

Nebraska Department of Education Rule 24 Report

SPECIAL EDUCATION (K-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.

Special Education

Field

K-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

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	Passing grade with a C or better for EDUC 490 Student Teaching and EDUC 495 Education Capstone Passing score on Teacher Work Sample

		Observation and Participation and Professional Year courses	
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:					Special Ed K-12					
Academic Year					Number of Endorsement Program Completers					
					Bac	Post Bac	Alternate Route	Masters	Ed. Specialist	PhD
20	23	to	20	24	21	7				
20	24	to	20	25	27	2				

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 Education. It is filled out by the supervisor and cooperating teacher. InTASC Standards 1, 2, and 3 address learner and learning.	During Student Teaching
	NE Clinical Practice Evaluation			
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

The following tables reflect 21 Bachelor graduates and 7 post-Bac graduates for the 2023-2024 school year, and 27 Bachelor graduates and 2 post-Bac graduates for the 2024-2025 school year.

Special Ed K-12										
CONTENT KNOWLEDGE			2023-2024		2023-2024		2024-2025		2024-2025	
			N=21		N=7		N=27		N=2	
			Mean	Mode	Mean	Mode	Mean	Mode	Mean	Mode
Nebraska Clinical Practice Rubric for Student Teaching	Standard 4: Content Knowledge (Accuracy)	Cooperating Teacher	3.07	3.00	2.83	3.00	3.34	3.00	3.00	4.00
		Supervisor	3.42	3.00	3.50	4.00	3.41	3.00	3.33	3.00
	Standard 5: Application of Content Knowledge (Critical Thinking)	Cooperating Teacher	2.89	3.00	3.00	3.00	3.18	3.00	2.67	3.00
		Supervisor	2.96	2.00	3.36	3.00	3.27	3.00	3.00	N/A
	Standard 5: Application of Content Knowledge (Communication)	Cooperating Teacher	2.93	3.00	2.80	3.00	3.28	3.00	3.00	3.00
		Supervisor	3.15	3.00	3.36	4.00	3.27	3.00	3.33	3.00
Teacher Work Sample	Instructional Planning		3.59	4.00	3.39	4.00	3.60	4.00	3.92	4.00
	Content GPA		3.65	4.00	3.86	4.00	3.81	4.00	3.83	N/A
	Praxis II exam		171	175	179	N/A	170	181	177	N/A

Special Ed K-12										
LEARNER AND LEARNING			2023-2024		2023-2024		2024-2025		2024-2025	
			N=21		N=7		N=27		N=2	
			Mean	Mode	Mean	Mode	Mean	Mode	Mean	Mode
Nebraska Clinical Practice Rubric for Student Teaching	Standard 1 Learner Development (Student Needs)	Cooperating Teacher	3.24	3.00	3.17	3.00	3.50	4.00	3.33	3.00
		Supervisor	3.54	4.00	3.64	4.00	3.56	4.00	3.67	4.00
	Standard 2: Learner Differences (Differentiation)	Cooperating Teacher	3.03	3.00	3.00	3.00	3.33	4.00	2.67	3.00
		Supervisor	3.38	3.00	3.71	4.00	3.44	4.00	3.33	3.00
	Standard 3: Learning Environments (Positive classroom management)	Cooperating Teacher	3.21	3.00	3.25	3.00	3.46	4.00	3.00	N/A
		Supervisor	3.62	4.00	3.64	4.00	3.54	4.00	3.67	4.00
Teacher Work Sample	Instructional Planning		3.59	4.00	3.39	4.00	3.60	4.00	3.92	4.00
	Instructional Setting		3.70	4.00	3.67	4.00	3.75	4.00	4.00	4.00

Special Ed K-12										
INSTRUCTIONAL PRACTICES			2023-2024		2023-2024		2024-2025		2024-2025	
			N=21		N=7		N=27		N=2	
			Mean	Mode	Mean	Mode	Mean	Mode	Mean	Mode
Nebraska Clinical Practice Rubric for Student Teaching	Standard 6.1: Assessment (Classroom Assessment)	Cooperating Teacher	3.10	3.00	3.00	3.00	3.46	3.00	3.67	4.00
		Supervisor	3.46	4.00	3.43	4.00	3.49	4.00	3.67	4.00
	Standard 6.2: Assessment (Impact on Student Learning)	Cooperating Teacher	3.04	3.00	2.92	3.00	3.36	3.00	3.33	3.00
		Supervisor	3.31	4.00	3.43	4.00	3.55	4.00	3.67	4.00
	Standard 7: Planning for Instruction (Lesson Plans)	Cooperating Teacher	3.00	3.00	3.00	4.00	3.33	4.00	3.00	N/A
		Supervisor	3.29	3.00	3.57	4.00	3.51	4.00	3.00	N/A
	Standard 8.1: Instructional Strategies (Technology)	Cooperating Teacher	3.22	3.00	3.00	3.00	3.41	3.00	3.33	3.00
		Supervisor	3.30	3.00	3.46	4.00	3.36	3.00	3.33	3.00
	Standard 8.2: Instructional Strategies (Research-Based Strategies)	Cooperating Teacher	2.93	3.00	2.83	3.00	3.22	3.00	3.00	N/A
		Supervisor	3.12	3.00	3.50	4.00	3.22	3.00	3.00	N/A
	Standard 8.3: Instructional Strategies (Engagement)	Cooperating Teacher	3.14	3.00	3.17	3.00	3.33	3.00	2.67	3.00
		Supervisor	3.42	3.00	3.64	4.00	3.53	4.00	3.33	3.00
Teacher Work Sample	Assessment Plan		3.61	4.00	3.64	4.00	3.69	4.00	4.00	4.00
	Instructional Decision Making		3.60	4.00	3.67	4.00	3.79	4.00	4.00	4.00

Special Ed K-12			2023-2024		2023-2024		2024-2025		2024-2025	
Effects of Instructional Practices on Student Learning			N=21		N=7		N=27		N=2	
			Mean	Mode	Mean	Mode	Mean	Mode	Mean	Mode
Teacher	Instructional Decision Making		3.60	4.00	3.67	4.00	3.79	4.00	4.00	4.00
Work	Instructional Planning		3.59	4.00	3.39	4.00	3.60	4.00	3.92	4.00
Sample	Instructional Setting		3.70	4.00	3.67	4.00	3.75	4.00	4.00	4.00

Special Ed K-12										
Professional Responsibilities			2023-2024		2023-2024		2024-2025		2024-2025	
			N=21		N=7		N=27		N=2	
			Mean	Mode	Mean	Mode	Mean	Mode	Mean	Mode
Nebraska Clinical Practice Rubric for Student Teaching	Standard 9: Professional Learning and Ethical Practice (Accepts critique)	Cooperating Teacher	3.59	4.00	3.25	4.00	3.60	4.00	3.67	4.00
		Supervisor	3.69	4.00	3.77	4.00	3.75	4.00	3.67	4.00
	Standard 10.1: Leadership and Collaboration (Professional demeanor)	Cooperating Teacher	3.38	4.00	3.08	3.00	3.50	4.00	3.67	4.00
		Supervisor	3.27	3.00	3.50	4.00	3.57	4.00	3.33	3.00
	Standard 10.2: Leadership and Collaboration (Professional Communication)	Cooperating Teacher	3.34	4.00	3.42	4.00	3.54	4.00	3.67	4.00
		Supervisor	3.23	3.00	3.50	4.00	3.53	4.00	3.67	4.00
Teacher	Instructional Decision Making		3.60	4.00	3.67	4.00	3.79	4.00	4.00	4.00
Work	Reflection		3.68	4.00	3.58	4.00	3.64	4.00	4.00	4.00
Sample										

Special Ed K-12										
Overall Proficiency			2023-2024		2023-2024		2024-2025		2024-2025	
			N=21		N=7		N=27		N=2	
			Mean	Mode	Mean	Mode	Mean	Mode	Mean	Mode
Nebraska Clinical Evaluation		Cooperating Teacher	3.14	3.00	3.05	3.00	3.39	4.00	3.18	3.00
		Supervisor	3.34	3.00	3.53	4.00	3.47	4.00	3.40	3.00
NDE 1st and 3rd year survey		Data tables below								

Data table on Instructional Practices is above.

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	
										N=19	N=22	N=respondents
Standard 1 Learner Development												
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.

During the 2023-2024 academic year, CSC had 21 program completers receiving a bachelor's degree, and 7 post-baccalaureate completers. In 2024-2025, CSC had 27 program completers receiving a bachelor's degree, and 2 post-baccalaureate completers. Across both academic years, results from the Nebraska Clinical Practice Evaluation show consistently strong performance—scores of 3s and 4s out of 4—in the areas of Learner and Learning, Effects of Instructional Practices on Student Learning, and Professional Responsibility. These ratings indicate overall proficiency or advanced performance for both bachelor's and post-baccalaureate completers. In the area of content knowledge, some scores fell slightly below 3. For bachelor's completers in 2023-2024, this occurred in the application of Content Knowledge, specifically in Critical Thinking and Communication. Similarly, post-baccalaureate completers in 2023-2024 scored slightly below 3 in Content Knowledge (Accuracy) and Application of Content Knowledge (Communication), with 2024-2025 post-baccalaureate completers slightly below 3 in Application

of Content Knowledge (Critical Thinking). In the Instructional Strategies category, bachelor's completers in 2023-2024 and post-baccalaureate completers in 2023-2024 scored slightly below 3 in Research-Based strategies, and post-baccalaureate completers in 2024-2025 scored slightly below 3 in Engagement strategies. These results indicate areas for potential exploration to better support candidate growth. Collectively, the Overall Proficiency has increased or stayed nearly the same across both academic years for both bachelor's and post-baccalaureate completers indicating our assessed students are prepared to enter the field of Special Education.

Across both academic years (2023-2024 and 2024-2025), both bachelor's and post-baccalaureate completers consistently scored 3s and 4s (out of 4) in all Teacher Work Sample categories, including instructional planning, instructional setting, assessment plan, instructional decision-making, and overall reflection of work. These results indicate strong performance and proficiency across all areas of the Teacher Work Sample. Content GPA for special education bachelor's completers was 3.65 in 2023-2024 and increased to 3.81 in 2024-2025. Post-baccalaureate completers had a content GPA of 3.39 in 2023-2024, which increased to 3.83 in 2024-2025. In both cases, bachelor's and post-baccalaureate completers demonstrated an increase in content GPA across the two years, reflecting growth in content knowledge and overall academic proficiency within their endorsement areas.

For the Praxis II exam, bachelor's completers achieved a mean score of 171 in 2023-2024 and 170 in 2024-2025, while post-baccalaureate completers achieved a mean score of 179 in 2023-2024 and 177 in 2024-2025. These results indicate that both bachelor's and post-baccalaureate candidates consistently performed at or above state expectations for content knowledge in their respective endorsement areas.

Data from the Nebraska Department of Education (NDE) follow-up survey, which reflects all respondents and cannot be disaggregated, indicate trends in first- and third-year teacher performance. For first-year teachers, principal ratings in 2024 showed that 20 out of 25 categories (80%) were below a 3, while in 2025 only 11 out of 25 categories (44%) were below a 3, suggesting improvement in first-year teacher preparation. Third-year teachers were rated by principals in 2024 with only 3 categories below a 3 (learning differences, use of academic vocabulary, and grammar), and in 2025 all categories were rated at or above 3. Regarding teacher self-ratings, first-year teachers reported 17 out of 25 categories (68%) below a 3 in 2024, compared to 7 out of 25 (28%) in 2025. Third-year teachers self-rated 12 out of 25 categories (48%) below a 3 in 2024, with improvement to 9 out of 25 categories (36%) below a 3 in 2025. Overall, the data indicate measurable improvements in both principal and teacher perceptions of first- and third-year teacher preparedness over the two-year period.

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

One significant improvement made by the department during the period covered by this report was the addition of a Special Education professor. The Special Education professors have recent classroom and administrative experience, and are newly qualified PhDs, so their education is both current and focused on the field of special education. Courses are reviewed regularly to make improvements to align with current special education practices.

Other updates to the program included changes in response to the suggestions made by our data reports, as well as feedback from our graduates now in the field. Improvements include:

- Student responses to our survey indicated a need for more instruction on IEPs so we inserted discussions into the introductory courses to assure that all students, not just those planning to become special educators weren't overwhelmed by the more densely information-packed courses that would come later. We also created a series of 3 videos to include more than one class featuring the two professors discussing the process for special education referrals.
- Student responses and data also indicated a need for more preparation in managing classroom behaviors, so we revisited those courses where it was appropriate and augmented their content. When we introduce PBIS, we also provide an introduction to the ABCs of behavior management so that they have a scaffold to build upon when the topic arises again across the curriculum. We have also supplemented our course materials for all students, but especially those attending remotely. This was done to provide a larger variety of materials with more specific information about behavior management.
- We have made the Science of Learning a common topic for multiple classes beyond the basic reading classes. Chadron has two SPED courses that are required for all future teachers; SPED 334 Differentiating Instruction, and the other is SPED 230 Introduction to Special Education. Both courses are driven by the precepts of the Science of Learning...explicit instruction, opportunities to practice with new material, multiple ways to engage with new material as well as how students might choose to demonstrate learning.

We have used the data from our reports to make changes to our program as noted in the narrative above.

- Future considerations: we are looking at current technology to enhance our behavior management instructions so our students can have real-time discussions about behavior issues. We continue to get feedback about classroom management and behavior issues, so that will be a focus for us in the next couple of years. We currently are down a professor again, so this will also be a focus until we can find a qualified candidate. Continuing to keep the special educations course up to date is always a priority, so we will continue to cycle through courses to make improvements. We will combine SPED 216 Prereferral (1 credit) and SPED 317 Micro Teaching (2 credits) into SPED 318 Prereferral and Micro Teaching (3 credits) starting in Fall 2026. This decision was based on student feedback.

Appendix A Advising Template

Advising Template Special Education K-12 2025-2026									
Year 1									
Fall Semester			Spring Semester			Summer Semester			
ES #1	FYI	6	ES #3	Communication	3				
ES #2	Writing	3	EDUC 224	Technology Resource for Learning	3				
ES #4	Mathematics (MATH 137)	3	PSYC 231	Educational Psychology	3				
EDUC 131	Intro to Teaching	3	SPED 230	Intro to Exceptional Learner	3				
			FCS 139	Human Development					
				OR					
			PSYC 254	Developmental Psych	3				
Total Hours		15	Total Hours		15	Total Hours			0
Year 2									
Fall Semester			Spring Semester			Summer Semester			
ES #7	Human Condition	3	ES #5	Creative Arts	3				
ES #9	Civic/Soc Responsibility	3	ES #8	History	3				
EDUC 271	Human Relations	1	EDUC 321/322/323	Elementary Methods	3				
EDUC 329	Assessment Foundations	2	SPED 317	Microteaching	2				
SPED 334	Differentiated Instruction	3	SPED 432	Methods & Materials	3				
SPED 216	Clinical Experience	1	SPED 433	Program Devel. & Implement	3				
SPED 232	Interpersonal Comm. Skills	3							
Total Hours		16	Total Hours		17	Total Hours			0
Year 3									
Fall Semester			Spring Semester			Summer Semester			
ES #11	Health & Wellness	3	ES #6	Science	3				
EDUC 301	Education Qualifying Seminar	0	EDUC 300	Observation & Participation	1				
EDUC 325	Language, Culture & Literacy	3	HPER 422	Intro to Adapted PE	3				
EDUC 433	The Middle School	3	SPED 438	Consultation/Collaboration	3				
READ 431	Improv. Of Instr. In Read	3	SPED 439	Language & Learning Disorders	3				
SPED 331	Behavior Interventions	3	SPED 455	Characteristics of Learning Disabilities	3				
Total Hours		15	Total Hours		16	Total Hours			0
Year 4									
Professional Year					Summer Semester				
ES #10	Human Diversity	3	EDUC 490	Student Teaching	9				
EDUC 417E	Teaching Reading Diagnosis	2	ES #12 EDUC 495	Education Capstone	3				
EDUC 442	Classroom Management	3							
CTE 431	Intro to Special Needs	3							
SPED 435	Assess Individuals	3							
Total Hours		14	Total Hours		12	Total Hours			0

							Degree Program Total	120
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ES = Essential Studies Courses (Many offered in summers)

► The London trip, scheduled every other summer, meets ES #10, Human Diversity, requirements.

Education Core Courses (Many offered in summers)

Special Education Courses

This is a guide to help you. It is your responsibility to get enrolled in the proper courses when they are offered.

Revised 02/2024

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						