supplemental Endorsements- Added to another endorsement program	Adaptive PE PK -12	0	0
	Coaching 7-12	14	0
	Early Childhood Education PK-3	45	11

	English as a Second Language PK-6	50	9
	English as a Second Language 7-12	21	7
	Information Technology PK -12	0	0
	Work-Based Learning 9-12	0	0
Special Education (M.S.)	Special Education K-6	11	2
Special Education (M.S)	Special Education 7-12	15	2
Post-Bac Initial Certification Programs	Elementary Education K-6	27	10
	Art K-12	3	1
	Business, Marketing & Information Technology 6-12	9	2
	English Language Arts 7-12	5	2
	Health 7-12	2	1
	Math 6-12	3	1
	Middle Level English Language Arts 5-9	1	1
	Middle Level Math 5-9	1	0
	Middle Level Social Science 5-9	1	0
	Physical Education 7-12	2	1
	Physical Education PK-12	8	4
	Science 7-12	5	2
	Secondary English 7-12	6	3
	Social Science 7-12	8	1
	French 7-12	1	0

	Spanish 7-12	1	0
Total for programs that lead to initial credentials		870	264
TOTAL enrollment and productivity for all programs		870	264
Unduplicated total of all program candidates and completers		671	219

Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

Added: a new graduate program in Early Childhood Inclusive education that leads to initial certification was started in Fall 2025 with the first cohort.

3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

Table 2. Program Performance Indicators

A. Total enrollment in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.
671
B. Total number of unique completers (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.
219

C. Number of recommendations for certificate, license, or endorsement included in Table 1.

264

D. Cohort completion rates for candidates who completed the various programs within their respective program's expected timeframe **and** in 1.5 times the expected timeframe.

Degree Fall 2024- Summer 2025	Completion Cohort	Graduated in 100% Time	Graduated in 150% Time	Graduation Rate %	Graduation Rate %	Overall Graduation Rate in 6 years
	N	(4 years)	(6 years)	(4 years)	(6 years)	
Early Childhood Inclusive (BS)	33	27	5	81.8%	15.2%	97.0%
Elementary Education (BS)	66	45	17	68.2%	25.8%	93.9%
Elementary/Special Education (BS)	10	6	3	60.0%	30.0%	90.0%
Secondary Education (BS)	66	39	23	59.1%	34.8%	93.9%
Secondary Special Education	7	6	1	85.7%	14.3%	100.0%
TOTAL	182	123	49	68%	27%	95%

The expected degree completion rate is four years. Many UNO Educator Preparation Program students are employed during their program and completing within 5-6 years. The completion rates in the table above indicate that the overall completion rates have improved from 91% for the 2023-2024 to 95% for the 2024-2025 cohort. There was also an improvement in the 4-year graduation rate from 64% (2023-2024) to 68% (2024-2025).

E. Summary of state license examination results, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.

Programs with Praxis II Content Exams completers are listed below from the 2025 Title II Report with results for tests provided by ETS for tests with 10 or more completers. All exams had a pass rate above 80% with an overall pass rate of 91% for all 2023-2024 completers with test scores reported. Two programs had pass rates of less than 80%: Early Childhood Inclusive and Social Studies. Per Nebraska Department of Education (NDE) Rule changes, completers are issued a teaching certificate without a passing score and will not need to have a passing score after two years of teaching experience. Additionally, the NDE has eliminated the Praxis Content Exam as of June 2025. Data will not be available for future reports.

Praxis II Content Exam	Number Passed	Total Number	UNO Pass Rate
Art (5134)	*	*	*
Biology (0235)	*	*	*
Business (5101)	*	*	*
Deaf/Hard of Hearing (5272)	*	*	*
Education of Young Children (5024)	23	29	79%
Elementary Education (5017)	85	88	97%
English Language Arts (5039)	15	16	94%
French (5174)	*	*	*
General Science (0435)	*	*	*
Health Education (5551)	*	*	*
Mathematics (5165)	*	*	*
Mathematics Content Knowledge (5161)	*	*	*
Music (5114)	*	*	*
Physical Education (5091)	*	*	*
Physics (5265)	*	*	*
Special Education (5354)	23	23	100%
Social Studies (0081)	16	22	73%
Spanish (5195)	*	*	*
Overall	162	178	91%

*Programs with less than 10 exam completers are not reported in Title II.

F. Explanation of **evidence available from program completers**, with a characterization of findings.

First Year Teacher Survey. The 2025 Nebraska First-Year Teacher Survey, conducted by the Nebraska Department of Education (NDE), gathered insights from new teachers across the 16 educator preparation institutions, including the University of Nebraska at Omaha (UNO). The survey assessed the preparedness of first-year teachers using the InTASC Model Core Teaching Standards as a framework. Results specific to UNO completers are discussed throughout the report. Distributed electronically, the survey achieved a 43% response rate for UNO completers. Notably, 88% of teachers rated themselves as moderately or highly effective in regard to impact on student learning.

Third Year Teacher Survey. The 2025 Nebraska Third-Year Teacher Survey, conducted by NDE, evaluated the effectiveness of third-year teachers who completed their preparation programs at Nebraska educator preparation institutions. The survey achieved a 35% response rate for UNO and revealed that 94% of respondents rate their performance as a third-year teacher as either "Highly Effective" or "Moderately Effective."

G. Explanation of **evidence available from employers of program completers**, with a characterization of findings.

First Year Teacher Survey by Principals. The 2025 Nebraska First-Year Teacher Survey, conducted by NDE, included responses from principals, achieving a 68% response rate. Of the 104 principal respondents, 102 (98%) indicated that the first-year teachers were adequately prepared for continued employment.

Third Year Teacher Survey by Principals. The 2025 Nebraska Third-Year Teacher Survey, conducted by NDE, evaluated the effectiveness of third-year teachers who completed preparation programs at Nebraska educator preparation institutions. Distributed electronically, the survey achieved a 68% response rate from principals. Of the 70 responding principals, 69 (99%) agreed that their third-year teachers were well-prepared for continued employment in their districts.

Additional first- and third-year survey results are provided in Table 4 for Standard 2.

H. Explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers' ongoing education, e.g., graduate study.

The program relies on several sources of data to determine employment rates for program completers. Candidates are asked to complete an exit survey during clinical experience to determine their plan (accepted a teaching position, searching for a teaching position, moving out of state, substitute teaching, pursuing an advanced degree, or other). While the completion rate of this exit survey ranges from 65-90%, this does provide some additional information that we are not able to obtain from other sources. The other sources include the Nebraska Department of Education School Personnel roster and additional searching for completers.

Based on a review of the Nebraska Department of Education Educators' Roster as the main data source in conjunction with the exit survey, we were able to determine that approximately 82% of 2023-2024 cohort were hired for the 2024-2025 school year which is an increase from the 2022-2023 cohort of 71%. Some of this may be due to the ability to find completers in the NDE Educators' Roster.

Additionally, we have been working to track completers' second- and third-year employment to determine how many completers are employed in those years as well as how many completers are employed in a high needs school or in a high needs teaching field.

I. Explanation of how the **staffing capacity** for program delivery and administration and quality assurance system monitoring have changed during the reporting year, if at all, and how capacity matches the current size of the program.

The staffing capacity for program delivery for 2025-2026 is comparable to 2024-2025. The current staffing capacity matches the needs and size of the program.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures (3 to 5 measures for each standard) of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for performance (criteria for success) and indicators of the degree to which those expectations are met.

Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation		
Lesson Plan Assessment	80% of Candidates will be at Target on each of the 10 items.		Fall 2024 N = 54	Spring 2025 N = 176
		Item		
		1. Anticipatory Set	89%	84%
		2. Assessment	81%	85%
		3. Closure	83%	88%
		4. Content Standards	87%	97%

<p>The Lesson Plan Assessment is a key assessment used across the initial certification programs during the advanced practicum methods course.</p>		<table border="1"> <tr> <td>5. Culturally Responsive Teaching</td><td>89%</td><td>91%</td></tr> <tr> <td>6. Differentiation</td><td>67%</td><td>88%</td></tr> <tr> <td>7. Instructional Alignment</td><td>85%</td><td>92%</td></tr> <tr> <td>8. Learning / Classroom Environment</td><td>93%</td><td>95%</td></tr> <tr> <td>9. Performance Objective</td><td>80%</td><td>85%</td></tr> <tr> <td>10. Teaching and Learning Sequence</td><td>72%</td><td>66%</td></tr> </table> <p><i>*Percentage of all EPP at Target</i></p> <p>Elementary and Secondary candidates in their methods courses were evaluated using a common lesson plan assessment during the 2024-2025 academic year. Results indicate that 80% or more of 2024-2025 candidates achieved a "Target" rating on eight key areas across both semesters, which is an increase from four indicators in 2023-2024.</p> <p><i>Teaching and Learning Sequence</i> is an area that is discussed for program improvement. <i>Differentiation</i> for Elementary candidates will be monitored for any trends to determine if changes are needed in this area.</p>	5. Culturally Responsive Teaching	89%	91%	6. Differentiation	67%	88%	7. Instructional Alignment	85%	92%	8. Learning / Classroom Environment	93%	95%	9. Performance Objective	80%	85%	10. Teaching and Learning Sequence	72%	66%									
5. Culturally Responsive Teaching	89%	91%																											
6. Differentiation	67%	88%																											
7. Instructional Alignment	85%	92%																											
8. Learning / Classroom Environment	93%	95%																											
9. Performance Objective	80%	85%																											
10. Teaching and Learning Sequence	72%	66%																											
<p>Strategies Project</p> <p>The Strategies Project is completed by candidates during their clinical practice semester. Candidates are provided with information during their clinical practice seminars. Projects are independently rated by two evaluators.</p>	<p>80% of Candidates are rated at Target for each of the 10 items.</p>	<table border="1"> <tr> <th></th><th>Fall 2024 N = 69</th><th>Spring 2025 N = 130</th></tr> <tr> <td>Strategies Project Item</td><td></td><td></td></tr> <tr> <td>1. Instruction to support content</td><td>96%</td><td>96%</td></tr> <tr> <td>2. Instruction to engage learners</td><td>96%</td><td>94%</td></tr> <tr> <td>3. Assessment for planning and instruction</td><td>86%</td><td>87%</td></tr> <tr> <td>4. Research-supported instruction</td><td>98%</td><td>95%</td></tr> <tr> <td>5. Technology-supported learning</td><td>97%</td><td>98%</td></tr> <tr> <td>6. Assessment to measure learner progress</td><td>82%</td><td>87%</td></tr> <tr> <td>7. Assessment to monitor & engage learners</td><td>93%</td><td>91%</td></tr> </table>		Fall 2024 N = 69	Spring 2025 N = 130	Strategies Project Item			1. Instruction to support content	96%	96%	2. Instruction to engage learners	96%	94%	3. Assessment for planning and instruction	86%	87%	4. Research-supported instruction	98%	95%	5. Technology-supported learning	97%	98%	6. Assessment to measure learner progress	82%	87%	7. Assessment to monitor & engage learners	93%	91%
	Fall 2024 N = 69	Spring 2025 N = 130																											
Strategies Project Item																													
1. Instruction to support content	96%	96%																											
2. Instruction to engage learners	96%	94%																											
3. Assessment for planning and instruction	86%	87%																											
4. Research-supported instruction	98%	95%																											
5. Technology-supported learning	97%	98%																											
6. Assessment to measure learner progress	82%	87%																											
7. Assessment to monitor & engage learners	93%	91%																											

Candidates demonstrate the ability to use evidence-based instructional and assessment practices as well as technology to inform instruction and assessment during a sequence of lessons.		8. Research-supported assessment				96%	95%
		9. Technology to monitor student learning				93%	93%
		10. Technology to communicate assessment results				97%	94%
		*Percentage of all EPP at Target					
		The data highlights a trend of strong and consistent performance across the 10 indicators with Assessment for Planning and Instruction (item 3) and Assessment to Measure Learner Progress (item 6) as two areas that met the criteria for success and were relatively lower. Technology-Supported Learning (item 5) and Instruction to Support Content (item 1) were the highest rated indicators.					
Clinical Experience Final Assessment	80% of Candidates are rated Proficient or Advanced as assessed by Mentor Teacher and University Supervisor.			Fall 2024 N = 69		Spring 2025 N = 105	
The Clinical Experience Assessment is a 15-item assessment developed by the Nebraska Department of Education and is required for assessment during the clinical practice semester.				MT	US	MT	US
		1. Learner Development		96%	98%	97%	99%
		2. Learner Differences		91%	98%	96%	99%
		3. Learning Environment		96%	100%	92%	98%
		4. Content Knowledge		97%	100%	97%	100%
		5. Application of Content-Critical Thinking		99%	100%	97%	100%
		6. Application of Content-Literacy & Comm Skills		96%	100%	94%	97%
		7. Uses Classroom Assessment		96%	98%	96%	99%
		8. Assesses for Learning		96%	97%	94%	98%
		9. Plan for Instruction		99%	100%	94%	100%

		10. Incorporates Digital Tools	94%	98%	94%	99%
		11. Research-Based Instructional Strategies	97%	100%	97%	100%
		12. Uses Engagement to Enhance Learning	99%	100%	91%	98%
		13. Accepts Critique	97%	98%	99%	99%
		14. Professional demeanor	97%	98%	99%	99%
		15. Professional communication	97%	98%	97%	98%
		<i>*Percentage of all EPP at Proficient or Advanced</i>				
<p>The table demonstrates that over 90% of 2024-2025 candidates were rated at Proficient or higher by both Mentor Teachers (MT) and University Supervisors (US) across the 15-item assessment.</p> <p>Both mentor teachers' and university supervisors' scores are consistently high, demonstrating a general trend of stability. There is also overall consistency between Mentor Teachers and University Supervisors with reliability between the Mentor Teachers and University Supervisors reviewed annually. Across the two semesters, items 3 and 10 had the most variability between MT and US ratings, however the overall consistency was still high.</p>						

Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation
NDE 1 st Year Completer Survey	80% of Completers rate themselves as Proficient or Advanced	

<p>The Nebraska Department of Education (NDE) annually surveys first and third year completers and their principals on the 25-item survey that is aligned with the 10 InTASC standards. The statewide reports along with more detailed survey item information is available at https://www.education.ne.gov/educatorprep/about-the-programs/</p>	<p>across the 10 Standards</p>	<table border="1"> <thead> <tr> <th>Item</th><th>Elementary Education N = 27</th><th>Secondary Content and K-12 N = 23</th></tr> </thead> <tbody> <tr> <td>Learner Development</td><td>87%</td><td>91%</td></tr> <tr> <td>Learning Differences</td><td>67%</td><td>91%</td></tr> <tr> <td>Learning Environments</td><td>87%</td><td>87%</td></tr> <tr> <td>Content Knowledge</td><td>78%</td><td>91%</td></tr> <tr> <td>Application of Content</td><td>76%</td><td>85%</td></tr> <tr> <td>Assessment</td><td>83%</td><td>89%</td></tr> <tr> <td>Planning for Instruction</td><td>82%</td><td>87%</td></tr> <tr> <td>Instructional Strategies</td><td>78%</td><td>84%</td></tr> <tr> <td>Prof. Learning and Ethical</td><td>89%</td><td>91%</td></tr> <tr> <td>Leadership & Collaboration</td><td>80%</td><td>89%</td></tr> </tbody> </table> <p><i>*Percentage rated Proficient or Advanced.</i></p> <p>The results for the 2025 UNO First-Year Teachers self-ratings indicate that secondary content and K-12 programs (art, music, and PE) meet the criteria for success across the 10 standards. Elementary education first year teachers met the criteria for success on 6 of the 10 standards and rated themselves the lowest on Learning Differences with lower items relating to differentiation of instruction.</p>	Item	Elementary Education N = 27	Secondary Content and K-12 N = 23	Learner Development	87%	91%	Learning Differences	67%	91%	Learning Environments	87%	87%	Content Knowledge	78%	91%	Application of Content	76%	85%	Assessment	83%	89%	Planning for Instruction	82%	87%	Instructional Strategies	78%	84%	Prof. Learning and Ethical	89%	91%	Leadership & Collaboration	80%	89%
Item	Elementary Education N = 27	Secondary Content and K-12 N = 23																																	
Learner Development	87%	91%																																	
Learning Differences	67%	91%																																	
Learning Environments	87%	87%																																	
Content Knowledge	78%	91%																																	
Application of Content	76%	85%																																	
Assessment	83%	89%																																	
Planning for Instruction	82%	87%																																	
Instructional Strategies	78%	84%																																	
Prof. Learning and Ethical	89%	91%																																	
Leadership & Collaboration	80%	89%																																	
<p>NDE 1st Year Principal Survey</p> <p>The Nebraska Department of Education (NDE) annually surveys first and third year completers and their principals on the 25-item survey that is aligned with the clinical experience assessment. The statewide reports</p>	<p>80% of Principals rate completers as Proficient or Advanced across the 10 standards</p>	<table border="1"> <thead> <tr> <th>Item</th><th>Elementary Education N = 34</th><th>Secondary Content and K-12 N = 51</th></tr> </thead> <tbody> <tr> <td>Learner Development</td><td>72%</td><td>79%</td></tr> <tr> <td>Learning Differences</td><td>74%</td><td>75%</td></tr> <tr> <td>Learning Environments</td><td>84%</td><td>85%</td></tr> <tr> <td>Content Knowledge</td><td>83%</td><td>85%</td></tr> <tr> <td>Application of Content</td><td>71%</td><td>71%</td></tr> <tr> <td>Assessment</td><td>74%</td><td>75%</td></tr> <tr> <td>Planning for Instruction</td><td>79%</td><td>77%</td></tr> </tbody> </table>	Item	Elementary Education N = 34	Secondary Content and K-12 N = 51	Learner Development	72%	79%	Learning Differences	74%	75%	Learning Environments	84%	85%	Content Knowledge	83%	85%	Application of Content	71%	71%	Assessment	74%	75%	Planning for Instruction	79%	77%									
Item	Elementary Education N = 34	Secondary Content and K-12 N = 51																																	
Learner Development	72%	79%																																	
Learning Differences	74%	75%																																	
Learning Environments	84%	85%																																	
Content Knowledge	83%	85%																																	
Application of Content	71%	71%																																	
Assessment	74%	75%																																	
Planning for Instruction	79%	77%																																	

<p>along with more detailed survey item information is available at https://www.education.ne.gov/educatorprep/about-the-programs/</p>		<table border="1"> <tr> <td>Instructional Strategies</td><td>77%</td><td>77%</td></tr> <tr> <td>Prof. Learning and Ethical</td><td>84%</td><td>89%</td></tr> <tr> <td>Leadership & Collaboration</td><td>90%</td><td>85%</td></tr> </table> <p><i>*Percentage rated Proficient or Advanced.</i></p> <p>Principals rated the first year elementary and secondary/K-12 teachers as Proficient or Advanced on 4 of the 10 standards which is lower than the teachers' self-ratings. The standards meeting the criteria for success were consistent across Elementary and Secondary/K-12.</p>	Instructional Strategies	77%	77%	Prof. Learning and Ethical	84%	89%	Leadership & Collaboration	90%	85%																								
Instructional Strategies	77%	77%																																	
Prof. Learning and Ethical	84%	89%																																	
Leadership & Collaboration	90%	85%																																	
<p>NDE 3rd Year Completer Survey</p> <p>The Nebraska Department of Education (NDE) annually surveys first and third year completers and their principals on the 25-item survey that is aligned with the clinical experience assessment. The statewide reports along with more detailed survey item information is available at https://www.education.ne.gov/educatorprep/about-the-programs/</p>	<p>80% of Completers rate themselves as Proficient or Advanced across the 10 standards</p>	<table border="1"> <tr> <th>Item</th><th>Elementary Education N = 17</th><th>Secondary Content and K-12 N = 15</th></tr> <tr> <td>Learner Development</td><td>80%</td><td>100%</td></tr> <tr> <td>Learning Differences</td><td>67%</td><td>69%</td></tr> <tr> <td>Learning Environments</td><td>91%</td><td>93%</td></tr> <tr> <td>Content Knowledge</td><td>82%</td><td>100%</td></tr> <tr> <td>Application of Content</td><td>62%</td><td>87%</td></tr> <tr> <td>Assessment</td><td>82%</td><td>95%</td></tr> <tr> <td>Planning for Instruction</td><td>71%</td><td>93%</td></tr> <tr> <td>Instructional Strategies</td><td>82%</td><td>96%</td></tr> <tr> <td>Prof. Learning and Ethical</td><td>85%</td><td>97%</td></tr> <tr> <td>Leadership & Collaboration</td><td>88%</td><td>90%</td></tr> </table> <p><i>*Percentage rated Proficient or Advanced.</i></p> <p>Third-year UNO elementary teachers rated themselves as Proficient or Advanced on 7/10 standards while secondary/K-12 teachers rated themselves as Proficient or Advanced on 9/10 standards.</p>	Item	Elementary Education N = 17	Secondary Content and K-12 N = 15	Learner Development	80%	100%	Learning Differences	67%	69%	Learning Environments	91%	93%	Content Knowledge	82%	100%	Application of Content	62%	87%	Assessment	82%	95%	Planning for Instruction	71%	93%	Instructional Strategies	82%	96%	Prof. Learning and Ethical	85%	97%	Leadership & Collaboration	88%	90%
Item	Elementary Education N = 17	Secondary Content and K-12 N = 15																																	
Learner Development	80%	100%																																	
Learning Differences	67%	69%																																	
Learning Environments	91%	93%																																	
Content Knowledge	82%	100%																																	
Application of Content	62%	87%																																	
Assessment	82%	95%																																	
Planning for Instruction	71%	93%																																	
Instructional Strategies	82%	96%																																	
Prof. Learning and Ethical	85%	97%																																	
Leadership & Collaboration	88%	90%																																	

<p>NDE 3rd Year Principal Survey</p> <p>The Nebraska Department of Education (NDE) annually surveys first and third year completers and their principals on the 25-item survey that is aligned with the clinical experience assessment. The statewide reports along with more detailed survey item information is available at https://www.education.ne.gov/educatorprep/about-the-programs/</p>	<p>80% of Principals rate completers as Proficient or Advanced across the 10 standards</p>			
		Item	Elementary Education N = 29	Secondary Content and K-12 N = 35
		Learner Development	90%	89%
		Learning Differences	89%	90%
		Learning Environments	91%	93%
		Content Knowledge	94%	96%
		Application of Content	93%	90%
		Assessment	91%	91%
		Planning for Instruction	90%	90%
		Instructional Strategies	89%	91%
		Prof. Learning and Ethical	85%	92%
		Leadership & Collaboration	88%	97%
<p><i>*Percentage rated Proficient or Advanced.</i></p> <p>Principals of third-year UNO teachers rated both Elementary and Secondary/Advanced as Proficient or Advanced across all 10 standards.</p>				

5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

Partnerships and State Workforce Needs

A lot of innovations occurred during 2025 that supports partnerships and state workforce needs with several new pathways to certification created. This work aligns with Aspect 4a and 4d as we work with school district partners to support high-need schools and address the teacher shortage.

A new Elementary Para to Teacher pathway was developed during the 2024-2025 year and implemented during Summer 2025 with 5 students in the initial cohort. This model was developed so current paraeducators could continue to work at least 20 hours a week while taking courses delivered in an accessible format to meet their needs. Courses and practicum experiences were redesigned to be offered on consistent nights, weekends, and online to allow these teacher candidates to work in schools during the normal school day hours. In all, eleven (11) courses to date have gone through a university-supported re-design process to be offered in these new formats. An additional six (6) courses are still set to be redeveloped in the upcoming year. The changes made to coursework in this program is to prepare elementary education teachers as inclusive educators including coursework in special education, multilingual teaching and learning, and behavior intervention to support all students. We are currently recruiting for the 2nd cohort which will begin in Summer 2026.

A new Early Childhood Inclusive (ECI) Professional pathway was developed during the 2024-2025 year and implemented during Summer 2025 with 7 students in the initial pilot cohort. The model was developed in collaboration with metropolitan Omaha community organizations and statewide engagement by faculty to address the early childhood education workforce crisis by offering new flexible coursework options to full-time early childhood workers. This pathway is fully funded and has the support of an ECI Director who serves as a mentor to the students as they complete the program and a liaison to community partners seeking to support the credentialing of their staff. State requirements for early childhood inclusive endorsed candidates require 51 credit hours and prior to last year, UNO required 72 credit hours. Faculty members conducted a standards and course outcomes review and were able to reduce the overall credit hours for the ECI major down to 64 credit hours including the 12-credit hour clinical practice. Like Para to Teacher, this new pathway was also involved in a university-sponsored grant to redesign coursework. To date, four courses have been re-designed and an additional five courses have been approved for transfer articulation with two state community colleges.

Early Childhood Inclusive (ECI) Initial Certification at the graduate/advanced level: This pathway is focused on individuals working in the early childhood field who already have a bachelor's degree in another area to come back and get the early childhood inclusive certification. Similar to the undergraduate ECI certification pathway, the ECI initial certification requirements were reduced from 72 credit hours of graduate work to the required 51 credit hours. This will not only reduce time to certification, but cost to participants. In alignment with new state regulations, a major focus for the initial certification scope and sequence has been developing a new process to implement competency-based assessments for these working professionals and when appropriate, award credit for prior learning based on demonstrated competencies aligned with student learning outcomes from coursework. This will be the main area of innovation during the 2026 calendar year to operationalize for future post-baccalaureate candidates interested in ECI.

Special Education Apprenticeships – The special education apprenticeship program is a grant funded program that focuses on individuals working as apprentices for two years as they learn the role of a special education teacher. This allows them to gain additional skills and knowledge while on the job. These individuals will have over 2000 hours working prior to completing the

program. We currently have four apprentices completing their initial certification in special education in one district. This has been a partnership between Metropolitan Omaha Educational Consortium (MOEC) public schools and UNO.

Expanded Funding for Pathways

Teacher Scholar Academy- The Teacher Scholars Academy is a funded 4-year scholarship program for undergraduate students. Along with \$10,000 per year for tuition and fees, students participate as a cohort in numerous professional development activities and workshops co-led with local school districts, receive mentoring, volunteer in educational settings and serve as leaders on campus or in the community as a requirement of the scholarship, and have access to summer study abroad funding. Due to the generosity of local school district partnerships and funders, 35 TSA scholarships were awarded in the 2025-2026 academic year (approximately 15 more than our previous annual averages) and another 37 scholarships are available for the 2026-2027 academic year.

Initial Certification at the Advanced Level- Like ECI Advanced, we have seen a tremendous up-tick in interest from post-baccalaureate candidates interested in a career in Education, especially in Elementary and Secondary content areas. In 2025-2026, the total number of Accelerated Teacher Certification Program participants tripled from previous annual averages. A major factor in this increase was access to new funding streams from partner districts and private funder investing in these career changers. In 2025-2026, 68 accelerated teacher candidates were funded and there is capacity to fund a total of 90 teachers (42 returning students) in 2026-2027.

Literacy Summit

The Literacy Summit for EPP faculty/staff/colleagues was held in September 2025 to provide an opportunity for education and collaboration on the Science of Reading. There was a planning committee that worked for six months to develop the professional development opportunities for all faculty/staff/colleagues preparing our preservice and inservice teachers. It was a wonderful day of collaborative discussion and there is a follow-up Literacy Collaboration Community of Practice (comprised of 16 faculty from inside the college and beyond) that is meeting monthly to continue the discussions of how to incorporate the Science of Reading into all coursework throughout our EPP (Aspects 3b and 3c) and offer professional development to faculty at various levels and content areas.

Classroom and Collaborative Spaces

We continue to examine the physical classroom and collaborative spaces available Flexible Classrooms for our programs. During the past year we have upgraded one classroom with desks that allow for flexible classroom arrangements and chairs with different movement. There were also upgrades and replacements to existing furniture in the collaborative spaces to ensure students have spaces on campus to collaborate.

Data System

Experiential Learning Cloud (ELC- formally Tevera) was implemented starting with the Fall 2025 semester for all initial teaching programs. Assessments include key assessments as well as all practicum evaluations. This relates to our work on Aspect 3e: Develops and maintains an effective assessment system. Our program had phased out Livetext and was utilizing Canvas Outcomes and Qualtrics. While Qualtrics may be used for some assessments, the majority of the data collection will be through ELC (Aspect 3g).