

Nebraska Department of Education Rule 24 Report

SOCIAL STUDIES (6-12)

(Content Area)

Educator Preparation Content Program Review

Name of institution **Chadron State College**

Date Submitted **December 1, 2025**

Contact Person **Catherine Rust**

Phone/Fax **308-432-6337**

Email **crust@csc.edu**

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.
Social Studies	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

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	Passing grade with a C or better for EDUC 490 Student Teaching and EDUC 495 Education Capstone Passing score on Teacher Work Sample

		Observation and Participation and Professional Year courses	
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:										Social Studies 7-12	
Academic Year					Number of Endorsement Program Completers						
					Bac	Post Bac	Alternate Route	Masters	Ed. Specialist	PhD	
20	23	to	20	24	5	0					
20	24	to	20	25	5	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 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	

Teacher Work Sample (TWS)	overall proficiency of candidates through the completion of a case study addressing all InTASC Standards.	During Student Teaching
----------------------------------	---	--------------------------------

Praxis II and GPA

Praxis II is the Education Testing Service ([ETS](#)) test for content knowledge. The State sets the minimum score for each content area exam. 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

Social Studies 6-12						
CONTENT KNOWLEDGE			2023-2024		2024-2025	
			N=5		N=5	
			Mean	Mode	Mean	Mode
Nebraska Clinical Practice Rubric for Student Teaching	Standard 4: Content Knowledge (Accuracy)	Cooperating Teacher	3.09	3.00	3.50	3.00
		Supervisor	3.40	4.00	3.33	3.00
	Standard 5: Application of Content Knowledge (Critical Thinking)	Cooperating Teacher	3.00	4.00	3.17	3.00
		Supervisor	3.20	4.00	3.33	3.00
	Standard 5: Application of Content Knowledge (Communication)	Cooperating Teacher	3.09	3.00	2.83	3.00
		Supervisor	3.10	3.00	2.83	3.00
Teacher Work Sample	Instructional Planning		3.20	3.00	3.43	3.00
	Content GPA		3.57	4.00	3.85	4.00
	Praxis II exam		160.2	153	174	N/A

Social Studies 6-12						
LEARNER AND LEARNING			2023-2024		2024-2025	
			N=5		N=5	
			Mean	Mode	Mean	Mode
Nebraska Clinical Practice Rubric for Student Teaching	Standard 1 Learner Development (Student Needs)	Cooperating Teacher	3.09	3.00	3.00	3.00
		Supervisor	3.30	3.00	3.33	3.00
	Standard 2: Learner Differences (Differentiation)	Cooperating Teacher	3.10	3.00	3.00	3.00
		Supervisor	3.30	3.00	3.00	3.00
	Standard 3: Learning Environments (Positive classroom management)	Cooperating Teacher	3.36	4.00	3.17	3.00
		Supervisor	3.30	3.00	2.83	3.00
Teacher Work Sample	Instructional Planning		3.20	3.00	3.43	3.00
	Instructional Setting		3.30	3.00	3.40	3.00

Social Studies 6-12						
INSTRUCTIONAL PRACTICES			2023-2024		2024-2025	
			N=5		N=5	
			Mean	Mode	Mean	Mode
Nebraska Clinical Practice Rubric for Student Teaching	Standard 6.1: Assessment (Classroom Assessment)	Cooperating Teacher	3.36	4.00	3.17	3.00
		Supervisor	3.30	4.00	2.83	3.00
	Standard 6.2: Assessment (Impact on Student Learning)	Cooperating Teacher	3.09	3.00	3.17	3.00
		Supervisor	3.30	4.00	2.83	3.00
	Standard 7: Planning for Instruction (Lesson Plans)	Cooperating Teacher	3.00	4.00	3.00	3.00
		Supervisor	3.50	4.00	3.33	3.00
	Standard 8.1: Instructional Strategies (Technology)	Cooperating Teacher	3.36	3.00	3.20	3.00
		Supervisor	3.30	4.00	3.17	3.00
	Standard 8.2: Instructional Strategies (Research-Based Strategies)	Cooperating Teacher	2.82	3.00	2.83	3.00
		Supervisor	3.20	3.00	3.33	3.00
	Standard 8.3: Instructional Strategies (Engagement)	Cooperating Teacher	3.18	4.00	3.33	3.00
		Supervisor	3.20	3.00	3.17	3.00
Teacher Work Sample	Assessment Plan		3.40	3.00	3.57	4.00
	Instructional Decision Making		3.60	4.00	3.65	4.00

Social Studies 6-12			2023-2024		2024-2025	
Effects of Instructional Practices on Student Learning			N=5		N=5	
			Mean	Mode	Mean	Mode
Teacher Work Sample	Instructional Decision Making		3.60	4.00	3.65	4.00
	Instructional Planning		3.20	4.00	3.43	3.00
	Instructional Setting		3.30	4.00	3.40	3.00

Social Studies 6-12						
Professional Responsibilities			2023-2024		2024-2025	
			N=5		N=5	
			Mean	Mode	Mean	Mode
Nebraska Clinical Practice Rubric for Student Teaching	Standard 9: Professional Learning and Ethical Practice (Accepts critique)	Cooperating Teacher	3.27	4.00	3.50	3.00
		Supervisor	3.60	4.00	3.33	3.00
	Standard 10.1: Leadership and Collaboration (Professional demeanor)	Cooperating Teacher	3.36	4.00	3.17	3.00
		Supervisor	3.60	4.00	3.17	3.00
	Standard 10.2: Leadership and Collaboration (Professional Communication)	Cooperating Teacher	3.18	3.00	3.00	3.00
		Supervisor	3.50	4.00	3.17	3.00
Teacher Work Sample	Instructional Decision Making		3.60	4.00	3.65	4.00
	Reflection		3.40	3.00	3.60	4.00

Social Studies 6-12						
Overall Proficiency			2023-2024		2024-2025	
			N=5		N=5	
			Mean	Mode	Mean	Mode
Nebraska Clinical Evaluation		Cooperating Teacher	3.16	3.00	3.17	3.00
		Supervisor	3.34	4.00	3.13	4.00
NDE 1st and 3rd year survey		Data tables below				

The NDE Follow-up surveys cannot be disaggregated, so data reflects overall results in the four tables provided below.

2024 NDE Follow up Survey for 1st year teachers - Teacher and Principal									
							Teacher	Principal	
Standard 1: Learner Development							N=19	N=22	N=respondents
1.1	Uses knowledge of students and their development and adjusts teaching to facilitate student learning.						2.74	2.86	
1.2	Builds on student strengths to facilitate learning.						2.74	2.86	
Standard 2: Learning Differences									
2.1	Can identify differentiation in student needs						2.95	2.8	
2.2	Responds to differentiation in student needs with individualized instruction and varied learning experiences.						2.68	2.68	
2.3	Brings multiple perspectives and cultural resources to content and discussions.						2.74	2.73	
Standard 3: Learning Environments									
3.1	Promotes a positive classroom environment.						3.00	2.96	
3.2	Uses and communicates clear task and behavioral expectations to support an environment of learning.						2.79	2.77	
Standard 4: Content Knowledge									
4.1	Uses and communicates content knowledge.						2.89	2.96	
4.2	Uses academic vocabulary and grammar.						3.05	3.18	
4.3	Provides opportunities for students to demonstrate their content knowledge.						3.00	2.96	
Standard 5: Application of Content									
5.1	Helps students link concepts and engage in critical thinking.						2.84	2.86	
5.2	Engages students in the development of literacy and communication skills.						2.79	2.95	
Standard 6: Assessment									
6.1	Matches instructions and assessments to learning objectives						3.16	2.91	
6.2	Uses formative and summative classroom assessments that facilitate learning						3.06	2.77	
6.3	Amends instructional strategies and adapts interventions as needed						2.79	2.64	
6.4	Provides differentiated instruction and assessments that positively impact learning						2.84	2.73	
Standard 7: Planning for Instruction									
7.1	Plans sequenced learning experiences and performance tasks linked to learning objectives						2.74	2.96	
7.2	Plans and implement multiple ways for students to demonstrate their knowledge and skills.						2.90	2.91	
Standard 8: Instructional Strategies									
8.1	Incorporates digital tools and technologies into instruction						2.90	3.05	
8.2	Uses evidence-based strategies to support critical thinking and content learning						2.90	2.86	
8.3	Organizes and manages the learning environment to maximize student engagement.						2.58	2.68	
Standard 9: Professional Learning and Ethical Practice									
9.1	Invites constructive feedback and responds positively						3.05	3.23	
9.2	Sets and implements goals to improve practice						2.95	3.05	
Standard 10: Leadership and Collaboration									
10.1	Communicates professionally - oral, written, and electronic						2.95	3.05	
10.2	Responds to people, problems and crises effectively						2.74	2.96	

2024 NDE Follow up Survey for 3rd year teachers - Teacher and Principal							Teacher	Principal	
							N=15	N=17	N=response
Standard 1: Learner Development									
1.1	Uses knowledge of students and their development and adjusts teaching to facilitate student learning.						2.80	3.18	
1.2	Builds on student strengths to facilitate learning.						2.87	3.18	
Standard 2: Learning Differences									
2.1	Can identify differentiation in student needs						2.67	3.06	
2.2	Responds to differentiation in student needs with individualized instruction and varied learning experiences.						2.53	2.94	
2.3	Brings multiple perspectives and cultural resources to content and discussions.						2.73	2.94	
Standard 3: Learning Environments									
3.1	Promotes a positive classroom environment.						3.33	3.53	
3.2	Uses and communicates clear task and behavioral expectations to support an environment of learning.						3.20	3.41	
Standard 4: Content Knowledge									
4.1	Uses and communicates content knowledge.						2.87	3.35	
4.2	Uses academic vocabulary and grammar.						3.00	2.94	
4.3	Provides opportunities for students to demonstrate their content knowledge.						3.20	3.17	
Standard 5: Application of Content									
5.1	Helps students link concepts and engage in critical thinking.						2.93	3.00	
5.2	Engages students in the development of literacy and communication skills.						2.67	3.06	
Standard 6: Assessment									
6.1	Matches instructions and assessments to learning objectives						3.07	3.24	
6.2	Uses formative and summative classroom assessments that facilitate learning						3.13	3.24	
6.3	Amends instructional strategies and adapts interventions as needed						2.33	3.00	
6.4	Provides differentiated instruction and assessments that positively impact learning						2.40	3.18	
Standard 7: Planning for Instruction									
7.1	Plans sequenced learning experiences and performance tasks linked to learning objectives						2.87	3.12	
7.2	Plans and implement multiple ways for students to demonstrate their knowledge and skills.						3.00	3.18	
Standard 8: Instructional Strategies									
8.1	Incorporates digital tools and technologies into instruction						3.33	3.24	
8.2	Uses evidence-based strategies to support critical thinking and content learning						2.93	3.06	
8.3	Organizes and manages the learning environment to maximize student engagement.						2.87	3.00	
Standard 9: Professional Learning and Ethical Practice									
9.1	Invites constructive feedback and responds positively						3.13	3.29	
9.2	Sets and implements goals to improve practice						2.80	3.41	
Standard 10: Leadership and Collaboration									
10.1	Communicates professionally - oral, written, and electronic						3.20	3.47	
10.2	Responds to people, problems and crises effectively						3.13	3.17	

2025 NDE Follow up Survey for 1st year teachers – Teacher and Principal							Teacher	Principal	
							N=24	N=29	N=respondent
Standard 1: Learner Development									
1.1	Uses knowledge of students and their development and adjusts teaching to facilitate						2.96	2.79	
1.2	Builds on student strengths to facilitate learning.						2.96	2.97	
Standard 2: Learning Differences									
2.1	Can identify differentiation in student needs						3.08	3.03	
2.2	Responds to differentiation in student needs with individualized instruction and varied learning experiences.						3.05	2.93	
2.3	Brings multiple perspectives and cultural resources to content and discussions						3.00	2.79	
Standard 3: Learning Environments									
3.1	Promotes a positive classroom environment.						3.21	3.24	
3.2	Uses and communicates clear task and behavioral expectations to support an environment of learning.						3.17	3.10	
Standard 4: Content Knowledge									
4.1	Uses and communicates content knowledge.						3.00	2.97	
4.2	Uses academic vocabulary and grammar.						3.04	3.03	
4.3	Provides opportunities for students to demonstrate their content knowledge.						3.29	3.03	
Standard 5: Application of Content									
5.1	Helps students link concepts and engage in critical thinking.						2.96	2.83	
5.2	Engages students in the development of literacy and communication skills.						2.83	2.83	
Standard 6: Assessment									
6.1	Matches instructions and assessments to learning objectives						3.08	3.07	
6.2	Uses formative and summative classroom assessments that facilitate learning						3.29	3.07	
6.3	Amends instructional strategies and adapts interventions as needed						3.08	2.90	
6.4	Provides differentiated instruction and assessments that positively impact learning						3.00	2.90	
Standard 7: Planning for Instruction									
7.1	Plans sequenced learning experiences and performance tasks linked to learning						3.08	3.07	
7.2	Plans and implement multiple ways for students to demonstrate their knowledge and skills.						3.00	2.76	
Standard 8: Instructional Strategies									
8.1	Incorporates digital tools and technologies into instruction						2.88	3.10	
8.2	Uses evidence-based strategies to support critical thinking and content learning						2.96	3.00	
8.3	Organizes and manages the learning environment to maximize student engagement						2.75	2.93	
Standard 9: Professional Learning and Ethical Practice									
9.1	Invites constructive feedback and responds positively						3.12	3.31	
9.2	Sets and implements goals to improve practice						3.12	3.00	
Standard 10: Leadership and Collaboration									
10.1	Communicates professionally – oral, written, and electronic						3.29	3.21	
10.2	Responds to people, problems and crises effectively						3.25	3.03	

2025 NDE Follow up Survey for 3rd year teachers - Teacher and Principal						Teacher	Principal	
Standard						N=14	N=22	N-response
Standard 1: Learner Development								
1.1	Uses knowledge of students and their development and adjusts teaching to facilitate					2.86	3.18	
1.2	Builds on student strengths to facilitate learning.					3.07	3.43	
Standard 2: Learning Differences								
2.1	Can identify differentiation in student needs					3.07	3.23	
2.2	Responds to differentiation in student needs with individualized instruction and varied learning experiences.					2.79	3.18	
2.3	Brings multiple perspectives and cultural resources to content and discussions					2.71	3.23	
Standard 3: Learning Environments								
3.1	Promotes a positive classroom environment.					3.79	3.67	
3.2	Uses and communicates clear task and behavioral expectations to support an environment of learning.					3.21	3.36	
Standard 4: Content Knowledge								
4.1	Uses and communicates content knowledge.					3.14	3.23	
4.2	Uses academic vocabulary and grammar.					3.14	3.32	
4.3	Provides opportunities for students to demonstrate their content knowledge.					3.21	3.23	
Standard 5: Application of Content								
5.1	Helps students link concepts and engage in critical thinking.					2.79	3.23	
5.2	Engages students in the development of literacy and communication skills.					2.74	3.32	
Standard 6: Assessment								
6.1	Matches instructions and assessments to learning objectives					3.29	3.23	
6.2	Uses formative and summative classroom assessments that facilitate learning					3.14	3.18	
6.3	Amends instructional strategies and adapts interventions as needed					2.71	3.18	
6.4	Provides differentiated instruction and assessments that positively impact learning					2.79	3.18	
Standard 7: Planning for Instruction								
7.1	Plans sequenced learning experiences and performance tasks linked to learning					2.93	3.27	
7.2	Plans and implement multiple ways for students to demonstrate their knowledge skills.					3.14	3.14	
Standard 8: Instructional Strategies								
8.1	Incorporates digital tools and technologies into instruction					2.86	3.23	
8.2	Uses evidence-based strategies to support critical thinking and content learning					2.79	3.18	
8.3	Organizes and manages the learning environment to maximize student engagement					3.00	3.18	
Standard 9: Professional Learning and Ethical Practice								
9.1	Invites constructive feedback and responds positively					3.50	3.41	
9.2	Sets and implements goals to improve practice					3.21	3.17	
Standard 10: Leadership and Collaboration								
10.1	Communicates professionally - oral, written, and electronic					3.50	3.27	
10.2	Responds to people, problems and crises effectively					3.36	3.18	

Artifact 3. Narrative interpretation/summary of assessment data.

The Social Science/History department views the strongest assessment as the ongoing, daily discussions between faculty members. Our program consistently discusses student learning outcomes, progress of individual students, and pedagogical strategies.

In reviewing the data from 2023-2024 and 2024-2025 academic years, scores are typically right where we want them to be at the proficient or above level. However, there are some areas in the NE Clinical Evaluations where students only scored progressing. The following addresses those areas.

Content Knowledge standard 5 application (communication) received 2.83 from both the cooperating teacher and supervisors in the NE Clinical Evaluation.

Learner and Learning standard 3 Learning Environments (positive classroom management) 2024-2025 score was 2.83 by supervisor.

Instructional Practices Standard 6.1 Assessment (classroom assessment) supervisor scored 2.83 in 2024-2025. Standard 6.2 Assessment (impact on student learning) supervisor 2024-2025 scored 2.83. Standard 8.2 Instructional Strategies (researched based strategies) cooperating teacher scored 2.82 in 2023-2024. In 2024-2025, the cooperating teacher scored 2.83.

These areas within the NE Clinical Evaluation will be a focus as we continue to make improvements to our program.

The data for the TWS in both 2023-24 and 2024-25 demonstrates proficiency in all areas, Content Knowledge, Learner and Learning, Instructional Practices, and Professional Responsibilities.

The NDE Follow-up surveys cannot be disaggregated, so data reflects overall results. Principals on the 2024 and 2025 NDE follow-up survey rated third-year teachers strongly across all categories (3.1-3.6/4), except for the 2024 standard on learning differences which was rated slightly lower (2.94/4) indicating satisfactory teaching performance and growth with experience. Among first year teachers, in both 2024 and 2025, the survey results indicate lower ratings in learner development (understanding student differences and using student strengths to adjust instruction). Although the survey is voluntary and response rates are low, ratings across nearly every category increased from 2024 to 2025 indicating growth in perceived preparedness among first-year teachers. Literacy and communication skill development were identified as a consistent area of concern within these surveys, reinforcing findings from other program assessments. In contrast, all surveys (first- and third year) identified learning environments and professional learning and ethical practice as areas of strength, indicating that CSC graduates are generally well-prepared to establish supportive classroom cultures while seeking to improve their practice.

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

Our department focuses on delivering content subject knowledge to our students in an organized, open-ended fashion that requires student conceptualization. Our ongoing commitment to content and method stands as our central contribution to student success. TWS and Praxis data reflects this focus as does our formative and cumulative grading in our classrooms. Moreover, department-wide, careful discussion of such data and common classroom experiences results in improvement. For example, our Capstone course for all Social Studies/History endorsements (SS/HIST 495) generally occurred after our associated 400 level course that requires an extensive writing project on a core subject. We, through assessment data and discussion, realized that the 400-level project did have a strong combination of disciplinary approaches. As such, we shifted the Capstone to a 300 level (SS/HIST 395) and advised that students take the course before the 400-level course. Our program saw immediate change as the resulting projects met our standard for using multiple disciplinary perspectives.

More recently, Social Studies program changes were made based on June 2024 NDE Rule 24 requirements. Per NDE, Social Studies is now the new endorsement name (versus Social

Science) and both Social Studies and History are now grades 6-12 (versus the previous 7-12 grade band).

The new Social Studies changes also require twelve hours of United States History and twelve hours of World History. As such, the 300 level North American West/US category was removed and folded into the twelve hours of U.S. History. Some History courses have been culled to remove courses that are redundant: History of Canada and History of Mexico.

NDE changes now require nine hours of Geography, including a Human Geography course, which is being developed by the department for rollout in Fall 2027. Anthropology is no longer required by the state, although courses are being retained by the Social Studies department, due to the vacillating nature of catchwords and continuous change.

Political Science offerings have been reviewed in accordance with the new Social Studies requirements. Nine hours of Political Science are required. PS 210 – Political Economy, has been shifted to PS 310, reflecting the correct curricular level of the course. Political Science Minor and course offerings were also reworked to reflect good practice in the discipline. Islam and Politics and Rural Economy courses were removed. Islam and the Politics, while interesting, does not merit inclusion in the streamlined, manageable curriculum. Rural Economy is redundant with the new emphasis on PS 310 – Political Economy. The curriculum now reflects standard, core Political Science offerings. There is a three credit-hour Sociology course required to meet expectations.

The Behavioral Sciences and Economics requirements, both nine credit hours a piece, have been reviewed by the Business and Psychology departments.

Until recently, we also taught the Special Methods course for all Social Studies/History endorsements. Over the period that our department handled the course, we used direct assessment data to reconfigure the curricular framework to align with student needs. Specifically, the course used our departmental emphasis on Content Knowledge as the basis for constructing a Teacher Work Sample [TWS]. Students appreciated this focus and attested that this method helped them when they prepared their official TWS. Our program also connected the TWS focus to increased quality of student TWS during the grading process, in which we participated.

Appendix A

BS in Education, Social Science Endorsement, Advising Template, For First Year Students as of Fall 2025

First Year Fall Semester 2025

First Year Spring Semester 2026

ESP-ESO 1	First Year Inquiry	6	<i>HIST US 100 or</i>	HIST 151 or 152	3
ESP-ESO 2-11	See Catalog	3-6	<i>HIST World 100</i>	HIST 171 or 172	3
<i>HIST US 100 or</i>	HIST 151 or 152	3	EDUC Courses	EDUC 224 or 271 (need both)	3-6
<i>HIST World 100</i>	HIST 171 or 172	3	ESP-ESO 2-11	See Catalog	3-9
EDUC 131	Introduction to Teaching	3			
	Total Hours	15-18		Total Hours	15-18

Second Year Fall Semester 2026

Second Year Spring Semester 2027

ESP-ESO 2-11	See Catalog	3-9	ESP-ESO 2-11	See Catalog	3-9
EDUC Courses	EDUC 224 or 271 (need both)	3-6	EDUC Courses	EDUC 329, PSYC 231, SPED 230, 334 (all)	3-6
EDUC Courses	EDUC 329, PSYC 231, SPED 230, 334 (all)	3-6	PS 101	Introduction to Political Science	3
HIST 362	Nebraska History	3	HIST 300 US	HIST 354-364 (need 6 hours)	3
HIST 300 US	HIST 354-364 (need 6 hours)	3	HIST 300 World	HIST 351-353; 372-375 (need 6 hours)	3
HIST 300 World	HIST 351-353; 372-375 (need 6 hours)	3			
	Total Hours	15-18		Total Hours	15-18

Third Year Fall Semester 2027

Third Year Spring Semester 2028

PS 321	U.S. Politics and Government	3	HIST 395	Seminar in World/Social Sciences	3
GEOG 231/232	Need both	3	GEOG 231/232	Need both	3
ECON 231/232	Need both	3	ECON 231/232	Need both	3
EDUC Courses	EDUC 329, PSYC 231, SPED 230, 334 (all)	3	EDUC 300	Observation	3
PSYC 131	Intro to Psych	3	PS310	Politics and Economics	3
SOC 230 or 231	Sociology (need one)	3	PS Upper Div Elective	See Catalog	3
	Total Hours	15-18		Total Hours	18

Fourth Year Fall Semester 2028

Fourth Year Spring Semester 2029

EDUC Profess Year	See Catalog (431L Methods)	8	EDUC 490	Student Teaching	9
GEOG 233	Human Geography	3	EDUC 495	Education Capstone	3
HIST 455/475	Process in US/World History	3			
	Total Hours	14		Total Hours	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	Pre-assessment and post-assessment are	Pre-assessment and post-assessment are	Pre-assessment and post-assessment are	Pre-assessment and post-assessment are	Pre-assessment and post-	

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

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

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

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

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

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