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WELCOME TO CHADRON STATE COLLEGE
EDUCATION PROGRAM

Dear Teacher Candidate,

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

This Handbook is designed to help guide you through your teacher preparation program at Chadron State College so that you will make the most efficient use of your time on or off campus, and be ready to enter our profession at the earliest date possible. I strongly encourage you to read through this Handbook, as it will answer many of the questions you may have as you move through your education program. Once read, please file it in a place where it can be easily accessed for future reference.

Once again, congratulations! And please feel welcome to stop by our faculty offices and visit with us! We look forward to getting to know you!

Best wishes for much success!

Don R. King, Liaison
Education Program
Chadron State College

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

Chadron State College
Field Experience Offices

Mrs. LaWayne Zeller
Director of Field Experience & Certification Officer
308-432-6032 e-mail: lzeller@csc.edu
Old Admin 113

Ms. Stefani Van Vleet
Project Coordinator for Field Experience
308-432-6383 e-mail: svanvleet@csc.edu
Old Admin 112
AREAS OF STUDY IN TEACHER EDUCATION

The Teacher Education Program at Chadron State College (CSC) 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 at least one field endorsement or one subject area endorsement. Fields and subjects are defined as follows:

**SUBJECT ENDORSEMENT**: Refers to specific courses of study, such as Health, History, or Chemistry.
**FIELD ENDORSEMENT**: Refers to related content areas packaged together that represent a broader scope than that of a subject endorsement. With a field endorsement, the teacher may teach all subjects within that particular field of study as outlined in Nebraska Department of Education Rule 24.

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

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*Supplemental endorsements are endorsements that do not stand alone; the student must also hold, or be concurrently seeking, a subject or field endorsement.
**The Early Childhood Education supplemental endorsement may only be added to an Elementary Education Endorsement.

For admittance into the Teacher Education Program you must first pass the Praxis I, Core Basic Skills Test. This test should be taken no later than the first semester of the sophomore year, or as soon as you decide to enter the Teacher Education Program. Delay in taking the CORE Basic Skills test, will result in your ineligibility to be enrolled in Observation and Participation. The average return time for the results of the CORE test is approximately two to three weeks. You must enter the Chadron State College Score Recipient code (6466) on the test registration for the Chadron State College Field Experience Office to receive your results. If you do not enter this code you will have to pay an extra fee to Educational Testing Service (ETS) to have your official score results sent to Chadron State College.

Deadlines for important steps to the Teacher Education Program include the following:
1. During Introduction to Teaching (EDUC 131) you will submit your Receipt of Paperwork 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.
MISSION

The mission of the Chadron State College Teacher Education program, founded on educating Visionary Leaders, is to prepare candidates to use current pedagogical methods to maximize student learning in the candidate’s respective content area of study. Candidates will gain applicable knowledge and skills in the area of assessment, curriculum, guidance, diversity education, classroom management, professional issues, special education, psychology, literacy and instructional technology, as part of this program.

Philosophy of Teacher Education

Education in a democracy is accepted as the most important human activity for the maintenance, perpetuation, and advancement of the society. The Education Unit of Chadron State College is dedicated to the development of visionary leaders. The program recognizes the institutional responsibility of developing leadership that promotes collaborative engagement and advocacy to influence policy development to serve all constituents in our profession. The faculty within the Education 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.

Students within the Education Unit are valued as unique individual learners, each wanting to learn and capable of making good learning decisions. Each student is a client to be served by the staff of Chadron State College 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 to process knowledge through methods appropriate to their individual learning styles. Our model is based, to a great extent, on the constructivist theory of learning. In so doing, various methods of instruction are planned to be consistent with sound theory and current research findings. The individual faculty member is free to use varied approaches and personalized techniques in their 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.

INTENDED PROGRAM OUTCOMES

CSC Education Unit Intended Program Outcomes: The intended program outcomes are as follows:

1) **CSC/InTASC Standard #1: Learner Development.** The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. (Methodology)

2) **CSC/InTASC Standard #2: Learning Differences.** The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (Inclusive Learning Environments)

3) **CSC/InTASC Standard #3: Learning Environments.** The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (Communication)

4) **CSC/InTASC Standard #4: Content Knowledge.** The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. (Specialty Studies)
5) **CSC/InTASC Standard #5: Application of Content.** The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (Thinking Skills)

6) **CSC/InTASC Standard #6: Assessment.** The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making. (Assessment)

7) **CSC/InTASC Standard #7: Planning for Instruction.** The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, technology, and pedagogy, as well as knowledge of learners and the community context. (Methodology)

8) **CSC/InTASC Standard #8: Instructional Strategies.** The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (Methodology)

9) **CSC/InTASC Standard #9: Professional Learning and Ethical Practice.** The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (Professionalism)

10) **CSC/InTASC Standard #10: Leadership and Collaboration.** The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. (Leadership)

11) **NDE/CSC State Standard #11: Impact on Student Learning and Development.** The teacher candidate works to positively impact the learning and development for all students. (Professionalism)

12) **NDE/CSC Standard #12: Professional Dispositions.** The teacher candidate demonstrates passion, self-awareness, initiative and enthusiasm; and demonstrates skills in interpersonal relationships, reflective response to feedback, and displays evidence of appropriate social awareness; and practices good judgment, flexibility, problem-solving skills, professional communication and organization; and maintains a professional demeanor and appearance, and displays dependability, punctuality and perseverance.

THE VISIONARY LEADER MODEL

Instructional Themes

Chadron State College’s Teacher Education Program is designed to develop 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 provide a vital educational vision - one that honors both tradition and innovation - to our students.

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

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

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 Education Program is interested in training future teachers who show a high degree of moral character and the ability to act responsibly. These individuals must be able to serve as representatives of our College and our program.

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

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

For specific felony or misdemeanor convictions related to the Nebraska Department of Education, please see Rule 20. Title 92, Nebraska Administration Code, Chapter 20 at the following URL: http://www.education.ne.gov/wp-content/uploads/2017/10/Rule20_2014.pdf

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

For a specific list of related Mental Capacity identified by the Nebraska Department of Education, please see Rule 21. Title 92, Nebraska Administration Code, Chapter 21 at the following URL: https://www.education.ne.gov/wp-content/uploads/2017/07/CLEANrule21_2015.pdf
BACHELOR OF SCIENCE in EDUCATION PROGRAMS
CERTIFICATE REQUIREMENTS

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

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

for the
Middle Level Education

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

Early Childhood Inclusive

http://catalog.csc.edu/undergraduate/programs/special-education/bs-education-field-endorsement-special-education-k-12/
Special Education
FLOW CHART FOR PROGRAM COMPLETION

STEP 1

- Intro to Teaching
- Acknowledgement of paperwork to Teacher Education (candidacy)

STEP 2

- Passed Praxis I CORE Basic Skills Test
- Completed 30 hours with a 2.75 GPA
- No grade below a “C” in Education classes

- Begin developing Dossier (info on the Web site)
- Educational Psych
- Intro. To Exceptional Learner
- Technology Resources for learning

Application for Candidacy: Meet with Project Coordinator for Field Experience one semester prior to Observation & Participation class to check on your requirements.

STEP 3

- Student admitted into Teacher Education Program
- Take Observation & Participation Class EDUC 300/320
1. Apply for Graduation
   - May Graduation-November 15
   - December Graduation-April 15
2. Apply for certification

By March 1 or November 1 of Junior Year, apply for admission to Professional Year (in Field Experience Office, Old Admin 112)

2.75 overall GPA required for ALL college coursework Program recommendations

Elementary candidates must pass 100% of all Elementary Education courses with C or above and at least a 2.75 GPA

Pass all Professional Education Courses with a C or above and at least a 2.75 GPA

Approval for the Professional Year

Secondary candidates must pass at least 75% of endorsement area courses with C or above and at least a 2.75 GPA (endorsements may have more rigorous requirements, check catalog)

Professional Year (Block) 1st semester -Take Praxis II

Teaching Internship for 16-20 weeks

Dossier due to advisor or methods instructor by March 1 or November 1
STEPS TO BE TAKEN TO GET TO THE PROFESSIONAL YEAR

**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 school observation are required as part of the course.
   a. A criminal background check will be conducted by the candidate at [www.castlebranch.com](http://www.castlebranch.com) to ensure the candidate has no felony or misdemeanor convictions involving abuse, neglect, or injury to any person, nor any other convictions involving moral turpitude (Nebraska Department of Education Rule 20, Code Section - 004.06, subsection 004.06A,B,C,D).
   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: a mentally ill dangerous person as evidenced and declared by a mental health board, has a significant mental illness or emotional impairment as determined by a mental health professional, mentally incompetent to stand trial, acquitted of criminal charges because of insanity, an incapacitated person in need of a guardian, or unable to manage his or her property and property affairs effectively due to mental illness, mental deficiency, chronic use of drugs or chronic intoxication: or is currently an inpatient or resident in a mental health facility due to a determination by a qualified mental health professional. (Nebraska Department of Education Rule 21, Code Section-003.10, subsections 003.10A,B,C,D,E,F).

2. Receipt of paperwork for the Teacher Education Program forms acknowledged and completed and turned in to the Field Experience Office.

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

4. Praxis I CORE Basic Skills test should be taken at this time. Register at [www.ets.org/praxis](http://www.ets.org/praxis).

5. The student should make an initial contact with the Field Experience Office to verify that a file has been created.

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

**PSYC 231 Educational Psychology**

1. Completion of 15 hours of school observation are required as part of the course.
   a. A criminal background check will be conducted by the candidate at [www.castlebranch.com](http://www.castlebranch.com). (Nebraska Department of Education Rule 20, Code Section - 004.06, subsection 004.06A,B,C,D).
   b. Felony and Mental Health affirmation oath (Nebraska Department of Education Rule 21, Code Section-003.10, subsections 003.10A,B,C,D,E,F).

**EDUC 224 Technology Resources for Learning**

**SPED 230 Introduction to Exceptional Learner**

A student must have a "C" or above in all of the above courses.
Step 3 **Application for Admission to the Teacher Education Program (Candidacy) MUST be completed at this time.** This means that the following criteria have been completed successfully:

1. Application 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 Program faculty member as a supporting advisor.

3. Attainment of passing scores on the Praxis I CORE Basic Skills test.
   a. CORE minimum scores: Reading 156, Math 150, Writing 162

4. An overall G.P.A. of 2.75 is required in a minimum of 30 credit hours. The G.P.A. will be calculated by using ALL previous college/university course work, as well as course work from CSC.

5. Completion of EDUC 131: Introduction to Teaching, with a grade of "C" or above.

6. Completion of PSYC 231: Educational Psychology; SPED 230: Introduction to Exceptional Learner; EDUC 224: Technology Resources for Learning; with a grade of “C” or above.

Candidates who fail to meet all the above requirements will be **denied program admission until such time as the criteria are met; as well, the following conditions may impact your admission into the Teacher Education Program (Candidacy)**

1. Teacher dispositions that reflect negatively that have been observed by faculty, staff or cooperating educators may cause the student to be removed from the Teacher Education Program at Chadron State College.

2. Health and physical fitness:
   a. Emotional instability;
   b. Physical defects that would impair successful teaching;
   c. A predisposition toward poor health as determined by a physical and medical examination at the request of the college Screening Committee.

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 course.

The candidate may request to be enrolled 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 Teaching 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).

A. A criminal background check will be conducted by the candidate at [www.castlebranch.com](http://www.castlebranch.com) to ensure the candidate has no felony or misdemeanor convictions involving abuse, neglect, or injury to any person, nor any other convictions involving moral turpitude (Nebraska Department of Education Rule 20, Code Section - 004.06, subsection 004.06A,B,C,D).

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. (Nebraska Department of Education Rule 21, Code Section-003.10, subsections 003.10A,B,C,D,E,F).

**Step 4 Professional Year**

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 College.

2) Achievement of an **overall 2.750 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),

3) Achievement of a **2.750 GPA** (GPA will be calculated using grades from all previous college/university course work as well as course work from CSC) in **ALL** areas of specialization, area of concentration, and in professional education for endorsement and certification purposes.

4) An elementary candidate must have completed 100% of the Professional Education courses and 100% of all Elementary Education Endorsement courses with a GPA of 2.750 (GPA will be calculated using grades from all previous college/university course work, as well as from CSC course work).

5) A secondary candidate must have completed 100% of the Professional Education courses and 75% of the course work required for all endorsements with a GPA of 2.750 (GPA will be calculated using grades from all previous college/university course work, as well as from CSC course work).

6) A secondary candidate pursuing two endorsements can take one of his/her special methods classes (EDUC 431/ENG 461/MUS 431) prior to the Professional Year but not before the candidate's junior year. They will then take the other Special Methods class (EDUC 431/ENG 461/MUS 431) during the same semester as the Block courses. The candidate must attain at least a 2.750 GPA in her/his Special Methods course/s. These courses are only offered in the Fall Semester.
7) Those preparing to enter teaching must have no grade less than a "C" and a GPA of 2.750 in the prerequisite professional education courses. (EDUC 131, EDUC 224, EDUC 300/320, EDUC 329, PSYC 231, SPED 230, SPED 334).

8) Completion of a Dossier verified by the candidate's advisor which is sent to the Field Experience Office. The dossier will be submitted to the candidate’s advisor before November 1 or March 1 of the semester prior to the Professional Year. (See appendix for Dossier Instructions)

9) 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.

10) The candidate should contact the Field Experience Office to check on his/her 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.
Applying for the 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 candidate, 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 candidate’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. Failure to meet these requirements may result in the denial of the application.

The process required for applying for the Professional Year is as follows:

Step 1 Application:
1. The candidate will obtain the Application packet from the Education Department Field Experience Office or email the Project Coordinator to obtain the packet.
   a. Fill out application form and return it to Field Experience Office by due date (March 1st for fall semester, November 1st for spring semester)

Step 2 Faculty Recommendations:
1. The 5 (five) recommendation forms are taken to the candidate's advisor and
   a. The advisor keeps one recommendation form and the “Program Recommendations for Admission to Professional Year” sheet to fill out.
   b. Three recommendation forms are given to members of the candidate's program faculty
   c. The last recommendation form is given to a faculty member outside the candidate's program, such as an Essential Studies Professor.
   d. All faculty recommendations must be from a professor that the candidate has had in at least one college course.
2. All of the completed evaluation forms are returned to the advisor, then he/she presents the candidate's Program Recommendations to the candidate's program for their approval to be admitted to the Professional Year.
3. The candidate should check in with the advisor to make sure the recommendations have been returned and have been acted upon by the Department.
4. The Program has three (3) possible choices:
   a. Recommend candidate be admitted to the Professional Year
   b. Recommend with reservations
      a. Program recommends the candidate but has concerns. The candidate and the Education Program will be notified by letter of these concerns from the department.
      b. The candidate will be placed within a 150 mile radius of CSC.
   c. Does not recommend
      a. The candidate is not admitted into the Professional Year; the candidate will work with the candidate’s Program faculty to address the issues and/or develop a new Plan of Study (major).
5. If the Program approves the Program Recommendations, the forms are sent to the Field Experience Office. They are then sent on to the Dean of the Education Unit Head and the Vice President for Enrollment Management and Student Services for approval. Lastly, it is sent back to Field Experience Office and placed in the candidate’s file.

Dossier:
1. The candidate's advisor must receive the candidate's dossier by November 1 for Spring Professional Year and March 1 for Fall Professional Year. After checking the dossier the
advisor will ask the candidate to make changes or they can approve the dossier as presented. When the advisor approves the candidate's dossier, the Dossier Evaluation form is signed by the advisor and sent to the Field Experience Office.

Following completion of all the above requirements (including course prerequisites and GPA requirements), the application is sent to the Screening committee for final approval. If the Department or the Screening Committee does not approve the application, the candidate will not be allowed to enter the Professional Year.

**Note:** If a candidate in the program for teacher education is suspended from the college, the candidate is automatically removed from the Teacher Education program. If the student should later be accepted for re-admission to the college, it will be necessary for the student to reapply for admission to the teacher education program should he/she desire to re-enter the program. Any new program requirements in the candidate’s endorsement and/or education will need to be met upon readmission.

**Note:** A candidate who is denied admission to the teacher education program or who is administratively withdrawn from his/her teaching internship, may appeal the denial of administrative withdrawal by contacting the Director of Field Experiences for due process procedures.

**Step 3 Block**

Block is comprised of a “Block” of Professional Education courses such as Classroom Management and Assessment. A student must maintain a required 2.75 GPA and no Block course grade may be below a “C”.

During the first week of the Professional Year Block Semester the candidate is required to fill out a form that identifies the locations for school districts where he/she would like to complete his/her teaching internship. The candidate is also required to type out the Application Form that is used to provide personal information about him/herself. The Project Coordinator for Field Experiences then uses the information provided to place the candidate in an internship school district. 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 (including one year on site); plus the willingness of the district superintendent, building administrator, and teacher to accept a teacher intern from Chadron State College. After the Project Coordinator has contacted a school district and has tentative approval to place a candidate, the Application Form is sent 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 does not meet the district, the procedure starts again in another school district.

**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 all G.P.A. requirements listed for admission to the Professional Year;
2. Maintain moral character
   a. Make a sworn statement that the student has not been convicted of a felony or certain misdemeanor crimes and complete a criminal background check;
   b. Make a sworn statement that the student is mentally competent;
3. Conduct a successful background check at [www.castlebranch.com](http://www.castlebranch.com);
4. Secondary students must have completed Special Methods classes for their respective content (EDUC 431).
Step 4  
Teaching Internship

Nebraska Department of Education requires teacher interning full-days for one semester. If a candidate is seeking more than one endorsement they are required to intern at a minimum of nine (9) weeks, full-days, for each Field endorsement and eight (8) weeks for each Subject endorsement taught during a given semester. **Interning is a full-time position.** It is strongly suggested that teacher interns not engage in additional employment or take additional courses. Teacher interns will not be able to participate in campus athletics during the teacher internship semester. If a candidate fails to complete their internship they will be allowed one additional attempt to complete it at a later semester. Employment requirements will not be accepted as an excused absence from the teacher internship.
PROCEDURES FOR PLACEMENT
AS A TEACHING INTERN

The candidate is responsible to understand the following procedures and responsibilities of his/her teacher internship. Lack of knowledge of these procedures and responsibilities can be means of a failed teacher intern experience.

TEACHING INTERNSHIP PLACEMENT PROCEDURES

I. Placements for Teacher Internship (Student Teaching) are made as a partnership between the school district and Chadron State College based on the request and acceptance procedure. Placements are agreed upon by both the district and Chadron State College.

A. The teacher intern will be placed under cooperating teachers who have experience and expertise in the teacher intern’s field of study.
B. No teacher intern will be placed in a school district where a family member is a teacher, administrator, student, or works there in any capacity, or is a member of the Board of Education.
C. Placement for the teacher intern may be considered in a school where they have previously been employed: 1) only upon a principal’s request, and 2) is not placed under cooperative teacher for whom the cooperating teacher was the direct supervisor. District assures a fair opportunity for the teacher intern to have a learning experience in student teaching. Final placement request is at the discretion of CSC.
D. Teacher interns will not be allowed to fulfill their coaching internship during the same semester as their teacher internship. If you volunteer as a coach you must complete the student teaching duties of the day and you may not leave early for coaching.

II. At the discretion of the CSC Education Program, the teacher intern may not be placed in their home communities for the following reasons:
A. Teachers/administrators may have preconceived ideas of how the candidate may perform during the Internship experience.
B. Teachers may know the teacher intern’s family or extended family, which could cause problems due to previous interactions with the family, good or bad.
C. Chadron State College wants to provide teacher interns with an “educational experience” that is different from others they have experienced; a different system, a different philosophy, etc.
   i. Exception which may be considered are:
      1. Non-traditional candidate who has been away from the community for at least 10 years, and has no relatives in the school.
      2. Post-Baccalaureate students who have been hired by the school district.
      3. A community with two or more high schools, and multiple elementary schools.

III. Candidates will be placed in a school site(s) located within a 150 mile radius of Chadron State College and within 100 miles of our regional sites of North Platte and Scottsbluff.
A. A fee will be assessed to teacher interns during the Teaching Internship semester for the cost of supervision.
B. College supervisors will be assigned by Chadron State College.

IV. Candidates may choose to intern outside of the Chadron State College, 150 mile supervision area; however, this is not recommended. If the candidate has a strong reason for this request, the candidate will need to be prepared to meet the following:
A. Complete the “Request to Student Teach out of Area” form from Project Coordinator for Field Experience and get a signature from their content area Special Methods teacher, and their advisor;
B. Submit signed form to the Project Coordinator for Field Experiences;
C. The faculty teaching the Block classes and Special Methods/Learning 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 by either department;
D. The candidate will sign a form agreeing to pay the expenses of the supervisor (which could be anywhere from $0 to $2,000 or more) 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;
E. The process for placing the candidate in an area outside the Chadron State College service area will be complete once placement is made and a college supervisor has been secured. This may take longer than placements within the Chadron State College service area. The onus of the wait is on the candidate.

V. The Teaching Internship experience will be one full semester, with the number of weeks ranging from sixteen to eighteen (16-18), depending upon the number of field or subject endorsements that the candidate is completing. The teacher intern will follow the school district calendar. The intern will complete the Teaching Internship experience on the date specified by the Field Experiences Office.

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 the teacher intern accept certain responsibilities and be aware of specific policies while interning:

A. Responsibility to the Pupil

1. The teacher intern is a professional practitioner in his/her relationship with the pupils. All data concerning the school and the pupils must be kept confidential.
2. The teacher intern refrains from imposing religious or political views upon pupils.
3. The teacher intern is an example to pupils physically, mentally, intellectually, morally, and ethically.
4. The teacher intern recognizes the continuing need for understanding child growth and development. On the basis of this understanding the teacher intern 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, and safety.
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 PK-12 students who are in their charge in a personal vehicle under any circumstances.

B. Responsibility to the Host School

1. The teacher intern acts only through accepted channels of communication and authority in the school system.
2. The teacher intern recognizes his/her duties, responsibilities, and privileges.
3. The cooperating teacher is legally responsible for, and in control of, the class; therefore, the teacher intern assumes only the authority which has been delegated to them.
4. The teacher 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 teacher 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 teacher intern recognizes that any misconduct is a reflection upon the teacher-education institution, which he/she represents. Having voluntarily chosen Chadron State College as the teacher-education institution, the teaching intern upholds the standards of the institution in his/her professional conduct.

2. The teacher intern approaches his/her own learning situation with a positive attitude.

3. The teacher intern makes constructive use of the assistance of the college supervisor and cooperating teacher in adjusting to professional practice, and/or to improve upon teaching and student learning.

4. The teacher intern will complete all teacher work samples, lesson plans, journals, and other documents assigned in a timely manner.

D. Responsibility to the Profession

1. The teacher intern shows pride in, and considers him/herself a member of the profession. He/she acts according to established ethics in all matters.

2. The teacher intern maintains membership in, and otherwise supports, professional organizations.

E. Responsibility to the Professional Year

1. Teaching internship is a full-time position. It is strongly suggested that teaching interns should not engage in additional employment during their placement, or take additional coursework. Days missed due to outside obligations will not be considered excused absences and will need to be made up.

Placement in a teaching internship situation is not a guarantee of a successful experience. Any teacher intern found not performing up to the expectations of Chadron State College can, and will be, removed from that situation and the Due Process procedure will be in effect. Any intern who fails to successfully complete their internship requirements, will be allowed one additional opportunity to complete the teacher internship at a later semester.

TEACHER INTERN
DUE PROCESS PROCEDURE

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

1. Candidate is notified by cooperating teacher or college supervisor of unsatisfactory performance and a conference is held where differing views are discussed and suggestions for improvement are developed under a Plan of Improvement. Usually a two-week period is considered sufficient time to see needed improvement in the form of a written Plan of Improvement.

2. When improvement is not visible, agreement to withdraw a 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 Program Liaison
   b. Chair for the School of Professional Studies and Applied Sciences (SPSAS)
   c. Dean for SPSAS and the Education Unit Head.
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 outlined in the CSC General Bulletin.

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

**POLICIES FOR EDUCATION FIELD EXPERIENCES**

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

**PLACEMENT POLICY FOR TEACHER INTERNSHIP:**
http://www.csc.edu/search/index.csc?q=policy&x=0&y=0

**ABSENCE POLICY FOR TEACHER INTERNSHIP:**
http://www.csc.edu/search/index.csc?q=policy&x=0&y=0
TEACHER AND ADMINISTRATIVE CERTIFICATION INFORMATION

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

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

Graduation without Certification
In rare cases, permission may be granted for a student to graduate without a recommendation for teacher certification. This provision is for the student who does not qualify for or is removed from 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, the student, must first apply 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 candidate will complete all requirements in effect at the time of reentry, including passing grades in all methods courses, completion of newly required Education Program courses and all NDE and National test/assessment requirements.

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

CERTIFICATION PROCESS

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

Upon written permission by the candidate, the Chadron State College Certification Officer will send official PRAXIS I and PRAXIS II scores and the proper certification forms to the Nebraska Department of Education (or to the respective state desired). The state will, in turn, determine the issuance of the certificate. Notification of your certification status will be made by the state, not the certification officer.

Any candidate applying for a Nebraska teaching or administrative certificate who has NOT lived in Nebraska for five consecutive years immediately prior to application must submit two sets of fingerprints which have been taken by law officials. Cards and information can be obtained from the Chadron State College Certification Officer. Payments for this service are included in your application fee and should be made to the Nebraska Department of Education.

Certification Renewal
If an individual is wishing to renew his/her professional certificate (with either 6 credit hours or 15 credit hours of course work) he/she should contact the Chadron State College Certification Officer for course work requirements. Candidates should follow the renewal application of each state. If verification is required, then the candidate should provide the Chadron State College Certification Officer with the proper paperwork to submit to the state. If required, the individual renewing must provide the official transcripts and the Certification Officer will provide verification of credit to the state in which the candidate is seeking certification renewal.

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 CORE Basic Skills test 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).

For certification requirements in the 50 states and U.S. territories, please go to the following URL.

For additional certification information, call the Certification Office at (800) CHADRON, ext. 6032 or (308) 432-6032.

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, King Library, Chadron State College at (308)432-6292
APPENDIX

Appendix A
Code of Ethics

STANDARDS OF PROFESSIONAL PRACTICES

Introduction
It is the responsibility of the Commission to provide advice and counsel to the State Board of Education in developing standards of professional practices in areas including but not limited to (1) ethical and professional performance, (2) competency, (3) continuance in professional service, and (4) contractual obligations. Standards applicable to professional practices have been adopted by the Nebraska State Board of Education. The Code of Ethics, Standards for Continuance in Professional Service, and Contractual Obligations are presented in this pamphlet. The Commission shall adhere to these standards in making recommendations of whatever nature in accordance with its statutory authority. The State Board of Education shall request the Commission or a special committee of members thereof to hold hearings and make recommendations to the State Board of Education concerning alleged violations of standards of professional ethics and practices by holders of public school certificates. Each educator can be aided by this publication in developing and continuing the use of professional practices which are in the best interest of the students, the profession, and the public.

CODE OF ETHICS

A. Preamble
The educator shall believe in the worth and dignity of human beings. Recognizing the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic citizenship, the educator shall regard as essential to these goals the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts his or her responsibility to practice their profession according to the highest ethical standards. The educator shall recognize the magnitude of responsibility he or she accepted in choosing a career in education, and engages, individually and collectively with other educators, to judge his or her colleagues, and to be judged by them, in accordance with the provisions of this code.

B. Principle I - Commitment as a Professional Educator
Fundamental to the pursuit of high educational standards is the maintenance of a profession possessed of individuals with high skills, intellect, integrity, wisdom, and compassion. The educator shall exhibit good moral character, maintain high standards of performance, and promote equality of opportunity. In fulfillment of the educator's contractual and professional responsibilities, the educator:
1. Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, colleagues, parents, school patrons, or school board members.
2. Shall not discriminate on the basis of race, color, creed, sex, marital status, age, national origin, ethnic background, or handicapping condition.
3. Shall not use coercive means, or promise or provide special treatment to students, colleagues, school patrons, or school board members in order to influence professional decisions.
4. Shall not make any fraudulent statement or fail to disclose a material fact for which the educator is responsible.
5. Shall not exploit professional relationships with students, colleagues, parents, or school board members for personal gain or private advantage.
6. Shall not sexually harass students, parents or school patrons, employees, or board members.
7. Shall not have had revoked for cause in another state a teaching certificate, administrative certificate, or any certificate enabling a person to engage in any of the activities for which a special services certificate is issued in Nebraska.
8. Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties
9. Shall report to the Commissioner any known violation of Principle I, number 7; Principle II, number 5; or Principle IV, number 2.
10. Shall seek no reprisal against any individual who has reported a violation of this chapter.

C. Principle II - Commitment to the Student

Mindful that a profession exists for the purpose of serving the best interest of the client, the educator shall practice the profession with genuine interest, concern, and consideration for the student. The educator shall work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. In fulfilling this obligation to the student, the educator:
1. Shall permit the student to pursue reasonable independent scholastic effort, and shall permit the student access to varying points of view.
2. Shall not deliberately suppress or distort subject matter for which the educator is responsible.
3. Shall make reasonable effort to protect the student from conditions which interfere with the learning process or are harmful to learning or to health and safety.
4. Shall conduct professional educational activities in accordance with sound educational practices that are in the best interest of the student.
5. Shall keep in confidence information that has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.
6. Shall not tutor during the academic year for remuneration students assigned to his/her classes, unless no other qualified teacher is reasonably available.
7. Shall not discipline students using corporal punishment

D. Principle III - Commitment to the Public

The magnitude of the responsibility inherent in the educational process requires dedication to the principles of our democratic heritage. The educator bears particular responsibility for instilling an understanding of and confidence in the rule of law, a respect for individual freedom, and a responsibility to promote respect by the public for the integrity of the profession. In fulfilling his/her obligation to the public, the educators:
1. Shall not misrepresent an institution with which the educator is affiliated, and shall take added precautions to distinguish between the educator's personal and institutional views.
2. Shall not use institutional privileges for private gain or to promote political candidates, political issues, or partisan political activities.
3. Shall neither offer nor accept gifts or favors that will impair professional judgment.
4. Shall support the principle of due process and protect the political, citizenship, and natural rights of all individuals.
5. Shall not commit any act of moral turpitude, nor commit any felony under the laws of the United States or any territory.
6. Shall, with reasonable diligence, attend to the duties of his or her professional position.

E. Principle IV - Commitment to the Profession

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to improve service, to promote a climate in which the exercise of professional judgment is encouraged, and to achieve conditions which attract persons worthy of the trust to careers in education. The educator shall believe that sound professional
relationships with colleagues are built upon personal integrity, dignity, and mutual respect. In fulfilling their obligations to the profession, the educator:
1. Shall provide upon request of the aggrieved party, a written statement of specific reasons for recommendations that lead to the denial of increments, significant changes in employment, or terminations of employment.
2. Shall not misrepresent his or her professional qualifications, nor those of colleagues.
3. Shall practice the profession only with proper certification, and shall actively oppose the practice of the profession by persons known to be unqualified.

**F. Principle V - Commitment to Professional Employment Practices**

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

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

More information can be found at [https://nppc.nebraska.gov/](https://nppc.nebraska.gov/)

**STANDARDS FOR CONTINUANCE IN PROFESSIONAL SERVICE**

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

**STANDARDS FOR CONTRACTUAL OBLIGATIONS FOR ALL CERTIFICATE HOLDERS**

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

**Summary**

- Teaching in the public schools of Nebraska and related administrative and supervisory services are recognized as a profession by the Legislature.
- In recognition of the professional status of educators, the Governor is authorized to appoint a Professional Practices Commission representative of elementary and secondary teachers, administrators, and higher education. The goals of the Commission is to develop, promote and enforce standards of professionalism for Nebraska educators.
- The Commission’s Clerk is available to speak to educator or school board groups about the work of the Commission. The Clerk is also available to confer with interested parties relative to problems of professional ethics or competency. For this service, write or call: Phone: 402-471-2943
  
Individuals having questions about these standards may contact:

Clerk Nebraska Professional Practices Commission; phone (402) 471-2943
P.O. Box 94941
301 Centennial Mall South
Lincoln, Nebraska 68509-4941
Presently, persons applying to the Nebraska Department of Education for a 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 Education program also requires 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, including practica at the graduate level; and (2) Early identification of issues may impact your ability to secure a teaching or administrative certificate upon completion of your degree. All education pre-candidates or candidates, undergraduate as well as graduate, shall complete the following oath prior to participation in pre-student teaching, field, laboratory and classroom experiences, teacher internship (student teaching) or graduate practicums/internships. No candidate will be allowed to participate in classroom experiences or internships until this notarized statement has been presented as a self-reporting document to the Director of Field Experiences.

PRINT:  
Full Name: __________________________________________________
NUID:  _________________________________________________

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? (Misdemeanor convictions for Driving Under the Influence or Minor in Possession of Alcohol need to be reported.)
   _____ Yes    _____ No
   Offense _______________________  Month/Year ______________

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 meet with Dr. Don King or Mrs. Zeller 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 ____________________________, __________

________________________________________________________
SEAL

Notary Public
**Appendix C**
**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: July 2, 2014**

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

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

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

   **005.03A2c** The institution shall engage with school partners on a regular and ongoing basis to develop and communicate the roles and responsibilities of candidates, college supervisors, cooperating educators, and other school personnel; to provide opportunities for school partners to provide input to the program regarding candidate placements, candidate performance, and program improvement; and to develop opportunities for faculty and school-based educators to work collaboratively to enhance candidate development.
005.03A2c1 The institution shall negotiate written agreements delineating the roles and responsibilities of candidates in clinical practice, college supervisors, and the cooperating educators.

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

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

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

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

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

Each student must develop a dossier before entering the Professional Semester (block). Students should have their dossiers to their advisor by November 1 for Spring Block or March 1 for Fall Block enrollment.

You will complete some of these components for your Intro to Teaching class (if you take it at CSC), then when you are applying for Block you will revise/update them for your dossier.

Guidelines for completion of Autobiography, Personal and Professional Goals

1. Prepare a 1-2 page autobiography describing your background and experiences; emphasizing what has prompted you to consider teaching as a career. Think about school experiences, extra-curricular activities and life experiences in working with children and youth. For example, you may have worked as a student classroom aide; coached youth sports teams; or served as a 4-H Junior Leader. Remember, the dossier is to be read by professionals who don’t know you, so be cognizant of the personal information you include. While it is personal, it should be kept professional! Write in a style that is somewhat formal, but allows the reader to become acquainted with you!

2. Prepare a 1 page listing of your personal and professional goals. You may use a paragraph or a list format. Goals may be short, medium or long-term. At times there may be overlap between personal professional goals. Use your own judgment. A minimum of three personal and three professional goals are expected. Remember again, include goals that would be perceived in a positive light by a reader who does not know you.

Prepare both sections professionally. This means error free. Put your best foot forward!!

Guideline for Philosophy of Education

Your own philosophy of education is important because it provides you with focus and emphasis for your teaching. Working to communicate your philosophy helps you to become aware of your own goals and values, and how they knit together with your instructional and professional practices. This also prepares you to integrate them with the goals and values espoused by your school district and your community.

Your statement of philosophy is a description of your own goals and beliefs as a teacher. There is no right philosophy, however, some fit into certain settings above than others. You are likely to refine, augment, and redevelop your philosophy throughout the rest of your career.

Below are some guidelines to produce a well-written, focused, and articulate statement of your philosophy. This statement of philosophy should rely on your personal beliefs and experiences. Your philosophy will be influenced by the knowledge and experience you acquire as you proceed through your teacher certification program.

Your 1-2 page statement of philosophy should answer the following questions:

- What is the purpose of education?
- What is the purpose of the curriculum?
- What is the student’s role?
- What is the teacher’s role?
Guidelines for Essay

During Intro to Teaching you will complete the essay “Why I want to be a teacher”, then for your dossier you will update that and also include the following:

Your one page essay on “Why I want to be a teacher and what impact will I have” should include a description of the impact you will have on students. Also incorporate the following InTASC domains with your narrative and how they will play a role in your effectiveness as a teacher.

1. Learner and Learning (development, differences, environment)
2. Content Knowledge (content knowledge and application of content)
3. Instructional Practice (assessment, planning strategies)
4. Professional Responsibility (ethic, leadership, collaboration)
## Appendix E

### Teaching Internship Evaluating Instruments

Teacher Candidate ________________________________  
Evaluator’s Name: ________________________________  
Evaluator’s Role (Please Select): Cooperating Teacher (CT)  
University Supervisor (US)  
Teacher Candidate (TC)  
Date: ________________________________

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

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

Comments:

<table>
<thead>
<tr>
<th>Differentiates instruction to meet student needs</th>
<th>Advanced (4)</th>
<th>Proficient (3)</th>
<th>Developing (2)</th>
<th>Below Standard (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 2 Learner Differences InTASC 2; CAEP 1.1</td>
<td>Identifies students’ needs for differentiation and responds with individualized instruction, flexible grouping, and varied learning experiences to include bringing multiple perspectives and cultural resources to the discussion of content. InTASC 2; CAEP 1.1</td>
<td>Identifies students’ needs for differentiation and responds with individualized instruction, flexible grouping, and varied learning experiences. InTASC 2; CAEP 1.1</td>
<td>Identifies students’ needs for differentiation. InTASC 2; CAEP 1.1</td>
<td>Does not Identifies students’ needs for differentiation. InTASC 2; CAEP 1.1</td>
</tr>
</tbody>
</table>

Comments:

<table>
<thead>
<tr>
<th>Promotes a positive classroom environment through clear expectations</th>
<th>Advanced (4)</th>
<th>Proficient (3)</th>
<th>Developing (2)</th>
<th>Below Standard (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 3 Learning Environments InTASC 3; CAEP 1.1</td>
<td>Communicates and reinforces clear task and behavior expectations to students, develops routines that support expectations and minimizes the loss of instructional time. InTASC 3; CAEP 1.1</td>
<td>Communicates and reinforces clear task and behavior expectations to students and follows routines that support expectations for the learning environment. InTASC 3; CAEP 1.1</td>
<td>Communicates and reinforces clear task and behavior expectations to students. InTASC 3; CAEP 1.1</td>
<td>Attempts to communicate and reinforces clear task and behavior expectations to students. InTASC 3; CAEP 1.1</td>
</tr>
</tbody>
</table>

Comments:

<table>
<thead>
<tr>
<th>Uses accurate content and academic vocabulary</th>
<th>Advanced (4)</th>
<th>Proficient (3)</th>
<th>Developing (2)</th>
<th>Below Standard (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 4</td>
<td>Communicates accurate content, uses academic vocabulary correctly, provides relevant opportunities for students to demonstrate understanding</td>
<td>Communicates accurate content, uses academic vocabulary correctly and provides relevant opportunities for students to demonstrate</td>
<td>Communicates content and uses academic vocabulary, yet does not consistently provide relevant opportunities for students to demonstrate</td>
<td>Communicates inaccurate content, academic vocabulary and/or provides irrelevant opportunities for students to demonstrate</td>
</tr>
</tbody>
</table>

Comments:
<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>and uses knowledge of common misconceptions to create accurate understanding in the content area. InTASC 4; CAEP 1.1</th>
<th>understanding. InTASC 4; CAEP 1.1</th>
<th>demonstrate understanding. InTASC 4; CAEP 1.1</th>
<th>understanding. InTASC 4; CAEP 1.1</th>
</tr>
</thead>
</table>

Comments:

**Engages students in critical thinking and collaborative problem solving**

<table>
<thead>
<tr>
<th>Standard 5 Application of Content</th>
<th>Links concepts to help students make connections and engages students in applying methods of inquiry in the discipline to engage learners in critical thinking. InTASC 5; CAEP 1.1</th>
<th>Links concepts to help students make connections and engages students in applying methods of inquiry in the discipline. InTASC 4; CAEP 1.1</th>
<th>Links concepts to help students make connections in the discipline. InTASC 4; CAEP 1.1</th>
<th>Does not assist students in making connections in the discipline. InTASC 4; CAEP 1.1</th>
</tr>
</thead>
</table>

Comments:

**Develops literacy and communication skills through content**

<table>
<thead>
<tr>
<th>Standard 5 Application of Content</th>
<th>Engages students to utilize literacy and communication skills from a variety of resources and perspectives to address targeted purposes and audiences. InTASC 5; CAEP 1.1</th>
<th>Engages students to utilize literacy and communication skills by accessing a variety of resources and perspectives to show understanding of content. InTASC 5; CAEP 1.1</th>
<th>Engages students in developing literacy and communication skills. InTASC 5; CAEP 1.1</th>
<th>Provides few opportunities for students to develop literacy and communication skills. InTASC 5; CAEP 1.1</th>
</tr>
</thead>
</table>

Comments:

**Uses classroom assessment**

<table>
<thead>
<tr>
<th>Standard 6 Assessment</th>
<th>Uses classroom formative and summative assessments that match objectives and inform instructional decisions to guide implementation of differentiated instructional strategies to include designing and/or adapting interventions as a result. InTASC 6; CAEP 1.1</th>
<th>Uses classroom formative and summative assessments that match objectives and inform instructional decisions to guide implementation of differentiated instructional strategies. InTASC 6; CAEP 1.1</th>
<th>Uses classroom formative and summative assessments that match objectives and inform instructional decisions. InTASC 6; CAEP 1.1</th>
<th>Uses classroom formative and summative assessments but may not match objectives and/or inform instructional decisions. InTASC 6; CAEP 1.1</th>
</tr>
</thead>
</table>

Comments:

**Assesses for learning**

<table>
<thead>
<tr>
<th>Standard 6 Assessment</th>
<th>Uses student performance data and knowledge of students to identify interventions that support and/or advance learning through a series of differentiated assessment practices that positively impact learning. InTASC 6; CAEP 1.1</th>
<th>Uses student performance data and knowledge of students to identify interventions that support and/or advance students to positively impact learning. InTASC 6; CAEP 1.1</th>
<th>Uses student performance data and knowledge of students to identify interventions that support students. InTASC 6; CAEP 1.1</th>
<th>Does not use student performance data and/or knowledge of students to identify interventions that support students. InTASC 6; CAEP 1.1</th>
</tr>
</thead>
</table>

Comments:
<table>
<thead>
<tr>
<th>Plans for instruction</th>
<th>Standard 7 Planning for Instruction</th>
<th>InTASC 7; CAEP 1.1</th>
<th>Sequences learning experiences linked to the learning objectives, performance tasks and assessments to provide multiple ways for students to demonstrate knowledge and skills to include using data to adjust for recurring learning needs throughout planning. InTASC 7; CAEP 1.1</th>
<th>Sequences learning experiences linked to the learning objectives, performance tasks and assessments to provide multiple ways for students to demonstrate knowledge and skills. InTASC 7; CAEP 1.1</th>
<th>Sequences learning experiences linked to the learning objectives, performance tasks and assessments. InTASC 7; CAEP 1.1</th>
<th>Provides little or no evidence of sequenced learning experiences and/or experiences are not linked to the learning objectives, performance tasks and/or assessments. InTASC 7; CAEP 1.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Incorporates digital tools into instruction</td>
<td>Standard 8 Instructional Strategies</td>
<td>InTASC 8; CAEP 1.1</td>
<td>Designs or adapts relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity. InTASC 8; CAEP 1.1</td>
<td>Provides relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity. InTASC 8; CAEP 1.1</td>
<td>Provides relevant learning experiences that incorporate digital tools to stimulate interest. InTASC 8; CAEP 1.1</td>
<td>Provides learning experiences that incorporate digital tools infrequently or ineffectively. InTASC 8; CAEP 1.1</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses research-based instructional strategies</td>
<td>Standard 8 Instructional Strategies</td>
<td>InTASC 8; CAEP 1.1</td>
<td>Uses a broad range of evidence–based strategies to support learning in the content area, poses questions that elicit student thinking about information and concepts to build critical thinking skills. InTASC 8; CAEP 1.1</td>
<td>Uses evidence–based strategies to support learning in the content area and poses questions that elicit student thinking and support critical thinking skills. InTASC 8; CAEP 1.1</td>
<td>Uses evidence–based strategies to support learning in the content area and poses questions that elicit student thinking. InTASC 8; CAEP 1.1</td>
<td>Uses strategies and poses questions. InTASC 8; CAEP 1.1</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses engagement to enhance learning</td>
<td>Standard 8 Instructional Strategies</td>
<td>InTASC 8; CAEP 1.1</td>
<td>Organizes and manages the learning environment for student engagement and personal accountability using strategies that provide opportunities for students to process and articulate new knowledge. InTASC 8; CAEP 1.1</td>
<td>Organizes and manages the learning environment for student engagement using strategies that provide opportunities for students to process and articulate new knowledge. InTASC 8; CAEP 1.1</td>
<td>Manages the learning environment for student engagement. InTASC 8; CAEP 1.1</td>
<td>Attempts to manage the learning environment for student engagement. InTASC 8; CAEP 1.1</td>
</tr>
<tr>
<td><strong>Comments:</strong></td>
<td><strong>Accepts critique and input regarding performance</strong></td>
<td><strong>Invites constructive feedback, responds positively, independently sets and implements goals to improve practice. InTASC 9; CAEP 1.1</strong></td>
<td><strong>Invites constructive feedback, responds positively, with support sets and implements goals to improve practice. InTASC 9; CAEP 1.1</strong></td>
<td><strong>Invites constructive feedback, responds positively, but inconsistently implements goals to improve practice. InTASC 9; CAEP 1.1</strong></td>
<td><strong>May resist constructive feedback or fail to implement goals to improve practice. InTASC 9; CAEP 1.1</strong></td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>--------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Standard 9</strong></td>
<td><strong>Professional Learning and Ethical Practice</strong></td>
<td><strong>InTASC 9; CAEP 1.1</strong></td>
<td><strong>InTASC 9; CAEP 1.1</strong></td>
<td><strong>InTASC 9; CAEP 1.1</strong></td>
<td><strong>InTASC 9; CAEP 1.1</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Comments:</strong></td>
<td><strong>Conveys professional demeanor</strong></td>
<td><strong>Conveys a confident, professional decorum when interacting with learners, peers, colleagues and the community in small and large group situations to include seeking out leadership opportunities in the school and/or community. InTASC 10; CAEP 1.1</strong></td>
<td><strong>Conveys a confident, professional decorum when interacting with learners, peers, colleagues and the community in small and large group situations. InTASC 10; CAEP 1.1</strong></td>
<td><strong>Conveys professional decorum when interacting with learners, peers, colleagues and the community in small and large group situations. Any minor lapses have been addressed. InTASC 10; CAEP 1.1</strong></td>
<td><strong>Conveys a lack of professional decorum when interacting. InTASC 10; CAEP 1.1</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Standard 10</strong></td>
<td><strong>Leadership and Collaboration</strong></td>
<td><strong>InTASC 10; CAEP 1.1</strong></td>
<td><strong>InTASC 10; CAEP 1.1</strong></td>
<td><strong>InTASC 10; CAEP 1.1</strong></td>
<td><strong>InTASC 10; CAEP 1.1</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Uses professional communication</strong></td>
<td><strong>Standard 10</strong></td>
<td><strong>Leadership and Collaboration</strong></td>
<td><strong>InTASC 10; CAEP 1.1</strong></td>
<td><strong>Demonstrates professional oral, written and electronic communication, responds to people, problems and crises effectively and communicates with families through a variety of means (i.e. notes home, e-mails or websites, phone calls, conferences, meetings). InTASC 10; CAEP 1.1</strong></td>
<td><strong>Demonstrates professional oral, written and electronic communication, responds to people, problems and crises effectively. InTASC 10; CAEP 1.1</strong></td>
<td><strong>Demonstrates professional oral, written and electronic communication, responds to people, problems and crises effectively with additional assistance. InTASC 10; CAEP 1.1</strong></td>
</tr>
<tr>
<td><strong>Comments:</strong></td>
<td><strong>Teacher Candidate Signature: ___________________________ Date: ___________________________</strong></td>
<td><strong>Cooperating Teacher or Supervisor Signature: ___________________________ Date: ___________________________</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Observation Form (Formative Assessment)

**Teacher Candidate:** ________________   **School:** ____________   **Grade/Topic:** ____________

**Observation #:** ____________   **Date:** ____________   **Supervisor:** ________________

<table>
<thead>
<tr>
<th>Standard 1</th>
<th>Learner Development (Student Needs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Connects lessons to students’ interests, personal experiences and prior knowledge by modifying, adapting or adjusting instruction and materials for students</td>
</tr>
<tr>
<td>2</td>
<td>Collects data about student development and effectively uses the data to adjust teaching</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 2</th>
<th>Learner Differences (Differentiation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Implements multiple developmentally appropriate and challenging learning experiences</td>
</tr>
<tr>
<td>4</td>
<td>Uses data gathered to differentiate instruction using flexible grouping, individualized instruction, various teaching styles, and differentiated content</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 3</th>
<th>Learning Environment (Classroom Management)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Communicates, models, and positively reinforces clear task and behavioral expectations</td>
</tr>
<tr>
<td>6</td>
<td>Provides verbal and nonverbal signals to reinforce/redirect behavior (smiles, high fives, thumbs up, gives verbal acknowledgement, praise, uses proximity, eye contact, attention getters, signals, etc.)</td>
</tr>
<tr>
<td>7</td>
<td>Uses strategies for transitions that minimize problems and maximize instructional time</td>
</tr>
<tr>
<td>8</td>
<td>Creates a positive learning environment through relationships, organization and routines through an awareness of the classroom environment</td>
</tr>
</tbody>
</table>

**Comments on the Learner and Learning**

### Content Knowledge

<table>
<thead>
<tr>
<th>Standard 4</th>
<th>Content Knowledge (Accuracy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Uses the academic language of the content correctly and creates opportunities for students to practice and apply academic language and practice/demonstrate understanding</td>
</tr>
<tr>
<td>10</td>
<td>Is knowledgeable of content and ensures accurate and relevant implementation to include addressing questions and misconceptions accurately</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 5</th>
<th>Application of Content (Critical Thinking)</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Relates content to meaningful examples that provoke critical thinking and inquiry (within and across content fields)</td>
</tr>
<tr>
<td>12</td>
<td>Uses questioning and activities to engage students to conjecture and discover key ideas</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 5</th>
<th>Application of Content (Communication)</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Engages students in applying content knowledge and literacy skills to real world contexts</td>
</tr>
<tr>
<td>14</td>
<td>Creates content appropriate learning opportunities to develop students’ communications skills by providing opportunities for students to engage in dialogue, share ideas, and form positive relationships</td>
</tr>
<tr>
<td>15</td>
<td>Guides students in gathering, organizing and evaluating information and ideas from a variety of resources and texts</td>
</tr>
</tbody>
</table>

**Comments on Content Knowledge**

### Instructional Practice

<table>
<thead>
<tr>
<th>Standard 6</th>
<th>Assessment (Classroom Assessment)</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>Implements multiple assessments that measure lesson objectives and check for student understanding throughout the lesson</td>
</tr>
<tr>
<td>17</td>
<td>Uses assessments to engage student in his/her growth and decision making and implements required accommodations as necessary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 6</th>
<th>Assessment (Impact on Student Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>Provides students clear criteria and performance standards by which their work will be evaluated</td>
</tr>
<tr>
<td>19</td>
<td>Monitors student learning to guide instruction and provides ongoing feedback to engage learners in their own progress (eg. goal setting, self-assessment, etc.)</td>
</tr>
<tr>
<td>20</td>
<td>Analyzes and uses assessment data to draw conclusions and describe patterns and/or gaps in learning to guide planning and adjust instruction (within and after lessons)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 7</th>
<th>Planning for Instruction (Written Lesson Plans)</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>Aligns objective(s) to state standards and/or district curriculum guides and resources when planning lessons</td>
</tr>
</tbody>
</table>
22 Plans, connects, and sequences common learning experience and performance tasks linked to learning objectives throughout the lesson
23 Prepares necessary resources and materials
24 Modifies/adapts lesson plans based on student performance data and student needs

**Standard 8** Instructional Strategies (Technology)
25 Provides learning opportunities by utilizing technology, when appropriate, that relate to the lesson objective and forms connections between content and the real world
26 Offers student choice through technology to provide experiential opportunities to access, interpret, evaluate and apply information

**Standard 8** Instructional Strategies (Evidence-Based Strategies)
27 Incorporates a variety of evidence-based instructional strategies that match the intended learning objectives
28 Utilizes gradual release of responsibility and pacing by varying roles within the instructional process (e.g., instructor, facilitator, coach, audience)
29 Includes inquiry processes that are open-ended utilizing questions that give rise to critical thinking versus absolute responses

**Standard 8** Instructional Strategies (Engagement)
30 Provides content rich tasks that are purposeful and ensure student involvement
31 Directly involves students in the learning using active engagement strategies (e.g. partner work, pair share, performance tasks, Kagan strategies, Talk Moves, etc.)

**Comments on Instructional Practice**

Professional Responsibility

**Standard 9** Professional Learning and Ethical Practice (Accepting Feedback - Dispositions)
32 Seeks, positively accepts and implements feedback from a variety of sources including students by executing goals for improvement

**Standard 10** Leadership and Collaboration (Professional Demeanor - Disposition)
33 Provides ideas/input when working with colleagues, candidate seeks suggestions and strategies from other professionals to improve practice
34 Contributes to a positive school culture within and beyond the classroom (e.g. attends school and community functions and activities)
35 Models professionalism through punctuality, dependability, preparedness, professional dress, follow through, ethical and confidential practices

**Standard 10** Leadership and Collaboration (Professional Communication - Dispositions)
36 Exhibits proper grammar, punctuation, sentence structure and spelling in all forms of communication and is thoughtful before speaking and writing
37 Communicates clearly, honestly, respectfully and professionally with parents and families and is ongoing throughout the experience

**Comments on Professional Responsibility**

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

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

TC Signature ____________________________________ CT / US Signature ____________________________________