Concordia University, Nebraska

CAEP Annual Reporting Data

2025

Reporting Data from 2023-2024 Completers

Table of Contents

List of Accredited and Approved Programs	p.3
Measure 1 Initial: Completer Effectiveness: Nebraska First- and Third-Year	p. 5
Completer and Employer Satisfaction Survey	
Measure 2 Initial: Satisfaction of Employers and Stakeholder Involvement:	p. 5
Nebraska First- and Third-Year Completer and Employer Satisfaction Survey	
Measure 2 Advanced: Satisfaction of Employers and Stakeholder Involvement	p. 41
Measure 3 Initial: Candidate Competency at Completion	p. 93
Measure 3 Advanced: Candidate Competency at Completion	p. 95
Measure 4 Initial: Ability of Completers to be Hired	p. 96
Measure 4 Initial: Ability of Completers to be Hired	p. 97

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		
	Foreign Language				
	Education/Languages Other Than				
American Sign Language K-12	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	Business, Management, and				
Technology 6-12	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		
	Health and Wellness, Physical				
Coaching 7-12	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		
		Endorsement			
Early Childhood Undergrad PK-3	Early Childhood Education	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	Teaching English to Speakers of				
Graduate	Other Languages	Master's	Advanced Level		
English as a Second Language-	Teaching English to Speakers of	Endorsement			
Undergraduate PK-12	Other Languages	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		
	History, Social Studies, and Social				
Geography 6-12	Sciences	Baccalaureate	Initial-Licensure Level		
Coography 6 12 Craduata	History, Social Studies, and Social Sciences	Master's	Initial-Licensure Level		
Geography 6-12 Graduate	History, Social Studies, and Social	Master s	Illitiat-Licensure Levet		
History 6-12	Sciences	Baccalaureate	Initial-Licensure Level		
Thotoly 0-12	History, Social Studies, and Social	Baccataurcato	midd Eloonodio Eovot		
History 6-12 Graduate	Sciences	Master's	Initial-Licensure Level		
		Endorsement			
Information Technology PK-12	Technology Education	Only	Initial-Licensure Level		
Instructional Technology Leadership PK-12	Educational and Instructional				
Graduate	Technology	Master's	Advanced Level		
	Journalism and Mass				
Journalism & Media Education 7-12	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
	Health and Wellness, Physical		
Physical Education (7-12) (PK-12)	Education and Coaching	Master's	Initial-Licensure Level
	Health and Wellness, Physical		
Physical Education PK-12. 7-12	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
	Educational Administration,		
Principal - PK-12, PK-8, 7-12	Supervision, and Leadership	Master's	Advanced Level
	History, Social Studies, and Social		
Psychology 6-12	Sciences	Baccalaureate	Initial-Licensure Level
Payahalam 6 12 Craduata	History, Social Studies, and Social Sciences	Master's	Initial-Licensure Level
Psychology 6-12 Graduate			
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
	History, Social Studies, and Social		
Social Science 6-12	Sciences	Baccalaureate	Initial-Licensure Level
	History, Social Studies, and Social		
Social Science 6-12 Graduate	Sciences	Master's	Initial-Licensure Level
Special Education - Early Childhood B-K	Special Education and Exceptional	Mostovia	Advanced Level
Graduate	Needs Special Education and Exceptional	Master's	Advanced Level
Special Education - Graduate K-12, K-6, 7-12	Needs	Master's	Advanced Level
Special Education - Undergraduate K-12, K-	Special Education and Exceptional	1 lastor s	/ dvdilood Lovet
6, 7-12	Needs	Baccalaureate	Initial-Licensure Level
	Journalism and Mass		
Speech 7-12	Communication	Baccalaureate	Initial-Licensure Level
	Performing Arts: Theater, Drama,		
Theatre 7-12	Dance	Baccalaureate	Initial-Licensure Level
	Foreign Language		
Model Language Mandaria 7.40	Education/Languages Other Than	December	Initial Linear constraint
World Language - Mandarin 7-12	English	Baccalaureate	Initial-Licensure Level
	Foreign Language Education/Languages Other Than		
 World Language - Spanish 7-12	English	Baccalaureate	Initial-Licensure Level
vvoita Language - Spanish /- 12	LIIguoII	Daccalaureale	minat-ricensule revet

Measure 1 Initial: Completer Effectiveness

Measure 2 Initial: Satisfaction of Employers and Stakeholder Involvement

2024 Nebraska First Year Teacher Survey

Concordia University

<u>Introduction</u>

The Nebraska Department of Education (NDE) administered the Nebraska First Year Teacher Survey from mid-April to late-May 2024. This year marks the tenth successful implementation of the survey, with the survey being sent to both principals and first-year teachers for the eighth 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 College
- 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://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf). For a list of indicators, please see Figure 1 in the Results section below.

Method

A list of teachers was compiled for those who were employed during the 2023-2024 school year and received their initial teaching endorsement during the 2022-2023 school year from one of the participating institution's 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 April 8th to HR/Institutional Research staff, principals, and teachers. The survey email invitation was sent out on April 10th with subsequent email reminders sent on April 22nd, April 29th, May 6th, and May 22nd. The survey finally closed on May 30th, almost 2 months after it was first sent out. In total, 871 surveys were distributed to principals and 506 were returned, resulting in a response rate of 58.09%. For teachers, 896 surveys were distributed and 492 were returned, resulting in a response rate of 54.91%. For Concordia University specifically, 22 surveys were distributed to principals and 14 were returned, resulting in a principal response rate of 63.64%, while 21 surveys were distributed to teachers and 13 were returned, resulting in a teacher response rate of 61.90%.

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). 100.0% of first-year teachers believed they were prepared to be an effective first-year teacher.

Table 1. Survey Standards

Standard 1: Learner Development

- Standard 1.1 Uses knowledge of students and their development and adjusts teaching to facilitate student learning.
- Standard 1.2 Builds on student strengths to facilitate learning.

Standard 2: Learning Differences

- Standard 2.1 Can identify differentiation in student needs.
- Standard 2.2 Responds to differentiation in student needs with individualized instruction and varied learning experiences.
- Standard 2.3 Brings multiple perspectives and cultural resources to content and discussions.

Standard 3: Learning Environments

- Standard 3.1 Promotes a positive classroom environment.
- Standard 3.2 Uses and communicates clear task and behavioral expectations to support an environment of learning.

Standard 4: Content Knowledge

- Standard 4.1 Uses and communicates content knowledge.
- Standard 4.2 Uses academic vocabulary and grammar.
- Standard 4.3 Provides opportunities for students to demonstrate their content knowledge.

Standard 5: Application of Content

- Standard 5.1 Helps students link concepts and engage in critical thinking.
- Standard 5.2 Engages students in the development of literacy and communication skills.

Standard 6: Assessment

- Standard 6.1 Matches instructions and assessments to learning objectives
- Standard 6.2 Uses formative and summative classroom assessments that facilitate learning
- Standard 6.3 Amends instructional strategies and adapts interventions as needed
- Standard 6.4 Provides differentiated instruction and assessments that positively impact learning

Standard 7: Planning for Instruction

- Standard 7.1 Plans sequenced learning experiences and performance tasks linked to learning objectives
- Standard 7.2 Plans and implement multiple ways for students to demonstrate their knowledge and skills.

Standard 8: Instructional Strategies

- Standard 8.1 Incorporates digital tools and technologies into instruction
- Standard 8.2 Uses evidence-based strategies to support critical thinking and content learning
- Standard 8.3 Organizes and manages the learning environment to maximize student engagement.

Standard 9: Professional Learning and Ethical Practice

- Standard 9.1 Invites constructive feedback and responds positively
- Standard 9.2 Sets and implements goals to improve practice

Standard 10: Leadership and Collaboration

- Standard 10.1 Communicates professionally oral, written, and electronic
- Standard 10.2 Responds to people, problems and crises effectively

Table 2. Survey Responses by Endorsement Type (Principals)

Total

Standard 3.1

Content

Endorsements

Early Childhood

2

0

14.3%

0.0%

0.0%

10

3

71.4%

100.0%

100.0%

0

14.3%

0.0%

0.0%

0

0

0.0%

0.0%

0.0%

14

3

CONCORDIA UNIVERSITY Below Grand Proficient **Endorsement Type** Advanced Developing Total Standard Ν Ν $\frac{0}{0}$ 0/0 Ν 0/0 Ν $\frac{0}{0}$ Ν Content Endorsements 0 0.0% 3 100.0% 0 0.0%0 0.0%2 0.0% 0 0.0% 2 100.0% 0.0%Early Childhood 0 0 Standard 1.1 1 25.0% 3 4 Elementary 75.0% 0 0.0%0 0.0% Middle Grades 2. 66.7% 1 33.3% 0 0.0% 0 0.0% 3 2 50.0% Special Education 1 1 50.0% 0 0.0%0 0.0% Total 4 28.6% 10 71.4% 0.0% 0.0% 14 Content Endorsements 0 0.0%66.7% 0.0%3 33.3% 0 0.0% Early Childhood 0 2 100.0% 0 0.0%0 0.0%2 Standard 1.2 1 25.0% 0 0 0.0%4 Elementary 3 75.0% 0.0%Middle Grades 2 66.7% 1 0.0% 3 33.3% 0 0.0%0 Special Education 1 50.0% 1 50.0% 0.0%0 0.0%2 Total 4 28.6% 9 64.3% 1 7.1% 0 0.0%14 Content 0 3 3 Endorsements 0.0%100.0% 0.0%0 0.0%0.0% 2 Early Childhood 0 0.0% 2 100.0% 0 0.0% 0 Standard 2.1 Elementary 0 0.0%4 100.0% 0.0% 0 0.0% 4 Middle Grades 1 33.3% 2 66.7% 0 0.0%0 0.0%3 2 2 Special Education 100.0% 0 0.0% 0 0.0%0 0.0% Total 3 21.4% 11 78.6% 0 0.0%0 0.0% 14 Content Endorsements 0 0.0%66.7% 33.3% 0 0.0%3 1 0 0.0%2 100.0% 0.0%2 Early Childhood 0 0.0%0 Standard 2.2 Elementary 0 0.0%4 100.0% 0 0.0%0 0.0%4 2 3 Middle Grades 1 33.3% 66.7% 0 0.0%0 0.0%1 0.0%2 Special Education 50.0% 1 50.0% 0 0.0%0 Total 2 7.1% 14.3% 11 78.6% 0 0.0% 14 1 Content Endorsements 0 0.0% 2 66.7% 33.3% 0.0%0 2 Early Childhood 0 0.0%2 100.0% 0 0.0%0 0.0% Standard 2.3 Elementary 0 0.0%3 75.0% 25.0% 0 0.0% 4 Middle Grades 1 33.3% 2 66.7% 0.0% 0.0% 3 0 0 2 Special Education 1 50.0% 1 50.0% 0 0.0%0 0.0%

CONCORDIA UNIVERSITY

	Endorsement Type	Ac	lvanced	Pr	Proficient		eloping	Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
	Elementary	2	50.0%	2	50.0%	0	0.0%	0	0.0%	4
	Middle Grades	1	33.3%	2	66.7%	0	0.0%	0	0.0%	3
	Special Education	2	100.0%	0	0.0%	0	0.0%	0	0.0%	2
	Total	5	35.7%	9	64.3%	0	0.0%	0	0.0%	14
	Content									
	Endorsements	1	33.3%	2	66.7%	0	0.0%	0	0.0%	3
Standard 3.2	Early Childhood	0	0.0%	2	100.0%	0	0.0%	0	0.0%	2
Standard 3.2	Elementary	2	50.0%	2	50.0%	0	0.0%	0	0.0%	4
	Middle Grades	1	33.3%	2	66.7%	0	0.0%	0	0.0%	3
	Special Education	2	100.0%	0	0.0%	0	0.0%	0	0.0%	2
	Total	6	42.9%	8	57.1%	0	0.0%	0	0.0%	14
	Content									
	Endorsements	0	0.0%	3	100.0%	0	0.0%	0	0.0%	3
Standard 4.1	Early Childhood	0	0.0%	2	100.0%	0	0.0%	0	0.0%	2
Standard 4.1	Elementary	0	0.0%	4	100.0%	0	0.0%	0	0.0%	4
	Middle Grades	1	33.3%	2	66.7%	0	0.0%	0	0.0%	3
	Special Education	1	50.0%	1	50.0%	0	0.0%	0	0.0%	2
	Total	2	14.3%	12	85.7%	0	0.0%	0	0.0%	14
	Content									
	Endorsements	2	66.7%	1	33.3%	0	0.0%	0	0.0%	3
Standard 4.2	Early Childhood	0	0.0%	2	100.0%	0	0.0%	0	0.0%	2
Standard 4.2	Elementary	1	25.0%	3	75.0%	0	0.0%	0	0.0%	4
	Middle Grades	1	33.3%	2	66.7%	0	0.0%	0	0.0%	3
	Special Education	1	50.0%	1	50.0%	0	0.0%	0	0.0%	2
	Total	5	35.7%	9	64.3%	0	0.0%	0	0.0%	14
	Content									
	Endorsements	0	0.0%	3	100.0%	0	0.0%	0	0.0%	3
Standard 4.3	Early Childhood	0	0.0%	2	100.0%	0	0.0%	0	0.0%	2
Standard 4.5	Elementary	0	0.0%	4	100.0%	0	0.0%	0	0.0%	4
	Middle Grades	1	33.3%	2	66.7%	0	0.0%	0	0.0%	3
	Special Education	1	50.0%	1	50.0%	0	0.0%	0	0.0%	2
	Total	2	14.3%	12	85.7%	0	0.0%	0	0.0%	14
	Content									
	Endorsements	0	0.0%	3	100.0%	0	0.0%	0	0.0%	3
Standard 5.1	Early Childhood	0	0.0%	2	100.0%	0	0.0%	0	0.0%	2
Staridard J.1	Elementary	0	0.0%	4	100.0%	0	0.0%	0	0.0%	4
	Middle Grades	1	33.3%	2	66.7%	0	0.0%	0	0.0%	3
	Special Education	1	50.0%	1	50.0%	0	0.0%	0	0.0%	2

CONCORDIA UNIVERSITY Below Grand Proficient **Endorsement Type** Advanced Developing Total Standard Ν Ν $\frac{0}{0}$ $\frac{0}{0}$ Ν $\frac{0}{0}$ Ν $\frac{0}{0}$ Ν 12 85.7% Total 14.3% 0 0.0%0 0.0% 14 Content Endorsements 0 0.0%3 100.0% 0 0.0%0 0.0%3 2 2 Early Childhood 0 0.0%100.0% 0 0.0%0 0.0%Standard 5.2 0 0.0% 4 100.0% 0.0% 0 0.0% 4 Elementary 0 3 2 0 0.0%Middle Grades 1 33.3% 66.7% 0 0.0%Special Education 1 50.0% 1 50.0% 0 0.0%0 0.0%2 Total 2 14.3% 12 85.7% 0 0.0%0 0.0% 14 Content 0 0.0%3 100.0% 0 0.0%0 0.0% 3 Endorsements 2 2 0 0.0% 0 0 0.0% Early Childhood 100.0% 0.0%Standard 6.1 0 Elementary 0.0% 4 100.0% 0 0.0%0 0.0% 4 Middle Grades 1 33.3% 2 66.7% 0 0.0%0 0.0% 3 50.0% Special Education 1 1 50.0% 0 0.0%0 0.0% 2 2 Total 12 14 14.3% 85.7% 0 0.0% 0 0.0%Content 0 0.0%3 0.0%3 Endorsements 100.0% 0 0.0%0 Early Childhood 0 0.0%2 100.0% 0.0%0 0.0%2 Standard 6.2 Elementary 0 0.0%4 100.0% 0 0.0%0 0.0%4 3 2 0 Middle Grades 1 33.3% 66.7% 0 0.0%0.0%Special Education 1 50.0% 1 50.0% 0 0.0%0 0.0%2 0.0%2. Total 14.3% 12 85.7% 0 0.0%0 14 Content Endorsements 0 0.0%1 33.3% 66.7% 0 0.0% 3 2 Early Childhood 0 0.0% 100.0% 0.0%0 0.0% 2 Standard 6.3 Elementary 1 25.0% 3 75.0% 0 0.0%0 0.0% 4 3 Middle Grades 2 1 66.7% 0 0 0.0% 33.3% 0.0%50.0% 50.0% 2 Special Education 1 0 0.0% 0 0.0% 1 3 0.0%Total 21.4% 9 0 14 64.3% 14.3% Standard 6.4 Content Endorsements 0 0.0%3 100.0% 0 0.0%0 0.0%3 2 2 Early Childhood 0 0.0%100.0% 0.0%0 0.0%0 4 0 0.0% 4 Elementary 0.0%100.0% 0 0.0%33.3% 0 0.0%3 Middle Grades 1 1 33.3% 1 33.3% 2 Special Education 1 50.0% 0 0.0%50.0% 0 0.0%1 2 Total 14.3% 10 71.4% 2 14.3% 0 0.0%14 Standard 7.1 Content 0.0% 2 33.3% 0 66.7% 0 0.0% 3 Endorsements

CONCORDIA UNIVERSITY Below Grand **Endorsement Type** Advanced **Proficient** Developing Total Standard Ν $\frac{0}{0}$ $\frac{0}{0}$ $\frac{0}{0}$ Ν $\frac{0}{0}$ Ν Ν Ν Early Childhood 0 0.0% 100.0% 0.0%0 0.0%0 1 25.0% 3 75.0% 0 0.0%0 0.0% 4 Elementary Middle Grades 1 33.3% 2 66.7% 0 0.0%0 0.0% 3 2 Special Education 0.0% 1 50.0% 1 50.0% 0.0%0 3 7.1% 14 Total 21.4% 10 71.4% 0 0.0% Standard 7.2 Content 0 0.0%66.7% 0.0%3 Endorsements 2 1 33.3% 0 Early Childhood 0 0.0% 2 100.0% 0 0.0%0 0.0% 2 Elementary 1 25.0% 3 75.0% 0 0.0%0 0.0%4 3 Middle Grades 1 2 66.7% 0 0 0.0%33.3% 0.0%Special Education 1 50.0% 50.0% 0.0%0.0%2 1 0 0 3 Total 21.4% 10 71.4% 1 7.1% 0 0.0%14 Standard 8.1 Content 0.0% 0.0%3 Endorsements 1 33.3% 66.7% 0 0 2 Early Childhood 0 2 0.0% 0.0% 100.0% 0 0.0%0 25.0% 1 3 75.0% 0.0%4 Elementary 0 0.0% 0 0 3 3 Middle Grades 0 0 0.0% 0.0%100.0% 0.0%Special Education 1 50.0% 50.0% 0.0% 2 1 0 0.0%0 Total 3 14 21.4% 78.6% 0 0.0% 0 0.0%Standard 8.2 Content Endorsements 0 0.0%3 100.0% 0 0.0%0 0.0%3 2 0.0% 2 100.0% 0.0% Early Childhood 0 0 0.0%0 Elementary 0 0.0%4 100.0% 0 0.0%0 0.0%4 3 0 3 100.0% Middle Grades 0.0%0 0.0%0 0.0%2 Special Education 1 50.0% 1 50.0% 0 0.0%0 0.0%Total 1 7.1% 13 92.9% 0 0.0%0 0.0%14 Standard 8.3 Content 3 0 0.0% 0.0%0.0% Endorsements 3 100.0% 0 0 2 Early Childhood 0 0.0%100.0% 0 0 0.0%0.0%1 25.0% 3 75.0% 0 0.0%0 0.0%4 Elementary Middle Grades 0 3 0 0 0.0% 3 0.0%100.0% 0.0%Special Education 1 50.0% 1 50.0% 0.0%0 0.0% 2 Total 2 14.3% 85.7% 0.0%0.0%14 Standard 9.1 Content 0 0.0%33.3% 66.7% 0.0%3 Endorsements 1 0 Early Childhood 0 0.0% 2 100.0% 0.0% 0.0% 2 0 0 2 2 0 0.0%Elementary 50.0% 50.0% 0 0.0%Middle Grades 33.3% 2 66.7% 0.0%0.0%

CONCORDIA UNIVERSITY Below Grand **Endorsement Type** Advanced **Proficient** Developing Total Standard N $\frac{0}{0}$ $\frac{0}{0}$ $0/_{0}$ Ν $\frac{0}{0}$ N Ν Ν 1 Special Education 50.0% 50.0% 0 0.0%0 0.0%Total 4 28.6% 57.1% 14.3% 0.0%14 0 Standard 9.2 Content Endorsements 0 0.0%66.7% 33.3% 0.0%2 Early Childhood 0 0.0% 2 100.0% 0 0.0% 0 0.0% 2 50.0% 2 0.0% 4 Elementary 50.0% 0 0.0%0 Middle Grades 0 0.0%3 100.0% 0 0.0% 0 0.0% 3 2 Special Education 1 50.0% 1 50.0% 0 0.0%0 0.0% Total 3 21.4% 10 71.4% 1 7.1% 0 0.0% 14 Standard Content 0 3 3 10.1 0.0%100.0% 0 0.0%0 0.0%Endorsements 2 Early Childhood 0 0.0% 2 100.0% 0.0% 0.0% 0 0 Elementary 2 50.0% 2 50.0% 0 0.0%0 0.0%4 Middle Grades 1 33.3% 2 66.7% 0 0.0%0 0.0%3 2 Special Education 1 1 0 0 50.0% 50.0% 0.0%0.0%Total 4 0.0%14 28.6% 10 71.4% 0 0.0%0 Standard Content 10.2 Endorsements 0 0.0%100.0% 0 0.0%0 0.0% 2 Early Childhood 0 0.0% 2 100.0% 0 0.0%0 0.0% 4 1 Elementary 25.0% 3 75.0% 0 0.0%0 0.0% 3 Middle Grades 1 33.3% 2 66.7% 0 0.0% 0 0.0% Special Education 1 50.0% 1 50.0% 0 0.0%0 0.0%3 Total 21.4% 11 78.6% 0 0.0% 0.0%

Table 3. Survey Responses by Endorsement Type (Teachers)

	CONCORDIA UNIVERSITY									
	Endorsement Type	Ac	lvanced	Pr	oficient	Dev	eloping	Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
	Content Endorsements Early Childhood	0	0.0%	4	100.0%	0	0.0%	0	0.0%	4
Standard 1.1	Elementary	3	60.0%	1	20.0%	1	20.0%	0	0.0%	5
	Middle Grades	0	0.0%	2	100.0%	0	0.0%	0	0.0%	2
	Special Education	0	0.0%	1	100.0%	0	0.0%	0	0.0%	1
	Total	3	23.1%	9	69.2%	1	7.7%	0	0.0%	13
	Content Endorsements	1	25.0%	3	75.0%	0	0.0%	0	0.0%	4
	Early Childhood	0	0.0%	1	100.0%	0	0.0%	0	0.0%	1
Standard 1.2	Elementary	3	60.0%	1	20.0%	1	20.0%	0	0.0%	5
	Middle Grades	0	0.0%	1	50.0%	1	50.0%	0	0.0%	2
	Special Education	1	100.0%	0	0.0%	0	0.0%	0	0.0%	1
	Total	5	38.5%	6	46.2%	2	15.4%	0	0.0%	13
	Content Endorsements	1	25.0%	3	75.0%	0	0.0%	0	0.0%	4
0 1 104	Early Childhood	0	0.0%	1	100.0%	0	0.0%	0	0.0%	1
Standard 2.1	Elementary	3	60.0%	1	20.0%	1	20.0%	0	0.0%	5
	Middle Grades	0	0.0%	1	50.0%	1	50.0%	0	0.0%	2
	Special Education	0	0.0%	1	100.0%	0	0.0%	0	0.0%	1
	Total	4	30.8%	7	53.8%	2	15.4%	0	0.0%	13
	Content Endorsements	2	50.0%	2	50.0%	0	0.0%	0	0.0%	4
C. 1 100	Early Childhood	0	0.0%	1	100.0%	0	0.0%	0	0.0%	1
Standard 2.2	Elementary	4	80.0%	0	0.0%	1	20.0%	0	0.0%	5
	Middle Grades	0	0.0%	0	0.0%	2	100.0%	0	0.0%	2
	Special Education	1	100.0%	0	0.0%	0	0.0%	0	0.0%	1
	Total	7	53.8%	3	23.1%	3	23.1%	0	0.0%	13
	Content Endorsements	3	75.0%	1	25.0%	0	0.0%	0	0.0%	4
0 1 10	Early Childhood	1	100.0%	0	0.0%	0	0.0%	0	0.0%	1
Standard 2.3	Elementary	3	60.0%	1	20.0%	1	20.0%	0	0.0%	5
	Middle Grades	0	0.0%	1	50.0%	1	50.0%	0	0.0%	2
	Special Education	1	100.0%	0	0.0%	0	0.0%	0	0.0%	1
	Total	8	61.5%	3	23.1%	2	15.4%	0	0.0%	13

CONCORDIA UNIVERSITY Below Grand Proficient **Endorsement Type** Advanced Developing Standard Total Ν 0/0 Ν 0/0 Ν $\frac{0}{0}$ Ν $\frac{0}{0}$ Ν Content 3 Endorsements 75.0% 1 25.0% 0 0.0%0 0.0%100.0% 0 0.0%0.0%1 Early Childhood 1 0.0%0 0 Standard 3.1 5 Elementary 4 1 20.0% 0 0 0.0%80.0% 0.0%Middle Grades 0 0.0% 2 100.0% 0.0% 0.0% 2 0 0 0 Special Education 1 100.0% 0 0.0%0 0.0%0.0%1 Total 9 69.2% 4 30.8% 0 0.0%0 0.0%13 Content 2. 0.0%4 Endorsements 50.0% 50.0% 0 0 0.0%Early Childhood 1 100.0% 0 0.0%0 0.0%0 0.0% 1 Standard 3.2 5 Elementary 3 2 60.0% 40.0% 0 0.0%0 0.0% Middle Grades 0 2 0 0.0% 2 0.0%100.0% 0.0%0 Special Education 1 100.0% 0 0.0%0 0.0%0 0.0% 1 Total 53.8% 6 46.2% 0 0.0%0 0.0% 13 Content 2 Endorsements 50.0% 50.0% 0 0.0%0 0.0%4 Early Childhood 100.0% 0 0.0%0 0.0%0 0.0%1 1 Standard 4.1 Elementary 3 60.0% 2 40.0% 0.0%0 0.0%5 2 Middle Grades 0 0.0%2 100.0% 0 0.0%0 0.0%Special Education 1 100.0% 0 0.0%0 0.0%0 0.0%1 7 Total 53.8% 6 46.2% 0 0.0%0 0.0%13 Content Endorsements 100.0% 0.0% 0.0% 0 0.0% 4 0 0.0% 1 100.0% 0.0% 0.0% 1 Early Childhood 0 0 Standard 4.2 Elementary 3 60.0% 2 40.0% 0.0%0 0.0%5 2 2 Middle Grades 0 0.0% 100.0% 0 0.0% 0 0.0% Special Education 1 0 1 100.0% 0 0.0%0 0.0%0.0%Total 8 61.5% 5 13 38.5% 0 0.0% 0 0.0% Content Endorsements 3 75.0% 1 25.0% 0.0%0 0.0%4 0 Early Childhood 0 0.0%1 100.0% 0 0.0%0 0.0%1 Standard 4.3 3 2 Elementary 60.0% 40.0% 0.0%0 0.0%5 Middle Grades 0 0.0% 1 0.0% 2 50.0% 1 50.0% 0 Special Education 1 100.0% 0 0.0%0 0.0%0 0.0%1 Total 5 13 53.8% 38.5% 7.7% 0 0.0%1 Content Endorsements 1 25.0% 3 75.0% 0 0.0% 0 0.0% Standard 5.1 0 0.0% 100.0% 0.0% 0.0% Early Childhood

Special Education

CONCORDIA UNIVERSITY Below Grand Proficient **Endorsement Type** Advanced Developing Total Standard Ν $\frac{0}{0}$ $\frac{0}{0}$ $\frac{0}{0}$ Ν $\frac{0}{0}$ Ν Ν Ν 3 60.0% 20.0% 20.0% 0 0.0%Elementary Middle Grades 0 0.0% 2 100.0% 0.0%0 0.0% 2 0 Special Education 0 0.0%0 0.0%100.0% 0 0.0% 1 4 0.0% 13 Total 30.8% 53.8% 15.4% Content 2 50.0% 50.0% 0 0.0%4 Endorsements 0 0.0%Early Childhood 0 0.0%1 100.0% 0 0.0%0 0.0%1 Standard 5.2 Elementary 3 60.0% 2 40.0% 0 0.0%0 0.0% 5 2 Middle Grades 100.0% 0 0.0%2 0 0.0%0 0.0%0 0 0.0%1 Special Education 0.0%1 100.0% 0.0%Total 5 38.5% 8 61.5% 0.0%0.0%13 0 Content 2 50.0% 25.0% 25.0% 0.0%4 Endorsements 0 0.0% Early Childhood 0 1 100.0% 0 0.0%0 0.0% 1 Standard 6.1 3 5 2 Elementary 60.0% 40.0% 0 0.0% 0 0.0% 2 0 0.0% 2 100.0% 0.0%Middle Grades 0 0.0%0 0 0.0%0 0.0% 1 Special Education 0 0.0%100.0% Total 5 38.5% 6 46.2% 15.4% 0.0% 13 0 Content Endorsements 1 25.0% 50.0% 1 25.0% 0 0.0%Early Childhood 0 0.0%1 100.0% 0 0.0%0 0.0%1 Standard 6.2 3 5 Elementary 60.0% 40.0% 0 0.0%0 0.0%2 2 Middle Grades 0 0.0%100.0% 0 0.0%0 0.0%0 100.0% Special Education 0.0%0 0.0%0 0.0%1 1 13 Total 4 30.8% 8 61.5% 7.7% 0 0.0%Content Endorsements 2 1 25.0% 50.0% 25.0% 0 0.0%Early Childhood 0 100.0% 0.0% 1 0.0%1 0 0.0%0 Standard 6.3 3 5 Elementary 60.0% 1 20.0% 0 0.0% 20.0% 2 Middle Grades 0 0.0% 2 0.0%0 0.0%100.0% 0 Special Education 0 0 0 1 0.0%1 100.0% 0.0%0.0% Total 4 30.8% 53.8% 15.4% 0 0.0% 13 Standard 6.4 Content 25.0% 3 75.0% 0.0%0.0%Endorsements 1 0 0 Early Childhood 0 0.0%1 100.0% 0 0.0%0 0.0%1 3 60.0% 0.0% 5 Elementary 1 20.0% 20.0% 0 1 Middle Grades 0 0.0%2 0 0.0%100.0% 0 0.0%

100.0%

0

0.0%

0.0%

0.0%

CONCORDIA UNIVERSITY Below Grand **Endorsement Type** Advanced **Proficient** Developing Total Standard Ν Ν $\frac{0}{0}$ $\frac{0}{0}$ Ν $\frac{0}{0}$ Ν $\frac{0}{0}$ N Total 5 53.8% 7.7% 38.5% 1 0 0.0%13 Standard 7.1 Content Endorsements 2 50.0% 25.0% 1 25.0% 0 0.0%Early Childhood 0 1 0 0 0.0% 0.0%100.0% 0.0%3 60.0% 2 40.0% 0 0.0% 0 0.0% 5 Elementary 2 Middle Grades 0 0.0% 2 100.0% 0 0.0% 0 0.0%Special Education 1 100.0% 0 0.0%0 0.0%0 0.0% 1 Total 6 46.2% 6 46.2% 7.7% 0 0.0%13 Standard 7.2 Content 0 0.0%4 100.0% 0.0%0 0.0% Endorsements 0 4 0 0.0% 0.0% Early Childhood 1 100.0% 0 0.0%0 1 3 1 0.0% 5 Elementary 60.0% 1 20.0% 20.0% 0 Middle Grades 0 0.0%0 0.0%2 100.0% 0 0.0%2 Special Education 1 100.0% 0 0.0%0.0%0 0.0%1 0 Total 4 30.8% 6 46.2% 3 23.1% 0 0.0% 13 Standard 8.1 Content 2 0.0%4 Endorsements 50.0% 25.0% 25.0% 0 1 Early Childhood 0 0.0% 1 100.0% 0 0.0%0 0.0% Elementary 2 40.0% 1 20.0% 2 40.0% 0 0.0%5 2 Middle Grades 1 50.0% 0 0.0% 1 50.0% 0 0.0%Special Education 0 0.0%1 100.0% 0 0.0%0 0.0% 1 Total 5 13 38.5% 30.8% 4 30.8% 0.0% 0 Content Standard 8.2 2 2 Endorsements 50.0% 50.0% 0 0.0%0 0.0%4 0.0% Early Childhood 0 0.0%1 100.0% 0 0.0%0 1 2 5 Elementary 40.0% 1 20.0% 2 40.0% 0 0.0%2 Middle Grades 0 0.0%2 100.0% 0.0%0 0.0%0 Special Education 100.0% 0.0%0.0%0.0%1 0 0 0 1 5 Total 38.5% 6 46.2% 15.4% 0 0.0%13 Standard 8.3 Content Endorsements 2 50.0% 50.0% 0 0.0%0 0.0%4 Early Childhood 0 0.0% 1 100.0% 0.0%0 0.0% 1 3 60.0% 2 40.0% 0 0.0% 0 0.0% Elementary 2 Middle Grades 0 2 100.0% 0 0 0.0% 0.0%0.0%0.0% 1 0.0% 0.0% 1 Special Education 100.0% 0 0 0 Total 6 46.2% 0.0% 13 53.8% 0 0.0%0 Standard 9.1 Content 0 0.0%0.0%0 0.0%Endorsements 100.0% 0

CONCORDIA UNIVERSITY Below Grand **Endorsement Type** Advanced **Proficient** Developing Total Standard Ν $\frac{0}{0}$ $\frac{0}{0}$ $\frac{0}{0}$ Ν $\frac{0}{0}$ Ν Ν Ν Early Childhood 0 0.0%100.0% 0 0.0%0 0.0%3 60.0% 2 40.0% 0.0%0 0.0%5 Elementary 0 Middle Grades 2 100.0% 0 0.0%0 0.0%0 0.0%2 100.0% Special Education 0.0% 1 0 0.0%0 0.0%0 1 3 13 Total 10 76.9% 23.1% 0 0.0%0 0.0%Standard 9.2 Content 25.0% 75.0% 0.0%0 0.0% 4 Endorsements 1 3 0 Early Childhood 0 0.0% 1 100.0% 0 0.0%0 0.0% 1 2 5 Elementary 40.0% 3 60.0% 0 0.0%0 0.0% Middle Grades 2 2 100.0% 0 0.0%0 0 0.0% 0.0%Special Education 0 0.0% 0 0.0%100.0% 0 0.0% 1 1 5 13 Total 38.5% 53.8% 7.7% 0 0.0%Standard Content 10.1 100.0% 0 0.0%0 0.0%0 0.0%4 Endorsements 4 1 Early Childhood 0 0.0% 100.0% 0 0.0% 0 0.0% 5 4 1 0.0%Elementary 80.0% 20.0% 0 0.0%0 0 2 Middle Grades 1 50.0% 50.0% 0 0.0%0.0%1 Special Education 1 100.0% 0 0.0% 0.0% 0.0% 0 0 1 13 Total 10 0.0%76.9% 23.1% 0 0.0%0 Standard Content Endorsements 10.2 1 25.0% 3 75.0% 0 0.0%0 0.0% 4 0 0.0% 1 Early Childhood 1 100.0% 0.0%0 0.0% 0 5 3 2 Elementary 60.0% 40.0% 0 0.0%0 0.0% 2 1 Middle Grades 50.0% 1 50.0% 0 0.0%0 0.0%0.0% 100.0% Special Education 0 1 0 0.0%0 0.0% 1 Total 46.2% 53.8% 0.0% 0.0%

Figure 1. Average Responses (Principals)

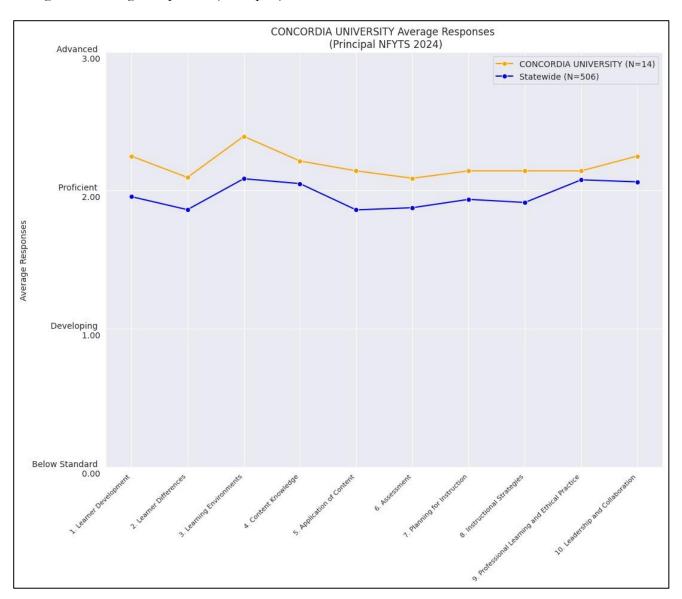


Figure 2. Average Responses (Teachers)

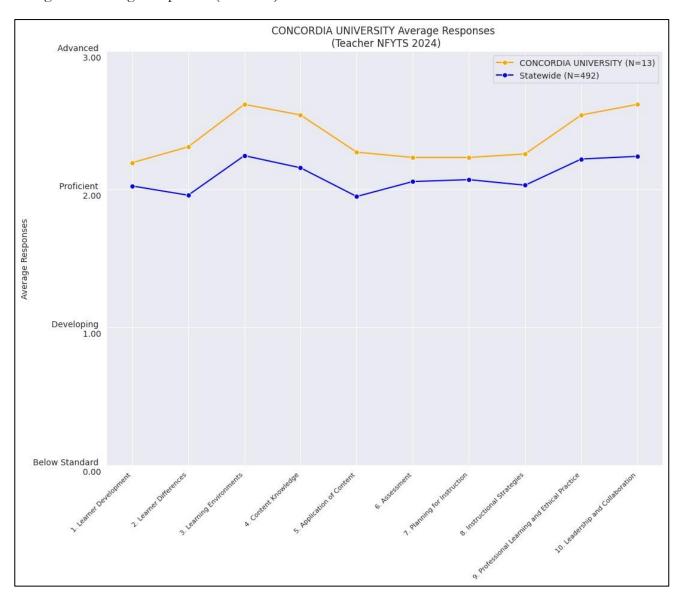


Figure 3. Average Responses by Endorsement Type (Principals)

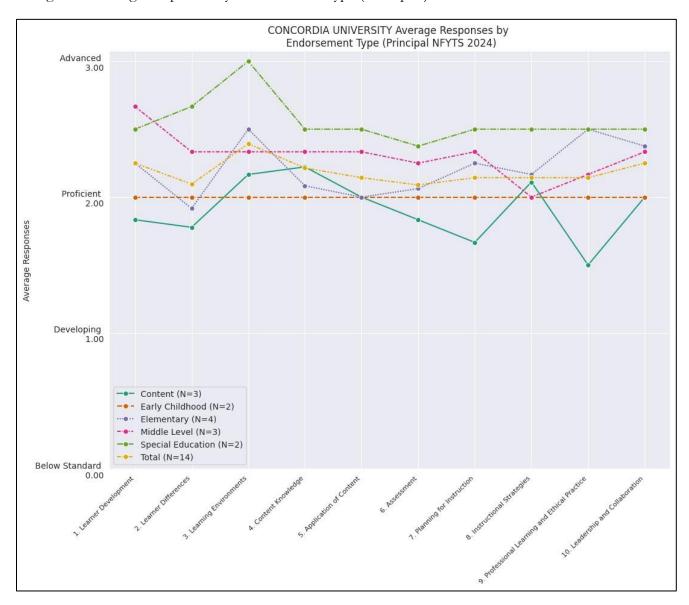


Figure 4. Average Responses by Endorsement Type (Teachers)

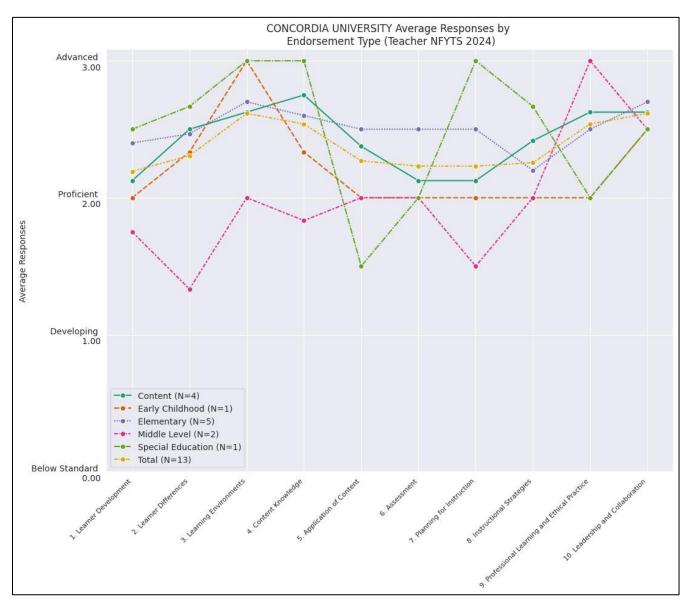


Table 4. Impact on Student Learning (Principals)

	Highly Effective	Moderately Effective	Somewhat Effective	Ineffective
Based upon the				
performance of this first-				
year teacher, how would	8	6	0	0
you rate his/her impact on				
student learning?				

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?	6	7	0	0

Table 6. Continuing Employment Responses (Principals)

	YES	NO
Would you consider this		
teacher effectively prepared for continuing employment in your district?	14	0

Table 7. Preparedness Responses (Teachers)

	YES	NO
Do you believe you were prepared to be an effective first-year teacher?	13	0

2024 Nebraska Third Year Teacher Survey

Concordia University

Introduction

The Nebraska Department of Education (NDE) administered the Nebraska Third Year Teacher Survey from mid-April to late-May 2024. This year marks the seventh successful implementation of the survey, with the survey being sent to principals for the sixth time and third-year teachers for the fifth. 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 (Bellevue University was excluded as no surveys were returned), are as follows:

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

Evaluation standard 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://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf). The purpose of the survey is to provide Nebraska educator preparation institutions with information about the effectiveness of 3rd year teachers prepared by their institution. For a list of indicators, please see 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 2023-2024 school year, regardless of where teaching had taken place previously, on a Nebraska teaching certification. These teachers were from one of the participating institution's 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 April 8th to Human Resource staff, institutions, principals, and teachers. The survey email invitation was sent out on April 10th with subsequent email reminders sent on April 22nd, April 29th, May 6th, and May 22nd. The survey finally closed on May 30th. In total, 589 surveys were distributed to principals and 376 were returned, resulting in a response rate of 63.84%. For teachers, 602 surveys were distributed and 338 were returned, resulting in a response rate of 56.15%. For Concordia University specifically, 14 surveys were distributed to both principals and teachers; 11 were returned by principals, for a principal response rate of 78.57%, and 7 were returned by teachers, for a teacher response rate of 50.00%.

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). 100.0% of third-year teachers believed they were prepared to be an effective 3rd-year teacher.

Table 1. Survey Standards

Standard 1: Learner Development

- Standard 1.1 Uses knowledge of students and their development and adjusts teaching to facilitate student learning.
- Standard 1.2 Builds on student strengths to facilitate learning.

Standard 2: Learning Differences

- Standard 2.1 Can identify differentiation in student needs.
- Standard 2.2 Responds to differentiation in student needs with individualized instruction and varied learning experiences.
- Standard 2.3 Brings multiple perspectives and cultural resources to content and discussions.

Standard 3: Learning Environments

- Standard 3.1 Promotes a positive classroom environment.
- Standard 3.2 Uses and communicates clear task and behavioral expectations to support an environment of learning.

Standard 4: Content Knowledge

- Standard 4.1 Uses and communicates content knowledge.
- Standard 4.2 Uses academic vocabulary and grammar.
- Standard 4.3 Provides opportunities for students to demonstrate their content knowledge.

Standard 5: Application of Content

- Standard 5.1 Helps students link concepts and engage in critical thinking.
- Standard 5.2 Engages students in the development of literacy and communication skills.

Standard 6: Assessment

- Standard 6.1 Matches instructions and assessments to learning objectives
- Standard 6.2 Uses formative and summative classroom assessments that facilitate learning
- Standard 6.3 Amends instructional strategies and adapts interventions as needed
- Standard 6.4 Provides differentiated instruction and assessments that positively impact learning

Standard 7: Planning for Instruction

- Standard 7.1 Plans sequenced learning experiences and performance tasks linked to learning objectives
- Standard 7.2 Plans and implement multiple ways for students to demonstrate their knowledge and skills.

Standard 8: Instructional Strategies

- Standard 8.1 Incorporates digital tools and technologies into instruction
- Standard 8.2 Uses evidence-based strategies to support critical thinking and content learning
- Standard 8.3 Organizes and manages the learning environment to maximize student engagement.

Standard 9: Professional Learning and Ethical Practice

- Standard 9.1 Invites constructive feedback and responds positively
- Standard 9.2 Sets and implements goals to improve practice

Standard 10: Leadership and Collaboration

- Standard 10.1 Communicates professionally oral, written, and electronic
- Standard 10.2 Responds to people, problems and crises effectively

Table 2. Survey Responses by Endorsement Type (Principals)

Early Childhood

CONCORDIA UNIVERSITY Below Grand **Endorsement Type** Advanced **Proficient** Developing Total Standard Ν Ν $\frac{0}{0}$ 0/0 Ν 0/0 Ν $\frac{0}{0}$ Ν Content Endorsements 0 0.0% 66.7% 33.3% 0 0.0%0.0% 2 1 50.0% 50.0% 0.0%Early Childhood 1 0 0 Standard 1.1 2 3 66.7% 1 Elementary 33.3% 0 0.0%0 0.0% Middle Grades 0 0.0% 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% Total 3 27.3% 6 54.5% 18.2% 0.0% 11 Content Endorsements 0 66.7% 0.0%0.0%33.3% 0 6 Early Childhood 1 50.0% 0 0.0%1 50.0% 0 0.0%2 Standard 1.2 3 1 2 66.7% 0 0.0%Elementary 33.3% 0 0.0%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 18.2% 6 54.5% 3 27.3% 0 0.0%11 Content 0 50.0% Endorsements 0.0%50.0% 0.0%6 0.0% Early Childhood 1 50.0% 50.0% 0.0%0 2 1 0 Standard 2.1 Elementary 1 33.3% 2 66.7% 0.0% 0 0.0% 3 Middle Grades 0 0.0%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% 2 Total 18.2% 6 54.5% 3 27.3% 0 0.0% 11 Content Endorsements 0 0.0%3 50.0% 50.0% 0 0.0%6 0.0%2 Early Childhood 1 50.0% 1 50.0% 0 0.0%0 Standard 2.2 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 0 0 0 Special Education 0.0%0.0%0 0.0%0 0.0%Total 2 18.2% 6 54.5% 3 27.3% 0 0.0%11 Content Endorsements 1 2 33.3% 50.0% 0 0.0%6 16.7% Early Childhood 1 50.0% 1 50.0% 0 0.0%0 0.0% 2 Standard 2.3 Elementary 2 66.7% 1 33.3% 0.0%0 0.0% 3 Middle Grades 0 0.0% 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% Total 4 36.4% 4 27.3% 11 36.4% 0 0.0% Content Endorsements 0 0.0%5 83.3% 1 16.7% 0 0.0%6 Standard 3.1

0.0%

0.0%

0.0%

100.0%

0

Elementary

Total

Standard 3.2

Standard 4.1

Standard 4.2

Standard 4.3

Standard 5.1

Content

Endorsements

Middle Grades

Special Education

Elementary

Early Childhood

Special Education

Elementary

Total

Content

Early Childhood

Special Education

1

0

0

2.

0

1

1

0

0

2

0

1

0

33.3%

0.0%

0.0%

18.2%

0.0%

50.0%

33.3%

0.0%

0.0%

18.2%

0.0%

50.0%

33.3%

0.0%

0.0%

0

0

8

5

1

2

0

0

8

1

0

Elementary

Total

Content

Elementary

Total

Content

Elementary

Total

Content

3

0

0

11

6

2

3

0

0

11

6

2

3

0

CONCORDIA UNIVERSITY Below Grand **Endorsement Type** Advanced **Proficient** Developing Total Standard Ν $\frac{0}{0}$ Ν $\frac{0}{0}$ Ν 0/0 Ν $\frac{0}{0}$ Ν 1 66.7% 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 3 27.3% 0.0%11 63.6% 1 9.1% 0 0.0%66.7% 0.0% 6 33.3% () Early Childhood 1 50.0% 1 50.0% 0 0.0%0 0.0% 2 1 33.3% 33.3% 1 33.3% 0 0.0%3 0 0.0% ()0.0%0 0.0%0 0.0% 0 0 0 0.0%0 Special Education 0.0%0 0.0%0 0.0% 2 11 18.2% 6 54.5% 27.3% 0.0% 0 4 66.7% 0 0.0%0.0%33.3% 6 50.0% Early Childhood 1 50.0% 1 0 0.0%0 0.0%2 1 2 66.7% 0 0.0% 3 33.3% 0 0.0%0 0.0%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%2 18.2% 63.6% 18.2% 0.0% 11 0 0 0.0%5 83.3% 16.7% 0.0% 6 2 Early Childhood 1 50.0% 1 50.0% 0 0.0%0 0.0%

66.7%

0.0%

0.0%

72.7%

83.3%

50.0%

66.7%

0.0%

0.0%

72.7%

66.7%

50.0%

66.7%

0.0%

0.0%

0

0

0

1

0

0

0

0

1

0

0

0

0.0%

0.0%

0.0%

9.1%

16.7%

0.0%

0.0%

0.0%

0.0%

9.1%

33.3%

0.0%

0.0%

0.0%

0.0%

0

0

0

0

0

0

0

0

0

0

0

0

0

0

0.0%

0.0%

0.0%

0.0%

0.0%

0.0%

0.0%

0.0%

0.0%

0.0%

0.0%

0.0%

0.0%

0.0%

0.0%

CONCORDIA UNIVERSITY Below Grand Proficient **Endorsement Type** Advanced Developing Total Standard Ν $\frac{0}{0}$ Ν $\frac{0}{0}$ $\frac{0}{0}$ Ν $\frac{0}{0}$ Ν Ν Total 18.2% 63.6% 18.2% 0 0.0% 11 Content Endorsements 0 0.0%4 66.7% 2 33.3% 0 0.0%6 1 1 2 Early Childhood 50.0% 50.0% 0 0 0.0%0.0%Standard 5.2 2. 66.7% 1 0.0% 0 0.0% 3 Elementary 33.3% 0 0.0%0 0.0%0 Middle Grades 0 0 0.0%0 0.0%Special Education 0 0.0%0 0.0%0 0.0%0 0.0%0 Total 3 27.3% 6 54.5% 18.2% 0 0.0%11 Content 0 0.0%66.7% 33.3% 0 0.0%Endorsements 4 6 2 1 50.0% 1 0.0%Early Childhood 50.0% 0 0.0%0 Standard 6.1 2 3 Elementary 1 33.3% 66.7% 0 0.0%0 0.0% 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 2 11 Total 18.2% 63.6% 18.2% 0 0.0% Content 0.0%Endorsements 0 0.0%66.7% 33.3% 0 6 50.0% Early Childhood 1 50.0% 1 0.0%0 0.0%2 Standard 6.2 Elementary 1 33.3% 2 66.7% 0 0.0%0 0.0%3 0 0 Middle Grades 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 2. 0.0% Total 18.2% 63.6% 18.2% 11 0 Content Endorsements 0 0.0%3 50.0% 50.0% 0 0.0% 6 Early Childhood 1 50.0% 1 50.0% 0.0%0 0.0% 2 Standard 6.3 2 Elementary 1 33.3% 66.7% 0 0.0%0 0.0% Middle Grades 0 0 0 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 2 Total 18.2% 6 27.3% 0 0.0% 11 54.5% Standard 6.4 Content Endorsements 0 0.0%4 66.7% 33.3% 0 0.0%6 1 1 Early Childhood 50.0% 50.0% 0 0.0%0 0.0%2 1 33.3% 2 66.7% 0.0% 3 Elementary 0 0.0%0 0 0.0%0 Middle Grades 0 0.0%0 0.0%0 0.0%Special Education 0 0.0%0 0.0%0 0.0%0 0.0%0 2 Total 18.2% 63.6% 2 18.2% 0 0.0%11 Standard 7.1 Content 33.3% 0 0.0% 4 66.7% 0 0.0% Endorsements

Middle Grades

CONCORDIA UNIVERSITY Below Grand Proficient **Endorsement Type** Advanced Developing Total Standard Ν $\frac{0}{0}$ $\frac{0}{0}$ $\frac{0}{0}$ Ν $\frac{0}{0}$ Ν Ν Ν Early Childhood 50.0% 50.0% 0.0%0 0.0%0 1 33.3% 2 66.7% 0 0.0%0 0.0% 3 Elementary 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 2 11 Total 18.2% 63.6% 18.2% 0 0.0% Standard 7.2 Content 0 66.7% Endorsements 0.0%4 33.3% 0 0.0%6 Early Childhood 1 50.0% 50.0% 0 0.0%0 0.0% 2 Elementary 1 33.3% 2 66.7% 0 0.0%0 0.0%3 0 0 0 0 0 0.0%Middle Grades 0.0%0.0%0.0%Special Education 0 0.0%0 0.0%0 0.0%0.0%0 0 2 Total 18.2% 63.6% 18.2% 0 0.0%11 Standard 8.1 Content 2 0.0%6 Endorsements 33.3% 33.3% 33.3% 0 2 Early Childhood 1 1 0.0% 50.0% 50.0% 0 0.0%0 2 0.0%3 Elementary 1 33.3% 66.7% 0 0.0% 0 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 11 Total 4 36.4% 45.5% 18.2% 0.0%() Standard 8.2 Content Endorsements 1 16.7% 3 50.0% 2 33.3% 0 0.0%6 1 50.0% 0 0.0% 2 Early Childhood 0.0%50.0% 0 2 3 Elementary 1 33.3% 66.7% 0 0.0%0 0.0%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 27.3% 5 45.5% 27.3% 0.0%11 Standard 8.3 Content 0 0.0% 66.7% 0.0% Endorsements 33.3% 0 6 50.0% 2 Early Childhood 1 50.0% 0 0.0%0 0.0%2 3 66.7% 1 33.3% 0 0.0%0 0.0%Elementary 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 3 Total 27.3% 6 54.5% 18.2% 0.0%11 Standard 9.1 Content 0 0.0%5 0.0%Endorsements 83.3% 16.7% 0 1 Early Childhood 2 100.0% 0 0.0% 0.0% 0.0% 2 0 0 1 1 0 Elementary 33.3% 1 33.3% 33.3% 0.0%

0.0%

0.0%

0.0%

0.0%

CONCORDIA UNIVERSITY Below Grand **Endorsement Type** Advanced **Proficient** Developing Total Standard N $\frac{0}{0}$ $\frac{0}{0}$ $0/_{0}$ Ν $\frac{0}{0}$ N Ν Ν 0.0% Special Education 0 0.0%0 0.0%0 0.0%0 0 Total 3 27.3% 54.5% 18.2% 0 0.0%11 Standard 9.2 Content Endorsements 0 66.7% 0.0%33.3% 0.0%6 2 Early Childhood 2 100.0% 0 0.0% 0 0.0% 0 0.0% 3 33.3% 33.3% 1 33.3% 0.0% Elementary 1 1 0 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 3 5 Total 27.3% 45.5% 3 27.3% 0 0.0% 11 Standard Content 6 10.1 1 16.7% 50.0% 33.3% 0 0.0%Endorsements Early Childhood 2 100.0% 0 0.0% 0.0% 0.0% 2 0 0 3 Elementary 1 33.3% 2 66.7% 0 0.0%0 0.0%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 5 45.5% 0.0%11 36.4% 2 18.2% 0 Standard Content 10.2 Endorsements 0 0.0%83.3% 16.7% 0 0.0% 2 Early Childhood 2 100.0% 0 0.0% 0 0.0%0 0.0% 3 2 Elementary 1 33.3% 66.7% 0 0.0%0 0.0% 0 0 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%3 Total 27.3% 63.6% 9.1% 0.0%

Table 3. Survey Responses by Endorsement Type (Teachers)

	CONCORDIA UNIVERSITY									
	Endorsement Type	Ad	lvanced	Pr	oficient	Dev	eloping	Below Standard		Grand Total
		N	%	N	%	N	%	N	%	N
	Content Endorsements	1	25.0%	2	50.0%	1	25.0%	0	0.0%	4
Standard 1.1	Early Childhood	1	50.0%	1	50.0%	0	0.0%	0	0.0%	2
otandara 1.1	Elementary	0	0.0%	1	100.0%	0	0.0%	0	0.0%	1
	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	28.6%	4	57.1%	1	14.3%	0	0.0%	7
	Content Endorsements	2	50.0%	1	25.0%	1	25.0%	0	0.0%	4
0. 1 140	Early Childhood	1	50.0%	1	50.0%	0	0.0%	0	0.0%	2
Standard 1.2	Elementary	0	0.0%	1	100.0%	0	0.0%	0	0.0%	1
	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	42.9%	3	42.9%	1	14.3%	0	0.0%	7
	Content Endorsements	2	50.0%	2	50.0%	0	0.0%	0	0.0%	4
	Early Childhood	1	50.0%	1	50.0%	0	0.0%	0	0.0%	2
Standard 2.1	Elementary	1	100.0%	0	0.0%	0	0.0%	0	0.0%	1
	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	57.1%	3	42.9%	0	0.0%	0	0.0%	7
	Content									
	Endorsements	2	50.0%	1	25.0%	1	25.0%	0	0.0%	4
0 1 100	Early Childhood	1	50.0%	1	50.0%	0	0.0%	0	0.0%	2
Standard 2.2	Elementary	1	100.0%	0	0.0%	0	0.0%	0	0.0%	1
	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	57.1%	2	28.6%	1	14.3%	0	0.0%	7
	Content									
	Endorsements	3	75.0%	1	25.0%	0	0.0%	0	0.0%	4
0 1 10	Early Childhood	1	50.0%	1	50.0%	0	0.0%	0	0.0%	2
Standard 2.3	Elementary	0	0.0%	1	100.0%	0	0.0%	0	0.0%	1
	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	57.1%	3	42.9%	0	0.0%	0	0.0%	7

CONCORDIA UNIVERSITY Below Grand Proficient **Endorsement Type** Advanced Developing Standard Total Ν $\frac{0}{0}$ Ν 0/0 Ν $\frac{0}{0}$ Ν $\frac{0}{0}$ Ν Content Endorsements 4 100.0% 0 0.0%0 0.0%0 0.0%0.0%2 100.0% 0.0%0.0%2 Early Childhood 0 0 0 Standard 3.1 Elementary 0 0.0%1 0 0 0.0%1 100.0% 0.0%Middle Grades 0 0.0% 0 0.0% 0.0% 0.0% 0 0 0 0 0 0 0 Special Education 0.0%0 0.0%0.0%0.0%Total 4 57.1% 3 42.9% 0 0.0%0 0.0%Content 0.0%0.0%Endorsements 4 100.0% 0 0 0.0%Early Childhood 0 0.0% 2 100.0% 0 0.0%0 0.0% 2 Standard 3.2 0 1 Elementary 0.0%100.0% 0 0.0%0 0.0% 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 57.1% 3 42.9% 0 0.0%0 0.0% Content 3 Endorsements 75.0% 1 25.0% 0 0.0%0 0.0%4 2 Early Childhood 1 50.0% 1 50.0% 0 0.0%0 0.0%Standard 4.1 Elementary 0 0.0%1 100.0% 0.0%0 0.0%1 Middle Grades 0 0.0%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%Total 4 57.1% 3 42.9% 0 0.0%0 0.0%Content Endorsements 3 75.0% 0.0% 25.0% 0.0% 1 50.0% 1 50.0% 0.0% 0.0% 2 Early Childhood 0 0 Standard 4.2 Elementary 0 0.0% 1 100.0% 0 0.0% 0 0.0%1 Middle Grades 0 0.0% 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%Total 4 57.1% 2 14.3% 28.6% 0 0.0% Content Endorsements 1 25.0% 3 75.0% 0 0.0%0 0.0%Early Childhood 1 50.0% 1 50.0% 0 0.0%0 0.0%2 Standard 4.3 Elementary 0 0.0%1 100.0% 0.0%0 0.0%1 Middle Grades 0 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 Total 2 5 28.6% 71.4% 0 0.0%0 0.0%Content Endorsements 1 25.0% 2 50.0% 25.0% 0 0.0% Standard 5.1 0 0.0% 100.0% 0.0% 0.0% Early Childhood

CONCORDIA UNIVERSITY

	Endorsement Type	Ad	vanced	Pr	oficient	Dev	eloping		elow indard	Grand Total
		N	%	N	%	N	%	N	%	N
	Elementary	0	0.0%	1	100.0%	0	0.0%	0	0.0%	1
	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	14.3%	5	71.4%	1	14.3%	0	0.0%	7
	Content									
	Endorsements	2	50.0%	0	0.0%	2	50.0%	0	0.0%	4
Standard 5.2	Early Childhood	0	0.0%	2	100.0%	0	0.0%	0	0.0%	2
Standard 3.2	Elementary	0	0.0%	1	100.0%	0	0.0%	0	0.0%	1
	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	28.6%	3	42.9%	2	28.6%	0	0.0%	7
	Content									
	Endorsements	2	50.0%	2	50.0%	0	0.0%	0	0.0%	4
Standard 6.1	Early Childhood	1	50.0%	1	50.0%	0	0.0%	0	0.0%	2
Standard 0.1	Elementary	0	0.0%	1	100.0%	0	0.0%	0	0.0%	1
	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	42.9%	4	57.1%	0	0.0%	0	0.0%	7
	Content									
	Endorsements	2	50.0%	1	25.0%	1	25.0%	0	0.0%	4
Standard 6.2	Early Childhood	1	50.0%	1	50.0%	0	0.0%	0	0.0%	2
Standard 0.2	Elementary	0	0.0%	1	100.0%	0	0.0%	0	0.0%	1
	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	42.9%	3	42.9%	1	14.3%	0	0.0%	7
	Content									
	Endorsements	2	50.0%	1	25.0%	1	25.0%	0	0.0%	4
Standard 6.3	Early Childhood	1	50.0%	1	50.0%	0	0.0%	0	0.0%	2
	Elementary	0	0.0%	1	100.0%	0	0.0%	0	0.0%	1
	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	42.9%	3	42.9%	1	14.3%	0	0.0%	7
Standard 6.4	Content		-	_		_				
	Endorsements	2	50.0%	0	0.0%	2	50.0%	0	0.0%	4
	Early Childhood	1	50.0%	1	50.0%	0	0.0%	0	0.0%	2
	Elementary	0	0.0%	1	100.0%	0	0.0%	0	0.0%	1
	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

CONCORDIA UNIVERSITY Below Grand **Endorsement Type Proficient** Developing Advanced **Total** Standard Ν $\frac{0}{0}$ Ν $\frac{0}{0}$ $\frac{0}{0}$ Ν $\frac{0}{0}$ Ν Ν 3 Total 42.9% 28.6% 28.6% 0 0.0%Standard 7.1 Content Endorsements 2 50.0% 0 0.0%2 50.0% 0 0.0%2 1 1 50.0% 0 Early Childhood 50.0% 0 0.0%0.0%0 0.0% 1 100.0% 0 0.0% 0 0.0% 1 Elementary 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 42.9% 28.6% 2 28.6% 0 0.0%Standard 7.2 Content 2 50.0% 2 50.0% 0.0%0 0.0% Endorsements 0 4 0.0% 2 Early Childhood 1 50.0% 1 50.0% 0 0.0%0 Elementary 0 0.0%1 100.0% 0 0.0%0 0.0%1 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 3 Total 42.9% 4 57.1% 0 0.0%0 0.0% Standard 8.1 Content 2 0.0%0.0%Endorsements 50.0% 2 50.0% 0 0 2 Early Childhood 1 50.0% 1 50.0% 0 0.0%0 0.0% Elementary 0 0.0% 1 100.0% 0 0.0% 0 0.0%1 0 0 Middle Grades 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 42.9% 4 57.1% 0.0%0.0% 0 0 Content Standard 8.2 Endorsements 3 75.0% 25.0% 0 0.0%0 0.0%4 1 Early Childhood 1 50.0% 1 50.0% 0 0.0%0 0.0%2 Elementary 0 0.0%1 100.0% 0 0.0%0 0.0%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 3 Total 4 57.1% 42.9% 0 0.0%0 0.0%Standard 8.3 Content Endorsements 3 75.0% 25.0% 0 0.0%0 0.0%4 2 Early Childhood 1 50.0% 1 50.0% 0.0%0 0.0% 0 0.0% 1 100.0% 0 0.0% 0 0.0% Elementary Middle Grades 0 0 0 0.0% 0 0.0%0 0.0%0.0%0 0.0%0.0% 0 Special Education 0.0%0 0 0 0.0% Total 4 3 42.9% 0.0% 57.1% 0 0.0%0 Standard 9.1 Content 3 75.0% 25.0% 0.0%0.0%Endorsements 1 0 0

Total

CONCORDIA UNIVERSITY Below Grand **Endorsement Type** Advanced **Proficient** Developing Total Standard N $\frac{0}{0}$ $\frac{0}{0}$ $0/_{0}$ Ν $\frac{0}{0}$ Ν Ν Ν 2 Early Childhood 100.0% 0 0.0%0 0.0%0 0.0%0 0.0%1 100.0% 0.0%0 0.0%1 Elementary 0 Middle Grades 0 0.0%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 5 2 Total 71.4% 28.6% 0 0.0%0 0.0%Standard 9.2 Content 3 75.0% 25.0% 0.0%0.0%Endorsements 1 0 0 4 Early Childhood 2 100.0% 0 0.0% 0 0.0%0 0.0% 0.0% Elementary 0 1 100.0% 0 0.0%0 0.0% Middle Grades 0 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% 5 Total 71.4% 0 28.6% 0 0.0%0.0%Standard Content 10.1 3 1 25.0% 0.0%0 0.0%4 Endorsements 75.0% 0 2 2 Early Childhood 100.0% 0 0.0% 0 0.0% 0 0.0% 1 0 0.0%0.0%1 Elementary 100.0% 0 0.0%0 0 0 Middle Grades 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 85.7% 0.0%14.3% 0 0.0%0 Standard Content Endorsements 10.2 1 25.0% 3 75.0% 0 0.0%0 0.0% 4 2 0 0.0% Early Childhood 100.0% 0.0%0 0.0% 0 Elementary 0 0.0% 1 100.0% 0 0.0%0 0.0% 0 0 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%

3

42.9%

57.1%

0.0%

0.0%

Figure 1. Average Responses (Principals)

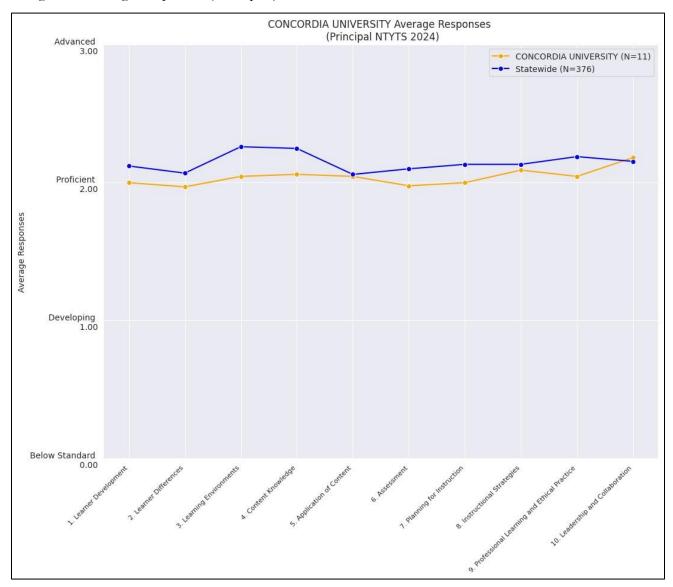


Figure 2. Average Responses (Teachers)

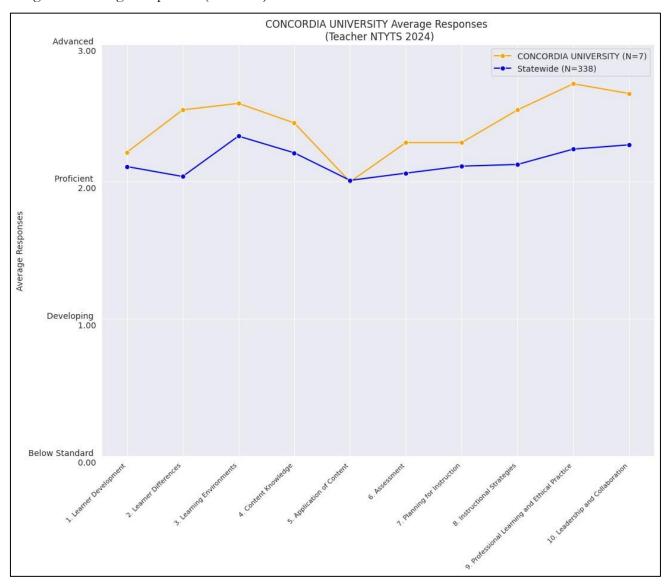


Figure 3. Average Responses by Endorsement Type (Principals)

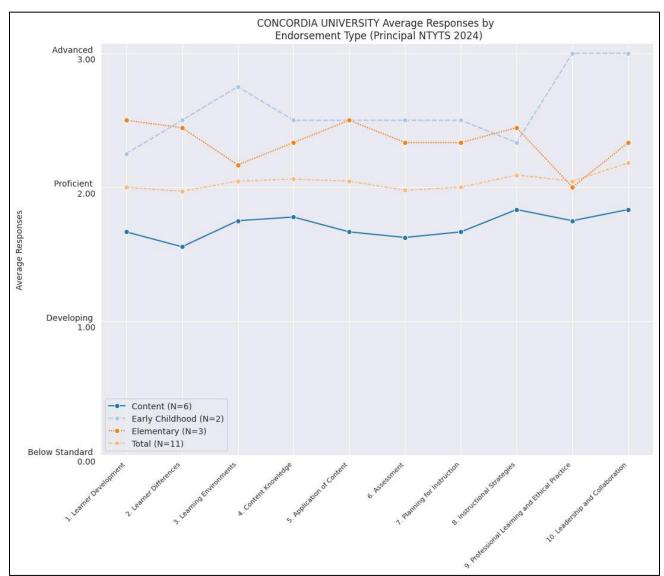


Figure 4. Average Responses by Endorsement Type (Teachers)

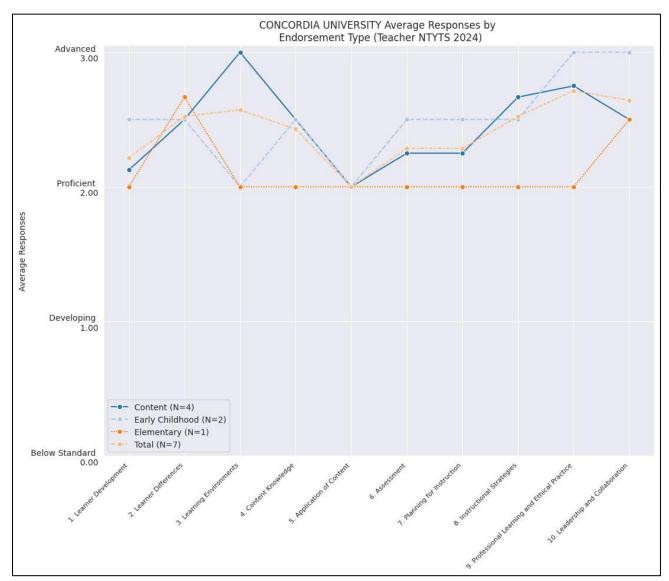


Table 4. Impact on Student Learning (Principals)

	Highly Effective	Moderately Effective	Somewhat Effective	Ineffective
Based upon the				
performance of this third-				
year teacher, how would	3	6	2	0
you rate his/her impact on				
student learning?				

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?	4	3	0	0

Table 6. Continuing Employment Responses (Principals)

	YES	NO
Would you consider this		
teacher effectively prepared	10	1
for continuing employment	10	1
in your district?		

Table 7. Preparedness Responses (Teachers)

	YES	NO
Do you believe you were prepared to be an effective third-year teacher?	7	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 compelte 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 programatic improvements.

Participation Levels for Each Advanced Program for Completer/Employer Satisfaction

Advanced Programs Year 2 Follow-Up Satisfaction Survey Participation Rates						
(Completers & Employers)						
Graduation Year	2021		2022		2023	
	Compl	Employ	Compl	Employ	Compl	Employ
Advanced Programs	eters	ers	eters	ers	eters	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 had1/6 (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)

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

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

Key:

Very Satisfied = 3

Satisfied = 2

Dissatisfied = 1

Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching	2021	2022	2023
strategies for young children (NDE: Content - (Knowledge) and Application CAEP A.1.1 Applications of Data Literacy)			
Completers	3.00	3.00	No Data
	(N = 1)	(N = 3)	
Employers	No Data	3.00	No Data
		(N = 1)	
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)	2021	2022	2023
Completers	3.00	2.67	No Data

	(N = 1)	(N = 3)	
Employers	No Doto	3.00	No Data
	No Data	(N = 1)	
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)	2021	2022	2023
Completers	N/A	2.67	No Data
	(N = 1)	(N = 3)	No Data
Employers	No Data	3.00	No Data
		(N = 1)	NO Data
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)	2021	2022	2023
Completers	3.00	3.00	No Data
	(N = 1)	(N = 3)	
Employers	No Data	3.00 (N = 1)	No Data
Knowing and understanding effective strategies and tools for early education, including appropriate uses	2021	2022	2023

of technology — 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)	2.00	2.00	
Completers	2.00 (N = 1)	3.00 (N = 3)	No Data
Employers	No Data	N/A (N = 1)	No Data
Knowing about and upholding ethical standards and other early childhood professional guidelines – (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
Integrating knowledgeable, reflective, and critical perspectives on early education – (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	3.00	Ne Deta
	(N = 1)	(N = 3)	No Data

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

<u>Early Childhood Special Education Completer and Employer Satisfaction (Year 2 Follow-Up Data)</u>

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

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)	2021	2022	2023
Completers	No	No	2.00
·	Completers	Completers	(N = 1)
Employers	No	No	No Data
. ,	Completers	Completers	
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)	2021	2022	2023

Completers	No Completers	No Completers	2.00
	Completers	Completers	(N = 1)
Employers	No Completers	No Completers	No Data
Specialized knowledge in at least one developmental period or one particular area of disability or delay.— 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	No	2.00
	Completers	Completers	(N = 1)
Employers	No Completers	No Completers	No Data
Incorporate and evaluate the use of universal design and assistive technology in programs and Services 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

Knowing about and upholding ethical standards and other early childhood professional guidelines — (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	No	2.00
	Completers	Completers	(N = 1)
Employers	No Completers	No Completers	No Data
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 — (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 Completers	No Completers	2.00 (N = 1)
Employers	No Completers	No Completers	No Data
Overall, do you perceive that your preparation in the Early Childhood Special Education program at	2021	2022	2023

Concordia to be relevant to your responsibilities in your job?			
Completers	No Completers	No Completers	Yes – 100% (N = 1)
Do you perceive that your preparation was effective?	2021	2022	2023
Completers	No	No	Yes – 100%
	Completers	Completers	(N = 1)
What professional advances or opportunities has completion of this program provided?	No Completers	No Completers	 Additional endorsement or licensure in the area of Concordia program Increase in salary

<u>Principal (Educational Administration) Completer and Employer Satisfaction (Year 2 Follow-Up Data)</u>

Completer: How satisfied are you with Concordia's Educational Administration (Principal) program in the following areas?

Employer: How satisfied are you with the graduate of Concordia's Educational Administration (Principal) program in the following areas?

Key:

Very Satisfied = 3

Satisfied = 2

Dissatisfied = 1

Not Observed/No Opinion = N/A

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. (NDE: Content - (Knowledge) and Application CAEP A.1.1 Applications of Data Literacy) NELP Standard: C6.2	2021	2022	2023
Completers	3.00	2.60	2.00
	(N = 1)	(N = 5)	(N = 1)
Employers	N/A	2.33 (N = 3)	N/A
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. (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) NELP Standard: C4.3	2021	2022	2023
Completers	3.00	2.80	2.00
	(N = 1)	(N = 5)	(N = 1)
Employers	N/A	2.33 (N = 3)	N/A
understand and demonstrate the capacity to collaboratively evaluate,	2021	2022	2023

improvement, and student success 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)			2020
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	2021	2022	2023
Employers	N/A	2.33 (N = 3)	N/A
Completers	3.00 (N = 1)	2.60 (N = 5)	2.00 (N = 1)
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) NELP Standard: C4.4			

Employers	N/A	2.67	N/A
Linployers	14/7	(N = 3)	N/A
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.)	2021	2022	2023
Completers	3.00	2.80	2.00
	(N = 1)	(N = 5)	(N = 1)
Employers	N/A	2.67 (N = 3)	N/A
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.) NELP Standard: C2.2	2021	2022	2023

Completers	3.00	2.80	2.00
	(N = 1)	(N = 5)	(N = 1)
Employers	N/A	2.67 (N = 3)	N/A
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.) NELP Standard: C23	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
Overall, do you perceive that your preparation in the Educational Administration program at Concordia to be relevant to your responsibilities in your job?	2021	2022	2023
Completers	Yes – 100% (N = 1)	Yes - 100% (N = 5)	Yes – 100% (N = 1)

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

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

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

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)	2021	2022	2023
Completers	No Data	2.00	2.67
		(N = 1)	(N = 3)
Employers	N/A	N/A	N/A
			(N = 1)
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)	2021	2022	2023
Completers	No Data	2.00	2.67
		(N = 1)	(N = 3)

Employers	N/A	N/A	3.00 (N = 1)
Determining language and content learning goals based on assessment data. (NDE: Content - (Knowledge) and Application CAEP A.1.1 Applications of Data Literacy)	2021	2022	2023
Completers	No Data	2.00	2.67
		(N = 1)	(N = 3)
Employers	N/A	N/A	3.00
			(N = 1)
Knowledge of research and theories of cultural and linguistic diversity and equity that promote academic and social language learning for 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)	2021	2022	2023
Completers	No Data	3.00 (N = 1)	2.67 (N = 3)
	21/2		_
Employers	N/A	N/A	N/A
			(N = 1)
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	2021	2022	2023

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) Completers	No Data	3.00	2.67
3337		(N = 1)	(N = 3)
Employers	N/A	N/A	N/A (N = 1)
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)	2021	2022	2023
Completers	No Data	3.00 (N = 1)	2.67 (N = 3)
Employers	N/A	N/A	N/A (N = 1)
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.	2021	2022	2023

(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	No Data	3.00 (N = 1)	3.00 (N = 3)
Employers	N/A	N/A	N/A (N = 1)
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. (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 Data	3.00 (N = 1)	2.67 (N = 3)
Employers	N/A	N/A	N/A (N = 1)
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	2021	2022	2023

No Data	2.00	2.67
	(N = 1)	(N = 3)
N/A	N/A	N/A
		(N = 1)
2021	2022	2023
No Data	3.00	3.00
	(N = 1)	(N = 3)
N/A	N/A	3.00
		(N = 1)
2021	2022	2023
No Data	3.00	3.00
	(N = 1)	(N = 3)
N/A	N/A	3.00
	N/A 2021 No Data 2021 No Data	(N = 1) N/A 2021 2022 No Data 3.00 (N = 1) N/A 2022 No Data 3.00 (N = 1)

			(N = 1)
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.)	2021	2022	2023
Completers	No Data	3.00	3.00
		(N = 1)	(N = 3)
Employers	N/A	N/A	3.00
			(N = 1)
Overall, do you perceive that your preparation in the English Second Language program at Concordia to be relevant to your responsibilities in your job?	2021	2022	2023
Completers	No Data	Yes - 100% (N = 1)	Yes - 100% (N = 3)
Do you perceive that your preparation was effective?	2021	2022	2023
Completers	No Data	Yes - 100% (N = 1)	Yes - 100% (N = 3)
What professional advances or opportunities has completion of this program provided?	No Data	Additional endorsement or licensure in the area of	Additional endorsement or licensure in the area of

(Concordia	Concordia
4	orogram	program
		Additional
		endorsement
		or licensure in
		the area of
		Concordia
		program
		Additional
		endorsement
		or licensure in
		the area of
		Concordia
		program
		Application for
		a new position
		at same or
		different
		employer

Instructional Technology Leadership Completer and Employer Satisfaction (Year 2 Follow-Up Data)

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

Setting professional learning goals to explore and applying pedagogical			
approaches made possible by			
technology and reflecting on their	2021	2022	2023
effectiveness. (NDE: Content - (Knowledge) and			
Application CAEP A.1.1 Applications of Data Literacy)			
Completers	No	2.00	No Data
•	Completers	(2)	
		(N = 1)	
Employers	No	2.00	No Data
	Completers	/NI 4\	
	•	(N = 1)	
Exploring instructional design			
principles to create innovative digital			
learning environments that engage	2021	2022	2023
and support learning. (NDE: Content -			
(Knowledge) and Application CAEP A.1.1 Applications of Data Literacy)			
Completers	No	3.00	No Data
-	Completers	(2)	
		(N=1)	
	Completers	(N = 1)	

Employers	No Completers	N/A (N = 1)	No Data
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)	2021	2022	2023
Completers	No	2.00	No Data
	Completers	(N = 1)	
Employers	No	2.00	No Data
	Completers	(N = 1)	
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)	2021	2022	2023
Completers	No	2.00	No Data
·	Completers	(N = 1)	
Employers	No	N/A	No Data
	Completers	(N = 1)	
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	2021	2022	2023

Employment of data analysis and evidence to develop			
supportive school environment)			
Completers	No	2.00	No Data
	Completers	(N = 1)	
Employers	No	2.00	No Data
	Completers	(N = 1)	
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)	2021	2022	2023
Completers	No	2.00	
	Completers	(N = 1)	
Employers	No	N/A	
	Completers	(N = 1)	
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)	2021	2022	2023
Completers	No	2.00	No Data
	Completers	(N = 1)	
Employers	No	N/A	No Data
	Completers	(N = 1)	

Exploring instructional design principles to create innovative digital learning environments that engage and support 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)	2021	2022	2023
Completers	No Completers	2.00 (N = 1)	No Data
Employers	No Completers	N / A (N = 1)	No Data
Applying instructional design principles to create innovative digital learning environments that engage and support 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)	2021	2022	2023
Completers	No Completers	2.00 (N = 1)	No Data
Employers	No Completers	N / A (N = 1)	No Data
Using technology to design 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	2021	2022	2023

appropriate applications of appropriate technology			
for their field of specialization)			
Completers	No	2.00	No Data
Completers	Completers	(N = 1)	
Employers	No	2.00	No Data
	Completers	(N = 1)	
Using technology to implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to	2024	2022	2022
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)	2021	2022	2023
Completers	No Completers	2.00 (N = 1)	No Data
Fundame	No	2.00	No Data
Employers	Completers	(N = 1)	
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.)	2021	2022	2023
Completers	No	2.00	No Data
	Completers	(N = 1)	

Employers	No	2.00	No Data
	Completers	(N = 1)	
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.)	2021	2022	2023
Completers	No	3.00	No Data
	Completers	(N = 1)	
Employers	No	N/A	No Data
	Completers	(N = 1)	
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.)	2021	2022	2023
Completers	No Completers	3.00 (N = 1)	No Data
Employers	No Completers	N / A (N = 1)	No Data
Overall, do you perceive that your preparation in the Instructional Technology Leadership program at	2021	2022	2023

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

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

Completer: How satisfied are you with Literacy/Reading Specialist program in the following areas?

Employer: How satisfied are you with the graduate of Concordia's Literacy/Reading Specialist program in the following areas?

Key:

Very Satisfied = 3

Satisfied = 2

Dissatisfied = 1

	-		
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)	2021	2022	2023
Completers	2.00	1.00	3.00
	(N = 2)	(N = 1)	(N = 2)
Employers	No Data	3.00	2.50
		(N = 1)	(N = 2)
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	2021	2022	2023

their relationships with other aspects of literacy (NDE: Content - (Knowledge) and Application CAEP A.1.1 Applications of Data Literacy)			
Completers	2.00	1.00	3.00
	(N = 2)	(N = 1)	(N = 2)
Employers	No Data	3.00	2.00
		(N = 1)	(N = 2)
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. (NDE: Content - (Knowledge) and Application CAEP A.1.1 Applications of Data Literacy)	2021	2022	2023
Completers	2.00	2.00	3.00
	(N = 2)	(N = 1)	(N = 2)
Employers	No Data	3.00	2.00
		(N = 1)	(N = 2)
demonstrate knowledge of the historical and evidence-based foundations related to the role of the reading/literacy specialist. (NDE: Content - (Knowledge) and Application CAEP A.1.1 Applications of Data Literacy)	2021	2022	2023

Completers	2.00	2.00	3.00
	(N = 2)	(N = 1)	(N = 2)
Employers	No Data	3.00	2.00
		(N = 1)	(N = 2)
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)	2021	2022	2023
Completers	2.00	2.00	3.00
	(N = 2)	(N = 1)	(N = 2)
Employers	No Data	3.00	2.50
		(N = 1)	(N = 2)
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)	2021	2022	2023

Completers	2.00	2.00	3.00
	(N = 2)	(N = 1)	(N = 2)
Employers	No Data	3.00	3.00
		(N = 1)	(N = 2)
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)	2021	2022	2023
Completers	2.50	2.00	3.00
	(N = 2)	(N = 1)	(N = 2)
Employers	No Data	3.00	2.00
		(N = 1)	(N = 2)
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)	2021	2022	2023

Completers	2.50	2.00	2.50
	(N = 2)	(N = 1)	(N = 2)
Employers	No Data	3.00	2.00
		(N = 1)	(N = 2)
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)	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)
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)	2021	2022	2023

Completers	2.00	2.00	3.00
	(N = 2)	(N = 1)	(N = 2)
Employers	No Data	3.00	2.00
Employers		(N = 1)	(N = 2)
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)	2021	2022	2023
Completers	1.50	2.00	3.00
Completers	(N = 2)	(N = 1)	(N = 2)
Employers	No Data	3.00	2.00
Linployers		(N = 1)	(N = 2)
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.)	2021	2022	2023
Completers	2.00	2.00	3.00
	(N = 2)	(N = 1)	(N = 2)
Employers	No Data	3.00	2.00
		(N = 1)	(N = 2)

2021	2022	2023
2.00	2.00	3.00
(N = 2)	(N = 1)	(N = 2)
No Data	3.00	3.00
	(N = 1)	(N = 2)
2021	2022	2023
Yes – 100%	Yes - 100%	Yes - 100%
(N = 2)	(N = 1)	(N = 2)
2021	2022	2023
Yes – 100%	Yes - 100%	Yes - 100%
(N = 2)	(N = 1)	(N = 2)
Additional	Additional	Employment in
endorsement or licensure in the area of	endorsement or licensure in the area of	area of Concordia program
	2.00 (N = 2) No Data 2021 Yes - 100% (N = 2) 2021 Yes - 100% (N = 2) Additional endorsement or licensure in	2.00

	Concordia program, Increase in salary Salary bonus	Concordia program, Increase in salary	Advancement in position (promotion, employment trajectory) Increase in salary Application for a new position at same or different employer
--	--	--	--

School Counseling Completer and Employer Satisfaction (Year 2 Follow-Up Data)

Completer: How satisfied are you with Concordia's School Counseling program in the following areas?

Employer: How satisfied are you with the graduate of Concordia's School Counseling program in the following areas?

Key:

Very Satisfied = 3

Satisfied = 2

Dissatisfied = 1

Not Observed/No Opinion = N/A

Create systemic change through the implementation of a comprehensive	2021	2022	2023
school counseling program. (ASCA B-PF 9	2021	2022	2023
NDE Content, CAEP A.1.1 Standard 3.1, 5.1, 5.3)			
Completers	No Data	2.50	No Data
		(N = 2)	
Employers	No Data	N/A	No Data
		(N = 1)	
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,	2021	2022	2023
CAEP A.1.1. SPA Standard 3)			
Completers	No Data	3.00	No Data
		(N = 2)	
		(N = 2)	

Employers	No Data	3.00 (N = 1)	No Data
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	2021	2022	2023
Completers	No Data	2.50	No Data
		(N = 2)	
Employers	No Data	3.00	No Data
		(N = 1)	
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	2021	2022	2023
Completers	No Data	2.50	No Data
		(N = 2)	
Employers	No Data	3.00	No Data
		(N = 1)	
Assess and report program goals and student data. (ASCA B-PE 5. NDE Content, CAEP A.1.1 SPA 3.3)	2021	2022	2023
Completers	No Data	2.50	No Data

		(N = 2)	
Employers	No Data	3.00	No Data
		(N = 1)	
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)	2021	2022	2023
Completers	No Data	2.50	No Data
		(N = 2)	
Employers	No Data	2.00	No Data
		(N = 1)	
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)	2021	2022	2023
Completers	No Data	2.50 (N = 2)	No Data
Employers	No Data	3.00 (N = 2)	No Data
Demonstrate Leadership through the development and implementation of a comprehensive school counseling program. (ASCA B-PF 7, NDE	2021	2022	2023

Loornor/Loorning Environments CAED A 1.1			
Learner/Learning Environments, CAEP A.1.1 ASCA Standards 4.1, 5.1, 5.2, 5.3			
Completers	No Data	2.50	No Data
		(N = 2)	
		, ,	
Employers	No Data	2.00	No Data
		(N = 1)	
Identify gaps in achievement,			
attendance, discipline, opportunity			
and resources. (ASCA B-PE 2, NDE	2021	2022	2023
Learner/Learning Environments, CAEP A.1.1 ASCA Standard 4, 5.2, 5.3			
7.007.0tanaara 4, 0.2, 0.0			
Completers	No Data	2.50	No Data
		(N = 2)	
Employers	No Data	2.00	No Data
. ,		(N = 1)	
Develop Annual student outcome			
goals based on student data.(ASCA B-PE			
3, CAEP A.1.1 SPA Standard 3.NDE	2021	2022	2023
Learner/Learning Environments, CAEP A.1.1 ASCA Standard 5.1, 5.2, 5.3)			
		2.50	No Doto
Completers	No Data	2.50	No Data
		(N = 2)	
Employers	No Data	3.00	No Data
, ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		(N = 1)	
		(14 - 1)	
Apply developmental, learning,			
counseling and education theories.	2021	2022	2023
counseling and education theories. (ASCA B-PF 1, NDE Instructional Practices, CAEP A.1.1; ASCA Standard 7.1)	2021	2022	2023

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

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

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

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

Do you perceive that your preparation was effective?	2021	2022	2023
Completers	No Data	Yes - 100% (N = 2)	No Data
What professional advances or opportunities has completion of this program provided?	No Data	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	No Data

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

Completer: How satisfied are you with the Special Education program in the following areas?

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

Key:

Very Satisfied = 3

Satisfied = 2

Dissatisfied = 1

Not Observed/No Opinion = N/A

Using valid and reliable assessment practices to minimize bias. (NDE: Content - (Knowledge) and Application CAEP A.1.1 Applications of Data Literacy)	2021	2022	2023
Completers	No	2.00	No Data
•	Completers	(N = 1)	
Employers	No		No Data
	Completers		
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)	2021	2022	2023
Completers	No Completers	2.00 (N = 1)	No Data
Employers	No Completers	N/A	No Data

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)	2021	2022	2023
Completers	No Completers	2.00 (N = 1)	No Data
Employers	No Completers	N/A	No Data
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)	2021	2022	2023
Completers	No Completers	2.00 (N = 1)	No Data
Employers	No Completers	N/A	No Data
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	2021	2022	2023

appropriate technology for their field of			
specialization)			
Completers	No	2.00	No Data
•	Completers	(N = 1)	
Employers	No	N/A	No Data
	Completers		
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,	2021	2022	2023
Planning for Instruction, and Instructional Practices. CAEP A.1.1 Supporting appropriate applications of appropriate technology for their field of specialization)			
Commisters	No	2.00	No Data
Completers	Completers	(N = 1)	
Employers	No Completers	N/A	No Data
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	2021	2022	2023
Instructional Practices. CAEP A.1.1 Supporting appropriate applications of appropriate technology for their field of specialization)			
Completers	No Completers	N/A (N = 1)	No Data

Employers	No Completers	N/A	No Data
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. (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	2.00	No Data
	Completers	(N = 1)	
Employers	No Completers	N/A	No Data
Modeling respect for all individuals and facilitating ethical professional practices. (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 Completers	2.00 (N = 1)	No Data
Employers	No Completers	N/A	No Data
Promoting respect for all individuals and facilitating ethical professional practice. (NDE: Professional Responsibility and Overall Proficiency – (Professional Learning and	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
Overall, do you perceive that your preparation in the Literacy/Reading Specialist program at Concordia to be relevant to your responsibilities in your job?	2021	2022	2023
Completers	No Completers	Yes – 100% (N = 1)	No Data
Do you perceive that your preparation was effective?	2021	2022	2023
Completers	No Completers	Yes – 100% (N = 1)	No Data
What professional advances or		Advancement	

Measure 3 Initial: Candidate Competency at Completion

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.

	"		Φ	N	E-CF	E	N	E-CF	PΕ			NE-	CPE			NE-CPE			
Endorsement	ter		Rat	Lea	rner/	Lrng	С	onte	nt	Ir	nstru	ctior	nal Pr	actic	e:e	Pro	fessi	onal	
And Year	nple		ass		Env		Kn	owle	dge							Responsibility			
	V Completers	PΑ	Prxs Pass Rate	1	2	3	4	5.1	5.2	6.1	6.2	7	8.1	8.2	8.3	9	10.	10.	
		9															1	2	
Early Childho					1	I			1		ı	T	T						
2023-24	5	3.74	100	3.20	3.00	3.2	3.2	2.6	2.8	3	3	3	2.4	2.8	3.4	3.8	3.6	3.4	
Early Childho	od :	Supp	lem	enta	ι														
2023-24	6	3.75	NA	3	3	3.33	3.17	3.17	3.16	2.83	3	3	2.83	3.17	3.5	3.67	3.33	3.33	
Elementary																			
2023-24	23	3.77	95	3.52	3.30	3.61	3.65	3.30	3.48	3.30	3.35	3.57	3.22	3.52	3.65	3.91	3.70	3.61	
ESL PK-12																			
2023-24	<5	3.72	NA	4	3.5	4	3.5	3.5	3.5	3.5	4	3.5	3.5	3.5	3.5	4	3.5	3.5	
Middle Level																			
2023-24	6	3.77	100	3.83	3.67	3.5	3.67	3.5	3.33	3.67	3.5	3.5	3.83	3.67	3.67	3.83	3.5	3.33	
Special Educa	atio	n (all	levels	s)															
2023-24	6	3.35	100	3.5	3.33	3.5	3.5	3	3	3.17	3.33	3.5	2.83	3.17	3.67	3.83	3.83	3.33	
Special Educa	atio	n K-6	3																
2023-24	<5	3.58	100	4	3.67	4	4	3.67	3.67	3.33	3.67	4	3.33	3.67	4	4	3.67	3.67	
Special Educa																			
2023-24		2.90		3	3	3	3	2.5	2.5	3	3	3	2.5	3	3.5	3.5	4	3	
Secondary & I																			
2023-24	23	3.63	87	3.52	3.48	3.61	3.57	3.48	3.43	3.39	3.39	3.52	3.39	3.35	3.52	3.70	3.52	3.39	
Art PK-12																			
2023-24	<5	3.52	66	3.67	3.33	4	3.33	3	3.33	3.33	3.33	4	3.33	3.33	3.33	3.67	3	3	
BMIT																			
2023-24	<5	3.71	100	3.5	3.5	3.5	3.5	3	3	3	3	3.5	3.5	3.5	3.5	3.5	3.5	3.5	
English Langu																			
2023-24	<5	3.65	66	3.33	3.67	3	3	3.33	3.33	3	3	3	3.33	3	3	3.33	3.33	3	
Music PK-12 F																			
2023-24	5	3.84	100	3.8	3.6	4	3.8	3.6	3.6	3.6	3.6	3.6	3.2	3.4	4	4	3.6	3.6	
Physical Educ						,													
2023-24	5	3.45	100	3.6	3.6	3.6	4	3.6	3.8	3.4	3.6	3.8	3.6	3.6	3.6	3.8	3.8	3.6	
Religious Edu	cat	ion P	PK-12	2															
2023-24	<5	l	NA	۱ ۵	3	3	4	4	4	4	4	3	3	3	3	4	4	3	

Endorsement And Year	je.		Pass Rate		E-CF rner/ Env	_	С	E-CF onte				NE-CPE Professional Responsibility						
	N Comp	GPA	Prxs P	1	2	3	4	5.1	5.2	6.1	6.2	7	8.1	8.2	8.3	9	10. 1	10. 2
Secondary En	glis	sh																
2023-24	<5	3.90	100	3.5	3.5	3.5	4	4	4	4	4	3.5	3.5	3.5	3.5	4	4	3.5
Social Scienc	Social Science Field									·								
2023-24	<5	3.40	66	3	3	3.33	3	3.67	2.67	3.33	3	3	3.33	3	3.33	3.33	3.33	3.33

Measure 3 Advanced: Candidate Competency at Completion

GPA at completion is report for Advanced Program completers.

Advanced Program	Academic	Number of	Mean
	Year	Completers	Completer
			GPA at
			Completion
Early Childhood	2023-2024	11	3.88
Early Childhood Special Education	2023-2024	Less than 5	3.85
Principal	2023-2024	27	3.89
English as a Second Language	2023-2024	22	3.98
Instructional Technology Leadership	2023-2024	9	3.90
Literacy	2023-2024	16	3.87
School Counseling	2023-2024	15	3.87
Special Education	2023-2024	Less than 5	3.6

Measure 4 Initial: Ability of Completers to be Hired

Number of Initial Completers	54
Number whose status 6 months after graduation is known	49
Knowledge Rate	91%
Employed Full Time (Aligned with Preparation):	46 (94%)
Employed Part-Time (Aligned with Preparation)	1 (2%)
Participating in a Volunteer or Service Program:	0
Enrolled in Continuing Education	2 (4%)
Employed Full Time (aligned with preparation) or pursuing continuing education	49 (98%)
Seeking Employment	0
Not Seeking Employment or Continuing Education	0

Measure 4 Advanced: Ability of Completers to be Hired

What professional advances or opportunities has completion of this program provided?	Early Childhood	No Data Reported
	Early Childhood SPED	 Additional endorsement or licensure in the area of Concordia program Increase in salary
	Principal	Increase in salary
	ESL	 Additional endorsement or licensure in the area of Concordia program (x 3) Application for a new position at same or different employer
	ITL	No Data Reported
	Literacy	 Employment in area of Concordia program Advancement in position (promotion, employment trajectory) Increase in salary Application for a new position at same or different employer
	School Counseling	No Data Reported
	Special Education	No Data Reported