

Nebraska Department of Education Rule 24 Report

C&I 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	PK-12	Master's

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

Section 1 Contextual and Endorsement Program Information

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 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 and Endorsement Program Information

[Section 1 Institutional and EPP Contextual Factors](#)

1a. Contextual and Endorsement 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 sciences, 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.

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

Table 004.06-2
Requirements for Program Admission and Progression
C & I Special Education K-12

	Minimum Criteria for Gateway
Gateway #1 Admission	Chadron State College (CSC) admits all graduates of accredited colleges and universities who (1) hold a bachelor's degree, (2) have maintained an undergraduate GPA of 2.75 (3) Curriculum and Instruction programs require that a student hold a bachelor's degree in education or have completed an alternative teaching certification program which included student teaching as documented on a college/university transcript.
Gateway #2 Professional Coursework	Candidates must: (1) Have a plan of study on file with graduate office that is signed by their advisor, committee member, and the graduate dean (2) maintain a 3.00 GPA or higher (no grade less than a B) (3) complete clinical experience.
Gateway #3 Culminating Experience- 11 Question Essay Exam	The candidate must: (1) complete the clinical experience (2) maintain a minimum GPA of 3.00 for all program coursework and meet all college requirements for credit hours and be enrolled in coursework necessary to complete the degree; (3) the culminating experience is due October 15 th for winter graduation and March 15 th for spring graduation. Those students who plan to complete their degree during the summer must submit their culminating experience prior to March 15 th .
Gateway #4 Program Completion	Candidate must: (1) complete and submit application for graduation; (2) complete the 11-question exam; (3) complete all requirements successfully as stated on plan of study; (4) take the appropriate Praxis II exam for the degree program.

The [CSC 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

006.02 Table Field Experience Special Education Advanced Programs

Endorsement Program	Course Name	Credits	*Type of Field Experience	Total Number of Hours
Special Education Early Childhood	SPED 640 Assessment & Diagnosis of Young Children	3	P	50
Special Education Early Childhood	FCS 690 Internship	1-6	I	100
Special Education Generalist (Graduate)	SPED 516 Clinical Experience in Appraisal of Exceptional Children	3	P	75

1d. Number and Level of Completers

Program Completers and Level – Content Area:					Advanced Special Education PK-12					
Academic Year					Number of Endorsement Program Completers					
					Bac	Post Bac	Alternate Route	Masters	Ed. Specialist	PhD
20	23	to	20	24	0	0	0	4	0	0
20	24	to	20	25	0	0	0	1	0	0

Section 2 Key Assessments Artifacts 1, 2, and 3

Artifact 1. Table of Endorsement Program Key Assessments

Required Assessments

The faculty within the Educator Preparation Program (EPP) prepared program outcomes, based in part on the InTASC model core teaching standards and learning progressions for teachers, developed by the Council of Chief State School Officers. The key assessments for the C&I program align with these program outcomes.

Attachment C- 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 and GPA	Summative	Students are required to maintain a 3.0 GPA throughout their program.	Throughout program and prior to graduation 3.0 GPA or higher Praxis II is taken the semester prior to graduation. Essay Exam the semester prior to graduation.
	GPA			
	Praxis II	Standardized Exam	Praxis II is a standardized assessment given by ETS.	
	Essay Exam	Rubric	11 Question Essay, that illustrates the candidate's ability to apply knowledge and skills relative to content and pedagogy through addressing and applying the InTASC standards within a classroom/school setting.	
2	Learner/Learning Environments	Rubric	11 Question Essay, that illustrates the candidate's ability to apply knowledge and skills relative to content and pedagogy through addressing and applying the InTASC standards within a classroom/school setting.	Essay Exam the semester prior to graduation.
	Essay Exam			
3	Knowledge and Use of Professional Practices	Rubric	11 Question Essay, that illustrates the candidate's ability to apply knowledge and skills relative to content and pedagogy through addressing and applying the InTASC standards within a classroom/school setting.	Essay Exam the semester prior to graduation.
	Essay Exam			
4	Professional Responsibility and Overall Proficiency	Rubric	11 Question Essay, that illustrates the candidate's ability to apply knowledge and skills relative to content and pedagogy through addressing and applying the InTASC standards within a classroom/school setting.	Essay Exam the semester prior to graduation.
	Essay Exam			

1. **Content Knowledge**—GPA of 3.00 or higher. PRAXIS II (cut score of 151), a standardized assessment given by the Education Testing Service (ETS). 11 Question Essay, created by CSC faculty that illustrates the candidate's ability to apply knowledge and skills relative to content and pedagogy, through addressing and applying the InTASC standards within a classroom setting. InTASC 4 and 5.
2. **Learner/Learning Environments**- 11 Question Essay, created by CSC faculty that illustrates the candidate's ability to apply knowledge and skills relative to content and pedagogy through addressing and applying the InTASC standards within a classroom setting. InTASC 1, 2, 3.
3. **Knowledge and Effective Use of Professional Practices**- 11 Question Essay, created by CSC faculty that illustrates the candidate's ability to apply knowledge and skills relative to content and pedagogy through addressing and applying the InTASC standards within a classroom setting. InTASC 6, 7, 8
4. **Professional Responsibility and Overall Proficiency**- 11 Question Essay, created by CSC faculty that illustrates the candidate's ability to apply knowledge and skills relative to content and pedagogy through addressing and applying the InTASC standards within a classroom setting. InTASC 9 and 10.

Essay Exam

11 Question Essay, created by CSC faculty that illustrates the candidate's ability to apply knowledge and skills relative to content and pedagogy, through addressing and applying the InTASC standards within a classroom setting. Two faculty members score the Essay Exam using Interrater Reliability to ensure validity and reliability of the scores for each student. Rubric is in Appendix B.

Praxis II and GPA

Praxis II is the Education Testing Service ([ETS](#)) test for content knowledge. The State sets the minimum score for each content area exam. As of Spring 2026 students will no longer be required to take the Praxis II for certification. Furthermore, the candidates cannot graduate without a grade point average of 3.00 or better, on a 4.00-point scale.

Artifact 2. Data Table

Five or fewer students in a two-year period, so no data tables are provided.

Artifact 3. Narrative interpretation/summary of assessment data.

GPA

The average content GPA was 3.89 in the 2023-2024 academic year and 3.90 during the 2024-2025 academic year. Students maintain a GPA well above the required minimum GPA in the Special Education program.

Praxis II

Students in the C&I Special Education program have two options to complete the program. Those that already have a special education endorsement and those seeking an endorsement. Students who are seeking an endorsement need to take Praxis II. Of those seeking an

endorsement, the average score was 166. The cut off score for Special Education Generalist is 151, so students scored well above the required passing score.

Essay Exam

Students scored an average of 3 or better on each of the areas of the essay exam. Overall, students are proficient or advanced in content knowledge, learner and learning environments, knowledge and effective use of professional practices, and professional responsibility. The area that scored the lowest for students was in the area of professional responsibility. This will be the focus for the program when making curriculum improvements in coursework.

Section 3: Continuous Improvement

In December and May, during the assessment day meetings, the Education Department meets as a group to discuss assessment results and plan appropriate program changes/improvements. We then break into smaller groups to continue the work to analyze the data further and bring forward ideas for improvement to the department and then to the entire EPP for discussion and decision making. The Special Education program's goal is to increase the number of qualified teachers in special education.

Since 2019 we have struggled with being fully staffed in special education which has created challenges for updated courses and maintaining records. However, based on data, the faculty continue to revise course content to remain current on special education topics and changes.

Since the last review, the Special Education faculty have made modifications to provide necessary updates to special education. Some of the special education courses are dual listed with undergraduate courses, so changes mimic a lot of what was suggested at the undergraduate level. Some of the changes that impacted graduate level coursework included:

- SPED 532 – Educating Exceptional Children – Updating the course to address bioecological factors, culturally relevant issues, collaborative and intensive supports to support social and emotional requirements for student success, and strength-based approaches to students and their families.
- SPED 536 – Elem/MS/Sec Methods & Materials for Moderate/Mild Disabilities - For Spring '24, topics covered remained the same, but there was a complete overhaul of supporting materials and a greater use of technology for face-to-face conversations between remote students.

Future Considerations: In the SPED 516 Clinical Experience course, we need to update the clinical experience rubric. The rubric itself is good, but we need to change it into a Microsoft form for easier use for both the cooperating teacher and student. With the changes in our management system (moving from Sakai to Canvas) and changes with instructors, it has been a challenge to maintain records of data. This update will occur by Spring 2026. In addition, continued work on revising and maintaining coursework that is relevant for special education teachers entering the field.

Appendix A

PLAN OF STUDY MASTER OF EDUCATION – CURRICULUM AND INSTRUCTION SPECIAL EDUCATION (K-12)

STUDENT'S NAME

NUID

(These three courses are recommended not to be taken together: EDCI 631, EDCI 635 and EDCI 641).

BASIC CORE COURSES: (12 credit hours – EDCI 631 should be completed within the first 12 hours of a student's program of study)

Prefix	No.	Course Title	Term	Grade	Hr.	Transfer/Substitution if applicable
EDCI	631	<i>Research Design & Data Analysis</i>			3	
EDCI	635	<i>Curriculum Development</i>			3	
EDCI	641	<i>School Law</i>			3	
READ	635	<i>Diagnosis & Correction</i>			3	

SPED Required Courses to earn Master of Education: (27 credit hours)

COUN	537	<i>Human Development</i>			3	
READ	535	<i>Reading/At-Risk Student</i>			3	
SPED	516	<i>Clinical Experience in Appraisal of Exceptional Children</i>			3	
SPED	531	<i>Program Development, Implementation, & Management</i>			3	
SPED	535	<i>Assessing Individuals with M/M Disabilities</i>			3	
SPED	536	<i>Elem/MS/Sec Methods & Materials for M/M Disorders</i>			3	
SPED	538	<i>Consultation & Collaboration</i>			3	
SPED	539	<i>Language & Learning Disorders</i>			3	
SPED	630	<i>Characteristics of Behavior & Emotional Disabilities</i>			3	

39 Total Credits

without SPED Endorsement

Completion of the Master of Education in SPED without the endorsement = 39 credit hours

Completion of the Master's plus the SPED endorsement = 51 credit hours

Please Check One of the Boxes Below:

	I plan to work toward the Master's Degree in Special Education, but DO NOT plan to add the optional endorsement.
	I plan to work toward the Master's Degree in Special Education AND I DO plan to add the optional endorsement.

Courses needed to earn Optional SPED Endorsement (12 credit hours)

CTE	531	<i>Intro. to Special Needs Program In CTE</i>			3	
HPER	522	<i>Adapted P.E.</i>			3	
SPED	532	<i>Survey of Special Education</i>			3	

READ	535	<i>Reading & the At-Risk Student</i>			3	
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- A minimum of 21 credits must be from 600 level credit coursework
SPED Endorsement 51 Total Credits with
- **Praxis II: 5355 Special Education: Generalist with a cut off score of 151 is required for graduation & should be taken during the term prior to graduation. **

SIGNATURE OF STUDENT

DATE

*Please return your completed, signed and dated Plan of Study to the Records Office to be approved by your committee and the Graduate Council.

Keep a copy of your approved Plan of Study for your Portfolio. ☐

To submit: cscrecords@csc.edu
Chadron State College

Approved:
Advisor:
Committee Member:
Dean: Dr. Helmbrecht

Appendix B

Master of Education C&I 11 Question Culminating Experience Rubric

Candidates for the **Master of Education in Elementary and Secondary Curriculum and Instruction, Early Childhood Special Education, Special Education Masters, and Reading Specialist** will provide leadership in the school setting through demonstrating the following competencies in their essay exam. This document contains Inter Rater Reliability form that the CSC Education Department uses to evaluate student competencies. Students do not need to have all the examples described, but the more the better. Multiple examples are provided to help students see the connections to the InTASC standards. There are 10 standards, each is assessed on a 4-point scale. Additionally, within the 10 standards there are eight categories addressed. The abbreviations are listed below

M= Methodology

ILE = Inclusive Learning Environment

C = Communication

SS = Special Studies

TS = Thinking Skills

A = Assessment

P = Professionalism

L = Leadership

Culminating Experience Rubric for CURRICULUM AND INSTRUCTION						
Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. (InTASC 1; CAEP A1.1)		Notes/Comments				
	M					
	M					
	M	<table border="1"> <tr> <td>4 <i>Advanced</i></td><td>3 <i>Proficient</i></td><td>2 <i>Progressing</i></td><td>1 <i>Unacceptable</i></td></tr> </table>		4 <i>Advanced</i>	3 <i>Proficient</i>	2 <i>Progressing</i>
4 <i>Advanced</i>	3 <i>Proficient</i>	2 <i>Progressing</i>	1 <i>Unacceptable</i>			
Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (InTASC 2; CAEP A1.1)		Notes/Comments				
	ILE					
	ILE					

Example - Examines multiple sources of data to assess the impact of current practice on meeting diverse learners' needs and makes adjustments in practice	ILE				
Example - Works collaboratively to identify and effectively use resources that can support particular learning needs.	ILE	4 <i>Advanced</i>	3 <i>Proficient</i>	2 <i>Progressing</i>	1 <i>Unacceptable</i>
Standard #3 Learning Environments —Understands the relationship between motivation and engagement and knows how to design curriculum (learning experiences) using strategies that build learner self-direction and ownership of learning. (InTASC 3; CAEP A1.1)	ILE	Notes/Comments			
Example -Understands the relationship between motivation and engagement and knows how to design curriculum (learning experiences) using strategies that build learner self-direction and ownership of learning	ILE				
Example - Collaborates with others to build a positive learning climate marked by respect, rigor, and responsibility.	ILE				
Example - Seeks to foster respectful communication among all members of the learning community.	C	4 <i>Advanced</i>	3 <i>Proficient</i>	2 <i>Progressing</i>	1 <i>Unacceptable</i>
Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. (InTASC 4; CAEP A1.1)	SS	Notes/Comments			
Example - Develops curriculum based on central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches	SS				
Example - Implements curriculum based on central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.	SS				
		4 <i>Advanced</i>	3 <i>Proficient</i>	2 <i>Progressing</i>	1 <i>Unacceptable</i>
Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (InTASC 5; CAEP A1.1)	TS	Notes/Comments			
Example - Develops curriculum using multiple disciplinary perspectives to help learners develop more complex understandings of concepts and their application to real world contexts.	TS				

Example- Values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.	TS				
		4 <i>Advanced</i>	3 <i>Proficient</i>	2 <i>Progressing</i>	1 <i>Unacceptable</i>
Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making. (InTASC 6; CAEP A1.1)	A	Notes/Comments			
Example- Aligns assessment techniques to information needed to maximize individual student learning and improve curriculum and instruction.	A				
Example- Uses, designs and adapts multiple methods of assessment to document, monitor, and support learner progress appropriate for learning goals and objectives	A				
Example- Is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.	A				
		4 <i>Advanced</i>	3 <i>Proficient</i>	2 <i>Progressing</i>	1 <i>Unacceptable</i>
Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (InTASC 7; CAEP A1.1)	M	Notes/Comments			
Example- Develops curriculum that supports individual learners in developing deep content understanding and critical learning skills.	M				
Example- Selects, creates, and sequences learning experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross-disciplinary skills.	M				
Example- Systematically analyzes student work in relationship to curriculum goals in order to adjust planning to meet student needs.	M	4 <i>Advanced</i>	3 <i>Proficient</i>	2 <i>Progressing</i>	1 <i>Unacceptable</i>
Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (InTASC 8; CAEP A1.1, A1.1c)	M	Notes/Comments			

Example- Develops curriculum using a wide variety of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.	M				
Example- Develops curriculum that uses a variety of instructional strategies and makes learning accessible to all learners.	M				
Example- Is committed to deepening awareness of and understanding the strengths and needs of diverse learners, when developing and implementing curriculum.	M				
		4 <i>Advanced</i>	3 <i>Proficient</i>	2 <i>Progressing</i>	1 <i>Unacceptable</i>
Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community) and adapts practice to meet the needs of each learner. (InTASC 9; CAEP A1.1)	P	Notes/Comments			
Example- Understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant laws and policies.	P				
		4 <i>Advanced</i>	3 <i>Proficient</i>	2 <i>Progressing</i>	1 <i>Unacceptable</i>
Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. (InTASC10; CAEP A1.1)	L	Notes/Comments			
Example- Understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners	L				
Example- Collaborates with learners, families, colleagues, other school professionals, and community members to ensure learner growth	L				
Example- Respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.	L				
Q#11: Demonstration of Preparedness. Describe in 2-3 pages (or multimedia digital equivalent) of how you applied at least one Student Learner Outcome (SLO) from at least one course you completed in CSC's grad program	L	Notes/Comments			

in your classroom and/or school. In this portion of the essay exam, the students should demonstrate how they took content (e.g., an application, instructional strategy, educational philosophy, new school policy based on school law, reading strategy, curriculum revision etc...) that they learned about in a CSC graduate course and then applied it in a setting such as a classroom, school, or even school district. The student should describe what educational needs this fulfilled and if the outcome(s) were positive, negative, or neutral. This is also a part of the essay exam where we recommend students use their creativity in demonstrating a practical application. While an expository text for 2-3 pages would meet the requirements of this part of section 3, a multimedia component could also address the same goals. This might be a video or screencast that describes the SLO experience, a graphic heavy presentation containing narration, a digital publication in the form of an ePub3 digital book, etc. Due to the wide range of methods that multimedia content can be used, please feel free to contact your advisor to discuss specific details.				
		4 <i>Advanced</i>	3 <i>Proficient</i>	2 <i>Progressing</i>
				1 <i>Unacceptable</i>

44-40	39-34	33-24	23-0
Advanced- The candidate demonstrates the ability to develop and implement an inquiry curriculum based on the needs of the learners. The candidate uses a variety of instructional strategies to meet the needs of the learners. The candidate can design a learning environment that meets the needs of all learners. The candidate has the ability to communicate clearly with students, administration, and parents. The candidate utilizes various assessment strategies and data to improve teaching and learning. The candidate is reflective and a teacher-leader. Student's submitted portfolio does meet.... Student Passes.	Proficient -- The candidate demonstrates the ability to develop and implement a curriculum based on the needs of the learners. The candidate uses a few instructional strategies to meet the needs of the learners. The candidate works with others to meet the needs of all learners. The candidate usually has the ability to communicate clearly with students, administration, and parents. The candidate uses some of the various assessment strategies and data to improve teaching and learning. The candidate is reflective. Student's submitted portfolio does meet Student Passes.	Progressing (C level) -- The candidate demonstrates a minimal understanding of the development and implementation of a curriculum based on the needs of the learners. The candidate uses a few instructional strategies to meet the needs of learners. The candidate does not work well with others to meet the needs of all learners. The candidate makes errors in communication with students, administration, and parents. The candidate does not use various assessment strategies or data to improve teaching and learning. Student's submitted portfolio does not meet.... No Pass. Recommendations from the committee:	Unacceptable -- The candidate demonstrates a minimal understanding of the development and implementation of a curriculum based on the needs of the learners. The candidate uses a few instructional strategies to meet the needs of learners. The candidate does not work well with others to meet the needs of all learners. The candidate makes errors in communication with students, administration, and parents. The candidate does not use various assessment strategies or data to improve teaching and learning. Student's submitted portfolio does not meet... No Pass. Recommendations from the committee:

Advisor Signature and Date _____

Committee Member Signature and Date _____

Inter-Rater Stats for CAEP

Student Name			
Student ID#			
Semester/Year			
Degree			
		Evaluator 1	Evaluator 2
	Standard #1: Learner Development.		
	Standard #2: Learning Differences.		
	Standard #3 Learning Environments		
	Standard #4: Content Knowledge.		
	Standard #5: Application of Content.		
	Standard #6: Assessment.		
	Standard #7: Planning for Instruction.		
	Standard #8: Instructional Strategies.		
	Standard #9: Professional Learning and Ethical Practice.		
	Standard #10: Leadership and Collaboration.		
	Q#11: Demonstration of Preparedness		
	# Agreements		
		Total = 11	
Kappa Statistic	Strength of Agreement	Inter-Rater Reliability	<u>Total # Agreements</u> = Kappa Statistic Divided by 11
<0.20	Poor		
0.21 to 0.40	Fair		
0.41 to 0.60	Moderate		
0.61 to 0.80	Good		
0.81 to 1.00	Very Good		