

Nebraska Department of Education Rule 24 Report

HEALTH (7-12)

(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
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	Subject	PK-12	Baccalaureate
	Field	6-12	Post-Baccalaureate
	Supplemental	7-12	Master's
List Endorsements	Low-Enrollment	Etc.	Etc.

Health

Subject

7-12

Baccalaureate/ Post Bac

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

If yes, list additional sites where endorsement is offered:

Institution Accreditation Status: ☒ National ☒ State

Is this a Nationally Accredited Program? ☐ Yes ☒ No

If Yes, list Accrediting Organization:

Attach National Letter to
Cover Sheet

Introduction/Welcome

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

If you have problems with the links or navigation through this site, contact Katie Rust 308-432-6337, Stef VanVleet 308-432-6383, or Adam Fette 308-432-6469 during working hours. After working hours (remember we are 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 Health and Physical Education and Recreation (HPER) program is designed to prepare highly skilled educators and leaders dedicated to fostering lifelong health and wellness in all learners. The program offers comprehensive content in Health Education and Physical Education Teacher Education, specializing in two endorsement pathways: the comprehensive PK-12 Field Endorsement in Health and Physical Education, and specialized Subject Endorsements in Health Education (7-12) and Physical Education (PK-6 and 7-12). Through a blend of theoretical foundations and practical competencies, the HPER program aims to develop the philosophies, knowledge, and skills necessary for professionals to make lasting impacts on the High Plains region and beyond.

The program currently offers a variety of endorsement areas to meet diverse educational needs across the state of Nebraska:

- Bachelor of Science - Education - Field Endorsement in Health and Physical Education (Grades PK-12)
- Bachelor of Science - Education - Subject Endorsement in Physical Education (Grades PK-6)
- Bachelor of Science - Education - Subject Endorsement in Physical Education (Grades 7-12)
- Bachelor of Science - Education - Subject Endorsement in Health Education (Grades 7-12)
- Bachelor of Science - Education - Middle Level Education Academic Area in Health and Physical Education (Grades 5-9)
- Supplemental Endorsement in Coaching (Grades 7-12)

For future educators, the program focuses on developing mastery across several critical areas. Health Education candidates gain proficiency in applying major health behavior theories, utilizing health-related data for evidence and skills-based curriculum, and conducting appropriate health assessments, often aligning with the Whole School, Whole Community, Whole Child (WSCC) model. Concurrently, Physical Education candidates develop competency in the core concepts of the discipline. Candidates are continually involved in planning, teaching, and assessing a diverse array of physical activities, ranging from traditional sports and games to lifetime fitness, dance, and adventure education. This extensive practical application often occurs in real-world settings, with our students directly applying their content knowledge by working with local PK-12 students and teachers through practicums, presentations, outreach programs, and practical assignments. This ensures students directly translate their content knowledge into varied and effective instructional strategies and technology, while mastering skills for creating safe, inclusive, and developmentally appropriate learning environments. In both disciplines, a strong emphasis is placed on effective communication, collaboration with stakeholders, advocacy for student well-being, and a commitment to continuous professional growth, ensuring graduates are prepared to meet the Nebraska Department of Education's standards for effective and impactful teaching.

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.

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:					Health 7-12					
Academic Year					Number of Endorsement Program Completers					
					Bac	Post Bac	Alternate Route	Masters	Ed. Specialist	PhD
20	23	to	20	24	0	0	0	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 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.

Artifact 2 Data Tables

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

Artifact 3. Narrative interpretation/summary of assessment data.

For the Praxis II Test 5551 (155-cut score), the following completers of the 7-12 Health Education program scores have been reviewed with these results:

- 2020-2025 Mean score of 161.00, passing rate of 1/1= 100%
- Isolated scores for Folio: 2023-2025 = zero completers

The 2022–2023 catalog revisions aimed to strengthen content delivery and better align with evolving standards in health and physical education. When comparing cohorts:

- Health Promotion and Prevention of Injury was slightly lower than the other categories with 60.61%.

Institutional Interpretation

It is also important to note that the overall sample size is very small. As such, individual high or low scores can significantly influence average performance metrics. The department is mindful of this variability and avoids making unjustified decisions based solely on short-term fluctuations. Instead, trends are monitored over time to ensure that program changes are grounded in consistent evidence.

Overall, the assessment results affirm the program’s effectiveness and responsiveness to curricular updates. The department remains committed to leveraging data-driven insights to guide continuous improvement and support student success.

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

Endorsement Program: 7–12 Health Education

Since the last formal review in 2019, the 7–12 Health Education program has undergone several strategic changes aimed at improving instructional quality, student preparedness, and alignment with professional standards. These changes were driven by a combination of assessment data analysis, stakeholder feedback, and curricular review.

Assessment Data Findings and Implications

Given the limited number of test-takers each year, the program recognizes that individual scores can have a disproportionate impact on overall averages. This variability is considered during data analysis, and decisions are made cautiously to avoid overreacting to isolated results. The endorsement program prioritizes long-term trends and multiple data sources to guide meaningful improvements.

Program Changes Based on Data Analysis

After review of the data and in partial response to these findings, the department met to complete a curriculum map focusing on not only content within each course, but progression. The following changes were implemented beginning with the 2022–2023 catalog:

- **Integration of Assessment Content:** The standalone assessment course was removed, and its content was embedded into both the health curriculum and physical education curriculum courses. This allowed for more contextualized learning and application of assessment strategies within discipline-specific instruction.
- **Addition of HPER 455 – Health Methods:** This new course was introduced to bridge the gap between health content knowledge and instructional practice. It emphasizes the application of health concepts to teaching scenarios, skill development, and student engagement strategies. It will be taught for the first time in Fall 2025 2nd 8-weeks.
- **Course Renaming and Updates:** Several courses were renamed to reflect current best practices, current professional language, and updated standards set by professional organizations such as SHAPE America. These updates ensure that course titles and descriptions accurately represent content and competencies expected in the field.

- **Online Delivery of Health Endorsement:** Based on informal feedback from school-based stakeholders, the health endorsement coursework is now offered online. This change increases accessibility for in-service teachers and supports flexible professional development pathways.

Decision-Making Process

Program changes were informed by a collaborative process involving:

- Faculty review committees analyzing assessment data and course evaluations.
 - One of the HPER faculty members attended a disciplinary retreat to help align health content with HETE standards, even though the program is not formally accredited under HETE. This effort ensured that the curriculum reflects current expectations and best practices in health education.
- Stakeholder consultations with PK–12 educators and administrators who provided insight into field needs and candidate readiness.
- Department content specialists facilitated catalog revisions and ensured compliance with institutional and state standards.

Student Engagement and Practicum Experiences

A key strength of the endorsement program is its integration of real-world practicum experiences that connect candidates with PK–12 learners. These experiences include but are not limited to:

- **K–4 Challenge Day and 3rd Grade Wellness Day:** These events allow candidates to design and implement age-appropriate health and wellness activities, reinforcing instructional skills and community engagement.
- **SHAPE Nebraska Conference Proposals:** While partnering with members of the HPER faculty, students are encouraged to present at the annual SHAPE Nebraska conference, providing opportunities to share their work, engage with professionals, and contribute to the broader health and physical education community.

These interactions not only enhance student learning but also strengthen partnerships with local schools and provide valuable service-learning opportunities.

Effects of Program Changes

Early indicators suggest that the program changes have had a positive impact:

- Increased confidence in applying content knowledge.
- Improved engagement and performance in methods courses.
- Expanded enrollment and accessibility through online delivery.

Future Plans and Department-Wide Implications

Looking ahead, the program plans to:

- Enhance interdisciplinary integration between health and physical education methods.
- Continue to develop micro-teaching opportunities for specific skill areas such as assessment design and inclusive instruction.

Appendix A

Advising Template

Advising Template									
BS Health 7-12									
23-24									
Year 1									
Fall Semester			Spring Semester			Summer Semester			
EDUC 131	Intro to Teaching	3		ES #2	3				
				ES #3	3				
HPER 122	Foundations of HPER	2	HPER 233	Personal Health & Wellness	3				
	FYI	6	PSYC 231	Educational Psychology	3				
	Minor Elective	3	SPED 230	Intro to the Except Learner	3				
Total Hours		14	Total Hours		15	Total Hours		0	
Year 2									
Fall Semester			Spring Semester			Summer Semester			
	ES #4	3		ES #6	3				
FCS 247	Nutrition	3		ES #7	3				
	ES #5	3	HPER 232	Applied Exer Physiology	3				
			EDUC 329	Assessment Foundation	3				
EDUC 224	Technology Resources	3		ES #8	3				
CA 125	Fundamentals of Oral Comm.	3	HPER 332	Safety and First Aid	2				
Total Hours		15	Total Hours		17	Total Hours		0	
Year 3									
Fall Semester			Spring Semester			Summer Semester			
HPER 428	Curriculum in Health	3		es# 10	3				
	ES #9	3	HPER 431	Community & Envir. Health	3				
			HPER 236	Health Topics	3				
SPED 334	Differ Instr for Diverse	3	EDUC 300	Observation & Participation	1				
EDUC 434	Tech in Instr Strategies	3	HPER 435	Curriculum in Health and PE	3				
HPER 441	Coordinated School Health	3		Minor	3				
HPER 456	Essentials of S & C	3							
Total Hours		18	Total Hours		16	Total Hours		0	
Year 4									
Fall Semester			Spring Semester			Summer Semester			
EDUC 431c	Methods in Health and PE	3	EDUC 490s	Student Teaching	9				
HPER 432	Test and Measures in HPER	3	EDUC 495	Capstone	3				
EDUC 411s	Reading/Content Area	1							
EDUC 412s	Curriculum Standards	1							
EDUC 414s	Classroom Management	1							
EDUC 415s	Human Relations/Multicultural	1							
EDUC 418s	Secondary Assessment	1							
SPED 412	SPED Prac & Strategies	1							
	Minor	3							
Total Hours		15	Total Hours		12	Total Hours		0	
Degree Program Total									122

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	<i>(Comments optional; you will be prompted to enter any provided comments into the Microsoft Form.)</i>					



Instructional Plan						
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 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 are 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 is 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	

	least three consecutive lessons)		three 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 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	Description of impact upon student learning is	Description of impact upon student learning is stated and is	Description of impact upon student learning is stated but	Description of impact upon student learning is stated and is	Description of impact upon student learning is missing	



Student Learning	clearly and completely stated	mostly clear or complete	is unclear and/or incomplete	unclear and incomplete		
(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 // 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 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						