

College of Saint Mary
Rule 24 Section 2 – Artifacts 2 and 3
Key Assessments and Findings

Endorsement Program: Early Childhood Inclusive

Artifact 2: Data tables with summarized data for each key assessment

Artifact 3: Provide a narrative interpretation/summary of the assessment data from the institution’s perspective.

Content Knowledge #1

Graduation GPA	Bachelors			Masters		
	N	Range	Mean	N	Range	Mean
2014-2015	Low number of completers, data reported with 2014-2015 completers			Program not offered		
2015-2016	6	3.225 – 3.989	3.742			

The Graduation GPA includes all program requirements including courses in General Education, the Early Childhood Education major, the Special Education minor, the Professional Core Courses and Supporting Courses. All courses on the Program of Study are included in the final Graduation GPA.

Review of the data indicated that all of the completers for academic years 2014-2015 and 2015-2016 in the Early Childhood Inclusive endorsement program achieved cumulative Graduate GPAs that ranged from nearly a B+ (3.33) to nearly an A (4.00) on a 4.00 scale.

Analysis of the data indicates that completers demonstrated mastery of Content Knowledge that includes general academic content knowledge, theoretical knowledge and pedagogical knowledge.

Praxis II Test: Education of Young Children (passing score 160)	Bachelors			Masters		
	N	Range	Mean	N	Range	Mean
2014-2015	Low number of completers, data reported with 2015-2016 completers			Program not offered		
2015-2016	6	158* – 192	174			

**Passing score not required until Sept 1, 2015*

The Praxis II requirement for Early Childhood Inclusive endorsements changed to Education of Young Children (# 5024) in 2015. In 2014-2015 passing the exam was not a certification requirement though taking the exam was a program requirement. Completers after September 2015 were required to receive a passing score in order to be recommended for certification. Students take the test in the semester prior to beginning Clinical Practice.

Review of the data indicated that all completers passed the Praxis II: Education of Young Children exam except for one individual who graduated prior to the September 2015 criterion change. This completer fell only two points under the passing score of 160 on her initial exam. All other completers had passing scores and the mean of 174 is substantially above the minimum passing score.

Analysis of the data indicates that completers demonstrated mastery of Content Knowledge specifically in the areas of child development, content pedagogical knowledge with a specific emphasis upon developmentally appropriate practices.

Content Knowledge #2

Content GPA	Bachelors			Masters		
	N	Range	Mean	N	Range	Mean
2014-2015	Low number of completers, data reported with 2015-2016 completers			Program not offered		
2015-2016	6	3.368 – 3.987	3.795			

The Content GPA for Early Childhood Inclusive endorsement completers includes all endorsement requirements including courses in the Early Childhood Education major, the Special Education minor, the Professional Core Courses and Supporting Courses. These courses identified on the Program of Study were included in the Content GPA.

Review of the data indicated that all of the completers for academic years 2014-2015 and 2015-2016 in the Early Childhood Inclusive endorsement program achieved a Content GPA that ranged from slightly above a B+ (3.33) average to a nearly an A (4.00) average on a 4.00 scale.

Analysis of the data indicates that completers demonstrated mastery of Content Knowledge specifically in the areas of characteristics of young children including those identified with disabilities, theoretical knowledge, academic content knowledge relevant for young learners and pedagogical knowledge with a specific emphasis upon developmentally appropriate practices and instructional strategies for educating young children with disabilities in inclusive environments.

NDE Clinical Evaluation (Standards 4 and 7.2)										
Standard 4.1: The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.										
	Bachelors Mean	Consistent	Frequent	Occasional	Rare	Masters Mean	Consistent	Frequent	Occasional	Rare
2014-2015	Low number of completers, data reported with 2015-2016 completers					Program not offered				
2015-2016	3.5 (N=6)	66.67%	16.67%	16.67%	0%					
Standard 4.2: The teacher candidate creates learning experiences that make these aspects of the discipline accessible and meaningful for students to assure mastery of the content.										
2014-2015	Low number of completers, data reported with 2015-2016 completers					Program not offered				
2015-2016	3.5 (N=6)	66.67%	16.67%	16.67%	0%					
Standard 4.3: The teacher candidate integrates Nebraska Content Standards and/or professional standards within instruction.										
2014-2015	Low number of completers, data reported with 2015-2016 completers					Program not offered				
2015-2016	3.83 (N=6)	83.33%	16.67%	0%	0%					

Standard 7.2: The teacher candidate draws upon knowledge of content areas, curriculum, cross-disciplinary skills, technology, and pedagogy.						
2014-2015	Low number of completers, data reported with 2015-2016 completers				Program not offered	
2015-2016	3.67 (N=6)	66.67%	33.33%	0%		

Sections of the Clinical Practice Evaluation were identified as one of the Key Assessments for evaluating authentic student performance in classroom related to Content Knowledge. These include: Standard 4: Content Knowledge and its sub-standards 4.1, 4.2 and 4.3, and Standard 7.1: Planning for Instruction which focus on each teacher candidate’s ability to draw upon knowledge of content areas in planning.

Review of the data indicates that 100% of the completers for academic years 2014-2015 and 2015-2016 in the Early Childhood Inclusive endorsement program were rated in the two highest levels (Consistent and Frequent) for Standards 4.3 and 7.2. The data shows that 83.34% of the completers were rated in the two highest levels (Consistent and Frequent) for Standards 4.1 and 4.2 while only one candidate (16.67%) was rated as Occasional in demonstrating these skills.

Analysis of these findings indicated that all of the completers were knowledgeable about integrating Nebraska Content Standards and drawing upon content knowledge. The large majority (83.34% or 5 of 6 completers) demonstrated clear understanding of central concepts, tools of inquiry and structures of disciplines (4.1) and the ability to draw upon content knowledge and other key areas in planning (7.2).

Only one completer received Occasional ratings in understanding central concepts, tools of inquiry, structures of disciplines (4.1) and providing accessible and meaningful learning experiences (4.2). This completer received support from the cooperating teacher and clinical practice supervisor to strengthen these skills enabling her to demonstrate competence by the end of the term.

Learner/Learning Environments

NDE Clinical Evaluation (Standards 1, 2, 3 and 7.3)										
Standard 1.1: The teacher candidate understands how students grow and develop.										
	Bachelors Mean	Consistent	Frequent	Occasional	Rare	Masters Mean	Consistent	Frequent	Occasional	Rare
2014-2015	Low number of completers, data reported with 2015-2016 completers					Program not offered				
2015-2016	3.67 (N=6)	66.67%	33.33%	0%	0%					
Standard 1.2: The teacher candidate recognizes that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.										
2014-2015	Low number of completers, data reported with 2015-2016 completers					Program not offered				
2015-2016	3.5 (N=6)	66.67%	16.67%	16.67%	0%					
Standard 1.3: The teacher candidate implements developmentally appropriate and challenging learning experiences.										
2014-2015	Low number of completers, data reported with 2015-2016 completers					Program not offered				
2015-2016	3.5 (N=6)	66.67%	16.67%	16.67%	0%					
Standard 2.1: The teacher candidate understands individual differences and diverse cultures and communities.										
2014-2015	Low number of completers, data reported with 2015-2016 completers					Program not offered				
2015-2016	3.5 (N=6)	66.67%	16.67%	16.67%	0%					
Standard 2.2: The teacher candidate ensures inclusive learning environments that enable each student to meet high standards.										
2015-2016	Low number of completers, data reported with 2015-2016 completers					Program not offered				
2014-2015	3.5 (N=6)	66.67%	16.67%	16.67%	0%					
Standard 3.1: The teacher candidate works with others to create environments that support individual and collaborative learning.										
2014-2015	Low number of completers, data reported with 2015-2016 completers					Program not offered				
2015-2016	3.5 (N=6)	66.67%	16.67%	16.67%	0%					
Standard 3.2: The teacher candidate creates environments that encourage positive social interaction, active engagement in learning, and self-motivation.										
2014-2015	Low number of completers, data reported with 2015-2016 completers					Program not offered				
2015-2016	3.33 (N=6)	50.00%	33.33%	16.67%	0%					
Standard 3.3: The teacher candidate manages student behavior to promote a positive learning environment.										
2014-2015	Low number of completers, data reported with 2015-2016 completers					Program not offered				
2015-2016	3.5 (N=6)	66.67%	16.67%	16.67%	0%					

Standard 7.3: The teacher candidate draws upon knowledge of students and the community context.						
2014-2015	Low number of completers, data reported with 2015-2016 completers					Program not offered
2015-2016	3.5 (N=6)	66.67%	16.67%	16.67%	0%	

Sections of the Clinical Practice Evaluation were identified as one of the Key Assessments for evaluating authentic student performance in classroom related to Learners/Learning Environment. These include: Standard 1: Student Development and its sub-standards 1.1, 1.2 and 1.3, Standard 2: Learning Differences and its sub-standards 2.1 and 2.2 and Standard 3: Learning Environments and its sub-standards 3.1, 3.2 and 3.3. These standards were selected to determine how well program completers in Early Childhood Inclusive endorsement program demonstrated knowledge of developmental characteristics of learners including knowledge of learning and cultural differences and how well they were able to create inclusive and positive learning environments using knowledge of learners.

Review of the data indicates that 100% of the completers for academic years 2014-2015 and 2015-2016 in the Early Childhood Inclusive program were rated in the two highest levels (Consistent and Frequent) for Standard 1.1. The data shows that 83.34% of the completers were rated in the two highest levels (Consistent and Frequent) for the rest of the Standards (1.2, 1.3, 2.1, 2.2, 3.1, 3.2 and 3.3) while one completer (16.67%) was rated as Occasional in demonstrating these skills.

Analysis of these findings indicated that all of the completers were knowledgeable about children’s growth and development. The large majority (83.34% or 5 of 6 completers) were rated as being able to address learning differences. Similarly, 83.34% of the completers were rated as successfully establishing positive and effective learning environments for their students.

Only one completer received Occasional ratings in several areas including recognizing individual differences (1.2), planning developmentally appropriate learning environments (1.3), creating learning environments that addresses individual differences and high standards for each student (2.1, 2.2) and in creating collaborative, socially supporting and positive learning environments (3.1, 3.2, 3.3) and in drawing upon student and community contexts (7.3). This completer received support from the cooperating teacher and clinical practice supervisor to strengthen these skills enabling her to demonstrate competence by the end of the term.

Case Study (Sections 1, 4, 5)								
Section 1: Contextual Factors (Bachelors - 9 points possible, MAT 30 points possible)								
	Bachelors Mean	Met	Partially Met	Not Met	Masters Mean	Met	Partially Met	Not Met
2014-2015	Low number of completers, data reported with 2015-2016 completers				Program not offered			
2015-2016	9 (N=6)	100%	0%	0%				
Section 4: Design for Instruction (Bachelors - 12 points possible, MAT – 40 possible points)								
2014-2015	Low number of completers, data reported with 2015-2016 completers				Program not offered			
2015-2016	12 (N=6)	100%	0%	0%				

Section 5: Instructional Decision Making (Bachelors - 9 points possible, MAT – 20 points possible)				
2014-2015	Low number of completers, data reported with 2015-2016 completers			Program not offered
2015-2016	9 (N=6)	100%	0%	

Sections of the Case Study assignment were identified as one of the Key Assessments for evaluating authentic student performance in classroom related to Learners/Learning Environment. Section 1: Contextual Factors, Section 4: Design for Instruction and Section 5: Instructional Decision Making were selected to determine how well program completers of the Early Childhood Inclusive endorsement program demonstrated knowledge of contextual features of the learning environment and how they used this knowledge to engage in intentional decision-making in designing instruction.

Review of the data indicated that 100% of the Early Childhood Inclusive program completers were rated as having Met the criteria for the Case Study components of interest in this Key Assessment. Analysis of the evidence from the Case Study indicates that all completers demonstrated understanding of contextual aspects affecting learners and designed appropriate instruction taking into account knowledge of learners and their individual differences. Completers were able engage in intentional decision-making as reflective teachers.

Instructional Practices - Knowledge

NDE Clinical Evaluation (Standards 6.1 and 7.1)										
Standard 6.1: The teacher candidate understands multiple methods of assessment.										
	Bachelors Mean	Consistent	Frequent	Occasional	Rare	Masters Mean	Consistent	Frequent	Occasional	Rare
2014-2015	Low number of completers, data reported with 2015-2016 completers					Program not offered				
2015-2016	3.5 (N=6)	66.67%	16.67 %	16.67%	0%					
Standard 7.1: The teacher candidate plans instruction that supports every student in meeting rigorous learning goals.										
2014-2015	Low number of completers, data reported with 2015-2016 completers					Program not offered				
2015-2016	3.5 (N=6)	66.67%	16.67 %	16.67%	0%					

Sections of the Clinical Practice Evaluation were identified as one of the Key Assessments for evaluating authentic student performance in classroom related to Instructional Practices: Knowledge including Standard 6.1 and Standard 7.1. These standards were selected to determine how well program completers in the Early Childhood Inclusive endorsement program demonstrated understanding of multiple measurements of assessment and their ability to plan instruction that supports students in meeting learning goals.

Review of the data indicates that 83.34% of the completers were rated in the two highest levels (Consistent and Frequent) on both Standards 6.1 and 7.1 while one completer (16.67%) was rated as Occasional in demonstrating these skills.

Analysis of these findings that they large majority (83.34% or 5 of 6 completers) were rated as successful in using multiple methods of assessment and planning instruction that supports students' achievement of rigorous goals.

Only one completer received Occasional ratings in understanding multiple means of assessment and planning instruction that supports every student in meeting rigorous learning goals. This completer received support from the cooperating teacher and clinical practice supervisor to strengthen these skills enabling her to demonstrate competence by the end of the term.

Case Study (Sections 3 and 4)								
Section 3: Assessment Plan (Bachelors - 9 points possible, MAT – 30 possible points)								
	Bachelors Mean	Met	Partially Met	Not Met	Masters Mean	Met	Partially Met	Not Met
2014-2015	Low number of completers, data reported with 2015-2016 completers				Program not offered			
2015-2016	9 (N=6)	100%	0%	0%				
Section 4: Design for Instruction (Bachelors - 12 points possible, MAT – 40 possible points)								
2014-2015	Low number of completers, data reported with 2015-2016 completers				Program not offered			
2015-2016	12 (N=6)	100%	0%	0%				

Sections of the Case Study assignment were identified as one of the Key Assessments for evaluating authentic student performance in classroom related to Instructional Practices: Knowledge. Section 3: Assessment Plan and Section 4: Design for Instruction were selected to determine how well program completers of the Early Childhood Inclusive endorsement program demonstrated knowledge of and use of assessment strategies and how this information was used in instructional design.

Review of the data indicated that 100% of the Early Childhood Inclusive program completers were rated as having Met the criteria for the Case Study components of interest in this Key Assessment. Analysis of the evidence from the Case Study indicates that all completers demonstrate understanding and ability to use multiple assessment strategies and to use evidence to design appropriate instruction.

	Bachelors - Senior Research Paper (10 points possible)				Masters - HPT Literature Review (100 points possible)			
	Mean	Exceeded	Met	Not Met	Mean	Exceeded	Met	Not Met
2014- 2015	Low number of completers, data reported with 2015-2016 completers				Program not offered			
2015-2016	(N=6)	66.67%	33.33%	0%				

The Senior Research Paper has been identified as one of the Key Assessments for evaluating completers Knowledge of Instructional Practices. The purpose of the research project is to provide an opportunity to demonstrate knowledge and skills and to present the results to a symposium in a genuine, meaningful and practical learning experience.

Review of the data indicated that 100% of the Early Childhood Inclusive endorsement program completers were rated as having Exceeded (4 of 6) or Met (2 of 6) the criteria for the Senior Research Paper. Analysis of the evidence indicates that all of the completers demonstrated the ability to research and write professionally, conduct action research projects focusing on educational practices and present scholarly work to a broad audience.

Instructional Practices – Effectiveness

NDE Clinical Evaluation (Standards 5, 6.2, 8, 11)										
Standard 5.1: The teacher candidate understands how to connect concepts across disciplines.										
	Bachelors Mean	Consistent	Frequent	Occasional	Rare	Masters Mean	Consistent	Frequent	Occasional	Rare
2014-2015	Low number of completers, data reported with 2015-2016 completers					Program not offered				
2015-2016	3.33 (N=6)	66.67%	0%	33.33%	0%					
Standard 5.2: The teacher candidate uses differing perspectives to engage students in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.										
2014-2015	Low number of completers, data reported with 2015-2016 completers					Program not offered				
2015-2016	3.33 (N=6)	66.67%	0%	33.33%	0%					
Standard 6.2: The teacher candidate uses multiple methods of assessment to engage students in their own growth, to monitor student progress, and to guide the teacher candidate's and student's decision making.										
2014-2015	Low number of completers, data reported with 2015-2016 completers					Program not offered				
2015-2016	3.5 (N=6)	66.67%	16.67 %	16.67%	0%					
Standard 8.1: The teacher candidate understands a variety of instructional strategies.										
2014-2015	Low number of completers, data reported with 2015-2016 completers					Program not offered				
2015-2016	3.5 (N=6)	66.67%	16.67 %	16.67%	0%					
Standard 8.2: The teacher candidate uses a variety of instructional strategies to encourage students to develop deep understanding of content areas and their connection and to build skills to apply knowledge in meaningful ways.										
2014-2015	Low number of completers, data reported with 2015-2016 completers					Program not offered				
2015-2016	3.5 (N=6)	66.67%	16.67 %	16.67%	0%					
Standard 8.3: The teacher candidate utilizes available technology for instruction and assessment.										
2014-2015	Low number of completers, data reported with 2015-2016 completers					Program not offered				
2015-2016	3.33 (N=6)	50.00%	33.33%	16.67%	0%					
Standard 11.1: The teacher candidate works to positively impact the learning and development for all students										
2014-2015	Low number of completers, data reported with 2015-2016 completers					Program not offered				
2015-2016	3.5 (N=6)	66.67%	16.67 %	16.67%	0%					

Sections of the Clinical Practice Evaluation were identified as one of the Key Assessments for evaluating authentic student performance in classroom related to Instructional Practices: Effectiveness. Standards 5.1, 5.2, 6.2, 8.1 and 8.2 and 11.1 were selected to determine how well program completers in the Early Childhood Inclusive endorsement program demonstrate understanding and use of multiple

measurements of assessment, show ability to plan and implement instruction that positively impacts learners and to use technology for instruction and assessment.

Review of the data indicates that 66.67% of the completers were rated in the two highest levels (Consistent and Frequent) for Standards 5.1 and 5.2 while two completers (33.33%) were rated as Occasional in demonstrating these skills. The key skills in Standards 5.1 and 5.2 focus on connecting concepts across disciplines and helping students engage in critical thinking about local and global issues. The findings indicate that 83.34% of the completers were rated in the two highest levels (Consistent and Frequent) for Standards 6.2, 8.1, 8.2, 8.3 and 11.1. Only one completer (16.67%) was rated as Occasional in demonstrating these skills.

Analysis of these findings that the large majority (83.34% or 5 of 6 completers) were rated as successful in using multiple methods of assessment, using a variety of instructional strategies that are engaging and meaningful to learners and incorporating technology for assessment and instruction. The areas related to helping students connect concepts across disciplines and engage in deep critical thinking about local and global issues indicated less consistent strength with only 66.67% of the completers (4 of 6) demonstrating success with 33.33% (2 completers) rated as occasionally demonstrating these strategies.

Only one completer received ratings of Occasional across all areas indicating more challenge in consistently connecting concepts across disciplines, using multiple methods of assessment, using a variety of instructional strategies including technology and making a positive impact on student learning for all students. This completer received support from the cooperating teacher and clinical practice supervisor to strengthen these skills enabling her to demonstrate competence by the end of the term.

Case Study (Sections 5, 6, and 7)								
Section 5: Instructional Decision Making (Bachelors - 9 points possible, MAT – 20 possible points)								
	Bachelors Mean	Met	Partially Met	Not Met	Masters Mean	Met	Partially Met	Not Met
2014-2015	Low number of completers, data reported with 2015-2016 completers				Program not offered			
2015-2016	9 (N=6)	100%	0%	0%				
Section 6: Analysis of Student Learning (Bachelors - 6 points possible, MAT – 20 possible points)								
2014-2015	Low number of completers, data reported with 2015-2016 completers				Program not offered			
2015-2016	6 (N=6)	100%	0%	0%				
Section 7: Reflection and Self-Evaluation (Bachelors - 12 points possible, MAT – 40 possible points)								
2014-2015	Low number of completers, data reported with 2015-2016 completers				Program not offered			
2015-2016	12 (N=6)	100%	0%	0%				

Sections of the Case Study assignment identified as one of the Key Assessments for evaluating authentic student performance in classroom related to Instructional Practices: Effectiveness. Section 5, Section 6 and Section 7 were selected to determine how well program completers of the Early Childhood Inclusive endorsement program demonstrated the ability to make decisions about instruction, to implement instruction, analyze evidence of student learning and engage in reflection and self-evaluation.

Review of the data indicated that 100% of the Early Childhood Inclusive program completers were rated as having Met the criteria for the Case Study components of interest in this Key Assessment. Analysis of the evidence from the Case Study indicates that all completers demonstrated the ability to engage in intentional decision-making about instructional design, implementation and evaluation of learners. The evidence indicated that completers were able to successfully engage in reflection and self-evaluation as reflective teachers.

Professional Responsibility

NDE Clinical Evaluation (Standards 9 and 10)										
Standard 9.1: The teacher candidate engages in ongoing professional learning.										
	Bachelors Mean	Consistent	Frequent	Occasional	Rare	Masters Mean	Consistent	Frequent	Occasional	Rare
2014-2015	Low number of completers, data reported with 2015-2016 completers					Program not offered				
2015-2016	3.33 (N=6)	66.67%	0%	33.33%	0%					
Standard 9.2: The teacher candidate models ethical professional practice.										
2014-2015	Low number of completers, data reported with 2015-2016 completers					Program not offered				
2015-2016	3.83 (N=6)	83.33%	16.67%	0%	0%					
Standard 9.3: The teacher candidate 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.										
2014-2015	Low number of completers, data reported with 2015-2016 completers					Program not offered				
2015-2016	3.5 (N=6)	66.67%	16.67%	16.67%	0%					
Standard 9.4 The teacher candidate models professional dispositions for teaching.										
2014-2015	Low number of completers, data reported with 2015-2016 completers					Program not offered				
2015-2016	3.5 (N=6)	66.67%	16.67%	16.67%	0%					
Standard 10.1: The teacher candidate seeks opportunities to take responsibility for student learning.										
2014-2015	Low number of completers, data reported with 2015-2016 completers					Program not offered				
2015-2016	3.67 (N=6)	66.67%	33.33%	0%	0%					
Standard 10.2: The teacher candidate seeks opportunities, including appropriate technology, to collaborate with students, families, colleagues, and other school professionals, and community members to ensure student growth.										
2014-2015	Low number of completers, data reported with 2015-2016 completers					Program not offered				
2015-2016	3.67 (N=6)	66.67%	33.33%	0%	0%					

Sections of the Clinical Practice Evaluation were identified as one of the Key Assessments for evaluating authentic student performance in classroom related to Professional Responsibility. Standards 9.1, 9.2, 9.3, 9.4 and Standards 10.1 and 10.2 were selected to determine how well program completers in the Early Childhood Inclusive endorsement program engage in professional development, demonstrate ethical practices and professional dispositions, assume responsibility for student learning and collaborate with students, families and colleagues as well as constituents outside of school settings.

Review of the data indicates that 66.67% of the completers were rated in the two highest levels (Consistent and Frequent) for Standards 9.1 while two completers (33.33%) were rated as Occasional in demonstrating these skills. The key skill in Standards 9.1 focused on engaging in ongoing professional learning. The findings indicate that 83.34% of the completers were rated in the two highest levels (Consistent and Frequent) for Standards 9.3 and 9.4 which focused on engaging on reflection regarding impact on others and on modeling professional dispositions. Only one completer (16.67%) was rated as Occasional in demonstrating these skills. The data indicates that 100% of the completers were rated in the two highest levels (Consistent or Frequent) for Standards 9.2 (ethical practices), 10.1 (responsibility for student learning) and 10.2 (collaboration).

Analysis of these findings that all of the completers engaged in ethical practices, took responsibility for student learning and collaborated with others. The majority of completers took part in ongoing professional learning, modeling professional dispositions and engaged in reflection about impacting student learning.

The only completer who received ratings of Occasional for multiple items including engaging in ongoing professional learning, self-evaluating teaching practices and their impact on others and modeling professional dispositions. This completer received support from the cooperating teacher and clinical practice supervisor to strengthen these skills enabling her to demonstrate competence by the end of the term.

Case Study (Section 7)								
Section 7: Reflection and Self-Evaluation (Bachelors - 12 points possible, MAT – 40 possible points)								
	Bachelors Mean	Met	Partially Met	Not Met	Masters Mean	Met	Partially Met	Not Met
2014-2015	Low number of completers, data reported with 2015-2016 completers				Program not offered			
2015-2016	12 (N=6)	100%	0%	0%				

The section of the Case Study assignment identified as one of these Key Assessments for evaluating authentic student performance in classroom related to Professional Responsibility. Section 7. was selected to determine how well program completers of the Early Childhood Inclusive endorsement program demonstrated the ability engage in reflection and self-evaluation.

Review of the data indicated that 100% of the Early Childhood Inclusive program completers were rated as having Met the criteria for the Case Study components of interest in this Key Assessment. Analysis of the evidence from the Case Study indicates that all completers demonstrated the ability to successfully engage in reflection and self-evaluation function as intentionally reflective teachers.

Overall Proficiency

Nebraska First Year Teacher Survey (2015 and 2016)																		
Endorsement – Early Childhood Inclusive																		
	Reporting Year - 2015									Reporting Year - 2016								
	Consistent		Frequent		Occasional		Rare		Total	Consistent		Frequent		Occasional		Rare		Total
Indicator 1.1	1	100.00%		0.00%		0.00%		0.00%	1		0.00%		0.00%	1	100.00%		0.00%	1
Indicator 1.2	1	100.00%		0.00%		0.00%		0.00%	1		0.00%		0.00%	1	100.00%		0.00%	1
Indicator 1.3		0.00%	1	100.00%		0.00%		0.00%	1		0.00%		0.00%	1	100.00%		0.00%	1
Indicator 2.1	1	100.00%		0.00%		0.00%		0.00%	1		0.00%	1	100.00%		0.00%		0.00%	1
Indicator 2.2	1	100.00%		0.00%		0.00%		0.00%	1		0.00%	1	100.00%		0.00%		0.00%	1
Indicator 3.1		0.00%	1	100.00%		0.00%		0.00%	1		0.00%	1	100.00%		0.00%		0.00%	1
Indicator 3.2	1	100.00%		0.00%		0.00%		0.00%	1		0.00%	1	100.00%		0.00%		0.00%	1
Indicator 3.3	1	100.00%		0.00%		0.00%		0.00%	1		0.00%	1	100.00%		0.00%		0.00%	1
Indicator 4.1	1	100.00%		0.00%		0.00%		0.00%	1		0.00%		0.00%	1	100.00%		0.00%	1
Indicator 4.2		0.00%	1	100.00%		0.00%		0.00%	1		0.00%		0.00%	1	100.00%		0.00%	1
Indicator 4.3	1	100.00%		0.00%		0.00%		0.00%	1		0.00%	1	100.00%		0.00%		0.00%	1
Indicator 5.1		0.00%	1	100.00%		0.00%		0.00%	1		0.00%		0.00%	1	100.00%		0.00%	1
Indicator 5.2		0.00%	1	100.00%		0.00%		0.00%	1		0.00%	1	100.00%		0.00%		0.00%	1
Indicator 6.1	1	100.00%		0.00%		0.00%		0.00%	1		0.00%	1	100.00%		0.00%		0.00%	1
Indicator 6.2	1	100.00%		0.00%		0.00%		0.00%	1		0.00%		0.00%	1	100.00%		0.00%	1
Indicator 7.1	1	100.00%		0.00%		0.00%		0.00%	1		0.00%		0.00%	1	100.00%		0.00%	1
Indicator 7.2	1	100.00%		0.00%		0.00%		0.00%	1		0.00%		0.00%	1	100.00%		0.00%	1
Indicator 7.3		0.00%	1	100.00%		0.00%		0.00%	1		0.00%		0.00%	1	100.00%		0.00%	1
Indicator 8.1	1	100.00%		0.00%		0.00%		0.00%	1		0.00%	1	100.00%		0.00%		0.00%	1
Indicator 8.2	1	100.00%		0.00%		0.00%		0.00%	1		0.00%	1	100.00%		0.00%		0.00%	1
Indicator 8.3	1	100.00%		0.00%		0.00%		0.00%	1		0.00%		0.00%	1	100.00%		0.00%	1
Indicator 9.1	1	100.00%		0.00%		0.00%		0.00%	1		0.00%		0.00%	1	100.00%		0.00%	1
Indicator 9.2	1	100.00%		0.00%		0.00%		0.00%	1		0.00%	1	100.00%		0.00%		0.00%	1
Indicator 9.3	1	100.00%		0.00%		0.00%		0.00%	1		0.00%		0.00%	1	100.00%		0.00%	1
Indicator 9.4	1	100.00%		0.00%		0.00%		0.00%	1		0.00%	1	100.00%		0.00%		0.00%	1
Indicator 10.1		0.00%	1	100.00%		0.00%		0.00%	1		0.00%		0.00%	1	100.00%		0.00%	1
Indicator 10.2	1	100.00%		0.00%		0.00%		0.00%	1		0.00%		0.00%	1	100.00%		0.00%	1
Indicator 11.1	1	100.00%		0.00%		0.00%		0.00%	1		0.00%	1	100.00%		0.00%		0.00%	1

The Nebraska First Year Teacher Survey was identified as the Key Assessment for examining Overall Proficiency. The data presented indicates that only one Early Childhood Inclusive completer was assessed through the survey by the employing principal. Since the survey results presented do not include any identifying information about graduates from the institution and confidentiality of each person is protected, a brief review and analysis of the data was conducted. With such limited data, it is important to view any conclusions with that in mind.

Review of the data from 2015 indicated that the teacher was rated as Consistent on 21 of the 28 indicators. Categories where all or the majority of the indicators were rated as Consistent included: Learning Differences (2.1, 2.2), Assessment (6.1, 6.2), Instructional Strategies (8.1, 8.2), Professional and Ethical Practice (9.1, 9.2, 9.3, 9.4) and Impact on Student Development and Learning (11.1). This teacher was rated as Frequent in demonstrating the remainder of the indicators (1.3, 3.1, 4.2, 5.1, 5.2, 7.3 and 10.1). None of the items were rated as Rare for this teacher.

Review of data from the 2016 indicated that the teacher was rated as Frequent on 13 of the 28 indicators. Categories where all of the indicators were rated as Frequent included: Learning Differences (2.1, 2.2), Learning Environment (3.1, 3.2, 3.3), Instructional Strategies (8.1, 8.2), Professional and Ethical Practice (9.2, 9.4) and Impact on Student Development and Learning (11.1). Additional indicators rated as Frequent were 4.3, 5.2 and 6.1. The teacher was rated as Occasional in demonstrating the remainder of the indicators (1.1, 1.2, 1.3, 4.1, 4.2, 5.1, 6.2, 7.1, 7.2, 7.3, 8.3, 9.1, 9.3, 9.4, 10.1 and 10.2). None of the items were rated as Rare for this teacher.

Analysis of the data, though limited due to the evaluation of only a sole completer for each year, indicates that the completer rated in the 2015 data demonstrated consistent skills in the large majority of areas with particular strength in addressing learning differences, assessing learners, using various instructional strategies, demonstrating professional and ethic behaviors and having an impact on student growth and learning. The analysis indicates that the completer rated in the 2016 data frequently demonstrated skills in addressing learning differences, preparing the learning environment, using various instructional strategies and having an impact on student growth and learning.

When analyzing the ratings of the teachers no complete categories arose as areas of concern. Items that were rated relatively lower for both of the teachers as compared to their other individual ratings included planning developmentally appropriate learning experiences, supporting individual and collaborative learning, using central concepts, tools of inquiry and structures of disciplines, connecting concepts across disciplines, knowledge of student and community contexts and seeking opportunities for taking responsibility for student learning. None of these skills areas were rated in the Rare area, but were lower relative to the other skill area therefore indicating potential areas for growth or enhancement.

While the limited data provided affects drawing clear conclusions, the overall view indicates that it may prove helpful continue to enhance some areas within the curriculum such as using developmentally appropriate practices, building collaborative environments, emphasizing central concepts and tools of inquiry in disciplines, addressing contextual information and assuming clear responsibility for student learning.

As the statewide facilitation of the First Year Teacher Survey becomes standard practice, it is hoped that more complete data will be provided in the future. It is important to note that not all completers seek and gain employment in Nebraska and evidence of performance of those completers would not be accessible through the Nebraska First Year Teacher Survey.

