

CHADRON STATE COLLEGE

Teacher Education Handbook



2025-2026

Visit us at
1000 Main Street
Chadron, NE 69337

Welcome to the Education Department at Chadron State College

We are excited to welcome you to the Education Department at Chadron State College. You are joining a community of dedicated faculty, staff, and students who share a deep commitment to the teaching profession and the positive impact educators can have on the lives of students.

As you begin your journey, you will engage in meaningful coursework, hands-on field experiences, and collaborative learning opportunities designed to challenge and support you as you grow. Along the way, you will develop the knowledge, skills, and professional dispositions needed to make a lasting difference in classrooms, schools, and communities.

Our department is here to support and guide you as you work toward becoming the kind of teacher who inspires learning, builds strong relationships, and helps students thrive. We are proud to walk alongside you on this important path.

Welcome to the Education Department—we are glad you are here.

Please feel free to reach out to any member of our faculty (listed below) if you have questions or need support as you get started.

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MISSION

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.

PROFESSIONAL LEARNING OUTCOMES

Our teacher preparation program is grounded in nationally recognized standards that define the knowledge, skills, and practices essential for effective teaching and learning. These standards identify the core competencies and professional dispositions teachers need to support and engage all learners. They serve as the framework for our coursework, field experiences, and assessments, ensuring our candidates are well prepared for the classroom. Our program outcomes were developed directly from the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards and guide our work in preparing future educators. The following four professional learning outcomes reflect these standards and serve as the foundation of our program.

1. The Learner and Learning: Teacher candidates apply knowledge of learner growth and development across cognitive, linguistic, social, emotional, and physical domains, as well as awareness of diverse cultures and communities, to design developmentally appropriate and inclusive learning experiences. They create learning environments that foster positive interactions, support both individual and collaborative learning, and promote active engagement and self-motivation so that all learners can achieve high standards. (InTASC 1; 2; 3)
2. Content Knowledge: Teacher candidates apply knowledge of central concepts, tools of inquiry, and structures of the discipline to design meaningful, accessible learning experiences that connect concepts and incorporate multiple perspectives to engage learners in critical thinking, creativity, and collaborative problem solving through authentic local and global contexts. and relevant. (InTASC 4;5)
3. Instructional Practice: Teacher candidates use multiple methods of assessment, intentional planning, and a variety of instructional strategies and resources to monitor progress, engage learners in their own growth, and support deep understanding of content and its connections, enabling students to apply knowledge and skills in meaningful ways. (InTASC 6;7;8)
4. Professional Responsibility: Teacher candidates engage in ongoing professional learning and ethical practice, evaluate the impact of their choices and actions on learners, families, colleagues, and communities, and seek

leadership and collaborative opportunities to support student learning, foster growth, and advance the profession. (InTASC 9;10)

AREAS OF STUDY IN TEACHER EDUCATION

The Education Preparation Program (EPP) at Chadron State College (CSC) provides teacher preparation in accordance with the requirements of the Nebraska State Department of Education. Chadron State College and the State of Nebraska require that individuals seeking teacher certification be qualified in at least one field endorsement or one subject area endorsement. The program offers several types of endorsement programs:

1. **Single Subject Endorsement** – Entitles the holder to teach only that specific subject (e.g., Health, History, Biology).
2. **Field Endorsement** – Entitles the holder to teach all subjects within that particular field (e.g., Elementary Education, English Language Arts, Social Sciences, Natural Science). For example, a Social Science Field Endorsement allows teaching History, Political Science, Geography, Economics, Psychology, Anthropology, and Sociology.
3. **Supplemental Endorsement** – Must be obtained in combination with either a subject or field endorsement and allows the holder to perform duties in that area (e.g., Coaching, Driver's Education, Early Childhood Education).

Chadron State College offers teacher preparation programs in the following field and subject endorsements. You must choose at least one field or one subject endorsement:

Fields Endorsements

Art (PK-12)
Business, Marketing, and IT (6-12)
Early Childhood Inclusive (Birth-Grade 3)
Elementary Education (K-8)
Family and Consumer Sciences (6-12)
Health and Physical Education (PK-12)
English Language Arts (7-12)
Mathematics (6-12)
Music (PK-12)
Science (7-12)
Social Science (7-12)
Special Education (K-12)

Subjects Endorsements

Biology (7-12)
Chemistry (7-12)
Earth & Space Science (7-12)
Health (7-12)
History (7-12)
+Middle Level Education (5-9)
Physical Education (PK-6, 7-12)
Vocal Music (PK-12)

*Supplemental Endorsements:

Coaching (7-12)
**Early Childhood Education (Ages 3-grade 3)
Health Sciences Education (6-12)
Theatre (7-12)
Work-Based Learning (9-12)

*Supplemental endorsements are endorsements that do not stand alone; the student must also hold, or be concurrently seeking, a subject or field endorsement.

**The Early Childhood Education supplemental endorsement may only be added to an Elementary Education Endorsement.

+ Middle Level Education students must complete at least 24 course credits in one Core Academic Subject Area: English Language Arts, Mathematics, Sciences, or Social Sciences.

Students may add additional content subject areas with at least 24 course credits in any Core Academic Subject Area listed above or in Business, Marketing & Information Technology Education, Family & Consumer Sciences, or Health & Physical Education.

EXPLANATION OF TEACHING PROGRAMS and TERMS

A **MAJOR** is a student's identified bachelor's degree subject area of emphasis (i.e., Biology). When completed, results in a 4-year college degree.

A teaching **ENDORSEMENT** is a subject area specialization indicated on a teaching certificate. When completed, results in a 4-year college degree, and eligibility for a teaching certificate/license.

In the education program at Chadron State, your degree MAJOR is the same as your ENDORSEMENT. For example, if you are seeking an Elementary Education program ENDORSEMENT (GRADES K-8), then this is also listed as your college MAJOR.

Middle Level Content Area of Specialization – This is a set of courses (24-28 cr. hrs.) that provide additional knowledge and expertise to one's Middle Level Endorsement program. Its purpose is to provide the holder of the Middle Level Endorsement with a broader scope of knowledge in one particular area of study. For example, given that the Middle Level Endorsement allows the holder to teach all subjects at the middle grades level, a content area of specialization provides the student with a broader scope of knowledge in one of those subject areas.

BACHELOR OF SCIENCE in EDUCATION PROGRAMS CERTIFICATE REQUIREMENTS

CERTIFICATE REQUIREMENTS for the BACHELOR OF SCIENCE IN EDUCATION
can be found in the current Chadron State College course catalog at:

Secondary Education: <http://catalog.csc.edu/undergraduate/programs/education/bsed-secondary-pk-12-6-12-7-12/>

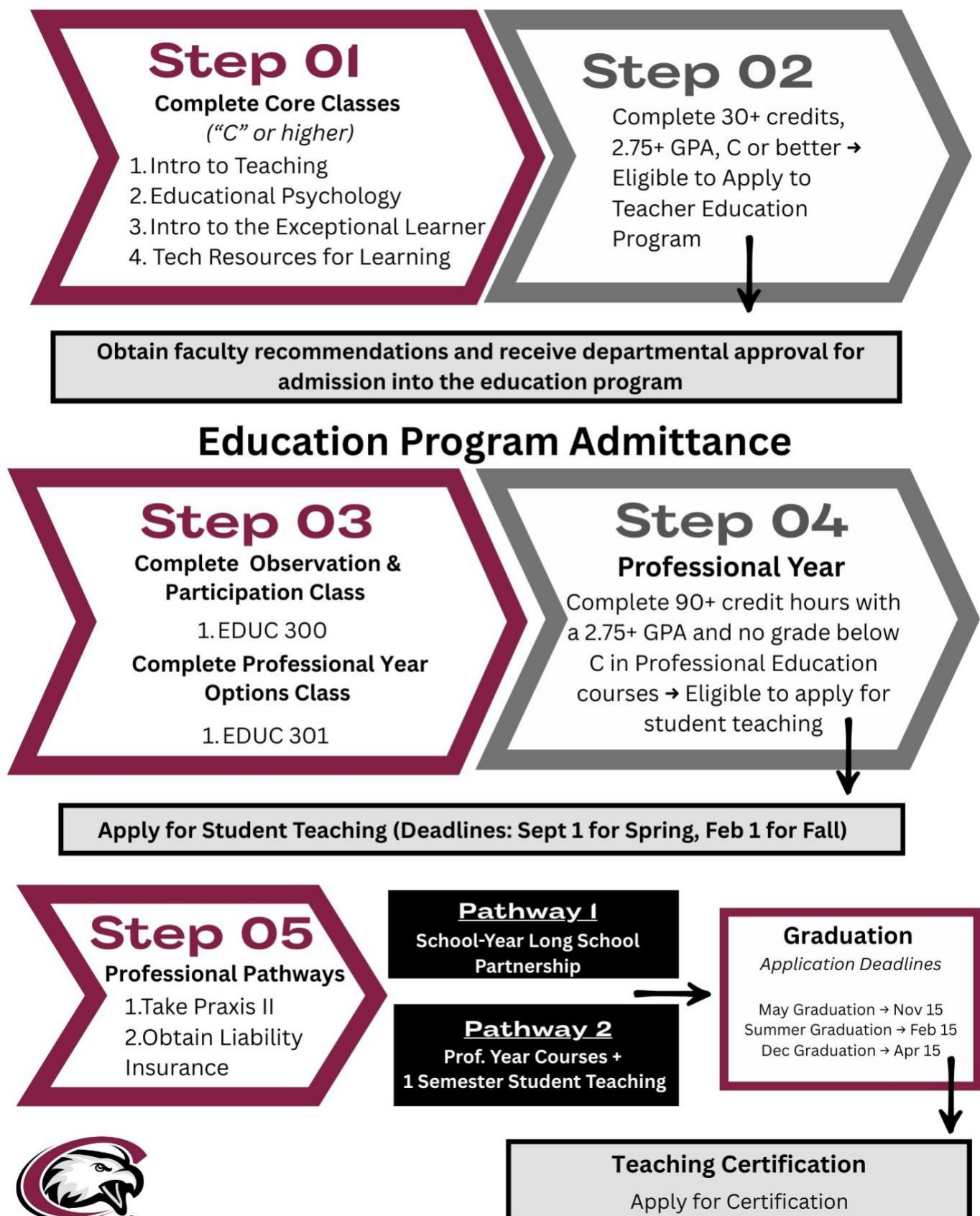
Middle Level Education: <http://catalog.csc.edu/undergraduate/programs/education/bsed-subject-endorsement-middle-level-education-5-9/>

Elementary Education: <http://catalog.csc.edu/undergraduate/programs/education/bsed-field-endorsement-elementary-education-k-8/>

Early Childhood Inclusive: <http://catalog.csc.edu/undergraduate/programs/special-education/bs-education-early-childhood-inclusive-field-endorsement-birth-through-grade-3/>

Special Education: <http://catalog.csc.edu/undergraduate/programs/special-education/bs-education-field-endorsement-special-education-k-12/>

CSC Education Program Completion Flow Chart



STEPS TO COMPLETE THE TEACHER EDUCATION PROGRAM

Step 1 Freshman year or 1st semester after decision to become a teacher. Transfer students should begin the process the first semester on campus.

I. EDUC 131: Introduction to Teaching

A. Completion of 25 hours of school observation are required as part of the course.

B. A criminal background check will be submitted by the candidate at www.onesourcebackground.com to ensure the candidate has no felony or misdemeanor convictions involving abuse, neglect, or injury to any person, nor any other convictions involving moral turpitude (Nebraska Department of Education Rule 20, Code Section - 004.06, subsection 004.06A,B,C,D). **The approved background check must be received by the Field Experience Office before any school-based observations can occur.**

C. Affirmation under oath (notarized felony oath statement to be uploaded to electronic link) that the candidate does not have an order or determination currently in effect by a court or any other government body which finds the student to be any of the following: a mentally ill dangerous person as evidenced and declared by a mental health board, has a significant mental illness or emotional impairment as determined by a mental health professional, mentally incompetent to stand trial, acquitted of criminal charges because of insanity, an incapacitated person in need of a guardian, or unable to manage his or her property and property affairs effectively due to mental illness, mental deficiency, chronic use of drugs or chronic intoxication: or is currently an inpatient or resident in a mental health facility due to a determination by a qualified mental health professional.(Nebraska Department of Education Rule 21, Code Section-003.10, subsections 003.10A,B,C,D,E,F) found at https://www.education.ne.gov/wp-content/uploads/2017/07/CLEANrule21_2015.pdf **The approved felony oath statement must be received by the Field Experience Office before any school-based observations can occur.**

II. EDUC 224: Technology Resources for Learning

III. SPED 230: Introduction to Exceptional Learner

IV. PSYC 231: Educational Psychology

Note: Students must have a "C" or above in all Professional Education courses.

Step 2 **Application for Admission to the Teacher Education Program MUST be completed at this time to enter the program and be registered for EDUC 300 Observation & Participation (O&P).**

The candidate must have completed all the above requirements in addition to the following:

I. **Application to the Teacher Education Program - form must be requested** from the Project Coordinator for Field Experiences and completed electronically.

II. Faculty Recommendations:

A. The link to the faculty recommendation form can be found in the Application packet that has been requested from the Project Coordinator.

B. The link to the faculty recommendation form is emailed to five faculty members that the candidate wants to have rate them.

1. The advisor

2. Three members of the candidate's department (ex: Math, Elementary, PE) **or** Education faculty
 3. An Essential Studies professor
 - C. All faculty recommendations must be from a professor that the candidate has had in at least one college course (except possibly the advisor).
 - D. When emailing the electronic link to the faculty, please let them know what class you took with them and what semester it was.
 - E. The evaluation forms are completed by the faculty electronically and are automatically received by the Project Coordinator for Field Experiences, then they present the candidate's faculty recommendations to the candidate's academic department to be voted on.
 - F. **The candidate should check in with the Project Coordinator to make sure the recommendations have been returned and have been acted upon by the department.**
 - G. The candidate's department has three (3) possible options:
 1. Recommend candidate be admitted to the Teacher Education Program
 2. Recommend with reservations.
 1. Department recommends the candidate but has concerns. The candidate and the Education Department will be notified by letter of these concerns from the candidate's department.
 3. Does not recommend.
 1. The candidate is not admitted into the Teacher Education Program; the candidate will work with their department faculty to address the issues and/or develop a new Plan of Study (major). If the respective academic department does not approve the application, the candidate will not be allowed to enter the Teacher Education Program.
- III.** A State required overall G.P.A. of 2.75 is required in a minimum of 30 credit hours. The G.P.A. will be calculated by using **ALL** previous college/university course work, as well as course work from CSC.
- IV.** **Candidates who fail to meet all the above requirements will be denied program admission until such time as the criteria are met; as well, the following conditions may impact the candidate's admission into the Teacher Education Program:**
- A. Teacher dispositions that reflect negatively that have been observed by faculty, staff or cooperating educators may cause the student to be removed from the Teacher Education Program at Chadron State College.
 - B. Health and physical fitness:
 1. Emotional instability.
 2. Physical exceptionalities that would impair successful teaching.

Step 3

I. EDUC 300: Observation and Participation

- A. Completion of State-required 100 observation hours in a certified school setting with one or more cooperating teachers (no more than 4).
 - a. A criminal background check will be submitted by the candidate at www.onesourcebackground.com to ensure the candidate has no felony or misdemeanor convictions involving abuse, neglect, or injury to any person, nor any other convictions involving moral turpitude (Nebraska Department of Education Rule 20, Code Section - 004.06, subsection 004.06A,B,C,D). **The**

approved background check must be received by the Field Experience Office before any school-based observations can occur.

- b. Affirmation under oath (notarized felony oath statement to be uploaded to electronic link) that the candidate does not have an order or determination currently in effect by a court or any other government body which finds the student to be any of the following: a mentally ill dangerous person as evidenced and declared by a mental health board, has a significant mental illness or emotional impairment as determined by a mental health professional, mentally incompetent to stand trial, acquitted of criminal charges because of insanity, an incapacitated person in need of a guardian, or unable to manage his or her property and property affairs effectively due to mental illness, mental deficiency, chronic use of drugs or chronic intoxication: or is currently an inpatient or resident in a mental health facility due to a determination by a qualified mental health professional.(Nebraska Department of Education Rule 21, Code Section-003.10, subsections 003.10A,B,C,D,E,F) found at https://www.education.ne.gov/wp-content/uploads/2017/07/CLEANrule21_2015.pdf
The approved felony oath statement must be received by the Field Experience Office before any school-based observations can occur.

II. EDUC 301: Qualifying Seminar Course (Professional Year Options)

- A. Candidates will take this course in the fall semester of their junior year to learn the different options for the Professional Year.

Step 4 Professional Year

- A. Eligibility to apply for admission into teaching internship semester (student teaching in contingent upon:
1. Completion of 90+ credit hours with a 2.75+ state-required GPA and no grade below a C in all Professional Education courses
 2. Maintain moral character.
 1. Make a sworn statement that the student is mentally competent.
 2. Conduct a successful criminal background check at www.onesourcebackground.com
 3. Secondary/Middle Level students must have completed Special Methods classes for their respective content (EDUC 431 A-Q, ENG 461, MUS 431 A, C, D) prior to student teaching.
 4. Show evidence of liability insurance coverage of at least \$1M.

Step 5 Professional Pathways During Professional Year

I. Pathway 1: Year-long School-Based Partnership Program.

- A. Candidates will apply for year-long experience by December 1st of **previous** year.
B. Candidates will spend entire school year (August to May) in one school/district.
C. Fall semester – Professional Year courses online and will float to different grade levels/subjects.
 1. Sub up to 8 days a month.

D. Spring semester – student teaching for State-required minimum of 14 weeks

 1. Individual circumstances may prevent a student from participating in the yearlong Teacher Internship experience. To discuss potential alternative internship options,

please see the CSC Director of Field Experiences located in the Education Department Offices.

II. Pathway 2: Professional Year courses and one semester of student teaching.

- A. Candidates will apply for student teaching semester prior to student teaching.
 - 1. By September 1st for spring student teaching.
 - 2. By February 1st for fall student teaching.
- B. Professional Year courses are offered online in the summer and fall and face to face in the spring.
- C. Recommended for paras – districts say they don't "pay student teachers".

III. Professional Year Requirements

- A. Comprised of Professional Year courses (such as Classroom Management and Curriculum Foundations) and student teaching.
- B. A student must maintain a State-required overall 2.75 GPA to be placed for student teaching.
- C. No Professional Year course grade may be below a "C". If any of the Professional Year courses are not passed with a "C" or better, **the candidate will not be able to move on to their student teaching semester.**
- D. During the first week of the semester **prior** to student teaching, the candidate will be required to fill out a form that identifies the locations of **school districts** where the candidate would like to complete their teaching internship/student teaching.
- E. The candidate is also required to complete the application form that is used to provide personal information about themselves to the school district.
- F. The Project Coordinator for Field Experiences then uses the information provided to place the candidate in an internship school district.

IV. Teaching Internship/Student Teaching (for more detailed information, refer to the Student Teaching Handbook).

- A. Nebraska Department of Education requires teacher interning full-days.
 - a. 14 weeks minimum for one field or subject endorsement.
- B. Longer for more than one endorsement.
 - a. 8 weeks minimum per subject endorsement.
 - b. 9 weeks minimum per field endorsement.
- C. Interning is a full-time position.
 - a. Strongly suggested that interns do not:
 - i. engage in additional employment.
 - ii. take additional courses.
 - iii. compete in collegiate athletics.
 - iv. coach
- D. If candidate fails to complete their internship
 - a. They will be pulled from the experience.
 - b. They will have one more chance to complete the student teaching experience at a later semester. See "Due Process" in the Student Teaching Handbook.

STUDENT TEACHER PLACEMENTS

- I. Student teaching placement procedures
 - A. During the first week of semester **prior** to student teaching for semester-long and one YEAR prior for year-long, teacher candidate requests student teaching paperwork from Project Coordinator for Field Experiences
 1. Student teaching placement form
 - a. Give 3 choices of school districts where you would like to try to get placed.
 2. Student teaching application
 - a. Personal information about teacher candidate for the school district.
 - B. The candidate may request a specific school; however, placement in that school is **NOT** guaranteed.
 1. Placement depends upon the availability of a teacher who has at least the State-required three years teaching experience (including one year on site); plus, the willingness of the district superintendent, building administrator, and teacher to accept a teacher intern from Chadron State College.
 - C. After the Project Coordinator has contacted a school district and has tentative approval to place a candidate, the Placement Request Form and the student teacher's Application Form are sent to the district so that the administrator and the cooperating teacher(s) have a chance to review the background of the prospective teacher intern and review placement requests.
 1. Student teacher may be asked to have a personal interview with district employees prior to placement.
 - D. If the school district decides that they would like to have this student teacher, they will notify the Project Coordinator and an official placement will be made.
 1. Student teacher will visit school district in the semester prior to placement.
 - E. At this point, if anyone in the school district should decide that the candidate does not meet the district vision, the procedure starts again in another school district.
 1. If the Project Coordinator runs out of districts in the student teacher's placement form, they will go back to the student for more school district choices.

STUDENT TEACHING PLACEMENT RULES

- I. Placements for Teacher Internship (Student Teaching) are made as a partnership between the school district and Chadron State College based on the request and acceptance procedure. Placements are agreed upon by both the school district and Chadron State College.
 - A. The teacher intern will be placed under cooperating teachers who have the required experience and expertise in the teacher intern's field of study. The State of Nebraska requires that cooperating teachers have at least 3 years of teaching experience, at least one year in their current teaching position and must be certified in the field/subject endorsement they are supervising in.
 - B. Students may go back to student teach in their home schools.

- C. Student teachers cannot be placed with a family member who is a cooperating teacher, administrator, or school board member or have their child as a classroom student. Personal relationships could interfere with objective evaluation of their student teaching experience.
 - D. Teacher interns will not be allowed to fulfill their coaching **internship** during the same semester as their teacher internship or to be a paid coach. If you volunteer as a coach, that is fine, but you must complete the student teaching duties of the day, and you may not leave early for coaching duties, including practices or away games. **Student teaching is always the priority.**
- II. Candidates will be placed in a school district located within a 150-mile radius of Chadron State College and within 100 miles of any of our regional sites (ask the Field Experience Office about possible “in-area” placements).
- A. A fee will be assessed to teacher intern’s bill during the Teaching Internship semester (EDUC 490 course) for the cost of supervision through their fee schedules.
 - B. College supervisors will be found and assigned by the CSC Field Experience Office.
 - C. Candidates will show evidence of a \$1M liability insurance coverage.
- III. Candidates may choose to intern outside of the Chadron State College 150-mile supervision area (or 100 miles outside of one of our regional sites). The candidate will need to be prepared to meet the following:
- A. College supervisors will be found and assigned by the CSC Field Experience Office.
 - B. The candidate will sign a contract agreeing to pay the fee and mileage of the supervisor (**which could be anywhere from \$0 to \$2,000 or more**) for their student teaching supervision throughout the semester. Failure to pay these expenses by the end of the student teaching semester will be grounds to withhold the Teaching Internship grade until payment is made.
 - C. These out of area placements may take longer than placements within the Chadron State College service area since these school districts do not know Chadron State and our reputation for producing quality teaching candidates, so patience is needed for these placements.
- IV. All teacher interns will follow the school district calendar during the internship experience. The intern will complete the Teaching Internship experience on the dates specified by the Field Experiences Office.

POLICIES FOR EDUCATION FIELD EXPERIENCES

The candidate is responsible to know and understand the Policies for Education Field Experiences. You will find each policy below at the URL following.

PLACEMENT POLICY FOR TEACHER INTERNSHIP:

[Teaching Internship Policy \(policyiq.com\)](http://policyiq.com)

ABSENCE POLICY FOR TEACHER INTERNSHIP:

[Absence Policy \(Teaching Internship\) \(policyiq.com\)](http://policyiq.com)

TEACHER AND ADMINISTRATIVE CERTIFICATION INFORMATION

Issuance of Nebraska teaching or administrative certificates is the legal responsibility of the Nebraska Department of Education. Universities and colleges do not issue professional certificates, but rather, they offer the course work (required by the State) for specific teaching or administrative programs for which the college or university then provides the endorsement. The college transcript showing the endorsement, along with a completed application packet, may then lead to the issuance of a teaching or administrative certificate by the state's education department.

Eligibility for Initial Certification

To be recommended for Teacher Licensure or certification, the student must have (1) completed a teaching internship with a minimum G.P.A. of 2.750 or above in each area of endorsement, (2) met all course and credit requirements for endorsement in his/her specialization fields, (3) received departmental approval and recommendation, (4) met all graduation requirements for the appropriate degree, (5) passed the Praxis II exam(s), and (6) notified the Certification Officer of pending certification applications.

Graduation without Certification

In rare cases, permission may be granted for a student to graduate without a recommendation for teacher certification. This provision is for the student who does not qualify for or is removed from his/her teacher internship. However, there are times when, because of illness or other extreme situations, a student will decide not to complete all professional requirements. In this situation, the student should contact his or her advisor, and then complete a formal request to the Chadron State College Vice President for Academic Affairs to be allowed to graduate without completing all certification requirements. If permission is granted, an appropriate amended plan of study will be determined by the College.

Any student who graduates without a recommendation for certification will not be recommended for teacher certification in any state. If, at some future time, the student wishes to complete certification requirements, the student, must first apply for readmission to the Education Preparation Program. At least one semester must pass after graduation before the application can be made. Upon readmission to the Education Preparation Program, the candidate will complete all requirements in effect at the time of reentry, including passing grades in all methods courses, completion of newly required Education Program courses and all NDE and National test/assessment requirements.

Program Changes

Chadron State College is a member of the Nebraska Council of Teacher Education, a teacher education governance and recommending body to the Nebraska Department of Education; therefore, all students majoring in early childhood, elementary, middle level, or secondary education programs are subject to any NDE program rule changes that may occur while a student is enrolled. If a candidate has not completed his/her program of study within three years following the program change, the candidate will be required to adjust his/her program to reflect these changes.

CERTIFICATION PROCESS

In order for an individual to become certified at the professional level (teaching or administrative) the applicant must complete a program of study in an endorsement area at a college or university which has been approved by the Nebraska State Board of Education. When the program of study has been completed and the endorsement has been posted on an official college transcript, the student may then submit a certification application to the respective Department of Education of the state in which they are seeking to obtain certification. After the completion of an application the Chadron State College Certification Officer will verify the completion of the Education Preparation Program. The state will, in turn, determine the issuance of the certificate. Notification of your certification status will be made by the state, not the certification officer.

For additional certification information, call the Certification Officer at (308) 432-6032.

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