



Student Teaching Handbook

University of Nebraska-Lincoln
College of Education and Human Sciences

**Welcome from The Office of Accreditation,
Placement & Licensure**

Congratulations!

You are about to be part of the University of Nebraska-Lincoln Student Teaching Experience. Student teaching facilitates your transition from a student to a professional educator through collaboration with your cooperating teacher, university supervisor, and school administrator. During this semester, student teaching must be your primary responsibility. This handbook describes the student teaching procedures and policies of the College of Education and Human Sciences. Additional policies and procedures specific to your teaching endorsement area(s) may be given to you in a separate document.

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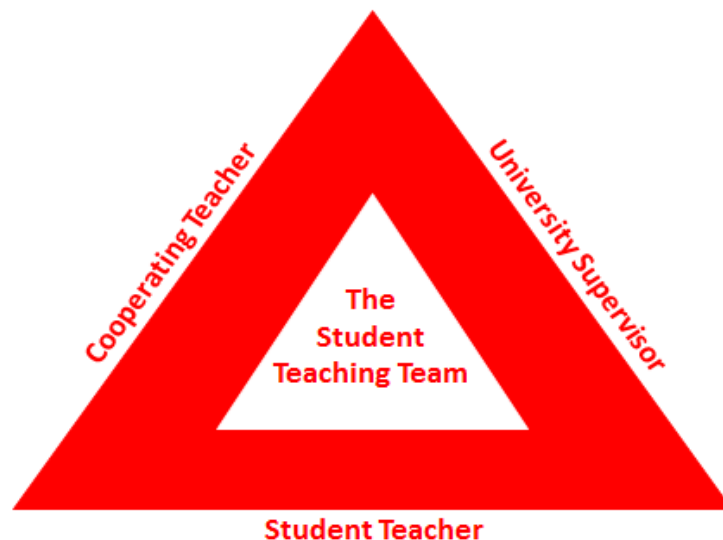
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1. Overview of Student Teaching

Student teaching is the capstone field experience in the teacher education program at the University of Nebraska-Lincoln (UNL). This full-time, culminating experience is the final step in the sequence of courses and practica in the educator preparation program. Research suggests that student teaching is the single most important activity in the process of becoming a teacher. Student teaching is a full day, semester-long experience through which university students transition to being professional educators while working under the guidance of a university supervisor and a cooperating teacher who are experienced educators. Student teachers are carefully matched to work with highly effective cooperating teachers so that professional growth can be maximized. Student teachers are placed in environments that provide them with opportunities to refine the skills and abilities necessary to become effective teachers as well as to learn new skills and perspectives. University supervisors are experienced classroom teachers and/or administrators who have a proven record of effective instruction and learning.

The student teacher, university supervisor, and cooperating teacher work as a team to determine the pace at which the student teacher can progress through the experience. It is essential that this team create a partnership based on sound communication, honesty, and support throughout the experience. Student teachers are expected to progress through the early phases of this experience to the point where they will take on the full-time responsibilities of being a classroom teacher. During the last component of the experience the student teacher will be transition the lead role back to the cooperating teacher.



are expected to be effective teachers, who remain life-long learners while their teaching continues to grow and improve throughout their lives. This can be accomplished through the integration of professional development activities with current experiences so that what is learned is applied to the graduate's own teaching.

The student teaching experience is one of cooperation. All partners in student teaching are expected to act professionally, responsibly, and competently. Without the assistance of quality teachers and schools, it would be impossible for effective teacher development to occur. Schools and their teachers allow the university and its student teachers to use their sites as a training ground. Student teachers and university supervisors are privileged guests in these schools. Student teachers will complement and expand student learning in school settings and are expected to take constructive criticism from other teachers and supervisors as it is intended -- to enhance their teaching. The basic role of team members is to work cooperatively through constant communication to support, enhance, and prepare the student teacher to become a reflective professional.

2. Preparing for Student Teaching

A. Admission to Student Teaching

Students complete the student teaching application form as directed by the application information. The application dates will be shared in multiple ways with candidates each semester. Application deadlines are published on the CEHS website under Practicum and Student Teaching.

Figure 2: Admission to student teaching requires the following:

- **Enrollment** in a teacher education program in the College of Education and Human Sciences, the Graduate College, or dual matriculation in the College of Education and Human Sciences and another college.
- **Admission** to a specific teacher education program area.
- **Senior standing** (89 hours or more) with a minimum cumulative GPA of 2.75.
- **Minimum grade point average** of 2.5 in the endorsement area with no grade below a C.
- **A minimum grade point average** of 2.5 in pre-professional and professional education courses, with no grade below a C in pre-professional education courses, and no grade below a C+ in professional education courses.
- **All endorsement, pre-professional and professional education course work must be completed prior to student teaching.** No additional course work, other than courses associated with student teaching, can be taken during the student teaching semester unless prior approval is obtained from the Director of Field Experiences, the Department Chair who oversees the program, or the Certification Officer. In exceptional cases, up to 6 hours of general education (ACE) or elective classes may be completed after the student teaching experience.
- **Approval of a criminal background review** completed as directed by the Office of Accreditation, Placement & Licensure.

B. Criminal Background Check

The Nebraska Department of Education rules prohibit K-12 educator certification for any person who has a felony conviction or a misdemeanor conviction involving assault, abuse, neglect, or sexual misconduct. In compliance with those regulations, students in any CEHS experience located in schools and/or with children must successfully pass a criminal background check. Students in programs leading to teaching certification must complete a background check prior to practicum experiences or upon admission to the program. A second criminal background check must be completed prior to student teaching or equivalent culminating experience as directed by The Office of Accreditation, Placement & Licensure. Students are responsible for the cost of their criminal background checks.

The Office of Accreditation, Placement & Licensure will review the results of background checks, ensuring student confidentiality, to determine a student's eligibility to continue in the program. In the event a CEHS student is charged with any felony or misdemeanor while in a field experience, the student must report the offense to either the Director of Field Experiences or the Certification Officer. An immediate determination will be made regarding the student's eligibility for future supervised experiences with children in schools.

C. Student Teaching Placements

The placement of student teachers in schools across the country is a collaborative effort involving Office of Accreditation, Placement & Licensure and school administrators in school systems or other agencies that meet the criteria of the Nebraska Department of Education. Office of Accreditation, Placement & Licensure has the sole responsibility of contacting school districts to seek the placement of individual student teachers. Students should not contact school districts or teachers for student teaching placements unless instructed to do so.

Qualifying cooperating teachers for CEHS must meet seven essential criteria:

1. Completed at least three years of successful teaching experience in the endorsed field of the student teacher they will be supervising.
2. Be considered Master Teachers or highly proficient teachers, who demonstrate innovative and effective practices, set high standards for their teaching, and whose students make expected academic progress as determined by building administration.
3. A demonstrated track record of strong mentorship as determined by building administration and UNL faculty. The ability to monitor and guide a student teacher while allowing them to implement innovative educational practices and evaluate the impact of these practices on the students. Effective cooperating teachers understand the developmental stages of emerging teachers.
4. Possess the ability to share ownership of the class with the student teacher and to transfer primary responsibility of the class to the student teacher for extended periods of time.
5. Be flexible in time and personal responsibilities to permit them to provide sufficient attention to the student teacher.
6. Receive approval from all appropriate school officials.

The Office of Accreditation, Placement, and Licensure and program faculty work closely with school districts to select cooperating teachers who meet these criteria.

Teacher education students will select up to three preferred locations which will be considered in addition to the criteria described above when making student teaching assignments. The educational needs of the student teacher, the fit with the cooperating teacher and school, and the needs of the school also determine the assignment of student teachers. In some cases, the student teacher will be assigned to a different school than the one requested.

Student teachers will not be placed in settings in which personal relationships could interfere with objective evaluation of their student teaching experience. Teacher education students requesting placement in a school they attended or in a school in which a family member works must meet with the Director of Field Experiences to determine if the placement will be appropriate.

Teacher education students who are seeking an assignment at a school outside of Nebraska must meet with the Director of Field Experiences prior to submitting their application for student teaching. Opportunities to student teach out-of-state require additional processes, including affiliation agreements that must be reviewed by the University of Nebraska's legal counsel and the hosting districts personnel, sometimes causing a delay in assignments. Students responsible for any additional costs associated with an out-of-state placement, such as payment to supervisors

above the university rate, additional background checks, etc. Such placements must meet the same standard as in-state placements and, as a result, some out of state placements may not be approved.

When assignments are finalized, student teachers will be notified of contact information and other instructions, including how to contact their cooperating teacher.

D. International Student Teaching Placements

International student teaching (IST) is a collaborative effort between UNL and Global Gateway for Teachers to provide student teachers with an intercultural experience. Students will immerse themselves in another culture while gaining real world teaching experiences. Students interested in international student teaching should contact the Director of Field Experiences for more information.

3. Description of Student Teaching

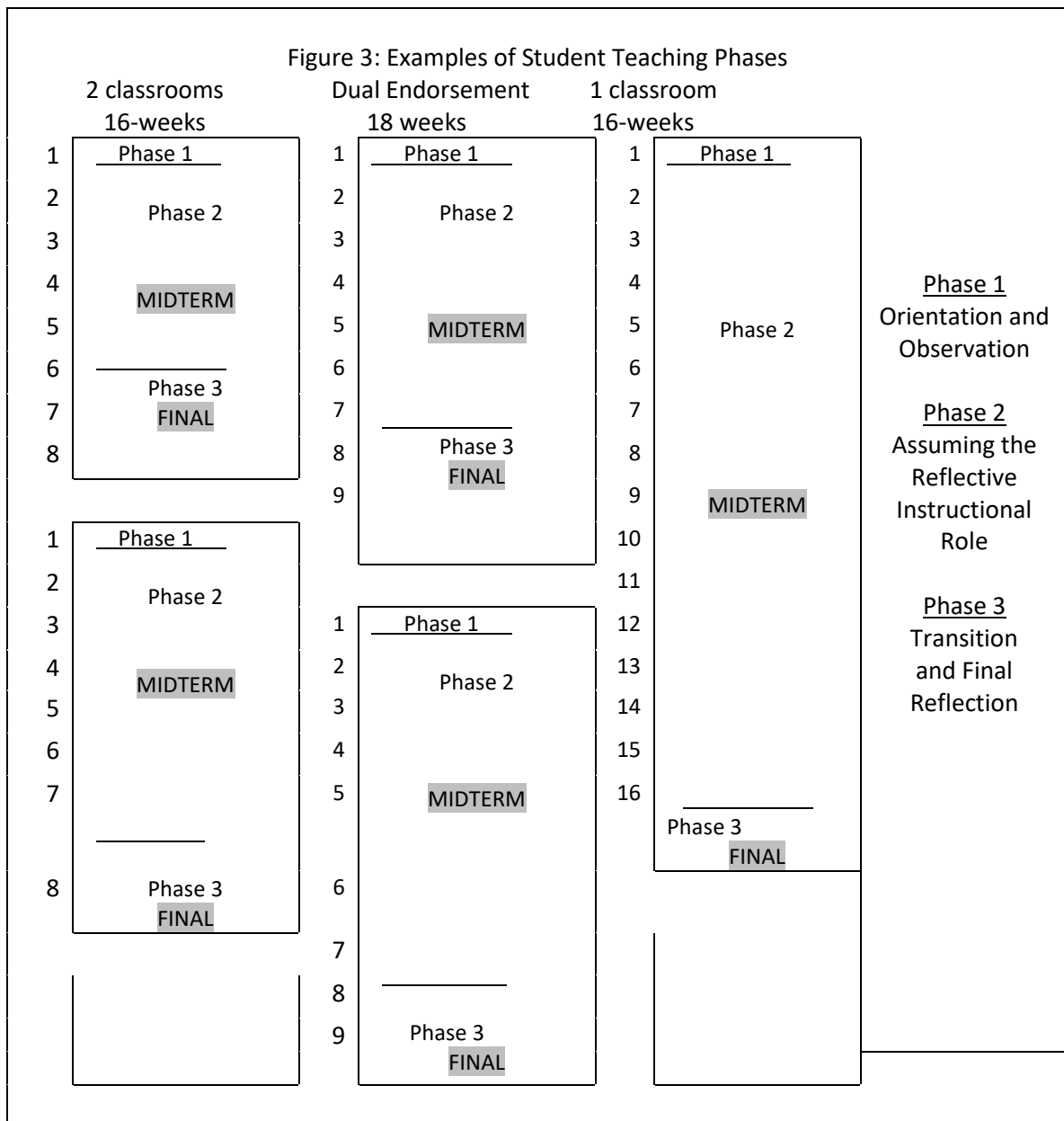
Successful completion of student teaching is required for . In order to become a certified teacher in the State of Nebraska, candidates must complete a student teaching experience that is full time (Rule 20, Nebraska Department of Education, Section 005.11). Student teachers must be registered for student teaching credit hours during the semester, they complete their experience.

Student teaching is a full day experience for a required number of weeks, which vary depending upon the program of study and endorsement area(s). University faculty has established standards describing the number of weeks required for each student teaching experience, consistent with the requirements of Rule 20. The Office of Accreditation, Placement & Licensure determines the start and end dates of each student teaching placement based on program requirements and school district calendars. Student teachers will follow the calendar of the school and district to which they have been assigned and will be present in the school on all days on which teachers are on duty (i.e., student teachers may be required to work at their assigned school during a university break if their assigned school is in session).

Student teaching is a full-time endeavor and must be the student teacher's priority. By registering for student teaching, students have made the commitment that there will no conflicts in their daily schedule; no additional courses (other than courses associated with student teaching) taken without prior approval during the student teaching semester and students are strongly discouraged from working or volunteering in other settings during this semester.

Figure 3 outlines sample placement timelines to serve only as guides. The actual timeline will be determined by the program of study, endorsement area(s), and by the educational needs of students in the classroom. The student teaching team will collaboratively determine specific lengths of and activities for each phase. The number of weeks required by UNL complies with the rules of the Nebraska Department of Education and is tied to being recommended for teacher certification. Student teachers must have full responsibility for the instruction of students for a significant portion of the experience.

To maximize the growth of the student teacher, the student teaching experience must be unique to each individual student teaching team.



The student teaching team will collaboratively discuss the plan, early in Phase 1, for student teacher to assume full instructional responsibility. This plan should address the need for an orientation to the school, class schedule, students, the assumption of extensive teaching responsibilities, and the transition back to the cooperating teacher as the primary instructor. Adjustments may be made as a student teacher demonstrates his/her level of skill and knowledge.

A. Phase 1 – Orientation and Observation

Figure 4

- *Expectations about arrival and departure times*
- *Appropriate professional attire*
- *Most effective ways to communicate unexpected circumstances like illness and supplying substitute lesson plans when required*
- *School security requirements*
- *Emergency procedures (i.e., Lockdown/Lockout, tornado, fire drills)*
- *Student and teacher handbooks of local site*
- *Classroom rules and behavioral management plans*
- *Special needs of specific students (learning and health)*
- *Socioeconomic and cultural backgrounds of individual students*
- *Acceptable use of technology within the school*
- *Technology use requirements & availability*
- *Teacher duties associated with supervision, meeting buses, and office support*
- *Availability of instructional resources (e.g., Reading Specialist)*
- *Use of school and teacher resources*
- *Access to student records*
- *Grading policies and practices*
- *System of communication with parents*
- *Routines (e.g., attendance taking, lunch procedures)*
- *Upcoming meetings, activities, and special events*
- *Available extra-curricular activities for students and potential involvement for the student teacher without impacting time in the classroom*

In most cases, the

student teachers are new to the schools to which they have been assigned. An orientation to the school and its community and to the expectations of cooperating teachers and school administrators is essential so that student teachers can be comfortable and successful during their experience.

The student teaching team should quickly establish an effective and positive approach to communication. At least one meeting of the student teaching team is recommended during this phase and the university supervisor may observe the student teacher at this time. Communication needs to be ongoing with the intent that everyone understands each other's perspectives. The topics in Figure 4 are examples of the kind of information that a teacher must understand to be most effective. Cooperating teachers are encouraged to share additional information that may be appropriate for their classroom.

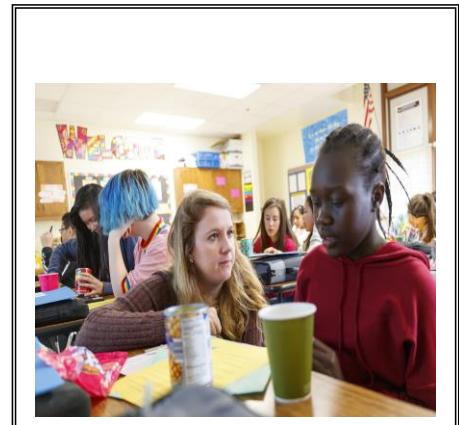
Student teachers can broaden their understanding of the classroom by observing their cooperating teachers interact with colleagues and students. This observation period allows student teachers to become familiar with the students and classroom environment, implementation of

curriculum, and managing student behaviors. It also allows student teachers time to reflect with their cooperating teachers on practices and communicate important issues regarding expectations and responsibilities.

B. Phase 2 – Assuming the Instructional Role

The opportunity to assume full instructional responsibility is an essential aspect in the development and growth of a new teacher. In some instances, co-teaching may occur, with the student teacher and cooperating teacher sharing teaching responsibilities. In Phase 2, student teachers will fully experience the rigor and challenges associated with planning and implementing lessons and assessing student learning. It is important that the experience of student teaching replicate, to the greatest degree possible, the ongoing daily work of a teacher.

During Phase 1, the student teacher will work collaboratively with the cooperating teacher to assume increasing responsibility for learning. This process can occur in a variety of ways. The student teacher can be integrated into instruction by working with individual students or groups of students as a part of the cooperating teacher's lesson plan. Other activities that allow student teachers to use their capabilities are maintaining attendance records, grading student work, leading a portion of a lesson, and co-teaching. (See Figure 3: Phases of Student Teaching, pg. 7).



The University of Nebraska-Lincoln's College of Education and Human Sciences recognizes that the cooperating teacher maintains both ethical and legal responsibility for learning. Therefore, it is incumbent upon the student teacher to perform in a highly professional manner. The student teacher is to present thoroughly developed lesson plans that meet the standards of the district, cooperative teacher, and the university supervisor. The student teacher is responsible for the collection, preparation, and creation of all needed instructional resources. The student teacher must maintain a focus on the standards, curricular goals, and objectives which students are expected to meet. Finally, the student teacher will assess the students' learning and adjust instruction as required. Carrying this full instructional load for several weeks is important to the development of the student teacher.

All of this is done with the guidance and support of the cooperating teacher and the university supervisor. During Phase 2, the university supervisor will conduct two to four (for a total of 5 or 6) observations. The cooperating teacher may be present in the room to offer support, co-teach, or simply watch. It is important that the student teacher "go it alone" during this phase. These observations provide the student teacher with constructive feedback from the cooperating teacher and the supervisor, including suggestions on strategies and reinforcement for things done well. The formative assessment will be completed during this phase, midway through the semester, to provide a performance evaluation of the progress to date. Supervisors are asked to meet with

the student teacher, and the cooperating teacher if possible, to provide feedback after each observation.

Student teachers who work in a collaborative environment benefit greatly from the guidance offered to them. This is the opportunity for them to use their talents, skills, and knowledge in positive and productive ways, and to learn the work of teaching and the rewards associated with it.

Concurrent with student teaching, students are engaged in ongoing reflective activities, such as seminars or online meetings required by the University. The student teacher is expected to reflect continuously on all aspects of the teaching experience to identify ways for improvement as an individual, as a part of the school community, and as part of the teaching profession.

C. Phase 3 – Transition and Final Reflection

Once the student teacher has led instruction for a significant period of time, it is important that the team develop a plan to seamlessly transfer teaching responsibilities back to the cooperating teacher. This transition can be handled in a variety of ways. For example, in an elementary setting, the cooperating teacher may resume instruction in one content area at a time. In middle and high schools, a student teacher may relinquish their leadership role one class at a time. As with all aspects of the student teaching experience, clear communication among team members about the transition is essential.

Every transition plan will be unique to each team's approach, but all plans should address the following:

- Completing all grading of students' work
- Returning all instructional resources such as school materials, security badges, parking permits
- Returning technology resources, such as laptops, email accounts, student record system access
- Helping students with the departure of their student teacher

If student teachers have not already done so, the transition plan could include observations of other teachers, counselors and others working in support roles. Observations may include other grade levels or content areas.

Near the conclusion of Phase 3 the student teaching team should conduct the final evaluation conference. This conference should focus on the student teacher's strengths and areas for continued growth and include the student teacher's reflection on their experiences as well as seeking input from all others involved in their experience.

Student teaching is critical in the growth of a new teacher. However, student teachers need to recognize that no one expects them to be a finished product, but instead gaining skills that set the stage for their ongoing development as a professional educator.

Reflection – University Perspective

Reflection allows the student teacher to continually evaluate how choices and actions affect students

4. Responsibilities

A. The Student Teacher

To be successful, the student teachers must:

- Read the Student Teaching Handbook.
- Uphold the UNL CEHS Statement of Ethics.
- Uphold the policies and regulations of the school where they are placed.
- Recognize that their primary responsibility is the education of the students. No other activities should interfere with this experience.
- Prepare sound lesson plans and submit them to the cooperating teacher for approval well in advance of actual classroom teaching, and to the university supervisor as required, including substitute lesson plans needed for illness or other absences.
- Become acquainted with the instructional activities in which the teacher and students engage during the year, not merely those for which they might be directly responsible.
- Prepare each day so that they will be able to take over the class in an emergency, and so that they may continuously identify with the work of the class and of the cooperating teacher.
- Complete a formative assessment of themselves and participate in the mid-semester evaluation conference.
- Act, talk, and conduct themselves professionally as an educator in the local community.
- Dress professionally as appropriate for the school culture and as a representative of the University.
- Act in accordance with sound professional ethics and the requirements of good citizenship.
- Adhere to school faculty arrival and departure times and dates. In the case of an illness or other unavoidable absence, student teachers must notify both the cooperating teacher and the university supervisor as soon as possible.
- Learn about each pupil as fully as possible, using observation, consultation with the cooperating teacher, school records and whatever other sources of information are available.
- Participate in professional activities such as staff meetings, parent conferences, committee, professional learning community, departmental and grade level meetings, and lunchroom and outdoor duties.



- Participate in other extracurricular school activities whenever possible. However, this participation must not interfere with their student teaching experience.
- Learn about the various physical facilities of the school building, the resources available in the school system and the community.
- Arrange for a time to meet with the university supervisor after each observation to discuss the class activities observed.
- Remember that cooperating teachers are legally responsible for their students. Student teachers cannot assume authority which has not been specifically delegated by the cooperating teacher.
- Refer all parental requests for pupil data or evaluation of progress to the classroom teacher.
- Attend university pre-student teaching conferences and seminars for orientation and continued growth.
- Participate in open, honest communication with the cooperating teacher and university supervisor.
- Practice acceptable teacher relationships with students.
- Learn to communicate with parents through parent-teacher conferences, after school meetings, telephone calls, email, and other communication methods.
- Be aware of procedures regarding confidential and privileged information (See Rules and Policies, page 16).
- Be aware of procedures regarding behavior management (See Rules and Policies, page 26). In particular, student teachers may not participate in corporal punishment or physical restraint at any time during their placement.
- Be aware of procedures for reporting suspected child abuse and neglect, and other legal reporting obligations (See Rules and Policies, page 16).
- Use technology responsibly and ethically according to University and District policies (See Rules and Policies, page 16).

B. The Cooperating Teacher

Effective cooperating teachers are to the success of student teachers. CTs are carefully selected to ensure they have the skills needed to mentor a student teacher. Cooperating Teachers have three primary responsibilities to their student teachers: (1) serve as role models, (2) share expertise and experience, and (3) encourage the developing professional to reflect on the educational process. Effective cooperating teachers will:

- Ensure adequate instructional continuity, class contact, and supervision of the student teacher.
- Define the student teacher's role in terms of their duties and responsibilities. To accomplish this, the cooperating teacher should:
 - Provide opportunities for the student teacher to observe the kinds of methods that are appropriate to the teaching profession,
 - Help the student teacher develop a professional attitude in contacts with the school and community,
 - Clarify the student teacher's responsibilities with respect to writing lesson plans, securing, and organizing appropriate materials and other necessary activities,

- Help the student teacher develop effective classroom management techniques that include how to provide immediate and specific praise, low profile redirection, and consistent procedures and routines that include appropriate consequences according to building guidelines.
- Ensure that the student teacher's transition into active teaching proceeds at an appropriate pace consistent with the Phase 1 plan.
- Make certain that the student teacher has adequately planned before being permitted to teach and has lesson plans prepared for every lesson.
- Observe the student teacher's instruction on a regular basis and give specific feedback.
- Appendix C
- Conduct regularly scheduled conferences to keep the student teacher informed of their progress, make suggestions through specific feedback, and provide constructive criticism, as necessary.
- Allow the student teacher to use the teaching style that best fits his/her individual strengths and is consistent with the culture of the school environment.
- Participate in frequent observation conferences, including a formative assessment conference, as a student teaching team.
- Complete a final evaluation of the student teacher in collaboration with the university supervisor. Discuss the evaluation as a student teaching team.
- Ensure the student teacher understands the importance of confidentiality of records and student information.
- Participate in open, honest communication with the student teacher and university supervisor.

Communicate immediately with the university supervisor and/or the Office of Accreditation, Placement & Licensure if there are serious concerns about the performance of the student teacher.



C. The University Supervisor

University supervisors are UNL faculty or professional educators with extensive educational experience, many hold advanced degrees. University supervisors understand the requirements of the Nebraska Department of Education (NDE) and of the College of Education and Human Sciences teacher licensure program.

University supervisors support cooperating teachers and student teachers in their role as educators. University supervisors, assigned to each student teacher, are expected to:

- Assist the student teacher and cooperating teacher in all phases of student teaching.
- Meet with the cooperating teacher and student teacher during Week 1 of student teaching to develop the Phase 1 plan and establish communication.
- Make a minimum of five on-site visits to the student teacher to ensure adequate supervision and evaluation. (One visit with observation will occur during Phase 1 and two to four

observations of full lessons will occur during Phase 2.) This may vary depending on the program.

- Conduct a conference with the student teacher as soon as possible following each observation; providing meaningful feedback. Appendix C
- Hold periodic meetings with the student teacher and cooperating teacher so that issues of mutual concern may be discussed.
- Complete a formative observation and conference midway through the semester with the student and cooperating teacher during Phase 2. Appendix D
- Submit the formative evaluation as required by the university.
- Be available to consult with cooperating teachers and student teachers when necessary.
- Assist the cooperating teacher in completing university requirements.
- Become acquainted with the principal and inquire about his/her impression of the student teacher.
- Participate in open, honest communication with the cooperating teacher and student teacher.
- Communicate immediately with university personnel and/or the Director of Field Experiences if there are serious concerns about the performance or conduct of the student teacher.
- Complete the final Clinical Practice Evaluation (summative) of the student teacher, in collaboration with the cooperating teacher. Discuss the evaluation as a student teaching team. Appendix E
- Submit the Clinical Practice Evaluation (summative) as required by the university.

D. The School Administrator

The school administrator can play a number of roles in the student teaching experience. Some take a very active role in shaping the student teacher through observations and conferences. Other administrators choose to let the cooperating teacher and university supervisor take the lead and instead take the role of problem solver. Each of these roles is perfectly acceptable. Having the school administrator observe and critique the student teacher will enhance the learning situation for the student teacher. We strongly encourage student teachers initiate a conversation with the administrator to request an observation and to provide additional feedback.

School administrators are expected to:

- Ensure a climate of acceptance is provided for the student teacher.
- Share the school's acceptable dress code with the student teacher.
- Help to explain all school policies and procedures to the student teacher.
- Observe the student teacher and provide effective feedback, if requested.
- Report any concerns to the Director of Field Experience.

5. The Evaluation Process

Student teaching is the culminating experience for the teacher education program at UNL. It is a time when teacher education students use their knowledge about student learning, content,

and instruction to teach in a classroom setting. It is expected that students will reference and apply sound theories of instruction, research-based teaching practices gained from previous classroom and practica experiences. At the same time, the cooperating teacher and the university supervisor recognize that the student teacher is an emerging professional who will benefit from sound guidance and support. The formative assessment process should help the student teacher be as successful as possible. Ongoing feedback from the cooperating teacher and supervisor is essential to that effort. The summative evaluation must reflect the level of performance demonstrated by the student teacher at the end of the experience.

A. Observation of Lessons (Appendix D)

As the student teacher begins to work directly with students, the cooperating teacher should be present in the classroom and observing instruction. It is important that cooperating teachers offer constructive comments about the student teachers' approach to forming relationships, questioning skills, focus, and enthusiasm. As the student teacher assumes more instructional leadership, the cooperating teacher will have more opportunity to provide specific feedback on performance. It is important that this feedback be ongoing and candid with suggestions about how the student teacher might use techniques and strategies to improve student learning. This feedback is generally informal and does not need to be documented in writing. However, if serious concerns arise about a student teacher's overall performance, corrective feedback should be documented in writing as well as in discussions. In such a case, the cooperating teacher should immediately contact the University supervisor to seek assistance so that a plan for corrective action can be developed. In addition, the University supervisor may conduct one observation during Phase 1.

During Phase 2 of student teaching, when the student teacher has significant instructional responsibility, the university supervisor will conduct two to four additional observations. These observations will be scheduled in advance. The university supervisor will observe an entire lesson and then provide verbal and written feedback to the student teacher identifying the strengths and weaknesses of their teaching. A copy of the written feedback will be provided to the cooperating teacher and the cooperating teacher is encouraged to participate in the post-lesson feedback session. **Example: Appendix D**

B. Formative Assessment (Appendix D)

Near the mid-point of Phase 2 when the student teacher has instructional responsibility, all three members of the team will complete a formative assessment of the student teacher's strengths and most significant areas for growth. Since it is formative, this assessment is not given or used for grading purposes. Therefore, candor and clarity in the assessment and discussion among team members regarding the student teacher's progress are extremely important. The supervisor will submit the formative assessment electronically, as required by the university. Critical to this formative assessment is the identification of any concerns the cooperating teacher or university supervisor have regarding the work of the student teacher. A plan of action should be developed to address concerns so that the student teacher will be fully prepared to meet the expectations of the student teaching team and the university.

***Appendix D** for the Formative Clinical Practice Evaluation and a link to a fillable form

C. Summative Evaluation (Appendix E)

At or near the completion of the student teaching experience, a Clinical Practice Evaluation (summative) will be completed by the student, the cooperating teacher, and the university supervisor. This evaluation documents the completion of the student teaching experience and provides an assessment of the level of performance demonstrated by the student teacher. The summative evaluation should be the result of collaboration between the cooperating teacher and university supervisor, with the supervisor submitting the official evaluation.

If the cooperating teacher and supervisor disagree on any statements made in the evaluation, all comments concerning the performance of the student teacher should be included on the official summative document. If the student teacher disagrees with any part(s) of the final evaluation, s/he will be allowed to write a rebuttal statement.

In the summative Clinical Practice Evaluation, the performance of the student teacher is assessed against that expected of a professional first-year teacher. The final goal is that student teachers be prepared to work independently as new teachers starting their career. The evaluation allows the cooperating teacher and university supervisor to designate the student teacher's proficiency, identify competencies with which the student teacher requires modest assistance, and describe aspects of the student teacher's work that is unsatisfactory.

The student teaching team will review the summative Clinical Practice Evaluation and any narrative. That discussion will include both generalized and specific comments. Open and constructive suggestions are critical to this last step in the student teaching experience and provide additional opportunities for the student teacher to grow and develop.

Summative Clinical Practice Evaluations will be submitted electronically by the university supervisor following the established deadline. Students will have access to their university supervisor's evaluation at the conclusion of their placement. If they disagree with any statements in the evaluation, student teachers may submit a written rebuttal of the final evaluation form to the Director of Field Experiences.

*See **Appendix A** for Evidence Charts

***Appendix E** for the Summative Clinical Practice Evaluation and a link to a fillable form

D. Grading

Student teaching is graded on a Pass/No Pass standard. The mark received is based upon the student teacher's performance as described on the summative Clinical Practice Evaluation.

E. Improvement Plans & Removal from Placement

If a student teacher is receiving unsatisfactory evaluations at any point during a placement, the university supervisor will work with the student to identify the difficulties and propose strategies to strengthen their progress. If the evaluations continue to be poor or if they cannot

successfully complete their student teaching experience within the allotted time, the university supervisor will notify The Office of Accreditation, Placement & Licensure. Next, the appropriate personnel will meet with the university supervisor and the student teacher to develop an improvement plan. This will be a written improvement plan that describes expectations for improvement and a timeline to achieve the improvements. Student teachers who meet the expectations in their plan and improve their performance in student teaching will receive a grade of 'pass' for the experience. Student teachers who do not meet the expectations in the plan could be removed from student teaching and/or receive a "no pass."

Student teachers will be removed from their student teaching placement if their level of performance is unsatisfactory or if their conduct or behavior warrants such removal. When school officials, in consultation with the cooperating teacher, determine that a student teacher's performance is inadequate, they can request the removal of a student teacher. The Office of Accreditation, Placement & Licensure will remove a student teacher when school officials make such a request. In some cases, school officials will make this request because the student teacher has violated important school policies and the transgression also violates the policies of the College of Education and Human Sciences, the student teacher could also be subject to discipline by the university which could include dismissal from the program. If the request was prompted by an act or performance that does not violate university policies, the student will be removed from student teaching without further discipline.

The Office of Accreditation, Placement & Licensure will determine one of the following responses when students are removed from student teaching after an unsatisfactory experience:

1. Students may be encouraged to withdrawal from student teaching if their student teaching is unsatisfactory and they have not met expectations as outlined in an individualized growth plan. Students who withdraw, may register for student teaching a second time during a subsequent semester. Students are generally not permitted to enroll in student teaching for a third time when they have been unsuccessful in their first two experiences.
2. Student teachers may be given a grade of Incomplete for the semester. Incompletes may only be assigned when a student is unable to complete the course due to illness, military service, hardship, or death in the immediate family. Incomplete grades should only be given if the student has already substantially completed the major requirements of the course.
3. Student teachers who receive passing but mediocre evaluations may be given a grade of 'pass.' Mediocre evaluations may make it difficult to secure employment in the field and in these cases, the students may be encouraged to repeat their student teaching experience.
4. Student teachers may elect to graduate from the program without certification (GWC). Students generally choose this option when they do not expect to be successful in satisfying the individualized plan for growth. In some cases, the university supervisor and The Office Accreditation, Placement & Licensure may counsel students to choose this option if they believe it is in the students' best interest.
5. Student teachers may be dismissed from the program if they commit a transgression that violates university policies.

In some rare cases, when a student teacher receives poor evaluations, but the university supervisor determines that extenuating circumstances and/or limitations in the placement

contributed to the unsatisfactory progress the university supervisor can request a change of placement. That request is made directly to the Director of Field Experiences. The Office Accreditation, Placement & Licensure will review the request, approve, or reject the request to remove the student teacher from specific setting and will promptly assign him or her to a different supervising teacher and/or another setting. The Office Accreditation, Placement & Licensure works in cooperation with the schools for effective student teacher transition.

If a student teacher is cited for an incident that could lead to a misdemeanor or felony conviction, the student teacher must report the incident immediately to The Office Accreditation, Placement & Licensure.

6. Other Rules and Policies for Student Teaching

A. Attendance/Tardies

- Given the professional expectations, student teachers are required to be in attendance and prepared every day, following the schedule established for the school faculty.
- There are certain designated days when the student teacher is expected to participate in student teaching course activities at the university; these days are identified at the beginning of the student teaching experience.
- The student teacher must notify the cooperating teacher and university supervisor about an absence before the absence occurs. Student teachers are to act in a highly professional manner.
- If cooperating teachers have serious concerns about a student teacher's attendance or punctuality, they should immediately notify the university supervisor. The university supervisor may in turn notify the Director of Field Experiences.
- Absences totaling more than three (3) days (not including required University events or other events identified by The Office of Accreditation, Placement & Licensure as required) will be deemed excessive and may result in an extended student teaching experience. In some cases, excessive absence may contribute to an unsatisfactory performance and result in the student teacher's removal from a student teaching placement.
- Timely and regular attendance is an expectation of all student teachers. Students are expected to report to their assigned placement every day and on time. Arriving past the scheduled time, without prior approval, is unacceptable.

B. Substitute Teaching

- In some situations, student teachers may substitute for their cooperating teacher. In order for student teachers to serve as a substitute teacher, the Nebraska Department of Education (NDE) must certify them as a "Local Substitute Teacher." Adherence to all the provisions identified by NDE is required. The Office Accreditation, Placement & Licensure is the only entity with the authority to make exceptions to this rule. For more information, please follow the current substitute policy set by CEHS. **Appendix F**

C. Legal Liability

The University provides legal defense and pays for the costs and damages of civil (not criminal) charges or claims that are brought against student teachers as a result of activities within the “course and scope” of their student teaching experience. To receive this benefit, the student must provide the University with honest information and cooperate with the University legal team. Further detail and explanation are contained in Regents Bylaw 6.8

www.nebraska.edu/board/bylaws-policies-and-rules.html.

While the meaning of “course and scope” can sometimes be unclear, if student teachers are simply “doing their job,” and an accident happens, the University will defend them and pay for damages. For example, if a child accidentally trips over some boots in the hall and hurts himself, the student teacher would almost certainly be provided with defense and indemnification by the University. On the other hand, if the student teacher were present at the school site under the influence of alcohol and therefore unable to properly supervise children, the student teacher would not receive these benefits when a child sustained an injury, because inebriation is not a behavior within the “course and scope” of student teaching duties. Note that criminal charges are not covered. If student teachers engage in an activity that results in criminal charges, they will be required to provide their own defense.

Student teachers may want to become a member of the Student Education Association (SEA). Members of this organization can apply for liability insurance, which covers student teaching. The amount of liability covered varies, but we suggest that student teachers select as close to \$1,000,000 as possible (www.nea.org). Another resource would be to contact an insurance agent about adding professional liability insurance to the student teacher’s existing policy.

Student teachers are expected to act in a prudent, responsible manner. Although there is no foolproof formula to guarantee avoidance of a lawsuit, student teachers should follow the responsibilities, rules and policies included in this handbook. As a final reminder:

- Under no circumstance will student teachers transport any student(s) in a private vehicle.
- Unless accompanied by their cooperating teacher or building administrator, student teachers will not visit students in their homes or other private settings.
- Student teachers must use technology responsibly and ethically according to university and local district policies. **As one very important example, student teachers should never engage with their K-12 students and parents in social networking.**
- Student teachers must act in accordance with school system policies regarding confidential and privileged information.
- Student teachers must act in accordance with school and district policies regarding behavior management. Student teachers are not permitted to participate in corporal punishment or physical restraint with students.
- Student teachers should ask the cooperating teacher about procedures and protocols to follow concerning student behavior and emergencies.
- Nebraska law mandates reporting suspected child abuse or neglect to law enforcement or the Department of Health and Human Resources. The report can be made by calling the Child

Abuse Hotline at (800) 652-1999. Student teachers should also report any concerns they have about suspected child abuse or neglect to the cooperating teacher and/or principal, as well as the University supervisor.

- Student teachers should use common sense and exercise professional judgment. When in doubt, ask!

D. Youth Safety Policy

The University of Nebraska Lincoln has a strong interest in protecting the safety of our youth at our university; therefore, in 2012, the University implemented a Youth Activity Safety Policy to provide a safe, educational, and enjoyable activity/program experience for all participants. The policy provides minimum specific guidelines for activities sponsored by Nebraska and for activities sponsored by other organizations but held at the University. Except as noted, Nebraska units may, on their own, adopt policies that are stricter than those listed within the Youth Activity Safety Policy.

Please follow the below link to read more about our Youth Safety Policy:

<http://police.unl.edu/youth-activity-safety-policy>

D. UNL-CEHS Statement of Ethics

Professional and Ethical Behavior: In addition to criminal convictions, other non-criminal behaviors which involve risks that are unacceptable for teachers and the children charged to their care; demonstrate a lack of professionalism and good judgment; and evidence a disregard for one's personal reputation, the integrity of the College and the teaching profession, may bring into question a student's ability to be successful in an education career. Before engaging in such questionable behavior, students must consider how the College, the profession, educational employer, parents of school-aged children, and the community of Nebraska, would perceive or evaluate the impact of that behavior with respect to the students' ability to serve children. Teaching is a profession that requires its candidates to be individuals of the highest integrity. The College reserves its prerogative to evaluate students' fitness for the profession in its discretion, so that safety in the classroom, the reputation of the College, and the best interest of the student, are all recognized and promoted. Should the College, through the reasonable exercise of the judgment of its Certification Officer or the Director of Field Experiences, determine that a student's individual behavior represents a lack of integrity, questionable moral/ethical character, or otherwise indicates a potential of risk to young persons and others in the educational community, the College of Education and Human Sciences may deny entry to or dismiss such a student from any program which leads to certification or to service of children in a community agency. More specifically, these kinds of behavior shall be adequate foundation to deny any candidate or potential candidate from participation in any practicum, pre-practicum, student teaching or similar field experience, since the interests and safety of the children, and young people present in the classroom, schools and other practicum settings are paramount. Problematic behaviors, which the College of Education and Human Sciences reasonably determines renders the candidate a risk to the educational community or demonstrates a likelihood of illegal activity, may be established by any credible means, including the facts surrounding a record of arrests and/or convictions. Students will be

expected to meet Nebraska standards for personal and professional fitness, as described in the Nebraska Department of Education, Application for Teacher Certification. The consequences for unprofessional, unethical, or risky behavior will differ given the unique circumstances involved in each matter.

7. Additional Information for Student Teachers

A. Videotaping in the Classroom

The College of Education and Human Sciences makes every effort to prepare students to be reflective professionals. Student teachers are encouraged to be reflective using videotaping their instructions to see themselves and evaluate their teaching.

Videotaping instruction can help students capitalize on their strengths and look for better ways to improve. This is a valuable instructional tool and can allow a student to see his/her teaching in action and better understand critiques and suggestions received. The value increases when the video is viewed with the cooperating teacher and/or university supervisor.

The videotaping of classroom activities by the cooperating teacher and/or other school district personnel is also common practice in many school districts. Student teachers may be included in those tapes, made in accordance with the specific district policy.

Please make sure that prior to all videotaping there is an understanding of the district-specific videotaping policies and all formal paperwork and processes have been completed as appropriate.

B. Use of Social Media

Student teachers are required to read the district/building policy on the use of social media in and out of the classroom. Utilize only school/district approved sites under the direct supervision of the cooperating teacher. Student teachers are not to post student photos, work, etc., or use social media for personal use while at school. Student teachers are not considered employees of a district and are not protected by district employee policies.

C. University Required Events

Student teachers will be required to attend a variety of UNL sponsored events during the student teaching semester, including but not limited to Professional Development Day and capstone seminars. It is the student teacher's responsibility to remind the cooperating teacher of the absence and to have prepared lesson plans or coordinate plans for the class in advance of any absence.

Student teachers will be invited to and informed of these UNL required events. Dates will be provided in advance to assist with planning.

D. Exit Survey

Near the end of the experience, student teachers will complete an exit survey of their university supervisor and the student teaching experience. This will be sent to student teachers toward the end of their student teaching experience.

E. Helpful Websites

Nebraska Department of Education - <https://www.education.ne.gov/>

Nebraska ETS-Praxis - <https://www.ets.org/praxis/ne>

Nebraska Certification - <https://www.education.ne.gov/tcert/>

OneSource Background Checks - <https://onesourcebackground.com/>

College of Education and Human Sciences - <https://cehs.unl.edu/>

APPENDIX A

Evidence Charts

Standard 1

Learner Development (Student Needs)

<p>The teacher understands how learners grow and develop, recognizing that patterns of learning development vary individually within and across cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p> <p>InTASC 1; CAEP 1.1</p> <p><u>Proficient:</u></p> <p>Uses data about students and their development to adjust teaching.</p> <p>*This standard is focused on the development of students within the classroom.</p>	<p>Observable candidate behaviors may include:</p> <ul style="list-style-type: none"> ● Connects lessons to students’ interests, personal experiences and prior knowledge <ul style="list-style-type: none"> ○ Assesses what students know, need to know, and want to know (KWL, interest inventories, etc.) ● Modifies, adapts or adjusts instruction and materials for students <ul style="list-style-type: none"> ○ Varies learning experiences and activities within a lesson ○ Uses flexible groupings ○ Makes appropriate and timely adjustments within lessons based upon students’ responses ● Collects data about student development and effectively uses the data to adjust teaching <ul style="list-style-type: none"> ○ Data collected includes information about student interests, backgrounds, strengths needs, etc. ○ Takes notes or keeps records on student learning to determine next steps for instruction ● Creates opportunities to use and build on student strengths <ul style="list-style-type: none"> ○ This is not always evident within a single observation and may be learned during a debriefing
<p>Standard 2</p> <p>Learning Differences (Differentiation)</p>	
<p>The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive environments that enable each learner to meet high standards. InTASC 2; CAEP 1.1</p> <p><u>Proficient:</u></p> <p>Identifies students’ needs for differentiation and responds with individualized instruction, flexible grouping and varied learning experiences.</p> <p>*This standard is focused on the development of individual students within the classroom.</p>	<p>Observable behaviors may include:</p> <ul style="list-style-type: none"> ● Implements developmentally appropriate and challenging learning experiences <ul style="list-style-type: none"> ○ Varies learning experiences and activities within a lesson to meet individual students’ needs ○ Includes strategies for making content and academic language accessible to linguistically diverse students ○ Asks varying levels of questions to promote interactive class discussions ● Uses data gathered to differentiate instruction using flexible grouping, individualized instruction, various teaching styles, and differentiated content <ul style="list-style-type: none"> ○ Creates multiple ways for students to demonstrate learning ○ Adapts materials and instruction to meet individual student needs

	<ul style="list-style-type: none"> ● Includes multiple levels of activities to address varied levels of students and/or provide student choice <ul style="list-style-type: none"> ○ Provides opportunities for student choice ● Creates multiple ways for students to demonstrate learning <ul style="list-style-type: none"> ○ Provides opportunities for students to realize cultural significance and global perspectives ○ Encourages individual opinions during class discussions
Standard 3 Learning Environment (Classroom Management)	
<p>The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. InTASC 3; CAEP 1.1</p> <p>Proficient: Communicates and reinforces clear task and behavior expectations to students, develops routines that support expectations for the learning environment.</p>	<p>Observable candidate behaviors may include:</p> <p>Communicates, models, and positively reinforces clear task and behavioral expectations</p> <ul style="list-style-type: none"> ● Reinforces and revisits rules/expectations as needed ● Acknowledges positive behaviors ● Monitors the classroom climate and adjusts as needed ● Communicates expectations in multiple ways (verbal, visual, nonverbal, etc.) ● Exhibits mutual respect between self and students <p>Provides verbal and nonverbal signals to reinforce/redirect behavior (smiles, high fives, thumbs up, gives verbal acknowledgement, praise, uses proximity, eye contact, attention getters, signals, etc.)</p> <ul style="list-style-type: none"> ● Exhibit mobility during lessons and uses proximity control ● Is strategic and intentional with proximity <p>Uses strategies for transitions that minimize problems and maximize instructional time</p> <ul style="list-style-type: none"> ● Engages students in smooth and non-disruptive transitions between and within lessons <ul style="list-style-type: none"> ○ Uses age-appropriate transitions <p>Creates a positive learning environment through relationships, organization and routines through an awareness of the classroom environment</p> <ul style="list-style-type: none"> ● Maintains the attention of the classroom ● Adjusts for student engagement ● Builds positive relationships with students ● Organizes the classroom for learning
Standard 4 Content Knowledge (Accuracy)	
The teacher understands the central	Observable candidate behaviors may include:

<p>concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p> <p>InTASC 4; CAEP 1.1</p> <p>Proficient: Communicates accurate content, uses academic vocabulary correctly, and provides relevant opportunities for students to demonstrate understanding.</p>	<ul style="list-style-type: none"> ● Demonstrates a clear and direct match between activities and objective(s) throughout the lesson ● Addresses student questions and misconceptions accurately ● Uses the academic language of the content correctly and creates opportunities for students to practice and apply academic language ● Is knowledgeable of content and ensures accurate and relevant implementation ● Provides students opportunities to practice/demonstrate understanding
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<p align="center">Standard 5 Application of Content (Critical Thinking)</p>

<p>The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. InTASC 4; CAEP 1.1</p> <p>Proficient: Links concepts to help students make connections and engages students in applying methods of inquiry in the discipline.</p>	<p>Observable candidate behaviors may include:</p> <ul style="list-style-type: none"> ● Builds upon prior knowledge and background to initiate new learning ● Relates content to meaningful examples that provoke critical thinking ● Uses inquiry driven instruction to engage students in meaningful ways <ul style="list-style-type: none"> ○ Provides opportunities for students to reason, justify and provide evidence for thinking ● Uses questioning to engage students to conjecture and discover key ideas ● Synthesizes content across fields, making connections relevant to students
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<p align="center">Standard 5 Application of Content (Communication)</p>

<p>The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and problem solving related to authentic local and global issues. InTASC 5; CAEP 1.1</p> <p>Proficient: Engages students to utilize literacy and communication skills from a variety of resources and perspectives to show understanding of content.</p>	<p>Observable candidate behaviors:</p> <ul style="list-style-type: none"> ● Engages students in applying content knowledge and skills to real world contexts ● Develops students' communications skills through group work ● Guides students in gathering, organizing and evaluating information and ideas from a variety of resources and texts ● Creates authentic writing assignments ● Provides opportunities for students to display and communicate their knowledge in a variety of ways <ul style="list-style-type: none"> ○ Creates reading, writing, speaking opportunities for students to demonstrate learning
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Standard 6 Assessment (Classroom Assessment)	
<p>The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. InTASC 6; CAEP 1.1</p> <p>Proficient: Uses classroom formative and summative assessments that match objectives and inform instructional decisions to guide implementation of differentiated instructional strategies.</p>	<p>Observable candidate behaviors may include:</p> <ul style="list-style-type: none"> ○ Implements multiple assessments that measure lesson objectives ○ Checks for student understanding throughout the lesson <ul style="list-style-type: none"> ○ Adjustments to lesson are made based upon student responses ○ Uses assessments to engage student in his/her growth and decision making ○ Implements required accommodation in assessments and testing conditions ○ Provides a variety of opportunities to showcase learning
Standard 6 Assessment (Impact on Student Learning)	
<p>The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. InTASC 6; CAEP 1.1</p> <p>Proficient: Uses student performance data and knowledge of students to identify interventions that support and/or advance students to positively impact learning.</p>	<p>Observable candidate behaviors may include:</p> <ul style="list-style-type: none"> ● Provides students clear criteria and performance standards by which their work will be evaluated ● Monitors student learning to guide instruction and to engage learners in their own progress (eg. goal setting, self-assessment, etc.) ● Uses data from multiple types of assessments to draw conclusions about student progress and determine re-teaching and enrichment opportunities ● Analyzes assessment data to describe patterns and/or gaps in learning and provides one or more examples of how analysis guided planning and instruction (questions in debrief after) ● Adjusts instruction based on student performance data <ul style="list-style-type: none"> ○ Circulates and checks in on learning, using the information to clarify, reinforce, or extend learning ● Reteaches and/or extends learning within a lesson ● Provides on-going feedback to engage students in their own learning
Standard 7 Planning for Instruction (Written Lesson Plans)	
<p>The teacher plans instruction that promotes every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. InTASC 7; CAEP 1.1</p>	<p>Observable candidate behaviors may include:</p> <ul style="list-style-type: none"> ● Aligns objective(s) to state standards and/or district curriculum guides and resources when planning lessons ● Connects objective(s) to lesson activities to include the opening and closure of the lesson ● Uses a model that scaffolds learning (eg. gradual release) to support all connections to the learning objective(s) within lesson plans

<p><u>Proficient:</u> Sequences learning experiences linked to the learning objectives, performance tasks and assessments to provide multiple ways for students to demonstrate knowledge and skills.</p> <p>*This standard focuses solely on lesson planning as not to be confused with implementation (standard 8).</p>	<ul style="list-style-type: none"> ● Plans, connects, and sequences common learning experience and performance tasks linked to learning objectives ● Prepares necessary resources and materials to include technology ● Modifies/adapts lesson plans based on student performance data and student needs
<p align="center">Standard 8 Instructional Strategies (Technology)</p>	
<p>The teacher understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. InTASC 8; CAEP 1.1</p> <p><u>Proficient:</u> Provides relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.</p>	<p>Observable candidate behaviors may include:</p> <ul style="list-style-type: none"> ● Engages learners in using a range of technology tools to access, interpret, evaluate and apply information ● Provides learning opportunities by utilizing technology, when appropriate, that relate to the lesson objective ● Offers student choice through technology to provide experiential opportunities ● Utilizes technology to form connections between content and the real world
<p align="center">Standard 8 Instructional Strategies (Evidence-Based Strategies)</p>	
<p>The teacher understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. InTASC 8; CAEP 1.1</p> <p><u>Proficient:</u> Uses evidence-based strategies to support learning in the content area and poses questions that elicit student thinking and support critical thinking skills.</p>	<p>Observable candidate behaviors may include:</p> <ul style="list-style-type: none"> ● Incorporates a variety of instructional strategies that match the intended learning target ● Utilizes gradual release of responsibility and pacing by varying roles within the instructional process (e.g., instructor, facilitator, coach, audience) ● Includes inquiry processes that are open-ended utilizing questions that give rise to critical thinking versus absolute responses ● Ensures content is accessible to each learner
<p align="center">Standard 8 Instructional Strategies (Engagement)</p>	
<p>The teacher understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding</p>	<p>Observable candidate behaviors may include:</p> <ul style="list-style-type: none"> ● Creates a learning environment through organization, routine and structure for student engagement and

<p>of content areas and their connections, and to build skills to apply knowledge in meaningful ways. InTASC 8; CAEP 1.1</p> <p><u>Proficient:</u> Organizes and manages the learning environment for student engagement using strategies that provide opportunities for students to process and articulate new knowledge.</p>	<p>learning</p> <ul style="list-style-type: none"> ● Provides a variety of activities that are purposeful to student learning to ensure student involvement <ul style="list-style-type: none"> ○ Directly involves students in the learning using active engagement strategies (e.g. partner work, pair share, performance tasks, Kagan strategies, Talk Moves, etc.) ● Provides expectations for growth and opportunities for students to self-evaluate learning (eg. rubrics) ● Creates opportunities for students to demonstrate what they've learned through a variety of products ● Provides opportunities for students to engage in dialogue, share ideas, and form positive working and social relationships with peers, other adults, guests to the classroom/school (eg. cooperative or collaborative learning)
<p align="center">Standard 9 Professional Learning and Ethical Practice (Accepting Feedback - Dispositions)</p>	
<p>The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. InTASC 9; CAEP 1.1</p> <p><u>Proficient:</u> Invites constructive feedback, responds positively, with support sets and implements goals to improve practice.</p>	<p>Observable candidate behaviors may include:</p> <ul style="list-style-type: none"> ● Seeks, accepts and implements feedback from a variety of sources including students <ul style="list-style-type: none"> ○ Schedules regular meetings for monitoring progress with classroom teacher, supervisor, peers, other teachers and asks for feedback ○ Seeks out educational opportunities to increase effectiveness as a teacher ● Responds positively and proactively by setting and implementing goals for growth based on feedback to increase effectiveness <ul style="list-style-type: none"> ○ Analyzes a variety of data to evaluate outcomes of teaching to improve practice and planning ○ Utilizes research-based practices to improve
<p align="center">Standard 10 Leadership and Collaboration (Professional Demeanor - Dispositions)</p>	
<p>The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. InTASC 10; CAEP 1.1</p> <p><u>Proficient:</u> Conveys a confident, professional decorum when interacting with learners, peers, colleagues, and the community in small and large group situations.</p>	<p>Observable candidate behaviors may include:</p> <ul style="list-style-type: none"> ● Provides ideas/input when working with colleagues, candidate seeks suggestions and strategies from other professionals to improve practice ● Collaborates with other school professionals to plan and jointly facilitate learning to meet the needs of students ● Contributes to a positive school culture within and beyond the classroom (attends school and community functions and activities) ● Models professionalism through punctuality, dependability, preparedness, professional dress, follow-through, ethical and confidential practices <ul style="list-style-type: none"> ○ Poised, tactful and responsive and respectful to others

Standard 10 Leadership and Collaboration (Professional Communication - Dispositions)	
<p>The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p> <p>InTASC 10; CAEP 1.1</p> <p><u>Proficient:</u></p> <p>Demonstrates professional oral, written, and electronic communication, responds to people, problems and crisis effectively.</p>	<p>Observable candidate behaviors may include:</p> <ul style="list-style-type: none"> ● Exhibits proper grammar, punctuation, sentence structure and spelling in all forms of communication and is thoughtful before speaking and writing ● Applies school policy when dealing with problems and crises ● Communicates clearly, honestly, respectfully and professionally with parents and families and is ongoing throughout the experience <ul style="list-style-type: none"> ○ Chooses the right mode of communication for the circumstance (i.e., phone call vs. email, etc.) ○ Demonstrates professional nonverbal and verbal communication

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APPENDIX B

Lesson Plan Expectations/Examples

A variety of lesson plan formats may be used. Often, student teachers will utilize the district lesson plan format provided by their cooperating teacher. Each student teacher is responsible for writing lesson plans for each lesson, each week.

The following components are recommended for lesson plans.

1. Standards
2. Objective(s)
3. Anticipatory Set
4. Procedure (gradual release or a similar structure based on content and timing)
5. Closure
6. Assessment
7. Differentiation (this can be identified within the procedure)
8. Materials/Technology

	Observed with defined evidence (+)	Observed with ideas for growth (/)	Not observed or evident (-)	Not applicable to the lesson (NA)
Standard 7 Planning for Instruction (Written Lesson Plans)				
Plans and sequences common learning experiences and performance tasks-linked to learning objectives aligned with state standards and/or district curriculum				
Prepares necessary resources and materials				
Modifies/adapts lesson plans based on student performance data and student needs				

Lesson Plan Example Seventh Grade Pre-Algebra

Title of lesson: 6-4 Percent and Equations

Standards: America District Standards

8.1.a.11 Applies rates, ratios, proportions, and percent.

Concepts to be taught: We will use equations to find the part of a whole, to find a whole amount, and to find a percent.

Integration Areas: Real world problem solving – sales-tax, percent, etc.

Student preparation for this lesson (previous learning): Students have already taken a Chapter 5 test over rates, ratios, and proportions. They have learned and completed a formative over 6-1: converting decimals, percent, and fractions. Then, in lesson 6-3 they learned about percent and proportions and solved percent problems (found the part, whole, and percent) using proportions. The skills they have learned in 6-1 and 6-3 will be built upon in today's lesson.

Differentiation:

Content: Students will watch a short video clip on the implications of increased sales tax. They will then work along with me when setting up and solving the equations. Students are intentionally paired based on varied needs. Students will explain the process they chose to use to their partner. They are encouraged to use strategies that are comfortable for them and question one another. Material will be available in a table for students to reference to when solving problems during independent practice.

Objectives: Students will be able to accurately set up the equations and solve using a calculator.

Materials: comic strip, notebook paper

Procedures:

We will pass back formatives from Friday and quickly discuss common errors. Parallel Teaching – the group will be split in half. Both teachers will use the plans below. The group will be pulled together for the assessment portion. I will lead this part.

Anticipatory Set - I do/We d

Students will solve the comic using what we learned in 6-1. I will ask them if there is another equation we could use to solve. Students will watch a short video clip on the implications of increased sales tax. Students will have a moment to revisit the comic, and we will discuss why it is important to understand how to properly set up equations.

Instructional process – We do it together I will model a few examples. Then, students will explain to their partner how to solve an equation for a variable and how to convert a percent to a decimal. We will review previous lessons, as necessary. Together we will take notes on solving percent problems with equations before students attempt to try problems independently. Students will be allowed to use calculators during notes and during independent practice.

Checking for understanding: I will use partner sharing during the lesson. Students will solve example problems with their partner as well discuss with them what was just taught at specified times. I will move throughout the room and take anecdotal notes. If time allows, students will solve the problems in groups of four, explain to the group how they set up and solved the equation. I will roam throughout the room as students begin independent practice and note that the first problem has been done correctly. Our exit ticket will also be where I start tomorrow with my students.

Assessments – You do it alone:

Students must complete an exit slip for me before leaving. The exit slip will ask students to solve a percent problem using a proportion and using an equation. The problem will be a good indicator whether students remember what was taught on Friday and if they understood the day's material. I will also use the checking for understanding moments in the lesson to assess their learning for the day.

Closure: We will wrap up the discussion by solving the comic strip example with our new method for solving percent problems and summarize what we learned in the lesson.

APPENDIX C

Feedback

Frequent, specific, and immediate feedback is critical for the development of the student teacher to acquire maximum benefits from their student teaching experience. Finding the appropriate feedback response that will not discourage a student's learning is crucial. The following are a few points to consider when providing feedback:

- Say goodbye to "Good Job." Provide precise feedback that is supported with evidence you observed.
- Effective feedback is concrete, specific, and useful.
- Provide feedback in a timely manner, while the lesson is still fresh in the student teacher's mind.
- Provide specific opportunities for growth and improvement.
- Be selective regarding the amount of feedback and changes, too much can be overwhelming. Provide one or two noticeable improvements that if changed, will likely yield immediate improvement.
- Create action steps improvement.
- Provide a model or example.
- Offer continuing support.
- Set specific and measurable goals; discuss advancement toward a goal and how to help them progress toward their goal.

- Set timelines to evaluate feedback provided.
- Emphasis should be on the task or teaching, not the student.

APPENDIX D

Nebraska Clinical Practice Rubric

<https://cdn.education.ne.gov/wp-content/uploads/2018/04/TPPA-CPE-FormativeAssessmentForm.pdf>

Observation Form

Teacher Candidate: _____ School: _____ Grade/Topic: _____ Observation #: _____ Date: _____ Supervisor: _____	(+) Observe d with defined evidenc e	(/) Observe d with ideas for growth	(-) Not observ ed or evident	(N/A) Not applicabl e to the lesson
The Learner and Learning				
Standard 1 Learner Development (Student Needs)				
1. Connects lessons to students' interests, personal experiences and prior knowledge by modifying, adapting, or adjusting instruction and materials for students				
2. Collects data about student development and effectively uses the data to adjust teaching				
Standard 2 Learner Differences (Differentiation)				
3. Implements multiple developmentally appropriate and challenging learning experiences				
4. Uses data gathered to differentiate instruction using flexible grouping, individualized instruction, various teaching styles, and differentiated content				
Standard 3 Learning Environment (Classroom Management)				
5. Communicates, models, and positively reinforces or redirects clear task and behavioral expectations through verbal and nonverbal signals (smiles, high fives, thumbs up, gives verbal acknowledgement, praise, uses proximity, eye contact, attention getters, signals, etc.)				
6. Uses strategies for transitions that minimize problems and maximize instructional time				
7. Creates a positive learning environment through relationships, organization and routines through an awareness of the classroom environment				

Comments on the Learner and Learning				
Content Knowledge				
Standard 4 Content Knowledge (Accuracy)				
8. Uses the academic language of the content correctly and creates relevant opportunities for students to practice and apply academic language and practice/demonstrate understanding				
Standard 5 Application of Content (Critical Thinking)				
9. Relates content to meaningful examples that provoke critical thinking and inquiry (within and across content fields)				
10. Uses questioning and activities to engage students to conjecture and discover key ideas				
Standard 5 Application of Content (Communication)				
11. Engages students in applying content knowledge and literacy skills to real world contexts by gathering, organizing and evaluating information and ideas from a variety of resources and texts				
12. Creates content appropriate learning opportunities to develop students' communications skills by providing opportunities for students to engage in dialogue, share ideas, and form positive relationships				
Comments on Content Knowledge				
Instructional Practice				
Standard 6 Assessment (Classroom Assessment)				
13. Implements multiple assessments that measure lesson objectives and check for student understanding throughout the lesson				
14. Uses assessments to engage student in his/her growth and decision making and implements required accommodations as necessary				
Standard 6 Assessment (Impact on Student Learning)				
15. Provides students clear criteria and performance standards by which their work will be evaluated				
16. Monitors student learning to guide instruction and provides ongoing feedback to engage learners in their own progress (eg. goal setting, self-assessment, etc.)				
17. Analyzes and uses assessment data to draw conclusions and describe patterns and/or gaps in learning to guide planning and adjust instruction (within and after lessons)				
Standard 7 Planning for Instruction (Written Lesson Plans)				
18. Plans and sequences common learning experiences and performance tasks-linked to learning objectives aligned with state standards and/or district curriculum				
19. Prepares necessary resources and materials				
20. Modifies/adapts lesson plans based on student performance data and student needs				
Standard 8 Instructional Strategies (Technology)				
21. Provides learning opportunities by utilizing technology, when appropriate, that relate to the lesson objective and forms connections between content and the real world				
22. Offers student choice through technology to provide experiential opportunities to access, interpret, evaluate, and apply information				
Standard 8 Instructional Strategies (Evidence-Based Strategies)				
23. Incorporates a variety of evidence-based instructional strategies that match the intended learning objectives				
24. Utilizes gradual release of responsibility and pacing by varying roles within the instructional process (e.g., instructor, facilitator, coach, audience)				

25. Includes inquiry processes that are open-ended utilizing questions that give rise to critical thinking versus absolute responses				
Standard 8 Instructional Strategies (Engagement)				
26. Provides content rich tasks that directly involve students in the learning using active engagement strategies (e.g. partner work, pair share, performance tasks, Kagan strategies, Talk Moves, etc.)				
Comments on Instructional Practice				
Professional Responsibility				
Standard 9 Professional Learning and Ethical Practice (Accepting Feedback - Dispositions)				
27. Seeks, positively accepts, and implements feedback from a variety of sources including students by executing goals for improvement				
Standard 10 Leadership and Collaboration (Professional Demeanor - Disposition)				
28. Provides ideas/input when working with colleagues, candidate seeks suggestions and strategies from other professionals to improve practice				
29. Contributes to a positive school culture within and beyond the classroom (eg. attends school and community functions and activities)				
30. Models professionalism through punctuality, dependability, preparedness, professional dress, follow through, ethical and confidential practices				
Standard 10 Leadership and Collaboration (Professional Communication - Dispositions)				
31. Exhibits proper grammar, punctuation, sentence structure and spelling in all forms of communication and is thoughtful before speaking and writing				
32. Communicates clearly, honestly, respectfully, and professionally with parents and families and is ongoing throughout the experience				
Comments on Professional Responsibility				

Guiding questions to reflect on post observation:

- What was the strongest part of your lesson? Explain.
- What would you change in your lesson? Why?
- How do you know your students learned? What evidence do you have?
- How do you plan to use what you learned about your students today to plan for the next lesson?

Goal(s): List 1-3 standard areas from above for candidate to focus prior to your next observation.

ST Signature _____ **CT / US Signature** _____

STUDENT TEACHING VISITATION REPORT

Student Teacher _____ School _____ Subject _____

Cooperating Teacher _____ Date _____ Supervisor _____

Visit 1 2 3 4 5 6 7 8 9 10 Fall ____ Spring ____ Summer ____

Teaching Behaviors

I. Planning & Inclusive Practices for Learning:

II. Knowledge & Responsive Teaching:

I. Consistent Procedures & Routines:

I. Targeted Praise/Positive Interactions

I. Private Redirection/conferencing

III. Assessment:

Classroom Student Behaviors

I. Student Engagement/Time on Task:

II. Student Achievement:



Plans for Future Strategies:

STUDENT TEACHING VISITATION REPORT

Student Teacher _____ School _____ Subject _____

Cooperating Teacher _____ Date _____ Supervisor _____

Visit 1 2 3 4 5 6 7 8 9 10 Fall ____ Spring ____ Summer ____

Teaching Behaviors

I. Planning & Inclusive Practices for Learning:

II. Knowledge & Responsive Teaching:

III. Assessment:

Classroom Student Behaviors

I. Student Engagement:

II. Student Achievement:

Plans for Future Strategies:



Nebraska Clinical Practice Rubric (formative)

Teacher Candidate: _____

For Office use only: CT/ TC/ US

Evaluator's Name: _____

Evaluator's Role: _____ Date: _____

Select the cell in each row, which best describes performance. At midterm, the goal would be for student teachers to be performing at Developing or Proficient. If performance is scored "Below Standard," please be in communication with the coordinator of field experiences.

	Advanced	Proficient	Developing	Below Standard
Uses knowledge of students to meet needs Standard 1 Learner Development InTASC 1; CAEP 1.1	Uses data about students and their development to adjust teaching and build on student strengths resulting in student learning.	Uses data about students and their development to adjust teaching.	Collects data about students and their development but does not adjust teaching.	Lacks evidence of data collection and use related to students and their development.
Differentiates instruction to meet student needs Standard 2 Learner Differences InTASC 2; CAEP 1.1	Identifies students' needs for differentiation and responds with individualized instruction, flexible grouping, and varied learning experiences to include bringing multiple perspectives and cultural resources to the discussion of content.	Identifies students' needs for differentiation and responds with individualized instruction, flexible grouping, and varied learning experiences.	Identifies students' needs for differentiation.	Does not identify students' needs for differentiation.
Promotes a positive classroom environment through clear expectations Standard 3 Learning Environments InTASC 3; CAEP 1.1	Communicates and reinforces clear task and behavior expectations to students, develops routines that support expectations and minimizes the loss of instructional time.	Communicates and reinforces clear task and behavior expectations to students and follows routines that support expectations for the learning environment.	Communicates and reinforces clear task and behavior expectations to students.	Attempts to communicate and reinforces clear task and behavior expectations to students.
Uses accurate content and academic vocabulary Standard 4 Content Knowledge InTASC 4; CAEP 1.1	Communicates accurate content, uses academic vocabulary correctly, provides relevant opportunities for students to demonstrate understanding and uses	Communicates accurate content, uses academic vocabulary correctly and provides relevant opportunities for students to	Communicates content and uses academic vocabulary yet does not consistently provide relevant opportunities for students to	Communicates inaccurate content, academic vocabulary and/or provides irrelevant opportunities for students to

	knowledge of common misconceptions to create accurate understanding in the content area.	demonstrate understanding.	demonstrate understanding.	demonstrate understanding.
Engages students in critical thinking and collaborative problem solving Standard 5 Application of Content InTASC 5; CAEP 1.1	Links concepts to help students make connections and engages students in applying methods of inquiry in the discipline to engage learners in critical thinking.	Links concepts to help students make connections and engages students in applying methods of inquiry in the discipline.	Links concepts to help students make connections in the discipline.	Does not assist students in making connections in the discipline.
Develops literacy and communication skills through content Standard 5 Application of Content InTASC 5; CAEP 1.1	Engages students to utilize literacy and communication skills from a variety of resources and perspectives to address targeted purposes and audiences.	Engages students to utilize literacy and communication skills by accessing a variety of resources and perspectives to show understanding of content.	Engages students in developing literacy and communication skills.	Provides few opportunities for students to develop literacy and communication skills.
Uses classroom assessment Standard 6 Assessment InTASC 6; CAEP 1.1	Uses classroom formative and summative assessments that match objectives and inform instructional decisions to guide implementation of differentiated instructional strategies to include designing and/or adapting interventions as a result.	Uses classroom formative and summative assessments that match objectives and inform instructional decisions to guide implementation of differentiated instructional strategies.	Uses classroom formative and summative assessments that match objectives and inform instructional decisions.	Uses classroom formative and summative assessments but may not match objectives and/or inform instructional decisions.
Assesses for learning Standard 6 Assessment InTASC 6; CAEP 1.1	Uses student performance data and knowledge of students to identify interventions that support and/or advance learning through a series of differentiated assessment practices that positively impact learning.	Uses student performance data and knowledge of students to identify interventions that support and/or advance students to positively impact learning.	Uses student performance data and knowledge of students to identify interventions that support students.	Does not use student performance data and/or knowledge of students to identify interventions that support students.
Plans for instruction	Sequences learning experiences linked to	Sequences learning experiences linked	Sequences learning experiences linked	Provides little or no evidence of

Standard 7 Planning for Instruction InTASC 7; CAEP 1.1	the learning objectives, performance tasks and assessments to provide multiple ways for students to demonstrate knowledge and skills to include using data to adjust for recurring learning needs throughout planning.	to the learning objectives, performance tasks and assessments to provide multiple ways for students to demonstrate knowledge and skills.	to the learning objectives, performance tasks and assessments.	sequenced learning experiences and/or experiences are not linked to the learning objectives, performance tasks and/or assessments.
Incorporates digital tools into instruction Standard 8 Instructional Strategies InTASC 8; CAEP 1.1	Designs or adapts relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.	Provides relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.	Provides relevant learning experiences that incorporate digital tools to stimulate interest.	Provides learning experiences that incorporate digital tools infrequently or ineffectively.
Uses research-based instructional strategies Standard 8 Instructional Strategies InTASC 8; CAEP 1.1	Uses a broad range of evidence-based strategies to support learning in the content area, poses questions that elicit student thinking about information and concepts to build critical thinking skills.	Uses evidence-based strategies to support learning in the content area and poses questions that elicit student thinking and support critical thinking skills.	Uses evidence-based strategies to support learning in the content area and poses questions that elicit student thinking.	Uses strategies and poses questions.
Uses engagement to enhance learning Standard 8 Instructional Strategies InTASC 8; CAEP 1.1	Organizes and manages the learning environment for student engagement and personal accountability using strategies that provide opportunities for students to process and articulate new knowledge.	Organizes and manages the learning environment for student engagement using strategies that provide opportunities for students to process and articulate new knowledge.	Manages the learning environment for student engagement.	Attempts to manage the learning environment for student engagement.
Accepts critique and input regarding performance Standard 9 Professional Learning and Ethical Practice InTASC 9; CAEP 1.1	Invites constructive feedback, responds positively, independently sets and implements goals to improve practice.	Invites constructive feedback, responds positively, with support sets and implements goals to improve practice.	Invites constructive feedback, responds positively, but inconsistently implements goals to improve practice.	May resist constructive feedback or fail to implement goals to improve practice.

Conveys professional demeanor Standard 10 Leadership and Collaboration InTASC 10; CAEP 1.1	Conveys a confident, professional decorum when interacting with learners, peers, colleagues, and the community in small and large group situations to include seeking out leadership opportunities in the school and/or community.	Conveys a confident, professional decorum when interacting with learners, peers, colleagues and the community in small and large group situations.	Conveys professional decorum when interacting with learners, peers, colleagues, and the community in small and large group situations. Any minor lapses have been addressed.	Conveys a lack of professional decorum when interacting.
Uses professional communication Standard 10 Leadership and Collaboration InTASC 10; CAEP 1.1	Demonstrates professional oral, written and electronic communication, responds to people, problems and crises effectively and communicates with families through a variety of means (i.e., notes home, e-mails or websites, phone calls, conferences, meetings).	Demonstrates professional oral, written and electronic communication, responds to people, problems, and crises effectively.	Demonstrates professional oral, written and electronic communication, responds to people, problems, and crises effectively with additional assistance.	Demonstrates unprofessional oral, written and/or electronic communication and/or responds to people, problems, and crises ineffectively.

APPENDIX E

Nebraska Clinical Practice Rubric

<https://cdn.education.ne.gov/wp-content/uploads/2018/04/TPPA-CPE-SummativeRubric-VerticalForm.pdf>

	Advanced	Proficient	Developing	Below Standard
Uses knowledge of students to meet needs Standard 1 Learner Development InTASC 1; CAEP 1.1	Uses data about students and their development to adjust teaching and build on student strengths resulting in student learning.	Uses data about students and their development to adjust teaching.	Collects data about students and their development but does not adjust teaching.	Lacks evidence of data collection and use related to students and their development.
Differentiates instruction to meet student needs Standard 2 Learner Differences InTASC 2; CAEP 1.1	Identifies students' needs for differentiation and responds with individualized instruction, flexible grouping, and varied learning experiences to include bringing	Identifies students' needs for differentiation and responds with individualized instruction, flexible grouping, and varied learning experiences.	Identifies students' needs for differentiation.	Does not identify students' needs for differentiation.

	multiple perspectives and cultural resources to the discussion of content.			
Promotes a positive classroom environment through clear expectations Standard 3 Learning Environments InTASC 3; CAEP 1.1	Communicates and reinforces clear task and behavior expectations to students, develops routines that support expectations and minimizes the loss of instructional time.	Communicates and reinforces clear task and behavior expectations to students and follows routines that support expectations for the learning environment.	Communicates and reinforces clear task and behavior expectations to students.	Attempts to communicate and reinforces clear task and behavior expectations to students.
Uses accurate content and academic vocabulary Standard 4 Content Knowledge InTASC 4; CAEP 1.1	Communicates accurate content, uses academic vocabulary correctly, provides relevant opportunities for students to demonstrate understanding and uses knowledge of common misconceptions to create accurate understanding in the content area.	Communicates accurate content, uses academic vocabulary correctly and provides relevant opportunities for students to demonstrate understanding.	Communicates content and uses academic vocabulary, yet does not consistently provide relevant opportunities for students to demonstrate understanding.	Communicates inaccurate content, academic vocabulary and/or provides irrelevant opportunities for students to demonstrate understanding.
Engages students in critical thinking and collaborative problem solving Standard 5 Application of Content InTASC 5; CAEP 1.1	Links concepts to help students make connections and engages students in applying methods of inquiry in the discipline to engage learners in critical thinking.	Links concepts to help students make connections and engages students in applying methods of inquiry in the discipline.	Links concepts to help students make connections in the discipline.	Does not assist students in making connections in the discipline.
Develops literacy and communication skills through content Standard 5 Application of Content InTASC 5; CAEP 1.1	Engages students to utilize literacy and communication skills from a variety of resources and perspectives to address targeted purposes and audiences.	Engages students to utilize literacy and communication skills by accessing a variety of resources and perspectives to show understanding of content.	Engages students in developing literacy and communication skills.	Provides few opportunities for students to develop literacy and communication skills.
Uses classroom assessment Standard 6 Assessment InTASC 6; CAEP 1.1	Uses classroom formative and summative assessments that match objectives and inform instructional decisions to guide implementation of	Uses classroom formative and summative assessments that match objectives and inform instructional decisions to guide implementation of	Uses classroom formative and summative assessments that match objectives and inform instructional decisions.	Uses classroom formative and summative assessments but may not match objectives and/or inform instructional decisions.

	differentiated instructional strategies to include designing and/or adapting interventions as a result.	differentiated instructional strategies.		
Assesses for learning Standard 6 Assessment InTASC 6; CAEP 1.1	Uses student performance data and knowledge of students to identify interventions that support and/or advance learning through a series of differentiated assessment practices that positively impact learning.	Uses student performance data and knowledge of students to identify interventions that support and/or advance students to positively impact learning.	Uses student performance data and knowledge of students to identify interventions that support students.	Does not use student performance data and/or knowledge of students to identify interventions that support students.
Plans for instruction Standard 7 Planning for Instruction InTASC 7; CAEP 1.1	Sequences learning experiences linked to the learning objectives, performance tasks and assessments to provide multiple ways for students to demonstrate knowledge and skills to include using data to adjust for recurring learning needs throughout planning.	Sequences learning experiences linked to the learning objectives, performance tasks and assessments to provide multiple ways for students to demonstrate knowledge and skills.	Sequences learning experiences linked to the learning objectives, performance tasks and assessments.	Provides little or no evidence of sequenced learning experiences and/or experiences are not linked to the learning objectives, performance tasks and/or assessments.
Incorporates digital tools into instruction Standard 8 Instructional Strategies InTASC 8; CAEP 1.1	Designs or adapts relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.	Provides relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.	Provides relevant learning experiences that incorporate digital tools to stimulate interest.	Provides learning experiences that incorporate digital tools infrequently or ineffectively.
Uses research-based instructional strategies Standard 8 Instructional Strategies InTASC 8; CAEP 1.1	Uses a broad range of evidence-based strategies to support learning in the content area, poses questions that elicit student thinking about information and concepts to build critical thinking skills.	Uses evidence-based strategies to support learning in the content area and poses questions that elicit student thinking and support critical thinking skills.	Uses evidence-based strategies to support learning in the content area and poses questions that elicit student thinking.	Uses strategies and poses questions.
Uses engagement to enhance learning	Organizes and manages the learning environment for	Organizes and manages the learning	Manages the learning environment for	Attempts to manage the learning environment for

Standard 8 Instructional Strategies InTASC 8; CAEP 1.1	student engagement and personal accountability using strategies that provide opportunities for students to process and articulate new knowledge.	environment for student engagement using strategies that provide opportunities for students to process and articulate new knowledge.	student engagement.	student engagement.
Accepts critique and input regarding performance Standard 9 Professional Learning and Ethical Practice InTASC 9; CAEP 1.1	Invites constructive feedback, responds positively, independently sets and implements goals to improve practice.	Invites constructive feedback, responds positively, with support sets and implements goals to improve practice.	Invites constructive feedback, responds positively, but inconsistently implements goals to improve practice.	May resist constructive feedback or fail to implement goals to improve practice.
Conveys professional demeanor Standard 10 Leadership and Collaboration InTASC 10; CAEP 1.1	Conveys a confident, professional decorum when interacting with learners, peers, colleagues and the community in small and large group situations to include seeking out leadership opportunities in the school and/or community.	Conveys a confident, professional decorum when interacting with learners, peers, colleagues and the community in small and large group situations.	Conveys professional decorum when interacting with learners, peers, colleagues and the community in small and large group situations. Any minor lapses have been addressed.	Conveys a lack of professional decorum when interacting.
Uses professional communication Standard 10 Leadership and Collaboration InTASC 10; CAEP 1.1	Demonstrates professional oral, written and electronic communication, responds to people, problems and crises effectively and communicates with families through a variety of means (i.e., notes home, e-mails or websites, phone calls, conferences, meetings).	Demonstrates professional oral, written and electronic communication, responds to people, problems and crises effectively.	Demonstrates professional oral, written and electronic communication, responds to people, problems and crises effectively with additional assistance.	Demonstrates unprofessional oral, written and/or electronic communication and/or responds to people, problems and crises ineffectively.

APPENDIX F

CEHS Substitute Policy

Student Teacher Substitute Policy

It is the intent of this policy to provide student teachers with an optional opportunity to be employed, on a limited basis, during the semester of their student teacher placement as a paid substitute teacher. Secondary benefits include providing continuity for students in the classroom when the certificated teacher is absent on a limited basis as well as helping school districts with substitute teacher shortage challenges.

Student teachers are legally protected by the cooperative agreement between the University and the school district (Nebraska Revised Statute 79-876), therefore, the cooperating teacher does not have to be physically present in the classroom at all times. CEHS believes it is desirable for the teacher candidate to have opportunities to practice independent instruction and management of the classroom. If it is agreeable to all parties concerned, a teacher candidate may serve as the paid, designated substitute teacher during the Clinical Practice (Student Teaching) semester with the following conditions:

- Student teachers are eligible to be the substitute teacher after the completion of four (4) full student contact weeks of Clinical Practice experience (student teaching)
- The student teacher must have met all requirements of said district regarding local substitute teacher certification
- The student teacher wants to substitute and agrees to the substitute request. The request should be approved by the Director of Field Experiences prior to approaching the student teacher.
- There are no concerns from CEHS regarding the student teacher's ability and knowledge to serve as a substitute
- Student teachers may only Substitute in the classroom to which they are assigned and may not substitute in another teacher's classroom. Any requested exception requires prior approval from the Director of Field Experiences.

Student teachers may substitute up to a total of 20 days during the semester. A student teacher who changes placements during the semester must complete three (3) full weeks in the new placement before being eligible to substitute. Any requested exception to the maximum days available to substitute requires prior approval from the Director of Field Experiences.

Paid substitute teaching days will count as student teaching days and will not count toward the allowable three (3) excused absences. Because a student teacher is not fully licensed, it is the expectation of CEHS that the student teacher be provided with support from a licensed professional within the building during a substitute teaching assignment. CEHS reserves the right to deny eligibility and/or terminate a substitute teaching assignment should the student teacher's performance fall below acceptable standards and expectations. The Director of Field Experiences will make the final determination regarding eligibility in these situations.