

Handbook for Cooperating Schools on Teacher Internship Programs

**Chadron State College
Chadron, Nebraska**



2019-2021



Three colleges
Thousands of Opportunities



Dear Cooperating Teacher and Administrator,

The Education Preparation faculty at Chadron State College thank you for participating in our teacher internship program. In doing so, you are providing an opportunity for pre-service teachers to join you and your colleagues in the profession of teaching.

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

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

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Section I

RESPONSIBILITIES OF THE COLLEGE

A. Placement of Teacher interns

1. College request for placement
2. Agreement
 - a. Between school and college (See Appendix B)
 - b. Between administration of the cooperating school and the cooperating teacher.

B. Visitation by College Personnel

1. Two to three visits each eight- or nine-week session for a total of five visits.
2. Maximum of (2) video conference visits
 - a. Permission of district
 - b. Permission of cooperating teacher

C. Briefing the Cooperating Teacher

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

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

Section II

THE COOPERATING SCHOOL

A. Qualifications of Cooperating School

1. State accreditation approved (mandatory)
2. Accreditation by North Central Association of Colleges and Secondary Schools (recommended).
3. Demonstrate a continued effort toward an improved program of instruction.
4. Provide adequate facilities, both educational and physical.
5. Reasonably accessible to the college.
6. Empathy for the teacher internship program.
7. Provide adequate classroom supervision (full time certificated personnel).
8. Evidence of good relationship between school and community.
9. Evidence of stability (low turnover rate).

B. Administrative Role of Cooperating School

1. Interpret the teacher internship program to the faculty and to the community through the media.
2. Secure the services of qualified and interested teachers who willingly accept and work with teacher interns.
3. Coordinate with the cooperating teacher and college in planning for the teacher intern.
4. Introduce the teacher intern in an appropriate manner to the faculty, staff, and community.
5. Set aside time for conferences with the intern about matters relating to the problems of teaching, the future of education, one's professional role, etc.
6. Avoid exploitation of the teacher intern.

Section III

THE COOPERATING TEACHER

A. Importance and Influence of the Cooperating Teacher

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

B. Professional Qualifications of the Cooperating Teacher

1. The Baccalaureate degree is the minimum requirement.
2. The Master's degree or the equivalent in hours of graduate level work is desired.
3. A minimum of three years of teaching experience is required, two of which should be in the same subject or grade.
4. The cooperating teacher should have taught in the school at least one year before accommodating a teacher intern.
5. The cooperating teacher should be recognized as a master teacher.
6. The cooperating teacher should be an ethical, educational leader who is skilled not only in teaching techniques, but also guidance.

C. Personal Qualifications of the Cooperating Teacher

Because of the cooperating teacher's dedication to the task of helping to prepare teachers, he/she must willingly accept the professional opportunity to participate in the teacher intern program and must be:

1. Professionally ethical,
2. Self-assured, confident and enthusiastic in her/his work,
3. Sincere, honest, friendly and communicative with the teacher intern,
4. Consistent, positive and constructive, and
5. An effective "teammate" with the intern whom he/she considers as a junior partner.

D. Responsibilities of the Cooperating Teacher

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

- (4) Provide the teacher intern with the opportunity to meet cooperating teacher's associates and other personnel.
- (5) Give adequate directions in a manner that will leave the teacher intern feeling comfortable, at ease and accepted.

b. Pre-Student Observation

- (1) The teacher intern should be provided with a separate desk or table.
- (2) Observation should be purposeful and planned, preceded and followed by conferences with the cooperating teacher, a minimum of one per week.
- (3) Initially, the teacher intern observes the cooperating teacher; later, opportunities should be given the teacher intern to observe other classroom teachers as well.
- (4) Recognize individual differences in teacher interns. Can he/she usually work best when alone in the room, or does she/he need rather close surveillance by the cooperating teacher for a period of time to give him/her added confidence?
- (5) The cooperating teacher should show a keen interest in the teacher intern and always give praise for a job well done, but at the same time provide constructive criticism.
- (6) Include purposeful observation of, and participate in, such activities as hall duty, playground and lunch room supervision, and extracurricular activities.
- (7) Invite the teacher intern to attend staff and informal meetings with the cooperating teacher or another staff member.

c. Induction of the teacher intern into full time teaching

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

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

- a. Evaluation should be continuous throughout the teacher intern experience.
- b. Written feedback is more effective than verbal.
- c. Rapport and easy communication between the cooperating teacher and the teacher intern will help when constructive criticism is given.

- d. Provide specific information about the teacher intern's performance. Compliment the teacher intern on the growth he/she has made. The teacher intern should know his/her strong points and his/her weak points in order to profit from criticism. When the teacher intern realizes that the cooperating teacher is frank and sincere, he/she will not mind the criticism.
- e. Throughout the training period, as changes are noted, evaluations should be made jointly. These should include the entire range of activities in which the teacher intern engages; including the teacher's personal qualities, work study habits, handling of classroom routines, the planning and preparation for actual teaching and carrying out plans, pupil's guidance, record keeping and professional attitudes.
- f. Self-evaluation on the part of the teacher intern should be the intern's ultimate goal and is required.
- g. Periodic conferences, both informal and formal, should be conducted.
- 4. Development of desirable personal qualities and professional disposition
 - a. It is essential that the teacher intern develop desirable qualities that will enable him/her to participate effectively in the class, the school and the community environment.
 - b. The cooperating teacher should guide the teacher intern in developing such professional dispositions as:
 - (1) Dealing impartially with pupils.
 - (2) Being frank, firm, fair, friendly, but not "familiar" with the students.
 - (3) Being enthusiastic about the his/her work.
 - (4) Developing a keen sense of humor.
 - (5) Exhibiting qualities of leadership.
 - (6) Being neat and well groomed.
 - (7) Being dependable.
 - (8) Being considerate, sympathetic and understanding of the feelings of others.

E. Rewards of Cooperating Teachers

- 1. Recognition as a master teacher by the school and the community.
- 2. Satisfaction in the professional improvement of one's self and others.
- 3. School Scholarship Opportunities (See Appendix)

Section IV

RECOMMENDATIONS TO COOPERATING TEACHERS

1. Demonstrate and model interest in self-development by attending professional meetings.
2. Take measures to protect yourself and the teacher intern from possible liability.
3. Assist the teacher intern in her/his planning by making available your previous lesson plans.
4. Acquaint the intern with the procedures to be followed if a student becomes ill or is injured, or if an emergency occurs.
5. Use discretion in the amount of responsibility given to the intern during the early phases of her/his placement. She/He should not be expected to do actual teaching until she/he has had the opportunity to observe your teaching.
6. Invite the teacher intern to attend faculty functions, both professional and social. It is important that she/he feels herself/himself to be a part of the group with whom she/he works.
7. Encourage the intern to be creative in developing her/his own teaching techniques and styles.
8. Endeavor to communicate freely with the intern in all areas pertaining to the teaching experience. Identify any problems the intern may be having, point these out to her/him, and make suggestions to resolve them; the earlier the better!
9. Feel free, at any time, to solicit help and advice from colleagues, administrators, and college personnel.
10. Introduce the teacher intern to the class—the intern should use this opportunity to tell the class a few facts about herself/himself.
11. Acquaint Teacher Intern with facilities, staff, etc.
12. Provide Teacher Intern with information and protocol for being sick/absent; phone numbers, including staff and student handbooks.

Section V

RESPONSIBILITIES AND EXPECTATIONS OF THE TEACHER INTERN

A. Nebraska Department of Education Legal Issues

Rule 20 of the Nebraska Department of Education requires that students who are participating in or completing a teacher education program disclose any information about misdemeanor or felony convictions. Rule 21 requires teacher applicants for certification disclose information about their mental capacity. If either of the following apply to your current situation, please contact the Director of Field Experiences immediately:

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

All CSC Teacher Interns are required to complete a Certified Background check prior to their teacher internship placement experience. You must complete a criminal background check and it must clear the Field Experience Office before the first day you report to your partnership school site. Please do this ASAP so we have the results before August 1. Go to www.castlebranch.com to complete the information for the check. Use the package code CN70.

B. Orientation for the Teacher Intern

1. To the school
 - a. Become familiar with the rules, policies and philosophy of the school according to information given by the cooperating teacher and/or school administrator.
 - b. Become acquainted with the location of books and supplies for your own teacher.
2. Classroom procedures
 - a. Learn the daily routines.
 - b. Make a seating chart in order to learn the students' names.
 - c. Locate records and files and, if you are allowed to, become familiar with them.
 - d. Become aware of special needs, special interests, and challenges of children.

C. Responsibilities for the Teacher Intern

1. Responsibility to the Pupil
 - a. The Teacher Intern is a professional practitioner in his/her relationship with his/her pupils. All data concerning the school and the pupils must be kept confidential.
 - b. The Teacher Intern refrains from imposing religious or political views upon pupils.
 - c. The Teacher Intern is an example to his/her pupils physically, mentally, intellectually, morally, and ethically.
 - d. The Teacher Intern recognizes his/her continuing need for understanding child growth and development. On the basis of this understanding he/she develops:
 - 1) A learning program oriented to the individual capacities of his/her pupils;
 - 2) A social climate, which encourages personal integrity and societal responsibility, and safety.
 - e. The Teaching Intern deals sympathetically with each pupil without prejudice or partiality.

2. Responsibility to the Host School

- a. The Teacher Intern acts only through accepted channels of communication and authority in the school system.
- b. The Teacher Intern recognizes his/her duties, responsibilities, and privileges.
- c. 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.
- d. 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.
- e. 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.

3. Responsibility to the Teacher-Education Institution

- a. The Teacher Intern recognizes that any misconduct is a reflection upon the teacher-education institution, which he/she represents. Having voluntarily chosen his/her teacher-education institution, the teaching intern upholds the standards of the institution in his/her professional conduct.
- b. The Teacher Intern approaches his/her own learning situation with a positive attitude.
- c. 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.
- d. The Teacher Intern will complete a Teacher Work Sample, lesson plans, journals, Guidebook Competencies, and other documents assigned in a timely manner.

4. Responsibility to the Profession

- a. 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.
- b. The Teacher Intern maintains membership in, and otherwise supports, professional organizations.

5. Responsibility to the Professional Year

- a. 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.
- b. Placement in a teaching internship situation is not a guarantee of a successful experience. Any teaching intern found not performing up to Chadron State's expectations 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 at a later semester.

D. Observation and Participation for the Teacher Intern

1. Role of the observer
 - a. Begin each observation period with a definite goal in mind. Be an active observer.
 - b. Record observations daily.
 - c. Observe pupils of other age levels and abilities in a variety of activities in and out of school.
2. Role in initial participation
 - a. Learn and perform housekeeping duties associated with the specific area of teaching.
 - b. Assist the cooperating teacher in collecting and preparing teaching materials.
 - c. Work with individuals and small groups.

- d. Conduct routine teaching activities such as pronouncing spelling words, storytelling, correcting tests and making contributions through use of special talents.
- e. Perform daily routines such as opening and closing procedures, taking over in the cooperating teacher's brief absence and noticing things to do and doing them.

E. Conferences

1. Scheduling of conferences should be flexible and dependent upon the needs of the teacher intern and the cooperating teacher. However, it is recommended that at least one conference is scheduled per week, for approximately 30 minutes of uninterrupted time.
2. A teacher intern should help in planning topics to be discussed.
3. A record of scheduled conferences should be kept.
4. Both scheduled and impromptu conferences have an important place in this program.

F. Evaluation for the Teacher Intern

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

G. Driving Personal Vehicles with PK-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 or school vehicle under any circumstances.

H. Parent-Teacher Conferences

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

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

I. Absence Policy

You are required to be at your student teaching placement every day the school has class or in-services days. Each school will be monitoring your attendance.

1. Each Intern will have five (5) personal time off days per semester. If more than 5 days of absenteeism is accrued the teacher intern will have to make up this time. Excessive absenteeism will be reflected in the Intern's Student Teaching final Evaluation and will cause the teacher intern to have to repeat the teacher internship semester.
2. You will notify your school secretary/principal of all absences.
3. You will notify the Director of Field Experiences and the Project Coordinator of all absences.
4. You will notify your college supervisor of all absences.

Section VI

RECOMMENDATIONS TO TEACHER INTERNS

1. The teacher intern is considered a member of the faculty of the school to which they have been assigned; therefore, the teacher intern must follow the school district calendar.
2. Be on time each day for the beginning of the day and for the beginning of each class.
3. Leave school at the time regular staff members leave.
4. Find out as soon as possible what your cooperating teacher expects of you. Ask them what their expectations are.
5. Set a good personal example. In dress and conduct, the teacher intern should remember the information presented and modeled in Block and emulate the pattern set by the faculty rather than that set by the students.
6. Be aware of the origin and purpose of the rules, which affect teachers in the school. Be sure to comply with all such rules.
7. Be a good public relations representative of the local school system. Above all, do not gossip about the school, the teachers, or the students. Be professional.
8. Welcome constructive feedback from all those who are in a position to judge your work.
9. Adjust lighting, ventilation and temperature settings for comfort and health.
10. Have faith in yourself. Many excellent teachers encounter problems at first, but techniques of teaching and of control can be learned.
11. Leave nothing to chance in your class preparation, over prepare.
12. Be friendly and liberal with sincere praise, but do not strive for popularity.
13. Be worthy of respect through fairness and consistency.
14. Help students learn respect for authority.
15. Make class work clear, interesting and worthwhile.
16. Help students learn how to study.
17. Give each child a chance to succeed.
18. Be aware of everything that goes on in your class.
19. Make yourself available before or after school to provide opportunities for extra help for the students.
20. Be consistent. Students are quick to spot inconsistency.
21. Take your time on assignments. In the assignment, indicate items for special attention, work to be written, exactly when due, suggest references to use, etc. Do not forget to completely explain assignments.
22. Classes are never to be dismissed by the bell. Dismissal is the responsibility of the teacher.
23. When the teacher talks, students must listen with ears and eyes.
24. When the students talk the teacher must listen with ears and eyes.
25. Be cheerful!
26. Discuss but don't argue. It is a mark of a superior mind to disagree and yet be friendly. Don't be afraid to admit you are wrong if you are.
27. Adjust your vocabulary to the developmental level of the students.
28. Be sure you are on solid ground and tactful when ethical and professional matters are discussed with parents.
29. Take every precaution possible to avoid charges of negligence when on field trips or when children participate in potentially hazardous activities. The purchase of a personal liability insurance policy through membership in Student Education Association (SEAN) is worthy of careful consideration.
30. Know what tasks the custodian is expected to do and establish a friendly but dignified relationship with him/her.
31. Don't spend too much time in the teachers' lounge.
32. Success in teaching depends not on what the teacher says but what the pupil hears.

33. REMEMBER: College campus activities must not in any way interfere with your duties as a teacher intern (including college athletics).
34. Coaching in the school district must not in any way interfere with your duties as a teacher intern.
35. During the first week of the Teacher internship, send your schedule (to include times and periods) as well as the school's semester schedule (to include days not teaching) to college supervisor.
35. Notify the college supervisor of any changes, (illness, schedule, etc.) particularly on scheduled visitation days.

Section VII

ROLE OF THE CHADRON STATE COLLEGE SUPERVISOR

A. Qualifications-Role of administrator

1. Public school experience.
2. Assignment in the Chadron State College teacher education program or have been qualified to hold an administrative position.
3. Desire to assist interns to become successful professionals.

B. Responsibilities of College Supervisor

1. Serves as liaison between the school and the college.
2. Meets with school principal and
 - a. explains college requirements to cooperating teacher.
 - b. makes scheduling suggestions.
 - c. identifies appropriate improvement activities for the teacher intern.
3. Consults with teacher intern about improvement goals and activities.
4. Works with the intern in instructional and classroom management skill development.
5. Observes classes taught by the teacher intern, examines, and makes suggestions to written materials, i.e., lesson plans, handouts, Teacher Work Sample.
6. Conducts conferences with the teacher intern.
7. Confers with the cooperating teacher about the intern's progress.
8. Assists the cooperating teacher in the evaluation process.
9. Encourages self-reflection and evaluation from the intern.

Section VIII

APPENDICES

Appendix A

NEBRASKA LAW ON TEACHER INTERNSHIP

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

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

Section 2. A student teacher or intern under the supervision of a certificated teacher, principal, or other administrator shall have the protection of the law accorded the certificated teacher, principal, or other administrator, and shall, while acting as such student teacher or inter, comply with all rules and regulations of the local board of education and observe all duties assigned certificated teachers.

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

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

Appendix B

STUDENT TEACHING PLACEMENT AGREEMENT

Chadron State College and the school system named below have collaborated on behalf of the student teacher/teacher intern placements. This agreement will remain in effect and does not require annual renewal.

CHADRON STATE COLLEGE AGREES TO:

1. Request placements of qualified teacher intern candidates.
2. Finalize teacher internship arrangements with school administrators.
3. With permission of the intern, provide educational/personal data about the teacher intern.
4. Provide the Cooperating Schools Handbook to acquaint the school with the teacher internship program.
5. Assist cooperating teachers in working with teacher interns by providing the links to the informational, supervision videos.
6. Provide a minimum of five supervisory visits for evaluation.
7. Evaluate and grade the teacher intern in consultation with the cooperating teacher and college supervisor.
8. When necessary, withdraw the teacher intern for good cause using the Due Process Procedures provided to the school administration and cooperating teachers.
9. Award the school system the Cooperating School Scholarship which allows a student scholarship after three teacher interns have completed their assigned placements in the same district.
10. Offer a tuition-free seminar for cooperating teachers.

THE COOPERATING SCHOOL AGREES TO:

1. Orient the teacher interns to the philosophy, policies, customs and traditions of the school.
2. Acquaint the intern with school personnel, programs, and services.
3. Screen and assign qualified (3 years of teaching experience) teachers deemed to be strong mentor, cooperating teachers.
4. Develop placement schedules that reflect the intern's major field(s) of preparation and at the appropriate level of teaching. Elementary interns placed in two, 8-week settings (kindergarten through grade 6 class-rooms); secondary interns placed in two, 8-week settings (7-8 middle level/Jr. High and/or 9-12 classrooms), and K-12 interns placed in two, 8-week settings (K-6 classrooms) and (7-12 classrooms).
5. Provide for gradual introduction into teaching responsibilities.
6. Design a teacher internship experience, which eventually allows the teacher interns to assume full teaching responsibility.
7. Provide continuous and constructive feedback to the teacher interns.
8. Provide opportunities for professional growth through faculty meetings, in-service programs, and extra-curricular activities.
9. Complete and return the necessary evaluation forms and reports by the specified due dates.
10. Become acquainted with the policies, guidelines, etc., found in the Cooperating Schools Handbook.
11. Notify the Director of Field Experiences of unsatisfactory performance.

Will your district allow video conferencing for college supervisor visitations? Yes No

District: _____

Administrative Representative: _____

Date: _____

Director of Field Experiences: _____

Date: _____

Appendix C

Some Questions and Answers about Teacher Interning

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

Chadron State College recommends that a teacher intern not be used as a substitute (unless in a case of emergency in their cooperating teacher's classroom and then they must hold a sub certificate), particularly in classes outside her/his major field.

2. How about attendance?

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

3. May a Teacher Intern be excused to attend conferences, meetings, etc.?

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

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

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

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

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

Appendix D

CODE OF ETHICS

STANDARDS OF PROFESSIONAL PRACTICES

Introduction

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

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

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

CODE OF ETHICS

A. Preamble

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

B. Principle I - Commitment as a Professional Educator

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

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

7. Shall not have had revoked for cause in another state a teaching certificate, administrative certificate, or any certificate enabling a person to engage in any of the activities for which a special services certificate is issued in Nebraska.
8. Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties
9. Shall report to the Commissioner any known violation of Principle I, number 7; Principle II, number 5; or Principle IV, number 2.
10. Shall seek no reprisal against any individual who has reported a violation of this chapter.

C. Principle II - Commitment to the Student

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

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

D. Principle III - Commitment to the Public

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

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

E. Principle IV - Commitment to the Profession

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to improve service, to promote a

climate in which the exercise of professional judgment is encouraged, and to achieve conditions which attract persons worthy of the trust to careers in education. The educator shall believe that sound professional relationships with colleagues are built upon personal integrity, dignity, and mutual respect. In fulfilling their obligations to the profession, the educator:

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

F. Principle V - Commitment to Professional Employment Practices

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

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

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

STANDARDS FOR CONTINUANCE IN PROFESSIONAL SERVICE

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

STANDARDS FOR CONTRACTUAL OBLIGATIONS FOR ALL CERTIFICATE HOLDERS

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

Summary

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

Clerk Nebraska Professional Practices Commission; phone (402) 471-2943

P.O. Box 94941
301 Centennial Mall South
Lincoln, Nebraska 68509-4941

Appendix E

School Scholarship Opportunities

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

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

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

Appendix F

Felony/Misdemeanor Oath Statement

Chadron State College
Nebraska Department of Education

Rule 21 - Personal and Professional Fitness Felony & Oath Statement for Self-reporting

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 G

Nebraska Clinical Practice Evaluation Rubric

Teacher Candidate _____

NE Clinical Practice Evaluation Rubric

Evaluator's Name: _____

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

University Supervisor (US)

Teacher Candidate

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.

	Advanced (4)	Proficient (3)	Developing (2)	Below Standard (1)
<p><i>Uses knowledge of students to meet needs</i></p> <p style="text-align: center;">Standard 1</p> <p>Learner Development InTASC 1; CAEP 1.1</p>	<p>Uses data about students and their development to adjust teaching and build on student strengths resulting in student learning. InTASC 1; CAEP 1.1</p>	<p>Uses data about students and their development to adjust teaching. InTASC 1; CAEP 1.1</p>	<p>Collects data about students and their development but does not adjust teaching. InTASC 1; CAEP 1.1</p>	<p>Lacks evidence of data collection and use related to students and their development. InTASC 1; CAEP 1.1</p>
Comments:				
<p><i>Differentiates instruction to meet student needs</i></p> <p style="text-align: center;">Standard 2</p> <p>Learner Differences InTASC 2; CAEP 1.1</p>	<p>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</p>	<p>Identifies students' needs for differentiation and responds with individualized instruction, flexible grouping, and varied learning experiences. InTASC 2; CAEP 1.1</p>	<p>Identifies students' needs for differentiation. InTASC 2; CAEP 1.1</p>	<p>Does not identify students' needs for differentiation. InTASC 2; CAEP 1.1</p>
Comments:				
<p><i>Promotes a positive classroom environment through clear expectations</i></p> <p style="text-align: center;">Standard 3</p> <p>Learning Environments InTASC 3; CAEP 1.1</p>	<p>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</p>	<p>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</p>	<p>Communicates and reinforces clear task and behavior expectations to students. InTASC 3; CAEP 1.1</p>	<p>Attempts to communicate and reinforces clear task and behavior expectations to students. InTASC 3; CAEP 1.1</p>
Comments:				
<p><i>Uses accurate content and academic vocabulary</i></p>	<p>Communicates accurate content, uses academic vocabulary correctly, provides relevant</p>	<p>Communicates accurate content, uses academic vocabulary correctly and provides relevant</p>	<p>Communicates content and uses academic vocabulary, yet does not consistently provide</p>	<p>Communicates inaccurate content, academic vocabulary and/or provides irrelevant</p>

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

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

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

Teacher Candidate Signature: _____

Date: _____

Cooperating Teacher or Supervisor Signature: _____

Date: _____

Appendix H

Nebraska Formative Assessment Form

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

20 Analyzes and uses assessment data to draw conclusions and describe patterns and/or gaps in learning to guide planning and adjust instruction (within and after lessons)				
Standard 7 Planning for Instruction (Written Lesson Plans)				
21 Aligns objective(s) to state standards and/or district curriculum guides and resources when planning lessons				
22 Plans, connects, and sequences common learning experience and performance tasks linked to learning objectives throughout the lesson				
23 Prepares necessary resources and materials				
24 Modifies/adapts lesson plans based on student performance data and student needs				
Standard 8 Instructional Strategies (Technology)				
25 Provides learning opportunities by utilizing technology, when appropriate, that relate to the lesson objective and forms connections between content and the real world				
26 Offers student choice through technology to provide experiential opportunities to access, interpret, evaluate and apply information				
Standard 8 Instructional Strategies (Evidence-Based Strategies)				
27 Incorporates a variety of evidence-based instructional strategies that match the intended learning objectives				
28 Utilizes gradual release of responsibility and pacing by varying roles within the instructional process (e.g., instructor, facilitator, coach, audience)				
29 Includes inquiry processes that are open-ended utilizing questions that give rise to critical thinking versus absolute responses				
Standard 8 Instructional Strategies (Engagement)				
30 Provides content rich tasks that are purposeful and ensure student involvement				
31 Directly involves students in the learning using active engagement strategies (e.g. partner work, pair share, performance tasks, Kagan strategies, Talk Moves, etc.)				
Comments on Instructional Practice				
Professional Responsibility				
Standard 9 Professional Learning and Ethical Practice (Accepting Feedback - Dispositions)				
32 Seeks, positively accepts and implements feedback from a variety of sources including students by executing goals for improvement				
Standard 10 Leadership and Collaboration (Professional Demeanor - Disposition)				
33 Provides ideas/input when working with colleagues, candidate seeks suggestions and strategies from other professionals to improve practice				
34 Contributes to a positive school culture within and beyond the classroom (eg. attends school and community functions and activities)				
35 Models professionalism through punctuality, dependability, preparedness, professional dress, follow through, ethical and confidential practices				
Standard 10 Leadership and Collaboration (Professional Communication - Dispositions)				
36 Exhibits proper grammar, punctuation, sentence structure and spelling in all forms of communication and is thoughtful before speaking and writing				
37 Communicates clearly, honestly, respectfully and professionally with parents and families and is ongoing throughout the experience				
Comments on Professional Responsibility				

Guiding questions to reflect on post observation:

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

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

TC Signature _____

CT / US Signature _____