A Handbook for Cooperating Schools on Teacher Internship Programs

Chadron State College

Revised Fall 2015
Dear Cooperating Teacher and Administrator:

We at CSC want to sincerely thank you for participating in our teacher internship program. In doing so, you are providing an opportunity for beginning teachers to join you and your colleagues in the profession of teaching.

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

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

Dr. Lorie Hunn, Director of Field Experiences

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OR e-mail

lhunn@csc.edu
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Section 1

RESPONSIBILITIES OF THE COLLEGE

A. Placement of Teacher Interns
   1. College request for placement
   2. Agreement
      a. Between school and college (See Appendix)
      b. Between administration of the cooperating school and the cooperating teacher.

B. Visitation by College Personnel
   1. two to three visits each eight- or ten-week session for a total of five visits.

C. Briefing the Cooperating Teacher
   1. Provide a personal data sheet giving information about the teacher intern.
   2. Provide forms for evaluations.
   3. Explain proper use of evaluation forms.

D. Seminars for All Teacher Interns for Evaluation of Instruction and Teacher Internship Experience.
Section II

THE COOPERATING SCHOOL

A. Qualifications
   1. State accreditation (mandatory)
   3. Demonstrate a continued effort toward an improved program of instruction.
   4. Provide adequate facilities, both educational and physical.
   5. Reasonably accessible to the college.
   6. Empathy for the teacher internship program.
   7. Provide adequate classroom supervision (full time certificated personnel).
   8. Evidence of good relationship between school and community.

B. Administrative Role
   1. Interpret the teacher internship program to the faculty and to the community through the media.
   2. Secure the services of qualified and interested teachers who willingly accept and work with teacher interns.
   3. Cooperate with the cooperating teacher and college in planning for the teacher intern.
   4. Introduce the teacher intern in an appropriate manner to the faculty, staff, and community.
   5. Set aside time for conferences with the intern about matters relating to the problems of teaching.
   6. Avoid exploitation of the teacher intern.
Section III

THE COOPERATING TEACHER

A. Importance and influence of the Cooperating Teacher
1. The cooperating teacher is one person upon whose influence, standards and methods the success of the teacher intern largely depends.
2. The cooperating teacher is the KEY person in the teacher internship experience, and serves as a mentor.
3. The cooperating teacher is greatly responsible for the acceptance or rejection of the program by the school and the community.
4. The teacher intern knowingly and unknowingly accepts and models the precepts and practices of the cooperating teacher.

B. Professional Qualifications of the Cooperating Teacher
1. The Baccalaureate degree is the minimum requirement.
2. The Master’s degree or the equivalent in hours of graduate level work is desired.
3. A minimum of three years of teaching experience is required, two of which should be in the same subject or grade.
4. The cooperating teacher should have taught in the school at least one year before accommodating a teacher intern.
5. The cooperating teacher should be recognized as a master teacher.
6. She/He should be an ethical, educational leader who is skilled not only in teaching techniques, but also guidance.
C. **Personal Qualifications of the Cooperating Teacher**
   Because of the cooperating teacher’s dedication to the task of helping to prepare teachers, he/she must willingly accept the professional opportunity to participate in the teacher intern program and must be:
   1. professionally ethical;
   2. self assured, confident and enthusiastic in her/his work.
   3. sincere, honest, friendly and communicative with the teacher intern;
   4. consistent, positive and constructive; and
   5. an effective “teammate” with the intern whom he/she considers as a junior partner.

D. **Responsibilities of the Cooperating Teacher**
   1. Her/His responsibility is to the pupils of his/her classroom.
      a. She/He is responsible for seeing that the teacher internship program does not interfere with the learning of the students.
      b. The cooperating teacher is legally and morally responsible at all times for the total well being of his/her class.
   2. She/He is responsible for much of the professional growth of the teacher intern during the period of teacher internship. This involves the responsibility of directing the teacher intern through a well planned program of:
      a. Orientation
         (1) Establish the teacher intern’s status before his/her arrival and maintain this throughout her/his teacher internship experience.
         (2) Inform pupils of the coming of the teacher intern, his/her potential contributions to their program and the fact that she/he is another teacher.
         (3) Acquaint the teacher intern with the building, facilities, instructional materials and the regulations governing their use by teachers and pupils.
(4) Provide the teacher intern with the opportunity to meet cooperating teacher’s associates and other personnel.

(5) Give adequate directions in a manner that will leave the teacher intern feeling comfortable, at ease and accepted.

b. Observe and participate

(1) The teacher intern should be provided with a separate desk or table.

(2) Observation should be purposeful and planned, preceded and followed by conferences with the cooperating teacher, a minimum of one per week.

(3) Initially, the teacher intern observes the cooperating teacher; later, opportunities should be given the teacher intern to observe other classroom teachers as well.

(4) Recognize individual differences in teacher interns. Can he/she usually work best when alone in the room, or does she/he need rather close surveillance by the cooperating teacher for a period of time to give him/her added confidence?

(5) The cooperating teacher should show a keen interest in the teacher intern and always give praise for a job well done, but at the same time provide constructive criticism.

(6) Include purposeful observation of, and participate in, such activities as hall duty, playground and lunch room supervision, and extracurricular activities.

(7) Invite the teacher intern to attend staff and informal meetings with the cooperating teacher or another staff member.
c. Induction of the teacher intern into full time teaching
(1) The principle of readiness should apply in determining when a teacher intern should be given the responsibility for teaching.
(2) The teacher intern should be given limited responsibility early in the experience—even the first day. As she/he develops in confidence and ability, his/her teaching load should be progressively increased until she/he is carrying a full load. A minimum of 2 weeks of full time teaching is strongly recommended.
(3) Encourage the teacher intern to have creative ideas for teaching as a goal.
(4) The teacher intern should plan carefully for each teaching experience, and be required to submit lesson plans to the cooperating teacher for constructive criticism well ahead of the time when these plans are to be implemented.
(5) Many types of conferences must be held in order to:
   a. help the teacher intern adjust to classroom environment.
   b. explain classroom routines and school policies.
   c. establish standards and define teaching goals early in the term.
   d. provide opportunity for an overview of the work that is underway.
   e. cooperatively plan lessons and activities and to share ideas.
   f. hear and resolve misunderstandings of dissatisfactions in a quiet, uninterrupted, informal manner.
   g. provide specific feedback regarding the teacher intern’s strengths and areas that need improving.
h. help the teacher intern gain an understanding of the purposes and techniques of evaluating pupil progress.

i. apply to teaching and learning in the classroom.

j. help gain an understanding of the ethical standards of the teaching profession.

3. Evaluation of the teacher intern’s work should include the following:

a. Evaluation should be continuous throughout the teacher intern experience.

b. Written feedback is more effective than verbal.

c. Rapport and easy communication between the cooperating teacher and the teacher intern will help when constructive criticism is given.

d. Provide specific information about the teacher intern’s performance. Compliment the teacher intern on the growth he/she has made. The teacher intern should know her/his strong points and his/her weak points in order to profit from criticism.

e. When the teacher intern realizes that the cooperating teacher is frank and sincere, she/he will not mind the criticism.

f. Throughout the training period, as changes are noted, evaluations should be made jointly. These should include the entire range of activities in which the teacher intern engages; including the teacher’s personal qualities, work study habits, handling of classroom routines, the planning and preparation for actual teaching and carrying out plans, pupil’s guidance, record keeping and professional attitudes.

g. Self-evaluation on the part of the teacher intern should be his/her ultimate goal and is to be encouraged.

h. Periodic conferences, both informal and formal, should be conducted.
4. Development of desirable personal qualities  
   a. It is essential that the teacher intern develop desirable qualities that will enable her/him to participate effectively in his/her class, school and community environment.  
   b. The cooperating teacher should feel a responsibility for guiding the teacher intern in developing such qualities as:  
      (1) dealing impartially with pupils.  
      (2) being frank, firm, fair, friendly, but not familiar with the students.  
      (3) being enthusiastic about her/his work.  
      (4) developing a keen sense of humor.  
      (5) exhibiting qualities of leadership.  
      (6) being neat and well groomed.  
      (7) being dependable.  
      (8) being considerate, sympathetic and understanding of the feelings of others.  

E. Rewards of Cooperating Teachers  
1. Recognition as a master teacher by the school and the community.  
2. Satisfaction in the professional improvement of one’s self and others.  
3. Professional gain through a tuition-free seminar.  
4. Contribution to school and community.  
   a. Scholarship granted to a graduating senior. One scholarship per three teacher interns.  
   b. Opportunity for the school to recruit potentially fine teachers.
Section IV

EXPECTATIONS OF THE TEACHER INTERN

A. 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 apply to your current situation, please contact the Director of Field Experiences immediately:

1. 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.

2. If an order or determination is currently in effect by a court or any other governmental body which finds you to be any of the following: a mentally ill or dangerous person, mentally incompetent to stand trial, acquitted of criminal charges because of insanity, an incapacitated person in need of a guardian, or unable to manage your property due to mental illness, mental deficiency, chronic use of drugs or chronic intoxication.

All CSC Teacher Interns are required to complete a Certified Background check prior to their teacher internship experience that will be handled by the college.
B. Orientation
1. To the school
   a. Become familiar with the rules, policies and philosophy of the school according to information given by the cooperating teacher.
   b. Become acquainted with the location of books and supplies for his/her own teacher.
2. Classroom procedures
   a. Learn the daily.
   b. Make a seating chart in order to learn the students’ names.
   c. Locate records and files and become familiar with them.
   d. Become aware of special needs, special interests, and challenges of children.

C. Responsibilities
1. School site
   a. Learn to understand students and recognize their needs.
   b. Be cognizant of what constitutes good classroom organization and management.
   c. Learn to use instructional materials.
   d. Attend professional meetings and school activities.
   e. Learn to evaluate pupils’ growth through daily observation, learning experiences, assessments, other performances and activities.
   f. Develop an understanding of the overall plan of the school term or year. The central goals and areas of the study should be surveyed in order to anticipate problems and events, which might require special advanced preparation.

2. Community
   a. Observe, and if the opportunity presents itself, participate in parent-teacher conferences.
b. Accompany cooperating teacher on home visits, if the school has such a program (i.e., vocational programs).

c. Participate to a reasonable degree in the civic, cultural and adult educational activities of the community.

D. Observation and Participation

1. Role of the observer
   a. Begin each observation period with a definite goal in mind. Be an active observer.
   b. Record observations daily.
   c. Observe pupils of other age levels and abilities in a variety of activities in and out of school.

2. Initial participation
   a. Learn and perform housekeeping duties associated with the specific area of teaching.
   b. Assist the cooperating teacher in collecting and preparing teaching materials.
   c. Work with individuals and small groups.
   d. Conduct routine teaching activities such as pronouncing spelling words, storytelling, correcting tests and making contributions through use of special talents.
   e. Perform daily routines such as opening and closing procedures, taking over in the cooperating teacher’s brief absence and seeing things to do and doing them.

E. Conferences

1. Scheduling of conferences should be flexible and dependent upon the needs of the teacher intern and the cooperating teacher. However, it is recommended that at least one conference is scheduled per week, for approximately 30 minutes of uninterrupted time.

2. A teacher intern should help in planning topics to be discussed.
3. A record of scheduled conferences should be kept.
4. Both scheduled and impromptu conferences have an important place in this program.

F. Evaluation
1. The teacher intern and the cooperating teacher should exchange views and analyze the intern’s work in terms of the desired results.
2. The intern should be encouraged to think in terms of:
   a. Meeting the personal learning needs of all students.
   b. Understanding children/youth.
   c. Using community resources.
   d. Planning and developing effective learning experiences.
   e. Developing a professional attitude.
   f. Utilizing technology to enhance student learning available.

G. 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.

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

   This may be the first time that a teacher intern has served as a teacher in this setting and the guidance of the cooperating teacher is essential. It is the responsibility of the cooperating teacher to model appropriate behavior
in these meetings so that the intern-teacher can observe how communication can occur with parents. The teacher intern can and should participate in discussions with parents in those settings where she/he has been actively involved with working with a particular learner.

**Absence Policy**
You are required to be at your student teaching placement every day the school has class or in-services days. If you should have to miss due to illness or any other reason only five (5) days total will be allowed for the 16-week experience. After two (2) absences you will meet with your college supervisors or be contacted by the Director of Field Experience concerning your absences. If you miss more than five (5) days during the Teacher Internship experience your grade will be reduced by a letter grade and have the possibility of not passing the Teacher Internship Experience. When you are absent from your Teacher Intern experience you are **required** to complete sub plans and turn them into your cooperating teacher.

Section V

**ROLE OF THE CHADRON STATE COLLEGE SUPERVISOR**

A. **Qualifications**
   1. Public school experience.
   2. Assignment in teacher education program.
   3. Desire to assist interns to become successful professionals.

B. **Responsibilities**
   1. Assists the Director of Field Experience in locating appropriate schools for placement purposes.
   2. Serves as liaison between the school and the college.
a. Explain college requirements to cooperating teacher.
b. Share helpful information about the teacher intern.
c. Make scheduling suggestions.
d. Identify appropriate improvement activities for the teacher intern.

3. Consults with teacher intern about improvement goals and activities.
4. Works with the intern in instructional and classroom management skill development.
5. Observes classes taught by the teacher intern and examines written materials, i.e., lesson plans, handouts, tests, reflective logs, Teacher Work Sample.
6. Conducts conferences with the teacher intern.
7. Confers with the cooperating teacher about the intern’s progress.
8. Assists the cooperating teacher in the evaluation process.

Section VI

RECOMMENDATIONS TO COOPERATING TEACHERS

1. Demonstrate an interest in self-development by attending professional meetings.

2. Enlist the help of your colleagues in establishing a professional development library in your building.

3. Take measures to protect yourself and the teacher intern from possible liability resulting from injuries to a student.
4. Assist the teacher intern in her/his planning by making available your previous plans.

5. Acquaint the intern with the procedures to be followed if a student becomes ill or is injured.

6. Use discretion in the amount of responsibility given to the intern during the early phases of his/her internship. She/He should not be expected to do actual teaching until he/she has had the opportunity to observe your teaching.

7. Invite the teacher intern to attend faculty functions, both professional and social. It is important that she/he feels himself/herself to be a part of the group with whom she/he works.

8. Encourage the intern to be creative in developing his/her own teaching techniques and styles.

9. Endeavor to communicate freely with the intern in all areas pertaining to the teaching experience. Be sure you identify early any problems he/she may be having, point these out to her/him and make suggestions to resolve them.

10. Feel free, at any time, to solicit help and advice from colleagues, administrators and college personnel.

11. Introduce the teacher intern to the class – the intern should use this opportunity to tell the class a few facts about herself/himself.
RECOMMENDATIONS TO TEACHER INTERNS

1. The teacher intern is considered a member of the faculty of the school to which they have been assigned; therefore, the teacher intern must follow the school district calendar.

2. Be on time each day for the beginning of the day and for the beginning of each class.

3. Leave school at the time regular staff members leave.

4. Find out as soon as possible what your cooperating teacher expects of you.

5. Set a good personal example. In dress and conduct, the teacher intern should remember the information presented and modeled in Block and emulate the pattern set by the faculty rather than that set by the students.
6. Be aware of the origin and purpose of the rules, which affect teachers in the school. Be sure to comply with all such rules.

7. Be a good public relations representative of the local school system. Above all, do not gossip about the school, the teachers, or the students. Be professional.

8. Welcome constructive criticism from all those who are in a position to judge your work.


10. Have faith in yourself. Many excellent teachers encounter problems at first, but techniques of teaching and of control can be learned.

11. Leave nothing to chance in your class preparation.

12. Be friendly and liberal with sincere praise, but do not strive for popularity.

13. Demand and be worthy of respect.

14. Help students learn respect for authority.

15. Make class work clear, interesting and worthwhile.

16. Help students learn how to study.

17. Give each child a chance to succeed.

18. Be aware of everything that goes on in your class.

19. Make yourself available before or after school to provide opportunities for extra help for the students.
20. Be consistent. Students are quick to spot inconsistency.

21. Take your time on assignments. In the assignment, indicate items for special attention, work to be written, exactly when due, suggest references to use, etc. Do not forget to completely explain assignments.

22. Classes are never to be dismissed by the bell. Dismissal is the responsibility of the teacher.

23. Speak up! Have fun, but don’t overdo it!

24. When the teacher talks, students must listen with ears and eyes.

25. When the students talk the teacher must listen with ears and eyes.

26. Be cheerful!

27. Discuss but don’t argue. It is a mark of a superior mind to disagree and yet be friendly. Don’t be afraid to admit you are wrong if you are.

28. Adjust your vocabulary to the level of the students.

29. Be sure you are on solid ground and tactful when ethical and professional matters are discussed with parents.

30. Take every precaution possible to avoid charges of negligence when on field trips or when children participate in potentially hazardous activities. The purchase of a personal liability insurance policy through membership in Student Education Association (SEA) is worthy of careful consideration.
31. Know what tasks the custodian is expected to do and establish a friendly but dignified relationship with him/her.

32. Don’t spend too much time in the teachers’ lounge.

33. Success in teaching depends not on what the teacher says but what the pupil hears.

34. REMEMBER: College campus activities must not in any way interfere with your duties as a teacher intern (including college athletics).

35. During the first week of the Teacher Internship, send your schedule (to include times and periods) as well as the school’s semester schedule (to include days not teaching) to Supervisor.

36. Notify the college supervisor of any changes, (illness, schedule, etc.) particularly on scheduled visitation days.
APPENDICES
A.

NEBRASKA LAW ON TEACHER INTERNSHIP

The Nebraska Unicameral enacted 79-1297, which legally defines teacher internship and their duties. Enacted in the 1971 session, the law reads as follows:

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 a 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 principal is 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 law accorded the certificated teacher, principal, or other administrator, and shall, while acting as such student teacher or intern, comply with all rules and regulations of the local board of education and observe all duties assigned certificated teachers.

**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 to the student teacher or intern responsibilities and duties that shall 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 or governing board that administers such school.
B.

STUDENT TEACHING AGREEMENT
EFFECTIVE FOR THE 2015-2016 SCHOOL YEAR

Chadron State College and the school system named below hereby agree to the following conditions of placement:

CHADRON STATE COLLEGE AGREES TO:

1. Request placements of only qualified teacher interns.
2. Finalize teacher internship arrangements with school administrators.
3. With permission of the intern, provide educational data about the teacher intern.
4. Provide the Cooperating Schools Handbook to acquaint the school with the teacher internship program.
5. Provide a minimum of five supervisory visits.
6. Assist cooperating teachers in working with teacher interns by scheduling a Cooperating Teacher Orientation at the beginning of each semester at a site and time that most cooperating teachers will be able to attend.
7. Evaluate and grade the teacher intern in consultation with the cooperating teacher.
8. Withdraw the teacher intern for good cause using the Due Process Procedures provided to the cooperating teachers.
9. Award the school system with a student scholarship after three teacher interns have completed their assignments.
10. Offer a tuition-free seminar for cooperating teachers offered each summer.

THE COOPERATING SCHOOL AGREES TO:

1. Orient the teacher interns to the philosophy, policies, customs and traditions of the school.
2. Acquaint the intern with school personnel, programs, and services.
3. Assign only qualified (3 years of teaching experience) and interested personnel as cooperating teachers.
4. Develop class schedules that reflect the intern’s major fields of preparation and at the appropriate level of teaching. Elementary interns placed in kindergarten through grade 6 classrooms, 7-12 endorsements placed in grades 7-8 in middle school and 9-12 classrooms at high school, and K-12 endorsements placed in K-6 placements for 8 weeks and 7-12 placements for 8 weeks.
5. Provide for gradual introduction into teaching responsibilities.
6. Design a teacher internship experience, which eventually allows the teacher interns to assume full teaching responsibility.
7. Provide continuous and constructive feedback to the teacher interns.
8. Provide for professional growth opportunities through faculty meetings, in-service programs, and extra-curricular activities.
9. Complete the necessary evaluation forms and reports.
10. Acquaint itself with the policies, guidelines, etc. found in the Cooperating Schools Handbook.
11. Notify the Director of Field Experiences of unsatisfactory performance.

This agreement will remain in effect until either party notifies the other of its desire to terminate the agreement and not require annual renewal.

__________________________________________
Superintendent/Principal

__________________________________________
Director of Field Experiences

C.

Some Questions and Answers about Teacher Interning

1. Should a Teacher Intern be used as a Substitute?

CSC recommends that a teacher intern not be used as a substitute, particularly in classes outside her/his major field. If the regular cooperating teacher is temporarily absent, the teacher intern should be supervised by a substitute teacher, another staff member, or the building principal.

2. How about attendance?

In order to qualify for a teaching certificate, the teacher intern must meet State requirements with regard to attendance. Unless the teacher intern is ill or has a personal emergency, he/she is to be in attendance each day school is in session. In the event of an illness or emergency that causes too much absenteeism, she/he must make up the lost class time. Students who commute are expected to meet the same commitments and responsibilities as regular staff members, including extra-curricular activities.
3. May a Teacher Intern be excused to attend conferences, meetings, etc.

Although subject area meetings or conferences in an intern’s major field can be valuable, professional judgment must be used in determining whether the teacher intern would gain more from attending the activity than from teaching her/his class.

4. May a Teacher Intern be excused for a job interview?

As stated in Number 2, excused absences are limited to illnesses and personal emergencies. Our teacher interns have been informed they should make interview appointments after school, on weekends or during vacation periods; however, they have been informed that they can attend teacher interview day at Chadron State.

5. Should a Teacher Intern participate in Parent-Teacher conferences?

This is left to the judgment of the cooperating school. In most cases the teacher intern would have had only brief contact with your students and therefore any participation would be on a limited basis. We do, however, want the teacher intern to be present in the school while conferences are in session. If the decision is that she/he does not participate in the conferences, perhaps he/she could use the time for planning future lessons.
D.

CODE OF ETHICS

STANDARDS OF PROFESSIONAL PRACTICES

Introduction

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

Standards applicable to professional practices have been adopted by the Nebraska State Board of Education. The Code of Ethics, Standards for Continuance in Professional Service,, and Contractual Obligations are presented in this pamphlet. The Commission shall adhere to these standards in making recommendations of whatever nature in accordance with its statutory authority.
The State Board of Education shall request the Commission or a special committee of members thereof to hold hearings and make recommendations to the State Board of Education concerning alleged violations of standards of professional ethics and practices by holders of public school certificates. Each educator can be aided by this publication in developing and continuing the use of professional practices which are in the best interest of the students, the profession, and the public.

A. 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 nurture 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, in accordance with the provisions of this chapter.

The standards listed in this section are held to be generally accepted minimal standards for public school certificate holders in Nebraska with respect to ethical and professional conduct and are, therefore, declared to be the criteria of ethical and professional performance adopted pursuant to the provisions of Section 79-1282 R.R.S. for holders of public school certificates.
If the certificate holder is employed in a nonpublic school, that context shall be taken into account in the application of these standards.

**B. Principle I – Commitment as a Professional Educator**

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

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

1. Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, colleagues, parents, school patrons, or school board members.
2. Shall not discriminate on the basis of race, color, creed sex, marital status, age, national origin, ethnic background, or handicapping condition.
3. Shall not use coercive means, or promise or provide special treatment to students, colleagues, school patrons, or school board members in order to influence professional decisions.
4. Shall not make any fraudulent statement or fail to disclose a material fact for which the educator is responsible.
5. Shall not exploit professional relationships with students, colleagues, parents, school patrons, or school board members for personal gain or private advantage.
6. Shall not sexually harass students, parents or school patrons, employees, or board members.
7. Shall not have had revoked for cause in another state a teaching certificate, administrative certificate, or any certificate enabling a person to engage in any of the
activities for which a special services counseling certificate is issued in Nebraska.

8. Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties.

9. Shall report to the Commissioner any known violation of Principle I, number 7; Principle III, number 5; or Principle IV, number 2.

10. Shall seek no reprisal against any individual who has reported a violation of this chapter.

C. Principle II – Commitment to the Student

Mindful that a profession exists for the purpose of serving the best interest of the client, the educator shall practice the profession with genuine interest, concern, and consideration for the student. The educator shall work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:

1. Shall permit the student to pursue reasonable independent scholastic effort, and shall permit the student access to varying points of view.

2. Shall not deliberately suppress or distort subject matter for which the educator is responsible.

3. Shall make reasonable effort to protect the student from conditions which interfere with the learning process or are harmful to health or safety.

4. Shall conduct professional educational activities in accordance with sound educational practices that are in the best interest of the student.

5. Shall keep in confidence personally identifiable information that has been obtained in the course of professional service, unless disclosure serves professional purposes, or is required by law.
6. Shall not tutor for remuneration students assigned to his or her classes, unless approved by the local board of education.
7. Shall not discipline students using corporal punishment.

D. Principle III – Commitment to the Public

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

In fulfillment of the obligation to the public, the educator:

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

E. Principle IV – Commitment to the Profession

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

In fulfillment of the obligation to the profession, the educator:

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

F. Principle V – Commitment to Professional Employment Practices

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

In fulfillment of the obligation to professional employment practices, the educator:

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

STANDARDS FOR CONTINUANCE IN PROFESSIONAL SERVICE

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

Summary

Teaching in the public schools of Nebraska and related administrative and supervisory services are recognized as a profession by the legislature.

In recognition of the professional status of educators, the Governor is authorized to appoint a Professional practices Commission representative of elementary and secondary teacher, administrators, and higher education. The goal of the Commission is to develop, promote and enforce standards of professionalism for Nebraska educators.

The Commission’s Executive Director is available to speak to educator or school board groups about the work of the Commission. The Executive Director is also available to confer
with interested parties relative to problems of professional ethics or competency. For this service, write or call:

Nebraska Professional Practices Commission
State Department of Education
PO Box 94987
301 Centennial Mall South
Lincoln, Nebraska 68509
Phone: (402) 471-2943

E.

School Scholarship Opportunities

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

Cooperating Teacher Scholarship – As a thank you for serving our teacher interns (student teachers), Chadron State College offers each cooperating teacher (who supervises our teacher interns) the Cooperating Teacher Scholarship. This scholarship covers full tuition for the EDCI 536. Cooperating teachers are required to pay CSC fees to take this course. Supervision of Teacher Interns is the course
offered online during our June summer session. The number of scholarships is also unlimited and is granted for each teacher intern (student teacher) supervised.

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

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 Department of Education also asks you to answer these same questions for 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 secure 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 (student teaching). 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. #: ________________________________

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?
_____ Yes   _____ No

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 the court record if applicable.

___________________________  _________________________
Legal Signature                   Date

Subscribed and sworn before me on this _____ day of ____________________, 20____.

SEAL
_______________________________
Notary Public