

Concordia University, Nebraska

CAEP Annual Reporting Data

2026

Reporting Data from 2024-2025 Completers

Table of Contents

List of Accredited and Approved Programs	p.3
Measure 1 Initial: Completer Effectiveness: Nebraska First- and Third-Year Completer and Employer Satisfaction Survey	p. 5
Measure 2 Initial: Satisfaction of Employers and Stakeholder Involvement: Nebraska First- and Third-Year Completer and Employer Satisfaction Survey	p. 5
Measure 2 Advanced: Year 2 Follow Up: Satisfaction of Employers and Stakeholder Involvement	p. 37
Measure 3 Initial: Candidate Competency at Completion	p. 89
Measure 3 Advanced: Candidate Competency at Completion	p. 91
Measure 4 Initial: Ability of Completers to be Hired	p.92
Measure 4 Advanced: Ability of Completers to be Hired	p. 93

List of Accredited and Approved Programs

Program Name	Program/Specialty Area	Degree Level	Licensure Level
Agricultural Education 6-12	Agricultural Education	Baccalaureate	Initial-Licensure Level
American Sign Language K-12	Foreign Language Education/Languages Other Than English	Baccalaureate	Initial-Licensure Level
Art PK-12	Art Education	Baccalaureate	Initial-Licensure Level
Biology 7-12	Science Education	Baccalaureate	Initial-Licensure Level
Biology 7-12 Graduate - Initial	Science Education	Master's	Initial-Licensure Level
Business, Marketing and Information Technology 6-12	Business, Management, and Marketing Education	Baccalaureate	Initial-Licensure Level
Chemistry 7-12	Science Education	Baccalaureate	Initial-Licensure Level
Chemistry 7-12 Graduate	Science Education	Master's	Initial-Licensure Level
Coaching 7-12	Health and Wellness, Physical Education and Coaching	Baccalaureate	Initial-Licensure Level
Early Childhood Inclusive B-3 UG	Early Childhood Education	Baccalaureate	Initial-Licensure Level
Early Childhood Inclusive B-3rd Graduate	Early Childhood Education	Master's	Initial-Licensure Level
Early Childhood PK-3 Graduate	Early Childhood Education	Master's	Advanced Level
Early Childhood Undergrad PK-3	Early Childhood Education	Endorsement Only	Initial-Licensure Level
Elementary K-8	Elementary Education	Baccalaureate	Initial-Licensure Level
English 7-12	English/Language Arts Education	Baccalaureate	Initial-Licensure Level
English 7-12 Graduate	English/Language Arts Education	Master's	Initial-Licensure Level
English as a Second Language PK-12 Graduate	Teaching English to Speakers of Other Languages	Master's	Advanced Level
English as a Second Language-Undergraduate PK-12	Teaching English to Speakers of Other Languages	Endorsement Only	Initial-Licensure Level
English Language Arts 7-12	English/Language Arts Education	Baccalaureate	Initial-Licensure Level
English Language Arts 7-12 Graduate	English/Language Arts Education	Master's	Initial-Licensure Level
Geography 6-12	History, Social Studies, and Social Sciences	Baccalaureate	Initial-Licensure Level
Geography 6-12 Graduate	History, Social Studies, and Social Sciences	Master's	Initial-Licensure Level
History 6-12	History, Social Studies, and Social Sciences	Baccalaureate	Initial-Licensure Level
History 6-12 Graduate	History, Social Studies, and Social Sciences	Master's	Initial-Licensure Level
Information Technology PK-12	Technology Education	Endorsement Only	Initial-Licensure Level
Instructional Technology Leadership PK-12 Graduate	Educational and Instructional Technology	Master's	Advanced Level
Journalism & Media Education 7-12	Journalism and Mass Communication	Baccalaureate	Initial-Licensure Level

Mathematics 6-12	Mathematics	Master's	Initial-Licensure Level
Mathematics 6-12	Mathematics	Baccalaureate	Initial-Licensure Level
Middle Level Education 5-9	Middle School Education	Baccalaureate	Initial-Licensure Level
Music PK-12	Music Education	Baccalaureate	Initial-Licensure Level
Music Vocal PK-12	Music Education	Baccalaureate	Initial-Licensure Level
Physical Education (7-12) (PK-12)	Health and Wellness, Physical Education and Coaching	Master's	Initial-Licensure Level
Physical Education PK-12, 7-12	Health and Wellness, Physical Education and Coaching	Baccalaureate	Initial-Licensure Level
Physics 7-12	Science Education	Baccalaureate	Initial-Licensure Level
Physics 7-12 Graduate	Science Education	Master's	Initial-Licensure Level
Principal - PK-12, PK-8, 7-12	Educational Administration, Supervision, and Leadership	Master's	Advanced Level
Psychology 6-12	History, Social Studies, and Social Sciences	Baccalaureate	Initial-Licensure Level
Psychology 6-12 Graduate	History, Social Studies, and Social Sciences	Master's	Initial-Licensure Level
Reading Specialist - Graduate PK-12	Reading and Literacy	Master's	Advanced Level
Religious Education K-12	Ministry and Religious Studies	Baccalaureate	Initial-Licensure Level
Religious Education K-12 Graduate	Ministry and Religious Studies	Master's	Initial-Licensure Level
School Counseling Graduate	School Counseling	Master's	Advanced Level
Science 7-12	Science Education	Baccalaureate	Initial-Licensure Level
Science 7-12 Graduate	Science Education	Master's	Initial-Licensure Level
Social Studies 6-12	History, Social Studies, and Social Sciences	Baccalaureate	Initial-Licensure Level
Social Studies 6-12 Graduate	History, Social Studies, and Social Sciences	Master's	Initial-Licensure Level
Special Education - Early Childhood B-K Graduate	Special Education and Exceptional Needs	Master's	Advanced Level
Special Education - Graduate K-12, K-6, 7-12	Special Education and Exceptional Needs	Master's	Advanced Level
Special Education - Undergraduate K-12, K-6, 7-12	Special Education and Exceptional Needs	Baccalaureate	Initial-Licensure Level
Speech 7-12	Journalism and Mass Communication	Baccalaureate	Initial-Licensure Level
Theatre 7-12	Performing Arts: Theater, Drama, Dance	Baccalaureate	Initial-Licensure Level
World Language - Mandarin 7-12	Foreign Language Education/Languages Other Than English	Baccalaureate	Initial-Licensure Level
World Language - Spanish 7-12	Foreign Language Education/Languages Other Than English	Baccalaureate	Initial-Licensure Level

2025 Nebraska First Year Teacher Survey

Concordia University

Introduction

The Nebraska Department of Education (NDE) administered the Nebraska First Year Teacher Survey from early February to mid-March 2025. This year marks the eleventh successful implementation of the survey, with the survey being sent to both principals and first-year teachers for the ninth time. Surveys were distributed to the principals of first-year teachers, and to the first-year teachers themselves, who completed their preparation programs at 16 preparation institutions in the state. The participating institutions are as follows:

1. Bellevue University
2. Chadron State College
3. College of Saint Mary
4. Concordia University
5. Creighton University
6. Doane University
7. Hastings College
8. Midland University
9. Nebraska Wesleyan University
10. Peru State College
11. Union Adventist University
12. University of Nebraska at Kearney
13. University of Nebraska at Lincoln
14. University of Nebraska at Omaha
15. Wayne State College
16. York College

Evaluation indicators are based on the Council of Chief State School Officers' (CCSSO) Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards, which are recognized as indicators of teacher quality (<https://learning.ccsso.org/intasc-model-core-teaching-standards-and-learning-progressions-for-teachers>). For a list of indicators, please see Figure 1 in the Results section below.

Method

A list of teachers was compiled for those employed during the 2024-2025 school year who received their initial teaching endorsement during the 2023-2024 school year from one of the participating institutions' teacher preparation programs. The data for this list came from the Nebraska Student and Staff Record System (NSSRS) and the Nebraska Teacher Certification Database. If a teacher had assignments at multiple schools, the survey was sent to the principal and the teacher at the school where the majority of the teacher's full-time equivalency (FTE) was assigned. The survey was



developed using the Qualtrics application and distributed electronically via email. Pre-notification of the survey was sent out on February 7th to HR/Institutional Research staff, principals, and teachers. The survey email invitation was sent out on February 12th with subsequent email reminders sent on February 20th, February 27th, and March 3rd. The survey finally closed on March 14th, almost 2 months after it was first sent out. In total, 888 surveys were distributed to principals and 595 were returned, resulting in a response rate of 67.00%. For teachers, 891 surveys were distributed and 422 were returned, resulting in a response rate of 47.36%. For Concordia University specifically, 23 surveys were distributed to principals and 17 were returned, resulting in a principal response rate of 73.91%, while 24 surveys were distributed to teachers and 10 were returned, resulting in a teacher response rate of 41.67%.

Respondents were asked to rate the extent to which the first-year teacher was effectively prepared for their school assignment on various indicators. These indicators were based on the degree to which the teacher meets the expectations: Advanced, Proficient, Developing, or Below Standard. Both principals and teachers were asked to rate the teacher's impact on student learning, and to provide comments for informing the institution's continuous improvement efforts toward preparing classroom-ready teachers. Besides that, principals were also asked if they considered the teacher effectively prepared for continuing employment in their districts. Teachers, on the other hand, were asked if they were prepared to be an effective first-year teacher.

Results

The survey results are displayed below in several tables and figures. Table 1 displays the standard indicators used in the survey that both principals and teachers answered with the Advanced, Proficient, Developing, or Below Standard response options. Table 2 and 3 illustrate the average responses per standard indicators for both principals and teachers and disaggregated by endorsement types. In Figures 1 through 4, the response options for both principals and teachers are given a numerical value (3=Advanced, 2= Proficient, 1=Developing, 0=Below Standard), summed by indicator category, and then averaged. Tables 4 through 7 display the results of the questions concerning the impact on student learning, continued employment (for principals), and preparedness (for teachers).



Table 1. Survey Standards

<p>Standard 1: Learner Development</p> <p>Standard 1.1 - Uses knowledge of students and their development and adjusts teaching to facilitate student learning.</p> <p>Standard 1.2 - Builds on student strengths to facilitate learning.</p>
<p>Standard 2: Learning Differences</p> <p>Standard 2.1 - Can identify differentiation in student needs.</p> <p>Standard 2.2 - Responds to differentiation in student needs with individualized instruction and varied learning experiences.</p> <p>Standard 2.3 - Brings multiple perspectives and cultural resources to content and discussions.</p>
<p>Standard 3: Learning Environments</p> <p>Standard 3.1 - Promotes a positive classroom environment.</p> <p>Standard 3.2 - Uses and communicates clear task and behavioral expectations to support an environment of learning.</p>
<p>Standard 4: Content Knowledge</p> <p>Standard 4.1 - Uses and communicates content knowledge.</p> <p>Standard 4.2 - Uses academic vocabulary and grammar.</p> <p>Standard 4.3 - Provides opportunities for students to demonstrate their content knowledge.</p>
<p>Standard 5: Application of Content</p> <p>Standard 5.1 - Helps students link concepts and engage in critical thinking.</p> <p>Standard 5.2 - Engages students in the development of literacy and communication skills.</p>
<p>Standard 6: Assessment</p> <p>Standard 6.1 - Matches instructions and assessments to learning objectives</p> <p>Standard 6.2 - Uses formative and summative classroom assessments that facilitate learning</p> <p>Standard 6.3 - Amends instructional strategies and adapts interventions as needed</p> <p>Standard 6.4 - Provides differentiated instruction and assessments that positively impact learning</p>
<p>Standard 7: Planning for Instruction</p> <p>Standard 7.1 - Plans sequenced learning experiences and performance tasks linked to learning objectives</p> <p>Standard 7.2 - Plans and implement multiple ways for students to demonstrate their knowledge and skills.</p>
<p>Standard 8: Instructional Strategies</p> <p>Standard 8.1 - Incorporates digital tools and technologies into instruction</p> <p>Standard 8.2 - Uses evidence-based strategies to support critical thinking and content learning</p> <p>Standard 8.3 - Organizes and manages the learning environment to maximize student engagement.</p>
<p>Standard 9: Professional Learning and Ethical Practice</p> <p>Standard 9.1 - Invites constructive feedback and responds positively</p> <p>Standard 9.2 - Sets and implements goals to improve practice</p>
<p>Standard 10: Leadership and Collaboration</p> <p>Standard 10.1 - Communicates professionally - oral, written, and electronic</p> <p>Standard 10.2 - Responds to people, problems and crises effectively</p>



Table 2. Survey Responses by Endorsement Type (Principals)

CONCORDIA UNIVERSITY										
	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
Standard 1.1	Content Endorsements	1	14.3%	6	85.7%	0	0.0%	0	0.0%	7
	Early Childhood	1	50.0%	0	0.0%	1	50.0%	0	0.0%	2
	Elementary	2	40.0%	3	60.0%	0	0.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	1	33.3%	2	66.7%	0	0.0%	0	0.0%	3
	Total	5	29.4%	11	64.7%	1	5.9%	0	0.0%	17
Standard 1.2	Content Endorsements	1	14.3%	5	71.4%	1	14.3%	0	0.0%	7
	Early Childhood	1	50.0%	1	50.0%	0	0.0%	0	0.0%	2
	Elementary	2	40.0%	3	60.0%	0	0.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	3	100.0%	0	0.0%	0	0.0%	3
	Total	4	23.5%	12	70.6%	1	5.9%	0	0.0%	17
Standard 2.1	Content Endorsements	1	14.3%	4	57.1%	2	28.6%	0	0.0%	7
	Early Childhood	0	0.0%	2	100.0%	0	0.0%	0	0.0%	2
	Elementary	1	20.0%	4	80.0%	0	0.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	3	100.0%	0	0.0%	0	0.0%	3
	Total	2	11.8%	13	76.5%	2	11.8%	0	0.0%	17
Standard 2.2	Content Endorsements	1	14.3%	3	42.9%	3	42.9%	0	0.0%	7
	Early Childhood	1	50.0%	0	0.0%	1	50.0%	0	0.0%	2
	Elementary	1	20.0%	3	60.0%	1	20.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	1	33.3%	2	66.7%	0	0.0%	3
	Total	3	17.6%	7	41.2%	7	41.2%	0	0.0%	17
Standard 2.3	Content Endorsements	1	14.3%	5	71.4%	1	14.3%	0	0.0%	7
	Early Childhood	1	50.0%	1	50.0%	0	0.0%	0	0.0%	2
	Elementary	2	40.0%	1	20.0%	2	40.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	2	66.7%	1	33.3%	0	0.0%	3
	Total	4	23.5%	9	52.9%	4	23.5%	0	0.0%	17
Standard 3.1	Content Endorsements	2	28.6%	5	71.4%	0	0.0%	0	0.0%	7
	Early Childhood	1	50.0%	1	50.0%	0	0.0%	0	0.0%	2
	Elementary	2	40.0%	3	60.0%	0	0.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	1	33.3%	1	33.3%	1	33.3%	0	0.0%	3
	Total	6	35.3%	10	58.8%	1	5.9%	0	0.0%	17
Standard 3.2	Content Endorsements	2	28.6%	5	71.4%	0	0.0%	0	0.0%	7
	Early Childhood	0	0.0%	1	50.0%	1	50.0%	0	0.0%	2



CONCORDIA UNIVERSITY										
	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
	Elementary	2	40.0%	1	20.0%	2	40.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	3	100.0%	0	0.0%	0	0.0%	3
	Total	4	23.5%	10	58.8%	3	17.6%	0	0.0%	17
Standard 4.1	Content Endorsements	1	14.3%	6	85.7%	0	0.0%	0	0.0%	7
	Early Childhood	1	50.0%	1	50.0%	0	0.0%	0	0.0%	2
	Elementary	2	40.0%	3	60.0%	0	0.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	3	100.0%	0	0.0%	0	0.0%	3
Total	4	23.5%	13	76.5%	0	0.0%	0	0.0%	17	
Standard 4.2	Content Endorsements	1	14.3%	5	71.4%	1	14.3%	0	0.0%	7
	Early Childhood	1	50.0%	1	50.0%	0	0.0%	0	0.0%	2
	Elementary	1	20.0%	4	80.0%	0	0.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	3	100.0%	0	0.0%	0	0.0%	3
Total	3	17.6%	13	76.5%	1	5.9%	0	0.0%	17	
Standard 4.3	Content Endorsements	1	14.3%	5	71.4%	1	14.3%	0	0.0%	7
	Early Childhood	1	50.0%	1	50.0%	0	0.0%	0	0.0%	2
	Elementary	2	40.0%	3	60.0%	0	0.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	3	100.0%	0	0.0%	0	0.0%	3
Total	4	23.5%	12	70.6%	1	5.9%	0	0.0%	17	
Standard 5.1	Content Endorsements	1	14.3%	4	57.1%	2	28.6%	0	0.0%	7
	Early Childhood	1	50.0%	1	50.0%	0	0.0%	0	0.0%	2
	Elementary	2	40.0%	3	60.0%	0	0.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	2	66.7%	1	33.3%	0	0.0%	3
Total	4	23.5%	10	58.8%	3	17.6%	0	0.0%	17	
Standard 5.2	Content Endorsements	1	14.3%	5	71.4%	1	14.3%	0	0.0%	7
	Early Childhood	1	50.0%	1	50.0%	0	0.0%	0	0.0%	2
	Elementary	1	20.0%	4	80.0%	0	0.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	3	100.0%	0	0.0%	0	0.0%	3
Total	3	17.6%	13	76.5%	1	5.9%	0	0.0%	17	
Standard 6.1	Content Endorsements	1	14.3%	6	85.7%	0	0.0%	0	0.0%	7
	Early Childhood	1	50.0%	1	50.0%	0	0.0%	0	0.0%	2
	Elementary	1	20.0%	4	80.0%	0	0.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	1	33.3%	1	33.3%	1	33.3%	0	0.0%	3
Total	4	23.5%	12	70.6%	1	5.9%	0	0.0%	17	



CONCORDIA UNIVERSITY										
	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
Standard 6.2	Content Endorsements	1	14.3%	5	71.4%	1	14.3%	0	0.0%	7
	Early Childhood	1	50.0%	1	50.0%	0	0.0%	0	0.0%	2
	Elementary	2	40.0%	3	60.0%	0	0.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	3	100.0%	0	0.0%	0	0.0%	3
	Total	4	23.5%	12	70.6%	1	5.9%	0	0.0%	17
Standard 6.3	Content Endorsements	1	14.3%	3	42.9%	3	42.9%	0	0.0%	7
	Early Childhood	1	50.0%	0	0.0%	1	50.0%	0	0.0%	2
	Elementary	1	20.0%	4	80.0%	0	0.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	1	33.3%	2	66.7%	0	0.0%	0	0.0%	3
	Total	4	23.5%	9	52.9%	4	23.5%	0	0.0%	17
Standard 6.4	Content Endorsements	1	14.3%	3	42.9%	3	42.9%	0	0.0%	7
	Early Childhood	1	50.0%	0	0.0%	1	50.0%	0	0.0%	2
	Elementary	2	40.0%	3	60.0%	0	0.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	1	33.3%	2	66.7%	0	0.0%	0	0.0%	3
	Total	5	29.4%	8	47.1%	4	23.5%	0	0.0%	17
Standard 7.1	Content Endorsements	1	14.3%	4	57.1%	2	28.6%	0	0.0%	7
	Early Childhood	1	50.0%	1	50.0%	0	0.0%	0	0.0%	2
	Elementary	1	20.0%	4	80.0%	0	0.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	2	66.7%	1	33.3%	0	0.0%	3
	Total	3	17.6%	11	64.7%	3	17.6%	0	0.0%	17
Standard 7.2	Content Endorsements	1	14.3%	4	57.1%	2	28.6%	0	0.0%	7
	Early Childhood	1	50.0%	0	0.0%	1	50.0%	0	0.0%	2
	Elementary	2	40.0%	3	60.0%	0	0.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	2	66.7%	1	33.3%	0	0.0%	3
	Total	4	23.5%	9	52.9%	4	23.5%	0	0.0%	17
Standard 8.1	Content Endorsements	2	28.6%	5	71.4%	0	0.0%	0	0.0%	7
	Early Childhood	1	50.0%	1	50.0%	0	0.0%	0	0.0%	2
	Elementary	2	40.0%	3	60.0%	0	0.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	3	100.0%	0	0.0%	0	0.0%	3
	Total	5	29.4%	12	70.6%	0	0.0%	0	0.0%	17
Standard 8.2	Content Endorsements	1	14.3%	5	71.4%	1	14.3%	0	0.0%	7
	Early Childhood	1	50.0%	1	50.0%	0	0.0%	0	0.0%	2
	Elementary	2	40.0%	3	60.0%	0	0.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0



CONCORDIA UNIVERSITY										
	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
	Special Education	0	0.0%	3	100.0%	0	0.0%	0	0.0%	3
	Total	4	23.5%	12	70.6%	1	5.9%	0	0.0%	17
Standard 8.3	Content Endorsements	1	14.3%	6	85.7%	0	0.0%	0	0.0%	7
	Early Childhood	0	0.0%	1	50.0%	1	50.0%	0	0.0%	2
	Elementary	1	20.0%	4	80.0%	0	0.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	1	33.3%	2	66.7%	0	0.0%	3
	Total	2	11.8%	12	70.6%	3	17.6%	0	0.0%	17
Standard 9.1	Content Endorsements	4	57.1%	3	42.9%	0	0.0%	0	0.0%	7
	Early Childhood	0	0.0%	1	50.0%	1	50.0%	0	0.0%	2
	Elementary	2	40.0%	3	60.0%	0	0.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	1	33.3%	2	66.7%	0	0.0%	0	0.0%	3
	Total	7	41.2%	9	52.9%	1	5.9%	0	0.0%	17
Standard 9.2	Content Endorsements	2	28.6%	5	71.4%	0	0.0%	0	0.0%	7
	Early Childhood	0	0.0%	1	50.0%	1	50.0%	0	0.0%	2
	Elementary	1	20.0%	4	80.0%	0	0.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	3	100.0%	0	0.0%	0	0.0%	3
	Total	3	17.6%	13	76.5%	1	5.9%	0	0.0%	17
Standard 10.1	Content Endorsements	2	28.6%	5	71.4%	0	0.0%	0	0.0%	7
	Early Childhood	1	50.0%	1	50.0%	0	0.0%	0	0.0%	2
	Elementary	2	40.0%	3	60.0%	0	0.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	1	33.3%	2	66.7%	0	0.0%	0	0.0%	3
	Total	6	35.3%	11	64.7%	0	0.0%	0	0.0%	17
Standard 10.2	Content Endorsements	2	28.6%	5	71.4%	0	0.0%	0	0.0%	7
	Early Childhood	0	0.0%	1	50.0%	1	50.0%	0	0.0%	2
	Elementary	2	40.0%	2	40.0%	1	20.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	2	66.7%	1	33.3%	0	0.0%	3
	Total	4	23.5%	10	58.8%	3	17.6%	0	0.0%	17



Table 3. Survey Responses by Endorsement Type (Teachers)

CONCORDIA UNIVERSITY										
	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
Standard 1.1	Content Endorsements	0	0.0%	4	100.0%	0	0.0%	0	0.0%	4
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	0	0.0%	4	80.0%	1	20.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1
	Total	0	0.0%	8	80.0%	2	20.0%	0	0.0%	10
Standard 1.2	Content Endorsements	0	0.0%	4	100.0%	0	0.0%	0	0.0%	4
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	1	20.0%	3	60.0%	1	20.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1
	Total	1	10.0%	7	70.0%	2	20.0%	0	0.0%	10
Standard 2.1	Content Endorsements	0	0.0%	3	75.0%	1	25.0%	0	0.0%	4
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	1	20.0%	3	60.0%	1	20.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1
	Total	1	10.0%	6	60.0%	3	30.0%	0	0.0%	10
Standard 2.2	Content Endorsements	0	0.0%	3	75.0%	1	25.0%	0	0.0%	4
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	2	40.0%	3	60.0%	0	0.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1
	Total	2	20.0%	6	60.0%	2	20.0%	0	0.0%	10
Standard 2.3	Content Endorsements	0	0.0%	3	75.0%	1	25.0%	0	0.0%	4
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	1	20.0%	4	80.0%	0	0.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1
	Total	1	10.0%	7	70.0%	2	20.0%	0	0.0%	10
Standard 3.1	Content Endorsements	2	50.0%	2	50.0%	0	0.0%	0	0.0%	4
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	4	80.0%	1	20.0%	0	0.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	1	100.0%	0	0.0%	0	0.0%	1
	Total	6	60.0%	4	40.0%	0	0.0%	0	0.0%	10
Standard 3.2	Content Endorsements	1	25.0%	2	50.0%	1	25.0%	0	0.0%	4
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0



CONCORDIA UNIVERSITY										
	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
	Elementary	3	60.0%	2	40.0%	0	0.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	1	100.0%	0	0.0%	0	0.0%	1
	Total	4	40.0%	5	50.0%	1	10.0%	0	0.0%	10
Standard 4.1	Content Endorsements	0	0.0%	3	75.0%	1	25.0%	0	0.0%	4
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	2	40.0%	2	40.0%	1	20.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	1	100.0%	0	0.0%	0	0.0%	1
Total	2	20.0%	6	60.0%	2	20.0%	0	0.0%	10	
Standard 4.2	Content Endorsements	0	0.0%	3	75.0%	1	25.0%	0	0.0%	4
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	2	40.0%	2	40.0%	1	20.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	1	100.0%	0	0.0%	0	0.0%	1
Total	2	20.0%	6	60.0%	2	20.0%	0	0.0%	10	
Standard 4.3	Content Endorsements	1	25.0%	2	50.0%	1	25.0%	0	0.0%	4
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	2	40.0%	1	20.0%	2	40.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1
Total	3	30.0%	3	30.0%	4	40.0%	0	0.0%	10	
Standard 5.1	Content Endorsements	0	0.0%	3	75.0%	1	25.0%	0	0.0%	4
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	0	0.0%	5	100.0%	0	0.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1
Total	0	0.0%	8	80.0%	2	20.0%	0	0.0%	10	
Standard 5.2	Content Endorsements	0	0.0%	3	75.0%	1	25.0%	0	0.0%	4
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	1	20.0%	3	60.0%	1	20.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1
Total	1	10.0%	6	60.0%	3	30.0%	0	0.0%	10	
Standard 6.1	Content Endorsements	1	25.0%	2	50.0%	1	25.0%	0	0.0%	4
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	1	20.0%	4	80.0%	0	0.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	1	100.0%	0	0.0%	0	0.0%	1
Total	2	20.0%	7	70.0%	1	10.0%	0	0.0%	10	



CONCORDIA UNIVERSITY										
	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
Standard 6.2	Content Endorsements	1	25.0%	1	25.0%	2	50.0%	0	0.0%	4
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	2	40.0%	3	60.0%	0	0.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	1	100.0%	0	0.0%	0	0.0%	1
	Total	3	30.0%	5	50.0%	2	20.0%	0	0.0%	10
Standard 6.3	Content Endorsements	0	0.0%	3	75.0%	1	25.0%	0	0.0%	4
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	1	20.0%	3	60.0%	1	20.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	1	100.0%	0	0.0%	0	0.0%	1
	Total	1	10.0%	7	70.0%	2	20.0%	0	0.0%	10
Standard 6.4	Content Endorsements	0	0.0%	3	75.0%	1	25.0%	0	0.0%	4
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	1	20.0%	3	60.0%	1	20.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	1	100.0%	0	0.0%	0	0.0%	1
	Total	1	10.0%	7	70.0%	2	20.0%	0	0.0%	10
Standard 7.1	Content Endorsements	0	0.0%	4	100.0%	0	0.0%	0	0.0%	4
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	1	20.0%	4	80.0%	0	0.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1
	Total	1	10.0%	8	80.0%	1	10.0%	0	0.0%	10
Standard 7.2	Content Endorsements	0	0.0%	3	75.0%	1	25.0%	0	0.0%	4
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	1	20.0%	3	60.0%	1	20.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1
	Total	1	10.0%	6	60.0%	3	30.0%	0	0.0%	10
Standard 8.1	Content Endorsements	1	25.0%	2	50.0%	1	25.0%	0	0.0%	4
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	2	40.0%	2	40.0%	1	20.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	1	100.0%	0	0.0%	0	0.0%	1
	Total	3	30.0%	5	50.0%	2	20.0%	0	0.0%	10
Standard 8.2	Content Endorsements	0	0.0%	3	75.0%	1	25.0%	0	0.0%	4
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	0	0.0%	5	100.0%	0	0.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0



CONCORDIA UNIVERSITY										
	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
	Special Education	0	0.0%	1	100.0%	0	0.0%	0	0.0%	1
	Total	0	0.0%	9	90.0%	1	10.0%	0	0.0%	10
Standard 8.3	Content Endorsements	1	25.0%	2	50.0%	1	25.0%	0	0.0%	4
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	1	20.0%	4	80.0%	0	0.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	1	100.0%	0	0.0%	0	0.0%	1
	Total	2	20.0%	7	70.0%	1	10.0%	0	0.0%	10
Standard 9.1	Content Endorsements	1	25.0%	3	75.0%	0	0.0%	0	0.0%	4
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	2	40.0%	3	60.0%	0	0.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	1	100.0%	0	0.0%	0	0.0%	1
	Total	3	30.0%	7	70.0%	0	0.0%	0	0.0%	10
Standard 9.2	Content Endorsements	2	50.0%	2	50.0%	0	0.0%	0	0.0%	4
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	1	20.0%	4	80.0%	0	0.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	1	100.0%	0	0.0%	0	0.0%	1
	Total	3	30.0%	7	70.0%	0	0.0%	0	0.0%	10
Standard 10.1	Content Endorsements	2	50.0%	2	50.0%	0	0.0%	0	0.0%	4
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	2	40.0%	3	60.0%	0	0.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	1	100.0%	0	0.0%	0	0.0%	1
	Total	4	40.0%	6	60.0%	0	0.0%	0	0.0%	10
Standard 10.2	Content Endorsements	0	0.0%	3	75.0%	0	0.0%	1	25.0%	4
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	2	40.0%	3	60.0%	0	0.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1
	Total	2	20.0%	6	60.0%	1	10.0%	1	10.0%	10



Figure 1. Average Responses (Principals)

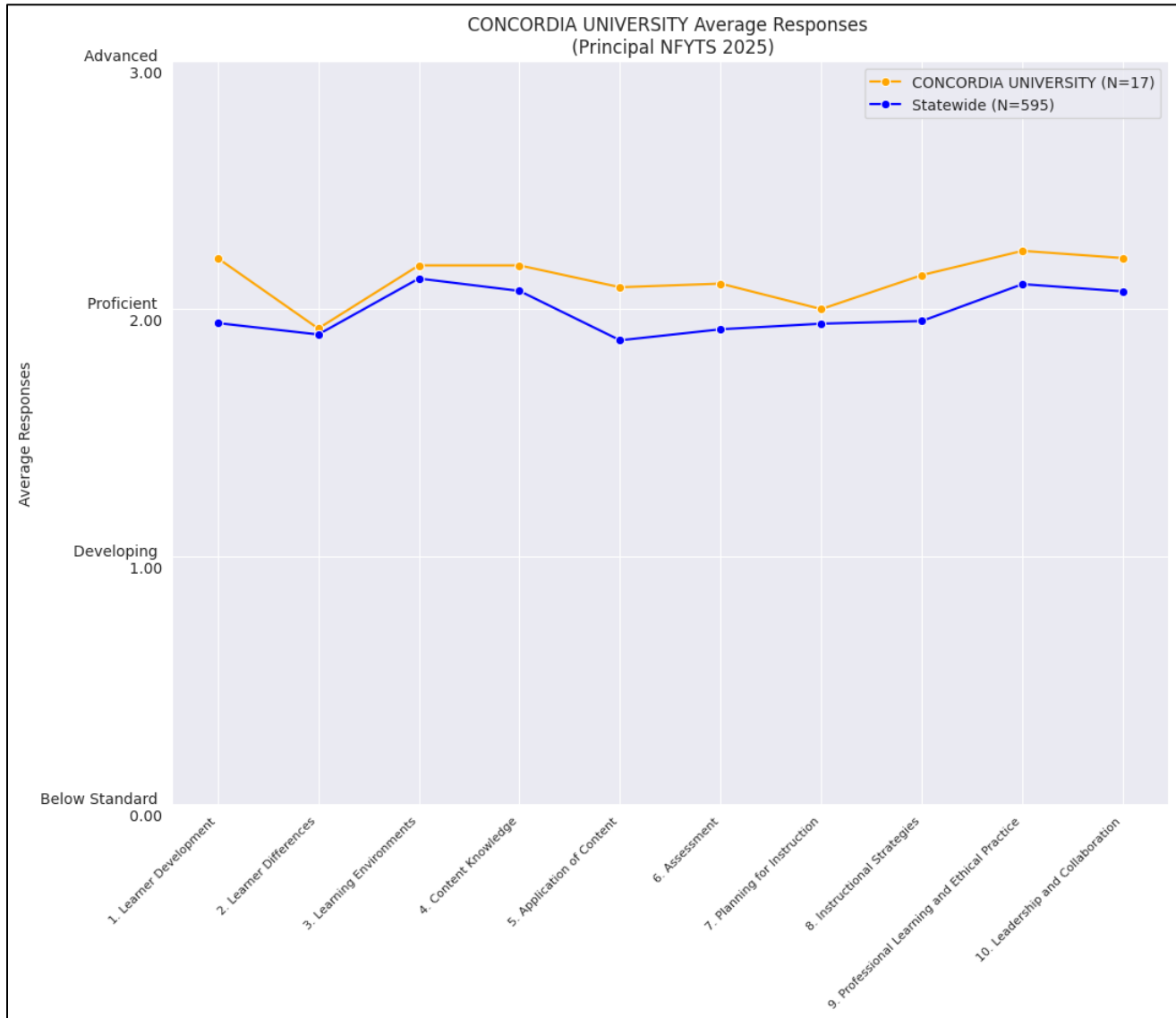




Figure 2. Average Responses (Teachers)

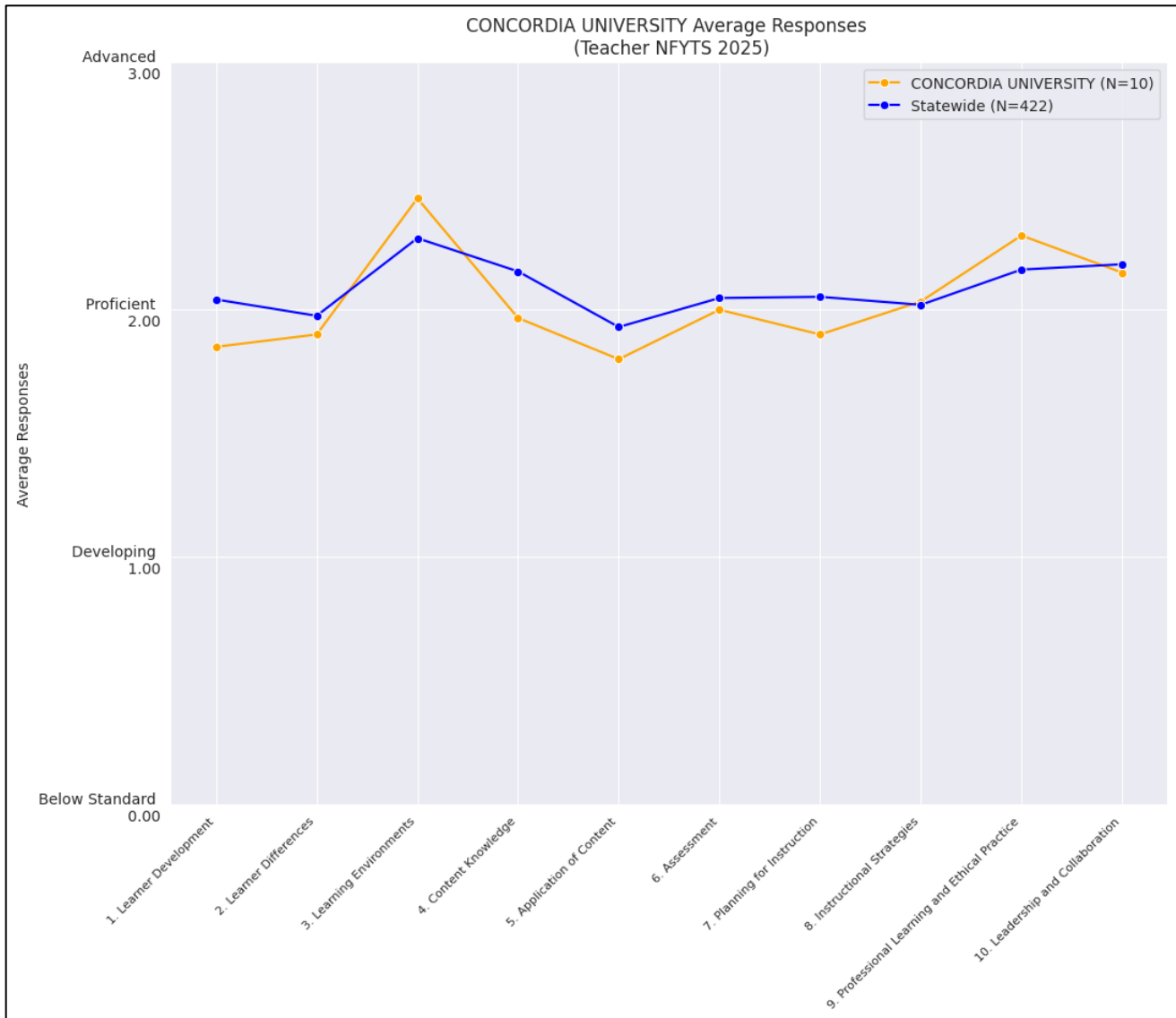




Figure 3. Average Responses by Endorsement Type (Principals)

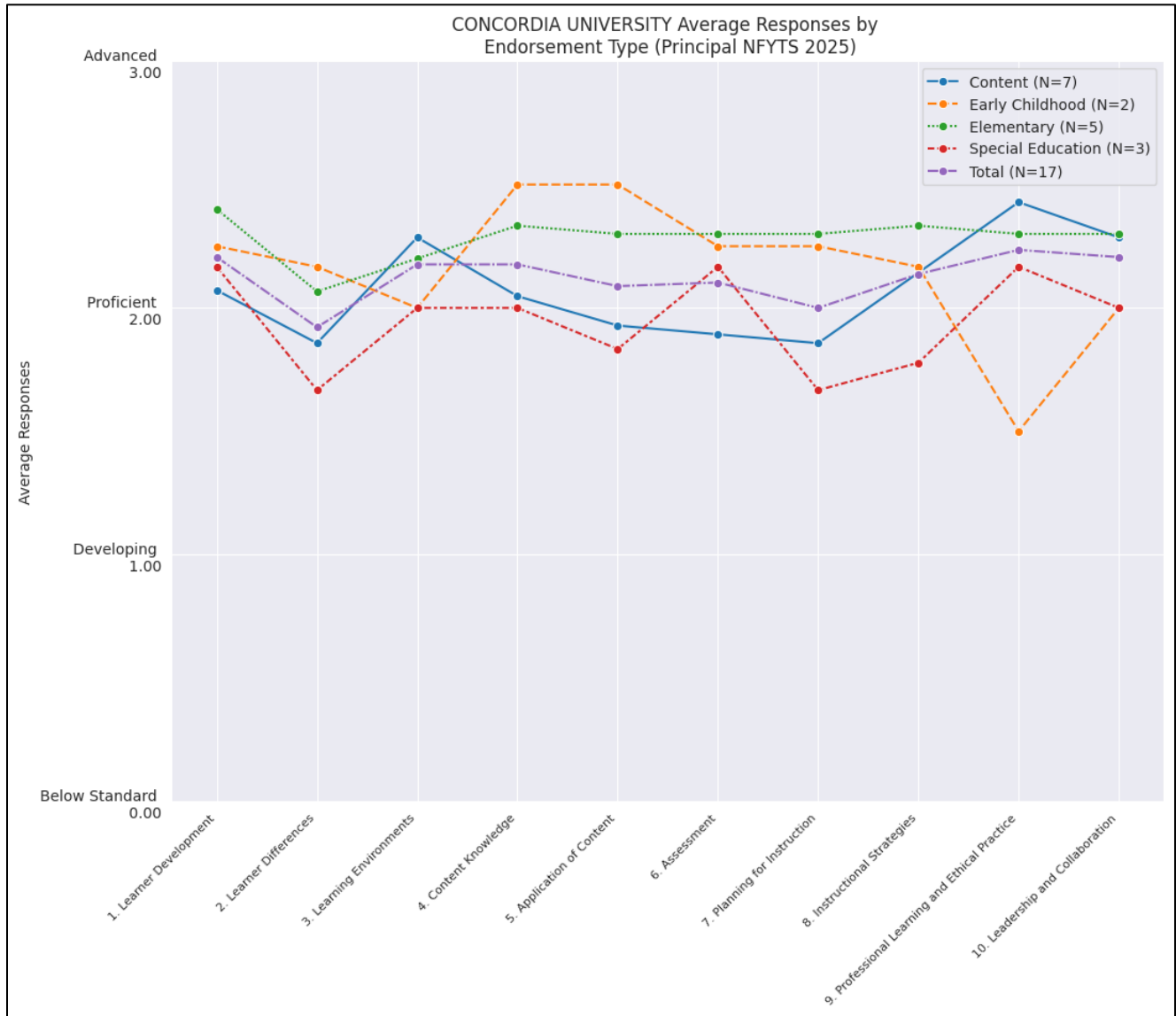




Figure 4. Average Responses by Endorsement Type (Teachers)

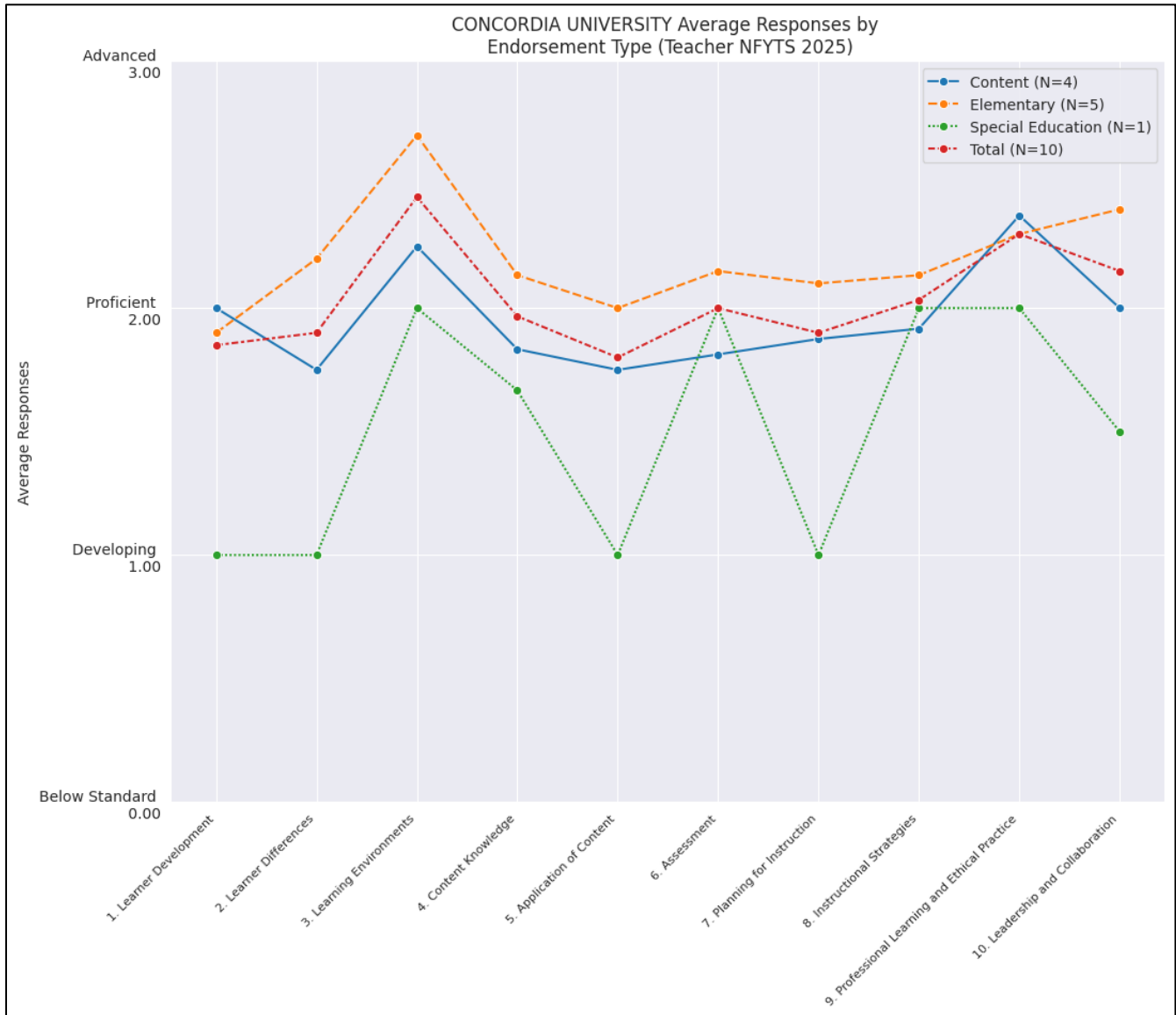




Table 4. Impact on Student Learning (Principals)

	Highly Effective	Moderately Effective	Somewhat Effective	Ineffective
Based upon the performance of this first-year teacher, how would you rate his/her impact on student learning?	8	7	2	0

Table 5. Impact on Student Learning (Teachers)

	Highly Effective	Moderately Effective	Somewhat Effective	Ineffective
Based upon your performance as a first-year teacher, how would you rate your impact on student learning?	0	10	0	0

Table 6. Continuing Employment Responses (Principals)

	YES	NO
Would you consider this teacher effectively prepared for continuing employment in your district?	16	1

Table 7. Preparedness Responses (Teachers)

	YES	NO
Do you believe you were prepared to be an effective first-year teacher?	9	1



2025 Nebraska Third Year Teacher Survey

Concordia University

Introduction

The Nebraska Department of Education (NDE) administered the Nebraska Third Year Teacher Survey from early February to mid-March 2025. This year marks the eighth successful implementation of the survey, with the survey being sent to principals for the seventh time and third-year teachers for the sixth. Surveys were distributed to the principals of third-year teachers, and to the third-year teachers themselves, who completed their preparation programs at various preparation institutions in the state. The participating institutions, with at least one survey returned (Union Adventist University was excluded as no surveys were returned), are as follows:

1. Bellevue University
2. Chadron State College
3. College of Saint Mary
4. Concordia University
5. Creighton University
6. Doane University
7. Hastings College
8. Midland University
9. Nebraska Wesleyan University
10. Peru State College
11. University of Nebraska at Kearney
12. University of Nebraska at Lincoln
13. University of Nebraska at Omaha
14. Wayne State College
15. York University

Evaluation indicators are based on the Council of Chief State School Officers' (CCSSO) Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards, which are recognized as indicators of teacher quality (<https://learning.ccssso.org/intasc-model-core-teaching-standards-and-learning-progressions-for-teachers>). For a list of indicators, please see Figure 1 in the Results section below.

Method

A list of teachers was compiled based on those who were completing their 3rd full year of teaching in the 2024-2025 school year, regardless of where teaching had taken place previously, on a Nebraska teaching certification. These teachers were from one of the participating institutions' teacher



preparation programs. The data for this list came from the Nebraska Student and Staff Record System (NSSRS) and the Nebraska Teacher Certification Database. If a teacher had assignments at multiple schools, the survey was sent to the principal and the teacher at the school where the majority of the teacher's full-time equivalency (FTE) was assigned. The survey was developed using the Qualtrics application and distributed electronically via email. Pre-notification of the survey was sent out on February 7th to HR/Institutional Research staff, principals, and teachers. The survey email invitation was sent out on February 12th with subsequent email reminders sent on February 20th, February 27th, and March 3rd. The survey finally closed on March 14th, almost 2 months after it was first sent out. In total, 583 surveys were distributed to principals and 393 were returned, resulting in a response rate of 67.41%. For teachers, 587 surveys were distributed and 252 were returned, resulting in a response rate of 42.93%. For Concordia University specifically, 30 surveys were distributed to principals and 16 were returned for a principal response rate of 53.33%, while 28 were distributed to teachers and 6 were returned for a teacher response rate of 21.43%.

Respondents were asked to rate the extent to which the third-year teacher was effectively prepared for their school assignment on various indicators. These indicators were based on the degree to which the teacher meets the expectations: Advanced, Proficient, Developing, or Below Standard. Both principals and teachers were asked to rate the teacher's impact on student learning, and to provide comments for informing the institution's continuous improvement efforts toward preparing classroom-ready teachers. Besides that, principals were also asked if they considered the teacher effectively prepared for continuing employment in their districts. Teachers, on the other hand, were asked if they were prepared to be an effective third-year teacher.

Results

The survey results are displayed below in several tables and figures. Table 1 displays the standard indicators used in the survey that both principals and teachers answered with the Advanced, Proficient, Developing, or Below Standard response options. Tables 2 and 3 illustrates the average responses per standard indicators for both principals and teachers and disaggregated by endorsement types. In Figures 1 through 4, the response options for both principals and teachers are given a numerical value (3=Advanced, 2= Proficient, 1=Developing, 0=Below Standard), summed by indicator category, and then averaged. Tables 4 through 7 display the results of the questions concerning the impact on student learning, continued employment (for principals), and preparedness (for teachers).



Table 1. Survey Standards

<p>Standard 1: Learner Development</p> <p>Standard 1.1 - Uses knowledge of students and their development and adjusts teaching to facilitate student learning.</p> <p>Standard 1.2 - Builds on student strengths to facilitate learning.</p>
<p>Standard 2: Learning Differences</p> <p>Standard 2.1 - Can identify differentiation in student needs.</p> <p>Standard 2.2 - Responds to differentiation in student needs with individualized instruction and varied learning experiences.</p> <p>Standard 2.3 - Brings multiple perspectives and cultural resources to content and discussions.</p>
<p>Standard 3: Learning Environments</p> <p>Standard 3.1 - Promotes a positive classroom environment.</p> <p>Standard 3.2 - Uses and communicates clear task and behavioral expectations to support an environment of learning.</p>
<p>Standard 4: Content Knowledge</p> <p>Standard 4.1 - Uses and communicates content knowledge.</p> <p>Standard 4.2 - Uses academic vocabulary and grammar.</p> <p>Standard 4.3 - Provides opportunities for students to demonstrate their content knowledge.</p>
<p>Standard 5: Application of Content</p> <p>Standard 5.1 - Helps students link concepts and engage in critical thinking.</p> <p>Standard 5.2 - Engages students in the development of literacy and communication skills.</p>
<p>Standard 6: Assessment</p> <p>Standard 6.1 - Matches instructions and assessments to learning objectives</p> <p>Standard 6.2 - Uses formative and summative classroom assessments that facilitate learning</p> <p>Standard 6.3 - Amends instructional strategies and adapts interventions as needed</p> <p>Standard 6.4 - Provides differentiated instruction and assessments that positively impact learning</p>
<p>Standard 7: Planning for Instruction</p> <p>Standard 7.1 - Plans sequenced learning experiences and performance tasks linked to learning objectives</p> <p>Standard 7.2 - Plans and implement multiple ways for students to demonstrate their knowledge and skills.</p>
<p>Standard 8: Instructional Strategies</p> <p>Standard 8.1 - Incorporates digital tools and technologies into instruction</p> <p>Standard 8.2 - Uses evidence-based strategies to support critical thinking and content learning</p> <p>Standard 8.3 - Organizes and manages the learning environment to maximize student engagement.</p>
<p>Standard 9: Professional Learning and Ethical Practice</p> <p>Standard 9.1 - Invites constructive feedback and responds positively</p> <p>Standard 9.2 - Sets and implements goals to improve practice</p>
<p>Standard 10: Leadership and Collaboration</p> <p>Standard 10.1 - Communicates professionally - oral, written, and electronic</p> <p>Standard 10.2 - Responds to people, problems and crises effectively</p>



Table 2. Survey Responses by Endorsement Type (Principals)

CONCORDIA UNIVERSITY										
	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
Standard 1.1	Content Endorsements	3	27.3%	6	54.5%	2	18.2%	0	0.0%	11
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	3	60.0%	2	40.0%	0	0.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	6	37.5%	8	50.0%	2	12.5%	0	0.0%	16
Standard 1.2	Content Endorsements	2	18.2%	7	63.6%	2	18.2%	0	0.0%	11
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	3	60.0%	2	40.0%	0	0.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	5	31.3%	9	56.3%	2	12.5%	0	0.0%	16
Standard 2.1	Content Endorsements	3	27.3%	6	54.5%	2	18.2%	0	0.0%	11
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	4	80.0%	1	20.0%	0	0.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	7	43.8%	7	43.8%	2	12.5%	0	0.0%	16
Standard 2.2	Content Endorsements	2	18.2%	6	54.5%	3	27.3%	0	0.0%	11
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	3	60.0%	2	40.0%	0	0.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	5	31.3%	8	50.0%	3	18.8%	0	0.0%	16
Standard 2.3	Content Endorsements	3	27.3%	6	54.5%	2	18.2%	0	0.0%	11
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	3	60.0%	2	40.0%	0	0.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	6	37.5%	8	50.0%	2	12.5%	0	0.0%	16
Standard 3.1	Content Endorsements	6	54.5%	4	36.4%	1	9.1%	0	0.0%	11
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	4	80.0%	1	20.0%	0	0.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	10	62.5%	5	31.3%	1	6.3%	0	0.0%	16
Standard 3.2	Content Endorsements	4	36.4%	4	36.4%	3	27.3%	0	0.0%	11
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0



CONCORDIA UNIVERSITY										
	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
	Elementary	3	60.0%	2	40.0%	0	0.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	7	43.8%	6	37.5%	3	18.8%	0	0.0%	16
Standard 4.1	Content Endorsements	5	45.5%	6	54.5%	0	0.0%	0	0.0%	11
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	4	80.0%	1	20.0%	0	0.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Total	9	56.3%	7	43.8%	0	0.0%	0	0.0%	16	
Standard 4.2	Content Endorsements	6	54.5%	5	45.5%	0	0.0%	0	0.0%	11
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	3	60.0%	2	40.0%	0	0.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Total	9	56.3%	7	43.8%	0	0.0%	0	0.0%	16	
Standard 4.3	Content Endorsements	5	45.5%	5	45.5%	1	9.1%	0	0.0%	11
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	4	80.0%	1	20.0%	0	0.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Total	9	56.3%	6	37.5%	1	6.3%	0	0.0%	16	
Standard 5.1	Content Endorsements	1	9.1%	8	72.7%	2	18.2%	0	0.0%	11
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	3	60.0%	2	40.0%	0	0.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Total	4	25.0%	10	62.5%	2	12.5%	0	0.0%	16	
Standard 5.2	Content Endorsements	2	18.2%	6	54.5%	3	27.3%	0	0.0%	11
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	3	60.0%	2	40.0%	0	0.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Total	5	31.3%	8	50.0%	3	18.8%	0	0.0%	16	
Standard 6.1	Content Endorsements	2	18.2%	7	63.6%	2	18.2%	0	0.0%	11
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	4	80.0%	1	20.0%	0	0.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Total	6	37.5%	8	50.0%	2	12.5%	0	0.0%	16	



CONCORDIA UNIVERSITY										
	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
Standard 6.2	Content Endorsements	3	27.3%	6	54.5%	2	18.2%	0	0.0%	11
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	3	60.0%	2	40.0%	0	0.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	6	37.5%	8	50.0%	2	12.5%	0	0.0%	16
Standard 6.3	Content Endorsements	1	9.1%	7	63.6%	3	27.3%	0	0.0%	11
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	3	60.0%	2	40.0%	0	0.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	4	25.0%	9	56.3%	3	18.8%	0	0.0%	16
Standard 6.4	Content Endorsements	2	18.2%	6	54.5%	3	27.3%	0	0.0%	11
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	3	60.0%	2	40.0%	0	0.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	5	31.3%	8	50.0%	3	18.8%	0	0.0%	16
Standard 7.1	Content Endorsements	3	27.3%	6	54.5%	2	18.2%	0	0.0%	11
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	3	60.0%	2	40.0%	0	0.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	6	37.5%	8	50.0%	2	12.5%	0	0.0%	16
Standard 7.2	Content Endorsements	2	18.2%	5	45.5%	4	36.4%	0	0.0%	11
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	4	80.0%	1	20.0%	0	0.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	6	37.5%	6	37.5%	4	25.0%	0	0.0%	16
Standard 8.1	Content Endorsements	3	27.3%	7	63.6%	1	9.1%	0	0.0%	11
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	3	60.0%	2	40.0%	0	0.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	6	37.5%	9	56.3%	1	6.3%	0	0.0%	16
Standard 8.2	Content Endorsements	2	18.2%	7	63.6%	2	18.2%	0	0.0%	11
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	3	60.0%	2	40.0%	0	0.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0



CONCORDIA UNIVERSITY										
	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
	Special Education	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	5	31.3%	9	56.3%	2	12.5%	0	0.0%	16
Standard 8.3	Content Endorsements	4	36.4%	4	36.4%	3	27.3%	0	0.0%	11
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	4	80.0%	1	20.0%	0	0.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	8	50.0%	5	31.3%	3	18.8%	0	0.0%	16
Standard 9.1	Content Endorsements	5	45.5%	4	36.4%	2	18.2%	0	0.0%	11
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	4	80.0%	1	20.0%	0	0.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	9	56.3%	5	31.3%	2	12.5%	0	0.0%	16
Standard 9.2	Content Endorsements	4	36.4%	5	45.5%	2	18.2%	0	0.0%	11
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	4	80.0%	1	20.0%	0	0.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	8	50.0%	6	37.5%	2	12.5%	0	0.0%	16
Standard 10.1	Content Endorsements	6	54.5%	2	18.2%	3	27.3%	0	0.0%	11
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	3	60.0%	2	40.0%	0	0.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	9	56.3%	4	25.0%	3	18.8%	0	0.0%	16
Standard 10.2	Content Endorsements	3	27.3%	5	45.5%	3	27.3%	0	0.0%	11
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	4	80.0%	1	20.0%	0	0.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	7	43.8%	6	37.5%	3	18.8%	0	0.0%	16



Table 3. Survey Responses by Endorsement Type (Teachers)

CONCORDIA UNIVERSITY										
	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
Standard 1.1	Content Endorsements	1	33.3%	2	66.7%	0	0.0%	0	0.0%	3
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	1	33.3%	2	66.7%	0	0.0%	0	0.0%	3
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	2	33.3%	4	66.7%	0	0.0%	0	0.0%	6
Standard 1.2	Content Endorsements	2	66.7%	1	33.3%	0	0.0%	0	0.0%	3
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	1	33.3%	2	66.7%	0	0.0%	0	0.0%	3
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	3	50.0%	3	50.0%	0	0.0%	0	0.0%	6
Standard 2.1	Content Endorsements	2	66.7%	1	33.3%	0	0.0%	0	0.0%	3
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	1	33.3%	1	33.3%	1	33.3%	0	0.0%	3
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	3	50.0%	2	33.3%	1	16.7%	0	0.0%	6
Standard 2.2	Content Endorsements	1	33.3%	2	66.7%	0	0.0%	0	0.0%	3
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	0	0.0%	3	100.0%	0	0.0%	0	0.0%	3
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	1	16.7%	5	83.3%	0	0.0%	0	0.0%	6
Standard 2.3	Content Endorsements	1	33.3%	2	66.7%	0	0.0%	0	0.0%	3
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	1	33.3%	1	33.3%	1	33.3%	0	0.0%	3
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	2	33.3%	3	50.0%	1	16.7%	0	0.0%	6
Standard 3.1	Content Endorsements	3	100.0%	0	0.0%	0	0.0%	0	0.0%	3
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	3	100.0%	0	0.0%	0	0.0%	0	0.0%	3
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	6	100.0%	0	0.0%	0	0.0%	0	0.0%	6
Standard 3.2	Content Endorsements	3	100.0%	0	0.0%	0	0.0%	0	0.0%	3
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0



CONCORDIA UNIVERSITY										
	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
	Elementary	0	0.0%	3	100.0%	0	0.0%	0	0.0%	3
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	3	50.0%	3	50.0%	0	0.0%	0	0.0%	6
Standard 4.1	Content Endorsements	3	100.0%	0	0.0%	0	0.0%	0	0.0%	3
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	1	33.3%	1	33.3%	1	33.3%	0	0.0%	3
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Total	4	66.7%	1	16.7%	1	16.7%	0	0.0%	6	
Standard 4.2	Content Endorsements	2	66.7%	1	33.3%	0	0.0%	0	0.0%	3
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	1	33.3%	1	33.3%	1	33.3%	0	0.0%	3
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Total	3	50.0%	2	33.3%	1	16.7%	0	0.0%	6	
Standard 4.3	Content Endorsements	3	100.0%	0	0.0%	0	0.0%	0	0.0%	3
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	1	33.3%	1	33.3%	1	33.3%	0	0.0%	3
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Total	4	66.7%	1	16.7%	1	16.7%	0	0.0%	6	
Standard 5.1	Content Endorsements	0	0.0%	3	100.0%	0	0.0%	0	0.0%	3
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	0	0.0%	2	66.7%	1	33.3%	0	0.0%	3
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Total	0	0.0%	5	83.3%	1	16.7%	0	0.0%	6	
Standard 5.2	Content Endorsements	1	33.3%	2	66.7%	0	0.0%	0	0.0%	3
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	0	0.0%	3	100.0%	0	0.0%	0	0.0%	3
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Total	1	16.7%	5	83.3%	0	0.0%	0	0.0%	6	
Standard 6.1	Content Endorsements	3	100.0%	0	0.0%	0	0.0%	0	0.0%	3
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	0	0.0%	3	100.0%	0	0.0%	0	0.0%	3
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Total	3	50.0%	3	50.0%	0	0.0%	0	0.0%	6	



CONCORDIA UNIVERSITY										
	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
Standard 6.2	Content Endorsements	2	66.7%	1	33.3%	0	0.0%	0	0.0%	3
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	1	33.3%	2	66.7%	0	0.0%	0	0.0%	3
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	3	50.0%	3	50.0%	0	0.0%	0	0.0%	6
Standard 6.3	Content Endorsements	1	33.3%	2	66.7%	0	0.0%	0	0.0%	3
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	1	33.3%	2	66.7%	0	0.0%	0	0.0%	3
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	2	33.3%	4	66.7%	0	0.0%	0	0.0%	6
Standard 6.4	Content Endorsements	2	66.7%	1	33.3%	0	0.0%	0	0.0%	3
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	1	33.3%	2	66.7%	0	0.0%	0	0.0%	3
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	3	50.0%	3	50.0%	0	0.0%	0	0.0%	6
Standard 7.1	Content Endorsements	2	66.7%	1	33.3%	0	0.0%	0	0.0%	3
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	1	33.3%	1	33.3%	0	0.0%	1	33.3%	3
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	3	50.0%	2	33.3%	0	0.0%	1	16.7%	6
Standard 7.2	Content Endorsements	3	100.0%	0	0.0%	0	0.0%	0	0.0%	3
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	1	33.3%	1	33.3%	1	33.3%	0	0.0%	3
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	4	66.7%	1	16.7%	1	16.7%	0	0.0%	6
Standard 8.1	Content Endorsements	2	66.7%	1	33.3%	0	0.0%	0	0.0%	3
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	1	33.3%	0	0.0%	1	33.3%	1	33.3%	3
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	3	50.0%	1	16.7%	1	16.7%	1	16.7%	6
Standard 8.2	Content Endorsements	2	66.7%	1	33.3%	0	0.0%	0	0.0%	3
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	1	33.3%	2	66.7%	0	0.0%	0	0.0%	3
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0



CONCORDIA UNIVERSITY										
	Endorsement Type	Advanced		Proficient		Developing		Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
	Special Education	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	3	50.0%	3	50.0%	0	0.0%	0	0.0%	6
Standard 8.3	Content Endorsements	2	66.7%	1	33.3%	0	0.0%	0	0.0%	3
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	1	33.3%	2	66.7%	0	0.0%	0	0.0%	3
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	3	50.0%	3	50.0%	0	0.0%	0	0.0%	6
Standard 9.1	Content Endorsements	2	66.7%	1	33.3%	0	0.0%	0	0.0%	3
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	1	33.3%	2	66.7%	0	0.0%	0	0.0%	3
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	3	50.0%	3	50.0%	0	0.0%	0	0.0%	6
Standard 9.2	Content Endorsements	2	66.7%	1	33.3%	0	0.0%	0	0.0%	3
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	1	33.3%	0	0.0%	2	66.7%	0	0.0%	3
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	3	50.0%	1	16.7%	2	33.3%	0	0.0%	6
Standard 10.1	Content Endorsements	3	100.0%	0	0.0%	0	0.0%	0	0.0%	3
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	2	66.7%	1	33.3%	0	0.0%	0	0.0%	3
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	5	83.3%	1	16.7%	0	0.0%	0	0.0%	6
Standard 10.2	Content Endorsements	3	100.0%	0	0.0%	0	0.0%	0	0.0%	3
	Early Childhood	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Elementary	1	33.3%	2	66.7%	0	0.0%	0	0.0%	3
	Middle Grades	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Special Education	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	4	66.7%	2	33.3%	0	0.0%	0	0.0%	6



Figure 1. Average Responses (Principals)

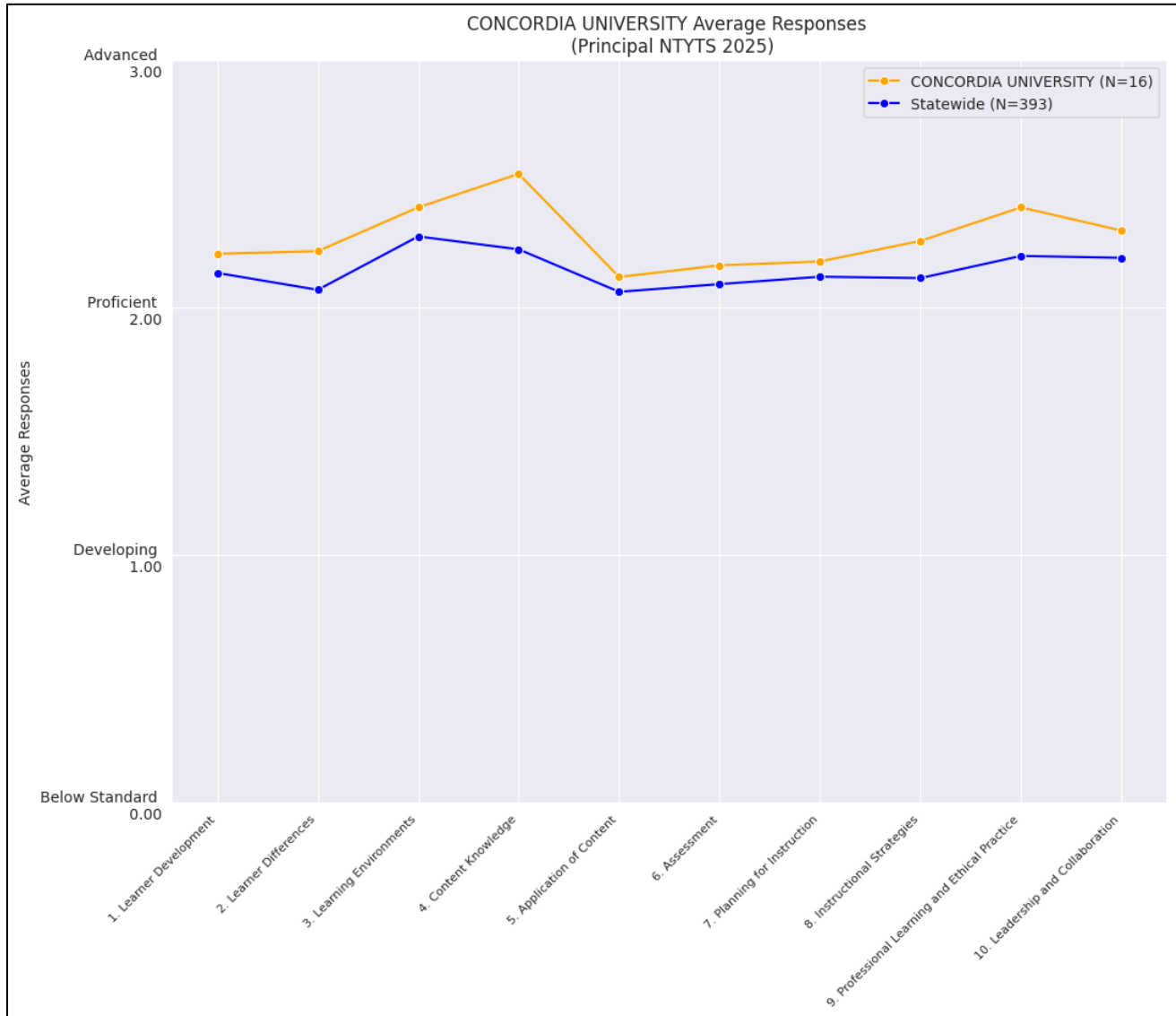




Figure 2. Average Responses (Teachers)

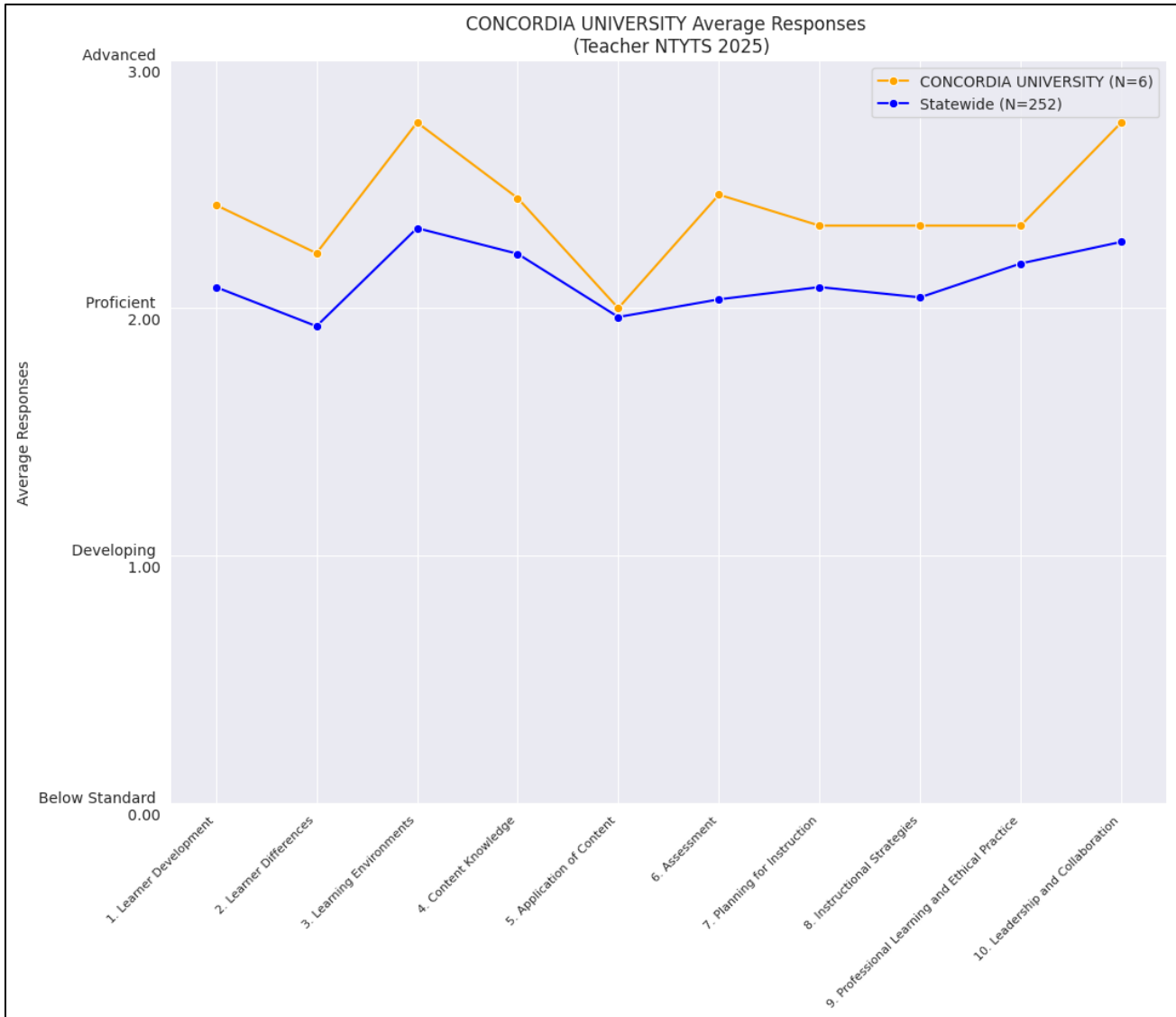




Figure 3. Average Responses by Endorsement Type (Principals)

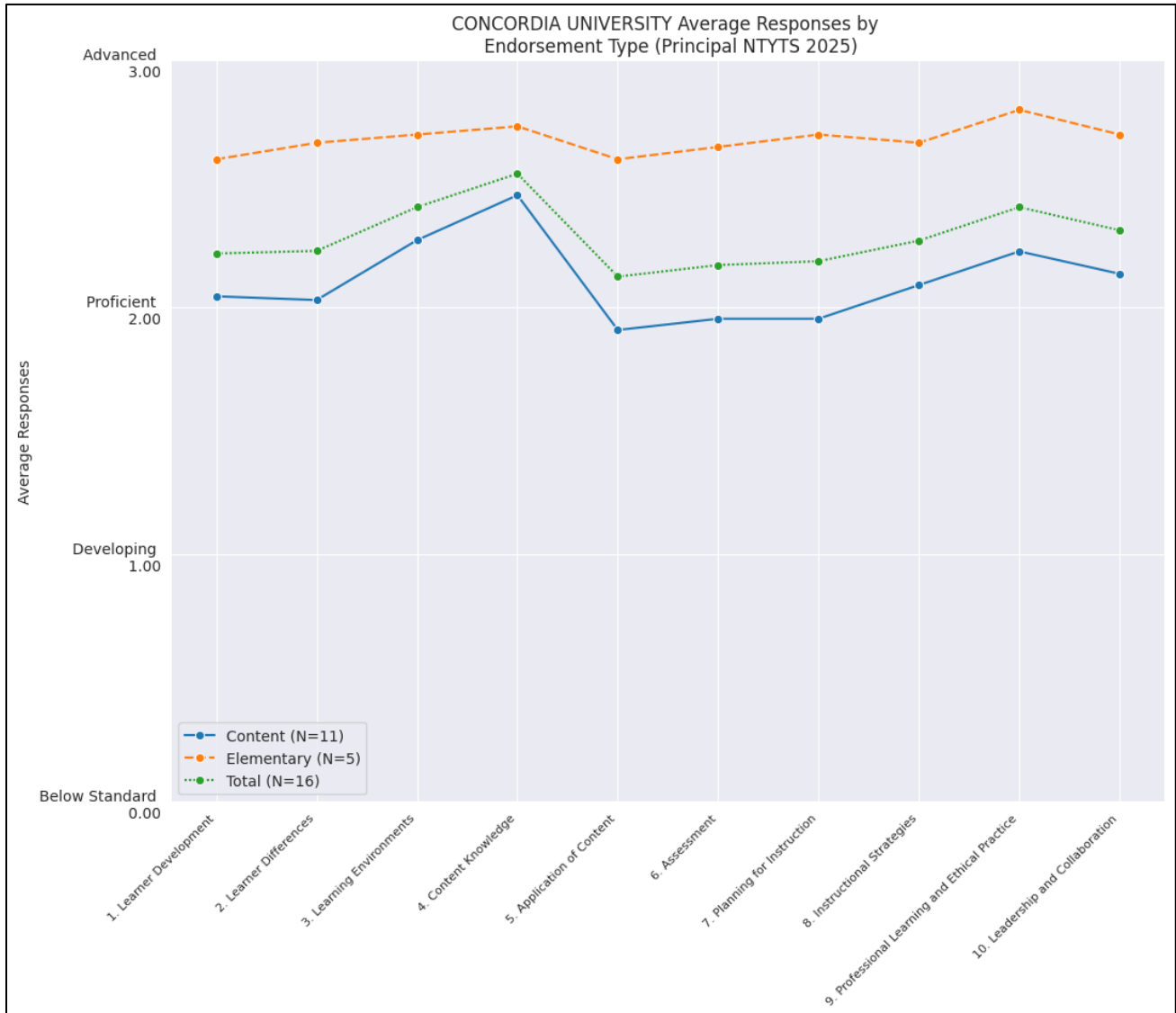




Figure 4. Average Responses by Endorsement Type (Teachers)

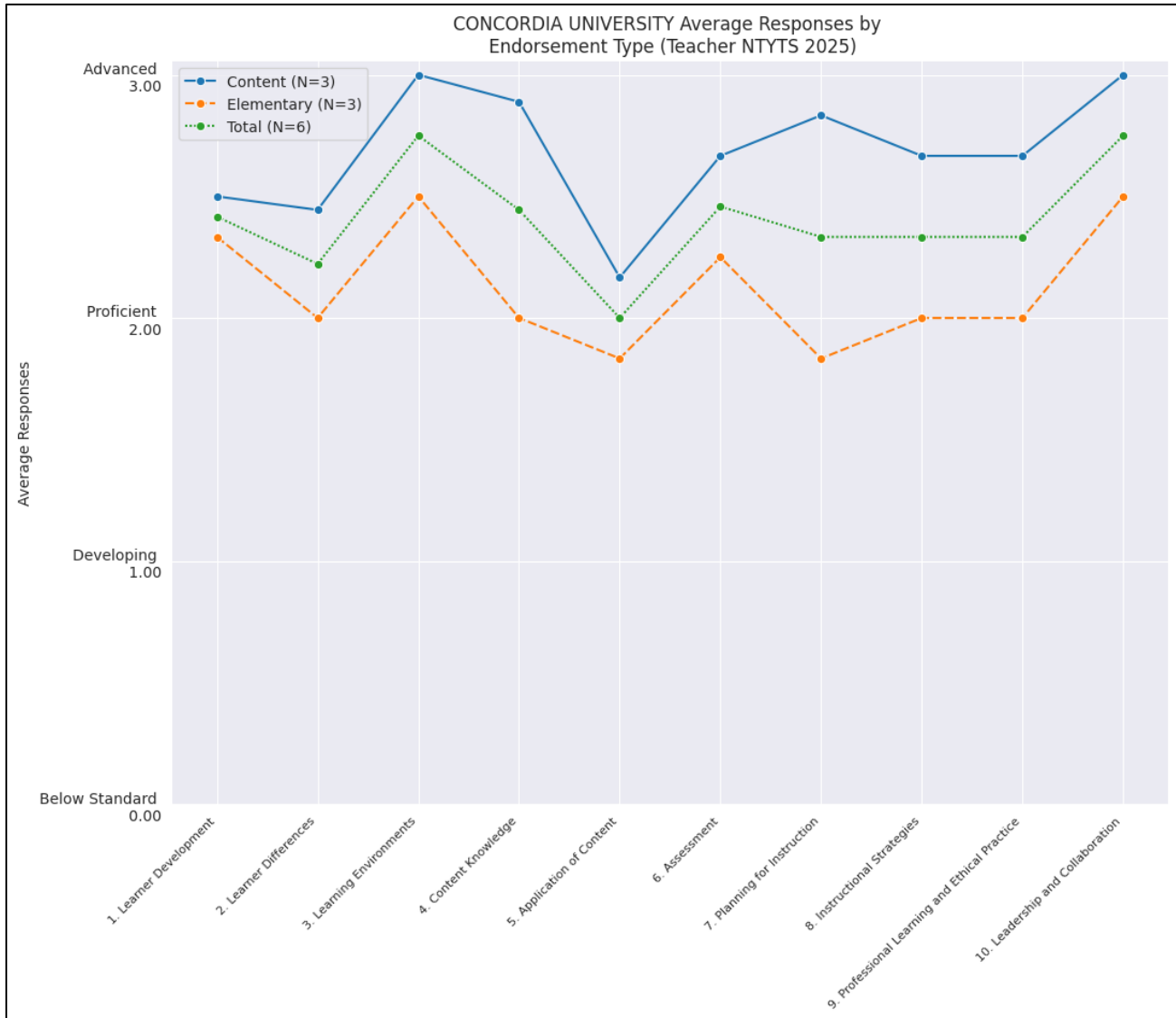




Table 4. Impact on Student Learning (Principals)

	Highly Effective	Moderately Effective	Somewhat Effective	Ineffective
Based upon the performance of this third-year teacher, how would you rate his/her impact on student learning?	10	6	0	0

Table 5. Impact on Student Learning (Teachers)

	Highly Effective	Moderately Effective	Somewhat Effective	Ineffective
Based upon your performance as a third-year teacher, how would you rate your impact on student learning?	3	3	0	0

Table 6. Continuing Employment Responses (Principals)

	YES	NO
Would you consider this teacher effectively prepared for continuing employment in your district?	16	0


Table 7. Preparedness Responses (Teachers)

	YES	NO
Do you believe you were prepared to be an effective third-year teacher?	6	0


Measure 2 **Advanced: Satisfaction of Employers and Stakeholder Involvement**

Completer and Employer Satisfaction Data Collection Process – Advanced Programs


Completers complete an Exit Survey at the end of their program providing contact information for future communication.




The Director of Data and Assessment pulls contact information in the exit survey data for advanced program completers 2 years after their graduation. Contact and employment information for the completers is updated.



The Director of Data and Assessment sends completers a survey link to request they complete the satisfaction survey for their program. Reminders are sent every 2 weeks to encourage participation.



Data, organized by program and completer year, is collected from the satisfaction surveys. If employment and supervisor information is provided by the completer, the Director of Data and Assessment reaches out to request the employers complete the employer satisfaction survey.



To encourage additional participation in the survey, the Director of Data and Assessment reaches out to the Graduate Program Directors to send reminders to the completers to provide feedback on the survey. Once data is collected, the Director of Data and Assessment organizes the responses for each program. This data is sent to each Program Director to review and consider programmatic improvements.

Participation Levels for Each Advanced Program for Completer/Employer Satisfaction
Data Collected and Analyzed in 2024-2025

Data is collected from completers two years after graduating from the EPP. In the tables below, the 2025 analysis focuses on the 2023 graduation year.

Advanced Programs Year 2 Follow-Up Satisfaction Survey Participation Rates (Completers & Employers)						
Reporting Year 2024-2025						
Graduation Year	2021		2022		2023	
Advanced Programs	Compl eters	Employ ers	Compl eters	Employ ers	Compl eters	Employ ers
Early Childhood	1 / 6	0 / 1	3 / 4	1 / 3	0 / 1	None
Early Childhood Special Education	None	None	0 / 2	None	1 / 1	N/A
Principal	1 / 2	N/A	5 / 7	3 / 3	1 / 2	N/A
ESL	0 / 2	N/A	1 / 4	0 / 1	3 / 5	1 / 1
ITL	None	None	1 / 1	1 / 1	0 / 3	None
Literacy	2 / 4	0 / 1	1 / 5	1 / 1	2 / 7	2 / 2
School Counselor	0 / 5	None	2 / 10	1 / 2	0 / 4	None
Special Education	None	None	1 / 2	N/A	None	None

Explanation of Survey Participation Rate Table

- The table above displays the satisfaction survey participation numbers for completers and employers for each of the EPP’s advanced programs. In the table, the first number in the completer/employer columns represents the number of participants who completed the survey. The second number represents the total possible number of participants that could have completed the survey. E.g.: EC in 2021 had 1/ 6 (that means 6 completers were sent the survey and 1 complete it. The “6” in this case doesn’t necessarily reflect the total number of completers, just those who provided contact information to complete the survey).
- For some programs, there were no completers in those years, and are noted by “None”. If a completer reported not working in the field of the advanced program or did not provide contact information for a direct supervisor, that is indicated by “N/A”.
- Each advanced program has data from at least one of the reporting years.
- Participation levels by employers are limited by several factors. Due to district policies, some employers are not permitted to provide this data on a completer. In

other cases, completers do not provide contact information for an employer or they are self-employed. Additionally, some completers may not be working in a field directly related to the advanced program they completed. Thus, employers are not sent the satisfaction survey since the survey may not align with the current job responsibilities of the completer.

In the sections below, results from each of the EPP's advanced programs are included for the completer/employer satisfaction surveys. The tables include the language from each survey item, along with the mean scores and number of participants for completers and employers for the three reporting years (2021, 2022, 2023). Each advanced program table is color coded to correspond to the following criteria from RA.1: Applications of Data Literacy; Employment of data analysis and evidence to develop supportive school environment; Supporting appropriate applications of appropriate technology for their field of specialization; Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization. For each survey, participations could rate the rubric items using a scale from 1 – 3, with 1 = Dissatisfied, 2 = Satisfied, 3 = Very Satisfied, or N/A = Not Observed / No Opinion.

Early Childhood Completer and Employer Satisfaction (Year 2 Follow-Up Data) - 2024-2025 Analysis

<p>Completer: How satisfied are you with Concordia’s Early Childhood Education program in the following areas?</p> <p>Employer: How satisfied are you with the graduate of Concordia’s Early Childhood Education program in the following areas?</p> <p>Key: Data Collected and Analyzed in 2024-2025 Since data is collected from completers two years after graduating from the EPP, in the tables below, the 2025 analysis focuses on the 2023 graduation year.</p> <p>Very Satisfied = 3 Satisfied = 2 Dissatisfied = 1 Not Observed/No Opinion = N/A</p>			
<p><i>Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children (NDE: Content - (Knowledge) and Application CAEP A.1.1 Applications of Data Literacy)</i></p>	<p>2021</p>	<p>2022</p>	<p>2023</p>
<p>Completers</p>	<p>3.00 (N = 1)</p>	<p>3.00 (N = 3)</p>	<p>No Data</p>
<p>Employers</p>	<p>No Data</p>	<p>3.00 (N = 1)</p>	<p>No Data</p>
<p><i>Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection. (NDE: Content - (Knowledge) and Application CAEP A.1.1 Applications of Data Literacy)</i></p>	<p>2021</p>	<p>2022</p>	<p>2023</p>
<p>Completers</p>	<p>3.00</p>	<p>2.67</p>	<p>No Data</p>

	(N = 1)	(N = 3)	
Employers	No Data	3.00 (N = 1)	No Data
<i>Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities. - (Knowledge) and Application CAEP A.1.1 Applications of Data Literacy)</i>	2021	2022	2023
Completers	N/A (N = 1)	2.67 (N = 3)	No Data
Employers	No Data	3.00 (N = 1)	No Data
<i>Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments. – (NDE: Learner/Learning Environments – (Student Development), (Learning Differences), and (Learning Environments) CAEP A.1.1 Employment of data analysis and evidence to develop supportive school environment)</i>	2021	2022	2023
Completers	3.00 (N = 1)	3.00 (N = 3)	No Data
Employers	No Data	3.00 (N = 1)	No Data
<i>Knowing and understanding effective strategies and tools for early education, including appropriate uses</i>	2021	2022	2023

<i>of technology</i> – NDE: Instructional Practices – Knowledge and Effectiveness – (Assessment, Planning for Instruction, and Instructional Practices. CAEP A.1.1 Supporting appropriate applications of appropriate technology for their field of specialization)			
Completers	2.00 (N = 1)	3.00 (N = 3)	No Data
Employers	No Data	N/A (N = 1)	No Data
<i>Knowing about and upholding ethical standards and other early childhood professional guidelines</i> – (NDE: Professional Responsibility and Overall Proficiency – (Professional Learning and Ethical Practice), (Leadership and Collaboration), and (Overall Proficiency) CAEP A.1.1 Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.)	2021	2022	2023
Completers	3.00 (N = 1)	3.00 (N = 3)	No Data
Employers	No Data	3.00 (N = 1)	No Data
<i>Integrating knowledgeable, reflective, and critical perspectives on early education</i> – (NDE: Professional Responsibility and Overall Proficiency – (Professional Learning and Ethical Practice), (Leadership and Collaboration), and (Overall Proficiency)CAEP A.1.1 Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.)	2021	2022	2023
Completers	3.00 (N = 1)	3.00 (N = 3)	No Data

Employers	No Data	3.00 (N = 1)	No Data
<i>Overall, do you perceive that your preparation in the Early Childhood program at Concordia to be relevant to your responsibilities in your job?</i>	2021	2022	2023
Completers	Yes – 100% (N = 1)	Yes – 100% (N = 3)	No Data
<i>Do you perceive that your preparation was effective?</i>	2021	2022	2023
Completers	Yes – 100% (N = 1)	Yes – 100% (N = 3)	No Data
<i>What professional advances or opportunities has completion of this program provided?</i>	<i>Remain in same position as before program</i>	<i>Additional endorsement or licensure in the area of Concordia program Remain in same position as before program</i>	

Early Childhood Special Education Completer and Employer Satisfaction (Year 2 Follow-Up Data)2024-2025

Analysis

Completer: How satisfied are you with Concordia’s Early Childhood Special Education program in the following areas?

Employer: How satisfied are you with the graduate of Concordia’s Early Childhood Special Education program in the following areas?

Key:

Very Satisfied = 3

Satisfied = 2

Dissatisfied = 1

Not Observed/No Opinion = N/A

Data Collected and Analyzed in 2024-2025
 Since data is collected from completers two years after graduating from the EPP, in the tables below, the 2025 analysis focuses on the 2023 graduation year.

<i>Provide leadership when selecting effective formal and informal assessment instruments and strategies (NDE: Content - (Knowledge) and Application CAEP A.1.1 Applications of Data Literacy)</i>	2021	2022	2023
Completers	No Completers	No Completers	2.00 (N = 1)
Employers	No Completers	No Completers	No Data
<i>Provide leadership in the development and implementation of unbiased assessment and evaluation procedures for childcare and early education environments and curricula – (NDE: Learner/Learning Environments – (Student Development), (Learning Differences), and (Learning Environments) CAEP A.1.1 Employment of data analysis and evidence to develop supportive school environment)</i>	2021	2022	2023

Completers	No Completers	No Completers	2.00 (N = 1)
Employers	No Completers	No Completers	No Data
<i>Specialized knowledge in at least one developmental period or one particular area of disability or delay.</i> — NDE: Instructional Practices – Knowledge and Effectiveness – (Assessment, Planning for Instruction, and Instructional Practices. CAEP A.1.1 Supporting appropriate applications of appropriate technology for their field of specialization)	2021	2022	2023
Completers	No Completers	No Completers	2.00 (N = 1)
Employers	No Completers	No Completers	No Data
<i>Incorporate and evaluate the use of universal design and assistive technology in programs and services</i> NDE: Instructional Practices – Knowledge and Effectiveness – (Assessment, Planning for Instruction, and Instructional Practices. CAEP A.1.1 Supporting appropriate applications of appropriate technology for their field of specialization)	2021	2022	2023
Completers	No Completers	No Completers	2.00 (N = 1)
Employers	No Completers	No Completers (N = 1)	No Data

<p><i>Knowing about and upholding ethical standards and other early childhood professional guidelines</i> – (NDE: Professional Responsibility and Overall Proficiency – (Professional Learning and Ethical Practice), (Leadership and Collaboration), and (Overall Proficiency) CAEP A.1.1 Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.)</p>	2021	2022	2023
Completers	No Completers	No Completers	2.00 (N = 1)
Employers	No Completers	No Completers	No Data
<p><i>Participate actively in organizations that represent recommended practices of early intervention and early childhood special education on a national, state or provincial, and local level</i> – (NDE: Professional Responsibility and Overall Proficiency – (Professional Learning and Ethical Practice), (Leadership and Collaboration), and (Overall Proficiency)CAEP A.1.1 Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.)</p>	2021	2022	2023
Completers	No Completers	No Completers	2.00 (N = 1)
Employers	No Completers	No Completers	No Data
<p><i>Overall, do you perceive that your preparation in the Early Childhood Special Education program at</i></p>	2021	2022	2023

<i>Concordia to be relevant to your responsibilities in your job?</i>			
Completers	No Completers	No Completers	Yes – 100% (N = 1)
<i>Do you perceive that your preparation was effective?</i>	2021	2022	2023
Completers	No Completers	No Completers	Yes – 100% (N = 1)
<i>What professional advances or opportunities has completion of this program provided?</i>	No Completers	No Completers	<ul style="list-style-type: none"> • Additional endorsement or licensure in the area of Concordia program • Increase in salary

Principal (Educational Administration) Completer and Employer Satisfaction (Year 2 Follow-Up Data) 2024-2025 Analysis

<p>Completer: How satisfied are you with Concordia’s Educational Administration (Principal) program in the following areas?</p> <p>Employer: How satisfied are you with the graduate of Concordia’s Educational Administration (Principal) program in the following areas?</p> <p>Key:</p> <p>Very Satisfied = 3</p> <p>Satisfied = 2</p> <p>Dissatisfied = 1</p> <p>Not Observed/No Opinion = N/A</p>			
<p>Data Collected and Analyzed in 2024-2025 Since data is collected from completers two years after graduating from the EPP, in the tables below, the 2025 analysis focuses on the 2023 graduation year.</p>			

<p><i>...understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that support school improvement and student development.</i> (NDE: Content - (Knowledge) and Application CAEP A.1.1 Applications of Data Literacy)</p> <p>NELP Standard: C6.2</p>	2021	2022	2023
Completers	3.00 (N = 1)	2.60 (N = 5)	2.00 (N = 1)
Employers	N/A	2.33 (N = 3)	N/A
<p><i>...understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.</i> (NDE: Instructional Practices – Knowledge and Effectiveness – (Assessment, Planning for Instruction, and Instructional Practices. CAEP A.1.1 Supporting appropriate applications of appropriate technology for their field of specialization)</p> <p>NELP Standard: C4.3</p>	2021	2022	2023
Completers	3.00 (N = 1)	2.80 (N = 5)	2.00 (N = 1)
Employers	N/A	2.33 (N = 3)	N/A
<p><i>...understand and demonstrate the capacity to collaboratively evaluate,</i></p>	2021	2022	2023

<p><i>develop, and implement the school’s curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner. NDE: Instructional Practices – Knowledge and Effectiveness – (Assessment, Planning for Instruction, and Instructional Practices. CAEP A.1.1 Supporting appropriate applications of appropriate technology for their field of specialization)</i></p> <p>NELP Standard: C4.4</p>			
<p>Completers</p>	<p>3.00 (N = 1)</p>	<p>2.60 (N = 5)</p>	<p>2.00 (N = 1)</p>
<p>Employers</p>	<p>N/A</p>	<p>2.33 (N = 3)</p>	<p>N/A</p>
<p><i>...understand and have the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success</i></p> <p>NDE: Instructional Practices – Knowledge and Effectiveness – (Assessment, Planning for Instruction, and Instructional Practices. CAEP A.1.1 Supporting appropriate applications of appropriate technology for their field of specialization)</p> <p>NELP Standard: C7.3</p>	<p>2021</p>	<p>2022</p>	<p>2023</p>
<p>Completers</p>	<p>3.00 (N = 1)</p>	<p>2.80 (N = 5)</p>	<p>2.00 (N = 1)</p>

Employers	N/A	2.67 (N = 3)	N/A
<p><i>...understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult. – (NDE: Professional Responsibility and Overall Proficiency – (Professional Learning and Ethical Practice), (Leadership and Collaboration), and (Overall Proficiency) CAEP A.1.1 Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.)</i></p> <p>NELP Standard: C2.1</p>	2021	2022	2023
Completers	3.00 (N = 1)	2.80 (N = 5)	2.00 (N = 1)
Employers	N/A	2.67 (N = 3)	N/A
<p><i>...understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.– (NDE: Professional Responsibility and Overall Proficiency – (Professional Learning and Ethical Practice), (Leadership and Collaboration), and (Overall Proficiency)CAEP A.1.1 Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.)</i></p> <p>NELP Standard: C2.2</p>	2021	2022	2023

Completers	3.00 (N = 1)	2.80 (N = 5)	2.00 (N = 1)
Employers	N/A	2.67 (N = 3)	N/A
<i>...understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others..– (NDE: Professional Responsibility and Overall Proficiency – (Professional Learning and Ethical Practice), (Leadership and Collaboration), and (Overall Proficiency)CAEP A.1.1 Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.)</i> NELP Standard: C2..3	2021	2022	2023
Completers	3.00 (N = 1)	2.80 (N = 5)	3.00 (N = 1)
Employers	N/A	2.67 (N = 3)	N/A
<i>Overall, do you perceive that your preparation in the Educational Administration program at Concordia to be relevant to your responsibilities in your job?</i>	2021	2022	2023
Completers	Yes – 100% (N = 1)	Yes - 100% (N = 5)	Yes – 100% (N = 1)

<i>Do you perceive that your preparation was effective?</i>	2021	2022	2023
Completers	Yes – 100% (N = 1)	Yes = 100% (N = 5)	Yes – 100% (N = 1)
<i>What professional advances or opportunities has completion of this program provided?</i>	<i>Advancement in position (promotion, employment trajectory), Application for a new position at same or different employer, Increase in salary</i>	<i>Application for a new position at same or different employer Increase in salary Additional endorsement or licensure in the area of Concordia program,</i>	<i>Increase in salary</i>

English Second Language Completer and Employer Satisfaction (Year 2 Follow-Up Data) 2024-2025 Analysis

Completer: How satisfied are you with Concordia’s English Second Language program in the following areas?

Employer: How satisfied are you with the graduate of Concordia’s English Second Language program in the following areas?

Key:

Very Satisfied = 3

Satisfied = 2

Dissatisfied = 1

Not Observed/No Opinion = N/A

Data Collected and Analyzed in 2024-2025
 Since data is collected from completers two years after graduating from the EPP, in the tables below, the 2025 analysis focuses on the 2023 graduation year.

<i>Knowledge of second language acquisition theory and developmental process of language to set expectations for and facilitate language learning. (NDE: Content - (Knowledge) and Application CAEP A.1.1 Applications of Data Literacy)</i>	2021	2022	2023
Completers	No Data	2.00 (N = 1)	2.67 (N = 3)
Employers	N/A	N/A	N/A (N = 1)
<i>Understanding of classroom-based formative, summative, and diagnostic assessments scaffolded for both English language and content assessment. (NDE: Content - (Knowledge) and Application CAEP A.1.1 Applications of Data Literacy)</i>	2021	2022	2023
Completers	No Data	2.00 (N = 1)	2.67 (N = 3)

Employers	N/A	N/A	3.00 (N = 1)
<i>Determining language and content learning goals based on assessment data.</i> (NDE: Content - (Knowledge) and Application CAEP A.1.1 Applications of Data Literacy)	2021	2022	2023
Completers	No Data	2.00 (N = 1)	2.67 (N = 3)
Employers	N/A	N/A	3.00 (N = 1)
<i>Knowledge of research and theories of cultural and linguistic diversity and equity that promote academic and social language learning for ELLs. –</i> (NDE: Learner/Learning Environments – (Student Development), (Learning Differences), and (Learning Environments) CAEP A.1.1 Employment of data analysis and evidence to develop supportive school environment)	2021	2022	2023
Completers	No Data	3.00 (N = 1)	2.67 (N = 3)
Employers	N/A	N/A	N/A (N = 1)
<i>Devising methods to understand each ELL’s academic characteristics, including background knowledge, educational history, and current performance data, to develop effective, individualized instructional and assessment practices for their</i>	2021	2022	2023

<p><i>ELLs.– (NDE: Learner/Learning Environments – (Student Development), (Learning Differences), and (Learning Environments) CAEP A.1.1 Employment of data analysis and evidence to develop supportive school environment)</i></p>			
<p>Completers</p>	<p>No Data</p>	<p>3.00 (N = 1)</p>	<p>2.67 (N = 3)</p>
<p>Employers</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A (N = 1)</p>
<p><i>Implementing methods to understand each ELL’s academic characteristics, including background knowledge, educational history, and current performance data, to develop effective, individualized instructional and assessment practices for their ELLs.– (NDE: Learner/Learning Environments – (Student Development), (Learning Differences), and (Learning Environments) CAEP A.1.1 Employment of data analysis and evidence to develop supportive school environment)</i></p>	<p>2021</p>	<p>2022</p>	<p>2023</p>
<p>Completers</p>	<p>No Data</p>	<p>3.00 (N = 1)</p>	<p>2.67 (N = 3)</p>
<p>Employers</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A (N = 1)</p>
<p><i>Using relevant materials and resources, including digital resources, to plan lessons for ELLs, support communication with other educators, school personnel, and ELLs and to foster student learning of language and literacies in the content areas.</i></p>	<p>2021</p>	<p>2022</p>	<p>2023</p>

<p>(NDE: Instructional Practices – Knowledge and Effectiveness – (Assessment, Planning for Instruction, and Instructional Practices. CAEP A.1.1 Supporting appropriate applications of appropriate technology for their field of specialization)</p>			
<p>Completers</p>	<p>No Data</p>	<p>3.00 (N = 1)</p>	<p>3.00 (N = 3)</p>
<p>Employers</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A (N = 1)</p>
<p><i>Adapting relevant materials and resources, including digital resources, to plan lessons for ELLs, support communication with other educators, school personnel, and ELLs and to foster student learning of language and literacies in the content areas.</i> (NDE: Instructional Practices – Knowledge and Effectiveness – (Assessment, Planning for Instruction, and Instructional Practices. CAEP A.1.1 Supporting appropriate applications of appropriate technology for their field of specialization)</p>	<p>2021</p>	<p>2022</p>	<p>2023</p>
<p>Completers</p>	<p>No Data</p>	<p>3.00 (N = 1)</p>	<p>2.67 (N = 3)</p>
<p>Employers</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A (N = 1)</p>
<p><i>Knowledge of effective collaboration strategies in order to plan ways to serve as a resource for ELL instruction, support educators and school staff, and advocate for ELLs.– (NDE: Professional Responsibility and Overall Proficiency – (Professional Learning and Ethical Practice), (Leadership and Collaboration), and (Overall Proficiency) CAEP A.1.1</i></p>	<p>2021</p>	<p>2022</p>	<p>2023</p>

Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.)			
Completers	No Data	2.00 (N = 1)	2.67 (N = 3)
Employers	N/A	N/A	N/A (N = 1)
<i>Practicing self-assessment and reflection</i> – (NDE: Professional Responsibility and Overall Proficiency – (Professional Learning and Ethical Practice), (Leadership and Collaboration), and (Overall Proficiency)CAEP A.1.1 Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.)	2021	2022	2023
Completers	No Data	3.00 (N = 1)	3.00 (N = 3)
Employers	N/A	N/A	3.00 (N = 1)
<i>Making adjustments for self-improvement</i> – (NDE: Professional Responsibility and Overall Proficiency – (Professional Learning and Ethical Practice), (Leadership and Collaboration), and (Overall Proficiency)CAEP A.1.1 Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.)	2021	2022	2023
Completers	No Data	3.00 (N = 1)	3.00 (N = 3)
Employers	N/A	N/A	3.00

			(N = 1)
<i>Planning for continuous professional development in the field of English language learning and teaching.– (NDE: Professional Responsibility and Overall Proficiency – (Professional Learning and Ethical Practice), (Leadership and Collaboration), and (Overall Proficiency)CAEP A.1.1 Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.)</i>	2021	2022	2023
Completers	No Data	3.00 (N = 1)	3.00 (N = 3)
Employers	N/A	N/A	3.00 (N = 1)
<i>Overall, do you perceive that your preparation in the English Second Language program at Concordia to be relevant to your responsibilities in your job?</i>	2021	2022	2023
Completers	No Data	Yes – 100% (N = 1)	Yes – 100% (N = 3)
<i>Do you perceive that your preparation was effective?</i>	2021	2022	2023
Completers	No Data	Yes – 100% (N = 1)	Yes – 100% (N = 3)
<i>What professional advances or opportunities has completion of this program provided?</i>	No Data	<i>Additional endorsement or licensure in the area of</i>	<i>Additional endorsement or licensure in the area of</i>

		<i>Concordia program</i>	<i>Concordia program</i> <i>Additional endorsement or licensure in the area of Concordia program</i> <i>Additional endorsement or licensure in the area of Concordia program</i> <i>Application for a new position at same or different employer</i>
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Instructional Technology Leadership Completer and Employer Satisfaction (Year 2 Follow-Up Data) 2024-2025 Analysis

Completer: How satisfied are you with Concordia’s Instructional Technology Leadership program in the following areas?

Employer: How satisfied are you with the graduate of Concordia’s Instructional Technology Leadership program in the following areas?

Key:

Very Satisfied = 3

Satisfied = 2

Dissatisfied = 1

Not Observed/No Opinion = N/A

Data Collected and Analyzed in 2024-2025
 Since data is collected from completers two years after graduating from the EPP, in the tables below, the 2025 analysis focuses on the 2023 graduation year.

<i>Setting professional learning goals to explore and applying pedagogical approaches made possible by technology and reflecting on their effectiveness. (NDE: Content - (Knowledge) and Application CAEP A.1.1 Applications of Data Literacy)</i>	2021	2022	2023
Completers	No Completers	2.00 (N = 1)	No Data
Employers	No Completers	2.00 (N = 1)	No Data
<i>Exploring instructional design principles to create innovative digital learning environments that engage and support learning. (NDE: Content - (Knowledge) and Application CAEP A.1.1 Applications of Data Literacy)</i>	2021	2022	2023
Completers	No Completers	3.00 (N = 1)	No Data

Employers	No Completers	N/A (N = 1)	No Data
<i>Applying instructional design principles to create innovative digital learning environments that engage and support learning. (NDE: Content - (Knowledge) and Application CAEP A.1.1 Applications of Data Literacy)</i>	2021	2022	2023
Completers	No Completers	2.00 (N = 1)	No Data
Employers	No Completers	2.00 (N = 1)	No Data
<i>Using technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs. – (NDE: Learner/Learning Environments – (Student Development), (Learning Differences), and (Learning Environments) CAEP A.1.1 Employment of data analysis and evidence to develop supportive school environment)</i>	2021	2022	2023
Completers	No Completers	2.00 (N = 1)	No Data
Employers	No Completers	N/A (N = 1)	No Data
<i>Fostering a culture where students take ownership of their learning goals and outcomes in both independent and group settings. (NDE: Learner/Learning Environments – (Student Development), (Learning Differences), and (Learning Environments) CAEP A.1.1</i>	2021	2022	2023

Employment of data analysis and evidence to develop supportive school environment)			
Completers	No Completers	2.00 (N = 1)	No Data
Employers	No Completers	2.00 (N = 1)	No Data
<i>Providing alternative ways for students to demonstrate competency and reflect on their learning using technology. (NDE: Learner/Learning Environments – (Student Development), (Learning Differences), and (Learning Environments) CAEP A.1.1 Employment of data analysis and evidence to develop supportive school environment)</i>	2021	2022	2023
Completers	No Completers	2.00 (N = 1)	
Employers	No Completers	N/A (N = 1)	
<i>Designing authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning. (NDE: Instructional Practices – Knowledge and Effectiveness – (Assessment, Planning for Instruction, and Instructional Practices. CAEP A.1.1 Supporting appropriate applications of appropriate technology for their field of specialization)</i>	2021	2022	2023
Completers	No Completers	2.00 (N = 1)	No Data
Employers	No Completers	N / A (N = 1)	No Data

<p><i>Exploring instructional design principles to create innovative digital learning environments that engage and support learning.</i> (NDE: Instructional Practices – Knowledge and Effectiveness – (Assessment, Planning for Instruction, and Instructional Practices. CAEP A.1.1 Supporting appropriate applications of appropriate technology for their field of specialization)</p>	2021	2022	2023
Completers	No Completers	2.00 (N = 1)	No Data
Employers	No Completers	N / A (N = 1)	No Data
<p><i>Applying instructional design principles to create innovative digital learning environments that engage and support learning.</i> (NDE: Instructional Practices – Knowledge and Effectiveness – (Assessment, Planning for Instruction, and Instructional Practices. CAEP A.1.1 Supporting appropriate applications of appropriate technology for their field of specialization)</p>	2021	2022	2023
Completers	No Completers	2.00 (N = 1)	No Data
Employers	No Completers	N / A (N = 1)	No Data
<p><i>Using technology to design a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.</i> (NDE: Instructional Practices – Knowledge and Effectiveness – (Assessment, Planning for Instruction, and Instructional Practices. CAEP A.1.1 Supporting</p>	2021	2022	2023

appropriate applications of appropriate technology for their field of specialization)			
Completers	No Completers	2.00 (N = 1)	No Data
Employers	No Completers	2.00 (N = 1)	No Data
<i>Using technology to implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction. (NDE: Instructional Practices – Knowledge and Effectiveness – (Assessment, Planning for Instruction, and Instructional Practices. CAEP A.1.1 Supporting appropriate applications of appropriate technology for their field of specialization)</i>	2021	2022	2023
Completers	No Completers	2.00 (N = 1)	No Data
Employers	No Completers	2.00 (N = 1)	No Data
<i>Mentoring students in safe, legal and ethical practices with digital tools and the protection of intellectual rights and property. (NDE: Professional Responsibility and Overall Proficiency – (Professional Learning and Ethical Practice), (Leadership and Collaboration), and (Overall Proficiency) CAEP A.1.1 Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.)</i>	2021	2022	2023
Completers	No Completers	2.00 (N = 1)	No Data

Employers	No Completers	2.00 (N = 1)	No Data
<i>Modeling management of personal data and digital identity and protecting student data privacy.– (NDE: Professional Responsibility and Overall Proficiency – (Professional Learning and Ethical Practice), (Leadership and Collaboration), and (Overall Proficiency)CAEP A.1.1 Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.)</i>	2021	2022	2023
Completers	No Completers	3.00 (N = 1)	No Data
Employers	No Completers	N / A (N = 1)	No Data
<i>Promoting management of personal data and digital identity and protecting student data privacy.– (NDE: Professional Responsibility and Overall Proficiency – (Professional Learning and Ethical Practice), (Leadership and Collaboration), and (Overall Proficiency)CAEP A.1.1 Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.)</i>	2021	2022	2023
Completers	No Completers	3.00 (N = 1)	No Data
Employers	No Completers	N / A (N = 1)	No Data
<i>Overall, do you perceive that your preparation in the Instructional Technology Leadership program at</i>	2021	2022	2023

<i>Concordia to be relevant to your responsibilities in your job?</i>			
Completers	No Completers	Yes – 100% (N = 1)	No Data
<i>Do you perceive that your preparation was effective?</i>	2021	2022	2023
Completers	No Completers	Yes – 100% (N = 1)	No Data
<i>What professional advances or opportunities has completion of this program provided?</i>	No Completers	<i>Advancement in position (promotion, employment trajectory)</i> <i>Increase in salary</i>	No Data

Reading Specialist Completer and Employer Satisfaction (Year 2 Follow-Up Data) 2024-2025 Analysis

<p>Completer: How satisfied are you with Literacy/Reading Specialist program in the following areas?</p> <p>Employer: How satisfied are you with the graduate of Concordia’s Literacy/Reading Specialist program in the following areas?</p> <p>Key:</p> <p>Very Satisfied = 3</p> <p>Satisfied = 2</p> <p>Dissatisfied = 1</p> <p>Not Observed/No Opinion = N/A</p>			
<p>Data Collected and Analyzed in 2024-2025</p> <p>Since data is collected from completers two years after graduating from the EPP, in the tables below, the 2025 analysis focuses on the 2023 graduation year.</p>			
<p><i>demonstrate knowledge of the major theoretical, conceptual, historical, and evidence- based components of reading (e.g., concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension) development throughout the grades and its relationship with other aspects of literacy. (NDE: Content - (Knowledge) and Application CAEP A.1.1 Applications of Data Literacy)</i></p>	2021	2022	2023
Completers	2.00 (N = 2)	1.00 (N = 1)	3.00 (N = 2)
Employers	No Data	3.00 (N = 1)	2.50 (N = 2)
<p><i>...demonstrate knowledge of the major theoretical, conceptual, historical, and evidence-based aspects of writing development, writing processes (e.g., revising, audience),and foundational skills (e.g., spelling, sentence construction, word processing) and</i></p>	2021	2022	2023

<i>their relationships with other aspects of literacy.</i> . (NDE: Content - (Knowledge) and Application CAEP A.1.1 Applications of Data Literacy)			
Completers	2.00 (N = 2)	1.00 (N = 1)	3.00 (N = 2)
Employers	No Data	3.00 (N = 1)	2.00 (N = 2)
<i>...demonstrate knowledge of theoretical, conceptual, historical, and evidence-based components of language (e.g., language acquisition, structure of language, conventions of standard English, vocabulary acquisition and use, speaking, listening, viewing, visually representing) and its relationships with other aspects of literacy.</i> (NDE: Content - (Knowledge) and Application CAEP A.1.1 Applications of Data Literacy)	2021	2022	2023
Completers	2.00 (N = 2)	2.00 (N = 1)	3.00 (N = 2)
Employers	No Data	3.00 (N = 1)	2.00 (N = 2)
<i>... demonstrate knowledge of the historical and evidence-based foundations related to the role of the reading/literacy specialist.</i> (NDE: Content - (Knowledge) and Application CAEP A.1.1 Applications of Data Literacy)	2021	2022	2023

Completers	2.00 (N = 2)	2.00 (N = 1)	3.00 (N = 2)
Employers	No Data	3.00 (N = 1)	2.00 (N = 2)
<i>use foundational knowledge to design, select, critique, adapt, and evaluate evidence-based literacy curricula that meet the needs of all learners.– (NDE: Learner/Learning Environments – (Student Development), (Learning Differences), and (Learning Environments) CAEP A.1.1 Employment of data analysis and evidence to develop supportive school environment)</i>	2021	2022	2023
Completers	2.00 (N = 2)	2.00 (N = 1)	3.00 (N = 2)
Employers	No Data	3.00 (N = 1)	2.50 (N = 2)
<i>...design, select, adapt, teach, and evaluate evidence-based instructional approaches, using both informational and narrative texts, to meet the literacy needs of whole class and groups of students in the academic disciplines and other subject areas, and when learning to read, write, listen, speak, view, or visually represent. (NDE: Learner/Learning Environments – (Student Development), (Learning Differences), and (Learning Environments) CAEP A.1.1 Employment of data analysis and evidence to develop supportive school environment)</i>	2021	2022	2023

Completers	2.00 (N = 2)	2.00 (N = 1)	3.00 (N = 2)
Employers	No Data	3.00 (N = 1)	3.00 (N = 2)
<i>...select, adapt, teach, and evaluate evidence-based, supplemental, and intervention approaches and programs; such instruction is explicit, intense, and provides adequate scaffolding to meet the literacy needs of individual and small groups of students, especially those who experience difficulty with reading and writing. (NDE: Learner/Learning Environments – (Student Development), (Learning Differences), and (Learning Environments) CAEP A.1.1 Employment of data analysis and evidence to develop supportive school environment)</i>	2021	2022	2023
Completers	2.50 (N = 2)	2.00 (N = 1)	3.00 (N = 2)
Employers	No Data	3.00 (N = 1)	2.00 (N = 2)
<i>...understand the purposes, attributes, formats, strengths/limitations (including validity, reliability, inherent language, dialect, cultural bias), and influences of various types of tools in a comprehensive literacy and language assessment system and apply that knowledge to using assessment tools. (NDE: Instructional Practices – Knowledge and Effectiveness – (Assessment, Planning for Instruction, and Instructional Practices. CAEP A.1.1 Supporting appropriate applications of appropriate technology for their field of specialization)</i>	2021	2022	2023

Completers	2.50 (N = 2)	2.00 (N = 1)	2.50 (N = 2)
Employers	No Data	3.00 (N = 1)	2.00 (N = 2)
<i>...using both written and oral communication, explain assessment results and advocate for appropriate literacy and language practices to a variety of stakeholders, including students, administrators, teachers, other educators, and parents/guardians. (NDE: Instructional Practices – Knowledge and Effectiveness – (Assessment, Planning for Instruction, and Instructional Practices. CAEP A.1.1 Supporting appropriate applications of appropriate technology for their field of specialization)</i>	2021	2022	2023
Completers	2.00 (N = 2)	2.00 (N = 1)	2.50 (N = 2)
Employers	No Data	3.00 (N = 1)	2.00 (N = 2)
<i>...in consultation with families and colleagues, meet the developmental needs of all learners (e.g., English learners, those with difficulties learning to read, the gifted), taking into consideration physical, social, emotional, cultural, and intellectual factors. (NDE: Instructional Practices – Knowledge and Effectiveness – (Assessment, Planning for Instruction, and Instructional Practices. CAEP A.1.1 Supporting appropriate applications of appropriate technology for their field of specialization)</i>	2021	2022	2023

Completers	2.00 (N = 2)	2.00 (N = 1)	3.00 (N = 2)
Employers	No Data	3.00 (N = 1)	2.00 (N = 2)
<i>...integrate digital technologies into their literacy instruction in appropriate, safe, and effective ways and assist colleagues in these efforts. (NDE: Instructional Practices – Knowledge and Effectiveness – (Assessment, Planning for Instruction, and Instructional Practices. CAEP A.1.1 Supporting appropriate applications of appropriate technology for their field of specialization)</i>	2021	2022	2023
Completers	1.50 (N = 2)	2.00 (N = 1)	3.00 (N = 2)
Employers	No Data	3.00 (N = 1)	2.00 (N = 2)
<i>...demonstrate the ability to reflect on their professional practices, belong to professional organizations, and are critical consumers of research, policy, and practice. (NDE: Professional Responsibility and Overall Proficiency – (Professional Learning and Ethical Practice), (Leadership and Collaboration), and (Overall Proficiency) CAEP A.1.1 Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.)</i>	2021	2022	2023
Completers	2.00 (N = 2)	2.00 (N = 1)	3.00 (N = 2)
Employers	No Data	3.00 (N = 1)	2.00 (N = 2)

<p><i>...consult with and advocate on behalf of teachers, students, families, and communities for effective literacy practices and policies..– (NDE: Professional Responsibility and Overall Proficiency – (Professional Learning and Ethical Practice), (Leadership and Collaboration), and (Overall Proficiency)CAEP A.1.1 Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.)</i></p>	2021	2022	2023
Completers	2.00 (N = 2)	2.00 (N = 1)	3.00 (N = 2)
Employers	No Data	3.00 (N = 1)	3.00 (N = 2)
<p><i>Overall, do you perceive that your preparation in the Literacy/Reading Specialist program at Concordia to be relevant to your responsibilities in your job?</i></p>	2021	2022	2023
Completers	Yes – 100% (N = 2)	Yes – 100% (N = 1)	Yes – 100% (N = 2)
<p><i>Do you perceive that your preparation was effective?</i></p>	2021	2022	2023
Completers	Yes – 100% (N = 2)	Yes – 100% (N = 1)	Yes – 100% (N = 2)
<p><i>What professional advances or opportunities has completion of this program provided?</i></p>	<i>Additional endorsement or licensure in the area of</i>	<i>Additional endorsement or licensure in the area of</i>	<i>Employment in area of Concordia program</i>

	<i>Concordia program, Increase in salary Salary bonus</i>	<i>Concordia program, Increase in salary</i>	<i>Advancement in position (promotion, employment trajectory) Increase in salary Application for a new position at same or different employer</i>
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School Counseling Completer and Employer Satisfaction (Year 2 Follow-Up Data) 2024-2025 Analysis

<p>Completer: How satisfied are you with Concordia’s School Counseling program in the following areas?</p> <p>Employer: How satisfied are you with the graduate of Concordia’s School Counseling program in the following areas?</p> <p>Key:</p> <p>Very Satisfied = 3</p> <p>Satisfied = 2</p> <p>Dissatisfied = 1</p> <p>Not Observed/No Opinion = N/A</p> <p style="text-align: right;">Data Collected and Analyzed in 2024-2025 Since data is collected from completers two years after graduating from the EPP, in the tables below, the 2025 analysis focuses on the 2023 graduation year.</p>			
<p><i>Create systemic change through the implementation of a comprehensive school counseling program. (ASCA B-PF 9 NDE Content, CAEP A.1.1 Standard 3.1, 5.1, 5.3)</i></p>	2021	2022	2023
Completers	No Data	2.50 (N = 2)	No Data
Employers	No Data	N/A (N = 1)	No Data
<p><i>Design and implement instruction aligned to ASCA Mindsets & Behaviors for Student Success in large group, classroom, small group- and individual settings. (ASCA B-SS 1.NDE Content, CAEP A.1.1. SPA Standard 3)</i></p>	2021	2022	2023
Completers	No Data	3.00 (N = 2)	No Data

Employers	No Data	3.00 (N = 1)	No Data
<i>Provide Appraisal and advisement in large-group, classroom, small-group and individual settings. (ASCA B-SS 2, NDE Content, CAEP A.1.1. ASCA Standard 3</i>	2021	2022	2023
Completers	No Data	2.50 (N = 2)	No Data
Employers	No Data	3.00 (N = 1)	No Data
<i>Develop and implement action plans aligned with program goals and student data. (ASCA B-PE 4, NDE Content, CAEP A.1.1 SPA Standard 3.1</i>	2021	2022	2023
Completers	No Data	2.50 (N = 2)	No Data
Employers	No Data	3.00 (N = 1)	No Data
<i>Assess and report program goals and student data. (ASCA B-PE 5. NDE Content, CAEP A.1.1 SPA 3.3)</i>	2021	2022	2023
Completers	No Data	2.50	No Data

		(N = 2)	
Employers	No Data	3.00 (N = 1)	No Data
<i>Use ASCA Mindsets & Behaviors for Student Success to inform the implementation of a comprehensive school counseling program. (ASCA B-PF 5, NDE Learner/Learning Environments, CAEP A.1.1 ASCA Standards 4.1, 5.1)</i>	2021	2022	2023
Completers	No Data	2.50 (N = 2)	No Data
Employers	No Data	2.00 (N = 1)	No Data
<i>Demonstrate understanding of the impact of cultural, social and environmental influences on student success and opportunities. (ASCA B-PF 6, NDE Learner/Learning Environments, CAEP A.1.1 ASCA Standard 5.3)</i>	2021	2022	2023
Completers	No Data	2.50 (N = 2)	No Data
Employers	No Data	3.00 (N = 2)	No Data
<i>Demonstrate Leadership through the development and implementation of a comprehensive school counseling program. (ASCA B-PF 7, NDE</i>	2021	2022	2023

Learner/Learning Environments, CAEP A.1.1 ASCA Standards 4.1, 5.1, 5.2, 5.3			
Completers	No Data	2.50 (N = 2)	No Data
Employers	No Data	2.00 (N = 1)	No Data
<i>Identify gaps in achievement, attendance, discipline, opportunity and resources. (ASCA B-PE 2, NDE Learner/Learning Environments, CAEP A.1.1 ASCA Standard 4, 5.2, 5.3)</i>	2021	2022	2023
Completers	No Data	2.50 (N = 2)	No Data
Employers	No Data	2.00 (N = 1)	No Data
<i>Develop Annual student outcome goals based on student data. (ASCA B-PE 3, CAEP A.1.1 SPA Standard 3.NDE Learner/Learning Environments, CAEP A.1.1 ASCA Standard 5.1, 5.2, 5.3)</i>	2021	2022	2023
Completers	No Data	2.50 (N = 2)	No Data
Employers	No Data	3.00 (N = 1)	No Data
<i>Apply developmental, learning, counseling and education theories. (ASCA B-PF 1, NDE Instructional Practices, CAEP A.1.1; ASCA Standard 7.1)</i>	2021	2022	2023

Completers	No Data	3.00 (N = 2)	No Data
Employers	No Data	2.00 (N = 1)	No Data
<i>Demonstrate understanding of educational systems, legal issues, policies, research and trends in education.</i> (ASCA B- PF 2. NDE Instructional Practices, CAEP A.1.1; ASCA Standard 7.1)	2021	2022	2023
Completers	No Data	2.50 (N = 2)	No Data
Employers	No Data	3.00 (N = 1)	No Data
<i>Apply legal and ethical principles of the school counseling profession.</i> (ASCA B-PF 3, NDE Instructional Practices, CAEP A.1.1 ASCA Standard 7.1)	2021	2022	2023
Completers	No Data	3.00 (N = 2)	No Data
Employers	No Data	2.00 (N =1)	No Data
<i>Apply school counseling professional standards and competencies.</i> (ASCA B-PF 4, NDE Instructional Practices, CAEP A.1.1 ASCA Standard 7.1)	2021	2022	2023

Completers	No Data	3.00 (N = 2)	No Data
Employers	No Data	2.00 (N =1)	No Data
<i>Provide short-term counseling in small-group and individual settings. (ASCA B-SS 3, NDE Instructional Practices, CAEP A.1.1. ASCA Standard 3)</i>	2021	2022	2023
Completers	No Data	3.00 (N = 2)	No Data
Employers	No Data	2.00 (N =1)	No Data
<i>Make referrals to appropriate school and community resources. (ASCA B-SS 4) NDE Instructional Practices, CAEP A.1.1 ASCA Standards 7.1,7.3)</i>	2021	2022	2023
Completers	No Data	2.50 (N = 2)	No Data
Employers	No Data	3.00 (N = 1)	No Data
<i>Demonstrate Advocacy in a comprehensive school counseling program. (ASCA B-PF 8, NDE Overall Proficiency, CAEP A.1.1 Standards 6.2)</i>	2021	2022	2023
Completers	No Data	2.50 (N = 2)	No Data
Employers	No Data	3.00 (N = 1)	No Data

<i>Consult to support student achievement and success. (ASCA B-SS 5, NDE Overall Proficiency, CAEP A.1.1 SPA Standard 4.2)</i>	2021	2022	2023
Completers	No Data	3.00 (N = 2)	No Data
Employers	No Data	3.00 (N = 1)	No Data
<i>Collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and success. (ASCA B-SS 6, NDE Overall Proficiency, CAEP A.1.1 ASCA Standard 4.2, 6.2)</i>	2021	2022	2023
Completers	No Data	3.00 (N = 2)	No Data
Employers	No Data	3.00 (N = 1)	No Data
<i>Create school counseling program beliefs, vision and mission statements aligned with the school district. (ASCA B-PE 1.)</i>	2021	2022	2023
Completers	No Data	2.50 (N = 2)	No Data
Employers	No Data	N/A (N = 1)	No Data

<i>Use Time appropriately according to national recommendations and student/school data. (ASCA B-PE 6.)</i>	2021	2022	2023
Completers	No Data	2.50 (N = 2)	No Data
Employers	No Data	2.00 (N = 1)	No Data
<i>Establish and convene an advisory council for the comprehensive school counseling program. (ASCA B-PE 8.)</i>	2021	2022	2023
Completers	No Data	2.50 (N = 2)	No Data
Employers	No Data	3.00 (N = 1)	No Data
<i>Use appropriate school counselor appraisal process. (ASCA B-PE 9.)</i>	2021	2022	2023
Completers	No Data	2.50 (N = 2)	No Data
Employers	No Data	2.00 (N = 1)	No Data
<i>Overall, do you perceive that your preparation in the Literacy/Reading Specialist program at Concordia to be relevant to your responsibilities in your job?</i>	2021	2022	2023
Completers	No Data	Yes – 100% (N = 2)	No Data

<i>Do you perceive that your preparation was effective?</i>	2021	2022	2023
Completers	No Data	Yes – 100% (N = 2)	No Data
<i>What professional advances or opportunities has completion of this program provided?</i>	No Data	<i>Additional endorsement or licensure in the area of Concordia program, Employment in area of Concordia program, Advancement in position (promotion, employment trajectory), Increase in salary</i>	No Data

Special Education Completer and Employer Satisfaction (Year 2 Follow-Up Data) 2024-2025 Analysis

<p>Completer: How satisfied are you with the Special Education program in the following areas?</p> <p>Employer: How satisfied are you with the graduate of Concordia’s Special Education program in the following areas?</p> <p>Key:</p> <p>Very Satisfied = 3</p> <p>Satisfied = 2</p> <p>Dissatisfied = 1</p> <p>Not Observed/No Opinion = N/A</p> <p style="text-align: right;">Data Collected and Analyzed in 2024-2025 Since data is collected from completers two years after graduating from the EPP, in the tables below, the 2025 analysis focuses on the 2023 graduation year.</p>			
<i>Using valid and reliable assessment practices to minimize bias. (NDE: Content - (Knowledge) and Application CAEP A.1.1 Applications of Data Literacy)</i>	2021	2022	2023
Completers	No Completers	2.00 (N = 1)	No Data
Employers	No Completers		No Data
<i>Designing evaluation activities to improve programs, supports, and services for individuals with exceptionalities.. – (NDE: Learner/Learning Environments – (Student Development), (Learning Differences), and (Learning Environments) CAEP A.1.1 Employment of data analysis and evidence to develop supportive school environment)</i>	2021	2022	2023
Completers	No Completers	2.00 (N = 1)	No Data
Employers	No Completers	N / A	No Data

<p><i>Implementing evaluation activities to improve programs, supports, and services for individuals with exceptionalities. (NDE: Learner/Learning Environments – (Student Development), (Learning Differences), and (Learning Environments) CAEP A.1.1 Employment of data analysis and evidence to develop supportive school environment)</i></p>	2021	2022	2023
Completers	No Completers	2.00 (N = 1)	No Data
Employers	No Completers	N / A	No Data
<p><i>Applying knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities. (NDE: Learner/Learning Environments – (Student Development), (Learning Differences), and (Learning Environments) CAEP A.1.1 Employment of data analysis and evidence to develop supportive school environment)</i></p>	2021	2022	2023
Completers	No Completers	2.00 (N = 1)	No Data
Employers	No Completers	N / A	No Data
<p><i>Continuously broadening and deepening their professional knowledge and expanding their expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content. (NDE: Instructional Practices – Knowledge and Effectiveness – (Assessment, Planning for Instruction, and Instructional Practices. CAEP A.1.1 Supporting appropriate applications of</i></p>	2021	2022	2023

appropriate technology for their field of specialization)			
Completers	No Completers	2.00 (N = 1)	No Data
Employers	No Completers	N / A	No Data
<i>Facilitating the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.. (NDE: Instructional Practices – Knowledge and Effectiveness – (Assessment, Planning for Instruction, and Instructional Practices. CAEP A.1.1 Supporting appropriate applications of appropriate technology for their field of specialization)</i>	2021	2022	2023
Completers	No Completers	2.00 (N = 1)	No Data
Employers	No Completers	N / A	No Data
<i>Using instructional and assistive technologies to improve programs, supports, and services for individuals with exceptionalities. (NDE: Instructional Practices – Knowledge and Effectiveness – (Assessment, Planning for Instruction, and Instructional Practices. CAEP A.1.1 Supporting appropriate applications of appropriate technology for their field of specialization)</i>	2021	2022	2023
Completers	No Completers	N/A (N = 1)	No Data

Employers	No Completers	N / A	No Data
<p><i>Modeling high professional expectations and ethical practice and creating supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities and their families.</i> (NDE: Professional Responsibility and Overall Proficiency – (Professional Learning and Ethical Practice), (Leadership and Collaboration), and (Overall Proficiency) CAEP A.1.1 Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.)</p>	2021	2022	2023
Completers	No Completers	2.00 (N = 1)	No Data
Employers	No Completers	N / A	No Data
<p><i>Modeling respect for all individuals and facilitating ethical professional practices.</i> (NDE: Professional Responsibility and Overall Proficiency – (Professional Learning and Ethical Practice), (Leadership and Collaboration), and (Overall Proficiency)CAEP A.1.1 Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.)</p>	2021	2022	2023
Completers	No Completers	2.00 (N = 1)	No Data
Employers	No Completers	N / A	No Data
<p><i>Promoting respect for all individuals and facilitating ethical professional practice.</i> (NDE: Professional Responsibility and Overall Proficiency – (Professional Learning and</p>	2021	2022	2023

Ethical Practice), (Leadership and Collaboration), and (Overall Proficiency) CAEP A.1.1 Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.)			
Completers	No Completers	2.00 (N = 1)	No Data
Employers	No Completers	N / A	No Data
<i>Overall, do you perceive that your preparation in the Literacy/Reading Specialist program at Concordia to be relevant to your responsibilities in your job?</i>	2021	2022	2023
Completers	No Completers	Yes – 100% (N = 1)	No Data
<i>Do you perceive that your preparation was effective?</i>	2021	2022	2023
Completers	No Completers	Yes – 100% (N = 1)	No Data
<i>What professional advances or opportunities has completion of this program provided?</i>		<i>Advancement in position</i> <i>Increase in Salary</i> <i>Salary Bonus</i>	

Measure 3 Initial: Candidate Competency at Completion 2024-2025

Data for initial candidate competency at completion is taken from the Nebraska Clinical Practice Evaluation scored by University Supervisors during Student Teaching II. Candidate GPA at completion as well as the Praxis II Content Exam pass rate are also reported.

Endorsement And Year	N Completers	GPA	Prxs Pass Rate	NE-CPE Learner/Lrng Env			NE-CPE Content Knowledge			NE-CPE Instructional Practice					NE-CPE Professional Responsibility			
				1	2	3	4	5.1	5.2	6.1	6.2	7	8.1	8.2	8.3	9	10.1	10.2
Early Childhood Inclusive																		
2024-25	6	3.78	100	3.17	3.0	3.17	3.17	3.17	2.83	2.83	3.0	3.17	3	2.83	3.0	3.5	3.33	3.17
Early Childhood Supplemental																		
2024-25	4	3.37	NA	3.25	3.50	3.75	3.5	3.5	3.25	3.25	3.25	3.75	2.5	3.25	3.25	3.75	3.25	2.75
Elementary																		
2024-25	19	3.71	95	3.58	3.26	3.84	3.58	3.42	3.42	3.42	3.42	3.74	2.95	3.42	3.47	3.79	3.53	3.12
ESL PK-12																		
2024-25	1	3.93	NA	3	3	4	3	4	4	4	4	4	3	3	3	3	4	3
Middle Level																		
2024-25	6	3.49	100	3.5	3.17	3.67	3.67	3.17	3.0	3.33	3.33	3.17	3.33	3.33	3.33	3.67	3.33	3.33
Special Education (all levels)																		
2024-25	3	3.94	100	4	3.33	3.67	3.33	3.0	3.0	3.33	3.67	3.67	3.0	3.0	3.33	4	3.67	3.67
Special Education K-6																		
2024-25	<5	3.92	100	4	3	3.5	3	3	3	3	3.5	3.5	3	3	3	4	3.5	3.5
Special Education K-12																		
2024-25	<5	3.99	100	4	4	4	4	3	3	4	4	4	3	3	4	4	4	4
Secondary & PK-12 (all)																		
2024-25	31	3.68	97	3.52	3.45	3.55	3.77	3.45	3.45	3.45	3.42	3.61	3.61	3.45	3.58	3.71	3.71	3.58
Art PK-12																		
2024-25	<5	3.81	75	3.25	3.25	3.5	3.5	3	3.25	3.5	3.25	3.5	3.5	3.25	4	4	3.25	3.25
Coaching																		
2024-25	<5	3.89	NA	3.67	3.33	4	3.33	3.33	3.67	3.33	3.67	4	3	3.33	3.67	3.67	3.67	3.67
English Language Arts Field																		
2024-25	<5	3.81	100	4	4	4	4	4	4	4	3.5	3.5	4	4	4	4	4	4
Geography																		
2024-25	<5	3.47		3	3	4	4	3	3	3	3	4	3	3	3	4	4	4
History																		
2024-25	<5	3.35	100	2.5	2.5	2.5	2.5	3	3	2.5	2	2	3	3	3	2.5	3	2.5
Mathematics																		
2024-25	5	3.79	100	3.4	3.2	3.2	4	3	3.4	3.2	3.4	3.6	3.2	3.4	3.4	3.6	3.8	3.8
Music PK-12 Field																		

Measure 3 Advanced: Candidate Competency at Completion 2024-2025

GPA at completion is report for Advanced Program completers.

Advanced Program	Academic Year	Number of Completers	Mean Completer GPA at Completion
Early Childhood	2024-2025	18	3.87
Early Childhood Special Education	2024-2025	8	3.91
Principal	2024-2025	37	3.90
English as a Second Language	2024-2025	14	3.85
Instructional Technology Leadership	2024-2025	9	3.97
Literacy	2024-2025	22	3.95
School Counseling	2024-2025	18	3.90
Special Education	2024-2025	10	3.79

Measure 4 Initial: Ability of Completers to be Hired - 2024-2025

Number of Initial Completers	60
Number whose status 6 months after graduation is known	52
Knowledge Rate	87%
Employed Full Time (Aligned with Preparation):	46 (88%)
Employed Part-Time (Aligned with Preparation)	0
Participating in a Volunteer or Service Program:	1 (2%)
Enrolled in Continuing Education	5 (10%)
Employed Full Time (aligned with preparation) or pursuing continuing education	0
Seeking Employment	0
Not Seeking Employment or Continuing Education	0

Measure 4 Advanced: Ability of Completers to be Hired: 2024-2025

<p><i>What professional advances or opportunities has completion of this program provided?</i></p>	<p>Early Childhood</p>	<ul style="list-style-type: none"> <i>No Data Reported</i>
	<p>Early Childhood SPED</p>	<ul style="list-style-type: none"> <i>Additional endorsement or licensure in the area of Concordia program</i> <i>Increase in salary</i>
	<p>Principal</p>	<ul style="list-style-type: none"> <i>Increase in salary</i>
	<p>ESL</p>	<ul style="list-style-type: none"> <i>Additional endorsement or licensure in the area of Concordia program (x 3)</i> <i>Application for a new position at same or different employer</i>
	<p>ITL</p>	<ul style="list-style-type: none"> <i>No Data Reported</i>
	<p>Literacy</p>	<ul style="list-style-type: none"> <i>Employment in area of Concordia program</i> <i>Advancement in position (promotion, employment trajectory)</i> <i>Increase in salary</i> <i>Application for a new position at same or different employer</i>
	<p>School Counseling</p>	<ul style="list-style-type: none"> <i>No Data Reported</i>
	<p>Special Education</p>	<ul style="list-style-type: none"> <i>No Data Reported</i>