

Nebraska Department of Education Rule 24 Report

ART (PK-12)

(Content Area)

Educator Preparation Content Program Review

Name of institution **Chadron State College**

Date Submitted **December 1st, 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.
Art	Field	PK-12	Baccalaureate/ Post Bac

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

If yes, list additional sites where endorsement is offered:

Institution Accreditation Status: ☒ National ☒ State

Is this a Nationally Accredited Program? ☐ Yes ☒ No

If Yes, list Accrediting Organization:

Attach National Letter to
Cover Sheet

Introduction/Welcome

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

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

Section 1: Contextual Information

1a. Contextual Information

Chadron State College

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

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

Educator Preparation Program

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

Academic Review Committees, both a part of the Faculty Senate Committee structure, provide a platform for sharing information about the educator preparation programs with the greater college community.

Mission Statement

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

Vision

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

Section 1 Institutional and EPP Contextual Factors

Endorsement Program

[The Art Program at Chadron State College](#) offers a comprehensive curriculum encompassing a variety of studio disciplines, including drawing, painting, printmaking, sculpture, ceramics, and graphic design. Students benefit from access to fully equipped professional studios, where they refine their technical competencies in preparation for instructional roles in Pre K–12 educational settings. In addition to a strong foundation in studio art, the curriculum includes four comprehensive art history courses: Art Appreciation, Art History I, Art History II, and Contemporary Art History. These courses emphasize a multicultural perspective and offer critical insights into artistic movements and practices from antiquity to the contemporary era.

The Art Program website features a dedicated page—[Degree Programs and Course Information](#)—that serves as a central resource, offering a clear and accessible overview of the program’s degree options, including the Field Endorsement in Art (PK–12). Additionally, the site provides detailed information on key curricular components such as the Essential Studies Program, Art Program-specific technology recommendations, and required textbooks. This content is regularly reviewed and updated to ensure accuracy and transparency, thereby supporting informed student planning and aligning with institutional goals for academic quality and continuous improvement.

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

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

Table 004.06-2 Requirements for Program Admission and Progression

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

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

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

The [Chadron State College Art Department](#) offers a rigorous and comprehensive [PK-12 Art Education Endorsement](#) designed to prepare students for professional careers in art education. Grounded in a student-centered learning environment, the curriculum emphasizes studio practice, a broad and multicultural study of art history, critical analysis, pedagogy, child development and aesthetic understanding.

The [PK-12 Art Education Endorsement has an art core](#) of 54 credits that includes art studio and art history classes. In addition to the art core, the students are required to take 39 credits in the [Essential Studies Program](#) and 39 credits in the [Professional Education](#). The Art Education Endorsement culminates in two capstone experiences: the Senior Thesis, which requires students to organize and present a group exhibition of original artwork, and a semester-long Teacher Internship that provides supervised, hands-on teaching experience in a Pre K–12 setting.

A [four-year advising template](#) is made available to all students both online and in print. This document outlines the required coursework organized within the appropriate course rotation. The template is reviewed and updated regularly to reflect curriculum changes and ensure accurate academic planning. The advising template supports student success by promoting timely degree completion and informed decision-making throughout the program.

The Art Education Endorsement maintains high academic standards, requiring students to achieve a minimum grade point average of 2.75 or above to ensure mastery of content and readiness for professional practice. These components collectively align with institutional and accreditation expectations for quality, student achievement, and continuous program improvement.

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:										Art PK-12	
Academic Year					Number of Endorsement Program Completers						
					Bac	Post Bac	Alternate Route	Masters	Ed. Specialist	PhD	
20	23	to	20	24	1	1					
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	Evaluation	The Nebraska Clinical Practice Assessment was created by the Nebraska Department of Education. It is filled out by the supervisor and cooperating teacher. InTASC Standards 6, 7, and 8 address instructional practices.	During Student Teaching
	NE Clinical Practice Evaluation			
5	Instructional Practices - Effectiveness	Evaluation	The Nebraska Clinical Practice Assessment was created by the Nebraska Department of	During Student Teaching

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

Praxis II and GPA

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

Nebraska Clinical Practice Evaluation (NCPE)

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

NDE Follow up Survey

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

Teacher Work Sample (TWS)

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

The Teacher Work Sample (TWS) is the primary assessment used to demonstrate candidates' impact on P–12 student learning. Candidates collect and analyze pre- and post-assessment data, make instructional decisions based on that analysis, and then evaluate how those decisions affect student learning outcomes. Within the TWS, candidates must describe the impact of their instruction on student growth and provide multiple examples of effective strategies or activities implemented in response to the data (Instructional Decision Making).

Also, candidates demonstrate the use of varied formative assessments to monitor student progress and adjust instruction as needed. Lesson plans within the TWS include these assessments to show clear alignment between objectives, instruction, and evaluation (Instructional Planning).

Additionally, candidates analyze contextual factors of the community, school district, the building in which they are working, and student characteristics to explain how these factors influence student learning and instructional planning (Instructional Setting).

The results indicate that candidates consistently meet or exceed expectations in using assessment data to guide instruction and demonstrate a positive impact on P–12 student learning.

Artifact 2 Data Tables

ART PK-12 is a mini-folio and will have no data tables attached.

Artifact 3. Narrative interpretation/summary of assessment data.

Candidates seeking the PK–12 Art Education Endorsement are required to maintain a minimum cumulative GPA of 2.75 and achieve a passing score of 158 on the Praxis II: Art Content Knowledge exam. This assessment evaluates candidates' proficiency in art-making processes, as well as their understanding of the historical and theoretical foundations of art.

During the academic years 2023–2024 and 2024–2025, all candidates successfully met both the GPA and Praxis II requirements, demonstrating content knowledge and readiness for professional practice.

In the 2023–2024 academic year, one candidate completed the PK–12 Art Education Endorsement as part of a bachelor's degree program, and one candidate completed the endorsement through a post-baccalaureate (post-bac) pathway. Both candidates demonstrated content knowledge and academic readiness by meeting the required minimum GPA of 2.75 and earning passing scores (158 or higher) on the Praxis II: Art Content Knowledge exam.

In the 2023–2024 academic year, two candidates successfully completed the bachelor's degree program with the PK–12 Art Education Endorsement. Both candidates met program benchmarks by maintaining a minimum GPA of 2.75 and achieving passing scores of 158 or higher on the Praxis II: Art Content Knowledge exam.

NE Clinical Practice Evaluation (NCPE)

After reviewing the 2023-2024 and the 2024-2025 NCPE data, all Art majors scored Proficient or Above in all but one category. In the 2023-2024 data year, in the category of Professional Responsibilities: Standard 10 – Leadership and Collaboration, students scored 2.67 on a 4.0 scale. We will use this data from the NE Clinical Evaluation as we continue to make improvements to our program.

Teacher Work Sample (TWS)

After reviewing the 2023-2024 and the 2024-2025 Teacher Work Sample (TWS) data, all Art majors scored Proficient or Above in all categories. This tells us that Art students are well prepared to collect curricular data about student prior knowledge and make adjustments to lesson plans as needed.

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

The Art Department at Chadron State College has undertaken significant revisions and enhancements to the PK–12 Art Education Endorsement program to ensure continued alignment with state standards and best practices in educator preparation. Trudy Denham plays a central role in this process through her instruction of art methods courses, active participation on the Education Preparation Program Committee, ongoing revision of the Rule 24 Matrix, and oversight of endorsement compliance with established standards. Faculty members Mary Donahue, Department Chair, and Laura Bentz also contribute substantially through their instruction and assessment in studio art and art history. All three professors are actively involved in endorsement assessment and program revisions, ensuring a comprehensive curriculum.

PK–12 Art Education Endorsement Revisions

The Art Department at Chadron State College has implemented targeted revisions to the PK–12 Art Education Endorsement to address the growing role of technology in the classroom. As technological advancements continue to shape both education and the field of art, the program now places greater emphasis on preparing future educators to effectively integrate digital tools into their teaching. Recognizing that art educators are often responsible for instructing across all media, including digital platforms, the curriculum now includes training in relevant software and instructional strategies. This ensures that graduates are equipped to teach digital media as part of a comprehensive art program and to support students in developing essential career-ready skills.

This change aligns with the broader trajectory of art and art education, which increasingly incorporates digital technologies such as Adobe Creative Suite and Procreate. [Adobe's global software revenue increased by 67.13% from 2020 to 2025, with an average annual growth rate of 14.1%—](#)reflecting a global trend toward the expanded use of digital creative tools in both education and industry. This growth was evident in 2019 and has continued to expand through the present day. The sustained increase in Adobe's revenue over the past five years reflects a broader upward trend in the integration of digital tools within the arts. This continued rise in the use of industry-standard software highlights the critical need for digital literacy in visual arts education. Preparing future art educators to teach these tools effectively ensures they can equip students with the skills necessary for success in contemporary creative industries.

This shift is further reflected in initiatives across Nebraska. For example, in late [2024, Kearney High School received grants to acquire iPads, Apple Pencils, and Procreate licenses to enhance their digital art and graphic design offerings](#)—demonstrating how schools are actively integrating creative technologies into their curricula.

Recognizing this need, the Chadron State College Art Department now requires students pursuing the PK–12 Art Education Endorsement to complete ART 343: Digital Photography and ART 322: Graphic Design Software. The changes to add the Digital Photography and Graphic Design Software courses ensure future art educators are not only technologically literate but also capable of fostering digital creativity in their own classrooms. To incorporate new courses without increasing required credit hours, we removed two existing options: Introduction to Graphic Design and a choice between Black and White Photography or Creative Photography. While these courses offered valuable content, they lacked an intensive focus on digital software. In their place, we introduced ART 343: Digital Photography and ART 322: Graphic Design Software, providing students with hands-on experience in current industry-standard tools and enhancing their digital competencies. Integrating digital tools into the art curriculum is no longer optional—it is essential for preparing both teachers and students for a digitally driven creative future.

Prerequisite Addition for ART 250

To strengthen pedagogical preparation and align with best practices in teacher education, the Art Department has implemented a prerequisite change for ART 250: Art for the Elementary and Middle School Teacher. EDUC 131: Introduction to Teaching is now required prior to enrollment in ART 250.

This curricular adjustment ensures that all students possess a foundational understanding of instructional objectives, state and national educational standards, and lesson plan development before engaging in discipline-specific methods coursework. The addition of this prerequisite supports the department's commitment to producing well-prepared, standards-informed art educators and aligns with broader institutional goals for educator preparation and accreditation compliance.

Enhancing Early Childhood Field Experience (PK–6)

In 2018 and 2019, several art education students identified a gap in their clinical experiences, noting that despite the PK–12 scope of their degree program, most of their field placements were concentrated in middle and high school settings. Opportunities to engage with early childhood and lower elementary grades (PK–4) were limited.

In response to this concern, faculty member Trudy Denham conducted a thorough review and confirmed the need for earlier grade-level exposure. To address this, targeted revisions were made to the curriculum of EDUC 431A: Special Methods/Art, integrating structured observation and experiential learning components focused on PK–4 classrooms. Additionally, an extracurricular partnership was established with the on-campus Child Development Center (CDC) to provide teacher candidates with direct engagement in early childhood educational environments.

These modifications ensure that teacher candidates gain a more balanced and developmentally comprehensive set of clinical experiences, strengthening their readiness to teach across the full PK–12 spectrum and aligning with standards for effective teacher preparation.

As part of the revised EDUC 431A course, students now complete classroom observations at the elementary level and at the middle level. Following these observations, each candidate designs and delivers an original art lesson to the elementary class they observed. Each lesson is supervised by a cooperating teacher who provides formative feedback and mentorship. This initiative has evolved into a sustained partnership with the local school district. Feedback from both teacher candidates and cooperating teachers has been consistently positive, emphasizing the value of authentic teaching experiences and professional support prior to student teaching. Based on this feedback, Trudy Denham is currently revising the EDUC 431A course description to formally include these requirements.

To further address the early childhood gap, the Art Department partnered with the Child Development Center to offer hands-on teaching opportunities for children aged 2–5. This is an extracurricular activity where all art education majors are encouraged to participate. In this collaboration, students work together to plan, prepare, and facilitate developmentally appropriate art activities in a low-stakes, supportive environment. These sessions allow candidates to build confidence in working with young learners without the added pressure of graded coursework.

The partnership has since expanded to include Family Art Nights at the CDC, during which families of preschool students engage in collaborative art-making activities. For each event, Trudy Denham provides individualized support to art education students throughout the planning, instructional delivery, and classroom management phases. After each session, students participate in guided reflection to evaluate their teaching and identify areas for professional growth.

Both the curricular revisions to EDUC 431A and the extracurricular collaborations with the Child Development Center have been well received. Art education students report increased preparedness for teaching across the PK–12 continuum and greater confidence in working with diverse age groups. Feedback from local schoolteachers and CDC staff has also been highly supportive, underscoring the mutual benefits of these partnerships in preparing future educators and enriching early learning environments.

The CSC Printmaking Program partnered with Chadron Middle School art teacher Whitney Tewahade to facilitate a collaborative “gang printed” screen printing project. Sixth-grade students and CSC ART 225/325 students each contributed a unique design element, which were collectively screen printed onto large sheets. These were then cut and distributed so that every participant received a section of the finished collaboration.

This project advanced multiple educational objectives. Middle school students were introduced to higher education through direct engagement with CSC students and faculty, offering them early insight into creative possibilities in the visual arts. Simultaneously, CSC students developed leadership and service-learning experience by planning, coordinating, and facilitating instructional activities. During site visits to Chadron Middle School, CSC students led hands-on

screen-printing sessions—demonstrating technical mastery while mentoring younger learners. This initiative fostered community engagement, promoted creative exploration, and strengthened the connection between K–12 and higher education art programs.

Core Curriculum Revisions: ART 131 & ART 133

The foundational curricula for ART 131 – Drawing I and ART 133 – 2D Design have been strategically revised to better align with PreK–12 pedagogical scaffolding. These courses now mirror the instructional structure commonly used in K–12 classrooms: concept introduction, short-form technical demonstrations, structured guided practice, and transition to independent application.

This updated framework aims to align more closely with the National Core Arts Standards and relevant state standards, ensuring coherence across educational levels. Additionally, these changes support pre-professional preparation by familiarizing students with the instructional models and educational tools they will encounter in future teaching or arts-related careers. Ongoing curriculum refinement will continue to strengthen this alignment and enhance student readiness for both advanced coursework and professional practice.

Future Revisions

The Art Department at Chadron State College is currently engaged in a comprehensive review of enrollment trends within the department and, specifically, within the PK–12 Art Education Endorsement program. In conjunction with this, the department is evaluating the current curriculum with the goal of reducing the overall number of required credit hours while maintaining the quality and effectiveness of the educator preparation experience.

Although program completers are consistently meeting academic benchmarks—maintaining the required minimum GPA of 2.75 and achieving the Praxis II Art Content Knowledge exam passing score of 158—the department remains committed to responding proactively to the regional demand for qualified art educators. As part of this curricular revision process, faculty are analyzing end-of-program assessments, alumni feedback, state licensure requirements, CAEP standards, Higher Learning Commission (HLC) guidelines, and institutional policies set by Chadron State College.

This data-informed approach aims to strengthen the PK–12 Art Education Endorsement program, better align it with the evolving needs of schools, and reduce credit hour requirements where appropriate.

Appendix A

Art Four Year Advising Template

Chadron State College									
Art Department Four Year Plan of Study									
Bachelor of Science in Art Education									
Odd start year (2025)									
Year 1 2025- 2026									
Fall Semester			Spring Semester			Summer Semester			
Art 131	Drawing I	3	Art 230	3D Design	3				
Art 133	2-Dimensional Design	3	ART 239	Art Appreciation	3				
Educ 131	Intro to Teaching	3	Educ 224	Tech Resources for Learnin	3				
ES #1	FYI	3	Psyc 231	Educational Psychology	3				
ES #1	FYI	3	ES # 2	Essential Studies- Writing	3				
Total Hours		15	Total Hours		15	Total Hours			
Year 2 2026-2027									
Fall Semester			Spring Semester			Summer Semester			
Art 232	Painting I	3	Art 225	Printmaking I	3				
Art 228	Ceramics I	3	Art 227	Sculpture I	3				
Art 298	Art History I	3	ART 322	Graphic Design - Software	3				
Educ 329	Assessment Foundations	2	Sped 230	Intro to Exec Learner	3				
ES #3	Essential Studies - Communi	3	ES #5	Essential Studies - Arts	3				
ES #4	Essential Studies - Mathema	3	ES #6	Essential Studies- Science	3				
Total Hours		17	Total Hours		18	Total Hours			
Year 3 2027-2028									
Fall Semester			Spring Semester			Summer Semester			
Art 250	Art for the Elem/Middle	3	Art 340	20th Century Art History	3				
Art 299	Art History II	3	Art Elective	Upper Division Elective	3				
Art 343	Digital Photography	3	Art 412	Art Senior Thesis	3				
Educ 431A	Special Methods/Art	3	Educ 300	O & P	1				
Sped 334	Differ Instr/Diverse Classrooms	3	EDUC 271	Human Relations Training	1				
EDUC 301	Elm/MS Level Seminar	0	ES #8	Essential Studies- History	3				
ES #7	Essential Studies- Culture	3	ES #9	Essential Studies- Ethics/Cit	3				
			*Take and pass the Praxis II by the end of the semester.						
Total Hours		18	Total Hours		17	Total Hours			
Year 4 2028- 2029									
Fall Semester			Spring Semester			Summer Semester			
Art Elective	Upper Division Elective	3	Educ 490	Teaching Internship -Student T	9				
Art Elective	Upper Division Elective	3	Educ 495	Education Capstone	3				
EDUC 411s	Read/Write in Content Area	2	* Educ 490 and Educ 495 must be taken concurrently						
EDUC 442	Class Manage & Curriculum	3	* Educ 495 will fulfill the ES #12 requirement						
ES #10	Essential Studies	3							
ES #11	Essential Studies	3							
Total Hours		17	Total Hours		12	Total Hours			
As of 2/27/25	Subject to change					Degree Program Total			
						129			

Appendix B TWS Rubric

Chadron State College Teacher Work Sample Scoring Definitions

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

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

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

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

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

(2) Semester Date _____

(3) Rater _____

Teacher Work Sample Rubric

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

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

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

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

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

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

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

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

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

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