

# Nebraska Department of Education Rule 24 Report

## THEATRE (7-12)

(Content Area)

### Educator Preparation Content Program Review

Name of institution **Chadron State College**

Date Submitted **December 1<sup>st</sup>, 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.               |

**Theatre**

**Supplemental**

**7-12**

**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 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 progressing successfully through the education program.

**Table 004.06-2 Requirements for Program Admission and Progression**

| <b>Institutional Criteria</b>    | <b>Gateway #1</b>                                                                                                                                                     | <b>Gateway #2</b>                                                                                                                              | <b>Gateway #3</b>                                                                              |
|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
|                                  | <b>Admission into the Teacher Education Program</b>                                                                                                                   | <b>Admission into Student Teaching</b>                                                                                                         | <b>Program Completion</b>                                                                      |
| <b>Grade Point Average (GPA)</b> | 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                          |
| <b>Coursework Completion</b>     | 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 |

|                                     |                                                                                                                                                                   |                                                                                 |                                                                                                                |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
|                                     |                                                                                                                                                                   | Observation and Participation and Professional Year courses                     | 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<br>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.

The supplemental endorsement in Theatre (grades 7-12) that is offered through Chadron State College includes three (3) required core classes (Principles of Acting, Playscript Analysis, Beginning Directing) that comprise nine (9) of the endorsement's 21 credits. Students then select one (1) of two elective options in Production (Costume Construction or Technical Theatre), one (1) of three elective options in Design (Intro to Costume Design, Intro to Lighting Design, Intro to Set Design) and two (2) of ten elective options in Performance.

### 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: |    |    |    |    | Theatre 7-12                             |          |                 |         |                |     |
|----------------------------------------------|----|----|----|----|------------------------------------------|----------|-----------------|---------|----------------|-----|
| Academic Year                                |    |    |    |    | Number of Endorsement Program Completers |          |                 |         |                |     |
|                                              |    |    |    |    | Bac                                      | Post Bac | Alternate Route | Masters | Ed. Specialist | PhD |
| 20                                           | 23 | to | 20 | 24 | 1                                        | 0        |                 |         |                |     |
| 20                                           | 24 | to | 20 | 25 | 2                                        | 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 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     | <b>Evaluation</b> | 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.  | <b>During Student Teaching</b>                                     |
|   | <b>NE Clinical Practice Evaluation</b>  |                   |                                                                                                                                                                                                                           |                                                                    |
| 5 | Instructional Practices - Effectiveness | <b>Evaluation</b> | 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.           | <b>During Student Teaching</b>                                     |
|   | <b>NE Clinical Practice Evaluation</b>  |                   |                                                                                                                                                                                                                           |                                                                    |
| 6 | Professional Responsibility             | <b>Evaluation</b> | 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. | <b>During Student Teaching</b>                                     |
|   | <b>NE Clinical Practice Evaluation</b>  |                   |                                                                                                                                                                                                                           |                                                                    |
| 7 | Overall Proficiency                     | <b>Survey</b>     | NDE created survey covers overall proficiency as rated by completer and employer                                                                                                                                          | <b>After 1<sup>st</sup> and 3<sup>rd</sup> years of employment</b> |
|   | <b>Follow up Survey</b>                 |                   |                                                                                                                                                                                                                           |                                                                    |
| 8 | Optional Assessment                     | <b>Case Study</b> | 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.                                                    | <b>During Student Teaching</b>                                     |

## 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 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. Analyzing data to make decisions and adjust instruction to meet learner needs is a major emphasis of the case study.

**Artifact 2 Data Tables**

Theatre 7-12 is a mini-folio and will have no data tables attached.

**Artifact 3. Narrative interpretation/summary of assessment data.**

There is no assessment given specifically to Theatre, however students with a Theatre Supplemental scored on average a proficient or above on the Teacher Work Sample and the Nebraska Clinical.

Specific data will not be provided as we had less than 5 completers.

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

No program changes have occurred since the last accreditation. However, the CSC Theatre Studies Program continues to remain focused on preparing students for professional and educational theatre through a comprehensive program of practical application of knowledge bases and skills as well as sound analytical and theoretical development. Through a global perspective on theatre, its practices, and its history, students are provided with the diversity necessary for their development as an individual and responsible member of a world society.

Specific data will not be provided as we had less than 5 completers.

## Appendix A

### Chadron State College

### Advising Templates

Advising Template (Suggested Four-Year Plan of Study)

Supplemental Endorsement in Theatre (7-12)

Catalog Year ending in 1,3,5,7,9

Code: CR = core requirement; EL-PR = Required Production Elective; EL-PE = Required Performance Elective; EL-DE = Required Design Elective

Year 1

| Fall Semester |                          |   | Spring Semester |                              |   | Summer Semester |  |   |
|---------------|--------------------------|---|-----------------|------------------------------|---|-----------------|--|---|
| TH 227        | Playscript Analysis (CR) | 3 | TH 141*         | Costume Construction (EL-PR) | 3 |                 |  |   |
|               |                          |   |                 |                              |   |                 |  |   |
|               |                          |   |                 |                              |   |                 |  |   |
|               |                          |   |                 |                              |   |                 |  |   |
|               |                          |   |                 |                              |   |                 |  |   |
|               |                          |   |                 |                              |   |                 |  |   |
| Total Hours   |                          | 3 | Total Hours     |                              | 3 | Total Hours     |  | 0 |

Year 2

| Fall Semester |                           |   | Spring Semester |                          |   | Summer Semester |  |   |
|---------------|---------------------------|---|-----------------|--------------------------|---|-----------------|--|---|
| TH 134        | Principles of Acting (CR) | 3 | TH 237          | Beginning Directing (CR) | 3 |                 |  |   |
|               |                           |   |                 |                          |   |                 |  |   |
|               |                           |   |                 |                          |   |                 |  |   |
|               |                           |   |                 |                          |   |                 |  |   |
|               |                           |   |                 |                          |   |                 |  |   |
|               |                           |   |                 |                          |   |                 |  |   |
| Total Hours   |                           | 3 | Total Hours     |                          | 3 | Total Hours     |  | 0 |

Year 3

| Fall Semester |                             |   | Spring Semester |                                 |   | Summer Semester |  |   |
|---------------|-----------------------------|---|-----------------|---------------------------------|---|-----------------|--|---|
| TH 243**      | Intro to Set Design (EL-DE) | 3 | TH 255          | Acting Methods (EL-PE)          | 3 |                 |  |   |
|               |                             |   | TH 437          | Directing for the Stage (EL-PE) | 3 |                 |  |   |
|               |                             |   |                 |                                 |   |                 |  |   |
|               |                             |   |                 |                                 |   |                 |  |   |
|               |                             |   |                 |                                 |   |                 |  |   |
|               |                             |   |                 |                                 |   |                 |  |   |
| Total Hours   |                             | 3 | Total Hours     |                                 | 6 | Total Hours     |  | 0 |

Year 4

| Fall Semester     |                                                   |    | Spring Semester    |                                                 |     | Summer Semester |  |   |
|-------------------|---------------------------------------------------|----|--------------------|-------------------------------------------------|-----|-----------------|--|---|
| TH 159 & TH 159L* | Technical Theatre & Technical Theatre Lab (EL-DE) | 3  | TH 241**           | Introduction to Costume Design (EL-DE)          | 3   |                 |  |   |
|                   |                                                   |    | OR                 |                                                 |     |                 |  |   |
|                   |                                                   |    | TH 242 & TH 242L** | Introduction to Lighting Design and Lab (EL-DE) | 3   |                 |  |   |
|                   |                                                   |    |                    |                                                 |     |                 |  |   |
|                   |                                                   |    |                    |                                                 |     |                 |  |   |
|                   |                                                   |    |                    |                                                 |     |                 |  |   |
| Total Hours       |                                                   | *3 | Total Hours        |                                                 | **3 | Total Hours     |  | 0 |

Degree Program Total

21

\*student must take TH 159/159L in Fall Semester of Year 4 if TH 141 was not taken in Spring Semester of Year 1 or Year 3

\*\*student must take either TH 241 or TH 242/242L in Spring Semester of Year 4 if TH 243 was not taken in Fall Semester of Year 3

**Advising Template (Suggested Four-Year Plan of Study)**  
**Supplemental Endorsement in Theatre (7-12)**  
 Catalog Year ending in 0,2,4,6,8

Code: CR = core requirement; EL-PR = Required Production Elective; EL-PE = Required Performance Elective; EL-DE = Required Design Elective

**Year 1**

| Fall Semester |                           |   | Spring Semester |                          |   | Summer Semester |  |   |
|---------------|---------------------------|---|-----------------|--------------------------|---|-----------------|--|---|
| TH 134        | Principles of Acting (CR) | 3 | TH 237          | Beginning Directing (CR) | 3 |                 |  |   |
|               |                           |   |                 |                          |   |                 |  |   |
|               |                           |   |                 |                          |   |                 |  |   |
|               |                           |   |                 |                          |   |                 |  |   |
|               |                           |   |                 |                          |   |                 |  |   |
|               |                           |   |                 |                          |   |                 |  |   |
| Total Hours   |                           | 3 | Total Hours     |                          | 3 | Total Hours     |  | 0 |

**Year 2**

| Fall Semester |                             |       | Spring Semester |                              |    | Summer Semester |  |   |
|---------------|-----------------------------|-------|-----------------|------------------------------|----|-----------------|--|---|
| TH 229        | Playscript Analysis (CR)    | 3     | TH 141*         | Costume Construction (EL-PR) | 3  |                 |  |   |
|               | AND (optional)              |       |                 |                              |    |                 |  |   |
| TH 243**      | Intro to Set Design (EL-DE) | 3     |                 |                              |    |                 |  |   |
|               |                             |       |                 |                              |    |                 |  |   |
|               |                             |       |                 |                              |    |                 |  |   |
|               |                             |       |                 |                              |    |                 |  |   |
| Total Hours   |                             | **3-6 | Total Hours     |                              | *3 | Total Hours     |  | 0 |

**Year 3**

| Fall Semester     |                                                   |    | Spring Semester    |                                                 |     | Summer Semester |  |   |
|-------------------|---------------------------------------------------|----|--------------------|-------------------------------------------------|-----|-----------------|--|---|
| TH 159 & TH 159L* | Technical Theatre & Technical Theatre Lab (EL-PR) | 3  | TH 241**           | Introduction to Costume Design (EL-DE)          | 3   |                 |  |   |
|                   |                                                   |    |                    | OR                                              |     |                 |  |   |
|                   |                                                   |    | TH 242 & TH 242L** | Introduction to Lighting Design and Lab (EL-DE) | 3   |                 |  |   |
|                   |                                                   |    |                    |                                                 |     |                 |  |   |
|                   |                                                   |    |                    |                                                 |     |                 |  |   |
|                   |                                                   |    |                    |                                                 |     |                 |  |   |
| Total Hours       |                                                   | *3 | Total Hours        |                                                 | **3 | Total Hours     |  | 0 |

**Year 4**

| Fall Semester |                              |     | Spring Semester |                              |        | Summer Semester |  |   |
|---------------|------------------------------|-----|-----------------|------------------------------|--------|-----------------|--|---|
| TH xxx        | Performance Elective (EL-PE) | 3   | TH xxx***       | Performance Elective (EL-PE) | 3      |                 |  |   |
| TH xxx***     | Performance Elective (EL-PE) | 3   |                 |                              |        |                 |  |   |
|               | AND/OR                       |     |                 |                              |        |                 |  |   |
| TH 243**      | Intro to Set Design (EL-DE)  | 3   |                 |                              |        |                 |  |   |
|               |                              |     |                 |                              |        |                 |  |   |
|               |                              |     |                 |                              |        |                 |  |   |
| Total Hours   |                              | 3-9 | Total Hours     |                              | ***0-3 | Total Hours     |  | 0 |

Degree Program Total

21

\*student must take TH 159/159L in Fall Semester of Year 3 if TH 141 was not taken in Spring Semester of Year 2

\*\*student must take either TH 241 OR TH 242/242L in Spring Semester of Year 3 unless TH 243 was taken in Fall Semester of Year 2 OR will be taken in Fall Semester of Year 4

## 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 |
|-----------------------------------------------------|----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|----------------------------------------------------------------------------|------------------------------------------------------------|-------|
| <b>Professional Presentation</b>                    |                                                                                                          |                                                                                           |                                                                                    |                                                                            |                                                            |       |
| <b>(4) Title Page</b>                               | 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                                      |       |
| <b>(5) Table of Contents</b>                        | 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                               |       |
| <b>(6) Writing Conventions</b>                      | 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 |       |
| <b>(7) Organization</b>                             | 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.                    |       |
| <b>(8) Comments on Professional Presentation</b>    | <i>(Comments optional; you will be prompted to enter any provided comments into the Microsoft Form.)</i> |                                                                                           |                                                                                    |                                                                            |                                                            |       |
| <b>Contextual Factors and Instructional Setting</b> |                                                                                                          |                                                                                           |                                                                                    |                                                                            |                                                            |       |

|                                                                      |                                                                                                          |                                                                            |                                                                                       |                                                                                                        |                                                          |  |
|----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|---------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|----------------------------------------------------------|--|
| <b>(9) Community, District, and School</b>                           | 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            |  |
| <b>(10) Classroom Factors</b>                                        | 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            |  |
| <b>(11) Rationale</b>                                                | 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          |  |
| <b>(12) Class Characteristics</b>                                    | 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                 |  |
| <b>(13) Instructional Implications</b>                               | 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 |  |
| <b>(14) Comments on Contextual Factors and Instructional Setting</b> | <i>(Comments optional; you will be prompted to enter any provided comments into the Microsoft Form.)</i> |                                                                            |                                                                                       |                                                                                                        |                                                          |  |
| <b>Initial Instructional Plan</b>                                    |                                                                                                          |                                                                            |                                                                                       |                                                                                                        |                                                          |  |
| <b>(15) Objectives</b>                                               | 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                                   |  |

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| <b>(16)<br/>Standards</b>                              | 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                                           |  |
| <b>(17)<br/>Instructional Plans</b>                    | 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                                 |  |
| <b>(18)<br/>Formative Assessments</b>                  | 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 |  |
| <b>(19)<br/>Comments on Initial Instructional Plan</b> | <i>(Comments optional; you will be prompted to enter any provided comments into the Microsoft Form.)</i>                                                                                 |                                                                                                                                                                                           |                                                                                                                                                                                            |                                                                                                                                                                                                   |                                                                 |  |
| <b>Assessment Plan (Section 1)</b>                     |                                                                                                                                                                                          |                                                                                                                                                                                           |                                                                                                                                                                                            |                                                                                                                                                                                                   |                                                                 |  |
| <b>(20)<br/>Objective Alignment</b>                    | Pre-assessment and post-assessment are aligned with all objectives                                                                                                                       | Pre-assessment and post-assessment are aligned with most objectives                                                                                                                       | Pre-assessment and post-assessment are aligned with few objectives                                                                                                                         | Pre-assessment and post-assessment are not aligned with the objectives                                                                                                                            | Pre-assessment and post-assessment are missing                  |  |
| <b>(21)<br/>Assessment Characteristics</b>             | Pre-assessment and post-assessment have all of the following:<br>1. have face validity<br>2. appear to be reliable<br>3. are appropriate to level<br>4. are based on instructional plans | Pre-assessment and post-assessment have four of the following:<br>1. have face validity<br>2. appear to be reliable<br>3. are appropriate to level<br>4. are based on instructional plans | Pre-assessment and post-assessment have three of the following:<br>1. have face validity<br>2. appear to be reliable<br>3. are appropriate to level<br>4. are based on instructional plans | Pre-assessment and post-assessment have two or fewer of the following:<br>1. have face validity<br>2. appear to be reliable<br>3. are appropriate to level<br>4. are based on instructional plans | Pre-assessment and post-assessment are missing                  |  |

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|                                                                | 5. student directions and scoring procedures are clearly explained                                                                     | 5. student directions and scoring procedures are clearly explained                                                                                  | 5. student directions and scoring procedures are clearly explained                                                                                  | 5. student directions and scoring procedures are clearly explained                                                                   |                                                          |  |
| <b>(22) Instrument s and Student Samples</b>                   | Examples of a high-score <u>and</u> a low-score confidential student <b>pre-assessment and post-assessment</b> are included (4 in all) | Examples of a high-score <u>and/or</u> a low-score confidential student <b>pre-assessment and/or post-assessment</b> are included (Only 3 included) | Examples of a high-score <u>and/or</u> a low-score confidential student <b>pre-assessment and/or post-assessment</b> are included (Only 2 included) | Only one example of a high- or low-score confidential student <b>pre-assessment or post-assessment</b> is included (Only 1 included) | No examples of confidential student assessment included. |  |
| <b>(23) Clarity of Criterion and Standards for performance</b> | 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 crit is missing.                              |  |
| <b>(24) Comments on Assessment Plan (Section 1)</b>            | <i>(Comments optional; you will be prompted to enter any provided comments into the Microsoft Form.</i>                                |                                                                                                                                                     |                                                                                                                                                     |                                                                                                                                      |                                                          |  |
| <b>Assessment Plan (Section 2)</b>                             |                                                                                                                                        |                                                                                                                                                     |                                                                                                                                                     |                                                                                                                                      |                                                          |  |
| <b>(25) Data Display</b>                                       | 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                           |  |
| <b>(26) Data Analysis</b>                                      | 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                           |  |
| <b>(27) Revision</b>                                           | Need for revisions of initial                                                                                                          | Need for revisions of initial                                                                                                                       | Need for revisions of initial                                                                                                                       | Need for revisions of initial                                                                                                        | Need for revisi initial instructio plans is missing      |  |

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| <b>Description</b>                                  | instructional plans is clearly and completely described                                                                                                               | instructional plans is unclear or incomplete                                                                                                                   | instructional plans is unclear and incomplete                                                                                                                | instructional plans is not acknowledged                                                                                          |                                                                 |  |
| <b>(28) Comments on Assessment Plan (Section 2)</b> | <i>(Comments optional; you will be prompted to enter any provided comments into the Microsoft Form.)</i>                                                              |                                                                                                                                                                |                                                                                                                                                              |                                                                                                                                  |                                                                 |  |
| <b>Revised Instruction Plans</b>                    |                                                                                                                                                                       |                                                                                                                                                                |                                                                                                                                                              |                                                                                                                                  |                                                                 |  |
| <b>(29) Revisions Included</b>                      | 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                |  |
| <b>(30) Objectives</b>                              | 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                                          |  |
| <b>(31) Standards</b>                               | 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                                           |  |
| <b>(32) Instructional Plans</b>                     | 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                    |  |
| <b>(33) Formative Assessments</b>                   | 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 |  |

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| <b>(34) Comments on Revised Instruction Plans</b> | <i>(Comments optional; you will be prompted to enter any provided comments into the Microsoft Form.)</i>                                               |                                                                                                                                 |                                                                                                                                        |                                                                                                                                            |                                                                                                   |  |
| <b>Assessment Plan (Section 3)</b>                |                                                                                                                                                        |                                                                                                                                 |                                                                                                                                        |                                                                                                                                            |                                                                                                   |  |
| <b>(35) Post Assessment Data</b>                  | 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                                                                   |  |
| <b>(36) Data Comparison: Individual Growth</b>    | Comparison of pre-assessment and post-assessment data showing <b>individual growth</b> is clearly and completely displayed in a labeled graph or chart | Comparison of pre-assessment and post-assessment data showing <b>individual growth</b> is displayed but not in a graph or chart | Comparison of pre-assessment and post-assessment data showing <b>individual growth</b> is displayed in a graph or chart but is unclear | Comparison of pre-assessment and post-assessment data showing <b>individual growth</b> is not displayed in a graph or chart and is unclear | Comparison of pre-assessment and post-assessment data showing <b>individual growth</b> is missing |  |
| <b>(37) Data Comparison: Class Growth</b>         | Comparison of pre-assessment and post-assessment data showing <b>class growth</b> is clearly and completely displayed in a labeled graph or chart      | Comparison of pre-assessment and post-assessment data showing <b>class growth</b> is displayed but not in a graph or chart      | Comparison of pre-assessment and post-assessment data showing <b>class growth</b> is displayed in a graph or chart but is unclear      | Comparison of pre-assessment and post-assessment data showing <b>class growth</b> is not displayed in a graph or chart and is unclear      | Comparison of pre-assessment and post-assessment data showing <b>class growth</b> is missing      |  |
| <b>(38) Impact on Student Learning</b>            | 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                                            |  |
| <b>(39) Impact of Instruction</b>                 | 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                                                |  |

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| <b>(40)<br/>Comments<br/>on<br/>Assessment<br/>Plan<br/>(Section 3)</b>                 | <i>(Comments optional; you will be prompted to enter any provided comments into the Microsoft Form.</i>                        |                                                                                                                                 |                                                                                                                               |                                                                                                                                          |                                                                                                            |  |
| <b>Instruction<br/>Decision<br/>Making,<br/>Reflection,<br/>and Self<br/>Evaluation</b> |                                                                                                                                |                                                                                                                                 |                                                                                                                               |                                                                                                                                          |                                                                                                            |  |
| <b>(41)<br/>Decision<br/>Making</b>                                                     | Contains four examples of instructional decision making based on pre-assessment data and on student's learning during lessons. | Contains three examples of instructional decision making based on pre-assessment data and on student's learning during lessons. | Contains two examples of instructional decision making based on pre-assessment data and on student's learning during lessons. | Contains fewer than two examples of 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 student's learning are missing. |  |
| <b>(42)<br/>Strategies //<br/>Activities</b>                                            | 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                                |  |
| <b>(43)<br/>Formative<br/>Assessments</b>                                               | 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                                                                    |  |
| <b>(44)<br/>Barriers</b>                                                                | 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.                                                                   |  |

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| <b>(45)<br/>Reflection</b> | <p>The reflection and self-evaluation contains analysis of all the following:</p> <ol style="list-style-type: none"> <li>1. Engaged time</li> <li>2. Student interest and motivation</li> <li>3. Student mastery of learning objectives</li> <li>4. Revisions of instructional strategies/activities</li> <li>5. Student feedback</li> <li>6. Future considerations based on self-evaluation</li> <li>7. Future considerations based on cooperating teacher and/or students</li> </ol> | <p>The reflection and self-evaluation contains analysis of five or six of the following:</p> <ol style="list-style-type: none"> <li>1. Engaged time</li> <li>2. Student interest and motivation</li> <li>3. Student mastery of objectives</li> <li>4. Revisions of instructional strategies/activities</li> <li>5. Student feedback</li> <li>6. Future considerations based on self-evaluation</li> <li>7. Future considerations based on cooperating teacher and/or students</li> </ol> | <p>The reflection and self-evaluation contains analysis of three or four of the following:</p> <ol style="list-style-type: none"> <li>1. Engaged time</li> <li>2. Student interest and motivation</li> <li>3. Student mastery of objectives</li> <li>4. Revisions of instructional strategies/activities</li> <li>5. Student feedback</li> <li>6. Future considerations based on self-evaluation</li> <li>7. Future considerations based on cooperating teacher and/or students</li> </ol> | <p>The reflection and self-evaluation contains analysis of two or fewer of the following:</p> <ol style="list-style-type: none"> <li>1. Engaged time</li> <li>2. Student interest and motivation</li> <li>3. Student mastery of objectives</li> <li>4. Revisions of instructional strategies/activities</li> <li>5. Student feedback</li> <li>6. Future considerations based on self-evaluation</li> <li>7. Future considerations based on cooperating teacher and/or students</li> </ol> | <p>The reflection and self-evaluation are missing</p> |
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