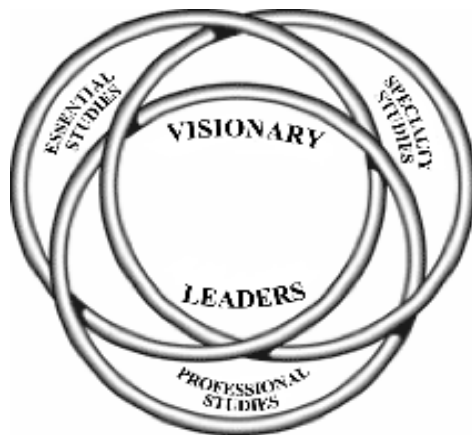


Student Teaching Handbook

**For Student Teachers, Cooperating Teachers
and College Supervisors**



**Chadron State College
Chadron, Nebraska**

2023-2024



Dear Cooperating Teachers and Administrators:

The Education Department faculty and staff at Chadron State College sincerely thank you for participating in our student teaching program. In doing so, you are providing an opportunity for beginning teachers to join you and your colleagues in the profession of teaching.

The service you provide is voluntary. No law or policy says you must serve as a cooperating school, however, the fact that you have accepted a student teacher reflects a true sense of dedication and commitment to the teaching profession. CSC is confident that through your guidance and leadership the student teacher will receive a realistic and meaningful experience.

This handbook was written by teachers who, like yourself, desire a guide to assist them while working with a student teacher. We hope you will find it helpful. Should you ever have questions about our program, please feel free to contact us:

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RATIONALE OF STUDENT TEACHING

Student teaching represents the culmination of practical experience in the teacher education program at Chadron State College (CSC). This immersive, full-time opportunity serves as the final step in the series of courses within the educator preparation program. According to research, student teaching holds immense significance in the journey towards becoming a teacher. It involves a semester-long, full-time commitment where college students transition into the role of professional educators, guided by experienced educators serving as college supervisors and cooperating teachers. Throughout this process, student teachers are placed in environments that facilitate the refinement of essential teaching skills while also fostering the acquisition of new perspectives and abilities. The college supervisors, who possess extensive teaching experience, play a crucial role in providing guidance and support.

The student teacher, college supervisor, and cooperating teacher collaborate as a team to determine the student teacher's progression throughout the experience. Establishing a partnership based on effective communication, honesty, and support is essential. Student teachers are expected to advance from the initial stages of the experience to the point where they assume full-time responsibilities as classroom teachers. Subsequently, at the conclusion of the student teaching period, the student teacher gradually relinquishes control of the classroom to the cooperating teacher.

Cooperation lies at the heart of the student teaching experience. All participants are required to exhibit professionalism, responsibility, and competence. Without the invaluable assistance of skilled teachers and schools, the development of effective educators would be impossible. Schools and their teachers generously provide the college and its student teachers with opportunities for training. As privileged guests in these schools, student teachers not only complement and expand student learning, but also welcome constructive criticism from other teachers and supervisors, recognizing it as a means to enhance their teaching skills. The fundamental role of all team members is to collaborate through continuous communication, aiming to support, enhance, and prepare the student teacher for a reflective professional career.

STUDENT TEACHING PLACEMENT REQUIREMENTS

- I. Student teaching placement procedures
 - A. During the first week of the semester **prior** to student teaching, the teacher candidate requests student teaching placement paperwork from the Project Coordinator
 1. Student teaching placement form
 - a. Give 3 choices of school districts where the candidate would like to try to get placed.
 2. Student teaching application
 - a. Personal information about teacher candidate for the school district.
 - B. Nebraska Department of Education requires student teaching full-time days.
 1. 14 weeks minimum for one field or subject endorsement.
 2. Longer for more than one endorsement.
 - a. 8 weeks minimum per subject endorsement.
 - b. 9 weeks minimum per field endorsement.
 3. Student teaching is a full-time position.
 - a. Strongly suggested that student teachers do not:
 - i. engage in additional employment.
 - ii. take additional courses.
 - iii. compete in collegiate athletics.
 - iv. coach
 4. If candidate fails to complete their student teaching
 - a. They will be pulled from the experience.
 - b. They will have one more chance to complete the student teaching experience at a later semester.
 - C. The candidate may request a specific school; however, placement in that school is **NOT** guaranteed.
 1. Placement depends upon the availability of a teacher who has at least the state-required three years teaching experience (including one year on site); plus, the willingness of the district superintendent, building administrator, and teacher to accept a student teacher from Chadron State College.
 - D. After the Project Coordinator has contacted a school district and has tentative approval to place a candidate, the Placement Request Form and the teacher candidate's Application Form are sent to the district, so that the administrator and the cooperating teacher(s) have a chance to review the background of the prospective student teacher and review placement requests.
 1. Teacher candidates may be asked to have a personal interview with district employees prior to placement.
 - E. If the school district decides that they would like to have this student teacher, they will notify the Project Coordinator and an official placement will be made.

1. Student teachers will visit the school district in the semester prior to placement.
- F. At this point, if anyone in the school district should decide that the candidate does not meet the district vision, the procedure starts again in another school district.
1. If the Project Coordinator runs out of districts in the teacher candidate's placement form, they will go back to the candidate for more school district choices.
- G. The Field Experience Office has sole responsibility for the placement of student teachers.
1. Candidates **will not** contact districts to make placement arrangements unless otherwise instructed to do so.

STUDENT TEACHING PLACEMENT RULES

- I. Placements for student teaching are made as a partnership between the school district and Chadron State College based on the request and acceptance procedure. Placements are agreed upon by both the school district and Chadron State College.
 - A. The student teacher will be placed under cooperating teachers who have the required experience and expertise in the student teacher's field of study. The State of Nebraska requires that cooperating teachers have at least 3 years of teaching experience, at least one year in their current teaching position and must be certified in the field/subject endorsement they are supervising in.
 - B. Students may go back to student teach in their home schools.
 - C. Student teachers cannot be placed with a family member who is a cooperating teacher or have their child as a classroom student. Personal relationships could interfere with objective evaluation of their student teaching experience.
 - D. Student teachers will not be allowed to fulfill their coaching **internship** during the same semester as their student teaching or to be a paid coach. If the student teacher volunteers as a coach, that is fine, but they must complete the student teaching duties of the day, and they may not leave early for coaching duties, including practices or away games. **Student teaching is always the priority.**
- II. Candidates will be placed in a school district located within a 150-mile radius of Chadron State College and within 100 miles of any of our regional sites (ask the Field Experience Office about possible "in-area" placements).
 - A. A fee will be assessed to student teacher's bill during the Student Teaching semester (EDUC 490 course) for the cost of supervision through their fee schedules.

- B. College supervisors will be found and assigned by the CSC Field Experience Office.
 - C. Candidates must show evidence of a \$1M liability insurance coverage.
- III. Candidates may choose to intern outside of the Chadron State College 150-mile supervision area (or 100 miles outside of one of our regional sites). The candidate will need to be prepared to meet the following:
- A. College supervisors will be found and assigned by the CSC Field Experience Office.
 - B. The candidate will sign a contract agreeing to pay the fee and mileage of the supervisor (**which could be anywhere from \$0 to \$2,000 or more**) for their student teaching supervision throughout the semester. Failure to pay these expenses by the end of the student teaching semester will be grounds to withhold the Student Teaching grade until payment is made.
 - C. These out of area placements may take longer than placements within the Chadron State College service area, since these school districts do not know Chadron State and our reputation for producing quality teaching candidates, so patience is needed for these placements.
- IV. All student teachers will follow the school district calendar during the Student Teaching experience. The student teacher will complete the experience on the dates specified by the Field Experiences Office.
- V. Student teacher will visit the cooperating school once placement has been made in the semester prior to student teaching.
- A. Visit administration and cooperating teachers.
 - B. Get Teacher Handbook to learn district policies prior to start date.
 - 1. Emergency procedures
 - a. Lockdown/lockout
 - b. Tornado
 - c. Fire drills
 - 2. School security requirements
 - 3. Technology use and requirements
 - 4. Use of school resources
 - 5. Access to student records
 - 6. Grading practices and policies
 - 7. System of communicating with parents
 - 8. Appropriate professional attire
 - 9. Reporting illnesses
 - 10. Supplying substitute teacher lesson plans

OVERVIEW OF STUDENT TEACHING

- I. Contact and meet with cooperating teacher in the few weeks **prior** to beginning of school regarding the following:
 - A. Help with getting classroom ready for the semester.
 - B. Plan class schedule
 1. Phase in
 2. Phase out
 3. How long for student teacher to take full instructional responsibility.
 4. How to transition back to regular classroom teacher.
 - C. Expectations that cooperating teacher has for student teacher in their classroom.
 - D. Expectations about arrival and departure times
 - E. Classroom rules and behavior management plans
 - F. Special needs of students
 - G. Socioeconomic and cultural backgrounds of students
 - H. Teacher duties outside the classroom
 - I. Availability of instructional resources
 - J. Classroom routine (attendance taking, lunch procedures)
 - K. Upcoming meetings, activities, and special events
 1. **The student teacher will attend all school in-service and new teacher in-service days prior to school starting.**
 - L. Other appropriate classroom information from cooperating teacher
- II. Orientation and observing – Phase In
 - A. The cooperating teacher will introduce the student teacher to the rest of the school.
 - B. The cooperating teacher will introduce the student teacher to their classroom.
 - C. The student teacher will observe the cooperating teacher.
 1. Get familiar with the students and classroom environment, implementation of curriculum and managing student behaviors.
 2. Reflect with cooperating teacher on practices and communicate important issues regarding expectations and responsibilities.
 - D. **The student teacher will phase in with one period/subject at a time until they have full responsibility of the class(es) taught by cooperating teacher.**
- III. EDUC 495 – Education Capstone course
 - A. This is the required course that has the “paperwork/assignment” side of the student teaching experience.
 - B. **Teacher Work Sample assignment**
 1. **This is our required activity to meet specific teacher preparation standards defined by the Nebraska Department of Education and our national accrediting body, CAEP (Council for the Accreditation of Educator Preparation).**

- a. **We must ensure that student teachers are able to apply their knowledge of InTASC standards relating to instructional practice. Evidence demonstrates how student teachers are able to assess, plan for instruction and utilize a variety of instructional strategies to provide equitable and inclusive learning experiences for diverse P-12 students.**
 - 2. **Student teachers teach a unit and reflect on and improve instruction based on collected data and experience (see Appendix for detailed instruction sheet and rubric)**
 - 3. **Done during the 1st 8 weeks of student teaching experience, in case student teacher does not pass and needs to repeat the assignment in the 2nd 8 weeks.**
 - C. Guidebook
 - 1. Eight small assignments that are geared toward the Capstone course requirement for Essential Studies.
 - D. Journal
 - 1. Weekly reflections
- III. Full instructional responsibility for several weeks (see Student Teacher Calendars in Appendices)
 - A. Essential aspect of growth and development of a new teacher.
 - B. Co-teaching may occur.
 - C. Fully experience rigor and challenges with guidance and support of cooperating teacher.
 - 1. Cooperating teacher will give the student teacher on-going and candid constructive feedback to improve student learning.
 - 2. Plan and implement fully developed lessons.
 - 3. Assess student learning and adjust instruction.
 - 4. Replicate ongoing daily work of a teacher.
 - 5. Highly professional manner.
 - 6. Collection, preparation, and creation of all needed instructional resources.
 - 7. Maintain focus on standards, goals, and objectives.
 - 8. **This is still a class; student teachers are still learning.**
- IV. Phase out
 - A. Make plans with cooperating teacher to seamlessly transfer teaching responsibilities back to the cooperating teacher.
 - 1. Elementary – one subject at a time
 - 2. Middle/High school – one period at a time
 - B. Complete all grading of student's work.
 - C. Return all instructional resources.
 - D. Return technology resources.
 - E. Observe other teachers or others in supportive roles (ex: Counselor, Secretary, etc.)
- V. Evaluations and supervision

A. All evaluation links will be sent to cooperating teachers, supervisors and student teachers electronically from the Project Coordinator of Field Experiences.

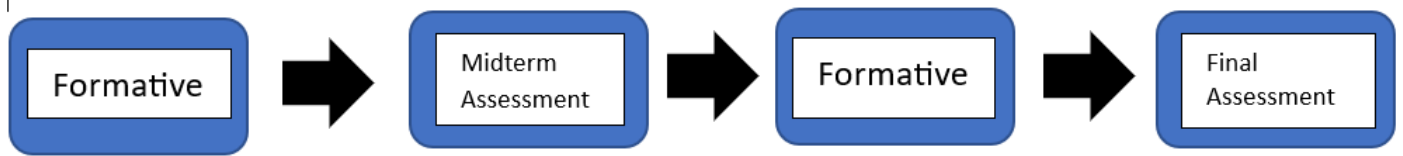
B. **Cooperating teachers** will evaluate student teachers twice throughout 8–9-week experience (See Student Teacher Calendars in Appendices)

1. Formative evaluation halfway through experience (see Appendices for form)

Nebraska Clinical Rubric evaluation (Summative) at the end of each experience (see Appendices for form)

C. Nebraska Department of Education requires student teaching full-time days.

Cooperating Teachers



D. **College Supervisors** will evaluate student teachers a **minimum of five (5) times** throughout the entire student teaching semester.

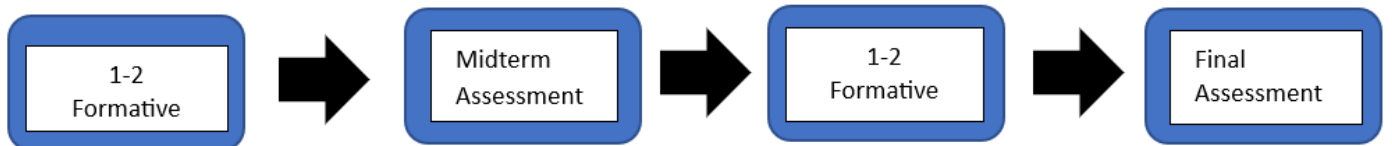
1. Will be assigned by the Field Experience Office.

a. Retired administrators or current/retired college professors

2. Nebraska Clinical Rubric evaluation (Summative) at midterm and at the end of the semester

3. Formative the other three (3) visits

College Supervisors



E. **Student Teachers** will complete midterm and final Nebraska Clinical Rubric evaluations.

F. **Concerns about student teacher**

1. If concerns are identified by cooperating teacher at any time during student teaching experience:

a. Immediately contact the college supervisor

b. Work to identify difficulties and propose strategies.

i. They will contact Director of Field Experiences

ii. A written Plan of Assistance will be drawn up for student teacher, if necessary.

- iii. If a student teacher does not improve in 2 weeks, they can be removed from student teaching experience (see Student Teacher Due Process).
2. If student teachers have violated important school policy, school administration can request to have student teacher removed immediately.
 - a. Depending on violation, student teachers can be dismissed from Teacher Education Program at Chadron State College.
 - b. If violation is not of a serious nature, student teacher could possibly be placed for **one more** student teaching experience during a later semester.

VI. Attendance/Tardies

- A. Given the professional expectations, student teachers are required to be in attendance and prepared every day and follow the schedule established by the school faculty.
- B. There are certain required designated days when the student teacher is expected to participate in student teaching course activities; these days are identified at the beginning of the student teaching experience (ex: mandatory ESU trainings).
- C. Timely and regular attendance is an expectation of all student teachers. Student teachers are expected to report to their assigned placement every day and on time. Arriving past the scheduled time, without prior approval, is unacceptable.
- D. The student teacher must notify the cooperating teacher, school administrator, Director of Field Experiences, Project Coordinator for Field Experiences, and college supervisor about an absence before the absence occurs. Student teachers are to act in a highly professional manner.
- E. If cooperating teachers have serious concerns about a student teacher's attendance or punctuality, they should immediately notify the college supervisor. The college supervisor may in turn notify the Director of Field Experiences.
- F. Absences totaling more than five (5) days (not including required college events or other events identified by Field Experience Office as required) will be deemed excessive and may result in an extended student teaching experience. In some cases, excessive absence may contribute to an unsatisfactory performance and result in the student teacher's removal from a student teaching placement.

VII. Substitute Teaching

- A. Student teachers may sub for their cooperating teachers only, while they are student teaching.
 - 1. Student teachers must hold local substitute teaching permits, if applicable in their state.
 - 2. Student teachers can sub for anyone in the district after completion of their student teaching responsibilities.
- VIII. Other coursework while student teaching
- A. Taking other coursework while student teaching is highly discouraged.
 - B. Only done under special circumstances with prior approval.

RESPONSIBILITIES OF THE COLLEGE

I. Placement of student teachers

- A. College sends request for placement; the Office of Field Experience has the sole responsibility of contacting school districts to seek placement of individual student teachers.
- B. Once placement is received, placement and evaluation information are sent to school personnel and student teacher.

II. Briefing the Cooperating Teacher

- A. Provide information about the student teacher.
- B. Provide Field Experience website information – [Field Experience | Chadron State College \(csc.edu\)](http://FieldExperience|ChadronStateCollege.csc.edu) where the links for evaluation forms and other information can be found.

III. Visitation by College Personnel

- A. Field Experience Office will assign a college supervisor to student teacher
- B. College supervisor will conduct two to three visits each eight- or nine-week session for a minimum of five visits as required by the State of Nebraska Department of Education.
- C. Maximum of (2) video conference visits, as needed.
 - 1. Permission of district
 - 2. Permission of cooperating teacher

- IV. Grading and Records provided by college personnel**
 - A. EDUC 490 – Student Teaching
 - B. EDUC 495 – Education Capstone

RESPONSIBILITIES OF THE COOPERATING SCHOOL

I Qualifications

- A. State accreditation (mandatory)
- B. Demonstrate a continued effort toward an improved program of instruction.
- C. Provide adequate facilities, both educational and physical.
- D. Empathy for the student teaching program.
- E. Provide adequate classroom supervision (full-time certificated personnel).

II. Administrative Role

- A. Secure the services of qualified and interested teachers who **willingly** accept and work with student teachers.
- B. Coordinate with the cooperating teacher and college in planning for the student teacher.
- C. Introduce the student teacher in an appropriate manner to the faculty, staff, and community.
- D. Support the student teacher by visiting their classroom and providing feedback.

RESPONSIBILITIES OF THE COOPERATING TEACHER

The cooperating teacher is the KEY person in the student teaching experience, and serves as a facilitator, mentor, and coach. The student teacher accepts and models the precepts and practices of the cooperating teacher.

I. Qualifications of the Cooperating Teacher

- A. Baccalaureate degree is the minimum requirement.
- B. Master's degree or the equivalent in hours of graduate level work is desired.
- C. A **minimum** of three years of teaching experience is required by the State of Nebraska, in the same subject area/grade as the student teacher.
- D. The cooperating teacher should have taught in the school at least one year before accommodating a student teacher.
- E. They should be an ethical, educational leader who is skilled not only in teaching techniques, but also mentoring.

II. Expectations of the Cooperating Teacher

- A. The cooperating teacher's responsibility is to the students of their classroom.
 - 1. The cooperating teacher is responsible for seeing that the student teaching program does not interfere with the learning of the students.
 - 2. The cooperating teacher is always legally and morally responsible for the total well-being of their class.

- B. The cooperating teacher is responsible for much of the professional growth of the student teacher during the period of student teachership. This involves the responsibility of directing the student teacher through a well-planned program of:
1. Orientation
 - a. Establish the student teacher's status before their arrival and maintain this throughout their student teaching experience.
 - b. Inform classroom students of the coming of the student teacher, their potential contributions to the program and the fact that they are another teacher.
 - c. Acquaint the student teacher with the building, facilities, instructional materials, and the regulations governing their use by teachers and classroom students.
 - d. Provide the student teacher with the opportunity to meet cooperating teacher's associates and other personnel.
 - e. Give adequate directions in a manner that will leave the student teacher feeling comfortable, at ease, and accepted.
 2. Pre-Student teaching observation
 - a. The student teacher should be provided with a separate desk or table.
 - b. Observation should be purposeful and planned, preceded, and followed by conferences with the cooperating teacher, a minimum of one conference per week.
 - c. Initially, the student teacher observes the cooperating teacher; later, opportunities should be given to the student teacher to observe other classroom teachers as well.
 - d. Recognize individual differences in student teachers. Do they usually work best when alone in the room, or do they need rather close surveillance by the cooperating teacher for a period of time to give them added confidence?
 - e. The cooperating teacher should show a keen interest in the student teacher and always give praise for a job well done, but at the same time provide constructive feedback.
 - f. Provide opportunities for purposeful observation of, and allow participation in, such activities as hall duty, playground and lunchroom supervision, and extracurricular activities.
 - g. Invite the student teacher to attend staff and informal meetings with the cooperating teacher or another staff member.
 3. Induction of the student teacher into full time teaching
 - a. The principle of readiness should apply in determining when a student teacher should be given the responsibility for teaching.
 - b. The student teacher should be given limited responsibility early in the experience-even the first day. As they develop in confidence and ability, their teaching load should be progressively increased until they are carrying a full load. A minimum of 4 weeks of full-time teaching is strongly recommended, per 8-week session.
 - c. Encourage the student teacher to have creative ideas for teaching as a goal.

- d. The student teacher should plan carefully for each teaching experience and be required to submit lesson plans to the cooperating teacher for constructive feedback well ahead of the time when these plans are to be implemented.
- e. Many types of meetings must be held in order to:
 - i. help the student teacher adjust to classroom environment.
 - ii. explain classroom routines and school policies.
 - iii. establish standards and define teaching goals early in the term.
 - iv. provide opportunity for an overview of the work that is underway.
 - v. cooperatively plan lessons and activities and to share ideas.
 - vi. hear and resolve misunderstandings of dissatisfactions in a quiet, uninterrupted, informal manner.
 - vii. provide specific feedback regarding the student teacher's strengths and areas that need improving.
 - viii. help the student teacher gain an understanding of the purposes and techniques of evaluating classroom student progress.
 - ix. apply teaching and learning in the classroom.
 - x. help gain an understanding of the ethical standards of the teaching profession.

C. Evaluation of the student teacher's work should include the following:

- 1. Evaluation should be continuous throughout the student teaching experience.
- 2. Written feedback is more effective than verbal.
- 3. Rapport and easy communication between the cooperating teacher and the student teacher will help when constructive feedback is given.
- 4. Provide specific information about the student teacher's performance. Compliment the student teacher on the growth they have made. The student teacher should know their strong points and their weak points in order to profit from criticism.
- 5. Throughout the training period, as changes are noted, evaluations should be made jointly. These should include the entire range of activities in which the student teacher engages, including the teacher's personal qualities, work study habits, handling of classroom routines, the planning and preparation for actual teaching and carrying out plans, classroom student's guidance, record keeping and professional attitudes.
- 6. Self-evaluation on the part of the student teacher should be their ultimate goal and is to be encouraged.

D. Development of desirable personal qualities and professional disposition

- 1. It is essential that the student teacher develop desirable qualities that will enable them to participate effectively in their classroom, school, and community environment.
- 2. The cooperating teacher should guide the student teacher in developing such professional dispositions as:
 - a. Dealing impartially with classroom students.
 - b. Being frank, firm, fair, friendly, but not "friends" with the students.

- e. Exhibiting qualities of leadership.
- f. Being neat and well groomed.
- g. Being dependable.
- h. Being aware and sensitive to cultural differences.

E. Parent-Teacher Conferences

Attending and participating in Parent-Teacher conferences is an important part of the student teaching experience. All student teachers should be encouraged to participate. However, they should not be placed in a position where they are replacing the cooperating teacher at these meetings. **Cooperating teachers need to be in attendance as well.**

III. Rewards of Cooperating Teachers

- A. Recognition as a skilled teacher by the school and the community.
- B. Satisfaction in the professional improvement of oneself and others.
- C. School Scholarship Opportunities (See Appendix)

RESPONSIBILITIES AND EXPECTATIONS
OF THE STUDENT TEACHER

The objectives of student teaching are to gain insight into teaching skills and to develop professional integrity. Therefore, it is necessary that the student teacher accept certain responsibilities and be aware of specific policies while student teaching:

I. Expectations for the Student teacher

- A. School procedures
 - 1. Become familiar with the rules, policies, and philosophy of the school according to information given by the cooperating teacher and/or school administrator.
 - 2. Become acquainted with the location of books and supplies for their cooperating teacher.
- B. Classroom procedures
 - 1. Learn the daily routines.
 - 2. Make a seating chart to learn the students' names.
 - 3. Locate records and files and, if you are allowed to, become familiar with them.
 - 4. Become aware of special needs, special interests, and challenges of children.
 - 5. Become familiar with classroom materials and technologies

II. Responsibilities for the student teacher

A. Responsibilities PRIOR to student teaching

Rule 20 of the Nebraska Department of Education requires that students who are participating in or completing a teacher education program disclose any information

about misdemeanor or felony convictions. Rule 21 requires teacher applicants for certification disclose information about their mental capacity. If either of the following apply to your current situation, please contact the Director of Field Experiences immediately:

- A. If you have ever been found guilty of a felony or misdemeanor or entered a plea of guilty or no contest to a felony or misdemeanor and have not yet disclosed this fact to the Director of Field Experiences.
- B. If an order or determination is currently in effect by a court or any other governmental body which finds you to be any of the following: a mentally ill or dangerous person, mentally incompetent to stand trial, acquitted of criminal charges because of insanity, an incapacitated person in need of a guardian, or unable to manage your property due to mental illness, mental deficiency, chronic use of drugs or chronic intoxication.

All CSC student teachers are required to complete a certified background check prior to their student teaching experience. You must complete a criminal background check and it must clear the Field Experience Office PRIOR to the first day you report to your partnership school site. Go to www.castlebranch.com to complete the information for the background check. Use the package code CN70.

B. Responsibility to the Classroom Students

1. The student teacher is a professional practitioner in their relationship with the classroom students. All data concerning the school and the classroom students must be kept confidential.
2. The student teacher refrains from imposing religious or political views upon classroom students.
3. The student teacher recognizes the continuing need for understanding child growth and development. Based on this understanding the student teacher develops:
 - a. A learning program oriented to the individual capacities of their classroom students.
 - b. A social climate, which encourages personal integrity, societal responsibility, and safety.
4. The student teacher deals sympathetically with each classroom student without prejudice or partiality.
5. The student teacher will follow the school schedule and calendar.

C. Responsibility to the Host School

1. The student teacher acts only through accepted channels of communication and authority in the school system.
2. The student teacher recognizes their duties, responsibilities, and privileges.
3. The cooperating teacher is legally responsible for the class; therefore, the student teacher assumes only the authority that has been delegated to them.
4. The student teacher respects the professional rights and personal dignity of the cooperating teacher and other staff members and the college supervisor.

5. If the student teacher has difficulty in a professional situation, they should first consult the cooperating teacher. If the intern desires additional support, the college supervisor or Director of Field Experiences should be contacted.
6. Student teachers are allowed to sub for their cooperating teachers only while they are actively student teaching. After they phase out from student teaching, they can sub for anyone in the school district.

D. Responsibility to Chadron State College and to the Profession

1. The student teacher recognizes that they represent the institution and need to uphold the standards of professional conduct.
2. The student teacher approaches their own learning situation with a positive attitude.
3. The student teacher takes the opportunity to accept professional feedback from the cooperating teacher and supervisor for the purpose of professional growth and development.
4. The student teacher will complete a Teacher Work Sample, lesson plans, journals, Guidebook Competencies, and other documents assigned in EDUC 495 Education Capstone, in a timely manner.
5. Mandatory ESU trainings.
6. The student teacher shows pride in and considers themselves a member of the profession. They act according to established ethics in all matters.

III. Collaborating with cooperating teacher

- A. Meetings between the student teacher and the cooperating teacher should be flexible and scheduled for approximately 30 minutes of uninterrupted time.
- B. The student teacher should help in planning topics to be discussed.
- C. A record of meetings should be kept.
- D. The student teacher and the cooperating teacher should exchange views and analyze the student teacher's work in terms of the desired results.
- E. The student teacher should be encouraged to think in terms of:
 1. Meeting the personal learning needs of all students.
 2. Understanding children/youth.
 3. Using community resources.
 4. Planning and developing effective learning experiences.
 5. Developing a professional attitude.
 6. Utilizing available technology to enhance student learning.

IV. Driving personal vehicles with K-12 students as passengers

Student teachers or practicum students from Chadron State College are **NEVER** allowed to drive any K-12 students who are in their charge in a personal or school vehicle **under any circumstances.**

**STUDENT TEACHER
DUE PROCESS PROCEDURE**

The following is a list of procedures used when withdrawing a student teacher from their assignment:

1. Candidate is notified by cooperating teacher or college supervisor of unsatisfactory performance and a conference is held where differing views are discussed and suggestions for improvement are developed under a Plan of Improvement. Usually, a two-week period is considered sufficient time to see needed improvement in the form of a written Plan of Improvement.
2. When improvement is not visible, agreement to withdraw a student teacher from their assignment is reached between the college and the school.
3. Student teacher is notified verbally of the decision by the Director of Field Experiences.
4. Student teacher is given specific reasons in writing.
5. Student teacher is given appeal procedure in writing.
6. Student teacher may appeal in writing in the following order:
 - a. Education Department Chair
 - b. Dean for PSAS and the Education Program Head.
 - c. Education Screening Committee
 - d. Student Academic Review Committee
 - e. Vice President for Academic Affairs

The student may wish to contact Nebraska Student Education Association (NSEA) for assistance if a member.

ROLE OF THE CHADRON STATE COLLEGE SUPERVISOR

I. Qualifications – Role of Supervisor

- A. K-12 school experience.
- B. Assignment in the Chadron State College teacher education program or have been qualified to hold an administrative position.
- C. Desire to assist student teachers to become successful professionals.

II. Responsibilities

- A. Serves as liaison between the school and the college.
- B. Meets with school principal and
 1. explains college requirements to cooperating teacher.
 2. makes scheduling suggestions.
 3. identifies appropriate improvement activities for the student teacher.
- C. Consults with student teacher about improvement goals and activities.
- D. Works with the intern in instructional and classroom management skill development.
- E. Observes classes taught by the student teacher, examines, and makes suggestions to written materials, lesson plans, etc.
- F. Conducts conferences with the student teacher.
- G. Confers with the cooperating teacher about the intern's progress.
- H. Collaborate with the cooperating teacher in the evaluation process.
- I. Encourages self-reflection and evaluation from the intern.

APPENDICES

A.

NEBRASKA LAW ON TEACHER INTERNSHIP

The Nebraska Unicameral enacted 79-875 to 79-878, which legally defines teacher intership and their duties. Enacted in the 1971 session, the law reads as follows:

Statue 79-875. For purposes of sections [79-875](#) to [79-878](#), student teacher or intern means a student who is enrolled in a postsecondary educational institution approved by the State Board of Education for teacher training and who is jointly assigned by such institution and a board of education to student-teach or intern under the direction of a regularly employed certificated teacher, principal, or other administrator. Student teaching may include duties granted to a certificated teacher under the rules and regulations of such board and any other part of the school program for which either the cooperating teacher or the principal is responsible.

Statue 79-876. A student teacher or intern under the supervision of a certificated teacher, principal, or other administrator shall have the protection of the laws accorded the certificated teacher, principal, or other administrator and shall, while acting as such student teacher or intern, comply with all rules and regulations of the local board of education and observe all duties assigned certificated teachers.

Statue 79-877. A cooperating teacher, in cooperation with the principal or other administrator and the representative of the teacher preparation institution, shall assign to the student teacher or intern responsibilities and duties that will provide adequate preparation for teaching.

Statue 79-878. Whenever in sections [79-875](#) to [79-878](#) board of education is referred to and the school that a student teacher or intern is referred to does not have a board of education, such term shall be the person or governing body that administers such school.

Section 4. Whenever in this act board of education is referred to and the school that a student teacher or intern is referred to does not have a board of education, such term shall be the person or governing board that administers such school.

B.

CODE OF ETHICS

STANDARDS OF PROFESSIONAL PRACTICES

Introduction

It is the responsibility of the Commission to provide advice and counsel to the State Board of Education in developing standards of professional practices in areas including but not limited to (1) ethical and professional performance, (2) competency, (3) continuance in professional service, and (4) contractual obligations.

Standards applicable to professional practices have been adopted by the Nebraska State Board of Education. The Code of Ethics, Standards for Continuance in Professional Service, and Contractual Obligations are presented in this pamphlet. The Commission shall adhere to these standards in making recommendations of whatever nature in accordance with its statutory authority.

The State Board of Education shall request the Commission or a special committee of members thereof to hold hearings and make recommendations to the State Board of Education concerning alleged violations of standards of professional ethics and practices by holders of public-school certificates. Each educator can be aided by this publication in developing and continuing the use of professional practices, which are in the best interest of the students, the profession, and the public.

CODE OF ETHICS

A. Preamble

The educator shall believe in the worth and dignity of human beings. Recognizing the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic citizenship, the educator shall regard as essential to these goals the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts his or her responsibility to practice their profession according to the highest ethical standards.

The educator shall recognize the magnitude of responsibility he or she accepted in choosing a career in education, and engages, individually and collectively with other educators, to judge his or her colleagues, and to be judged by them, in accordance with the provisions of this code.

B. Principle I – Commitment as a Professional Educator

Fundamental to the pursuit of high educational standards is the maintenance of a profession possessed of individuals with high skills, intellect, integrity, wisdom, and compassion. The educator shall exhibit good moral character, maintain high standards of performance, and promote equality of opportunity.

In fulfillment of the educator's contractual and professional responsibilities, the educator:

1. Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, colleagues, parents, school patrons, or school board members.
2. Shall not discriminate on the basis of race, color, creed, sex, marital status, age, national origin, ethnic background, or handicapping condition.
3. Shall not use coercive means, or promise or provide special treatment to students, colleagues, school patrons, or school board members in order to influence professional decisions.
4. Shall not make any fraudulent statement or fail to disclose a material fact for which the educator is responsible.
5. Shall not exploit professional relationships with students, colleagues, parents, or school board members for personal gain or private advantage.
6. Shall not sexually harass students, parents or school patrons, employees, or board members.
7. Shall not have had revoked for cause in another state a teaching certificate, administrative certificate, or any certificate enabling a person to engage in any of the activities for which a special services certificate is issued in Nebraska.
8. Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties.
9. Shall report to the Commissioner any known violation of Principle I, number 7; Principle II, number 5; or Principle IV, number 2.
10. Shall seek no reprisal against any individual who has reported a violation of this chapter.

C. Principle II – Commitment to the Student

Mindful that a profession exists for the purpose of serving the best interest of the client, the educator shall practice the profession with genuine interest, concern, and consideration for the

student. The educator shall work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfilling this obligation to the student, the educator:

1. Shall permit the student to pursue reasonable independent scholastic effort, and shall permit the student access to varying points of view.
2. Shall not deliberately suppress or distort subject matter for which the educator is responsible.
3. Shall make reasonable effort to protect the student from conditions which interfere with the learning process or are harmful to learning or to health and safety.
4. Shall conduct professional educational activities in accordance with sound educational practices that are in the best interest of the student.
5. Shall keep in confidence information that has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.
6. Shall not tutor during the academic year for remuneration students assigned to his/her classes, unless no other qualified teacher is reasonably available.
7. Shall not discipline students using corporal punishment.

D. Principle III – Commitment to the Public

The magnitude of the responsibility inherent in the educational process requires dedication to the principles of our democratic heritage. The educator bears particular responsibility for instilling an understanding of and confidence in the rule of law, a respect for individual freedom, and a responsibility to promote respect by the public for the integrity of the profession.

In fulfilling his/her obligation to the public, the educators:

1. Shall not misrepresent an institution with which the educator is affiliated, and shall take added precautions to distinguish between the educator's personal and institutional views.
2. Shall not use institutional privileges for private gain or to promote political candidates, political issues, or partisan political activities.
3. Shall neither offer nor accept gifts or favors that will impair professional judgment.
4. Shall support the principle of due process and protect the political, citizenship, and natural rights of all individuals.
5. Shall not commit any act of moral turpitude, nor commit any felony under the laws of the United States or any territory.
6. Shall, with reasonable diligence, attend to the duties of his or her professional position.

E. Principle IV – Commitment to the Profession

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to improve service, to promote a climate in which the exercise of professional judgment is encouraged, and to achieve conditions which attract persons worthy of the trust to careers in education. The educator shall believe that sound professional relationships with colleagues are built upon personal integrity, dignity, and mutual respect.

In fulfilling their obligations to the profession, the educator:

1. Shall provide upon request of the aggrieved party, a written statement of specific reasons for recommendations that lead to the denial of increments, significant changes in employment, or terminations of employment.
2. Shall not misrepresent his or her professional qualifications, nor those of colleagues.
3. Shall practice the profession only with proper certification, and shall actively oppose the practice of the profession by persons known to be unqualified.

F. Principle V - Commitment to Professional Employment Practices

The educator shall regard the employment agreement as a pledge to be executed both in spirit and in fact. The educator shall believe that sound professional personnel relationships with governing boards are built upon personal integrity, dignity, and mutual respect. In fulfillment of the obligation to professional employment practices, the educator:

1. Shall apply for, accept, offer, or assign a position or responsibility on the basis of professional preparation and legal qualifications.
2. Shall not knowingly withhold information regarding a position from an applicant or employer, or misrepresent an assignment or conditions of employment.
3. Shall give prompt notice to the employing agency of any change in availability of service.
4. Shall conduct professional business through designated procedures, when available, that have been approved by the employing agency.
5. Shall not assign to unqualified personnel, tasks for which the educator is responsible.
6. Shall permit no commercial exploitation of his or her professional position.
7. Shall use time on duty and leave time for the purpose for which it is intended.

Title 92, Nebraska Administrative Code (NAC), Chapter 27, Section 004 – Regulations and Standards for Professional Practices Criteria

More information can be found at <https://nppc.nebraska.gov/>.

STANDARDS FOR CONTINUANCE IN PROFESSIONAL SERVICE

Continuance in professional service required the maintenance of a valid teaching certificate in accordance with the laws of the State of Nebraska.

STANDARDS FOR CONTRACTUAL OBLIGATIONS FOR ALL CERTIFICATE HOLDERS

Members of the teaching profession shall adhere fully to the terms of a contract or appointment.

Summary

- Teaching in the public schools of Nebraska and related administrative and supervisory services are recognized as a profession by the Legislature.
- In recognition of the professional status of educators, the Governor is authorized to appoint a Professional Practices Commission representative of elementary and secondary teachers, administrators, and higher education. The goals of the Commission is to develop, promote and enforce standards of professionalism for Nebraska educators.
- The Commission's Clerk is available to speak to educator or school board groups about the work of the Commission. The Clerk is also available to confer with interested parties relative to

problems of professional ethics or competency. For this service, write or call: Phone: 402-471-2943

Individuals having questions about these standards may contact:

Clerk Nebraska Professional Practices Commission; phone (402) 471-2943
P.O. Box 94941
301 Centennial Mall South
Lincoln, Nebraska 68509-4941

2. Nebraska Department of Education – Rule 20 – “Regulations for the Approval of Teacher Education Programs,” Title 92, Nebraska Administrative Code, Chapter 20. Effective Date: July 2, 2014

005.03A2 Clinical Practice. The institution shall require a clinical practice experience for initial teacher certification in which candidates demonstrate knowledge, skills, and professional dispositions by assuming responsibility for whole class instruction in the area of the endorsement and within the grade level for which they are preparing.

005.03A2a The institution shall have a clear statement of policies and procedures relating to clinical practice which shall be made available, together with the Standards for Professional Practices Criteria in 92 NAC 27, to all persons involved in the clinical practice experience.

005.03A2b All clinical practice shall be conducted in a Nebraska school system, or in an approved, accredited or otherwise legally operated school in another state or an English-speaking school in another country where teachers and administrators in the school are required by law or regulation to be certificated by the state or nation’s educational authority.

005.03A2c The institution shall engage with school partners on a regular and ongoing basis to develop and communicate the roles and responsibilities of candidates, college supervisors, cooperating educators, and other school personnel; to provide opportunities for school partners to provide input to the program regarding candidate placements, candidate performance, and program improvement; and to develop opportunities for faculty and school-based educators to work collaboratively to enhance candidate development.

005.03A2c1 The institution shall negotiate written agreements delineating the roles and responsibilities of candidates in clinical practice, college supervisors, and the cooperating educators.

005.03A2d The institution shall require a clinical practice experience equivalent to:

005.03A2d1 A minimum of one (1) semester (at least fourteen (14) full-day weeks) for one (1) field endorsement; one (1) field endorsement and one (1) subject endorsement which is a content area specified in the field endorsement and is at the same grade level; or up to two (2) subject endorsements at the same grade level;

005.03A2d2 A minimum of eighteen (18) full-day weeks for two (2) field endorsements; one (1) field endorsement and one (1) subject endorsement which is not a content area specified in the field endorsement; one (1) field endorsement and one (1) subject endorsement which is a content area specified in the field endorsement but is not at the same grade level; or two (2) subject endorsements which are not at the same grade level;

005.03A2d3 A minimum of an additional nine (9) full-day weeks for each field or subject endorsement added to those described in Section 005.03A2d1 or Section 005.03A2d2 of this chapter.

005.03A2e The institution shall ensure that a minimum of five (5) formal observations by faculty shall be conducted during clinical practice for candidates preparing for initial level teaching certification. Three (3) observations must be onsite and two (2) of the observations may be conducted utilizing technology which allows for visual contact between the parties.

C.

School Scholarship Opportunities

Cooperating Schools Scholarship – Schools receive a Cooperating Schools Scholarship for every three CSC student teachers served to award to your graduating students. There is no limit as to the number of scholarships your school may receive, and your school makes the recipient recommendations. This is a four-year one-half tuition waiver up to sixteen (16) credit hours per semester for a total of eight (8) consecutive semesters provided the recipient remains full time and maintains a 2.75 cumulative grade point average at Chadron State College.

Observation and Participation Tuition Waiver – As a thank you for supervising our students through Observation and Participation course, Introduction to Teaching, and Special Education Micro Teaching, Chadron State College provides a tuition waiver to your school district. One credit hour of tuition is granted for every 80 contact/clock hours in which the Chadron State College students participate in your school. This waiver may be used for any courses taken through CSC. A letter at the end of each academic term is sent to your school superintendent informing you of the number of tuition waiver credit hours are awarded. These letters are sent in January and in June. Fees will still apply.

D.

NEBRASKA CLINICAL PRACTICE EVALUATION RUBRIC

Teacher Candidate _____

NE Clinical Practice Evaluation Rubric

Evaluator's Name: _____

Evaluator's Role (Please Select): Cooperating Teacher (CT)

University Supervisor (US)
Teacher Candidate (TC)

Date: _____

Select the cell in each row, which best describes performance. At midterm, the goal would be for student teachers to be performing at Developing or Proficient. If performance is scored "Below Standard," please be in communication with Jeri Anderson, Director of Field Experiences.

	Advanced (4)	Proficient (3)	Developing (2)	Below Standard (1)
<p><i>Uses knowledge of students to meet needs</i></p> <p>Standard 1 Learner Development InTASC 1; CAEP 1.1</p>	<p>Uses data about students and their development to adjust teaching and build on student strengths resulting in student learning. InTASC 1; CAEP 1.1</p>	<p>Uses data about students and their development to adjust teaching. InTASC 1; CAEP 1.1</p>	<p>Collects data about students and their development but does not adjust teaching. InTASC 1; CAEP 1.1</p>	<p>Lacks evidence of data collection and use related to students and their development. InTASC 1; CAEP 1.1</p>

Comments:				
<i>Differentiates instruction to meet student needs</i> Standard 2 Learner Differences InTASC 2; CAEP 1.1	Identifies students' needs for differentiation and responds with individualized instruction, flexible grouping, and varied learning experiences to include bringing multiple perspectives and cultural resources to the discussion of content. InTASC 2; CAEP 1.1	Identifies students' needs for differentiation and responds with individualized instruction, flexible grouping, and varied learning experiences. InTASC 2; CAEP 1.1	Identifies students' needs for differentiation. InTASC 2; CAEP 1.1	Does not Identify students' needs for differentiation. InTASC 2; CAEP 1.1
Comments:				
<i>Promotes a positive classroom environment through clear expectations</i> Standard 3 Learning Environments InTASC 3; CAEP 1.1	Communicates and reinforces clear task and behavior expectations to students, develops routines that support expectations and minimizes the loss of instructional time. InTASC 3; CAEP 1.1	Communicates and reinforces clear task and behavior expectations to students and follows routines that support expectations for the learning environment. InTASC 3; CAEP 1.1	Communicates and reinforces clear task and behavior expectations to students. InTASC 3; CAEP 1.1	Attempts to communicate and reinforces clear task and behavior expectations to students. InTASC 3; CAEP 1.1
Comments:				
<i>Uses accurate content and academic vocabulary</i> Standard 4 Content Knowledge InTASC 4; CAEP 1.1	Communicates accurate content, uses academic vocabulary correctly, provides relevant opportunities for students to demonstrate understanding and uses knowledge of common misconceptions to create accurate understanding in the content area. InTASC 4; CAEP 1.1	Communicates accurate content, uses academic vocabulary correctly and provides relevant opportunities for students to demonstrate understanding. InTASC 4; CAEP 1.1	Communicates content and uses academic vocabulary, yet does not consistently provide relevant opportunities for students to demonstrate understanding. InTASC 4; CAEP 1.1	Communicates inaccurate content, academic vocabulary and/or provides irrelevant opportunities for students to demonstrate understanding. InTASC 4; CAEP 1.1
Comments:				
<i>Engages students in critical thinking and collaborative</i>	Links concepts to help students make connections and engages students in applying	Links concepts to help students make connections and engages students in	Links concepts to help students make connections in the discipline. InTASC 4;	Does not assist students in making connections in the discipline. InTASC 4;

<p>problem solving</p> <p>Standard 5 Application of Content InTASC 5; CAEP 1.1</p>	<p>methods of inquiry in the discipline to engage learners in critical thinking. InTASC 5; CAEP 1.1</p>	<p>applying methods of inquiry in the discipline. InTASC 4; CAEP 1.1</p>	<p>CAEP 1.1</p>	<p>CAEP 1.1</p>
<p>Comments:</p>				
<p>Develops literacy and communication skills through content</p> <p>Standard 5 Application of Content InTASC 5; CAEP 1.1</p>	<p>Engages students to utilize literacy and communication skills from a variety of resources and perspectives to address targeted purposes and audiences. InTASC 5; CAEP 1.1</p>	<p>Engages students to utilize literacy and communication skills by accessing a variety of resources and perspectives to show understanding of content. InTASC 5; CAEP 1.1</p>	<p>Engages students in developing literacy and communication skills. InTASC 5; CAEP 1.1</p>	<p>Provides few opportunities for students to develop literacy and communication skills. InTASC 5; CAEP 1.1</p>
<p>Comments:</p>				
<p>Uses classroom assessment</p> <p>Standard 6 Assessment InTASC 6; CAEP 1.1</p>	<p>Uses classroom formative and summative assessments that match objectives and inform instructional decisions to guide implementation of differentiated instructional strategies to include designing and/or adapting interventions as a result. InTASC 6; CAEP 1.1</p>	<p>Uses classroom formative and summative assessments that match objectives and inform instructional decisions to guide implementation of differentiated instructional strategies. InTASC 6; CAEP 1.1</p>	<p>Uses classroom formative and summative assessments that match objectives and inform instructional decisions. InTASC 6; CAEP 1.1</p>	<p>Uses classroom formative and summative assessments but may not match objectives and/or inform instructional decisions. InTASC 6; CAEP 1.1</p>
<p>Comments:</p>				
<p>Assesses for learning</p> <p>Standard 6 Assessment InTASC 6; CAEP 1.1</p>	<p>Uses student performance data and knowledge of students to identify interventions that support and/or advance learning through a series of differentiated assessment practices that positively impact learning. InTASC 6; CAEP 1.1</p>	<p>Uses student performance data and knowledge of students to identify interventions that support and/or advance students to positively impact learning. InTASC 6; CAEP 1.1</p>	<p>Uses student performance data and knowledge of students to identify interventions that support students. InTASC 6; CAEP 1.1</p>	<p>Does not use student performance data and/or knowledge of students to identify interventions that support students. InTASC 6; CAEP 1.1</p>

Comments:				
<p>Plans for instruction</p> <p>Standard 7 Planning for Instruction InTASC 7; CAEP 1.1</p>	Sequences learning experiences linked to the learning objectives, performance tasks and assessments to provide multiple ways for students to demonstrate knowledge and skills to include using data to adjust for recurring learning needs throughout planning. InTASC 7; CAEP 1.1	Sequences learning experiences linked to the learning objectives, performance tasks and assessments to provide multiple ways for students to demonstrate knowledge and skills. InTASC 7; CAEP 1.1	Sequences learning experiences linked to the learning objectives, performance tasks and assessments. InTASC 7; CAEP 1.1	Provides little or no evidence of sequenced learning experiences and/or experiences are not linked to the learning objectives, performance tasks and/or assessments. InTASC 7; CAEP 1.1
Comments:				
<p>Incorporates digital tools into instruction</p> <p>Standard 8 Instructional Strategies InTASC 8; CAEP 1.1</p>	Designs or adapts relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity. InTASC 8; CAEP 1.1	Provides relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity. InTASC 8; CAEP 1.1	Provides relevant learning experiences that incorporate digital tools to stimulate interest. InTASC 8; CAEP 1.1	Provides learning experiences that incorporate digital tools infrequently or ineffectively. InTASC 8; CAEP 1.1
Comments:				
<p>Uses research-based instructional strategies</p> <p>Standard 8 Instructional Strategies InTASC 8; CAEP 1.1</p>	Uses a broad range of evidence-based strategies to support learning in the content area, poses questions that elicit student thinking about information and concepts to build critical thinking skills. InTASC 8; CAEP 1.1	Uses evidence-based strategies to support learning in the content area and poses questions that elicit student thinking and support critical thinking skills. InTASC 8; CAEP 1.1	Uses evidence-based strategies to support learning in the content area and poses questions that elicit student thinking. InTASC 8; CAEP 1.1	Uses strategies and poses questions. InTASC 8; CAEP 1.1
Comments:				
<p>Uses engagement to enhance learning</p>	Organizes and manages the learning environment for student engagement and personal	Organizes and manages the learning environment for student engagement using	Manages the learning environment for student engagement. InTASC 8; CAEP 1.1	Attempts to manage the learning environment for student engagement.

<p>Standard 8 Instructional Strategies InTASC 8; CAEP 1.1</p>	<p>accountability using strategies that provide opportunities for students to process and articulate new knowledge. InTASC 8; CAEP 1.1</p>	<p>strategies that provide opportunities for students to process and articulate new knowledge. InTASC 8; CAEP 1.1</p>		<p>InTASC 8; CAEP 1.1</p>
<p>Comments:</p>				
<p>Accepts critique and input regarding performance Standard 9 Professional Learning and Ethical Practice InTASC 9; CAEP 1.1</p>	<p>Invites constructive feedback, responds positively, independently sets and implements goals to improve practice. InTASC 9; CAEP 1.1</p>	<p>Invites constructive feedback, responds positively, with support sets and implements goals to improve practice. InTASC 9; CAEP 1.1</p>	<p>Invites constructive feedback, responds positively, but inconsistently implements goals to improve practice. InTASC 9; CAEP 1.1</p>	<p>May resist constructive feedback or fail to implement goals to improve practice. InTASC 9; CAEP 1.1</p>
<p>Comments:</p>				
<p>Conveys professional demeanor Standard 10 Leadership and Collaboration InTASC 10; CAEP 1.1</p>	<p>Conveys a confident, professional decorum when interacting with learners, peers, colleagues and the community in small and large group situations to include seeking out leadership opportunities in the school and/or community. InTASC 10; CAEP 1.1</p>	<p>Conveys a confident, professional decorum when interacting with learners, peers, colleagues and the community in small and large group situations. InTASC 10; CAEP 1.1</p>	<p>Conveys professional decorum when interacting with learners, peers, colleagues and the community in small and large group situations. Any minor lapses have been addressed. InTASC 10; CAEP 1.1</p>	<p>Conveys a lack of professional decorum when interacting. InTASC 10; CAEP 1.1</p>
<p>Comments:</p>				
<p>Uses professional communication Standard 10 Leadership and Collaboration InTASC 10; CAEP 1.1</p>	<p>Demonstrates professional oral, written and electronic communication, responds to people, problems and crises effectively and communicates with families through a variety of means (i.e. notes home, e-mails or websites, phone calls, conferences, meetings). InTASC 10; CAEP 1.1</p>	<p>Demonstrates professional oral, written and electronic communication, responds to people, problems and crises effectively. InTASC 10; CAEP 1.1</p>	<p>Demonstrates professional oral, written and electronic communication, responds to people, problems and crises effectively with additional assistance. InTASC 10; CAEP 1.1</p>	<p>Demonstrates unprofessional oral, written and/or electronic communication and/or responds to people, problems and crises ineffectively. InTASC 10; CAEP 1.1</p>
<p>Comments:</p>				

Teacher Candidate Signature: _____ Date: _____

E.
Formative assessment

Observation Form (Formative Assessment)		(+) Observed with defined evidence	(/) Observed with ideas for growth	(-) Not observed or evident	Not applicable to the lesson (NA)
Teacher Candidate: _____ School: _____ Grade/Topic: _____					
Observation #: _____ Date: _____ Supervisor: _____					
The Learner and Learning					
Standard 1 Learner Development (Student Needs)					
1 Connects lessons to students' interests, personal experiences and prior knowledge by modifying, adapting or adjusting instruction and materials for students					
2 Collects data about student development and effectively uses the data to adjust teaching					
Standard 2 Learner Differences (Differentiation)					
3 Implements multiple developmentally appropriate and challenging learning experiences					
4 Uses data gathered to differentiate instruction using flexible grouping, individualized instruction, various teaching styles, and differentiated content					
Standard 3 Learning Environment (Classroom Management)					
5 Communicates, models, and positively reinforces clear task and behavioral expectations					
6 Provides verbal and nonverbal signals to reinforce/redirect behavior (smiles, high fives, thumbs up, gives verbal acknowledgement, praise, uses proximity, eye contact, attention getters, signals, etc.)					
7 Uses strategies for transitions that minimize problems and maximize instructional time					
8 Creates a positive learning environment through relationships, organization and routines through an awareness of the classroom environment					
Comments on the Learner and Learning					
Content Knowledge					
Standard 4 Content Knowledge (Accuracy)					
9 Uses the academic language of the content correctly and creates opportunities for students to practice and apply academic language and practice/demonstrate understanding					
10 Is knowledgeable of content and ensures accurate and relevant implementation to include addressing questions and misconceptions accurately					
Standard 5 Application of Content (Critical Thinking)					
11 Relates content to meaningful examples that provoke critical thinking and inquiry (within and across content fields)					
12 Uses questioning and activities to engage students to conjecture and discover key ideas					
Standard 5 Application of Content (Communication)					
13 Engages students in applying content knowledge and literacy skills to real world contexts					
14 Creates content appropriate learning opportunities to develop students' communications skills by providing opportunities for students to engage in dialogue, share ideas, and form positive relationships					
15 Guides students in gathering, organizing and evaluating information and ideas from a variety of resources and texts					
Comments on Content Knowledge					
Instructional Practice					
Standard 6 Assessment (Classroom Assessment)					
16 Implements multiple assessments that measure lesson objectives and check for student understanding throughout the lesson					
17 Uses assessments to engage student in his/her growth and decision making and implements required accommodations as necessary					
Standard 6 Assessment (Impact on Student Learning)					
18 Provides students clear criteria and performance standards by which their work will be evaluated					
19 Monitors student learning to guide instruction and provides ongoing feedback to engage learners in their own progress (eg. goal setting, self-assessment, etc.)					
20 Analyzes and uses assessment data to draw conclusions and describe patterns and/or gaps in learning to guide planning and adjust instruction (within and after lessons)					
Standard 7 Planning for Instruction (Written Lesson Plans)					
21 Aligns objective(s) to state standards and/or district curriculum guides and resources when planning lessons					

22 Plans, connects, and sequences common learning experience and performance tasks linked to learning objectives throughout the lesson				
23 Prepares necessary resources and materials				
24 Modifies/adapts lesson plans based on student performance data and student needs				
Standard 8 Instructional Strategies (Technology)				
25 Provides learning opportunities by utilizing technology, when appropriate, that relate to the lesson objective and forms connections between content and the real world				
26 Offers student choice through technology to provide experiential opportunities to access, interpret, evaluate and apply information				
Standard 8 Instructional Strategies (Evidence-Based Strategies)				
27 Incorporates a variety of evidence-based instructional strategies that match the intended learning objectives				
28 Utilizes gradual release of responsibility and pacing by varying roles within the instructional process (e.g., instructor, facilitator, coach, audience)				
29 Includes inquiry processes that are open-ended utilizing questions that give rise to critical thinking versus absolute responses				
Standard 8 Instructional Strategies (Engagement)				
30 Provides content rich tasks that are purposeful and ensure student involvement				
31 Directly involves students in the learning using active engagement strategies (e.g. partner work, pair share, performance tasks, Kagan strategies, Talk Moves, etc.)				
Comments on Instructional Practice				
Professional Responsibility				
Standard 9 Professional Learning and Ethical Practice (Accepting Feedback - Dispositions)				
32 Seeks, positively accepts and implements feedback from a variety of sources including students by executing goals for improvement				
Standard 10 Leadership and Collaboration (Professional Demeanor - Disposition)				
33 Provides ideas/input when working with colleagues, candidate seeks suggestions and strategies from other professionals to improve practice				
34 Contributes to a positive school culture within and beyond the classroom (eg. attends school and community functions and activities)				
35 Models professionalism through punctuality, dependability, preparedness, professional dress, follow through, ethical and confidential practices				
Standard 10 Leadership and Collaboration (Professional Communication - Dispositions)				
36 Exhibits proper grammar, punctuation, sentence structure and spelling in all forms of communication and is thoughtful before speaking and writing				
37 Communicates clearly, honestly, respectfully and professionally with parents and families and is ongoing throughout the experience				
Comments on Professional Responsibility				

Guiding questions to reflect on post observation:

- What was the strongest part of your lesson? Explain.
- What would you change in your lesson? Why?
- How do you know your students learned? What evidence do you have?
- How do you plan to use what you learned about your students today to plan for the next lesson?

Goal(s): List 1-3 standard areas from above for candidate to focus prior to your next observation

TC Signature _____

CT / US Signature _____

F.
Student Teacher Calendars

STUDENT TEACHER CALENDAR (8 weeks)

- Outlined below are suggestions for cooperating teachers with our student teachers. Please refer to the website for additional ideas and guidelines at <http://www.csc.edu/education/fieldexperience/index.csc>.

FIRST WEEK

Introduce ST to staff.

Provide needed supplies, materials, work area.

Acquaint ST with school policies, procedures, customs, and traditions.

Acquaint ST with extra-curricular program.

Have ST observe classes, correct papers, take roll.

Have ST work with individuals and small groups.

Prepare ST to assume responsibility for classroom teaching; discuss lesson planning and classroom management, etc.

SECOND WEEK

Continue activities of first week.

Work ST into team teaching and/or some short-term assignments.

Confer with ST regarding lesson plans.

Supervise class performance closely.

THIRD WEEK

Continue assigning additional teaching responsibilities.

Continue to delegate more classroom responsibilities.

Confer with ST about daily and weekly lesson plans.

Discuss testing and evaluation procedures.

Supervise classroom performance closely, provide feedback.

Notify Director of Field Experiences of any unsatisfactory performance

FOURTH WEEK

Continue previous activities.

DISCUSS WITH ST AND SUBMIT FIRST FORMATIVE EVALUATION FORM under Student Teaching Evaluations - <https://forms.office.com/r/dsUaFFat8x>

Notify Director of Field Experiences of any unsatisfactory performance.

By end of the Fourth week, the ST should be ready to assume responsibility for a full teaching load.

FIFTH - SEVENTH WEEKS

ST teaches full load.

Supervisor periodically observes, evaluates, holds conferences.

Supervisor confers with ST about planning evaluation.

DISCUSS WITH ST AND SUBMIT NEBRASKA CLINICAL EVALUATION RUBRIC under Student Teaching evaluations - <https://forms.office.com/r/YH9k919FJ2>

Notify Director of Field Experiences of any unsatisfactory performance.

Discuss plans for your phase-in/ST's phase-out (7th week)

EIGHTH WEEK

ST begins gradual phase-out.

ST may observe other classes, levels, etc. during phase-out period.

COMPLETE ANY EVALUATIONS NOT PREVIOUSLY SUBMITTED (END OF 8TH WEEK)

STUDENT TEACHER CALENDAR (9 weeks)

• Outlined below are suggestions for cooperating teachers with our student teachers. Please refer to the website for additional ideas and guidelines at <http://www.csc.edu/education/fieldexperience/index.csc>.

FIRST WEEK

Introduce ST to staff.

Provide needed supplies, materials, work area.

Acquaint ST with school policies, procedures, customs, and traditions.

Acquaint ST with extra-curricular program.

Have ST observe classes, correct papers, take roll.

Have ST work with individuals and small groups.

Prepare ST to assume responsibility for classroom teaching; discuss lesson planning and classroom management, etc.

SECOND WEEK

Continue activities of first week.

Work ST into team teaching and/or some short-term assignments

Confer with ST regarding lesson plans.

Supervise class performance closely.

THIRD - FOURTH WEEKS

Continue assigning additional teaching responsibilities.

Continue to delegate more classroom responsibilities.

Confer with ST about daily and weekly lesson plans.

Discuss testing and evaluation procedures.

Supervise classroom performance closely, provide feedback.

DISCUSS WITH ST AND SUBMIT FIRST FORMATIVE EVALUATION FORM under Student Teaching Evaluations - <https://forms.office.com/r/dsUaFFat8x>

Notify Director of Field Experiences of any unsatisfactory performance

By end of the Fourth week, the ST should be ready to assume responsibility for a full teaching load.

FIFTH – EIGHTH WEEKS

ST teaches full load.

Supervisor periodically observes, evaluates, holds conferences.

Supervisor confers with ST about planning evaluation.

DISCUSS WITH ST AND SUBMIT NEBRASKA CLINICAL EVALUATION RUBRIC under Student Teaching evaluations - <https://forms.office.com/r/YH9k919FJ2>

Notify Director of Field Experiences of any unsatisfactory performance.

Discuss plans for your phase-in/ST's phase-out (8th week)

NINTH WEEK

ST begins gradual phase-out.

ST may observe other classes, levels, etc. during phase-out period.

COMPLETE ANY EVALUATIONS NOT PREVIOUSLY SUBMITTED (END OF 9th WEEK)

STUDENT TEACHER CALENDAR (16 Week)

- Outlined below are suggestions for cooperating teachers with our student teachers. Please refer to the website for additional ideas and guidelines at <http://www.csc.edu/education/fieldexperience/index.csc>.

FIRST WEEK

Introduce ST to staff.

Provide needed supplies, materials, work area.

Acquaint ST with school policies, procedures, customs, and traditions.

Acquaint ST with extra-curricular program.

Have ST observe classes, correct papers, take roll.

Have ST work with individuals and small groups.

Prepare ST to assume responsibility for classroom teaching; discuss lesson planning and classroom management, etc.

Identify a tentative schedule that the ST will follow to assume responsibility for planning and teaching. The ST should not be given responsibility for more than 2 classes at a time.

SECOND WEEK

Continue activities of first week.

Work ST into team teaching and/or some short-term assignments

Confer with ST regarding lesson plans.

Supervise class performance closely.

THIRD WEEK

Continue assigning additional teaching responsibilities.

Continue to delegate more classroom responsibilities.

Confer with ST about daily and weekly lesson plans.

Discuss testing and evaluation procedures.

Supervise classroom performance closely, provide feedback.

Notify Director of Field Experiences of any unsatisfactory performance

FOURTH - FIFTH WEEK

Continue previous activities.

Notify Director of Field Experiences of any unsatisfactory performance

By end of the Fifth week, the ST should be ready to assume responsibility for a full teaching load.

DISCUSS WITH ST AND SUBMIT FIRST FORMATIVE EVALUATION FORM under Student Teaching Evaluations - <https://forms.office.com/r/dsUaFFat8x>

SIXTH - FIFTEENTH WEEKS

ST teaches full load.

Supervisor periodically observes, evaluates, holds conferences.

Supervisor confers with ST about planning evaluation.

DISCUSS WITH ST AND SUBMIT NEBRASKA CLINICAL EVALUATION RUBRIC under Student Teaching evaluations - <https://forms.office.com/r/YH9k919FJ2>

Notify Director of Field Experiences of any unsatisfactory performance

Discuss plans for your phase-in/ST's phase-out (15th week)

SIXTEENTH WEEK

ST begins gradual phase-out.

ST may observe other classes, levels, etc. during phase-out period.

COMPLETE ANY EVALUATIONS NOT PREVIOUSLY SUBMITTED. (End of 16th week)



G. Chadron State College Teacher Work Sample Instruction Sheet

Teacher Work Sample (TWS) Objectives

Candidate will demonstrate the following competencies:

1. The ability to research the dynamics of the community, district and classroom as valuable information in structuring future instruction.
2. The ability to collect, aggregate, and display data related to student learning and the impact of instruction upon student learning (pre-assessment and post-assessment).
3. The ability to process pre-assessment and post-assessment data and adjust instructional plans as well as formative assessments based on that data.
4. The ability to deliver instruction based on revised instructional plans.
5. The ability to reflect on and improve instruction based on collected data and experience.

Chadron State College will use the Teacher Work Sample assignment as a key assessment. The Education Department will use data collected to make departmental decisions.

Tasks and procedures

The candidate will:

1. Research the contextual factors of the community, district, school and classroom where the candidate is conducting the TWS.
2. Design an instructional sequence (at least three consecutive lessons that does not include the administration of the pre-assessment or post-assessment) appropriate for the content area and level of students. Lessons may be:
 - a. Related to the candidate's unit prepared for elementary block or secondary special methods classes, or
 - b. Designed for a particular class during the teacher intern experience.
3. Design instructional plans with objectives before the pre-assessment is administered.
4. Design and administer a pre-assessment to students.
5. Aggregate and analyze data from the pre-assessment. Describe analysis process and conclusions reached. Construct a data display showing pre-assessment data which keeps student identity and information confidential.
6. Adjust and include instructional plans and formative assessment revisions based on pre-assessment data.
7. Deliver and document instruction that utilizes formative assessments to determine student progress during the lessons. Reflect on instructional delivery.
8. Administer a post-assessment. Aggregate and analyze data from post-assessment. Construct a data display showing post-assessment which keeps student identity and information confidential.
9. Construct a data display comparing both pre-assessment and post-assessment data which keeps student identity and information confidential.

10. Write a reflective commentary on the whole process, focusing on how data was used to shape instruction. Include the 7 components of the Conceptual Framework which is found within the reflection questions at the end of the assignment.

Project Elements (*Initial Submission*) (Parts 1-3)

You, the candidate will present the following elements three (3) weeks into your teacher internship. Faculty and staff will pre-evaluate the project.

Your project will be evaluated and returned with corrections/ideas for you to consider before you begin teaching the lessons and turning in your Final Submission. The following are the three parts required at this time:

1. **Professional Presentation** (16 pts. possible)
 - a. Title page: include name, school district site, class name, grade level, date, and Chadron State College
 - b. Table of Contents: clear, and organized with page numbers (This should include only what you have done at this time.)
 - c. Writing Conventions: apply to entire project (grammar, spelling, punctuation and professional writing)
 - d. Organization of presentation aligns with TWS Instruction Sheet
2. **Contextual factors and Instructional setting** (Suggested length: 2-3 pages) (20 pts. possible)

In your description include these exact headings:

 - a. Contextual factors: Community, district, and school factors
 - i. Address geographic location, community and school population, socio-economic profile, race/ethnicity, community support for education.
 - ii. Address other environmental factors.
 - b. Classroom factors:
 - i. Describe grade/level, subject, and/or curricular area.
 - ii. Address physical features of the classroom, availability of technology, equipment, resources, and the extent of classroom involvement by community and/or parents.
 - iii. Discuss other relevant factors such as classroom rules, routines, and grouping patterns.
 - c. Rationale:
 - i. Describe your rationale for the concept or subject for which you will be conducting the TWS. Explain why you are working with the specific group of students. Your rationale might include cooperating teacher choice, first group you have charge over, or the group has been designated as one where this project is most fitting.
 - d. Class characteristics:
 - i. Describe the students' characteristics of the class you are using to complete the TWS. For secondary classes, choose ONE section/class of

students to follow and complete the TWS. For elementary educators, you will use the class in which you are placed. You must consider these characteristics as you design instruction and assess learning. Include factors such as age, gender, race/ethnicity, special needs, achievement/developmental levels, culture, language, interests, learning styles/modalities, or students' skill levels. You should address students' prior knowledge and skills that will influence the development of your objectives, instruction, and assessment.

**** Special educators: Depending on how special education services are being implemented in your school, you may have only a few students to work with for this assignment. Even if it is one student, you should be able to complete the teacher work sample.**

e. Instructional Implications:

- i. Explain the instructional implications of the contextual characteristics of the community, classroom, and students and how they impact instructional planning and assessment. The description may also include information such as origin of the material for the plan, candidate's unit plan, or materials developed for the specific class under the direction of the cooperating teacher.

**** Special educators: In this section, address the accommodations needed for your student(s) and consider the child's disabilities when planning your lessons. How will you address their needs?**

3. **Initial Instructional plan** Develop instructional plans using the Chadron State College format for at least three consecutive lessons (**not including the administration of the pre-assessment and post-assessment**). The lessons may be spread over more than three class periods and/or days. (16 points possible)

a. Pre-assessment

- i. Develop a pre-assessment to be administered **before** the delivery of the lesson plans that is reliable and appropriate for the level and subject matter **and** that can be utilized as the post-assessment. Include a copy of the pre-assessment you will be using.

LESSONS SHOULD INCLUDE:

b. Objectives.

- i. List the Objectives of the concept (not the activities) that will guide the planning, delivery, and assessment of your lessons. Provide justification for your choice of objectives. ****Special educators: IEP goals may be used as objectives for lessons taught.**

c. Standards.

- i. Justification of objectives should be based on the appropriateness for specific class/students, school's curriculum, and alignment with local, state or national standards.

d. Instructional Plans

- i. Develop complete lesson plans for the duration of time planned for the teaching of the objectives. Include activities with a variety of learning styles and differentiated instructional methods along with evaluation procedures that utilize formative assessments to determine student progress during the

lessons. ****Special educators: Emphasize differentiated instructional methods and how they pertain to your student(s).**

e. Formative Assessments:

- i. Within the instructional plan, include multiple and varied formative assessments. The formative assessments could include oral questions and answers (checking for comprehension), worksheets, exit tickets, games, and assignments. You do not need to include the actual worksheets or assignments within the work sample. An explanation of the assessments is all that is needed in the lesson plan. ****Special educators: Assessments should be adaptive your students' needs and disabilities.**

Project Elements (Final Submission)

You, the candidate, will submit the following elements approximately eight (8) weeks into your teacher intern experience. Faculty and staff will evaluate the project using the attached rubric.

The first three elements will be your revised Initial Submission information:

(Title page, Table of Contents [for entire TWS document], Instructional setting/contextual factors, Pre-Instructional plan)

4. **Assessment plan-Section 1** (Suggested length for narrative: 1-2 pages, plus examples of assessments) (16 points possible) Include:
 - a. Objective Alignment:
 - i. Pre-assessment and post-assessment are aligned with your objectives and appropriate for level and subject area.
 - b. Assessment Characteristics:
 - i. Explain how your pre-assessment and post- assessments have validity and appear to be reliable. Explain how the assessments are appropriate for the level being taught and do the assessments evaluate what was covered within the lessons taught. Clearly explain how you will evaluate or score- pre-assessments and post- assessments. ****Special educators: Pre and post test measurement can be adapted to individual students. If the expectation is different for each child, make sure and clearly define what the criteria will be and why.**
 - c. Instruments and Student Samples:
 - i. Include evidence of pre-assessments and post-assessments (confidential copies, no names on the assessments, prompts, and student directions) and criteria for judging student performance. Include examples of the highest performing student and the lowest performing on each of the pre and post-test. The pre-assessment and post-assessment may be the different, but must include the same objective elements for purposes of data comparison.
 - d. Clarity of Criterion and Standards for Performance: In a brief paragraph, state what criteria you will use to determine if the students' performance meets the objective. Explain how the criteria is directly linked to the learning goals.
5. **Assessment Plan-Section 2** (Suggested length: 1-2 pages) (12 points possible)
 - a. Data display
 - i. Depict the results of the pre-assessment in labeled graphs or charts. Show results for **both** the individual and class overall performance. ****Special**

educators: Depending on how many students you work with, you may only need to portray your results for the individual. You will not have a overall class performance graph.

- b. Data Analysis:
 - i. After administering the pre-assessment, analyze student performance relative to the objectives indicating the students' progress toward each learning objective. Describe in detail how the performance did or did not meet the objectives for the lessons taught.
 - c. Revisions:
 - i. Describe any adjustments/modifications you will make in the instructional plans and formative assessments based on the pre-assessment data. Discuss revision of Initial Instructional plans here.
6. **Revised Instructional Plans** (20 Points possible)
- a. Revisions:
 - i. Based on the revisions described, revise a second set of instructional plans using the Chadron State College lesson plan format for at least three consecutive lessons (not including the administration of the pre-assessment and post-assessment). The lessons may be spread over more than three class periods and/or days. Include activities with a variety of *learning styles and differentiated instructional methods* along with evaluation procedures that utilize formative assessments to determine student progress during the lessons. The formative assessments could include oral questions and answers (checking for comprehension), worksheets, games, and assignments. Lesson plans should also show any adjustments/modifications made upon reviewing pre- assessment data and the data obtained from the formative assessments. **Highlight the revisions within in your second set of instructional plans by inserting a different font or color so raters can distinguish the plans with revisions from the original set of lesson plans.** ****Special educators: Some of your revisions may come while you are teaching and observe the response of your student(s). Describe these adaptations in this section.**

Lesson plans should include:

- b. Objectives:
 - i. List the objectives of the concept (not the activities) that will guide the planning, delivery, and assessment of your lessons. Provide justification for your choice of objectives
- c. Standards:
 - i. Justification of objectives should be based on the appropriateness for specific class/students, school's curriculum, and alignment with local, state or national standards.
- d. Formative assessments:
 - i. The formative assessments could include oral questions and answers (checking for comprehension), worksheets, games, and assignments.
 - ii. The pre-assessment instrument may be used as the post-assessment instrument measuring the objectives of the TWS. It is to be administered after the utilization of the lesson plans and must be reliable and appropriate for the level and subject matter.

7. **Assessment Plan-Section 3** (20 points possible)
- a. Post-Assessment Data:
 - i. Description of data analysis of post-assessment data (Suggested length: 1-2 pages) Aggregate the post-assessment data. Analyze the impact your instructional plans and formative assessments had on the growth of student learning. Describe the data and how it illustrates student performance on objectives. Include graphs, etc. that show the pre-assessment and post-assessment results in a format that allows easy comparison of the results. Depict the results of the pre-assessment and post-assessment in a labeled graph or chart.
 - b. Data Comparison Class Growth:
 - i. Compare the class growth between the pre and post-tests. Clearly display the growth in a labeled graph or chart. ****Special educators: Depending on how many students you work with, you may only need to portray your results for the individual. You will not have a overall class performance graph.**
 - c. Data Comparison-Individual Growth:
 - i. Compare the individual growth between the pre and post-tests. Clearly display the growth in a labeled graph or chart.
 - d. Impact on Student Learning
 - i. Comparing your data information from the pre-assessment and post-assessment, describe the overall student learning outcome. Was there an indication of student learning?
 - e. Impact of instruction
 - i. Comparing your data information from the pre-assessment and post-assessment, describe what impact your comprehensive instruction appeared to have upon student learning. What kinds of instruction was impactful?
8. **Instructional Decision-Making** (Suggested length: 1-2 pages) (16 points possible)
- a. Decision making:
 - i. Provide at least **four** examples of instructional decision-making based on pre-assessment data **and** on students' learning or responses during the lessons. Describe what you did and clarify why these actions would improve student progress toward the objectives. ****Special educators: Adaptations may be needed while you are teaching the lessons. These decisions would not be based on the pre-test. These decisions will acceptable in this section.**
 - b. Strategies:
 - i. Describe **two** instructional strategies and activities that contributed most to student learning. Describe why you think these strategies and/or activities were effective in helping your students reach the objectives of the lessons.
 - c. Formative Assessments:
 - i. Describe how you used formative assessment to monitor student progress.
 - d. Barriers:
 - i. Describe what you believe were the **two** greatest barriers to learning for your students in this unit. Focus only on factors you can affect as a teacher.

9. **Reflection and Self-Evaluation** (Suggested length: 1-2 pages) (4 points possible) Use the following lesson reflection questions, which are tied to the Conceptual Framework components, to guide your reflective narrative.
- As you reflect on the lesson, to what extent were the students productively engaged in the learning process? Think of academic engaged time/time on task. (Methodology/Technology, Thinking Skills)
 - Were students interested and motivated to learn during these lessons? Why or why not?
Did you make changes during the lessons to enhance interest or motivation? (Human Relations/Diversity, Professionalism)
 - Did the lesson allow for students to achieve mastery of the objective(s) and engage in activities and learning situations that were aligned with district, state, or national standards? (Methodology/Technology, Assessment, Thinking Skills)
 - Did you adjust your teaching strategies and activities as you taught the lesson? If so, why and how? (Leadership, Professionalism, Human Relations/Diversity)
 - What kind of feedback did you receive from the students indicating they had achieved understanding and that the objective(s) for the lessons were met? (Communication, Leadership)
 - If you had the opportunity to teach these lessons again to this same group of students, what would you do differently? Why? (Assessment, Leadership, Thinking Skills)
 - Did you receive any suggestions from the students or cooperating teacher that you incorporated into the lessons or that you would incorporate if you taught the lessons again? (Professionalism, Methodology/Technology, Communication)

Upon Completion and Submission of your Teacher Work Sample (TWS)

The Education Department will:

- Have two (2) raters score your TWS.
- Determine if your averaged score meets the cutoff score of 105 points. There is a total possible score of 140 points.
- Not accept late submissions** unless approved because of extenuating circumstances. If you are going to ask for an extension, you must notify

Colleen Margetts
(308) 432-6365
cmargetts@csc.edu

prior to submission date. Extenuating circumstances would be:

- Extended illness of self or family member
- Death of a family member
- Refusal of allowance by cooperating teacher
- Natural disaster

In all other cases, you must use your creativity to complete this assignment by the given submission date.

*Non-submissions will receive an “F” grade.

4. Notify students if their TWS did not meet the cutoff score. For scoring purposes on the TWS Rubric, you must have a score that falls within the “Progressing” “Proficient” or “Advanced” level to be considered passing.
 - a. **If** your TWS does not meet or exceed the cutoff score, you will be asked to create a second TWS to be taught in your second 8 weeks or edit the initial submission.
 - b. Submissions must be received by the given due date or an “F” grade will be given.
 - c. The TWS is worth 140 points. This is approximately 49% of your final grade in EDUC 495.

H.
Chadron State College
Teacher Work Sample Scoring Definitions

4. Advanced: {A 140-131} – The teacher candidate obtaining this designation has demonstrated consistent, professional, and performance skills beyond the basic essentials in the chosen academic area and has demonstrated the ability to apply the performance skills with several aspects integrated so that the whole of the TWS has a coherent structure and meaning. The teacher candidate can plan, assess, instruct, analyze data, and reflect upon the appropriate P-12 students' performances at a level that enables P-12 students' growth in a solid, conceptual understanding of the chosen academic area. *This denotes the presence of the advanced skills necessary to teach and assess students in the academic area.*

3. Proficient: {B 130-118} – The teacher candidate obtaining this designation has demonstrated the basic essential set of professional and performance skills needed to teach and assess students in the chosen academic area. The basic concepts of the subject matter, teaching in the academic area, and assessing student performance are understood as one problem, idea, or concept following another, but are not interrelated as a whole system of understanding. The teacher candidate can plan, assess, instruct, analyze data, and reflect upon the appropriate P-12 students' performances to help P-12 students' growth of procedural and conceptual understanding in the chosen academic area at an expanding level. *This denotes the presence of essential skills necessary to teach and assess students in the academic area.*

2. Progressing: {C 117-105} – The teacher candidate obtaining this designation has demonstrated the presence of beginning professional and academic performance skills needed to teach and assess students. Aspects of a problem, idea, or concept are seen in rote application with nominal relationship of facts and ideas to each other. The teacher candidate can assess student learning and can develop learning experiences somewhat based on students' developmental levels and prior experience. The candidate shows minimal analysis or reflection upon appropriate P-12 students' performances such that P-12 students' understanding in the academic area will be more rote learning with less conceptual understanding. *This denotes the presence of the bare essential skills necessary to teach and assess students in the academic area.*

1. Unacceptable: {D Below 105} – The teacher candidate obtaining this designation does not perform at a level that exhibits preparedness for teaching, but does demonstrate some basic understanding of professional and academic performance skills needed to teach and assess students. The teacher candidate cannot accurately assess student learning or develop learning experiences based on students' developmental levels or prior experience. The candidate shows little, if any, analysis or reflection upon appropriate P-12 students' performances such that P-12 students' understanding in the academic area may be negatively impacted. *Any rating earned at or below the Unacceptable level in the teacher candidate's TWS will be deemed unacceptable for a teacher candidate preparing for Nebraska teacher certification.*

0. Missing: {F} – The teacher candidate obtaining this designation does not perform at a level that exhibits preparedness for teaching, nor does the candidate demonstrate any basic understanding of professional and academic performance skills needed to teach and assess students. The teacher candidate cannot accurately assess student learning or develop learning experiences based on students' developmental levels or prior experience. The candidate shows no ability to analyze or reflect upon appropriate P-12 students' performances such that P-12 students' understanding in the academic area may be negatively impacted. *Any rating earned at or below the Unacceptable level in the teacher candidate's TWS will be deemed unacceptable for a teacher candidate preparing for Nebraska teacher certification.*

Semester Date _____

(2)

Rater _____

(3)

Teacher Work Sample Rubric

Follow your TWS Instruction Sheet to ensure your project contains all of the components needed.

Possible Score	4 – Advanced	3 – Proficient	2 – Progressing	1- Unacceptable	0 – Missing	Score
Professional Presentation						
(4) Title Page	Title page is complete	Title page is missing one component	Title page is missing two components	Title page is missing three or more components	Title page is missing	
(5) Table of Contents	Table of Contents is complete and organized	Table of Contents is missing one component	Table of Contents is missing two components	Table of Contents is missing more three or more components	Table of Contents is missing	
(6) Writing Conventions	Writing is grammatically correct, complete, easy to understand and represents professional writing	Writing is grammatically correct, complete, easy to understand, but contains a few errors	Writing contains several errors, or may not be complete or easy to understand	Writing contains significant errors, is not complete or easy to understand	Writing contains numerous errors, and unable to comprehend	
(7) Organization	Organization of presentation aligns with TWS Instruction Sheet	Organization of presentation has a few deviations from the TWS Instruction Sheet	Organization of presentation has several deviations from the TWS Instruction Sheet	Organization of presentation does not align with the TWS Instruction Sheet	Organization of presentation is absent.	
(8) Comments on Professional Presentation	<i>(Comments optional; you will be prompted to enter any provided comments into the Microsoft Form.)</i>					
Contextual Factors and Instruction						

Possible Score	4 – Advanced	3 – Proficient	2 – Progressing	1- Unacceptable	0 – Missing	Score
nal Setting						
(9) Community, District, and School	Descriptions of contextual factors are clear and complete	Descriptions of contextual factors are unclear and missing one component	Descriptions of contextual factors are unclear and missing two-three components	Descriptions of contextual factors are very unclear and missing more than three components	Descriptions of contextual factors is missing	
(10) Classroom Factors	Descriptions of classroom factors are clear and complete	Descriptions of classroom factors are unclear and missing one component	Descriptions of classroom factors are unclear and missing two-three components	Descriptions of classroom factors are very unclear and missing more than three components	Descriptions of classroom factors are missing	
(11) Rationale	Rationale for the concept or subject is very clear and complete	Rationale for the concept or subject is mostly clear and complete	Rationale for the concept or subject is unclear and/or incomplete	Rationale for the concept or subject is unclear and incomplete	Rationale for the concept or subject is missing	
(12) Class Characteristics	Description of class characteristics is clear and complete	Description of class characteristics is unclear and missing one component	Description of class characteristics is very unclear and missing two-three components	Description of class characteristics of the class is unacceptable and missing three or more components	Characteristics of the class are missing	
(13) Instructional Implications	Explanation of the instructional implications is very clear and complete	Explanation of the instructional implications is mostly clear and complete	Explanation of the instructional implications is unclear and/or incomplete	Explanation of the instructional implications is unclear and incomplete	Explanation of the instructional implications is missing	
(14) Comments on Contextual Factors and Instructional Setting	<i>(Comments optional; you will be prompted to enter any provided comments into the Microsoft Form.)</i>					

Possible Score	4 – Advanced	3 – Proficient	2 – Progressing	1- Unacceptable	0 – Missing	Score
Initial Instructional Plan						
(15) Objectives	Objectives exceed expectation of pre-service teachers	Objectives state what the students will learn	Objectives partially state what students will learn	Objectives do not specify what the students will learn	Objectives are missing	
(16) Standards	Each objective is explicitly tied to standards	Some objectives are explicitly tied to standards	Few objectives are inadequately tied to standards	Objectives are not tied to standards	Standards are missing	
(17) Instructional Plans	Instructional plans are complete and contain four or more examples of differentiated instructional methods or levels of learning (at least three consecutive lessons)	Instructional plans are complete and contain three examples of differentiated instructional methods or levels of learning (at least three consecutive lessons)	Instructional plans are complete and contain two examples of differentiated instructional methods or levels of learning (at least three consecutive lessons)	Instructional plans contain one example of differentiated instruction or levels of learning (at least three consecutive lessons)	Instructional plans are missing	
(18) Formative Assessments	Multiple and varied formative assessments are included and align with the objectives/instructional plan	Multiple or varied formative assessments are included and align with objectives/instructional plan	A formative assessment is included and somewhat aligns with objectives/instructional plan	Formative assessments are included but do not align with objectives/instructional plan	No formative assessments are included in the instructional plan	
(19) Comments on Initial Instructional Plan	<i>(Comments optional; you will be prompted to enter any provided comments into the Microsoft Form.)</i>					
Assessment Plan (Section 1)						
(20)	Pre-assessment	Pre-assessment	Pre-assessment	Pre-assessment	Pre-assessment	

Possible Score	4 – Advanced	3 – Proficient	2 – Progressing	1- Unacceptable	0 – Missing	Score
Objective Alignment	and post-assessment are aligned with all objectives	and post-assessment are aligned with most objectives	and post-assessment are aligned with few objectives	and post-assessment are not aligned with the objectives	and post-assessment are missing	
(21) Assessment Characteristics	Pre-assessment and post-assessment have all of the following: 1. have face validity 2. appear to be reliable 3. are appropriate to level 4. are based on instructional plans 5. student directions and scoring procedures are clearly explained	Pre-assessment and post-assessment have four of the following: 1. have face validity 2. appear to be reliable 3. are appropriate to level 4. are based on instructional plans 5. student directions and scoring procedures are clearly explained	Pre-assessment and post-assessment have three of the following: 1. have face validity 2. appear to be reliable 3. are appropriate to level 4. are based on instructional plans 5. student directions and scoring procedures are clearly explained	Pre-assessment and post-assessment have two or fewer of the following: 1. have face validity 2. appear to be reliable 3. are appropriate to level 4. are based on instructional plans 5. student directions and scoring procedures are clearly explained	Pre-assessment and post-assessment are missing	
(22) Instruments and Student Samples	Examples of a high-score <u>and</u> a low-score confidential student pre-assessment and post-assessment are included (4 in all)	Examples of a high-score <u>and/or</u> a low-score confidential student pre-assessment and/or post-assessment are included (Only 3 included)	Examples of a high-score <u>and/or</u> a low-score confidential student pre-assessment and/or post-assessment are included (Only 2 included)	Only one example of a high- or low-score confidential student pre-assessment or post-assessment is included (Only 1 included)	No examples of confidential student assessment included.	
(23) Clarity of Criterion and Standards for performance	The assessment contains clear criteria for measuring student performance and are linked to the learning goals.	Assessment criteria have been developed, but they are not clear but are linked to learning goals.	Assessment criteria have been developed, but are not clear and are not linked to learning goals.	Assessment criteria have not been developed and are not clear and are not linked to learning goals.	Assessment criteria missing.	
(24) Comments on Assessment	<i>(Comments optional; you will be prompted to enter any provided comments into the Microsoft Form.)</i>					

Possible Score	4 – Advanced	3 – Proficient	2 – Progressing	1- Unacceptable	0 – Missing	Score
nt Plan (Section 1)						
Assessment Plan (Section 2)						
(25) Data Display	Pre-assessment data is clearly and completely displayed in a labeled graph or chart	Pre-assessment data is clearly and completely displayed but not in a graph or chart	Pre-assessment data is displayed in a graph or chart but is unclear	Pre-assessment data is not displayed in a graph or chart and is unclear	Pre-assessment data is missing	
(26) Data Analysis	Pre-assessment data is clearly and completely described and analyzed	Pre-assessment data is clearly and completely described but inadequately analyzed	Pre-assessment data is inadequately described and analyzed	Pre-assessment data is not described or analyzed	Pre-assessment data is missing	
(27) Revision Description	Need for revisions of initial instructional plans is clearly and completely described	Need for revisions of initial instructional plans is unclear or incomplete	Need for revisions of initial instructional plans is unclear and incomplete	Need for revisions of initial instructional plans is not acknowledged	Need for revisions of initial instructional plans is missing	
(28) Comments on Assessment Plan (Section 2)	<i>(Comments optional; you will be prompted to enter any provided comments into the Microsoft Form.)</i>					
Revised Instruction Plans						
(29) Revisions Included	Revisions reflect student needs based on pre-assessment data	Revisions reflect some of the student needs based on pre-assessment data	Revisions reflect few of the student needs based on pre-assessment data	Revisions do not reflect student needs based on pre-assessment data	No revisions were made to the instructional plan	

Possible Score	4 – Advanced	3 – Proficient	2 – Progressing	1- Unacceptable	0 – Missing	Score
(30) Objectives	Objectives exceed expectation of pre-service teachers	Objectives state what the students will learn	Objectives partially state what students will learn	Objectives do not specify what the students will learn	Objectives are missing	
(31) Standards	Each objective is explicitly tied to standards	Some objectives are explicitly tied to standards	Few objectives are tied to standards	Objectives are not tied to standards	Standards are missing	
(32) Instructional Plans	Instructional plans are complete and contain four or more examples of differentiated instructional methods or levels of learning (at least three consecutive lessons)	Instructional plans are complete and contain three examples of differentiated instructional methods or levels of learning (at least three consecutive lessons)	Instructional plans are complete and contain two examples of differentiated instructional methods or levels of learning (at least three consecutive lessons)	Instructional plans contain one example of differentiated instruction or levels of learning (at least three consecutive lessons)	Revised instructional plans that are missing	
(33) Formative Assessments	Multiple and varied formative assessments are included and align with the objectives/instructional plan	Multiple or varied formative assessments are included in the instructional plan and align with objectives/instructional plan	A formative assessment is included and somewhat aligns with objectives/instructional plan	No formative assessments are included in the instructional plan	No formative assessments are included in the instructional plan	
(34) Comments on Revised Instructional Plans	<i>(Comments optional; you will be prompted to enter any provided comments into the Microsoft Form.)</i>					
Assessment Plan (Section 3)						
(35) Post Assessment Data	Post-assessment data is clearly and completely described and	Post-assessment data is clearly and completely described but inadequately	Post-assessment data is inadequately described and analyzed	Post-assessment data is not described or analyzed	Post-assessment data is missing	

Possible Score	4 – Advanced	3 – Proficient	2 – Progressing	1- Unacceptable	0 – Missing	Score
	analyzed	analyzed				
(36) Data Comparison: Individual Growth	Comparison of pre-assessment and post-assessment data showing individual growth is clearly and completely displayed in a labeled graph or chart	Comparison of pre-assessment and post-assessment data showing individual growth is displayed but not in a graph or chart	Comparison of pre-assessment and post-assessment data showing individual growth is displayed in a graph or chart but is unclear	Comparison of pre-assessment and post-assessment data showing individual growth is not displayed in a graph or chart and is unclear	Comparison of pre-assessment and post-assessment data showing individual growth is missing	
(37) Data Comparison: Class Growth	Comparison of pre-assessment and post-assessment data showing class growth is clearly and completely displayed in a labeled graph or chart	Comparison of pre-assessment and post-assessment data showing class growth is displayed but not in a graph or chart	Comparison of pre-assessment and post-assessment data showing class growth is displayed in a graph or chart but is unclear	Comparison of pre-assessment and post-assessment data showing class growth is not displayed in a graph or chart and is unclear	Comparison of pre-assessment and post-assessment data showing class growth is missing	
(38) Impact on Student Learning	Description of impact upon student learning is clearly and completely stated	Description of impact upon student learning is stated and is mostly clear or complete	Description of impact upon student learning is stated but is unclear and/or incomplete	Description of impact upon student learning is stated and is unclear and incomplete	Description of impact upon student learning is missing	
(39) Impact of Instruction	Impact of instruction on student growth is clearly and completely analyzed	Analysis of impact of instruction on student growth is unclear or incomplete	Analysis of impact of instruction on student growth is unclear and incomplete	Impact of instruction on student growth is inadequately stated	Impact of instruction on student growth is missing	
(40) Comments on Assessment Plan (Section 3)	<i>(Comments optional; you will be prompted to enter any provided comments into the Microsoft Form.)</i>					
Instruction						

Possible Score	4 – Advanced	3 – Proficient	2 – Progressing	1- Unacceptable	0 – Missing	Score
Decision Making, Reflection, and Self Evaluation						
(41) Decision Making	Contains four examples of instructional decision making based on pre-assessment data and on student’s learning during lessons.	Contains three examples of instructional decision making based on pre-assessment data and on student’s learning during lessons.	Contains two examples of instructional decision making based on pre-assessment data and on student’s learning during lessons.	Contains fewer than two examples of instructional decision making based on pre-assessment data and on student’s learning during lessons.	Examples of instructional decision making based on pre-assessment data and student’s learning are missing.	
(42) Strategies // Activities	Description of two effective instructional strategies/activities is clear	Description of two effective instructional strategies/activities is unclear	Description of one effective instructional strategies/activities is clear	Description of one effective instructional strategies/activities is unclear	No description of effective instructional strategies/activities is included	
(43) Formative Assessments	Describes multiple varied formative assessments used to monitor student progress	Describes multiple formative assessments used to monitor student progress	Describes a varied formative assessment used to monitor student progress	Describes a formative assessment used to monitor student progress	Formative assessments are not described	
(44) Barriers	Description of two barriers to student learning is clear	Description of two barriers to student learning is unclear	Description of one barrier to student learning is clear	Description of one barrier to student learning is unclear	Description of barriers is not included.	

Possible Score	4 – Advanced	3 – Proficient	2 – Progressing	1- Unacceptable	0 – Missing	Score
(45) Reflection	The reflection and self-evaluation contains analysis of all the following: 1. Engaged time 2. Student interest and motivation 3. Student mastery of learning objectives 4. Revisions of instructional strategies/activities 5. Student feedback 6. Future considerations based on self-evaluation 7. Future considerations based on cooperating teacher and/or students	The reflection and self-evaluation contains analysis of five or six of the following: 1. Engaged time 2. Student interest and motivation 3. Student mastery of objectives 4. Revisions of instructional strategies/activities 5. Student feedback 6. Future considerations based on self-evaluation 7. Future considerations based on cooperating teacher and/or students	The reflection and self-evaluation contains analysis of three or four of the following: 1. Engaged time 2. Student interest and motivation 3. Student mastery of objectives 4. Revisions of instructional strategies/activities 5. Student feedback 6. Future considerations based on self-evaluation 7. Future considerations based on cooperating teacher and/or students	The reflection and self-evaluation contains analysis of two or fewer of the following: 1. Engaged time 2. Student interest and motivation 3. Student mastery of objectives 4. Revisions of instructional strategies/activities 5. Student feedback 6. Future considerations based on self-evaluation 7. Future considerations based on cooperating teacher and/or students	The reflection and self-evaluation are missing	
TOTAL						

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