

Program Information Early Childhood Education PK-3

Welcome/Introduction

Welcome to this presentation of our Early Childhood Education (PK-3) endorsement program at Peru State College. Peru State is Nebraska's oldest and the third teacher education institution west of the Missouri River. The College is committed to excellence in providing educators to the teaching profession who are reflective practitioners and thus wise decision-makers. There are three academic Schools at Peru State (Education, Professional Studies, and Arts & Sciences), and each houses teacher education program degree options. While the degree options themselves are administered by each respective Dean of the School, the School of Education oversees the organization, coordination, and admission/completion checkpoints for all programs that lead to initial teacher certification.

Finding the Catalog

Follow this link to the [Peru State College Catalogs](#).

Trouble Shooting Navigational Programs

If you have problems with the links or navigation through this site, contact [Dr. Dwayne Chism](#) (phone [402-872-2244](#)) or [Ms. Rachel Crook](#) (phone [402-872-2244](#)) during working hours. After working hours contact us via email, which we will check regularly in the evening hours.

Section 1: Contextual and Endorsement Information

1a. Contextual

The EPP is focused on developing exemplary professionals dedicated to excellence in teaching and learning in the state of Nebraska and beyond. A strong emphasis is placed on a commitment to a culture of evidence that embeds, creates, and informs relevant coursework in content and pedagogy with diverse field experiences and mutually beneficial P-12 school and community partnerships to support the continual growth of Teacher Candidates. At Peru State College, our mission is based upon the premise that each person has unique potential to be enhanced by his or her educational experiences. Therefore, as an EPP we acknowledge our role in this enhancement, and our own responsibility to be reflective practitioners: persons grounded in a knowledge of the past, respectful and cognizant of the present cultural context in which we live, and highly aware of a future that requires adaptability and critical thinking skills. Our conceptual framework has long acknowledged the belief that our teacher candidates should be wise decision-makers.

An inclusive PSC Teacher Education Committee oversees all teacher education endorsements, and makes recommendations to Faculty Senate to ensure compliance of teacher education programs and assessment activities with state and federal regulations, and with accreditation organizations.

1b. Standards for Admission, Retention, Transition, and Completion of the Program

A checklist is provided to candidates enrolled in educator preparation programs at the initial level that provides basic information about assessment in teacher education. The checklist also provides a quick reference as to the transition points for candidates as they make their way through their academic programs. The checklist is made available in several education courses, such as Educ 209 *Teacher Education Orientation*, and can also be found in the Teacher Education Handbook. The checklist is divided into the 5 (five) transition points that have been identified by the School of Education for initial programs. The checklist is a guide for the candidates - a summary of the stages at which they transition through the program. Please note that the summary list in table format for each section does not imply sequence or a connection between the two columns.

Step 1: Entry into Peru State College

Peru State College admits all graduates of accredited Nebraska high schools and qualified out-of-state students. The philosophy of the College is that each person is entitled to the opportunity to succeed at the collegiate level. All who have the ability and the willingness to work will have an excellent chance to succeed at Peru State College. Advisors are assigned to all students who gain entry into the college. Candidates in secondary content areas are assigned advisors in their content fields. The secondary advisors work with the faculty from the School of Education for advising. Candidates enrolling in academic areas within the School of Education have, as their primary advisors, faculty from the School of Education.

Transfer students work with the Office of Student Records to have their transcripts evaluated for general studies program requirements. If the student is enrolling as a teacher education major, the Dean of the School of Education may also evaluate the transcripts. Following the evaluation, the candidate is assigned to an advisor in the major. Transfer students who have completed an Associate of Arts or Associate of Science degree (from an accredited institution) are given credit for the general studies requirements at PSC and will focus on the requirements for their chosen majors.

Step 2: Admission to Teacher Education

Candidates seeking admission to teacher education at PSC are required to meet standards based upon the minimum requirements established by the Nebraska Department of Education. These standards can be found in Rule 20 and include the following: standardized basic skills proficiency (Praxis I or CORE), faculty recommendations, biographical information and signed statements of fitness, successful completion of college/university course work with at least a 2.75 cumulative grade point average on a four-point scale, and background check.

In addition, School of Education faculty have established additional requirements for candidates wishing to enroll in restricted/upper level teacher education courses that require admission to the teacher education program. First, candidates are required to successfully complete (grade of C or higher) a set of core courses prior to enrolling in the upper-level restricted courses. The courses required are a composition course; math course; Educ 208 *Teacher Education: Principles & Practicum*; Educ 209 *Teacher Education Orientation*, Educ 255 *Differentiated Instruction for Diverse Learners*; Psyc 250 *Human Growth and Development*; and SpEd 200 *Introduction to Special Education*. As a requirement in the

Educ 208 course, candidates engage in a 20 hour practicum that provides them with an opportunity to observe in a classroom setting in the appropriate major. The goal is to have this practicum take place early in a candidate's academic career.

In addition to specific coursework, candidates must successfully interview with two faculty members at Peru State College, which is documented by interview forms that are submitted directly to the School of Education by the interviewers. Candidates cannot have more than one disposition deficiency form submitted on their behalf, which documents behaviors or attitudes that do not reflect the PSC Professional Dispositions for teacher education. Candidates must also successfully pass a Background Check that is completed by OneSource. Finally, candidates are required to possess minimum scores (Reading 156 Math 150 Writing 162) on the Praxis Core Academic Skills for Educators.

Once all criteria for admission have been met, the Teacher Education Committee (TEC) reviews all applicants and formally approves or denies all applicants for admission to teacher education.

Step 3: Admission to Student Teaching

Prior to admission to the student-teaching semester, candidates are required to enroll in and successfully complete the required courses for their specific endorsement, which we refer to as content knowledge coursework. At the completion of all content knowledge courses, the candidate must have at least a 2.75/4.0 GPA for this subset of courses, with no coursework below a grade of C. Candidates need a 3.0/4.0 content GPA in order to be admitted to student teaching.

In addition, all candidates must complete the upper level restricted teacher education core courses and practica. These courses are designed to provide much of the pedagogical content and practice required in the teacher education program. Candidates are evaluated on a regular basis in their courses and in their practica. Assessment measures for primary course-based projects are consistent from course to course and from instructor to instructor. For some of the courses, a required LiveText assignment exists that all students must complete as part of the course. These projects are submitted and assessed within LiveText, a web-based data management system, and may also be included within the candidates' standards-based electronic portfolios to represent their development of the competencies/outcomes outlined in the conceptual framework.

As part of Educ 400 Professional and Collaborative Practices, which all candidates complete immediately prior to the student teaching semester, the candidate's LiveText portfolio is assessed. The candidates must have successfully completed all pages of the portfolio, which includes a Welcome and Autobiography, Statement of Philosophy, a Resume, and at least five artifacts that represent the candidate's knowledge, skills, and professional dispositions and are aligned to the standards established in the Conceptual Framework. In order to be admitted to student teaching, a candidate must receive a score of 80% or higher, based on the portfolio rubric.

Candidates seeking to student teach must complete an application for student teaching. The application consists of several components that are reviewed by faculty advisors, the Dean of the School of Education, and the Director of Field Experiences. These components include an application form, resume,

a series of completed essay questions, and an updated degree audit progress sheet. Once all criteria for admission to student teaching have been met, the candidate completes a second Background Check by OneSource no more than 60 days prior to the beginning of the student teaching experience.

Step 4: Application for Graduation

Candidates submit their applications for graduation as part of their application for student teaching, so that their ability to meet all requirements for the degree is evaluated prior to the beginning of the student teaching semester. Both the Director of Field Experiences and the Office of Student Records audit each candidate’s program to ensure that they have met, or are on track for meeting, all degree requirements.

During the student-teaching semester, the cooperating teacher and the college supervisor assess the student teacher using both formative and summative evaluation instruments. The primary evaluation instrument for the student-teaching experience is the Nebraska Clinical Practice Rubric, which includes 15 specific competencies aligned to InTASC standards. Should a candidate receive a rating of 2 out of 4 for more than half of the categories on the midterm evaluations, a remediation plan is developed to assist the candidate in improving his/her knowledge, skills and dispositions. At the end of the student teaching experience, the candidate must receive a 2.75/4.0 mean rating on the final evaluation from his/her cooperating teacher(s) and college supervisor to receive credit for the experience.

In addition to the student teaching experience, each candidate must complete Educ 420 Student Teaching Seminar, which is the only course expected to be taken concurrent with student teaching. Within this course, each candidate completes the Instructional Analysis Project to demonstrate ability to positively impact student learning. Once all requirements for the degree program are met, the candidate is approved for graduation.

Step 5: Teacher Certification

The final step for candidates completing degree and/or endorsement requirements is to make formal application for certification. Candidates must have completed all degrees and/or endorsement requirements as determined by the Dean of the School of Education and the Director of Records and Institutional Research (the Registrar). Candidates must also submit Praxis II scores for the respective endorsement(s) they are completing for certification. Once all requirements are met, the degree and/or endorsement is posted on the candidate’s transcripts, indicating that certification can be approved. The candidates are encouraged to begin the application process for certification prior to graduation. To meet state standards, candidates who have not been living in Nebraska for 5 (five) years have to be fingerprinted. The Certification Officer works with candidates to complete the requirements for application for certification.

**1b. Rule 20-Table 004.06-2
Requirements for Program Admission and Progression**

Admission to Peru State College	Admission to School of Education	Admission to Student Teaching Institutional Criteria	Program Completion
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Institutional Criteria	Teacher Education Program Institutional Criteria		Institutional Criteria
Submission of PSC Application	Submission of Teacher Education Application	Submission of application and related materials	Submission of application for Teacher Certification
Submission of high school and college transcripts (if applicable)	Completion of 42 credits of coursework	Retention in Teacher Education	Retention in Teacher Education
Submission of official ACT/SAT test scores	Cumulative GPA 2.75 or higher	Completion of all content coursework for major (endorsement)	Completion of all coursework required for program/degree and state certification
Submission of Medical Records form	Passing Scores for Praxis Core Academic Skills Exam: Reading: 156 Math: 150 Writing: 162	Completion of Education Core coursework (with data from course-based assessments collected and analyzed through LiveText)	Completion of Surveys <ul style="list-style-type: none"> • TE exit survey • CS Survey • CT Survey
Submission of Financial Aid documentation	Completion of pre-admission coursework (grade of C or higher): <ul style="list-style-type: none"> • English Composition course • Math College Level course • PSYC 250 Human Growth & Dev • EDUC 208 Foundations & Principles • EDUC 209 TE Orientation & Practicum • EDUC 255 Differentiated Instruction for Diverse Learners • SPED 200 Intro to Special Education 	Content knowledge GPA 3.0 or higher Cumulative GPA 2.75 or higher	Successful completion of student teaching and seminar coursework (minimum 2.75/4.0 mean score) Passing scores on the Formative Observation Form and the Summative NE Clinical Practice Evaluation Rubric
	Faculty Panel Interview (EDUC 208/209 course)	Completion of Candidate Portfolio (80% minimum score) (EDUC 400)	Completion of Praxis II Subject Content exam(s) for state certification
	Less than two Educator Disposition Assessment notices	Purchase NSEA liability Insurance	

	Successful background check	Successful background check	
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1c. Field Experiences

Candidates completing this program are required to complete a minimum of 100 practicum hours prior to the student teaching experience. These hours are completed as part of program requirements and include a 20 hour practicum completed with Educ 208 Teacher Education: Principles and Practicum and 80 additional hours completed within Educ 312 K-12 Practicum. A minimum of 40 hours of Educ 312 is completed in an ethnically diverse placement. The student teaching experience itself lasts 16 weeks, or 80 days, and is completed during the final semester of the program. All K-12 candidates either complete a full placement with a K-12 cooperating teacher or two 8-week split placements to ensure experience at both the elementary and secondary levels.

Follow this link to the [005.03-1 Field Experience by Initial Certification](#)

1d. Enrollment & Completion Information

Academic Year	Bac	Post Bac	Alternate Route	Masters	Ed. Specialist	Ph.D.
2019 - 2020	7	0	0	0	0	0
2020 - 2021	6	0	0	0	0	0

1e. Advising Program Sheet

Follow this link to the [Early Childhood Education \(PK-3\) Supplemental Endorsement](#)
 Follow this link to the [Peru State College Catalogs](#).

1f. Rule 20 Matrix

Follow this link to the [Rule 20 Matrix](#)

SECTION 2: Endorsement program Key Assessment and Related Data

Artifact 1: Summary of Key Assessments & Findings Table

Name of Assessment used for the following areas:		Type or Form of Assessment	Brief Description of Assessment, including indicated information obtained from Assessment	When Assessment is Administered
1	Content-Praxis II or GPA	GPA and national exam for content	GPA is computed using grades from all courses required for major/endorsement; Praxis II is national exam	GPA - admission to Student Teaching; Praxis II end of program
	GPA and Praxis Subject Area Assessment			
	Content - Knowledge			

2	Nebraska Clinical Experience Evaluation	Performance Assessment	Evaluation instrument evaluates student teachers using competencies directly aligned to InTASC standards	During Student Teaching
3	Learner/Learning Environments	Performance Assessment	Evaluation instrument evaluates student teachers using competencies directly aligned to InTASC standards	During Student Teaching
	Nebraska Clinical Experience Evaluation			
4	Instructional Practices - Knowledge	Performance Assessment	Evaluation instrument evaluates student teachers using competencies directly aligned to InTASC standards	During Student Teaching
	Nebraska Clinical Experience Evaluation			
5	Instructional Practices - Effectiveness	Performance Assessment	Project requires candidates to plan and implement a unit of instruction and analyze the results of instruction related to student learning	During Student Teaching
	Instructional Analysis Project			
6	Professional Responsibility	Performance Assessment	Evaluation instrument evaluates student teachers using competencies directly aligned to InTASC standards	During Student Teaching
	Nebraska Clinical Experience Evaluation			
7	Overall Proficiency	Survey	Survey collects perceptions of employers of first year graduates related to InTASC standards/competencies.	End of first year of teaching
	Nebraska Department of Education Employer Survey			
8	Optional Assessment			

Artifact 2: Data Related to Program Endorsement Key Assessments by Level

(Content Knowledge)

Below are the mean scores of student grade point averages by endorsement. GPA scores for the EPP are on a 4-point scale.

GPA by Endorsement

Endorsement	2019-2020	2020-2021
Early Childhood Education	(7) 3.8	(6) 3.91

Peru State College- Content Praxis II Means Scores by Endorsement

Endorsement	2019-2020	2020-2021	Passing Score
Early Childhood Education	N/A	N/A	160

Student Teacher Evaluation Data

- [Nebraska Clinical Evaluation 2019-2020 Disaggregated Data](#)
- [Nebraska Clinical Evaluation 2020-2021 Disaggregated Data](#)
- [Educator Disposition 2019-2020 Disaggregated Data](#)
- [Educator Disposition 2020-2021 Disaggregated Data](#)

Mean Ratings of InTASC Standards/Domains Items for all Teacher Candidates as Measured by Nebraska Clinical Practice Evaluation (NCPE)

Term/Year	N	The Learner and Learning InTASC 1,2,3	Content Knowledge InTASC 4,5	Instructional Practice InTASC 6,7,8	Professional Responsibility InTASC 9,10	InTASC Standards Grand Mean
2019-2021	15	3.06	3.11	3.01	3.49	3.17
2020-2021	15	3.44	3.41	3.36	3.61	3.46

(Learner/Learning Environments)

Student Teacher Evaluation Data

- [Nebraska Clinical Evaluation 2019-2020 Disaggregated Data](#)
- [Nebraska Clinical Evaluation 2020-2021 Disaggregated Data](#)
- [Educator Disposition 2019-2020 Disaggregated Data](#)
- [Educator Disposition 2020-2021 Disaggregated Data](#)

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2019-2021	15	3.06	3.11	3.01	3.49	3.17
2020-2021	15	3.44	3.41	3.36	3.61	3.46

(Instructional Practices- Knowledge)

Student Teacher Evaluation Data

- [Nebraska Clinical Evaluation 2019-2020 Disaggregated Data](#)
- [Nebraska Clinical Evaluation 2020-2021 Disaggregated Data](#)

- [Educator Disposition 2019-2020 Disaggregated Data](#)
- [Educator Disposition 2020-2021 Disaggregated Data](#)

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(Instructional Practices- Effectiveness)

- Follow this link to the [IAP Snapshot \(2019-2020\)](#)
- Follow this link to the [IAP Snapshot \(2020-2021\)](#)

(Professional Responsibility)

Student Teacher Evaluation Data

- [Nebraska Clinical Evaluation 2019-2020 Disaggregated Data](#)
- [Nebraska Clinical Evaluation 2020-2021 Disaggregated Data](#)
- [Educator Disposition 2019-2020 Disaggregated Data](#)
- [Educator Disposition 2020-2021 Disaggregated Data](#)

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Overall Proficiency

- Follow this link to the [Satisfaction of Employer](#)
- Follow this link to the [Satisfaction of Completers](#)
- Follow this link to the [First-Year Teacher Survey 2020](#)

- Follow this link to the [First-Year Teacher Survey 2021](#)
- Follow this link to the [Third-Year Teacher Survey 2020](#)
- Follow this link to the [Third-Year Teacher Survey 2021](#)

Section 2 Artifact 3

The data for this endorsement program is based on 13 Early Childhood Education (PK-3) completers. The data analysis completed for this two-year period (Fall 2019-Spring 2020 and Fall 2020-Spring 2021) indicates that candidates completing the Early Childhood Education (PK-3) supplemental endorsement are successfully demonstrating their knowledge, skills, and professional dispositions.

Although the Early Childhood Education (PK-3) Education endorsement is a supplemental program, that State does require program specific data for the folio review. The data for this endorsement program is based on seven completers in 2019-2020 and six completers in 2020-2021. In looking at the data of the teacher candidates and program completers who have engaged in the endorsement program, generally, teacher candidates have met or exceeded expectations within coursework, key assessments within the unit, and student teaching. The content knowledge GPA over the two-year review period is much higher than the minimum established 2.75 GPA required for admission to student teaching (Average of 3.8 in 19-20 and 3.91 in 20-21). The competencies related to content knowledge on the Nebraska Clinical Experience Evaluation demonstrated a strong knowledge of content across all competencies for the candidates who were assessed, with all means at 3.067/4.0 or higher. The area that received the lowest score (3.067) was application of content (engaging students in critical thinking and collaborative problem solving; develops literacy and communication skills through content) in 2019-2020. However, it is noted that the mean scores indicated proficiency and that the EPP added a SMART to further address application of content during its 2020-2021 Data Retreat. The results in 2020-2021 for students in this program increased from 2019-2020 to 3.44 (engaging students in critical thinking and collaborative problem solving) and 3.28 (develops literacy and communication skills through content). Additional data be monitored to further assess the trend.

For instructional practices, the average results of the competencies related to this area on the Nebraska Clinical Experience Evaluation overall reflect proficient to advanced skills across each of the competencies. The areas that received the lowest scores were incorporating digital tools into instruction and assessing for learning. Each area is being addressed in the EPPs SMART and the EPP has made changes to course syllabi and instructional approach to enhance each area for its candidates. All methods courses, starting in January 2020, had an Instructional Analysis Project built in. Furthermore, one of the School of Education goals for the 2019-2020 academic year was that all full-time faculty members integrate technology (for pre-K-12 learners) into their methods coursework expectations and that Teacher Candidates model application of effective

and appropriate technology integration into a minimum of one project. The results of the Instructional Analysis Project (Teacher Work Sample), which are based on the results for **all** completers included in this folio, reflect the ability of these candidates to effectively plan and implement a unit of instruction, assess students based on the outcomes that were established, and evaluate their instructional effectiveness through data analysis and reflection. It is observed by the EPP that the mean scores are beginning to show an upward trend (2019-2020 3.01, 2020-2021 3.36). This can be attributed to placing components of the IAP in all methods courses to help build earlier opportunities for exposure and practice. The EPP is further planning inter rater reliability training for faculty to ensure consistency in scoring.

Finally, for professional responsibility, the results of the competencies related to this area on the Nebraska Clinical Experience Evaluation reflect strong knowledge and skills across each of the competencies. The lowest mean score was 2019-2020 in the area of conveys professional demeanor (3.33/4.0). However, it is noted that the mean score is well in the proficiency range for its teacher candidates.

In summary, while the results of the Nebraska Department of Education first-year employer follow up survey for program completers are not disaggregated by program/endorsement, the overall results indicate that program completers from Peru State College are positively perceived in relation to the competencies included in the survey (which are aligned to the competencies included in the developed Nebraska Clinical Experience Evaluation). The overall results indicate that program completers from Peru State College are positively perceived in relation to the competencies included in the survey (which are aligned to the competencies included in the newly developed Nebraska Clinical Experience Evaluation). All averaged frequency means for Peru State completers were above proficiency during the review period. It is also of note that in the 2017-2020 Nebraska First and Third-Year Teacher Surveys, principals responded overwhelmingly that teachers who graduated from Peru State College were effectively prepared and would be retained by their respective school districts.

The EPP continues to leverage its annual Assessment and Planning Summit to learn about the effect of its program practices and to engage constituents in processes involving continuous improvement. The stakeholder groups invited to participate consist of fulltime education faculty, adjunct faculty, content area faculty, and education staff. During the summit, data and goals from the academic year are analyzed and used to inform future practices. The data assessed by the EPP to determine relative strengths and opportunities for growth are as follows: GPA (content knowledge), Praxis II (content exam for teacher certification), Nebraska Clinical Practice Evaluation (NCPE) (content knowledge, planning skills, instructional skills), Instructional Analysis Plan (impact on student learning during clinical practice), Nebraska Employer Survey (assessment of first-year teacher performance), and the Nebraska Third-Year Teacher Survey (completer impact on student learning). Also, key assessments are administered in all core education courses to extract data regarding course content and other educational experiences.

Section 3: Use of Related Data and Information for Continuous Program Improvement of Endorsement Program

In regard to data-driven changes that have been made to the Early Childhood (PK-3) program over the past few years as part of continuous improvement, data from the previous student teaching instrument were analyzed, as well as data from the Instructional Analysis Project, other course-based assessments, and follow up surveys from candidates and employers. In addition, updates to national standards also informed program changes. Recent changes made for this program that were informed through data analysis include:

Significant changes since last review

- Faculty developed new key assessments that better align with CAEP expectations.
- The Instructional Analysis Project (IAP) was revised to enhance the ability of teacher candidates and completers to assess instructional objectives, gather and analyze data, and make changes to instruction based on this information.
- The EPP implemented the Educators Disposition Assessment (EDA) system. Use of this system has formalized professional expectations of teacher candidates and has been an effective tool to help faculty, college supervisors, and cooperating teachers better communicate these expectations. Teacher candidates are introduced to the EDA system as early as freshmen and it is implemented in all core Education courses, at a minimum.
- The Early Childhood Education program was revised with input from partners.

Appendix A: Educator Disposition Assessment

Appendix B: Nebraska Clinical Practice Rubric

Appendix C: Clinical Observation Form (Formative Assessment)

Appendix D: IAP Part 1

Appendix E: IAP Part 2

Appendix F: IAP Part 3

Appendix G: IAP Part 4

Appendix H: IAP Assessment Plan Table