



AAQEP Annual Report for 2024

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

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

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

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

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

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

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

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

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

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

Public Posting URL

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

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

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2023-2024

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (12 months ending 05/24)	Number of Completers in most recently completed academic year (12 months ending 05/24)
<i>Programs that lead to initial teaching credentials</i>			
Elementary Education (B.S)	Elementary Education K-6	288	89
Elementary Education (B.S)	School Librarian PK-12	0	0
Early Childhood Inclusive (B.S)	Early Childhood Inclusive	89	31
Elementary/Special Education (B.S.)	Special Education K-6	20	5
Secondary Education (B.S.)	Art PK-12	40	8
Secondary Education (B.S.)	Business, Marketing & Information Technology 6-12	9	0
Secondary Education (B.S.)	Biology 7-12	6	1
Secondary Education (B.S.)	Chemistry 7-12	3	3
Secondary English (B.S.)	English Language Arts 7-12	39	12
Secondary Education (B.S.)	French 7-12	1	0
Secondary Education (B.S.)	German 7-12	0	0
Secondary Education (B.S.)	Health 7-12	11	3
Secondary Education (B.S.)	Mathematics 6-12	26	7
Secondary Education (B.S.)	Middle Grades- Language Arts 4-9	3	1

Secondary Education (B.S.)	Middle Grades- Math 4-9	12	4
Secondary Education (B.S.)	Middle Grades- Science 4-9	7	3
Secondary Education (B.S.)	Middle Grades- Social Science 4-9	6	2
Secondary Education (B.S.)	Music PK-12	23	8
Secondary Education (B.S.)	Physics 7-12	1	0
Secondary Education (B.S.)	Physical Education 7-12	11	3
Secondary Education (B.S.)	Physical Education PK-12	40	5
Secondary Education (B.S.)	Science 7-12	13	4
Secondary Education (B.S.)	Secondary English 7-12	13	4
Secondary Education (B.S.)	Social Science 7-12	85	24
Secondary Education (B.S.)	Spanish 7-12	16	1
Secondary Special Education (B.S.)	Special Education 7-12	17	7
Endorsement added to another major	Deaf/Hard of Hearing PK - 6	2	1
	Deaf/Hard of Hearing 7-12	7	0
	Special Education K-6 (dual endorsement)	33	11
	Special Education 7-12 (dual endorsement)	0	0
Supplemental Endorsements- Added to another endorsement program	Adaptive PE PK -12	0	0
	Coaching 7-12	14	0
	Early Childhood Education PK-3	57	28
	English as a Second Language PK-6	45	16
	English as a Second Language 7-12	27	7
	Information Technology PK -12	1	0
	Work-Based Learning 9-12	0	0

Special Education (M.S.)	Special Education K-6	4	2
Special Education (M.S)	Special Education 7-12	7	1
Post-Bac Initial Certification Programs	Elementary Education K-6	24	8
	Special Education	11	3
Total for programs that lead to initial credentials		955	300
Unduplicated total of all program candidates and completers		754	242

Added or Discontinued Programs

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

Discontinued: The Deaf/Hard of Hearing endorsement is being discontinued. The one student currently enrolled in the Deaf/Hard of Hearing program will complete their program by May 2025. The Adaptive PE supplemental endorsement has also been discontinued due to no enrollment and upcoming changes to the Nebraska Department of Education endorsement guidelines.

Added: Initial Special Education certification at the graduate level was added with the first candidates (N = 3) completing in May 2024.

3. Program Performance Indicators

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

Table 2. Program Performance Indicators

A. **Total enrollment** in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.

754

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

242

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

300

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

Degree Completed 2023-2024	Completion Cohort N	Graduated in 100% Time N (4 years)	Graduated in 150% Time N (6 years)	Graduation Rate % (4 years)	Graduation Rate % (6 years)	Overall Graduation Rate in 6 years
Early Childhood Inclusive (BS)	30	20	9	67%	30%	97%
Elementary Education (BS)	104	72	26	69%	25%	94%
Elementary/Special Education (BS)	12	6	3	50%	25%	75%
Secondary Education (BS)	67	37	21	55%	31%	87%
Secondary Special Education	5	4	0	80%	0%	80%
OVERALL	218	139	59	64%	27%	91%

The expected degree completion rate is four years with many students employed during their educator preparation program and completing within 5-6 years. The completion rates in the table above indicate that elementary special education followed by secondary education students have the most years to completion and secondary special education followed by elementary education had the shortest time to completion.

Overall, 64% of students completed their program in four years and 91% completed within six years. This data is reviewed as we continue to examine programs for program improvements.

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

Programs with Praxis II Content Exams completers are listed below from the 2024 Title II Report with results for tests provided by ETS for tests with 10 or more completers. All exams had a pass rate above 80% with an overall pass rate of 91% for all 2022-2023 completers.

Praxis II Content Exam	Number Passed	Total Number	UNO Pass Rate
Art (5134)	11	12	92%
Biology (0235)	*	5	*
Business (5101)	*	2	*
Deaf/Hard of Hearing (5272)	*	4	*
Education of Young Children (5024)	9	10	90%
Elementary Education (5017)	82	83	99%
English Language Arts (5039)	19	20	95%
French (5174)	*	1	*
General Science (0435)	*	5	*
Health Education (5551)	*	2	*
Mathematics (5165)	*	6	*
Mathematics Content Knowledge (5161)	*	2	*
Music (5114)	13	13	100%
Physical Education (5091)	*	6	*
Physics (5265)	*	1	*
Special Education (5364)	16	16	100%
Social Studies (0081)	16	16	100%
Spanish (5195)	*	5	*
Overall	192	211	91%

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

First Year Teacher Survey. The 2024 Nebraska First-Year Teacher Survey, conducted by the Nebraska Department of Education (NDE), gathered insights from new teachers across 16 institutions, including the University of Nebraska at Omaha (UNO). The survey assessed the preparedness of first-year teachers using the InTASC Model Core Teaching Standards as a framework.

Results specific to UNO completers are discussed throughout the report. Distributed electronically, the survey achieved a 48% response rate for UNO completers. Notably, 90% of respondents reported feeling effectively prepared for their teaching roles, highlighting the strength of their preparation programs.

Third Year Teacher Survey. The 2024 Nebraska Third-Year Teacher Survey, conducted by NDE, evaluated the effectiveness of third-year teachers who completed their preparation programs at Nebraska educator preparation institutions. The survey achieved a 53% response rate for UNO and revealed that 95.8% of respondents felt adequately prepared to be effective educators. Teachers also assessed their impact on student learning, with the majority rating their performance as either "Highly Effective" or "Moderately Effective."

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

First Year Teacher Survey by Principals. The 2024 Nebraska First-Year Teacher Survey, conducted by NDE, included responses from principals, achieving a 56% response rate. Of the 81 principals surveyed, 79 (98%) indicated that the first-year teachers were adequately prepared for continued employment.

Third Year Teacher Survey by Principals. The 2024 Nebraska Third-Year Teacher Survey, conducted by NDE, evaluated the effectiveness of third-year teachers who completed preparation programs at Nebraska educator preparation institutions. Distributed electronically, the survey achieved a 49% response rate from principals. All responding principals agreed that their third-year teachers were well-prepared for continued employment in their districts. Principals also assessed the teachers' impact on student learning, with the majority rating their performance as "Highly Effective" or "Moderately Effective."

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

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

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

Based on a review of the Nebraska Department of Education Personnel Roster as the main data source in conjunction with the exit survey, we were able to determine that approximately 71% of 2022-2023 cohort were hired for the 2023-2024 school year.

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

4. Candidate Academic Performance Indicators

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

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

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Lesson Plan Assessment	80% of Candidates will be at Target on each of the 10 items.	<p>Elementary and Secondary candidates in their methods courses were evaluated using a common lesson plan assessment during the 2023-2024 academic year, marking the second year of its implementation. Results indicate that 80% or more of candidates achieved a "Target" rating on four key areas across both semesters: <i>Anticipatory Set, Content Standards, Instructional Alignment, and Learning/Classroom Environment.</i></p> <p>Two areas, <i>Closure and Teaching and Learning Sequence</i>, did not meet the 80% threshold in either Fall 2023 or Spring 2024, highlighting opportunities for further improvement.</p> <p>The remaining assessment items had one semester where scores fell below the 80% threshold, as detailed in the accompanying data table.</p>

		<p>Notably, there was a significant (+20%) improvement in scores for <i>Culturally Responsive Teaching</i> from Fall 2023 to Spring 2024. Conversely, there was a slight decline (-7%) in scores for <i>Anticipatory Set</i> over the same period. These trends provide insight into areas of success and those requiring continued focus.</p> <table border="1" data-bbox="848 383 1850 894"> <thead> <tr> <th data-bbox="848 383 1505 492">Item</th> <th data-bbox="1505 383 1675 492">Fall 2023 N = 47</th> <th data-bbox="1675 383 1850 492">Spring 2024 N = 161</th> </tr> </thead> <tbody> <tr> <td data-bbox="848 492 1505 529">1. Anticipatory Set</td> <td data-bbox="1505 492 1675 529">87%</td> <td data-bbox="1675 492 1850 529">80%</td> </tr> <tr> <td data-bbox="848 529 1505 566">2. Assessment</td> <td data-bbox="1505 529 1675 566">83%</td> <td data-bbox="1675 529 1850 566">78%</td> </tr> <tr> <td data-bbox="848 566 1505 604">3. Closure</td> <td data-bbox="1505 566 1675 604">68%</td> <td data-bbox="1675 566 1850 604">77%</td> </tr> <tr> <td data-bbox="848 604 1505 641">4. Content Standards</td> <td data-bbox="1505 604 1675 641">89%</td> <td data-bbox="1675 604 1850 641">93%</td> </tr> <tr> <td data-bbox="848 641 1505 678">5. Culturally Responsive Teaching</td> <td data-bbox="1505 641 1675 678">60%</td> <td data-bbox="1675 641 1850 678">80%</td> </tr> <tr> <td data-bbox="848 678 1505 716">6. Differentiation</td> <td data-bbox="1505 678 1675 716">74%</td> <td data-bbox="1675 678 1850 716">87%</td> </tr> <tr> <td data-bbox="848 716 1505 753">7. Instructional Alignment</td> <td data-bbox="1505 716 1675 753">81%</td> <td data-bbox="1675 716 1850 753">83%</td> </tr> <tr> <td data-bbox="848 753 1505 790">8. Learning / Classroom Environment</td> <td data-bbox="1505 753 1675 790">94%</td> <td data-bbox="1675 753 1850 790">90%</td> </tr> <tr> <td data-bbox="848 790 1505 828">9. Performance Objective</td> <td data-bbox="1505 790 1675 828">74%</td> <td data-bbox="1675 790 1850 828">86%</td> </tr> <tr> <td data-bbox="848 828 1505 865">10. Teaching and Learning Sequence</td> <td data-bbox="1505 828 1675 865">57%</td> <td data-bbox="1675 828 1850 865">70%</td> </tr> </tbody> </table> <p data-bbox="848 894 1194 922"><i>*Percentage of all EPP at Target</i></p>	Item	Fall 2023 N = 47	Spring 2024 N = 161	1. Anticipatory Set	87%	80%	2. Assessment	83%	78%	3. Closure	68%	77%	4. Content Standards	89%	93%	5. Culturally Responsive Teaching	60%	80%	6. Differentiation	74%	87%	7. Instructional Alignment	81%	83%	8. Learning / Classroom Environment	94%	90%	9. Performance Objective	74%	86%	10. Teaching and Learning Sequence	57%	70%
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Strategies Project	90% of Candidates are rated at Target for each of the 10 items.	<p>The Strategies Project is completed during the clinical practice semester.</p> <p>The data highlights a trend of strong and consistent performance across most categories. The few declines are relatively minor with the -4% decrease in technology for communicating assessment results as one category to monitor.</p> <p>The improvement in using assessments to engage learners is a positive sign, indicating an enhanced focus on student involvement in the assessment process, which can have a significant impact on learning outcomes.</p>																																	

			Fall 2023 N = 82	Spring 2024 N = 149
		Strategies Project Item		
		1. Instruction to support content	96%	96%
		2. Instruction to engage learners	95%	95%
		3. Assessment for planning and instruction	88%	89%
		4. Research-supported instruction	96%	96%
		5. Technology-supported learning	99%	99%
		6. Assessment to measure learner progress	90%	89%
		7. Assessment to monitor & engage learners	88%	92%
		8. Research-supported assessment	93%	94%
		9. Technology to monitor student learning	88%	88%
		10. Technology to communicate assessment results	96%	92%
		<i>*Percentage of all EPP at Target</i>		
Clinical Experience Final Assessment	90% of Candidates are rated Proficient or Advanced as assessed by Mentor Teacher and University Supervisor.	<p>The table below demonstrates that over 90% of 2023-2024 candidates were rated at Proficient or higher by both Mentor Teachers (MT) and University Supervisors (US) across the 15-item assessment with Mentor Teacher ratings scores relatively lower in Fall 2023 than Spring 2024.</p> <p>Both mentor teachers' and university supervisors' scores are consistently high, demonstrating a general trend of stability. The areas where performance slightly declined or remained flat are relatively few. The consistent high evaluations suggest that both mentor teachers and university supervisors observed strong teaching performances throughout both terms, with a focus on ongoing improvement.</p>		

	Fall 2023 N = 82		Spring 2024 N = 149	
	MT	US	MT	US
1. Learner Development	95%	100%	98%	99%
2. Learner Differences	91%	99%	98%	100%
3. Learning Environment	92%	97%	94%	97%
4. Content Knowledge	99%	100%	99%	99%
5. Application of Content- Critical Thinking	96%	97%	97%	98%
6. Application of Content- Literacy & Comm Skills	100%	99%	98%	99%
7. Uses Classroom Assessment	91%	96%	98%	98%
8. Assesses for Learning	92%	95%	97%	98%
9. Plan for Instruction	94%	96%	98%	97%
10. Incorporates Digital Tools	94%	92%	98%	98%
11. Research-Based Instructional Strategies	94%	96%	95%	99%
12. Uses Engagement to Enhance Learning	91%	95%	96%	99%
13. Accepts Critique	97%	97%	96%	99%
14. Professional demeanor	99%	97%	96%	96%
15. Professional communication	96%	96%	96%	98%

**Percentage of all EPP at Proficient or Advanced*

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

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation									
NDE 1 st Year Completer Survey	80% of Completers rate themselves as Proficient or Advanced across the 10 standards	<p>The 2024 NDE First-Year Teacher survey of 2023-2024 completers was completed by 25 Elementary teachers and 39 Secondary Content teachers. Response rates for other areas were less than 5 (Early Childhood = 2; Middle Grades = 0; Special Education = 4). The survey had a 48% response rate.</p> <p>Over 80% of Elementary first year teachers rated themselves as Proficient or Advanced on all 10 standards which meets the criteria for success. Reviewing the data for each of the 10 standards shows that Standard 1: Learner Development, Standard 7: Planning for Instruction, and Standard 10: Leadership and Collaboration are the highest rated standards, and while standard 5: Application of Content is the lowest rated at 80%; this meets the criteria for success; however, there may be opportunities for improvement.</p> <p>Over 80% of Secondary content first year teachers rated themselves as Proficient or Advanced which meets the criteria for success. While all items were identified as strengths, the highest ratings were in the following areas. Reviewing the data for each of the 10 standards shows that Standard 3: Learning Environments, Standard 6: Assessment, Standard 9: Professional Learning and Ethical Practice and Standard 10: Leadership and Collaboration are the highest rated standards, and while standard 5: Application of Content is the lowest rated at 85%; this meets the criteria for success; however, there may be opportunities for improvement.</p> <p>Across Elementary and Secondary Content Teachers, Standard 5 was a relative weakness and an area to monitor and discuss at program meetings.</p> <table border="1" data-bbox="1005 1248 1732 1398"> <thead> <tr> <th data-bbox="1005 1248 1421 1320">Standard</th> <th data-bbox="1425 1248 1589 1320">Elementary N = 25</th> <th data-bbox="1593 1248 1732 1320">Content N = 39</th> </tr> </thead> <tbody> <tr> <td data-bbox="1005 1323 1421 1359">1: Learner Development</td> <td data-bbox="1425 1323 1589 1359">94%</td> <td data-bbox="1593 1323 1732 1359">90%</td> </tr> <tr> <td data-bbox="1005 1362 1421 1398">2: Learning Differences</td> <td data-bbox="1425 1362 1589 1398">85%</td> <td data-bbox="1593 1362 1732 1398">87%</td> </tr> </tbody> </table>	Standard	Elementary N = 25	Content N = 39	1: Learner Development	94%	90%	2: Learning Differences	85%	87%
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NDE 1 st Year Principal Survey	80% of Principals rate completers as Proficient or Advanced on the 10 standards	<p>The 2024 NDE First-Year Teacher survey by principals of 2023-2024 completers was completed by 27 Elementary teachers and 48 Secondary Content teachers. Response rates for other areas were less than 5 (Early Childhood = 2; Middles Grades = 0; Special Education = 4). The survey had a 56% response rate.</p> <p>The ratings of Principals of Elementary first year teachers met the criteria of 80% Proficient or Advanced for the following standards: 1: Learner Development, 3: Learning Environments, 9: Professional Learning and Ethical Practice, and 10: Leadership and Collaboration. The other standards were rated at 70-79% at Proficient or Advanced with the following standards at 70%: 2: Learning Differences, 5: Application of Content, and 6: Assessment.</p> <p>The ratings of Principals of Secondary Content Teachers met the criteria of 80% Proficient or Advanced on seven standards with the following as the highest rated (87-88% proficient or advanced): 1: Learner Development, 4: Content Knowledge, 7: Planning for Instruction, and 10: Leadership and Collaboration. Principals rated completers below 80% proficient or advanced on three standards which were rated 74-78%: 2: Learning Differences, 5: Application of Content, and 6: Assessment.</p> <table border="1"> <thead> <tr> <th>Standard</th> <th>Elementary N = 27</th> <th>Content N = 38</th> </tr> </thead> <tbody> <tr> <td>1: Learner Development</td> <td>87%</td> <td>88%</td> </tr> </tbody> </table>	Standard	Elementary N = 27	Content N = 38	1: Learner Development	87%	88%																		
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NDE 3 rd Year Completer Survey	80% of Completers rate themselves as Proficient or Advanced across the 10 standards	<p>The 2024 NDE Third-Year Teacher survey of completers was completed by 23 Elementary teachers and 20 Secondary Content teachers. Response rates for other areas were less than 5 (Early Childhood = 4; Middles Grades = 0; Special Education = 2). The survey had a 53% response rate.</p> <p>Ratings across the 10 standards were high, with over 90% of Elementary teachers rating themselves as Proficient or Advanced on all standards. The highest rated standard was 9: Professional Learning and Ethical Practices and the second highest was 1: Learner Development.</p> <p>Third year secondary content teachers rated all standards at 80% Proficient or Advanced except Standard 5: Assessment which was 68% Proficient or Advanced. Five standards were rated 90% or higher Proficient or Advanced with Standard 9: Professional Learning and Ethical Practice rated the highest.</p> <table border="1"> <thead> <tr> <th>Standard</th> <th>Elementary N = 23</th> <th>Content N = 20</th> </tr> </thead> <tbody> <tr><td>1: Learner Development</td><td>98%</td><td>90%</td></tr> <tr><td>2: Learning Differences</td><td>94%</td><td>90%</td></tr> <tr><td>3: Learning Environments</td><td>96%</td><td>85%</td></tr> <tr><td>4: Content Knowledge</td><td>96%</td><td>83%</td></tr> <tr><td>5: Application of Content</td><td>96%</td><td>68%</td></tr> <tr><td>6: Assessment</td><td>94%</td><td>90%</td></tr> </tbody> </table>	Standard	Elementary N = 23	Content N = 20	1: Learner Development	98%	90%	2: Learning Differences	94%	90%	3: Learning Environments	96%	85%	4: Content Knowledge	96%	83%	5: Application of Content	96%	68%	6: Assessment	94%	90%						
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NDE 3 rd year Principal Survey	80% of Principals rate completers as Proficient or Advanced on the 10 standards	<p>The 2024 NDE Third-Year Teacher survey by principals was completed for 19 Elementary teachers and 14 Secondary Content teachers. Response rates for other areas were less than 5 (Early Childhood = 6; Middles Grades = 2; Special Education = 2) with an overall 49% response rate.</p> <p>Ratings across the 10 standards were very high with principals rating Elementary teachers as meeting the criteria for success of 80% Proficient or Advanced on all standards. The highest rated standard was 10: Leadership and Collaboration. Two standards that were relatively lower were Standard 5: Application of Content (84%) and Standard 3: Learning Environments (89%).</p> <p>Principals of third year secondary Content teachers rated all standards above 90% Proficient or Advanced.</p> <table border="1"> <thead> <tr> <th>Standard</th> <th>Elementary N = 19</th> <th>Content N = 14</th> </tr> </thead> <tbody> <tr> <td>1: Learner Development</td> <td>95%</td> <td>96%</td> </tr> <tr> <td>2: Learning Differences</td> <td>95%</td> <td>98%</td> </tr> <tr> <td>3: Learning Environments</td> <td>89%</td> <td>96%</td> </tr> <tr> <td>4: Content Knowledge</td> <td>93%</td> <td>100%</td> </tr> <tr> <td>5: Application of Content</td> <td>84%</td> <td>93%</td> </tr> <tr> <td>6: Assessment</td> <td>91%</td> <td>98%</td> </tr> <tr> <td>7: Planning for Instruction</td> <td>92%</td> <td>96%</td> </tr> <tr> <td>8: Instructional Strategies</td> <td>95%</td> <td>98%</td> </tr> <tr> <td>9: Prof. Learning and Ethical</td> <td>95%</td> <td>93%</td> </tr> <tr> <td>10: Leadership & Collaboration</td> <td>97%</td> <td>100%</td> </tr> </tbody> </table> <p><i>*Percentage of all EPP at Proficient or Advanced</i></p>	Standard	Elementary N = 19	Content N = 14	1: Learner Development	95%	96%	2: Learning Differences	95%	98%	3: Learning Environments	89%	96%	4: Content Knowledge	93%	100%	5: Application of Content	84%	93%	6: Assessment	91%	98%	7: Planning for Instruction	92%	96%	8: Instructional Strategies	95%	98%	9: Prof. Learning and Ethical	95%	93%	10: Leadership & Collaboration	97%	100%
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5. Notes on Progress, Accomplishment, and Innovation

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

Progress

Noteworthy progress has been made in key assessment implementation, interdisciplinary programming discussions, and collaborative improvements to educator preparation curricula. Key assessments have been primarily moved to Canvas Outcomes with data continuing to be reviewed and analyzed annually by program interest holders. Data gathered from multiple sources, exit surveys, notes from student meetings with academic advisors, community member feedback, and key assessments were used in revisions to the elementary education and early childhood inclusive programs.

Faculty actively participated in the Nebraska Educator Shortage Summit and subsequent workforce development meetings. These collaborative discussions were instrumental in shaping flexible pathways for elementary education and early childhood inclusive programs.

The CEHHS Dean and Associate Deans convened with CEHHS Student Organization leaders, fostering a platform for feedback on programming, processes, and innovative student engagement ideas. In Spring 2024, this collaboration led to the planning of a college-specific student organization fair.

Accomplishments

There are many notable accomplishments of the UNO initial certification programs during 2024.

- **STEM Trail Center Opening:** The UNO STEM Trail Center launched its opening in Roskens Hall in Summer 2024 as a multi-college initiative involving Arts and Sciences, Information Science and Technology, and the College of Education, Health, and Human Sciences.
- **Flexible Classroom Spaces:** In Fall 2024, a UNO vendor donated flexible furniture for a classroom. This space exemplifies Universal Design for Learning principles and provides students with an innovative model for classroom arrangement. Faculty received training in Fall 2024 to explore the educational impact of flexible learning environments.
- **Expanded Study Abroad Opportunities:** International learning experiences were broadened, including a Summer 2024 study abroad program in Kenya and planned programs for January 2025 in Puerto Rico and Costa Rica. Additionally, a Cultural Literacy program in Uzbekistan is scheduled for Summer 2025.

- **Recruitment and Retention:** Efforts to strengthen partnerships and attract diverse talent include:
 - **Future Teachers of Color Summit:** In 2024, the Teacher Education faculty hosted the third annual summit, engaging approximately 60 high school students in a two-day event featuring keynote speakers, panel discussions, and networking opportunities.
 - **Recruitment Events:** CEHHS advisors and faculty actively participated in events such as Be a Mav Days, Education Academies in Omaha metro high schools, local high school career fairs, the Goodrich Futures Fair with middle school students, the UNO Educators Rising Expo, and Admitted Student Day.

Innovation

- **Para to Teacher/Professional Pathways:** During 2024, new initial certification pathways in elementary education and early childhood inclusive have been developed. This collaborative program development has included educational preparation leaders, faculty, advisors, and field experience specialists. Program development also included students, P-12 school leaders, and community members.
- **CEHHS Ambassadors:** Launched in Fall 2024, this program introduced seven peer ambassadors to mentor students in areas such as time management and organizational skills. Ambassadors also support Educators Rising, recruitment initiatives, and other college events.
- **Teacher Scholar Academy (TSA):** The fifth TSA cohort, consisting of 21 scholars, began in Fall 2024. TSA provides cohort-based programming, scholarship funding, and professional development opportunities, including study abroad. For cohorts 4 and 5, an innovative partnership with Omaha Public Schools ensures scholars a guaranteed teaching position within the district.
- **Curriculum Enhancements:** Revisions to elementary education and early childhood inclusive programs are part of the professional pathways, however, will also be implemented for all students in the next academic catalog. These revisions have been based on input from students, faculty P-12 leaders, and community members. Data from the exit survey, first and third year surveys, and advising notes has been used throughout the process.
- **Special Education Certification:** The graduate-level Initial Special Education certification program, launched in 2022, saw its first cohort complete in 2024. This program received a Nebraska Department of Education Teacher Apprenticeship Grant to fund four additional graduate-level special education certification teachers starting in Summer 2025.