

TEACHER EDUCATION HANDBOOK

**CHADRON STATE
COLLEGE
CHADRON, NEBRASKA**



Updated Fall 2008

WELCOME TO CHADRON STATE COLLEGE EDUCATION DEPARTMENT

The faculty of the Department of Education would like to congratulate you on your decision to consider making teacher education your career. Teaching is the noblest of all professions and enables a person to touch the lives of countless people.

This handbook is designed to help guide you through the teacher education program at Chadron State so that you will make the most efficient use of your time on campus and be ready to enter the profession at the earliest date possible.

The first step to enter the Teacher Education Program is to pass the Pre-Professional Skills Test (PPST). **This test will be taken no later than the first semester of the Sophomore year or as soon as you decide to enter the Teacher Education Program.** If you delay in taking the PPST, you will not be able to enroll in upper division education classes. The average time for the results of the PPST test is approximately 6 (six) weeks. The Office of Field Experiences will be notified of your results, as long as you have entered the CSC code on the test form.

Deadlines for important steps to the Teacher Education Program include the following:

1. During Introduction to Teaching (EDUC 131) you will submit your Application to the Teacher Education program with information about you and your proposed endorsement area(s).
2. The application for the Professional Year is made during either semester of the Junior Year. The date for application submission for the following fall is March 1. The date for application submission for the following spring is November 1.

Please read this handbook carefully 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 member of the department.

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AREAS OF STUDY IN TEACHER EDUCATION

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

SUBJECT ENDORSEMENT: Refers to specific courses of study, such as English, History, or Chemistry.

FIELD ENDORSEMENT: Refers to two or more closely related subjects packaged together that represent a wider and broader scope than that of a subject endorsement. With a field endorsement, the teacher teaches all subjects within that particular field of study as outlined in NDE Rule 24. For example, Social Science is a field while History is a subject; or Elementary Education is a field including all of the subjects taught in kindergarten through eighth grade.

Chadron State College offers teacher preparation programs in the following fields and subjects:

Teaching Fields (One is required)

Art (K-12)
Business Education (7-12)
Early Childhood Education Unified B-Grade 3
Elementary Education (K-8)
Family and Consumer Sciences (7-12)
Health and Physical Education (K-12)
Industrial Technology Education (7-12)
Language Arts (7-12)
Library Media Specialist (K-12)
Mathematics (7-12)
Middle Grades (4-9)
Mild Moderate Disabilities (K-12)
Music (K-12)
Natural Science (7-12)
Physical Science (7-12)
Social Science (7-12)

Teaching Subjects (One is required)

Basic Business (7-12)
Biology (7-12)
Chemistry (7-12)
Coaching (7-12)*
Driver's Education (7-12)*
Early Childhood (B-3)
Earth Science (7-12)
English (7-12)
Health (7-12)
Information Technology*
History (7-12)
Physical Education (K-6, 7-12)
Physics (7-12)
Theatre (7-12)
Vocal Music (K-8)
Vocational Special Needs (7-12)*

*Supplemental endorsements—They cannot stand alone; the student must hold, or be concurrently seeking a subject or field endorsement (i.e. coaching)

MISSION

The mission of the Chadron State College Education Unit, founded on educating Visionary Leaders, is committed to creating diverse educational environments that are thoughtfully structured to provide opportunity for the success of all learners, now and for the future. We accomplish our mission by providing teacher, administrator, and counselor candidates with deliberate and appropriate educational experiences. Knowledge, skills, and dispositions are developed through extensive classroom and field –based interactions.

PHILOSOPHY OF TEACHER EDUCATION

Education in a democracy is accepted as the most important human activity for the maintenance, perpetuation, and advancement of the society. With this in mind, the Educational Unit of Chadron State College is dedicated to the development of Visionary Leaders. The program recognizes the institutional responsibilities of developing leadership, which facilitates proactive behaviors in educators, for educational services to the public and non-public, as well as the rural, frontier, and urban sectors. To the extent possible the campus reflects sensitivity to the need of being a social model, both flexible and adaptable, to the pluralistic and multicultural nature of the dominant society.

Students within the Education Unit are valued as unique individual learners, each wanting to learn and also capable of making good learning decisions. Each student is a client to be served by the CSC staff 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 in the learning environment and process knowledge through methods appropriate to their individual learning styles. Our model is based, to a great extent, on the constructivist theory of learning.

The faculty within the Education Unit 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.

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 the learning styles are encouraged and responded to through appropriate teaching styles and open 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.

STUDENT LEARNING OUTCOMES

The six expected student learning outcomes, in general, are as follows:

- Promote activities that elicit critical thought, beyond recall and comprehension. (Thinking Skills)
- Develop and maintain a physically inclusive and emotionally safe classroom environment conducive to effective learning that encourages student concerns, embraces elements of diversity, and exhibits an understanding of child growth and development. (Human Relations)
- Design and assess learning activities (with sequential goals and objectives), utilizing assessment measures to make instructional and/or curricular decisions. (Assessment)
- Demonstrate and promote effective communication skills (with students and adults), while respecting diversity and engaging students in the learning enterprise through motivation and constructive learning applications. (Communications)
- Plan and deliver teaching-learning activities that are consistent with identified learning objectives and

ability level of students while using a variety of instructional methodologies/strategies to prescribe for individual differences. (Methodology/Technology)

- Demonstrate conduct befitting a professional educator to include the following dispositions: regular self-reflection, positive ethical behavior, respectful and attentive attitude, effective classroom management skills, appropriate knowledge of subject matter, and professional leadership. (Professionalism)

THE VISIONARY LEADER MODEL

Theme

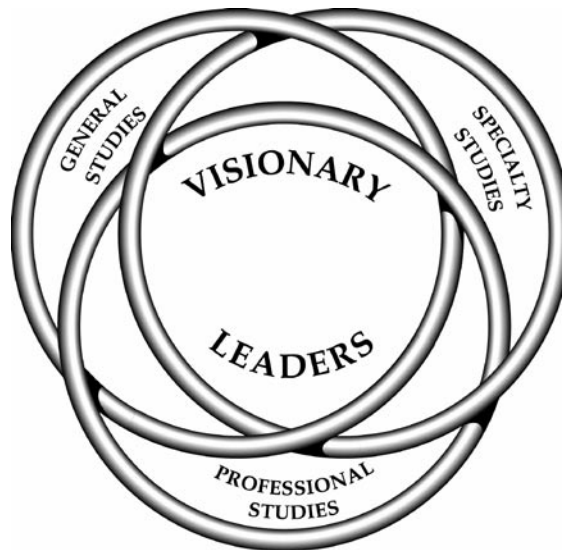
Chadron State College's Teacher Education Program is designed to produce Visionary Leaders. Visionary Leaders inherit our profession's quintessential traditions and tools, and are made aware of the best contemporary educational research and developments. We give a vital educational vision - one that 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: General Studies, Specialty Studies, and Professional Studies. One circle, Professional Studies, consists of six components that make up the conceptual framework for the Education Unit. These components are:

Communication
Thinking Skills
Methodology/Technology

Assessment
Human Relations/Diversity
Professionalism

These six components constitute the conceptual framework for the professional preparation programs at Chadron State College. All six components are interwoven throughout the professional preparation programs.



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 for anyone in their charge. Therefore, the Chadron State College Department of Education 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 of risk to young persons and others in the educational community, the Department of Education reserves the right to deny entry to, or dismiss anyone from, any program which leads to certification. More specifically, these kinds of behavior 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 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.

Similarly, behaviors which result in a finding by a court or other governmental body that the individual is:

- A mentally ill and dangerous person;
- Mentally incompetent to stand trial;
- Acquitted of criminal charges because of insanity;
- An incapacitated person;
- A person in need of a guardian or conservator, or
- A person unable to manage his or her property/affairs due to mental illness, mental deficiency, or chronic use of drugs or chronic intoxication are the kind of behaviors which are likely to disqualify a candidate from participation in practicum experiences and other Department of Education programs.

Nebraska State Department of Education Policy Pertaining To Students with Felony or Misdemeanor Convictions

The Nebraska Department of Education policy requires that a person with felony convictions or misdemeanor convictions involving abuse, neglect, or sexual misconduct shall not be allowed to participate in pre-teacher internship, laboratory and/or classroom field experiences or intern experiences without approval by the Board of Education. To comply with this policy, the Chadron State College Department of Education will require each student to affirm under oath that he/she does not have any convictions in the above-named areas prior to each field experience placement. If a student does have any felony or misdemeanor convictions, he/she is required to meet with the Chadron State College Certification Officer, as soon as possible. Students with questions pertaining to convictions should also contact this office.

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STEPS TO BE TAKEN TO GET TO THE PROFESSIONAL YEAR

(See pages 70-80 in 2007-2009 General Bulletin)

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

EDUC 131 Introduction to Teaching

1. Completion of 10 hours of observation required as part of the course.
 - a. Affirmation under oath that the candidate has no felony or misdemeanor convictions involving abuse, neglect, or injury to any person, nor any other convictions involving moral turpitude (Guide to Nebraska Teacher Education Institutions, Nebraska Department of Education, Code Section - 004.071, subsection 004.11D).
 - b. Affirmation under oath 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: 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/her property 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 (Guide to Nebraska Department Teacher Education Institutions, Nebraska Department of Education, Code Section 004.01, subsection 004.01L).
2. Application for Admission to the Program (Candidacy) form completed and turned into the Field Experience Office.
3. Student must earn a "C" or better in this class.
4. PPST test should be taken at this time.
5. The student should make an initial contact with the Field Experience Office to verify that a file has been created.
6. The student should begin to compile his/her portfolio (see portfolio guidelines in Appendix).

Step 2 The following courses will be taken **after successful completion** of **EDUC 131** with a grade of "C" or better.

PSYC 231 Educational Psychology

1. Completion of 15 hours of observation required as part of the course.
 - a. Affirmation under oath that the candidate has no felony or misdemeanor convictions

involving abuse, neglect, or injury to any person, nor any other convictions involving moral turpitude (Guide to Nebraska Teacher Education Institutions, Nebraska Department of Education, Code Section - 004.071, subsection 004.11D).

- b. Affirmation under oath 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: 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/her property 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 (Guide to Nebraska Department Teacher Education Institutions, Nebraska Department of Education, Code Section 004.01, subsection 004.01L).

SPED 230 Introduction to Exceptional Learner

EDUC 224 Multimedia Support of Instruction/Learning

SPED 334 Differential Instruction in the Diverse Classroom

A student must have a "C" or better in all of the above courses.

Admission to the Teacher Education Program (Candidacy) MUST be completed at this time.

This means that the following criteria have been met:

1. Application for Admission to the Teacher Education Program (Candidacy) form completed and submitted to the Field Experience Office.
2. The candidate should come to the Field Experience Office to check on his/her progress toward meeting the qualifications to be admitted to the Teacher Education Program. If a secondary education candidate has additional questions about the Teacher Education Program he/she should seek out an Education faculty member as a supporting advisor.
3. Attainment of satisfactory scores on the PPST.
 - a. PPST minimum scores: Reading 170, Math 171, Writing 172
4. An overall G.P.A. of 2.50 is required. The G.P.A. will be calculated by using **ALL** previous college/university course work, as well as course work from CSC.
5. Completion of the college's 3 courses (6 hours of General Studies Composition courses, and Communication Arts 125) in written and oral communications, with no grade lower than a "C".
6. Completion of Education 131, Introduction to Teaching, with a grade of "C" or above.
7. Completion of Psychology 231, Educational Psychology; Special Education 230, Introduction to Exceptional Learner; Education 224, Multimedia Support of Instruction/Learning; and Special Education 334, Differential Instruction in the Diverse Classroom, with a grade of "C" or above.
8. Health and physical fitness:
 - a. Emotional stability;
 - b. Absence of defects that would impair successful teaching;
 - c. Absence of predisposition toward poor health as determined by a physical and medical examination at the request of the college Screening Committee.

Candidates who fail to meet all the above requirements will be denied admission until such time as the criteria are met.

Step 3 At least one full semester prior to registering for **EDUC 300/320 Observation and Participation** class the candidate **MUST** check into the Field Experience Office to verify his/her progress toward Admission to the Teacher Education Program (Candidacy). This is necessary to allow the candidate a full semester to rectify any problems that need to be corrected prior to being admitted to the Teacher Education Program (Candidacy) and qualifying for the Observation and Participation classes.

Step 4 The candidate will be allowed to enroll in **EDUC 300/320 Observation and Participation** after all criteria above have been met. The Observation and Participation classes require the following:

1. Completion of 75 hours of observation for **EDUC 300 Secondary Observation and Participation (if observation hours were completed with Intro to Teacher and Educational Psychology)**.

OR Completion of 100 hours of observation for **EDUC 320 Elementary Observation and Participation (if observation hours were completed with Intro to Teaching and Educational Psychology)**.

2. Compilation of the portfolio should continue (see portfolio guidelines in Appendix).

3. **Nebraska Department of Education Legal Issues**

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 as well as information about their mental capacity. If either of the following applies to your current situation, please contact the Director of Field Experiences immediately:

- 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, or
- If an order of 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.

A. Affirmation under oath that the candidate has no felony or misdemeanor convictions involving abuse, neglect, or injury to any person, nor any other convictions involving moral turpitude (Guide to Nebraska Teacher Education Institutions, Nebraska Department of Education, Code Section - 004.071, subsection 004.11D).

B. Affirmation under oath 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: 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/her property 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 (Guide to Nebraska Department Teacher Education Institutions, Nebraska Department of Education, Code Section 004.01, subsection 004.01L).

Step 5 By November 1 or March 1 of the candidate's junior year, the candidate must make Application for Admission to the Professional Year. **To qualify for admission, the candidate must have completed the following criteria:**

1. The candidate must have earned at least 90 semester hours by the time of enrollment in the Professional Year. At least 12 semester hours must have been earned in residence at Chadron State.
2. Achievement of an overall 2.50 GPA in **ALL** college work (GPA will be calculated using grades from all previous college/university course work, as well as from CSC course work), and a 2.50 GPA (GPA will be calculated using grades from all previous college/university course work as well as course work from CSC) in areas of specialization, minor, and in professional education for endorsement and certification purposes.
3. A secondary candidate must have completed 75% of the course work required for all endorsements with a GPA of 2.50 (GPA will be calculated using grades from all previous college/university course work, as well as from CSC course work).
4. An elementary candidate must have completed 75% of the minor or second endorsement area with a GPA of 2.50 (GPA will be calculated using grades from all previous college/university course work, as well as from CSC course work).
5. A secondary candidate pursuing two endorsements must take one of his/her special methods classes (EDUC 431) prior to the professional year but not before the candidate's junior year. The candidate must attain at least a 2.50 GPA in her/his EDUC 431: Special Methods course/s.
6. Those preparing to enter teaching must have no grade less than a "C" and a GPA of 2.50 in the prerequisite professional education courses. (EDUC 131, PSYC 231, EDUC 224, SPED 230, EDUC 300/320, SPED 334).
7. Completion of a Visionary Leader portfolio verified by the candidate's advisor or methods instructor's assessment which is sent to the Director of Field Experience. The portfolio will be submitted to the candidate's advisor before November 1 or March 1 of the semester prior to the Professional Year.
8. Demonstration of social, emotional, personal maturity as well as the physical capabilities essential to handle the vast responsibilities required in the teaching profession. If at any time a candidate's emotional, mental, or physical capabilities are determined to be impaired seriously so that as a result of professional judgment the candidate is unable to demonstrate the qualities required for the teaching profession, the college reserves the right to remove him/her from the program. (See Step 4 Item 3B above)
9. The candidate should come to the Field Experience Office to check on her/his progress toward meeting the qualifications to be admitted to the Professional Year. If a secondary education candidate has additional questions about the Teacher Education Program the candidate should seek out an Education faculty member as a supporting advisor.

Application for Professional Year

The Professional Year is comprised of the following two semesters of study: Professional Semester (Block) and the Teacher Internship semester (Student Teaching).

The student, in cooperation of his/her advisor, must make application for the Professional Year by March 1 for the Fall semester enrollment and November 1 for the Spring semester enrollment; this must be done during the applicant's Junior Year of study. The student and the advisor must be sure that all prerequisites for entrance into the Professional Year are properly met before making application. These prerequisites include admission to candidacy, appropriate grade point averages stated, and satisfactory references indicated. Failure to meet these requirements will result in the denial of the application.

To qualify for admission into the Professional Year, the candidate must have completed the following criteria:

1. The candidate must have earned at least 90 semester hours by the time of enrollment in the Professional Year. At least 12 semester hours must have been earned in residence at Chadron State College.
2. Achievement of an overall 2.50 GPA in all college work (GPA will be calculated using grades from ALL previous college/university course work, as well as from CSC course work), and a 2.50 GPA (GPA will be calculated using grades from all previous college/university course work as well as course work from CSC) in areas of specialization, minor, and in professional education for endorsement and certification purposes.
3. A secondary candidate must have completed 75% of the course work required for all endorsements with a GPA of 2.50 (GPA will be calculated using grades from all previous college/university course work as well as course work from CSC), in addition to all of the core Professional Education courses.
4. An elementary candidate must have completed 75% of the minor or second endorsement area with a GPA of 2.50 (GPA will be calculated using grades from all previous college/university course work as well as course work from CSC), in addition to all of the core Professional Education courses.
5. A secondary candidate pursuing two endorsements must take on of his/her Special Methods courses (EDUC 431) prior to the Professional Year but not before the candidate's junior year. The candidate must attain at least a 2.50 GPA in her/his EDUC 431: Special Methods course(s).
6. Those preparing to enter teaching must have no grade less than a "C" and a GPA of 2.50 or better in the prerequisite Professional Education courses (EDUC 131, PSYC 231 (or PSYC334), EDUC 224, SPED 230, SPED 334, and EDUC 300/320).
7. Completion of a Visionary Leader portfolio verified by the candidate's advisor or methods instructor's assessment, which is sent to the Director of Field Experience Office. The portfolio will be submitted to the candidate's advisor by November 1 or March 1 of the semester prior to the Professional Year.
8. Demonstration of social, emotional, personal maturity as well as the physical capabilities essential to handle the vast responsibilities required in the teaching profession. If at any time a candidate's emotional, mental, or physical capabilities are determined to be impaired seriously so that as a result of professional judgment the candidate is unable to demonstrate the qualities required for the teaching profession, the college reserves the right to remove him/her from the program.
9. The candidate should come to the Field Experience Office to check on her/his progress toward meeting the qualifications to be admitted to the Professional Year. If a secondary education candidate has additional questions about the Teacher Education Program the candidate should seek out an Education faculty member as a supporting advisor.

The process required for being admitted into the Professional Year is as follows:

1. The candidate will obtain the Application packet from the Field Experience Office.
 - a. Fill out application form and return it to Field Experience Office by due date (March 1st for fall semester, November 1 for spring semester)
2. The recommendation forms are then taken to the candidate's advisor and
 - a. Three forms are given to members of the candidate's departmental faculty
 - b. One recommendation form is given to a faculty member outside the candidate's department
 - c. The advisor keeps one recommendation form and the "Department Recommendations for Admission to Professional Year" sheet to fill out.
3. After all the completed evaluation forms are returned to the advisor, he/she presents the candidate's Departmental Recommendations to the candidate's Department for Departmental approval to be admitted to the Professional Year.
4. The candidate should check in with the advisor to make sure the recommendations have been returned and have been acted upon by the Department.
5. The Department has three (3) possible choices:
 - a. recommend candidate be admitted to the Professional Year
 - b. recommend with reservations
 1. Department recommends the candidate but has concerns. The candidate and the Education Department will be notified by letter of these concerns
 - c. does not recommend
 1. The candidate is not admitted into the Professional Year and would need to change majors or work out the issues with the candidate's Department.
6. If the Department approves the Departmental Recommendations, the forms are sent to the Field Experience Office. It is then sent on to the Dean of Professional and Graduate Studies and the Dean of Students for approval. Last, it is sent back to Field Experience Office and filed into the candidate's folder.
7. The candidate's advisor must receive the candidate's portfolio by November 1 for Spring and March 1 for Fall Professional Year. After checking the portfolio the advisor will ask the candidate to make changes or approve the portfolio as presented. When the advisor approves the candidate's portfolio, the approval form is signed and sent to the Field Experience Office (see portfolio guidelines in Appendix).
8. Following completion of the above, the application is sent to the Screening Committee for final approval.
9. If the Department or the Screening Committee does not approve the application, the candidate will not be allowed to enter the Professional Year.

If a student in the program for teacher education is suspended from the college, he/she automatically is removed from the Teacher Education program. If the student should later be accepted for re-admission to the college, it will be necessary for him/her to reapply for admission to the teacher education program should he/she desire to re-enter the program.

A student who is denied admission to teacher education or who is administratively withdrawn from their teaching internship may appeal the denial or administrative withdrawal by contacting the Director of Field Experiences for due process procedures.

Admission to Teaching Internship Semester (Student Teaching)

To be eligible to enter the teaching internship semester the candidate must meet the following requirements:

1. maintain al G.P.A. requirements listed for admission to the Professional Year;
2. make a sworn statement that the student has not been convicted of a felony or certain misdemeanor crimes;
3. make a sworn statement that the student is mentally competent; and

- secondary students must have completed Special Methods classes (EDUC 431).

Teaching Internship

Chadron State College requires teacher interning full-days for one semester or a minimum of ten (10) weeks full-days for each Field endorsement taught during a given semester. Interning is a full-time position. Therefore, students **will not** be allowed to take additional course work during their internship semester. In addition, it is strongly suggested that teacher interns not engage in additional employment during their placement.

Eligibility for Initial Certification or Added Endorsement

To be recommended for Teacher Licensure or certification, the student must have (1) completed teaching internship with a minimum G.P.A. of 2.50 or above in each area of endorsement, (2) met all course and credit requirements for endorsement in their specialization fields, (3) received departmental approval and recommendation, (4) met all graduation requirements for the appropriate degree, (5) passed the Praxis II exam if an elementary and/or special education major, and (6) filed an application with the Certification Officer, including a notarized statement that he/she has not been convicted of a felony or misdemeanor involving abuse, neglect, or sexual misconduct, and an oath of Mental Capacity.

A student seeking an additional endorsement after completing his/her degree program must complete the appropriate course work and officially notify the Certification Officer upon completion of the endorsement program/course work.

Graduation Without Certification

In rare cases, permission may be granted for a student to graduate without a recommendation for certification. This provision is for the student who does not qualify for or is removed from their 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.

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, (s)he must first reapply for readmission to the teacher education program. At least one semester must pass after graduation before the application can be made. Upon readmission to the Teacher Education program, the student will complete all requirements in effect at the time of reentry, including passing grades in all methods courses.

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 grades, or secondary education programs are subject to any program rule changes that may occur while a student is enrolled. If a student has not completed their program of study within three years following the program change, he/she will be required to adjust his/her program to reflect the change.

**CERTIFICATE REQUIREMENTS
BACHELOR OF SCIENCE IN EDUCATION
SECONDARY EDUCATION
(Grades 7-12 or K-12)**

The program for Secondary Education requires that the candidate complete the General Studies, Professional Studies, Specialty Studies, Pre-Professional Skills Test (PPST), application to the program, application to the Professional Year, faculty recommendations and portfolio.

PROFESSIONAL EDUCATION COURSES

Courses to be taken prior to Professional Year

(2.50 GPA required and no grade below a "C")

<u>Course</u>	<u>Prerequisites</u>
EDUC 131 Introduction to Teaching	None
SPED 230 Introduction to Exceptional Learner	EDUC 131
EDUC 224 Multimedia Support of Instruction/Learning	EDUC 131
PSYC 231 Educational Psychology	EDUC 131
SPED 334 Differentiated Instruction for the Diverse Classroom	EDUC 131
EDUC 300 Secondary Observation & Participation	Passed PPST, EDUC131, PSYC 231, SPED 230, SPED 334

(Every student must have been admitted to the Teacher Education Program before they may enroll in EDUC 300: Observation and Participation)

Students should be encouraged to take the PPST as early as possible.

Courses to be taken during the Professional Year

Semester 1

- EDUC 411S Reading in the Content Area
- EDUC 412S General Methods
- EDUC 414S Classroom Management
- EDUC 415S Human Relations/Multi Cultural
- EDUC 418S Secondary Assessment
- SPED 412S Special Education Practices and Strategies
- EDUC 431S Special Methods*

*Special Methods courses are scheduled for one semester---if the Special Methods course is not scheduled during the Block semester it needs to be taken the semester **prior** to Block. Most Special Methods are ONLY offered in the Fall, check the class schedule for your Special Methods course

*Students pursuing two Subject Endorsements must take EDUC 431 Special Methods in both subjects. Also, the student must have a grade of "C" or better in the Special Methods course(s).

Course requirements for secondary endorsements in the following subjects or fields are listed in each departmental section of the General Bulletin (catalog). A GPA of 2.50 is required. (GPA will be calculated using grades from **ALL** previous college/university course work, as well as from CSC course work).

SECONDARY FIELD AND SUBJECT ENDORSEMENTS

Art	Family and Consumer Sciences	Mild/Moderate Disabilities
Biology	Health and Physical Education	Music
Business	History	Natural Science
Chemistry	Industrial Technology	Physical Science
Coaching*	Information Technology*	Physics
Driver Education*	Language Arts	Social Science
Earth Science	Library Media Specialist*	Theatre
English	Mathematics	Vocational Special Needs*

*Supplemental Endorsements Programs: These programs do not stand alone, and must be completed in addition to either a subject or field endorsement program.

Semester 2

The following courses can be taken only upon completion of the above courses (minimum GPA of 2.50 required):

EDUC 480K Student Teaching K-12 **OR** EDUC 490S Secondary Student Teaching

To be eligible for state teacher certification, the 16-20 week Teacher Internship course (EDUC 480 or 490) must be completed with a final course grade of C+ (2.50 GPA).

**CERTIFICATE REQUIREMENTS
BACHELOR OF SCIENCE IN EDUCATION
FIELD ENDORSEMENT IN MIDDLE GRADES
(Grades 4-9)**

A student must complete the following program in addition to the General Studies and Middle Grades Content Area Specialization requirements.

Professional Education: The following courses are prerequisites to the Professional Year (2.50 minimum GPA required and no grade may be below a “C”):

<u>Course</u>	
EDUC 131	Intro to Teaching.....3
EDUC 224	Multimedia Support Instr/Learning.....2
PSYC 231	Ed Psychology.....3
PSYC 336	Adolescent Psychology.....3
SPED 230	Intro to Exceptional Learner.....3
SPED 334	Diff Instr for Diverse Classrooms.....2
EDUC 320	Elementary/MS Observation & Participation.....2
*EDUC 431	(A-L, S) Special Methods.....6
EDUC 433	The Middle School.....3
One (1) Elementary Methods course, from below.....	2-3
Content Area of Specialization, from below...(2 areas @ 18 cr. hrs.).....	<u>36</u>
	65-66

(Every student must have been admitted to the Teacher Education Program before they may enroll in EDUC 320 Observation and Participation).

Students are encouraged to take the PPST as early as possible.

Admission to Candidacy must be completed before the end of the Junior year.

*Two secondary special methods courses are required: one for each 18 credit hour special content area. One special area methods course can be taken during the first semester of the Professional Year, Block, if offered.

Elementary Methods Courses Selections:

ART 334	Art for the Elementary Teacher.....3
EDUC 321	Teach Elementary/Middle School Math.....2
EDUC 322	Teach Elementary/Middle School Language Arts.....2
EDUC 323	Teach Elementary/Middle School Social Studies.....2
HPER 339	Theory of Physical Education K-8.....3
MUS 333	Elementary Music.....3

Content Area of Specialization Requirements: The applicant must complete a minimum of **TWO** 18 credit hour Content Areas of Specializations. Course requirements for each of the offered Content Areas of Specialization are outlined within the appropriate departmental sections of the catalog/bulletin.

Art
 Business Education
 Family and Consumer Sciences
 Health and Physical Education
 Industrial Technology

Language Arts
 Mathematics
 Natural Sciences
 Social Science
 Special Education

Professional Year (two semesters) – Comprised of “Block” Professional Semester and Teacher Internship semester (Student Teaching)

Students pursuing the Middle Grades Endorsement program may select to complete their Professional Year course work requirements by enrolling in either the Elementary Professional Year (Elementary Block route) or the Secondary Professional Year (Secondary Block route). Options are outline below.

The following courses can be taken only as part of the Professional Year (2.50 minimum G.P.A. required): refer to Application for Professional Year requirements.

Semester #1/Option 1 – Elementary Block Route:

EDUC 413	Elem/MS Curric. & Counseling.....1	EDUC 422	Teach Elem/MS Science & Health2
EDUC 414	Classroom Mgmt.....1	EDUC 423	Teach Primary Read & Writing.....2
EDUC 415	Human Relations/Multicultural.....1	EDUC 424	Teach Intern. Read & Writing.....2
EDUC 416	Elem/MS Assessment.....1	SPED 412e	SPED Practices & Strategies.....1
EDUC 417	Teach Read & Writing Diagnosis.....1		Total 12

Semester #1/Option 2-Secondary Block Route:

EDUC 411	Read/Writing in the Content Areas...1	EDUC 415	Human Relations/Multicultural.....1
EDUC 412	Secondary/MS General Methods.....1	EDUC418	Secondary/MS Assessment.....1
EDUC 414	Classroom Mgmt.....1	SPED412s	SPED Practices & Strategies.....1
			Total 6

Semester #2-Teacher Interning

EDUC 480I, Teacher Internship Intermediate, and/or EDUC 480M, Teacher Internship Middle School, can be taken only after the successful completion of the Professional Semester (Block) courses (minimum G.P.A. of 2.50 required).

**CERTIFICATE REQUIREMENTS
BACHELOR OF SCIENCE IN EDUCATION
FIELD ENDORSEMENT IN ELEMENTARY EDUCATION
(Grades K-8)**

PROFESSIONAL EDUCATION COURSES

(2.50 GPA required and no grade below a "C")

Courses to be taken prior to Professional Year:

	<u>Course</u>	<u>Prerequisites</u>
EDUC	131 Introduction to Teaching	None
SPED	230 Introduction to Exceptional Learner	None
EDUC	224 Multimedia Support of Instruction/Learning	None
PSYC	231 Educational Psychology	None
EDUC	320 Elementary Observation & Participation	Passed PPST, EDUC131, PSYC 231, EDUC 224, SPED230

(Every student must have been admitted to the Teacher Education Program before they may enroll in (EDUC 320) Observation and Participation or before they may participate in any school-based field experience pertaining to this course).

Students are encouraged to take the PPST as early as possible.

Elementary Endorsement Courses:

ENG	235	Children's Literature
MATH	235	Math for the Elem. Teacher I
MUS	333	Music for Elem Teacher
EDUC	321	Teach Elem/MS Mathematics
EDUC	322	Teach Elem/MS Language Arts
EDUC	323	Teach Elem/MS Social Studies
MATH	335	Math for the Elem Teacher II (Can taken during the professional year)
HPER	339	Theory of Physical Education K - 8
ART	334	Art for Elem Teacher
PSYC	332	Child Psychology
OR		
PSYC	334	Developmental Psychology

The following courses are offered only as part of the Professional Year (2.50 GPA required): Refer to Application for Professional Year.

EDUC	413E	Elem/MS Curric. & Counseling
EDUC	414E	Classroom Mgmt
EDUC	415E	Human Relations/Multicultural
EDUC	416E	Elem/MS Assessment
EDUC	417E	Teach Reading Diagnosis
EDUC	422	Teach Elem/MS Science & Health
EDUC	423	Teach Primary Reading
EDUC	424	Teach Interm. Reading

SPED 412E SPED Practices and Procedures

The following courses can be taken only upon completion of the above courses, a minimum GPA of 2.50 required:

- EDUC 480P Student Teaching Primary
- EDUC 480 I Student Teaching Intermediate
- EDUC 480K Student Teaching K-12
- EDUC 480L Student Teaching K-6
- EDUC 480R Student Teaching Mild/Moderate Handicapped
- EDUC 480V Student Teaching Mild/Moderate K-12

To be eligible for state teacher certification, the 16 week Teacher Internship course (EDUC 480 or 490) must be completed with a final course grade of C+ (2.50 GPA).

Elementary Minor/Second Endorsement: Course requirements for the following minors or special endorsements are listed in each departmental section of this catalog. One minor or a second endorsement is required (2.50 GPA required). Three-fourths (75%) of the minor or second endorsement course work must be completed prior to entry into the first semester of the professional year.

- | | |
|--------------------------------|----------------------------|
| Art | Mild/Moderate Disabilities |
| Early Childhood | Physical Education |
| English | Science |
| Information Technology | Social Science |
| Library Information Management | Special Education |
| Mathematics | Vocal Music |

**CERTIFICATE REQUIREMENTS
BACHELOR OF SCIENCE IN EDUCATION
EARLY CHILDHOOD EDUCATION UNIFIED
(Birth-Grade 3)**

PROFESSIONAL EDUCATION COURSES

(2.50 GPA required and no grade below a “C”)

Courses to be taken prior to Professional Year:

<u>Course</u>	<u>Prerequisites</u>
EDUC 131 Introduction to Teaching	None
SPED 230 Introduction to Exceptional Learner	None
EDUC 224 Multimedia Support of Instruction/Learning	None
PSYC 231 Educational Psychology	None
EDUC 320 Elementary Observation and Participation	PPST, EDUC 131, 224, PSYC 231, SPED 230

(Every student must have been admitted to the Teacher Education Program before they may enroll in (EDUC 320) Observation and Participation or before they may participate in any school-based field experience pertaining to this course).

Students are encouraged to take the PPST as early as possible.

Elementary Endorsement:

ENG 235	Children’s Literature
MATH235	Math for the Elementary Teacher I
MUS 333	Music for the Elementary Teacher
EDUC 321	Teach Elementary/Middle School Mathematics
EDUC 322	Teach Elementary/Middle School Language Arts
EDUC 323	Teach Elementary/Middle School Social Studies
MATH335	Math for the Elementary Teacher II (Can be taken during the Professional Year)
HPER 339	Theory of Physical Education K-8
ART 334	Art for the Elementary Teacher
PSYC 332	Child Psychology
OR	
PSYC 334	Development Psychology

Early Childhood Education Unified Endorsement:

FCS 139	Child Growth and Development
FCS 239	Partners in Early Childhood Education
OR	
SPED 232	Interpersonal Communication Skills
FCS 237	Guidance Tech Human Relations
FCS 238	Prenatal & Infant Development
FCS 321a	Curriculum Development
FCS 423	Program Management
FCS 448	Early Childhood Practicum
EDUC 231	Play, Art & Music for Early Childhood

EDUC 232	Science, Math, & Social Studies for Early Childhood
EDUC 233	Literature and Language Arts for Early Childhood
EDUC 321	Teaching Elementary/Middle School Math
SPED 231	Survey & Effects of M/M Disability
SPED 316	Micro Teaching in Preschool
SPED 331	Behavior Interventions
SPED 332	Language & Learning Disorders
SPED 337	Program Development, Implementation, and Management
SPED 416	Clinical Exp – Exceptional Children
SPED 438	Consultation/Collaboration

Courses to be taken during the Professional Year:

The following courses are offered only as part of the Professional Year (2.50 GPA required): Refer to Application for Professional Year.

EDUC 413E	Elementary/Middle School Curriculum & Counseling
EDUC 414E	Classroom Management
EDUC 415E	Human Relations/Multicultural
EDUC 416E	Elementary/Middle School Assessment
EDUC 417E	Teach Reading Diagnosis
EDUC 422	Teach Elementary/Middle School Science & Health
EDUC 423	Teach Primary Reading
EDUC 424	Teach Intermediate Reading
SPED 412E	SPED Practices and Procedures

The following courses can be taken only upon completion of the above courses; a minimum GPA of 2.50 is required:

EDUC 480R	Student Teaching Early Childhood Education Unified
EDUC 480L	Student Teaching K-8
EDUC 480P	Student Teaching Primary

To be eligible for state teacher certification, the 16 Week Teacher Internship course (EDUC 480 or 490) must be completed with a final course grade of C+ (2.50 GPA).

ADMISSION TO TEACHING INTERNSHIP

Teaching internship is a part of the professional year. To be eligible to enter the teaching internship semester the candidate must meet the following requirements:

a. Moral Character: 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 for anyone in their charge. Therefore, the Department of Education is interested in working with individuals of high moral character who can serve as representatives of our College.

With this in mind, should the Department discover behavior on the part of the candidate which establishes a lack of integrity or moral/ethical character, the Department of Education reserves the right to deny entry to, or dismiss anyone, from any program which leads to certification.

Behavior which establishes a lack of integrity or moral/ethical character may exist when a student has a record of arrests and/or convictions which impacts the candidate's ability to represent himself or herself as a professional in the field of education, or if other information exists which the Department of Education reasonably determines renders the candidate a risk to the educational community or demonstrates a likelihood of illegal activity.

b. Maintain all GPA requirements listed for admission to the Professional Year.

c. Must have earned a "C" or better in all Education courses.

d. Affirmation under oath that the student has no felony nor misdemeanor convictions involving abuse, neglect, or injury to any person, nor any other convictions involving moral turpitude (Guide to Nebraska Teacher Education Institutions, Nebraska Department of Education, Code Section - 004.071, subsection 004.11D).

e. Affirmation under oath that the student 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: 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/her property 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 (Guide to Nebraska Department Teacher Education Institutions, Nebraska Department of Education, Code Section 004.01, subsection 004.01L).

PROCEDURES TO FOLLOW TO BE PLACED AS A TEACHING INTERN

During the first two days of the Professional Year Block Semester the candidate is required to fill out a form that identifies the locations for school sites where they would like to complete their teaching internship. Candidates are also required to fill out the Application Form that is used to provide personal information about themselves (this form needs to be typed). The Director of Field Experiences then uses the information provided to place the candidate in an internship school site. The candidate may request a specific school; however, placement in that school is **not** guaranteed. Placement depends upon the availability of a teacher who has at least three years teaching experience, plus the willingness of the district superintendent, building administrator, and teacher to accept a teacher intern from Chadron State. After the Director has contacted a school district and has tentative approval to place a candidate, the Application Form is mailed to the district so that the administrator and the cooperating teacher have a chance to review the background of the prospective teacher intern. When the candidate makes his/her first visit to the school he/she may be asked to interview with the principal. At this point, if anyone in the school district should decide that the candidate is unacceptable, the procedure starts again in another school district.

POLICIES FOR FIELD EXPERIENCES

TEACHING INTERNSHIP POLICIES

- I. Employment requirements will not be accepted as an excused absence from Block Classes or Teaching Internship.
- II. No Teacher Intern will be placed in a school district where a family member is a teacher or administrator.
- III. Teacher Interns will not be allowed to fulfill their Coaching Internship during the same semester as their Teacher Internship.
- IV. Teaching Interns will not be placed in their home communities for the following reasons:
 1. Teachers may have preconceived ideas of how the candidate may perform during the Internship experience.
 2. Teachers may know the Teaching Intern's family or extended family, which could cause problems due to previous interactions with the family.
 3. Chadron State College wants to provide Teaching Interns with an "educational experience" that is different from others they have experienced; a different system, a different philosophy, etc.Any exceptions?
 1. A community with two or more high schools.
 2. Non-traditional candidate who has been away from the community for at least 10 years and has no relatives in the school.
- V. Candidate may choose to Intern outside of the Chadron State supervision area, however, this is not recommended. If the candidate has a strong reason to request this, the candidate will need to be prepared to meet the following:
 1. Pick up permission form from Director of Field Experience and get a signature from the content area Special Methods teacher.
 2. Submit signed form to the Director of Field Experiences.
 3. The faculty teaching the Block classes and Special Methods faculty will then consider whether

the candidate should be approved to leave the Chadron State College service region area. Approval may, or may not, be granted.

4. The candidate will sign a form agreeing to pay the expenses of the supervisor and other expenses incurred by the school district and/or college that are cooperating in the placement. Failure to pay these expenses will be grounds to withhold the Teaching Internship grade until payment is made.
5. The candidate will understand that the process for placing the candidate in an area outside the Chadron State service area will take longer, therefore; patience is required.

- VI. Candidates may choose to Intern outside of the United States, however this process will need to be started at least one semester prior to the first semester of the Professional Year, and be prepared to meet the following:
1. Pick up permission form from Director of Field Experience, and get signatures from the content area Special Methods faculty or Department Chair.
 2. Submit the signed form to the Director of Field Experiences.
 3. Nothing will be done until mid-term of the Block semester at which time the Block faculty and the content area faculty will make a decision regarding the appropriateness of the candidate leaving the country to complete their Teaching Internship experience.
 4. The University of Minnesota at Morris will be contacted to begin the placement process.
 5. The candidate will be required to pay the fees required by the University of Minnesota at Morris (approximately \$3500).
 6. The candidate will also be required to register for Student Teaching at Chadron State and pay all required fees.

Reasons for denying Internships in foreign countries or outside the Chadron State supervising area:

1. If the candidate has been recommended “with reservations” by their department.
2. Due to the fact that Chadron State would lose control of the supervision of a candidate leaving the area, the faculty could choose to deny the request when there is a concern that the candidate may need additional mentoring and supervision by Chadron State College Teacher Education faculty.

- VII. Teaching Interns must be placed where there is a certified teacher within the candidate’s endorsement area. The Cooperating Teacher must have a minimum of three (3) years teaching experience and at least one (1) year of teaching experience in their current school workplace where the Teaching Intern is being placed.

The Teaching Internship experience will be one full semester. The candidate will follow the school district calendar. The Intern will complete the Teaching Internship experience on the date specified by the Field Experiences Office. If the Intern misses assigned teaching internship days, the experience may be extended to cover those days missed.

Placement in a teaching internship situation is not a guarantee of a successful experience. Any teaching intern found not performing up to expectation can, and will be, removed from that situation and the Due Process policy will be in effect (page 23).

TEACHER INTERN RESPONSIBILITIES

The objectives of the teaching internship are to gain insight into teaching skills and to develop professional integrity; therefore, it is necessary that he or she accept certain responsibilities and be aware of specific policies while interning:

A. Responsibility to the Pupil

1. The Teaching Intern is a professional practitioner in his/her relationship with his/her pupils. All data concerning the school and the pupils must be kept confidential.
2. The Teaching Intern refrains from imposing religious or political views upon pupils.
3. The Teaching Intern is an example to his/her pupils physical, mentally, intellectually, morally, and ethically.
4. The Teaching Intern recognizes his/her continuing need for understanding child growth and development. On the basis of this understanding he/she develops:
 - a) A learning program oriented to the individual capacities of his/her pupils.
 - b) A social climate, which encourages personal integrity and societal responsibility.
5. The Teaching Intern deals sympathetically with each pupil without prejudice or partiality.
6. Driving personal vehicles with K-12 students as passengers: Teacher Interns or practicum students from Chadron State College are not allowed to drive any K-12 students who are in their charge in a personal vehicle under any circumstances.

B. Responsibility to the Host School

1. The Teaching Intern acts only through accepted channels of communication and authority in the school system.
2. The Teaching Intern recognizes his/her duties, responsibilities, and privileges.
3. The cooperating teacher is legally responsible for, and in control of, the class; therefore, the Teaching Intern assumes only the authority, which has been delegated.
4. The Teaching Intern respects the professional rights and personal dignity of the cooperating teacher and other staff members, the college supervisor, the student observers in the classroom situation.
5. The Teaching Intern having difficulty in a professional situation first consults the cooperating teacher. If he/she desires additional aid, the college supervisor or Director of Field Experiences should be contacted.

C. Responsibility to the Teacher-Education Institution

1. The Teaching Intern recognizes that any misconduct is a reflection upon the teacher-education institution, which he/she represents. Having voluntarily chosen his/her teacher-education institution, the teaching intern upholds the standards of the institution in his/her professional conduct.
2. The Teaching Intern approaches his/her own learning situation with a positive attitude.
3. The Teaching Intern makes constructive use of the assistance of the college supervisor and cooperating teacher in adjusting to professional practice.
4. The Teaching Intern will complete all lesson plans, journals, and other documents in a timely manner.

D. Responsibility to the Profession

1. The Teaching intern shows pride in, and considers himself/herself a member of the profession. He/she acts according to established ethics in all matters.
2. The Teaching Intern maintains membership in, and otherwise supports, professional organizations.

E. Responsibility to the Professional Year

1. Teaching internship is a full-time position. Therefore, candidates will not be allowed to take additional course work during their teaching internship semester. In addition, it is strongly suggested that teaching interns should not engage in additional employment during their placement.

TEACHING INTERN DUE PROCESS PROCEDURE

The following is a list of procedures used when withdrawing a teaching intern from his/her assignment:

1. Candidate is notified by cooperating teacher of unsatisfactory performance and a conference is held where differing views are discussed and suggestions for improvement are made. Usually a two-week period is considered sufficient.
2. When improvement is not visible, agreement to withdraw a candidate from assignment is reached between the College and the school.
3. Candidate is notified verbally of the decision by the Director of Field Experiences.
4. Candidate is given specific reasons in writing.
5. Candidate is given appeal procedure in writing.
6. Candidate may appeal in writing to:
 - a. Education Department Chair
 - b. Dean of Professional and Graduate Studies.
7. Candidate may appeal in writing to Teacher Education Screening Committee. *
8. Candidate may appeal in writing to Student Affairs Committee.
9. Candidate may appeal in writing through the administrative process of the college.

*The student may wish to contact NSEA for assistance, if a member

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.

THE CERTIFICATION PROCESS

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

Upon receipt of an application, a request for transcripts is made to the CSC Registrar's Office (free of charge), at which time the CSC Certification Officer will verify on the application form that the endorsement program has been successfully completed, thus recommending to the State that an appropriate certificate be awarded to the student. CSC then sends the entire application packet (application form, transcripts, and your check) to the Nebraska Department of Education (or to the respective state desired), and they will, in turn, issue the certificate.

CERTIFICATE RENEWAL

If an individual is wishing to renew their professional certificate (with either 6 credit hours or 15 credit

hours of course work) they should contact the CSC Certification Officer, Dr. Don King, for course work requirements. Once the renewal course work has been completed, an application for certificate renewal may be submitted to the CSC Certification Office. The application will be processed (as stated above) and sent to the Nebraska Department of Education (or to the respective state desired) for the issuance of an appropriate certificate. NOTE: for certificate renewal purposes, the State of Nebraska does not accept course credit hours that are older than 5 years at the time the renewal application is submitted.

OUT-OF-STATE APPLICANTS

Individuals from other states wishing to obtain Nebraska professional certification will need to have successfully completed the Nebraska Human Relations and Special Education course requirements, the Nebraska approved basic skills test--the Pre Professional Skills Test (PPST), and submit two copies of their fingerprints for processing. In addition, individuals should contact the Nebraska Department of Education, Teacher Certification Unit at (402) 471-0739 for specific requirements pertaining to their endorsement area(s).

Individuals seeking certification in another state should contact that specific state for requirements and certification areas (endorsements) available. For additional information, call us at (800) 600-3055, or (308) 432-6383.

PLACEMENT SERVICES

In order to be considered for employment as a teacher, applicants need to establish a credential file. The credential file contains personal information about the applicant and written references from various people. Those officials within the districts who are involved with the hiring of new teachers will expect to receive credentials from all candidates and will not consider anyone who does not provide a copy. For additional information contact Career Services Office, Crites Hall, Chadron State College.

APPENDIX

On the following pages you will find some basic information about the Portfolio that is required for completion of the Teacher Education Program. For more information you can access the following internet address:

<http://www.csc.edu/education/portfolio1.asp>

Appendix A

Code of Ethics

The following is taken from the Code of Ethics: Teaching Profession, from the Nebraska Professional Practices Commission, (July 1992).

Preamble

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

The educator shall recognize the magnitude of the responsibility he or she has 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.

Principle I – Commitment as a Professional Educator

The educator shall exhibit good moral character, maintain high standards of performance, and promote equality of opportunity.

Application:

The student teacher is expected to behave in a professional, responsible manner at all times. Student teachers should treat others fairly and with respect. You are expected to behave as a professional educator would. The administration and teachers in the school, along with the parents of the children you are teaching, expect you to deal with students responsibly and safely.

- use appropriate, non-offensive language in class settings in working with students and in meetings with other teachers.
- use examples that do not offend others in regard to gender, ethnic, or racial equity.
- treat all students fairly.
- behave in a professional manner with teachers, staff and administrators in the school. Place potential personal relationships on hold.
- keep all relationships with students on a professional level. **MAINTAIN A STUDENT/TEACHER RELATIONSHIP AT ALL TIMES!!!!!!!!!!!!**
- be prepared for each class.

Principle II – Commitment to the Students

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

Application:

It is the primary responsibility of any educator to create a safe environment that provides students with the opportunity to learn; anything less is unacceptable. Through the use of common sense and carefully designed unit/lesson plans, students should be given this opportunity.

Principle III – Commitment to the Public

The educator bears particular responsibilities 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 professional

Application:

Students need to understand the democratic process and the necessity of their becoming good citizens. Therefore, they need to understand how our government works and their responsibilities to making it function effectively.

Principle IV – Commitment to the Profession

The educator shall believe that sound professional relationships with colleagues are built upon personal integrity, dignity, and mutual respect.

Application:

Treat colleagues with respect and dignity. Maintain a professional relationship with teachers, administrators, and staff. Work hard and treat others as you would like them to treat you.

References

Enz, B.J., Cook, S.J., & Weber, B.J. (1992). Professional partnerships: The student teaching experience (2nd ed.). Dubuque, Iowa: Kendall/Hunt Publishing Company.

Henry, M. & Beasley, W. (1989). Supervising student teachers the professional way: A guide for cooperating teachers. Terre Haute, IN: Sycamore Press, Inc.

Student Teaching Handbook: Black Hills State University.

Student Teaching Handbook: Manual for student teachers and cooperating teachers. (1992). Lincoln, NE: Lincoln Public Schools.

Student Teaching Handbook: Manual for student teachers and cooperating teachers. (1992). Lincoln, NE: University of Nebraska.

Appendix B

EDUCATION DEPARTMENT PORTFOLIO REQUIREMENTS

Each candidate must develop a portfolio before entering the Professional Semester (block). Candidates should have their portfolios to their advisor or method's instructor by November 1 for Spring or March 1 for Fall enrollment in the Professional Semester.

What is in the portfolio?

Section 1

- Table of Contents
- Autobiography
- Personal Goals
- Professional Goals
- Philosophy

Section II

- Transcripts (credit evaluation)
- Professional test scores (PPST)
- Awards and/or Honors
- Workshops or Conferences attended

Section III

Section III is the largest and most important part of your portfolio. Most items will probably be in text form, but you may include graphics, audio, or other materials. This section will contain from 12-35 items that demonstrate your teaching competencies prior to the Professional Semester. You will complete a "Brief Reflection Form" for each item of evidence included in Sections III and IV. The reflections indicate which of the conceptual framework concepts were represented by the artifact. The conceptual framework concepts are:

- Assessment
- Communication
- Human Relations/Diversity
- Methodology/Technology
- Professionalism
- Thinking Skills

Section IV

Many candidates have particular skills, experiences, and/or coursework, which contribute to their overall qualifications for teaching. You may use this section to highlight your special qualification. This section could highlight your major, minor, special emphasis, coaching ability, second language, related job experience or anything that would enhance your ability to teach which isn't documented in other sections. You should include a "Brief Reflection Form" with each artifact.

Appendix C Nebraska Department of Education – Personal & Professional Fitness

Presently, persons applying to the Nebraska Department of Education for a teaching certificate are asked the questions that appear below as an indication of their personal and professional fitness to teach. At this point in your education, Chadron State College also asks you to answer these same questions of two reasons: (1) The answers to these questions may provide CSC with information it finds important in deciding whether to allow you to participate in field experiences; and (2) Early identification of issues may impact your ability to obtain a teaching certificate upon completion of your degree. All students shall complete the following oath prior to participation in pre-student teaching, field, laboratory and classroom experiences or teacher internship. No student will be allowed to participate in classroom experiences or teacher internship until this notarized statement has been presented to the Director of Field Experiences.

PRINT: Full Name: _____
 Soc. Sec. #: _____
 Semester/Year of practicum or internship: _____

1. Have you ever had a professional license, certificate, permit, credential, or other document authorizing the practice of a profession suspended, revoked, voided, denied, rejected, or voluntarily surrendered?

_____Yes _____No

2. Are you currently the subject of any inquiry or investigation, or is any action currently pending against you by any licensing agency, governmental body, or criminal justice agency?

_____Yes _____No

3. Have you ever been found guilty of a felony or misdemeanor or entered a plea of guilty or no contest to a felony or misdemeanor in any criminal, drug or juvenile court? (Minor traffic infractions and misdemeanor convictions for Driving Under the Influence or Minor in Possession of Alcohol need not be reported.)

_____Yes _____No

4. Is an order or determination currently in effect by a court or any other governmental body which finds you to be any of the following: a mentally ill and 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?

_____Yes _____No

5. Are you currently an inpatient or resident in a mental health facility due to a determination by a qualified mental health professional?

If I have answered YES to any of the above questions, I agree that I will make an appointment to see Dr. Don King as soon as possible, and obtain a copy of my court record, if applicable.

Legal Signature

Date

Subscribed and sworn before me on the _____ day of _____, _____.

SEAL

Notary Public

Appendix D

Legal Documents Supporting Teaching Internship

1. L.B. #175, Session Laws 1971

Section 1: As used in this act, student teacher or intern shall mean a student enrolled in an institution of higher learning approved by the State Board of Education for teacher training and who is jointly assigned by such institution of higher learning and Board of Education to student teach or intern under the direction of a regularly employed certificated teacher, principal, or other administrator. Student teaching or interning may include duties granted to a certificated teacher under the rules and regulations of such board of Education and any other part of the school program for which either the cooperating teacher or the principals are responsible.

Section 2: 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 to certified teachers.

Section 3: It shall be the responsibility of a cooperating teacher in cooperation with the principal or other administrator and the representative of the teacher preparation institution, to assign the student teacher or intern responsibilities and duties that will provide adequate preparation for teaching.

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 on governing body that administers such school.

2. Nebraska Department of Education – Rule 20 – “Regulations for the Approval of Teacher Education Programs,” Title 92, Nebraska Administrative Code, Chapter 20. Effective Date: August 22, 1995

004.11 Student Teaching. Each institution shall have a student teaching program which meets the following requirements:

004.11A The institution shall have a clear statement of policies and procedures relating to student teaching which shall be provided in written form to all persons involved in the student teaching program.

004.11B All student teaching shall be conducted in Nebraska schools that are approved or accredited pursuant to 92 NAC 10 or out-of-state schools approved by another state education agency or in similarly constituted English-speaking schools in another nation. Non-public schools, in states or nations where a state or national approval/accreditation process exists, which do not meet standard, do not fit this definition.

004.11C The institution shall negotiate written agreements delineating the roles and responsibilities of student teachers, college supervisors, and the cooperating school and teachers.

004.11D The institution shall require the prospective student teacher to affirm under oath that he or she has no felony convictions, nor misdemeanor convictions involving abuse, neglect, or injury to any person, nor any other convictions involving moral turpitude.

004.11E A person with a conviction as indicated in Section 004.11D shall not be allowed to participate

in pre-student teaching field, laboratory and classroom experiences or student teach, without approval by the Board.

004.11F The institution shall require student teaching experience full-day for one semester (at least 14 weeks) or a minimum of ten weeks full-day for each of two field endorsements.

004.11G The institution shall ensure that a minimum of five visits by college supervisory staff shall be conducted during the student teaching.

SUPERVISOR'S TEACHER INTERN CHECKLIST

Chadron State College
Chadron, NE

Directions: Place the number that you feel best describes the intern's performance on the tally sheet following this rubric. A brief narrative statement substantiating the rating given may be included in the comments section.

Definition of Terms:

4. Advanced

The student candidate demonstrates a broad and deep understanding of the knowledge or skill under observation. The candidate initiates multiple opportunities for implementation of the knowledge or skill and seeks wide pupil participation via varied and active modes of engagement. You would want your child or relative to be taught by this teacher.

3. Proficient

The student candidate demonstrates adequate understanding of the knowledge or skill under observation. The candidate initiates opportunities for implementation of the knowledge or skill by many pupils. A few modes of educational engagement are used. This candidate would be an adequate educator.

2. Progressing

The student candidate demonstrates a minimal understanding of the knowledge or skill under observation. The candidate initiates single opportunities for implementation of the knowledge or skill. The candidate demonstrates a teacher centered idea of education and does not seek wide pupil participation. Passive teacher-directed modes of learning are exhibited. At the current level of development you would not want your child or relative to be taught by this teacher.

1. Unacceptable

This candidate exhibits a distinct lack of understanding of the educational process. Serious deficiencies in the knowledge, skills and dispositions to be a teacher are apparent. This candidate should be counseled about their choice of teaching as a career.

THINKING SKILLS

Promote activities that elicit critical thought, beyond recall and comprehension

Dispositions: The candidate: demonstrates the active willingness to model and use skills and knowledge to promote inquiry, critical analysis and subject knowledge synthesis within all students.

Knowledge: The candidate: has a working understanding of research-based best practices indicating the value of developing advanced thinking skills within their students.

Skills: The candidate: utilizes a variety of educational strategies and methods to encourage the development of content area knowledge, critical thinking and problem solving skills within their students.

HUMAN RELATIONS

Develop and maintain a physically inclusive and emotionally safe classroom environment conducive to effective learning, that encourages voicing student concerns, embraces elements of diversity, and exhibits an understanding of child growth and development.

HUMAN RELATIONS

Dispositions: The candidate:

Demonstrates the active willingness to model and use skills and knowledge to promote and exhibit tolerance for all persons and backgrounds; fostering relationships with school colleagues, parents, and agencies of the larger community based on an understanding of the impacts of internal and external forces on public education.

Knowledge: The candidate:

has a working understanding of the need to establish human relationships steeped in tolerance in order to further the learning outcomes of diverse educational stakeholders. For example, being mindful of the impact personal and general bias about gender, race, religion, student exceptionalities, gender-orientation, socio-economic status and geographic area has on public education.

Skills: The candidate:

Integrates a variety of instructional strategies and methods to encourage the critical examination of student beliefs about tolerance and diversity.

ASSESSMENT

Design and assess learning activities (with sequential

goals and objectives), utilizing the data collected from those assessment measures to make instructional and/or curricular decisions to improve student outcomes.

ASSESSMENT

Dispositions: The candidate:

Demonstrates the active willingness to model and use skills and knowledge about assessment measures to inform and make instructional and/or curricular changes improving student performance.

Knowledge: The candidate:

Understands the need to assess students, evaluate their assessments and use the data generated to modify instructional activities in order to improve student learning outcomes.

Skills: The candidate:

Uses multiple modes of assessment to obtain initial, formative and summative data about student performance.

COMMUNICATIONS

Demonstrate and promote effective communication skills (with students and adults), while respecting diversity and engaging students in the learning enterprise through motivation and constructive learning applications

COMMUNICATIONS

Dispositions: The candidate:

Demonstrates the active willingness to model and use skills and knowledge to promote effective communication with students and all other educational stakeholders.

Knowledge: The candidate:

Has a good working knowledge of varied communication strategies

Skills: The candidate:

Employs varied communication strategies to facilitate communication between various stakeholders including parents, administrators and the school community.

METHODS/TECHNOLOGY

Plan and deliver teaching-learning activities that are consistent with identified learning objectives, ability level of students, while using a variety of instructional methodologies/strategies to prescribe for individual differences

METHODS/TECHNOLOGY

Dispositions: The candidate:

Demonstrates the active willingness to model and use skills and knowledge to promote learning activities that are consistent with identified learning objectives using varied methodological and technology delivery modalities.

Knowledge: The candidate:

Knows the strengths and weaknesses of varied teaching methodologies/technologies and their impacts on the achievement of different student groups.

Skills: The candidate:

Can effectively implement sequentially structured developmentally appropriate instructional methodologies/technologies thereby engaging the student in relevant learning activities.

PROFESSIONALISM

Demonstrate conduct befitting a professional educator, to include the following dispositions: regular self reflection, positive ethical behavior, respectful attitude, proper mode of dress, effective classroom management skills, appropriate knowledge of subject matter, and seeks opportunity to grow professionally.

PROFESSIONALISM

Dispositions: The candidate:

Demonstrates the active willingness to model and use skills and knowledge to practice regular self reflection, positive ethical behaviors, a respectful attitude, proper dress, effective classroom management skills, appropriate knowledge of subject matter, and seeking opportunities to grow professionally.

Knowledge: The candidate:

Has a working knowledge of the teacher's code of ethics, and the importance of ongoing professional development.

Skills: The candidate:

Employs ethical educational practices and actively seeks opportunities for professional growth and development.

LEADERSHIP

Develop leadership traits that promote the engagement of students, guardians, peers, administrators, and community members in a professional and ethical manner to lead toward common educational goals.

LEADERSHIP Dispositions

Demonstrates the active willingness to model and use skills and knowledge to engage students, guardians, peers, administrators, and community members in a professional and ethical manner to lead toward common goals.

Knowledge: The candidate:

Understands the importance of the role of the teacher as a school and community leader.

Skills: The candidate:

Views themselves as a leader in the school community and enthusiastically contributes by assuming leadership roles.

SUBJECT AREA KNOWLEDGE: The candidate

demonstrates subject area knowledge.

Student _____ Supervisor _____

School _____ Subject _____ Grade Level _____

THINKING SKILLS

Dispositions: 1 2 3 4
Knowledge: 1 2 3 4
Skills: 1 2 3 4

Comments:

HUMAN RELATIONS

Dispositions: 1 2 3 4
Knowledge: 1 2 3 4
Skills: 1 2 3 4

Comments:

ASSESSMENT

Dispositions: 1 2 3 4
Knowledge: 1 2 3 4
Skills: 1 2 3 4

Comments:

COMMUNICATIONS

Dispositions: 1 2 3 4
Knowledge: 1 2 3 4
Skills: 1 2 3 4

Comments:

METHODS/TECHNOLOGY

Dispositions: 1 2 3 4
Knowledge: 1 2 3 4
Skills: 1 2 3 4

Comments:

PROFESSIONALISM

Dispositions: 1 2 3 4
Knowledge: 1 2 3 4
Skills: 1 2 3 4

Comments:

LEADERSHIP

Dispositions: 1 2 3 4
Knowledge: 1 2 3 4
Skills: 1 2 3 4

Comments:

SUBJECT AREA

KNOWLEDGE 1 2 3 4

Comments:

GUIDEBOOK

PROGRESS 1 2 3 4

Comments:

Supervisor

Student Teacher

Date

OUT OF AREA APPROVAL FORM FOR TEACHER INTERNSHIP

The following student is requesting to complete their Teacher Internship outside of the CSC service area. Education Unit policy holds that only those students with a high level of academic competence and skill will be granted permission for out of area intern placement. With this in mind, please complete this form.

Name	Date
Endorsement Area	

Student's reason for making this request:

Current GPA status:

Content Area _____

Education GPA _____

Overall GPA _____

Methods Instructor and Advisor (if different):

Please complete the evaluation below (both raters use the same page; instead of a checkmark, please use your initials)

	Very Good	Good	Fair	Poor
Academic Competence				
Written Communication Skills				
Oral Communication Skills				
Professional Behavior				
Self Confidence				
Teaching Potential				

The reason for making this request is appropriate and the ratings reflect a strong candidate. Based on my professional judgment, this student will represent Chadron State well.

Signature of Methods Instructor	Date
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Signature of Advisor	Date
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Final Approval by Department Chair:

Signature of Department Chair	Date
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