

Nebraska Department of Education Rule 24 Report

BUSINESS, MARKETING, INFORMATION TECHNOLOGY (6-12)

(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.
Business, Marketing, Information Technology	Field	6-12	Baccalaureate/Post Bac

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

If yes, list additional sites where endorsement is offered:

Institution Accreditation Status: ☒ National ☒ State

Is this a Nationally Accredited Program? ☐ Yes ☒ No

If Yes, list Accrediting Organization:

Attach National Letter to
Cover Sheet

Introduction/Welcome

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

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

Section 1: Contextual Information

1a. Contextual Information

Chadron State College

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

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

Educator Preparation Program

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

Music, Art, Theatre, and School Counseling. Special Education and Elementary Education are included in the education program. In addition to the EPP committee, the Graduate Council and Academic Review Committees, both a part of the Faculty Senate Committee structure, provide a platform for sharing information about the educator preparation programs with the greater college community.

Mission Statement

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

Vision

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

Section 1 Institutional and EPP Contextual Factors

Endorsement Program

Students in the Business, Marketing, and Information Technology (6-12) program take the same core coursework as Business Administration students, plus additional hours in information technology (business information systems) and marketing. Therefore, students take a wide range of coursework, including courses in Accounting, Business Information Systems (BIS), Business/Economic Statistics, Business Law, Economics, Finance, Management, and Marketing. By taking similar coursework to our Business Administration students, consistency exists across the curriculum and helps the faculty ensure that students are well-rounded in the core areas of business no matter what program of study they choose.

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.

As stated in the Endorsement Program section, students in the Business, Marketing, and Information Technology (6-12) endorsement program take the same core coursework as Business Administration students, plus additional hours in information technology (business

information systems) and marketing. This is to provide consistency across the curriculum and ensure that students are well-rounded in the core areas of business no matter what program of study they choose.

The Business, Marketing, and Information Technology endorsement (6–12) follows the requirements outlined in the *2025-26 Secondary Education Advising Sheet* for Business Education majors.

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:					Business, Marketing and IT 6-12					
Academic Year					Number of Endorsement Program Completers					
					Bac	Post Bac	Alternate Route	Masters	Ed. Specialist	PhD
20	23	to	20	24	0	1	0	0	0	0
20	24	to	20	25	0	0	0	0	0	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	During Student Teaching
	NE Clinical Practice Evaluation			

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

Praxis II and GPA

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

Nebraska Clinical Practice Evaluation (NCPE)

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

NDE Follow up Survey

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

Teacher Work Sample (TWS)

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

Artifact 2 Data Tables

Business, Marketing, Information Technology 6-12 is a mini-folio and will have no data tables attached.

Artifact 3. Narrative interpretation/summary of assessment data.

The Business Academy utilizes the Peregrine Exam to assess students' knowledge of business. The Peregrine exam is a nationally normed comprehensive assessment designed to evaluate students' learning and retention across various business topics. Topics include the 13 core areas of business:

- Accounting
- Business Communications
- Business Ethics
- Business Finance
- Business Integration and Strategic Management
- Business Leadership
- Economics
- Global Dimensions of Business
- Information Management Systems
- Legal Environment of Business
- Management
- Marketing
- Quantitative Techniques and Statistics

The Business Academy requires all students who pursue a major in Business Administration (which includes the students who pursue the BMIT 6-12 endorsement) to enroll in MGMT 230: Principles of Management in their first years of the program. During this course, students take an inbound exam called the Peregrine Exam. At the end of their program, all students are required to enroll in MGMT 434: Strategic Management, which serves as the undergraduate capstone course. In this course, students take the outbound Peregrine exam. Therefore, the Peregrine Exam provides comparative data with inbound and outbound scores when students exit Business programs.

Business Academy faculty take great pride in student achievement on this national exam. Listed included overall scores versus the national average, and the top three outbound topic scores. While we do concentrate on areas students perform well in, we also pay close attention each year to the areas where students do not perform as high or are the bottom three scores. Additionally, we are aware that graduates of the BMIT 6-12 endorsement have taken the Praxis II Content exam, but we rarely review student scores of the content exam because of the low number of graduates within the endorsement area. Because of larger sample sizes, we rely on the Peregrine data to inform assessment findings.

The goal of the Business Academy is to review student success of the Peregrine annually during the December Assessment Day meeting. Longitudinal results using at least three years of data are analyzed to determine how well students are grasping the content within the Business Academy and the core areas of business. If the faculty feel that learning in a certain subject area is deficient in some way, they are encouraged to speak with the Department Chair of Business, who may decide to discuss this information with the Business Academy's internal Strategic Planning Committee. After discussion, if deemed necessary, the Strategic Planning Committee will recommend changes to the full faculty at the next Business Academy faculty meeting. The changes will be discussed with all Business faculty, and a vote will be taken. This is an opportunity to discuss what is working, what is not working, view trends of student performance in subject areas, and determine if adjustments need to be made to the curriculum.

Students historically perform very well on the Peregrine compared to the national average. Below is a summary of CSC student average score versus the national average in similar modality of learning. The top three outbound topic scores are also included. Additional information is available, including all topic scores versus the national average in the same modality of learning, upon request.

- Based on the 2023-2024 results, CSC students scored 64.62% on the Peregrine exit exam vs. the national average of 63.14% for the Blended/ Hybrid delivery mode.
 - The top three outbound topic scores were Information Management Systems (71.10%), Business Communications (70.73%), and Marketing (69.63%).
- Based on the 2022-2023 results, CSC students scored 69.08% on the Peregrine exit exam vs. the national average of 60.57% for the Blended/Hybrid delivery mode.
 - The top three outbound topic scores were Management: Human Resource Management (77.14%), Business Communications (75.36%), and Management: Operations/Production Management (74.10%).
- Based on the 2021-2022 results, CSC students scored 68.07% on the Peregrine exit exam vs. the national average of 58.32% for the Blended/Hybrid delivery mode.
 - The top three outbound topic scores were Information Management Systems (75.44%), Management: Organizational Behavior (73.20%), and Marketing (72.11%).

Only one student was assessed in the 2023-24 academic year and scored proficient or advanced in the Nebraska Clinical. However, the TWS was a lower score at 2.96. This same student

scored 173 on the Praxis II exam and had a 3.38 GPA) which confirms their Peregrine scores and indicates overall proficiency.

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

In January 2025, members of the institution hosted a Curriculum Mapping workshop. This workshop was required for all full-time faculty. At the workshop, Business Academy faculty realized that the learning outcomes of the programs were not concentrated on student learning within the program and therefore, very difficult to map to.

The existing learning outcomes were:

- To meet the needs of students who desire to teach business in secondary schools.
- To provide graduate programs for students wishing to pursue advanced work in the areas of business education and economics education.

Based on the Curriculum Mapping workshop, the Business faculty are working to update program learning outcomes within the entire department, which includes updates to the Business Administration and BMIT 6-12 endorsement program learning outcomes. Key members focusing on this work are Dr. Caitlin Redden, who serves as most BMIT 6-12 endorsement students' faculty advisor, Dr. Nic Fisher, whose area of expertise is Business Law, and Dr. Gary Dusek, who is a Marketing professor and serves the Business Academy as the department chair.

The revised program learning outcomes are:

- Apply the theories and practice of the functional areas of business.
- Create evidence-based solutions to business problems or opportunities.
- Evaluate the ethical dimensions of business decisions.
- Apply professional communication skills to business situations.

To continually improve, these faculty have also created internal rubrics to help measure the success of student learning in our programs, instead of strictly relying on the Peregrine data. While the Peregrine data is useful, it will be helpful to have additional data points to review when determining how our students are learning the materials within the programs.

The curriculum mapping process also led to revisiting the Rule 24 Matrix. In reviewing the courses students are taking to fulfill their endorsement requirements, Dr. Redden realized that while students are taking coursework that fulfills these requirements, there are more effective courses students could be taking. Therefore, we are updating the coursework students need to take (effective in the upcoming 2026-2027 academic year). All of these updates will help us better document student learning achievement in the program, create consistent learning outcomes between the BMIT 6-12 endorsement area, and help in analyzing data to determine how well students are learning what they need to be effective teachers in their subject area when they leave CSC.

The last change that is anticipated to occur within the program is a shift from Business Information Systems (BIS) coursework to Business Analytics coursework. Over the years,

students have demonstrated less desire to pursue BIS coursework as an area of emphasis/concentration. Therefore, the Business Academy is proposing an updated curriculum that concentrates on Business Analytics rather than BIS. These changes have not been fully proposed, but there will be some impact to the BMIT 6-12 program. Faculty members and the department chair are working together on these changes to ensure that BMIT 6-12 endorsement students are not negatively impacted and will continue to adhere to the Rule 24 guidelines. However, course requirements for BMIT 6-12 endorsement area students may change as a result of the proposal.

Appendix A**Advising Sheet: Business, Marketing, and Information Technology (6–12)**

INSTITUTIONAL REQUIREMENTS				
Minimum of 120 institutional credit hours to graduate				
Minimum of 40 upper-division credit hours to graduate				
Minimum of 30 credits must be earned from Chadron State College to graduate				
ESSENTIAL STUDIES PROGRAM:				Cr. Hr.
1. First Year Inquiry		FYI elective		3
First Year Inquiry		FYI elective		3
2. Writing		Writing elective		3
3. Communication		Communications elective		3
4. Mathematics		Mathematics elective		3
5. Creative/Design Art		Creative/Design Art elective		3
6. Science		Science elective		3
7. Human Condition		Human Condition elective		3
8. Social Science		US History elective		3
9. Civic Involvement		Civic Involvement elective		3
10. Human Diversity		Human Diversity elective		3
11. Health & Wellness		Health & Wellness elective		3
12. Capstone		*EDUC 495 Education Capstone required-concurrent with EDUC 490		3
Total				39
PROFESSIONAL EDUCATION COURSES: (2.75 minimum GPA required, no grade below a "C")			Prerequisites	Cr. Hr.
EDUC	131	Introduction to Teaching	None	3

EDUC	224	Technology Resources for Learning	Educ 131	3
EDUC	271	Human Relations Training	None	1
EDUC	300	Observation and Participation	EDUC 131, EDUC 224, PSYC 231, SPED 230; sophomore or above status, overall GPA of 2.75	1-3
EDUC	301	Qualifying Seminar	Junior or above status	0
EDUC	329	Assessment Foundations	EDUC 131, EDUC 224, PSYC 231, Sophomore Status or Above	2
PSYC	231	Educational Psychology	Educ 131	3
SPED	230	Intro to Exceptional Learner	Educ 131	3
SPED	334	Differ Instruction Diverse Classroom	Educ 131, PSYC 231, SPED 230, Sophomore	3
Total				19-21
<i>Endorsement: Business, Marketing & Information Technology 6-12 (54)</i>				
ACTG	241	ACCOUNTING PRINCIPLES I		3
ACTG	242	ACCOUNTING PRINCIPLES II		3
BA	336	BUSINESS/ECON STATISTICS		3
BA	337	BUSINESS LAW		3
BIS	200	INTRO TO COMPUTER APPLICATIONS		3
BIS	230	WEB PAGE DEVELOPMENT		3
BIS	231	PRINCIPLES OF INFORMATION SYST		3
BIS	332	DECISION SUPPORT FOR MANAGERS		3
CTE	434	PRINCIPLES & PHILOSOPHY OF CTE		3
CTE	438	COORD TECHNIQUES/WRK-BSD LRNG		3
ECON	231	MACROECONOMICS		3
ECON	232	MICROECONOMICS		3
FIN	330	PRINCIPLES OF FINANCE		3
MGMT	230	PRIN OF MANAGEMENT		3
MGMT	434	STRATEGIC MANAGEMENT		3
MKTG	231	PRINCIPLES OF MARKETING		3
MKTG	336	PROMOTIONS AND ADVERTISING		3
MKTG	338	CONSUMER BEHAVIOR		3
Total				54

PROFESSIONAL EDUCATION COURSES: (2.75 minimum GPA required, no grade below a "C")				Cr. Hr.
EDUC	411S	Reading/Writing in Content Area	Junior Status or Above	2
EDUC	442	Classroom Management and Curriculum Foundations	Junior Status or Above	3
Select the appropriate methods course(s) for your content area:				3
EDUC	431A, C, F, G, I, J, L,M	Special Methods for each Content Area: Art, HPER, Math, Science, Business, FCS, Social Science, Interdisciplinary Special Methods	Praxis CORE, EDUC 131, EDUC 224, PSYC 231, SPED 230, SPED 334, Junior or above status	
MUS	431 A	Elementary Music Methods	Junior or above status	
MUS	431 C	Secondary Chorale Methods	Junior or above status	
MUS	431 D	Secondary Instrumental Methods	Junior or above status	
Total				8
<i>The following courses can only be taken after successful completion of all above items and courses.</i>				
STUDENT TEACHING - 2.75 GPA required, no grades below a "C"				
EDUC	490	Teacher Internship-Student Teaching	All above courses are prerequisites	9
EDUC	495	Education Capstone	All above courses are prerequisites	3
Total				12

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 Alignment	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	
(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	Pre-assessment and post-assessment have four of the following: 1. have face validity 2. appear to be reliable 3. are appropriate to level	Pre-assessment and post-assessment have three of the following: 1. have face validity 2. appear to be reliable 3. are appropriate to level	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	Pre-assessment and post-assessment are missing	

	4. are based on instructional plans 5. student directions and scoring procedures are clearly explained	4. are based on instructional plans 5. student directions and scoring procedures are clearly explained	4. are based on instructional plans 5. student directions and scoring procedures are clearly explained	4. are based on instructional plans 5. student directions and scoring procedures are clearly explained		
(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	Instructional plans are complete and contain three examples of differentiated instructional methods or levels of learning (at least three	Instructional plans are complete and contain two examples of differentiated instructional methods or levels of learning (at least three	Instructional plans contain one example of differentiated instruction or levels of learning (at least three consecutive lessons)	Revised instructional plans that are missing	

	learning (at least three consecutive lessons)	consecutive lessons)	consecutive lessons)			
(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 growth is clearly and completely displayed in a labeled graph or chart	Comparison of pre-assessment and post-assessment data showing individual growth is displayed but not in a graph or chart	Comparison of pre-assessment and post-assessment data showing individual growth is displayed in a graph or chart but is unclear	Comparison of pre-assessment and post-assessment data showing individual growth is not displayed in a graph or chart and is unclear	Comparison of pre-assessment and post-assessment data showing individual growth is missing	
(37) Data Comparison: Class Growth	Comparison of pre-assessment and post-assessment data showing class growth is	Comparison of pre-assessment and post-assessment data showing class growth is	Comparison of pre-assessment and post-assessment data showing class growth is	Comparison of pre-assessment and post-assessment data showing class growth is not	Comparison of pre-assessment and post-assessment data	

	clearly and completely displayed in a labeled graph or chart	displayed but not in a graph or chart	displayed in a graph or chart but is unclear	displayed in a graph or chart and is unclear	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 Making	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.	
(42) Strategies //	Description of two effective instructional	Description of two effective instructional	Description of one effective instructional	Description of one effective instructional	No description of effective instructional	

Activities	strategies/activities is clear	strategies/activities is unclear	strategies/activities is clear	strategies/activities is unclear	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 based on self-evaluation 7. Future considerations based on cooperating teacher and/or students	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 cooperating teacher and/or students	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 7. Future considerations based on cooperating teacher and/or students	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 7. Future considerations based on cooperating teacher and/or students	The reflection and self-evaluation are missing	
TOTAL						

