

Nebraska Department of Education Rule 24 Report

ENGLISH LANGUAGE ARTS (6-12)

(Content Area)

Educator Preparation Content Program Review

Name of institution **Chadron State College**

Date Submitted **December 1, 2025**

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Folio type: ☒ Regular ☐ Mini ☐ Advanced Program

Program(s) Covered by this Folio

Endorsement(s)	Type	Grade Level	Program Level
	Subject	PK-12	Baccalaureate
	Field	6-12	Post-Baccalaureate
	Supplemental	7-12	Master's
List Endorsements	Low-Enrollment	Etc.	Etc.
English Language Arts	Field	6-12	Baccalaureate/Post Bac

Is the endorsement offered at more than one site? ☐ Yes ☒ No

If yes, list additional sites where endorsement is offered:

Institution Accreditation Status: ☒ National ☒ State

Is this a Nationally Accredited Program? ☐ Yes ☒ No

If yes, list Accrediting Organization:

Attach National Letter to
Cover Sheet

Introduction/Welcome

Thank you for taking the time to review our program. Please refer to the [catalog](#) for any additional information that you might need.

If you have problems with the links or navigation through this site, contact Katie Rust 308-432-6337, Stef VanVleet 308-432-6383, or Adam Fette 308-432-6469 during working hours. After working hours (remember we are on Mountain Standard Time), contact us via email which we will check regularly in the evening hours.

Section 1: Contextual Information

1a. Contextual Information

Chadron State College

Chadron State College (CSC) was originally authorized by the State of Nebraska as a Normal School in 1911. It has evolved into a comprehensive college with a wide range of undergraduate and graduate programs. Chadron State is accredited by the Higher Learning Commission, as well as subject-oriented accrediting agencies. From its modest beginning, Chadron State College has evolved into a rapidly growing multipurpose institution of higher education. Located in the scenic Pine Ridge region of northwest Nebraska, the college serves the intellectual, cultural, and recreational needs of western Nebraska.

Chadron State College's academic organizational structure consists of three schools, each under the leadership of an academic dean. The three schools are: (1) Business, Mathematics and Sciences; (2) Liberal Arts; and (3) Professional Studies and Applied Sciences (PSAS). Education is housed within the school of Professional Studies and Applied Sciences. The dean of PSAS and department chair provide the leadership for the Education Department. Throughout this document, the education unit is referred to as the Educator Preparation Program (EPP). The EPP includes both the education program and specialized content area programs that prepare educators.

Educator Preparation Program

At the initial level, the Educator Preparation Program (EPP) supports twelve field endorsements, eight subject endorsements, and five supplemental endorsement programs. At the advanced level, the EPP supports five endorsements. The EPP works cooperatively with the content disciplines, assuring that the teacher candidates have the knowledge, skills, and dispositions necessary for professional teaching. The Education Department assures that all State and accreditation requirements are met and regularly shares data and ideas for the improvement of the overall education programs through the EPP committee. The EPP is led by the education program's department chair and composed of faculty from the education program, teacher educator representatives from the varying disciplines across campus, ESU #13 staff, and area P-12 professionals. The disciplines represented include Business, Mathematics, Family and Consumer Sciences, Science, Social Studies, Health-Physical Education, English/Language Arts, Music, Art, Theatre, and School Counseling. Special Education and Elementary Education are included in the education program. In addition to the EPP committee, the Graduate Council and Academic Review Committees, both a part of the Faculty Senate Committee structure, provide a

platform for sharing information about the educator preparation programs with the greater college community.

Mission Statement

The Education Department at Chadron State College prepares professional educators with the knowledge, adaptability, and lifelong learning skills necessary to place students at the center of learning. Our graduates foster academic and social growth, uphold high standards for all students, and contribute meaningfully to education and society.

Vision

To cultivate a generation of educators who are skilled, reflective, open-minded, and committed to empowering every student to reach their full potential and inspire lasting, positive change in schools and communities.

Section 1 Institutional and EPP Contextual Factors

Endorsement Program

Chadron State College prepares future English Language Arts teachers by requiring a robust core curriculum touching on teaching methods, diverse literature, and key literature surveys, as well as by offering a diverse choice of major electives in literature by which students can tailor their education to their own interests and needs. The core curriculum includes two survey courses in both American Literature and British literature, thus exposing students to canonical literature and the history of ideas as presented through that literature. Through two scaffolded courses on literary criticism and critical analysis, students are given tools by which to interpret and critique literature through various theoretical lenses and perspectives. The core curriculum further stresses diversity by including world literature and a further diversity requirement. Students are also required to take course on the English Language (Grammar, Sociolinguistics) and we require several courses focused on teaching methods specific to the English Language Arts (on reading and writing and further specialized methods).

Students are also given a choice between a wide variety of upper-division electives from courses on graphic novels to a number of courses in creative writing.

1b. Standards for Admission, Retention, Transition and Completion

The initial Educator Preparation Program has three major gateways: (1) Admission into the Teacher Education Program; (2) Acceptance into Student Teaching; and (3) Program Completion. Admission into the program generally takes place during or at the end of the sophomore year. Candidates are not allowed into student teaching until they meet the requirements set by the EPP. There are retention measures in place to ensure candidates are proceeding successfully through the education program.

Table 004.06-2 Requirements for Program Admission and Progression

Institutional Criteria	Gateway #1	Gateway #2	Gateway #3
	Admission into the Teacher Education Program	Admission into Student Teaching	Program Completion
Grade Point Average (GPA)	2.75 overall GPA – all college coursework, including transfer credits	2.75 overall GPA – all college coursework, including transfer credits	2.75 overall GPA – all college coursework, including transfer credits
Coursework Completion	30 hours of coursework, including Intro to Teaching, Educational Psychology, Intro to Exceptional Learner, and Technology Resources for Learning, with a C or better.	Earn 90 semester hours with 12 hours in residence at Chadron State College, with a C or better in all Education coursework, including EDUC 300 Observation and Participation and Professional Year courses	Passing grade with a C or better for EDUC 490 Student Teaching and EDUC 495 Education Capstone Passing score on Teacher Work Sample
Praxis Exams			Take the Praxis II content exam
Clinical Practice/Field Experiences	Take EDUC 300 Observation and Participation class	100 observation hours are required prior to student teaching.	16-20 weeks student teaching internship Passing scores on Nebraska Clinical Practice Student Teacher Rubric
Recommendations	Five faculty recommendations, including one from the advisor, one from outside of the Department of Education, and three within the candidate's endorsement area.		

Self-Disclosure	Demonstration of social, emotional, personal maturity and physical capabilities	Demonstration of social, emotional, personal maturity and physical capabilities	
Other	Successful background check	Successful background check	Application for graduation; application for certification

The [Chadron State College website](#) provides the candidates with the required courses for their program of study and the four-year course rotation where students can plan their entire course of study. Advising sheet found in Appendix A.

1c. Field Experiences Required

The program requires 100 practicum clock hours prior to student teaching; one course, EDUC 131 Intro to Teaching at the freshman level and one course, EDUC 300 Observation and Participation at the junior level. Each field experience is used by course instructors to monitor candidates' performance and progress, provides formative information about the candidate, helps the candidate develop the knowledge, skills, and dispositions expected of a teacher, and assists the candidate's understanding of the learner, the classroom environment, application of knowledge, instructional strategies, and professional responsibility. Data is not reported for developmental assessments. Cooperating teacher evaluations are maintained by the EPP to document field experiences.

Student teaching represents the culmination of practical experiences in the teacher education program at Chadron State College. Student teaching is a semester long clinical practice experience for initial teacher certification in which candidates demonstrate knowledge, skills, and professional dispositions by assuming responsibility for whole class instruction in their endorsement and within the grade level for which they are preparing.

Table 005. 03 Field Experience for Initial Certification

*P-Practicum, CP-Clinical Practice, I-Internship

Endorsement Program	Course Name	Credits	Type of Field Experience*	Total Number of Hours
All Education programs	EDUC 131 Intro to Teaching	3 credits	P	25
All Education programs	EDUC 300 Observation & Participation	1-3 credits	P	100
All Education programs	EDUC 490 Student Teaching	9 credits	CP	640
Special Education K-12	SPED 216 Pre-Referral Clinical Experience	1 credit	P	20
Special Education K-12	SPED 317 Microteaching in Early Childhood / Elementary / Middle School / Secondary Special Education	2 credits	P	30

Early Childhood Inclusive B-3	FCS 338 Prenatal and Infant Practicum	3 credits	P	30
Early Childhood Inclusive B-3	FCS 448/448L Early Childhood Practicum	4 credits	P	126

1d. Number and Level of Completers

Program Completers and Level – Content Area:					English Language Arts 6-12					
Academic Year					Number of Endorsement Program Completers					
					Bac	Post Bac	Alternate Route	Masters	Ed. Specialist	PhD
20	23	to	20	24	3	0				
20	24	to	20	25	3	0				

Section 2 Endorsement Program Key Assessments and Related Data

Artifact 1. Table of Endorsement Program Key Assessments

Required Assessments

The faculty within the Educator Preparation Program (EPP) created program outcomes, based on the InTASC standards and learning progressions, developed by the Council of Chief State School Officers. The key assessments for the initial program align with these program outcomes.

Table of Endorsement Program Key Assessments

Name of Assessment used for the following areas:		Type or Form of Assessment	Brief Description of Assessment, including indicated information obtained from Assessment	When Assessment is Administered
1	Content-Praxis II or GPA	Standardized Assessment	Praxis II is a standardized assessment given by ETS.	Praxis II is taken the semester prior to or during student teaching
	Praxis II			
2	Content - Knowledge	Evaluation	The Nebraska Clinical Practice Assessment was created by the Nebraska Department of Education. It is filled out by the supervisor and cooperating teacher. InTASC Standards 4 and 5 address content knowledge and application of content	During Student Teaching
	NE Clinical Practice Evaluation			
3	Learner/Learning Environments	Evaluation	The Nebraska Clinical Practice Assessment was created by the Nebraska Department of	

	NE Clinical Practice Evaluation		Education. It is filled out by the supervisor and cooperating teacher. InTASC Standards 1, 2, and 3 address learner and learning.	During Student Teaching
4	Instructional Practices - Knowledge	Evaluation	The Nebraska Clinical Practice Assessment was created by the Nebraska Department of Education. It is filled out by the supervisor and cooperating teacher. InTASC Standards 6, 7, and 8 address instructional practices.	During Student Teaching
	NE Clinical Practice Evaluation			
5	Instructional Practices - Effectiveness	Evaluation	The Nebraska Clinical Practice Assessment was created by the Nebraska Department of Education. It is filled out by the supervisor and cooperating teacher. InTASC Standard 6 addresses instructional practices.	During Student Teaching
	NE Clinical Practice Evaluation			
6	Professional Responsibility	Evaluation	The Nebraska Clinical Practice Assessment was created by the Nebraska Department of Education. It is filled out by the supervisor and cooperating teacher. InTASC Standards 9 and 10 address professional responsibility.	During Student Teaching
	NE Clinical Practice Evaluation			
7	Overall Proficiency	Survey	NDE created survey covers overall proficiency as rated by completer and employer	After 1st and 3rd years of employment
	Follow up Survey			
8	Optional Assessment	Case Study	The Teacher Work Sample is an additional measure that covers overall proficiency of candidates through the completion of a case study addressing all InTASC Standards.	During Student Teaching
	Teacher Work Sample (TWS)			

Praxis II and GPA

Praxis II is the Education Testing Service ([ETS](#)) test for content knowledge. Furthermore, the candidates cannot graduate without a grade point average of 2.75 or better, on a 4.00-point scale.

Nebraska Clinical Practice Evaluation (NCPE)

The NCPE was developed by the [Nebraska Department of Education](#) in cooperation with the Nebraska Association of Colleges of Teacher Education (NACTE). The NCPE mirrors the InTASC standards, as well as the CAEP standards.

NDE Follow up Survey

The NDE survey is aligned to the InTASC standards and is conducted annually to provide Nebraska institutions with information about the effectiveness of first-year and third-year teachers and covers overall proficiency as rated by completers and employers.

Teacher Work Sample (TWS)

The Teacher Work Sample is a case study activity that illustrates the candidate's ability to apply knowledge and skills relative to content and pedagogy. Candidates analyze data to make decisions and adjust instruction to meet learner needs. See Appendix B.

Artifact 2. Data Tables

English Language Arts 7-12						
CONTENT KNOWLEDGE			2023-2024		2024-2025	
			N=3		N=3	
			Mean	Mode	Mean	Mode
Nebraska Clinical Practice Rubric for Student Teaching	Standard 4: Content Knowledge (Accuracy)	Cooperating Teacher	3.18	3.00	3.50	4.00
		Supervisor	3.17	3.00	3.00	3.00
	Standard 5: Application of Content Knowledge (Critical Thinki	Cooperating Teacher	2.91	4.00	3.17	3.00
		Supervisor	2.67	2.00	2.83	3.00
	Standard 5: Application of Content Knowledge (Communicatio	Cooperating Teacher	3.09	4.00	3.33	4.00
		Supervisor	2.67	3.00	2.83	3.00
Teacher Work Sample	Instructional Planning		3.83	4.00	3.72	4.00
	Content GPA		3.73	4.00	3.59	N/A
	Praxis II exam		170.33	169.00	171.00	N/A

English Language Arts 7-12						
LEARNER AND LEARNING			2023-2024		2024-2025	
			N=3		N=3	
			Mean	Mode	Mean	Mode
Nebraska Clinical Practice Rubric for Student Teaching	Standard 1 Learner Development (Student Needs)	Cooperating Teacher	3.40	3.00	3.33	4.00
		Supervisor	3.17	3.00	2.83	3.00
	Standard 2: Learner Differences (Differentiation)	Cooperating Teacher	3.40	3.00	3.33	3.00
		Supervisor	3.17	3.00	2.50	3.00
	Standard 3: Learning Environments (Positive classroom management)	Cooperating Teacher	3.40	3.00	2.83	2.00
		Supervisor	3.33	3.00	2.83	3.00
Teacher Work Sample	Instructional Planning		3.83	4.00	3.72	4.00
	Instructional Setting		3.83	4.00	3.67	4.00

English Language Arts 7-12						
INSTRUCTIONAL PRACTICES			2023-2024		2024-2025	
			N=3		N=3	
			Mean	Mode	Mean	Mode
Nebraska Clinical Practice Rubric for Student Teaching	Standard 6.1: Assessment (Classroom Assessment)	Cooperating Teacher	3.40	3.00	2.83	2.00
		Supervisor	3.17	3.00	2.33	2.00
	Standard 6.2: Assessment (Impact on Student Learning)	Cooperating Teacher	3.40	3.00	3.17	3.00
		Supervisor	2.67	3.00	2.50	2.00
	Standard 7: Planning for Instruction (Lesson Plans)	Cooperating Teacher	3.20	3.00	2.83	2.00
		Supervisor	3.17	3.00	2.67	3.00
	Standard 8.1: Instructional Strategies (Technology)	Cooperating Teacher	3.40	4.00	3.60	4.00
		Supervisor	3.17	3.00	2.33	2.00
	Standard 8.2: Instructional Strategies (Research-Based Strategies)	Cooperating Teacher	3.50	3.00	2.67	2.00
		Supervisor	3.17	3.00	2.83	3.00
	Standard 8.3: Instructional Strategies (Engagement)	Cooperating Teacher	3.60	4.00	3.33	3.00
		Supervisor	3.17	3.00	3.00	3.00
Teacher Work Sample	Assessment Plan		3.94	4.00	3.78	4.00
	Instructional Decision Making		4.00	4.00	3.92	4.00

English Language Arts 7-12						
Effects of Instructional Practices on Student Learning			2023-2024		2024-2025	
			N=3		N=3	
			Mean	Mode	Mean	Mode
Teacher Work Sample	Instructional Decision Making		4.00	4.00	3.92	4.00
	Instructional Planning		3.83	4.00	3.72	4.00
	Instructional Setting		3.83	4.00	3.67	4.00

English Language Arts 7-12						
Professional Responsibilities			2023-2024		2024-2025	
			N=3		N=3	
			Mean	Mode	Mean	Mode
Nebraska Clinical Practice Rubric for Student Teaching	Standard 9: Professional Learning and Ethical Practice (Accepts critique)	Cooperating Teacher	3.60	4.00	3.17	3.00
		Supervisor	3.67	4.00	3.17	3.00
	Standard 10.1: Leadership and Collaboration (Professional demeanor)	Cooperating Teacher	3.40	3.00	2.83	2.00
		Supervisor	3.00	2.00	3.33	3.00
	Standard 10.2: Leadership and Collaboration (Professional Communication)	Cooperating Teacher	3.40	3.00	2.75	2.00
		Supervisor	3.50	4.00	3.17	3.00
Teacher Work Sample	Instructional Decision Making		4.00	4.00	3.92	4
	Reflection		3.83	4.00	3.92	4

English Language Arts 7-12					
Overall Proficiency		2023-2024		2024-2025	
		N=3		N=3	
		Mean	Mode	Mean	Mode
Nebraska Clinical Evaluation	Cooperating Teacher	3.23	3.00	3.11	2.00
	Supervisor	3.44	3.00	2.81	3.00
NDE 1st and 3rd year survey	Data tables below				

The NDE Follow-up surveys cannot be disaggregated, so data reflects overall results in the four tables provided below.

2024 NDE Follow up Survey for 1st year teachers - Teacher and Principal							Teacher	Principal	
Standard 1: Learner Development							N=19	N=22	N=respondents:
1.1	Uses knowledge of students and their development and adjusts teaching to facilitate student learning.						2.74	2.86	
1.2	Builds on student strengths to facilitate learning.						2.74	2.86	
Standard 2: Learning Differences									
2.1	Can identify differentiation in student needs						2.95	2.8	
2.2	Responds to differentiation in student needs with individualized instruction and varied learning experiences.						2.68	2.68	
2.3	Brings multiple perspectives and cultural resources to content and discussions.						2.74	2.73	
Standard 3: Learning Environments									
3.1	Promotes a positive classroom environment.						3.00	2.96	
3.2	Uses and communicates clear task and behavioral expectations to support an environment of learning.						2.79	2.77	
Standard 4: Content Knowledge									
4.1	Uses and communicates content knowledge.						2.89	2.96	
4.2	Uses academic vocabulary and grammar.						3.05	3.18	
4.3	Provides opportunities for students to demonstrate their content knowledge.						3.00	2.96	
Standard 5: Application of Content									
5.1	Helps students link concepts and engage in critical thinking.						2.84	2.86	
5.2	Engages students in the development of literacy and communication skills.						2.79	2.95	
Standard 6: Assessment									
6.1	Matches instructions and assessments to learning objectives						3.16	2.91	
6.2	Uses formative and summative classroom assessments that facilitate learning						3.06	2.77	
6.3	Amends instructional strategies and adapts interventions as needed						2.79	2.64	
6.4	Provides differentiated instruction and assessments that positively impact learning						2.84	2.73	
Standard 7: Planning for Instruction									
7.1	Plans sequenced learning experiences and performance tasks linked to learning objectives						2.74	2.96	
7.2	Plans and implement multiple ways for students to demonstrate their knowledge and skills.						2.90	2.91	
Standard 8: Instructional Strategies									
8.1	Incorporates digital tools and technologies into instruction						2.90	3.05	
8.2	Uses evidence-based strategies to support critical thinking and content learning						2.90	2.86	
8.3	Organizes and manages the learning environment to maximize student engagement.						2.58	2.68	
Standard 9: Professional Learning and Ethical Practice									
9.1	Invites constructive feedback and responds positively						3.05	3.23	
9.2	Sets and implements goals to improve practice						2.95	3.05	
Standard 10: Leadership and Collaboration									
10.1	Communicates professionally - oral, written, and electronic						2.95	3.05	
10.2	Responds to people, problems and crises effectively						2.74	2.96	

2024 NDE Follow up Survey for 3rd year teachers - Teacher and Principal							Teacher	Principal	
							N=15	N=17	N=respondents
Standard 1: Learner Development									
1.1	Uses knowledge of students and their development and adjusts teaching to facilitate student learning.						2.80	3.18	
1.2	Builds on student strengths to facilitate learning.						2.87	3.18	
Standard 2: Learning Differences									
2.1	Can identify differentiation in student needs						2.67	3.06	
2.2	Responds to differentiation in student needs with individualized instruction and varied learning experiences.						2.53	2.94	
2.3	Brings multiple perspectives and cultural resources to content and discussions.						2.73	2.94	
Standard 3: Learning Environments									
3.1	Promotes a positive classroom environment.						3.33	3.53	
3.2	Uses and communicates clear task and behavioral expectations to support an environment of learning.						3.20	3.41	
Standard 4: Content Knowledge									
4.1	Uses and communicates content knowledge.						2.87	3.35	
4.2	Uses academic vocabulary and grammar.						3.00	2.94	
4.3	Provides opportunities for students to demonstrate their content knowledge.						3.20	3.17	
Standard 5: Application of Content									
5.1	Helps students link concepts and engage in critical thinking.						2.93	3.00	
5.2	Engages students in the development of literacy and communication skills.						2.67	3.06	
Standard 6: Assessment									
6.1	Matches instructions and assessments to learning objectives						3.07	3.24	
6.2	Uses formative and summative classroom assessments that facilitate learning						3.13	3.24	
6.3	Amends instructional strategies and adapts interventions as needed						2.33	3.00	
6.4	Provides differentiated instruction and assessments that positively impact learning						2.40	3.18	
Standard 7: Planning for Instruction									
7.1	Plans sequenced learning experiences and performance tasks linked to learning objectives						2.87	3.12	
7.2	Plans and implement multiple ways for students to demonstrate their knowledge and skills.						3.00	3.18	
Standard 8: Instructional Strategies									
8.1	Incorporates digital tools and technologies into instruction						3.33	3.24	
8.2	Uses evidence-based strategies to support critical thinking and content learning						2.93	3.06	
8.3	Organizes and manages the learning environment to maximize student engagement.						2.87	3.00	
Standard 9: Professional Learning and Ethical Practice									
9.1	Invites constructive feedback and responds positively						3.13	3.29	
9.2	Sets and implements goals to improve practice						2.80	3.41	
Standard 10: Leadership and Collaboration									
10.1	Communicates professionally - oral, written, and electronic						3.20	3.47	
10.2	Responds to people, problems and crises effectively						3.13	3.17	

2025 NDE Follow up Survey for 1st year teachers - Teacher and Principal							Teacher	Principal	
Standard 1: Learner Development							N=24	N=29	Non-response
1.1	Uses knowledge of students and their development and adjusts teaching to facilitate					2.96	2.79		
1.2	Builds on student strengths to facilitate learning.					2.96	2.97		
Standard 2: Learning Differences									
2.1	Can identify differentiation in student needs					3.08	3.03		
2.2	Responds to differentiation in student needs with individualized instruction and varied learning experiences.					3.05	2.93		
2.3	Brings multiple perspectives and cultural resources to content and discussions					3.00	2.79		
Standard 3: Learning Environments									
3.1	Promotes a positive classroom environment.					3.21	3.24		
3.2	Uses and communicates clear task and behavioral expectations to support an environment of learning.					3.17	3.10		
Standard 4: Content Knowledge									
4.1	Uses and communicates content knowledge.					3.00	2.97		
4.2	Uses academic vocabulary and grammar.					3.04	3.03		
4.3	Provides opportunities for students to demonstrate their content knowledge.					3.29	3.03		
Standard 5: Application of Content									
5.1	Helps students link concepts and engage in critical thinking.					2.96	2.83		
5.2	Engages students in the development of literacy and communication skills.					2.83	2.83		
Standard 6: Assessment									
6.1	Matches instructions and assessments to learning objectives					3.08	3.07		
6.2	Uses formative and summative classroom assessments that facilitate learning					3.29	3.07		
6.3	Amends instructional strategies and adapts interventions as needed					3.08	2.90		
6.4	Provides differentiated instruction and assessments that positively impact learning					3.00	2.90		
Standard 7: Planning for Instruction									
7.1	Plans sequenced learning experiences and performance tasks linked to learning					3.08	3.07		
7.2	Plans and implement multiple ways for students to demonstrate their knowledge skills.					3.00	2.76		
Standard 8: Instructional Strategies									
8.1	Incorporates digital tools and technologies into instruction					2.88	3.10		
8.2	Uses evidence-based strategies to support critical thinking and content learning					2.96	3.00		
8.3	Organizes and manages the learning environment to maximize student engagement					2.75	2.93		
Standard 9: Professional Learning and Ethical Practice									
9.1	Invites constructive feedback and responds positively					3.12	3.31		
9.2	Sets and implements goals to improve practice					3.12	3.00		
Standard 10: Leadership and Collaboration									
10.1	Communicates professionally - oral, written, and electronic					3.29	3.21		
10.2	Responds to people, problems and crises effectively					3.25	3.03		

2025 NDE Follow up Survey for 3rd year teachers - Teacher and Principal						Teacher	Principal	
						N=14	N=22	N-respondents
Standard 1: Learner Development								
1.1	Uses knowledge of students and their development and adjusts teaching to facilitate					2.86	3.18	
1.2	Builds on student strengths to facilitate learning.					3.07	3.43	
Standard 2: Learning Differences								
2.1	Can identify differentiation in student needs					3.07	3.23	
2.2	Responds to differentiation in student needs with individualized instruction and varied learning experiences.					2.79	3.18	
2.3	Brings multiple perspectives and cultural resources to content and discussions					2.71	3.23	
Standard 3: Learning Environments								
3.1	Promotes a positive classroom environment.					3.79	3.67	
3.2	Uses and communicates clear task and behavioral expectations to support an environment of learning.					3.21	3.36	
Standard 4: Content Knowledge								
4.1	Uses and communicates content knowledge.					3.14	3.23	
4.2	Uses academic vocabulary and grammar.					3.14	3.32	
4.3	Provides opportunities for students to demonstrate their content knowledge.					3.21	3.23	
Standard 5: Application of Content								
5.1	Helps students link concepts and engage in critical thinking.					2.79	3.23	
5.2	Engages students in the development of literacy and communication skills.					2.74	3.32	
Standard 6: Assessment								
6.1	Matches instructions and assessments to learning objectives					3.29	3.23	
6.2	Uses formative and summative classroom assessments that facilitate learning					3.14	3.18	
6.3	Amends instructional strategies and adapts interventions as needed					2.71	3.18	
6.4	Provides differentiated instruction and assessments that positively impact learning					2.79	3.18	
Standard 7: Planning for Instruction								
7.1	Plans sequenced learning experiences and performance tasks linked to learning					2.93	3.27	
7.2	Plans and implement multiple ways for students to demonstrate their knowledge skills.					3.14	3.14	
Standard 8: Instructional Strategies								
8.1	Incorporates digital tools and technologies into instruction					2.86	3.23	
8.2	Uses evidence-based strategies to support critical thinking and content learning					2.79	3.18	
8.3	Organizes and manages the learning environment to maximize student engagement					3.00	3.18	
Standard 9: Professional Learning and Ethical Practice								
9.1	Invites constructive feedback and responds positively					3.50	3.41	
9.2	Sets and implements goals to improve practice					3.21	3.17	
Standard 10: Leadership and Collaboration								
10.1	Communicates professionally - oral, written, and electronic					3.50	3.27	
10.2	Responds to people, problems and crises effectively					3.36	3.18	

Artifact 3. Narrative interpretation/summary of assessment data.

The 2023-2024 data show weaknesses in our students' instructional practices, particularly in the areas of assessment and lesson planning. The faculty believe this data is the result of inconsistent instruction resulting from a lack of continuity in teaching faculty. There was also a noticeable drop of a full point in mode across 14 different categories from 2023-2024 to 2024-2025, many of which occurred in relation to cooperating teacher evaluations. Faculty believe this drop may be related to difficulties faced by a specific teacher candidate in 2024-2025, a cooperating teacher with exceptionally high standards, or a difficult teaching placement rather than an overall dip in program success.

According to the assessment data for both the 2023-2024 and 2024-2025 graduates, our students also struggled with critical thinking in the application and communication of content knowledge. There was also a noticeable discrepancy between the scores from the supervisor and cooperating

teacher for Standard 6.2 related to the impact of assessment on student learning in both sets of data. Furthermore, the scores are inconsistent across 2024-2025 in Classroom Assessment and Leadership and Collaboration. English education courses were offered solely online during this period, which may have negatively impacted student outcomes. This particularly may be the case for low scores pertaining to the communication of content and professional demeanor and communication, all of which are difficult to teach and simulate in an online environment.

However, low scores in both the 2023-2024 and 2024-2025 data were balanced by high student scores in all areas of the TWS as well as students' ability to accept critique. Faculty are encouraged by these results, as they indicate the program's strength in developing educators with a growth mindset. Our students recognize the value of constructive feedback, which is an essential aspect of teaching. Our teacher-candidates' success with the TWS indicates a strong grasp of revision and delivery of lesson plans. Revision based on pre- and post-assessment data constitutes a significant portion of effective teaching.

The NDE Follow up surveys cannot be disaggregated, so data reflects overall results. Principals on the 2024 and 2025 NDE follow-up survey rated third-year teachers strongly across all categories (3.1-3.6/4), except for the 2024 standard on learning differences which was rated slightly lower (2.94/4) indicating satisfactory teaching performance and growth with experience. Among first year teachers, in both 2024 and 2025, the survey results indicate lower ratings in learner development (understanding student differences and using student strengths to adjust instruction). Although the survey is voluntary and response rates are low, ratings across nearly every category increased from 2024 to 2025 indicating growth in perceived preparedness among first-year teachers. Literacy and communication skill development were identified as a consistent area of concern within these surveys, reinforcing findings from other program assessments. In contrast, all surveys (first- and third year) identified learning environments and professional learning and ethical practice as areas of strength, indicating that CSC graduates are generally well-prepared to establish supportive classroom cultures while seeking to improve their practice.

Response:

Praxis data

Praxis data was included in the original report. The Praxis scores (mean and mode) appear in artifact 2, the data tables. It can be found at the bottom of the Content Knowledge table in a row directly under Content GPA.

GPA Ranges

For ELA Education majors graduating in the 2023-2024, their GPA's range from 3.231 to 4.0. No students were below our required 3.0 GPA.

For ELA Education majors graduating in the 2024-2025 academic year, their GPA's range from 3.186 to 3.966. No students were below our required 3.0 GPA.

Comparison

For comparison, the GPA's of English Subject and Advanced English Studies majors (n = 5) graduating in the 2023-2024 academic year range from 2.875 to 4.0, with an average GPA of 3.549.

The GPA's of English Subject and Advanced English Studies majors (n = 7) graduating in the 2024-2025 academic year range from 2.067 to 4.0, with an average GPA of 3.423.

Response

There is data on Professional Responsibility on page 9.

Section 3: Use of Related Data and Information for Continuous Program Improvement of Endorsement Program

Background Information on Program Faculty Changes

There has been a lack of stability and continuity in staffing in the English Language Arts endorsement program of study department at CSC. Since 2019, the department has lost four different faculty members including, importantly, the English Language Arts Education Specialist (left in 2020). The English Language Arts education methods courses were, by necessity, taught online for several years by adjuncts. For various reasons both institutional and having to do with the difficulty of hiring qualified faculty in this area, we were unable to fill the position until last Spring 2025. We expect much greater consistency in instruction and renewed effort for continuous improvement in assessment and instruction moving forward.

Because of understaffing and lack of continuity in full time faculty within the English Language Arts endorsement program, changes to the program have been minimal. Now that we finally have an education specialist, changes will be made. It was important to the remaining faculty in the endorsement program that any substantive changes to the program be made under the

guidance of a permanent hire devoted to teaching the education methods courses within the program.

Future changes will be made upon the recommendation of the ELA education faculty specialist and in consultation with the Education faculty focused on overall preparation as well as the English program faculty who teach literature courses included in the ELA core.

Changes to Teacher Work Sample

At the time of the last report, the Teacher Work Sample (TWS) assignment and evaluation structure was refined. These changes, which have been continued and augmented, were designed to help the teacher-candidate better understand the function of assessment and data analysis for improvement of instruction, learning, and curriculum. The point and purpose of TWS activities are more actively stressed. These work samples show teacher candidates' ability for using data for instructional improvement. These efforts have resulted in increased scores in all areas related to the teacher work sample.

For the future, the faculty within the English Language Art endorsement program of study plan to integrate the TWS into English Language Arts Courses by having students build specific components of the TWS as part of their assignments. Additionally, the faculty within the English Language Arts endorsement program of study are collecting exemplary examples of TWS's to provide to students as models.

Weaknesses and Strategies for Improvement

One weakness of the current English Language Arts endorsement program is a lack of integrated assessment markers associated with the Nebraska Clinical Practice Evaluation (NCPE) and the Teacher Work Sample (TWS) in ELA-specific English courses (ENG 311, ENG 331, and ENG 461). As a result, students pursuing the English Language Arts endorsement are often unaware of or have limited practice with the expectations outlined in these formative and summative assessments. To address these concerns, faculty within the English Language Arts endorsement program plan to align the objectives and assessments for these courses more clearly with the NCPE and TWS. The faculty plan to focus more heavily at the beginning of this process on areas where prior students struggled according to our assessment data.

In addition, faculty in the English Language Arts endorsement program also noted a lack of prerequisites and sequencing within the English education courses. For example, students often enroll in the 400-level English methods course (ENG 461) with a range of knowledge and experience; some have not completed any student observations, and others have not completed the 300-level methods courses in reading and writing. This has led to significant gaps and variances in students' knowledge that negatively impact the depth and breadth of teaching in these courses. To combat this issue, faculty plan to implement a course sequence and prerequisites so that students take each of the courses in order, ensuring that the final 400-level course is taught as a culminating methods class, a student's final step in subject-specific preparation before student teaching.

Potential for Cross-Listing Literature Courses as English Language Arts Courses

The faculty within the English Language Arts endorsement program of study are interested in finding ways to integrate assignments on instructional design and lesson planning in literature courses for the English Language Arts students. One possible avenue is the creation of English Language Arts course designations (names and course codes) to be cross listed with English Literature courses currently included in the core requirements. The content and lectures between the cross-listed courses would be shared, as would most of the requirements. The English Language Arts sections would substitute at least one major assignment with one pertaining to lesson planning, instructional design, classroom, or other assignments related to teacher-education. Alternatively, should this plan not prove feasible, the faculty could create alternative assignments for English Language Arts students. In either case, the goal is to offer further opportunities for English Language Arts students to develop, practice, and improve skills related to teaching.

Appendix A

Advising Template

Chadron State College
English Department Four Year Plan of Study
English Language Arts 7 - 12
2020 - 2024

Year 1

Fall 2020		Spring 2021	
ENG 233 Elements of Lit.	3	ENG 232A American Lit. to 1865	3
EDUC 131 Intro. to Teaching	3	ENG 299 Intro to Creative Writing	3
ENG 232B American Lit. from 1865	3	Essential Studies Requirement: Math (PHIL 233 Logic)	3
Essential Studies Requirement: FYI	3	Essential Studies Requirement: FYI	3
Essential Studies Requirement: Writing	3	PSYC 231 Educational Psychology	3
Total Hours	15	Total Hours	15

Year 2

Fall 2021		Spring 2022	
ENG 236A British Lit. to 1795	3	ENG 236A British Lit. from 1795	3
EDUC 224 Technology Resources for Learning	3	ENG 311 Theory & Practice of Teaching Reading	3
ENG 331 Theory & Practice of Teaching Writing	3	ENG Diversity Requirement	3
Essential Studies Requirement	3	SPED 230 Intro. To the Exceptional Learner	3
Essential Studies Requirement	3	Essential Studies Requirement	3
Total Hours	15	Total Hours	15

Year 3

Fall 2022		Spring 2023	
ENG 440 Theory & Practice of Literary Criticism	3	ENG 320 English Grammar	3
ENG 3XX/4XX Elective	3	ENG 436 World Literature	3
EDUC 329 Assessment Foundations	2	ENG 438 Adolescent Literature	3
ENG 461 Specialized Methods	3	SPED 334 Diff. Instruction for Diverse Learners	3
Essential Studies Requirement	3	ENG 3XX/4XX Elective	3
EDUC 301 Qualifying Seminar for Professional Year	0	Essential Studies Requirement	3
EDUC 300 Observation & Participation ("O&P")	1		
Total Hours	15	Total Hours	18

Year 4

Fall 2023		Spring 2024	
ENG 321 Sociolinguistics	3	EDUC 490 Teacher Internship - Student Teaching	9
ENG 3XX/4XX Elective	3	EDUC 495 Education Capstone	3
EDUC 271 Human Relations Training	1		
PROFESSIONAL YEAR: "BLOCK"			
(Meets in the afternoon MWTRF)	6		
Essential Studies Requirement	3		
Total Hours	16	Total Hours	12

Degree Program Total: 121

Appendix B TWS Rubric

Chadron State College Teacher Work Sample Scoring Definitions

4. Advanced: {A 140-131} – The teacher candidate obtaining this designation has demonstrated consistent, professional, and performance skills beyond the basic essentials in the chosen academic area and has demonstrated the ability to apply the performance skills with several aspects integrated so that the whole of the TWS has a coherent structure and meaning. The teacher candidate can plan, assess, instruct, analyze data, and reflect upon the appropriate P-12 students' performances at a level that enables P-12 students' growth in a solid, conceptual understanding of the chosen academic area. *This denotes the presence of the advanced skills necessary to teach and assess students in the academic area.*

3. Proficient: {B 130-118} – The teacher candidate obtaining this designation has demonstrated the basic essential set of professional and performance skills needed to teach and assess students in the chosen academic area. The basic concepts of the subject matter, teaching in the academic area, and assessing student performance are understood as one problem, idea, or concept following another, but are not interrelated as a whole system of understanding. The teacher candidate can plan, assess, instruct, analyze data, and reflect upon the appropriate P-12 students' performances to help P-12 students' growth of procedural and conceptual understanding in the chosen academic area at an expanding level. *This denotes the presence of essential skills necessary to teach and assess students in the academic area.*

2. Progressing: {C 117-105} – The teacher candidate obtaining this designation has demonstrated the presence of beginning professional and academic performance skills needed to teach and assess students. Aspects of a problem, idea, or concept are seen in rote application with nominal relationship of facts and ideas to each other. The teacher candidate can assess student learning and can develop learning experiences somewhat based on students' developmental levels and prior experience. The candidate shows minimal analysis or reflection upon appropriate P-12 students' performances such that P-12 students' understanding in the academic area will be more rote learning with less conceptual understanding. *This denotes the presence of the bare essential skills necessary to teach and assess students in the academic area.*

1. Unacceptable: {D Below 105} – The teacher candidate obtaining this designation does not perform at a level that exhibits preparedness for teaching, but does demonstrate some basic understanding of professional and academic performance skills needed to teach and assess students. The teacher candidate cannot accurately assess student learning or develop learning experiences based on students' developmental levels or prior experience. The candidate shows little, if any, analysis or reflection upon appropriate P-12 students' performances such that P-12 students' understanding in the academic area may be negatively impacted. *Any rating earned at or below the Unacceptable level in the teacher candidate's TWS will be deemed unacceptable for a teacher candidate preparing for Nebraska teacher certification.*

0. Missing: {F} – The teacher candidate obtaining this designation does not perform at a level that exhibits preparedness for teaching, nor does the candidate demonstrate any basic understanding of professional and academic performance skills needed to teach and assess students. The teacher candidate cannot accurately assess student learning or develop learning experiences based on students' developmental levels or prior experience. The candidate shows no ability to analyze or reflect upon appropriate P-12 students' performances such that P-12 students' understanding in the academic area may be negatively impacted. *Any rating earned at or below the Unacceptable level in the teacher candidate's TWS will be deemed unacceptable for a teacher candidate preparing for Nebraska teacher certification.*

(2) Semester Date _____

(3) Rater _____

Teacher Work Sample Rubric

Follow your TWS Instruction Sheet to ensure your project contains all of the components needed.

Possible Score	4 – Advanced	3 – Proficient	2 – Progressing	1- Unacceptable	0 – Missing	Score
Professional Presentation						
(4) Title Page	Title page is complete	Title page is missing one component	Title page is missing two components	Title page is missing three or more components	Title page is missing	
(5) Table of Contents	Table of Contents is complete and organized	Table of Contents is missing one component	Table of Contents is missing two components	Table of Contents is missing more three or more components	Table of Contents is missing	
(6) Writing Conventions	Writing is grammatically correct, complete, easy to understand and represents professional writing	Writing is grammatically correct, complete, easy to understand, but contains a few errors	Writing contains several errors, or may not be complete or easy to understand	Writing contains significant errors, is not complete or easy to understand	Writing contains numerous errors, and unable to comprehend	
(7) Organization	Organization of presentation aligns with TWS Instruction Sheet	Organization of presentation has a few deviations from the TWS Instruction Sheet	Organization of presentation has several deviations from the TWS Instruction Sheet	Organization of presentation does not align with the TWS Instruction Sheet	Organization of presentation is absent.	
(8) Comments on Professional Presentation	<i>(Comments optional; you will be prompted to enter any provided comments into the Microsoft Form.)</i>					

Contextual Factors and Instructional Setting						
(9) Community, District, and School	Descriptions of contextual factors are clear and complete	Descriptions of contextual factors are unclear and missing one component	Descriptions of contextual factors are unclear and missing two-three components	Descriptions of contextual factors are very unclear and missing more than three components	Descriptions of contextual factors is missing	
(10) Classroom Factors	Descriptions of classroom factors are clear and complete	Descriptions of classroom factors are unclear and missing one component	Descriptions of classroom factors are unclear and missing two-three components	Descriptions of classroom factors are very unclear and missing more than three components	Descriptions of classroom factors are missing	
(11) Rationale	Rationale for the concept or subject is very clear and complete	Rationale for the concept or subject is mostly clear and complete	Rationale for the concept or subject is unclear and/or incomplete	Rationale for the concept or subject is unclear and incomplete	Rationale for the concept or subject is missing	
(12) Class Characteristics	Description of class characteristics is clear and complete	Description of class characteristics is unclear and missing one component	Description of class characteristics is very unclear and missing two-three components	Description of class characteristics of the class is unacceptable and missing three or more components	Characteristics of the class are missing	
(13) Instructional Implications	Explanation of the instructional implications is very clear and complete	Explanation of the instructional implications is mostly clear and complete	Explanation of the instructional implications is unclear and/or incomplete	Explanation of the instructional implications is unclear and incomplete	Explanation of the instructional implications is missing	
(14) Comments on Contextual Factors and Instructional Setting	<i>(Comments optional; you will be prompted to enter any provided comments into the Microsoft Form.)</i>					

Initial Instructional Plan						
(15) Objectives	Objectives exceed expectation of pre-service teachers	Objectives state what the students will learn	Objectives partially state what students will learn	Objectives do not specify what the students will learn	Objectives are missing	
(16) Standards	Each objective is explicitly tied to standards	Some objectives are explicitly tied to standards	Few objectives are inadequately tied to standards	Objectives are not tied to standards	Standards are missing	
(17) Instructional Plans	Instructional plans are complete and contain four or more examples of differentiated instructional methods or levels of learning (at least three consecutive lessons)	Instructional plans are complete and contain three examples of differentiated instructional methods or levels of learning (at least three consecutive lessons)	Instructional plans are complete and contain two examples of differentiated instructional methods or levels of learning (at least three consecutive lessons)	Instructional plans contain one example of differentiated instruction or levels of learning (at least three consecutive lessons)	Instructional plans are missing	
(18) Formative Assessments	Multiple and varied formative assessments are included and align with the objectives/instructional plan	Multiple or varied formative assessments are included and align with objectives/instructional plan	A formative assessment is included and somewhat aligns with objectives/instructional plan	Formative assessments are included but do not align with objectives/instructional plan	No formative assessments are included in the instructional plan	
(19) Comments on Initial Instructional Plan	<i>(Comments optional; you will be prompted to enter any provided comments into the Microsoft Form.)</i>					
Assessment Plan (Section 1)						
(20) Objective	Pre-assessment and post-assessment are	Pre-assessment and post-assessment are	Pre-assessment and post-assessment are	Pre-assessment and post-assessment are	Pre-assessment and post-	

Alignment	aligned with all objectives	aligned with most objectives	aligned with few objectives	not aligned with the objectives	assessment are missing	
(21) Assessment Characteristics	Pre-assessment and post-assessment have all of the following: 1. have face validity 2. appear to be reliable 3. are appropriate to level 4. are based on instructional plans 5. student directions and scoring procedures are clearly explained	Pre-assessment and post-assessment have four of the following: 1. have face validity 2. appear to be reliable 3. are appropriate to level 4. are based on instructional plans 5. student directions and scoring procedures are clearly explained	Pre-assessment and post-assessment have three of the following: 1. have face validity 2. appear to be reliable 3. are appropriate to level 4. are based on instructional plans 5. student directions and scoring procedures are clearly explained	Pre-assessment and post-assessment have two or fewer of the following: 1. have face validity 2. appear to be reliable 3. are appropriate to level 4. are based on instructional plans 5. student directions and scoring procedures are clearly explained	Pre-assessment and post-assessment are missing	
(22) Instruments and Student Samples	Examples of a high-score <u>and</u> a low-score confidential student pre-assessment and post-assessment are included (4 in all)	Examples of a high-score <u>and/or</u> a low-score confidential student pre-assessment and/or post-assessment are included (Only 3 included)	Examples of a high-score <u>and/or</u> a low-score confidential student pre-assessment and/or post-assessment are included (Only 2 included)	Only one example of a high- or low-score confidential student pre-assessment or post-assessment is included (Only 1 included)	No examples of confidential student assessment included.	
(23) Clarity of Criterion and Standards for performance	The assessment contains clear criteria for measuring student performance and are linked to the learning goals.	Assessment criteria have been developed, but they are not clear but are linked to learning goals.	Assessment criteria have been developed, but are not clear and are not linked to learning goals.	Assessment criteria have not been developed and are not clear and are not linked to learning goals.	Assessment criteria missing.	
(24) Comments on Assessment Plan (Section 1)	<i>(Comments optional; you will be prompted to enter any provided comments into the Microsoft Form.)</i>					

Assessment Plan (Section 2)						
(25) Data Display	Pre-assessment data is clearly and completely displayed in a labeled graph or chart	Pre-assessment data is clearly and completely displayed but not in a graph or chart	Pre-assessment data is displayed in a graph or chart but is unclear	Pre-assessment data is not displayed in a graph or chart and is unclear	Pre-assessment data is missing	
(26) Data Analysis	Pre-assessment data is clearly and completely described and analyzed	Pre-assessment data is clearly and completely described but inadequately analyzed	Pre-assessment data is inadequately described and analyzed	Pre-assessment data is not described or analyzed	Pre-assessment data is missing	
(27) Revision Description	Need for revisions of initial instructional plans is clearly and completely described	Need for revisions of initial instructional plans is unclear or incomplete	Need for revisions of initial instructional plans is unclear and incomplete	Need for revisions of initial instructional plans is not acknowledged	Need for revisions of initial instructional plans is missing	
(28) Comments on Assessment Plan (Section 2)	<i>(Comments optional; you will be prompted to enter any provided comments into the Microsoft Form.)</i>					
Revised Instruction Plans						
(29) Revisions Included	Revisions reflect student needs based on pre-assessment data	Revisions reflect some of the student needs based on pre-assessment data	Revisions reflect few of the student needs based on pre-assessment data	Revisions do not reflect student needs based on pre-assessment data	No revisions were made to the instructional plan	
(30) Objectives	Objectives exceed expectation of pre-service teachers	Objectives state what the students will learn	Objectives partially state what students will learn	Objectives do not specify what the students will learn	Objectives are missing	

(31) Standards	Each objective is explicitly tied to standards	Some objectives are explicitly tied to standards	Few objectives are tied to standards	Objectives are not tied to standards	Standards are missing	
(32) Instructional Plans	Instructional plans are complete and contain four or more examples of differentiated instructional methods or levels of learning (at least three consecutive lessons)	Instructional plans are complete and contain three examples of differentiated instructional methods or levels of learning (at least three consecutive lessons)	Instructional plans are complete and contain two examples of differentiated instructional methods or levels of learning (at least three consecutive lessons)	Instructional plans contain one example of differentiated instruction or levels of learning (at least three consecutive lessons)	Revised instructional plans that are missing	
(33) Formative Assessments	Multiple and varied formative assessments are included and align with the objectives/instructional plan	Multiple or varied formative assessments are included in the instructional plan and align with objectives/instructional plan	A formative assessment is included and somewhat aligns with objectives/instructional plan	No formative assessments are included in the instructional plan	No formative assessments are included in the instructional plan	
(34) Comments on Revised Instruction Plans	<i>(Comments optional; you will be prompted to enter any provided comments into the Microsoft Form.)</i>					
Assessment Plan (Section 3)						
(35) Post Assessment Data	Post-assessment data is clearly and completely described and analyzed	Post-assessment data is clearly and completely described but inadequately analyzed	Post-assessment data is inadequately described and analyzed	Post-assessment data is not described or analyzed	Post-assessment data is missing	
(36) Data Comparison: Individual Growth	Comparison of pre-assessment and post-assessment data showing individual	Comparison of pre-assessment and post-assessment data showing individual	Comparison of pre-assessment and post-assessment data showing individual	Comparison of pre-assessment and post-assessment data showing individual	Comparison of pre-assessment and post-assessment data showing	

	growth is clearly and completely displayed in a labeled graph or chart	growth is displayed but not in a graph or chart	growth is displayed in a graph or chart but is unclear	growth is not displayed in a graph or chart and is unclear	individual growth is missing	
(37) Data Comparison: Class Growth	Comparison of pre-assessment and post-assessment data showing class growth is clearly and completely displayed in a labeled graph or chart	Comparison of pre-assessment and post-assessment data showing class growth is displayed but not in a graph or chart	Comparison of pre-assessment and post-assessment data showing class growth is displayed in a graph or chart but is unclear	Comparison of pre-assessment and post-assessment data showing class growth is not displayed in a graph or chart and is unclear	Comparison of pre-assessment and post-assessment data showing class growth is missing	
(38) Impact on Student Learning	Description of impact upon student learning is clearly and completely stated	Description of impact upon student learning is stated and is mostly clear or complete	Description of impact upon student learning is stated but is unclear and/or incomplete	Description of impact upon student learning is stated and is unclear and incomplete	Description of impact upon student learning is missing	
(39) Impact of Instruction	Impact of instruction on student growth is clearly and completely analyzed	Analysis of impact of instruction on student growth is unclear or incomplete	Analysis of impact of instruction on student growth is unclear and incomplete	Impact of instruction on student growth is inadequately stated	Impact of instruction on student growth is missing	
(40) Comments on Assessment Plan (Section 3)	<i>(Comments optional; you will be prompted to enter any provided comments into the Microsoft Form.)</i>					
Instruction Decision Making, Reflection, and Self Evaluation						
(41) Decision	Contains four examples of	Contains three examples of	Contains two examples of	Contains fewer than two	Examples of instructional	

Making	instructional decision making based on pre-assessment data and on student's learning during lessons.	instructional decision making based on pre-assessment data and on student's learning during lessons.	instructional decision making based on pre-assessment data and on student's learning during lessons.	examples of instructional decision making based on pre-assessment data and on student's learning during lessons.	decision making based on pre-assessment data and student's learning are missing.	
(42) Strategies // Activities	Description of two effective instructional strategies/activities is clear	Description of two effective instructional strategies/activities is unclear	Description of one effective instructional strategies/activities is clear	Description of one effective instructional strategies/activities is unclear	No description of effective instructional strategies/activities is included	
(43) Formative Assessments	Describes multiple varied formative assessments used to monitor student progress	Describes multiple formative assessments used to monitor student progress	Describes a varied formative assessment used to monitor student progress	Describes a formative assessment used to monitor student progress	Formative assessments are not described	
(44) Barriers	Description of two barriers to student learning is clear	Description of two barriers to student learning is unclear	Description of one barrier to student learning is clear	Description of one barrier to student learning is unclear	Description of barriers is not included.	
(45) Reflection	The reflection and self-evaluation contains analysis of all the following: 1. Engaged time 2. Student interest and motivation 3. Student mastery of learning objectives 4. Revisions of instructional strategies/activities 5. Student feedback 6. Future considerations	The reflection and self-evaluation contains analysis of five or six of the following: 1. Engaged time 2. Student interest and motivation 3. Student mastery of objectives 4. Revisions of instructional strategies/activities 5. Student feedback 6. Future considerations based on self-evaluation 7. Future considerations based on	The reflection and self-evaluation contains analysis of three or four of the following: 1. Engaged time 2. Student interest and motivation 3. Student mastery of objectives 4. Revisions of instructional strategies/activities 5. Student feedback 6. Future considerations based on self-evaluation	The reflection and self-evaluation contains analysis of two or fewer of the following: 1. Engaged time 2. Student interest and motivation 3. Student mastery of objectives 4. Revisions of instructional strategies/activities 5. Student feedback 6. Future considerations based on self-evaluation	The reflection and self-evaluation are missing	

	based on self-evaluation 7. Future considerations based on cooperating teacher and/or students	cooperating teacher and/or students	7. Future considerations based on cooperating teacher and/or students	7. Future considerations based on cooperating teacher and/or students		
TOTAL						