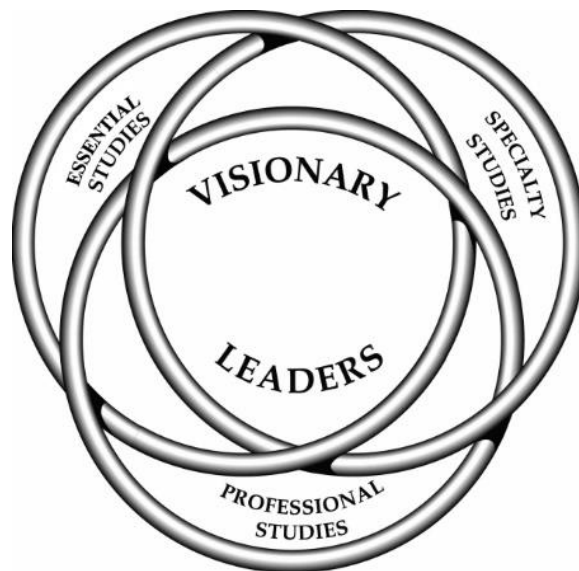


TEACHER EDUCATION HANDBOOK

**Chadron State College
Chadron, Nebraska**



2023-2024



Three colleges
Thousands of Opportunities



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WELCOME TO CHADRON STATE COLLEGE EDUCATION PREPARATION PROGRAM

Dear Teacher Candidate,

The faculty and staff of the Education Preparation Program (EPP) congratulate you on your decision to consider teaching as your career. Teaching is the noblest of all professions and enables a person to touch the lives of countless individuals. As you can imagine, much has changed in our public and private schools over the last several years. Our program at Chadron State College is designed to keep you informed about these changes, and to provide you with the necessary knowledge, skills and professional dispositions needed to ensure that your future PK-12 students are learning and growing into productive and contributing global citizens.

This EPP Handbook is designed to help guide you through your teacher preparation program at Chadron State College, so that you will make the most efficient use of your time and be ready to enter our profession at the earliest date possible. We **STRONGLY** encourage you to read through this Handbook, as it will answer many of the questions you may have as you move through your education program.

Once again, congratulations! Please feel free to stop by our offices and visit with us! We look forward to getting to know you!

Best wishes for much success!

Education Preparation Program
Chadron State College

Please read this handbook carefully as it is very important that you know this information as you go through your program and, when you have questions, please feel free to come into the Field Experience Office or speak to a faculty or staff member of the Education Preparation Program.

Chadron State College Field Experience Offices

Mr. David Perkins
Director of Field Experience & Certification Officer
308-432-6032 e-mail: dperkins@csc.edu
Old Admin 117

Ms. Stefani Van Vleet
Project Coordinator for Field Experience
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AREAS OF STUDY IN TEACHER EDUCATION

The Education Preparation Program (EPP) at Chadron State College (CSC) provides teacher preparation in accordance with the requirements of the Nebraska State Department of Education. Chadron State College and the State of Nebraska require that individuals seeking teacher certification be qualified in at least **one field endorsement or one subject area endorsement**. Fields and subjects are defined as follows:

Types of endorsement programs:

- 1) **Single Subject Endorsement** – This entitles the holder to teach only that specific subject (e.g., Health, History, and Biology).
- 2) **Field Endorsement** – This entitles the holder to teach all subjects within that particular field (e.g., Elementary Education, English Language Arts, Social Sciences, Natural Science). For example, if one holds the Social Science Field Endorsement, they are entitled to teach the subjects of History, Political Science, Geography, Economics, Psychology, Anthropology, and Sociology.
- 3) **Supplemental Endorsement** – This endorsement must be obtained in combination with either a subject or field endorsement program, and it entitles the holder to perform duties as prescribed under that area (e.g., Coaching, Drivers Education, and Early Childhood Education).

Chadron State College offers teacher preparation programs in the following field and subject endorsements. You must choose at least one field or one subject endorsement:

Field Endorsements

Art (PK-12)
Business, Marketing, and IT (6-12)
Early Childhood Inclusive (Birth-Grade 3)
Elementary Education (K-8)
Family and Consumer Sciences (6-12)
Health and Physical Education (PK-12)
English Language Arts (7-12)
Mathematics (6-12)
Music (PK-12)
Science (7-12)
Social Science (7-12)
Special Education (K-12)

Subject Endorsements

Biology (7-12)
Chemistry (7-12)
Earth & Space Science (7-12)
Health (7-12)
History (7-12)
+Middle Level Education (5-9)
Physical Education (PK-6, 7-12)
Vocal Music (PK-12)

*Supplemental Endorsements:

Coaching (7-12)
**Early Childhood Education (Ages 3-grade 3)
Health Sciences Education (6-12)
Theatre (7-12)
Work-Based Learning (9-12)

*Supplemental endorsements are endorsements that do not stand alone; the student must also hold, or be concurrently seeking, a subject or field endorsement.

**The Early Childhood Education supplemental endorsement may only be added to an Elementary Education Endorsement.

+ The Middle Level Education student must complete a minimum of 24 course credits in at least one Core Academic Subject Area from the list below:

- English Language Arts, Mathematics, Sciences, or Social Sciences

Additional content subject areas may be added (with a minimum of 24 course credits) in any of the Core Academic Subject Areas listed above, and/or in any of the following content subject areas:

- Business, Marketing & Information Technology Education, Family & Consumer Sciences, or Health & Physical Education

EXPLANATION OF TEACHING PROGRAMS and TERMS

A **MAJOR** is a student's identified Bachelor's Degree subject area of emphasis (e.g., Biology). When completed, results in a 4-year college degree.

A teaching **ENDORSEMENT** is a subject area specialization indicated on a teaching certificate. When completed, results in a 4-year college degree, and eligibility for a teaching certificate/license.

In the education program at Chadron State, your degree MAJOR is the same as your ENDORSEMENT. For example, if you are seeking an Elementary Education program ENDORSEMENT (GRADES K-8), then this is also listed as your college MAJOR.

Middle Level Content Area of Specialization – This is a set of courses (24-28 cr. hrs.) that provide additional knowledge and expertise to one's Middle Level Endorsement program. Its purpose is to provide the holder of the Middle Level Endorsement with a broader scope of knowledge in one particular area of study. For example, given that the Middle Level Endorsement allows the holder to teach all subjects at the middle grades level, a content area of specialization provides the student with a broader scope of knowledge in one of those subject areas.

BACHELOR OF SCIENCE in EDUCATION PROGRAMS CERTIFICATE REQUIREMENTS

CERTIFICATE REQUIREMENTS for the BACHELOR OF SCIENCE IN EDUCATION can be found in the current Chadron State College course catalog at:

<http://catalog.csc.edu/undergraduate/programs/education/bsed-secondary-pk-12-6-12-7-12/>

Secondary

<http://catalog.csc.edu/undergraduate/programs/education/bsed-subject-endorsement-middle-level-education-5-9/>

Middle Level Education

<http://catalog.csc.edu/undergraduate/programs/education/bsed-field-endorsement-elementary-education-k-8/>

Elementary Education

<http://catalog.csc.edu/undergraduate/programs/special-education/bs-education-early-childhood-inclusive-field-endorsement-birth-through-grade-3/>

Early Childhood Inclusive

<http://catalog.csc.edu/undergraduate/programs/special-education/bs-education-field-endorsement-special-education-k-12/>

Special Education

MISSION

The mission of the Chadron State College Education Preparation program, founded on educating Visionary Leaders, is to prepare teacher candidates to use current pedagogical methods that effectively impact student learning in the candidate's respective content area(s) of study. Candidates will gain applicable knowledge and skills in the areas of assessment, curriculum, guidance, diversity education, classroom management, professional issues, special education, English language learners, psychology, literacy, and instructional technology as part of this program.

Philosophy of Teacher Education

Education in a democracy is accepted as the most important human activity for the maintenance, perpetuation, and advancement of society. The Education Preparation Program at Chadron State College is dedicated to the development of visionary leaders. The program recognizes the institutional responsibility of developing leadership that promotes collaborative engagement and advocacy to influence policy development to serve all constituents in our profession. The faculty within the Education Preparation Program act upon a set of common beliefs that reflect the importance placed upon the preparation of qualified professional educators who will assume leadership roles within the local education community and the education profession at large.

Students within the Education Preparation Program are valued as unique individual learners, each wanting to learn and capable of making good learning decisions. Each student is a client to be served by the staff of CSC, and in turn, the student (Teacher Candidate) will serve others after graduation in their role as an educator.

We believe the educator's role is to facilitate learning. The facilitation of learning is accomplished by creating opportunities for all learners to actively participate/engage in the learning environment and process knowledge through methods appropriate to their individual learning needs. Our model is based, to a great extent, on the constructivist theory of learning.

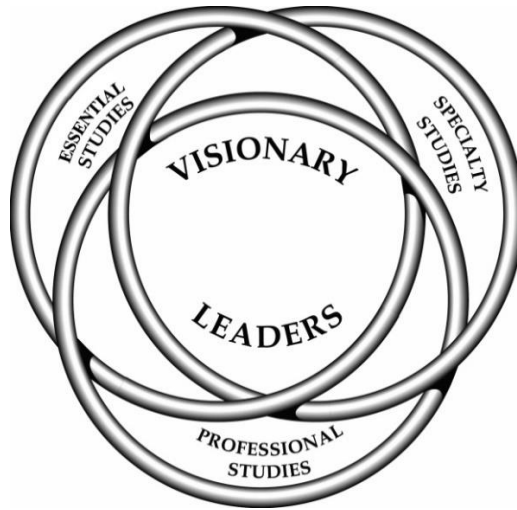
In so doing, various methods of instruction are planned to be consistent with sound theory and current research findings. The individual faculty member is free to use varied approaches and personalized techniques in instruction. In creating a non-threatening learning climate, allowances for individual learning preferences are encouraged and responded to through appropriate pedagogical practices and open, respectful communication among all participants. Learning is believed to be inherently joyful and efforts toward developing and maintaining this end are supported. The demands of the content of the subject are not diminished in the teaching effort which will produce the greatest positive change.

PROGRAM OUTCOMES

- InTASC Standard #1: Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- InTASC Standard #2: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

- InTASC Standard #3: Learning Environments The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- InTASC Standard #4: Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
- InTASC Standard #5: Application of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- InTASC Standard #6: Assessment The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- InTASC Standard #7: Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- InTASC Standard #8: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- InTASC Standard #9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner
- InTASC Standard #10: Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

CCSSO's Interstate Teacher Assessment and Support Consortium (InTASC). (2013). *InTASC model core teaching standards and learning progressions for teachers 1.0*. Washington, DC: Council of Chief State School Officers.



THE VISIONARY LEADER MODEL

Instructional Themes

Chadron State College’s Education Preparation Program is designed to produce Visionary Leaders. Visionary Leaders inherit our profession's quintessential traditions and tools and are made aware of the best contemporary educational research and developments. We bequeath a vital educational vision - one that honors both tradition and innovation - to our students.

The Visionary Leader model is depicted by three interlocking circles, each representing an interrelated area of the curriculum: Essential Studies, Specialty Studies, and Professional Studies. One circle, Professional Studies, consists of seven components that make up the instructional themes for the Education Unit. All seven components are interwoven throughout the professional preparation programs. These components are:

- | | | | |
|-----------------|-----------------|--------------------------------|------------|
| Communication | Assessment | Inclusive Learning Environment | Leadership |
| Thinking Skills | Professionalism | Methodology | |

Moral Character and Safety Concerns

Teaching is a profession that requires its potential candidates to be individuals of integrity. Prospective teachers must be able to demonstrate that they are individuals of strong moral character who can make mature decisions for themselves and for their students. Teachers are responsible for the education, safety, and well-being of anyone in their charge. Therefore, the Chadron State College Education Preparation Program is interested in training future teachers who show a high degree of moral character and the ability to act responsibly. These individuals must be able to serve as representatives of our college and our program.

With this in mind, should the college discover behavior, which in its reasonable judgment establishes on the part of the candidate, a lack of integrity, questionable moral/ethical character, or otherwise indicates a potential risk to young persons and others in the educational community, the Chadron State College Education Preparation Program reserves the right to deny entry to, or dismiss anyone from, any program which leads to certification. More specifically, these kinds of behaviors shall be adequate foundation to deny any candidate or potential candidate from participation in any practicum, pre-practicum, teacher internship or similar field experience, since the interests and safety of the children, and young people present in the classroom, schools, and other venues where these field experiences take place are paramount.

Problematic behaviors, which the Nebraska Department of Education reasonably determines, renders the candidate a risk to the educational community, or demonstrates a likelihood of illegal activity, may be established by any credible means, including the facts surrounding a record of arrests and/or convictions.

FELONY AND MISDEMEANOR POLICY

For specific felony or misdemeanor convictions related to the Nebraska Department of Education, please see Rule 20, Title 92, Nebraska Administration Code, Chapter 20 at the following URL:
<https://www.education.ne.gov/legal/current-nde-rules-regulations/>.

Similarly, Title 92, Nebraska Administrative Code, Chapter 21, identifies behaviors of a candidate's mental capacity which may result in a Chadron State College candidate being denied participation in any practicum, pre-practicum, teacher internship or similar field experiences, since the interests and safety of the children, and young people present in the classroom, schools, and other venues where these field experiences take place are paramount.

For a specific list of related Mental Fitness Capacity identified by the Nebraska Department of Education, please see Rule 21, Title 92, Nebraska Administration Code, Chapter 21 Section 003.10 at the following URL:
<https://www.education.ne.gov/legal/current-nde-rules-regulations/>.

FLOW CHART FOR PROGRAM COMPLETION

STEP 1

-Introduction to Teaching
-Educational Psychology
-Introduction to the
Exceptional Learner
-Technology Resources for
Learning



STEP 2

-Completed a minimum of 30
credit hours with a 2.75 GPA
-No grade below a "C" in
Professional Education classes



- Application to the Teacher
Education Program
- Complete faculty
recommendations and must be
recommended by department



Student admitted into
Education Preparation Program

STEP 3

Take EDUC 300:
Observation &
Participation Class



STEP 4

Take EDUC 301 to learn about Professional Year options.



Professional Year

STEP 5

-Completed a minimum of 90 credit hours with a 2.75 GPA
-No grade below a “C” in Professional Education classes

Apply for student teaching

- September 1 deadline for spring student teaching
- February 1 deadline for fall student teaching

Professional Year Pathways

1. School-year long Partnership Program enrollment
 2. Professional Year courses and then one semester of student teaching
- **TAKE Praxis II subject exam**
 - Obtain Liability Insurance



Graduation and Certification

1. Apply for Graduation
May Graduation-November 15 deadline
Summer Graduation – February 15 deadline
December Graduation-April 15 deadline
1. **PASS** Praxis II prior to certification
2. Apply for State certification.

STEPS TO COMPLETE THE EDUCATION PREPARATION PROGRAM

Step 1 Freshman year or 1st semester after decision to become a teacher. Transfer students should begin the process the first semester on campus.

I. **EDUC 131: Introduction to Teaching**

A. Completion of 25 hours of school observation are required as part of the course.

B. A criminal background check will be submitted by the candidate at www.castlebranch.com to ensure the candidate has no felony or misdemeanor convictions involving abuse, neglect, or injury to any person, nor any other convictions involving moral turpitude (Nebraska Department of Education Rule 20, Code Section - 004.06, subsection 004.06A,B,C,D). **The approved background check must be received by the Field Experience Office before any school-based observations can occur.**

Affirmation under oath (notarized felony oath statement to be uploaded to electronic link) that the candidate does not have an order or determination currently in effect by a court or any other government body which finds the student to be any of the following: a mentally ill dangerous person as evidenced and declared by a mental health board, has a significant mental illness or emotional impairment as determined by a mental health professional, mentally incompetent to stand trial, acquitted of criminal charges because of insanity, an incapacitated person in need of a guardian, or unable to manage his or her property and property affairs effectively due to mental illness, mental deficiency, chronic use of drugs or chronic intoxication: or is currently an inpatient or resident in a mental health facility due to a determination by a qualified mental health professional.(Nebraska Department of Education Rule 21, Code Section- 003.10, subsections 003.10A,B,C,D,E,F). **The approved felony oath statement must be received by the Field Experience Office before any school-based observations can occur.**

1. Student must earn a "C" or above in this class.

C. EDUC 224: Technology Resources for Learning
SPED 230: Introduction to Exceptional Learner
PSYC 231: Educational Psychology

D. Students must have a "C" or above in all the above Professional Education courses.

Step 2 **Application for Admission to the Education Preparation Program** **MUST be completed at this time to enter the program and be registered for EDUC 300 Observation & Participation (O&P).** The candidate must have completed all the above requirements in addition to the following:

I. **Application to the Education Preparation Program form** must be requested from the Project Coordinator for Field Experiences and completed electronically.

II. **Faculty Recommendations:**

A. The link to the faculty recommendation form can be found in the Application packet that has been requested from and sent to the candidate from the Project Coordinator.

- B. The link to the faculty recommendation form is emailed to five faculty members that the candidate wants to have rate them.
 - 1. The advisor
 - 2. Three members of the candidate's department (ex: Math, Elementary, PE) **or** Education faculty
 - 3. An Essential Studies professor
 - a. All faculty recommendations must be from a professor that the candidate has had in at least one college course (except possibly the advisor).
- C. When emailing the electronic link to the faculty, please let them know which class you took with them and which semester it was.
- D. The evaluation forms are completed by the faculty electronically and are automatically received by the Project Coordinator for Field Experiences, then they present the candidate's faculty recommendations to the candidate's academic department to be voted on.
- E. **The candidate should check in with the Project Coordinator to make sure the recommendations have been returned and have been acted upon by the department.**
- F. The candidate's department has three (3) possible options:
 - 1. Recommend candidate be admitted to the Education Preparation Program
 - 2. Recommend with reservations.
 - a. Department recommends the candidate but has concerns. The candidate and the Education Department will be notified by letter of these concerns from the candidate's department.
 - 3. Does not recommend.
 - a. The candidate is not admitted into the Education Preparation Program; the candidate will work with their department faculty to address the issues and/or develop a plan for a new major outside of Education. If the respective academic department does not approve the application, the candidate will not be allowed to enter the Education Preparation Program.
- III. A State-required overall G.P.A. of 2.75 is required in a minimum of 30 credit hours. The G.P.A. will be calculated by using **ALL** previous college/university course work, as well as course work from CSC.
- IV. **Candidates who fail to meet all the above requirements will be denied program admission until such time as the criteria are met; as well, the following conditions may impact the candidate's admission into the Education Preparation Program:**
 - A. Teacher dispositions that reflect negatively that have been observed by faculty, staff or cooperating educators may cause the student to be removed from the Education Preparation Program at Chadron State College.
 - B. Health and physical fitness:
 - 1. Emotional instability.
 - 2. Physical exceptionalities that would impair successful teaching.

Step 3 EDUC 300: Observation and Participation

- I. Completion of State-required 100 observation hours in a certified/accredited school setting with one or more cooperating teachers (no more than 4). **See section B in the Intro to Teaching**

requirements (page 13) for background check and felony oath statements for all required observation requirements.

Step 4 **EDUC 301 – Qualifying Seminar course**

- I. Candidates will take EDUC 301 Qualifying Seminar course the fall semester of their junior year to learn the different options for the Professional Year.

Step 5 **Professional Year (Senior Year) Options**

I. Year-long School-Based Partnership Program.

- A. Candidates will apply for year-long experience by December 1st of **previous** year.
- B. Candidates will spend entire school year (August to May) in one school/district.
- C. Fall semester – Professional Year courses online and will float to different grade levels/subjects.
 1. Sub up to 8 days a month.
- D. Spring semester – student teaching for State-required minimum of 14 weeks.
 1. Individual circumstances may prevent a student from participating in the year-long Teacher Internship experience. To discuss potential alternative internship options, please see the CSC Director of Field Experiences located in the Education Department Offices.

II. Professional Year courses and one semester of student teaching.

- A. Candidates will apply for student teaching semester prior to student teaching.
 1. By September 1st for spring student teaching.
 2. By February 1st for fall student teaching.
- B. Professional Year courses are offered online in the summer and fall and face to face in the spring.
- C. Recommended for paras – districts say they don't "pay student teachers".

III. Professional Year requirements

- A. Comprised of Professional Year (Block) courses (such as Classroom Management and Curriculum) and student teaching.
- B. A student must maintain a State-required overall 2.75 GPA to be placed for student teaching.
- C. No Professional Year course grade may be below a "C". If any of the Professional Year courses are not passed with a "C" or better, **the candidate will not be able to move on to their student teaching semester.**
- D. During the first week of the semester **prior** to student teaching, the candidate will be required to fill out a form that identifies the locations of **school districts** where the candidate would like to complete their teaching internship/student teaching.
- E. The candidate is also required to complete the Application Form that is used to provide personal information about themselves to the school district.
- F. The Project Coordinator for Field Experiences then uses the information provided to place the candidate in an internship school district.

- IV. Admission to Teaching Internship Semester (Student Teaching)** To be eligible to enter the teaching internship semester the candidate must meet the following requirements:
- A. Must have completed all above requirements, with Professional Education course grades at a “C” or better.
 - B. Maintain 2.75 State-required minimum GPA.
 - C. Maintain moral character.
 - 1. Make a sworn statement that the student is mentally competent.
 - 2. Conduct a successful background check at www.castlebranch.com.
 - D. Secondary/Middle Level students must have completed Special Methods classes for their respective content (EDUC 431 A-Q, ENG 461, MUS 431 A, C, D) prior to student teaching.
 - E. Show evidence of liability insurance coverage of at least \$1M.
- V. Teaching Internship/Student Teaching (for more detailed information, refer to the Student Teaching Handbook).**
- A. Nebraska Department of Education requires teacher interning full days for one semester.
 - 1. State-required 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. Interning is a full-time position.
 - a. Strongly suggested that interns 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 internship
 - 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. See “Teacher Intern Due Process” in the Student Teaching Handbook.

STUDENT TEACHER PLACEMENTS

- I. Student teaching placement procedures
 - A. During the first week of semester **prior** to student teaching for semester-long and one YEAR prior for year-long, teacher candidate requests student teaching paperwork from Project Coordinator for Field Experiences.
 1. Student teaching placement form
 - a. Give 3 choices of school districts where you would like to try to get placed.
 2. Student teaching application
 - a. Personal information about teacher candidate for the school district.
 - B. 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 teacher intern from Chadron State College.
 - C. After the Project Coordinator has contacted a school district and has tentative approval to place a candidate, the Placement Request Form and the student teacher'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 teacher intern and review placement requests.
 1. Student teacher may be asked to have a personal interview with district employees prior to placement.
 - D. 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 teacher will visit school district in the semester prior to placement.
 - E. 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 student teacher's placement form, they will go back to the student for more school district choices.

STUDENT TEACHING PLACEMENT RULES

- I. Placements for Teacher Internship (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 teacher intern will be placed under cooperating teachers who have the required experience and expertise in the teacher intern'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. Teacher interns will not be allowed to fulfill their coaching **internship** during the same semester as their teacher internship or to be a paid coach. If you volunteer as a coach, that is fine, but must complete the student teaching duties of the day, and 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 or 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 teacher intern’s bill during the Teaching Internship 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 will 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 Teaching Internship 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 teacher interns will follow the school district calendar during the internship experience. The intern will complete the Teaching Internship experience on the dates specified by the Field Experiences Office.

POLICIES FOR EDUCATION FIELD EXPERIENCES

The candidate is responsible to know and understand the Policies for Education Field Experiences. You will find each policy below at the URL following.

PLACEMENT POLICY FOR TEACHER INTERNSHIP:

[Teaching Internship Policy \(policyiq.com\)](http://policyiq.com)

ABSENCE POLICY FOR TEACHER INTERNSHIP:

[Absence Policy \(Teaching Internship\) \(policyiq.com\)](http://policyiq.com)

TEACHER AND ADMINISTRATIVE CERTIFICATION INFORMATION

Issuance of Nebraska teaching or administrative certificates is the legal responsibility of the Nebraska Department of Education. Universities and colleges do not issue professional certificates, but rather, they offer the course work (required by the State) for specific teaching or administrative programs for which the college or university then provides the endorsement. The college transcript showing the endorsement, along with a completed application packet, may then lead to the issuance of a teaching or administrative certificate by the state's education department. The CSC Certification Officer recommends students for certification and assists them in the process.

Eligibility for Initial Certification

To be recommended for Teacher Licensure or certification, the student must have (1) completed a teaching internship with a minimum G.P.A. of 2.750 or above in each area of endorsement, (2) met all course and credit requirements for endorsement in his/her specialization fields, (3) received departmental approval and recommendation, (4) met all graduation requirements for the appropriate degree, (5) passed the Praxis II Subject exam(s), and (6) notified the Certification Officer of pending certification applications.

Graduation without Certification

In rare cases, permission may be granted for a student to graduate without a recommendation for teacher certification. This provision is for the student who does not qualify for or is removed from his/her teacher internship. However, there are times when, because of illness or other extreme situations, a student will decide not to complete all professional requirements. In this situation, the student should contact his or her advisor, and then complete a formal request to the Chadron State College Vice President for Academic Affairs to be allowed to graduate without completing all certification requirements. If permission is granted, an appropriate amended plan of study will be determined by the College.

Any student who graduates without a recommendation for certification will not be recommended for teacher certification in any state. If, at some future time, the student wishes to complete certification requirements, the student, must first apply for readmission to the Education Preparation Program. At least one semester must pass after graduation before the application can be made. Upon readmission to the Education Preparation Program, the candidate will complete all requirements in effect at the time of reentry, including passing grades in all methods courses, completion of newly required Education Program courses and all NDE and National test/assessment requirements.

Program Changes

Chadron State College is a member of the Nebraska Council of Teacher Education, a teacher education governance and recommending body to the Nebraska Department of Education; therefore, all students majoring in early childhood, elementary, middle level, or secondary education programs are subject to any NDE program rule changes that may occur while a student is enrolled. If a candidate has not completed his/her program of study within three years following the program change, the candidate will be required to adjust his/her program to reflect these changes.

CERTIFICATION PROCESS

In order for an individual to become certified at the professional level (teaching or administrative) the applicant must complete a program of study in an endorsement area at a college or university which has been approved by the Nebraska State Board of Education. When the program of study has been completed and the endorsement has been posted on an official college transcript, the student may then submit a certification application to the Department of Education in the state in which they are seeking to obtain certification. After the completion of the application, the Chadron State College Certification Officer will verify the completion of the Education

Preparation Program. The state will, in turn, determine the issuance of the certificate. Notification of your certification status will be made by the state, not the certification officer.

For additional certification information, call the Certification Officer at (308) 432-6032.

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