



**COLLEGE OF EDUCATION  
AND HUMAN SCIENCES**

**Student Teaching  
Supervisors Handbook**

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## Why We're Here: A Letter to CEHS/UNL Supervisors

Supervisors,

Thanks for being here. We know how important descriptive feedback and moral support is to student teachers' (ST) growth, and we appreciate your willingness to mentor our students in their development!

In this handbook you will find a myriad of resources and information. That said, we know it can be overwhelming and daunting to have to sift through everything. We tried to keep this document to "just the facts," but it's still a lot of information. You'll notice that the digital copy of this handbook has hyperlinks in the Table of Contents. We are hoping that this helps to cut down on any searching you might have to do in order to find what you're looking for. Just click on the section you want in the Table of Contents, and it will take you directly to the page you need.

Beyond this handbook, [we have a digital folder with more resources](#). We have done our best to title each subfolder and document, so they intuitively suggest what their contents entail. If you find you would like to look at examples of descriptive feedback, completed rubrics, resource documents for student teachers' application files, etc., this is where you should head.

If you cannot find what you're looking for in this handbook or the linked folder, contact the Director of Field Experiences. He/she can assist you or connect you to the appropriate faculty to address any questions you have.

We know the work of learning to teach is hard and important, and we are so grateful you are helping our students to do that work well. We want you to feel prepared and equipped for and supported in the work, and—as you look through this handbook—we welcome any feedback you have regarding these materials.

Your expertise in the field and your thoughtfulness and support as you engage with our pre-service teachers is invaluable. Thank you.

Sincerely,

The UNL CEHS Faculty

## **General Information**

### **UNL Mission Statement**

As Nebraska's only land-grant, comprehensive, research university, our mission is clear. It is defined and guided by the Board of Regents and the Nebraska Statutes. We are directed to teach, to do research, and to serve Nebraskans. These missions are intertwined and interdependent. The products of the fulfillment of our mission are young adults prepared to lead successful lives, innovation that expands our horizons and our economy, creative activity that improves the quality of our lives, and a close connection to the needs and aspirations of Nebraska.

### **CEHS Mission Statement**

After 18 years of working together to positively impact people's lives, our mission to enhance the lives of individuals, families, schools, and communities and strengthen the relationships among them continues to be critically important as we navigate a global pandemic and are moving forward toward a post-pandemic world. At the same time, Nebraska, and the nation at large, continue to grapple with the legacy of racism and other forms of bias that impact the life chances and educational opportunities for many of our neighbors and the communities we serve. While we plan for post-pandemic realities, we must simultaneously commit ourselves to ensuring equal opportunity for access to all that the College has to offer.

### **TLTE Mission Statement and TLTE Core Values**

OPPORTUNITY. REPUTATION. IMPACT. Our mission is to expand expertise on teaching and learning through informed practice, engaged research, and purposeful collaboration.

### **Special Education Mission Statement**

The program in Special Education prepares educators with the knowledge and skills to improve the academic, social, and life outcomes for children, youth, and adults with disabilities and their families.

### **CYAF Mission Statement**

Child, Youth and Family Studies is committed to enhancing the well-being of children, youth, adults and families in the state, nation, and world by improving the environments in which they live and learn.

### **Nebraska Rules and Regulations**

UNL is required to follow the current rules and regulations established by the Nebraska Department of Education. For the complete set of current rules and regulations,, please click [HERE](#).

## What We're Up To: Expectations for clinical experiences

### Expectations Supervisors should communicate to pre-service teachers who are in their clinical experiences.

- **Student teachers (ST) should spend time reviewing their field experience goals with their Cooperating Teacher (CT) and Supervisor** to ensure all are aware of expectations. While CEHS/UNL provides recommendations, each professional context is unique and requires both cooperating teachers and pre-service teachers to negotiate the best working relationship.
- **Student teachers are to be proactive, reliable, and efficient in their communication.** We recommend student teachers submit lesson plans, for the following week, to their CTs by Thursday. That will allow time to review and recommend revisions. **Fully developed lesson plans are required, and student teachers should use the lesson plan format that is relevant to where they are student teaching. Various formats are included in this link:**
  - Example [Lesson plan templates](#)
    - **Lesson plans should be submitted to supervisors prior to all observations.**
- **Student teachers should plan extensively *with their CT* at least once a week.** Because CTs have multiple responsibilities within and beyond the school day, planning time with CTs should be focused and efficient. If STs need more support with planning, a university supervisor can offer additional support. Supervisors can connect with students in a clinical experience more frequently than strictly for observations if further support is beneficial.
- **Student teachers should be eager to teach and be patient at the same time.** STs should understand they are a guest in this space who gradually will be invited into the culture. STs should work to establish meaningful relationships over time.
- **Student teachers are expected to prepare and rehearse the delivery of lessons extensively and be highly coachable and receptive to alternative styles/methods of instruction.**
- ***It is imperative* Student teachers communicate openly and professionally with all parties.** If a ST is not communicating or communicating unprofessionally with you, the CT, students, or other individuals, please let us know.
  - It is also important that we all communicate openly and descriptively about the student teacher's strengths and areas for growth. We want to provide support for our students who are struggling, and ensure we have an accurate idea of where they are in the development of their teaching skills and identities.

## Expectations during Clinical Experience for *University Supervisors*

- Access and use of university learning and employment management systems platforms: Firefly, MyRed, and Canvas. ([See information on pages 22-24.](#))
  - Firefly is needed for payroll. NDE Clinical Evaluations and observations should be submitted via Canvas. University supervisors should be acquainted with the NDE rubric and evidence chart (see below) to aid in providing language around pre-service teacher performance.
- Supervisors can and should use their own classroom experience and expertise to provide pre-service teachers with examples for goals and growth.
  - If needed, supervisors can reach out to the Director of Field Experience or Program Coordinators for more specific expectations.
    - Business, Marketing & Information Technology (BMIT): Ramona Schoenrock, [rschoenrock2@unl.edu](mailto:rschoenrock2@unl.edu)
    - Early Childhood: Jen Sturgeon, [jsturgeon2@unl.edu](mailto:jsturgeon2@unl.edu)
    - Elementary: Nick Husbye, [nhusbye2@unl.edu](mailto:nhusbye2@unl.edu)
    - English Language Arts: Lauren Gatti, [lgatti2@unl.edu](mailto:lgatti2@unl.edu)
    - Inclusive Early Childhood: Kelley Buchheister, [kbuchheister2@unl.edu](mailto:kbuchheister2@unl.edu)
    - Math: Lorraine Males, [lmales2@unl.edu](mailto:lmales2@unl.edu)
    - Science: Beth Lewis, [elewis3@unl.edu](mailto:elewis3@unl.edu)
    - Special Education: Sue Kemp, [skemp2@unl.edu](mailto:skemp2@unl.edu)
    - World Languages: Theresa Catalano, [tcatalano2@unl.edu](mailto:tcatalano2@unl.edu)
    - Family Consumer Science (FCS): Dawn Lindsley, [dawn.lindsley@unl.edu](mailto:dawn.lindsley@unl.edu)
    - Social Sciences: Mardi Schmeichel, [mardi@unl.edu](mailto:mardi@unl.edu)
- University Supervisors should be in touch with their student teacher(s) and cooperating teacher(s) the first week of student teaching or before.
  - We suggest a triad meeting (see [below](#)) early in the experience to get everyone on the same page and open lines of communication.
- University Supervisors should share their contact information and be in regular contact with student teacher(s) and cooperating teacher(s) throughout the experience.
- University Supervisors should contact The Director of Field Experiences if there is a cause for concern and/or if there are moments of celebration.
- University supervisors should schedule observations and take detailed/descriptive notes during observations.
  - Notes should be provided to both the student teacher(s) and the cooperating teacher(s).
  - Observations should include a debrief meeting with the student teacher(s) and, if possible, the cooperating teacher(s).
- University supervisors should complete a formative (mid-term) and a summative (end of experience) Clinical Practice Evaluation Rubric for each student teacher.
  - The mid-term and end of experience evaluation meeting can be held after an observation.
- University supervisors should complete a minimum of five (six for dual endorsements) observations for each student teacher.

## **What Supervisors should communicate to *Cooperating Teachers* as they support student teachers during Clinical Experiences.**

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.

- Cooperating teachers will model best practices for their student teachers, ensuring adequate instructional continuity, class conduct, and supervision of the student teacher.
- Cooperating teachers will provide opportunities for the student teacher to observe the kinds of methods that are appropriate to the teaching profession. Cooperating teachers will—to the best of their ability—be transparent in the work of teaching, talking student teachers through planning, instruction, and assessment. Additionally, cooperating teachers will invite student teachers into the daily work of collaboration; communicating with parents, counselors, administrators, etc.; and other sites and classroom/teaching obligations.
- Cooperating teachers will observe the student teacher's instruction on a regular basis.
- Cooperating teachers will conduct regularly scheduled conferences to keep the student teacher informed of their progress, make suggestions, and provide clear, concise feedback.
- When applicable, cooperating teachers will provide rich, descriptive feedback to CEHS/UNL students. (This may be verbal, written, a combination of the two.)
- Cooperating teachers will provide assessment of the student teacher with/for the University Supervisor during midterm and final evaluation debrief meetings.
  - The NDE Clinical Practice Evaluation Rubric should be used for assessment.
- Cooperating teachers will communicate with the University Supervisor or the Director of Field Experience if there are concerns about the CEHS/UNL student's performance during his/her/their time at the building site.
- Cooperating teachers will ensure student teachers transition into active teaching at an appropriate pace consistent with the phase-in plan.
- Cooperating teachers will ensure the student understands the importance of confidentiality of records and student information.
- Cooperating teachers will allow the student to use the teaching style that best fits his/her/their individual strengths, as long as it is consistent with the approved curriculum/style of the district.

## Prior to the beginning of the field experience

The University supervisor, Cooperating teacher, and Student teacher should have a triad meeting where they set expectations for communication, progression of experiences, etc. an overview of the student teaching experience is below and can be used as a map for the clinical experience. This should be communicated with both CTs and STs.

### Suggested Student Teaching Timeline\*

*\*We recognize each mentoring situation is unique. This is an example of the experience, as each student teacher's phasing will vary. **This overview is not representative of students seeking dual certification.***

#### Weeks 1-3

- Student teachers should:
  - Meet with their cooperating teacher, make preliminary observations, work out schedules, learn/help establish classroom rules and expectations.
  - Actively observe the classroom as an ethnographer (study/observing cultures, community, everyday procedures, etc.).
  - Provide assistance with/facilitation of instruction to begin integrating student teachers; encouraged but not required.
  - **Know the names of the students before the first week's end.**

#### Weeks 3-4

- Student teachers should:
  - Provide one-on-one support/confer with students.
  - Conduct mini lessons/ a portion of the class experience as directed by the cooperating teacher.
  - Alternate teaching days with their cooperating teacher to observe their skillfulness and identify goals for future growth.
  - **Begin to take over one class, subject and/or one prep.**

#### Weeks 4-7

- Student teachers should:
  - Respond to papers/homework.
  - Have taken over one subject/prep; begin to take over a second and third.
  - **Develop and teach lessons with supervision** using cooperating teacher assistance/materials and/or drawing from your own resources.

#### Fall/Spring Break

During student teaching UNL students follow the calendar for the school district in which they are student teaching.

#### **\*\*Midterm Assessments due mid-October or mid-March\*\***

*Note: Midterm should include a full debrief/conversation between you, your CT, and your ST. Concerns or areas that need focused growth should be addressed at this point.*

#### Weeks 7-11

- Student teachers should:
  - **Lead teaching: design and implement full units** including creation of formative and summative assessments.
  - Assume the entire class schedule with supervision.

#### Weeks 11-14

- Student teachers should:
  - **Conduct entire class periods with minimal supervision.**
  - Continue lead instructional roles until at least the last week of student teaching.

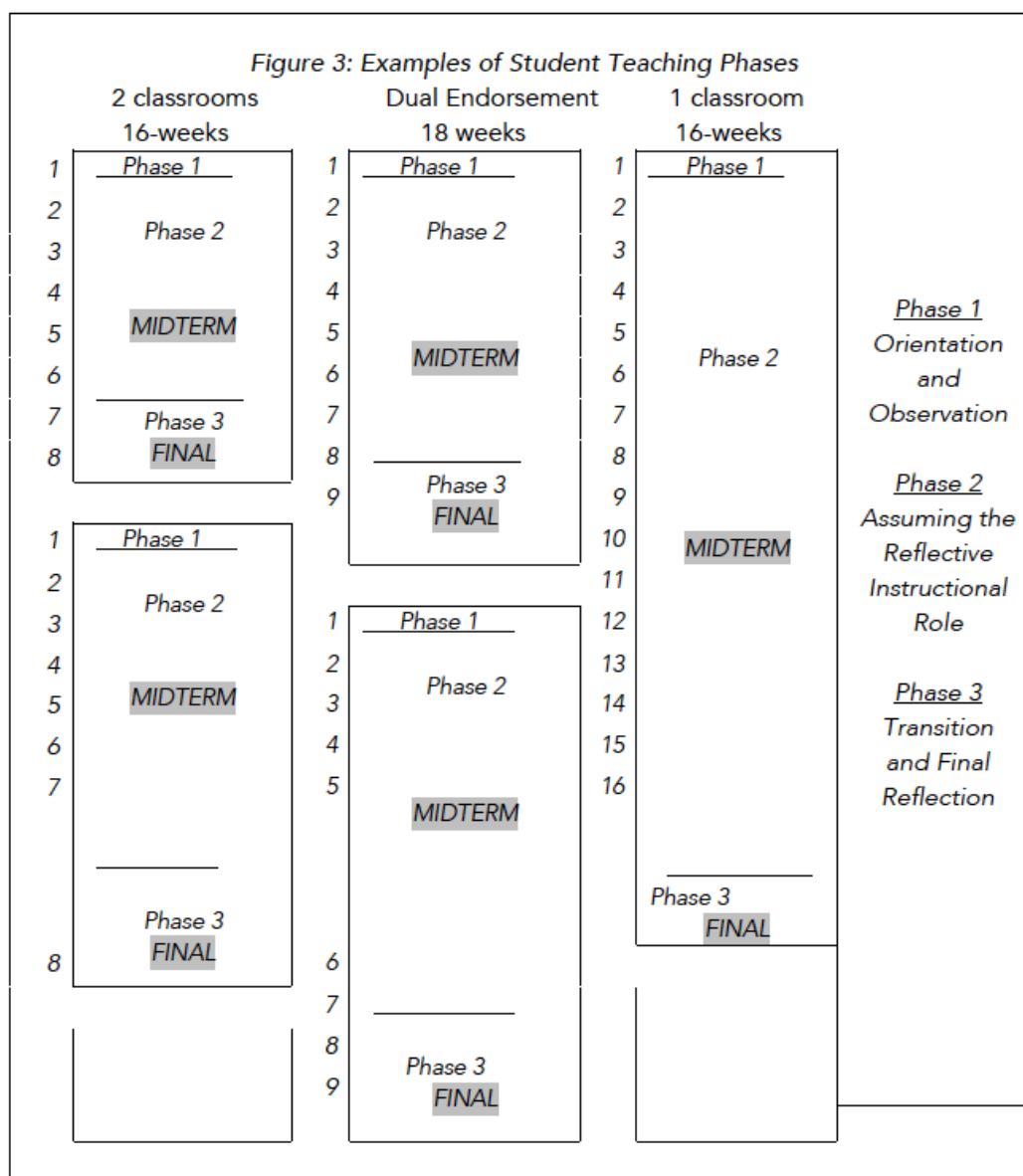
#### Week 14-16.

- Student teachers should:
  - **Transition away from lead teaching** at a natural break in the curriculum (end of unit, after a large assessment, etc.). Make arrangements to visit other classrooms in the building, especially the ELL, Special Ed, other content areas, etc.
  - **Finish ALL ASSESSMENT/GRADING for work you assigned.**
    - *STs should not leave grading for CTs.*



- Request to observe other teachers to gain a more comprehensive view of different instructional styles, pedagogical approaches, classroom cultures, and courses.


The sample placement timeline below is another example for placement timelines. The actual timeline will be determined by the program of study, endorsement area(s), and by the educational needs of the 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 CEHS/UNL complies with the Rules of the Nebraska Department of Education and are tied to being recommended for teacher certification. Student teachers must have full classroom 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.



	Meetings Observations and Assessments
Goals Setting	<ul style="list-style-type: none"> <li>Prior to your first observation, plan to meet with your student teacher to establish measurable and observable goals. For example, what are opportunities for learning that the student teacher would like to work on during the semester? Then, how will your goal support their learning? These goals should be specific with observable and definable behaviors. <ul style="list-style-type: none"> <li><i>“I want to become a better teacher” is not an observable and definable behavior, but “I would like to add a creative element into each of the ELA lessons” is.</i></li> </ul> </li> <li>Goals should be re-visited repeatedly and debriefed. If necessary, goals may need to be re-visited or if goals are met, establish new goals.</li> </ul>
Triad meetings	<ul style="list-style-type: none"> <li>Triad meetings are an important component of student teaching. By having the university supervisor, student teacher, and cooperating teacher together, the student teacher feels supported and encouraged. It also demonstrates that you are all on the same team, the team that creates the atmosphere for learning and growth of the student teacher.</li> <li>It is not always possible to have triad meetings, but effort should be made to keep everyone informed of the ongoing goals and areas for focused learning. This can happen via Zoom during plan days, before or after school, or when it is convenient for all three parties.</li> </ul>
Note taking for observations, Descriptive feedback, and Reflective Questioning	<ul style="list-style-type: none"> <li>Each observation should provide a detailed description of what is happening in the classroom during the lesson. This should include phrases, specific quotes, noting of student behaviors, etc. This ‘running record’ of the class will start the conversation during your post-observation conference. After your conference, you can then put in notes, ideas, suggestions, etc. Click <a href="#">HERE</a> for 2 examples of observation notes. The final component of your observation notes, completed after you have processed with the student teacher, is the goals the two of you have set for the next observation. <ul style="list-style-type: none"> <li>NOTE: all observation notes will not be the same. The important thing to remember is that you are an extra set of eyes in the classroom, so please be sure to give your student teacher all insight you have by being in the classroom.</li> </ul> </li> <li>It is recommended observation notes be in <b>digital</b> format and emailed to the student teacher and the cooperating teacher in a timely fashion, after the observation. <b>If you handwrite your notes, please scan them, and send them to the student teacher and cooperating teacher.</b></li> <li><b>Frequent, specific, and immediate feedback is critical for the development of the student teacher</b> 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:</li> </ul>

<b>Reflective Questioning</b>	<ul style="list-style-type: none"> <li>○ Say goodbye to “Good Job.”</li> <li>○ Provide precise feedback that is supported with evidence you observed.</li> <li>○ Effective feedback is concrete, specific, and useful.</li> <li>○ Provide feedback in a timely manner; provide feedback while the lesson is still fresh in the student’s mind.</li> <li>○ Provide specific opportunities for growth and improvement.</li> <li>○ Be selective regarding the amount of feedback and changes, too many can be overwhelming. Provide one or two immediate and noticeable improvements that if changed, will likely yield immediate improvement.</li> <li>○ Create action steps improvement.</li> <li>○ Provide a model or an example.</li> <li>○ Offer continuing support.</li> <li>○ Set specific and measurable goals; address advancement toward a goal and how feedback will help them progress toward their goal.</li> <li>○ Set timelines to evaluate the feedback provided.</li> <li>○ Emphasis should be on the task or teaching, not the student.</li> <li>• Questioning to Support Reflection: <ul style="list-style-type: none"> <li>*Are designed to engage, transform, and promote reflective practice; are intentional, invitational, and engaging to encourage critical thinking; are thought provoking, challenge assumptions, generate energy, force inquiry, and encourage reflection; and are non-judgmental, encouraging conversation and risk taking.</li> <li>○ Tell me what you planned and/or noticed in your instruction that promoted developmentally appropriate practices.</li> <li>○ How did you check for understanding to ensure your students mastered the content you presented?</li> <li>○ Describe your transition strategies.</li> <li>○ What did you do to keep all students actively engaged? Was it successful? Would you make any changes to your engagement strategies?</li> <li>○ How did you determine your classroom and behavior management plan? Did you alter it in any way?</li> </ul> </li> </ul>
<b>Formative Evaluation</b>	<ul style="list-style-type: none"> <li>• About halfway through the student teaching experience you should complete the formative assessment.</li> <li>• After the observation, the Formative Evaluation is discussed at a joint meeting with all parties contributing to the student’s performance in each standard. These conversations will cover each of the standards and all parties should contribute.</li> <li>• The <a href="#">Evidence Chart</a> from NDE will help you to better understand the 14 areas of assessment.</li> <li>• ONLY the supervisor will submit the Formative Evaluation in Canvas</li> <li>• <a href="#">NDE Formative Clinical Evaluation Rubric</a> will be uploaded to Canvas.</li> </ul>
<b>Summative Evaluation</b>	<ul style="list-style-type: none"> <li>• At the end of the semester, you will complete the Summative Evaluation, after your final observation, in the same way you conducted the formative evaluation meeting. <ul style="list-style-type: none"> <li>○ Again, it is best to have a triad conference, with you, the student teacher, and the cooperating teacher each completing</li> </ul> </li> </ul>

	<p>the form and then discussing it at a joint meeting with all parties contributing to the student's performance in each standard.</p> <ul style="list-style-type: none"> <li>• <b>Please log into Canvas early in the semester to make sure that your login works, and that you are able to see the rubric.</b> <ul style="list-style-type: none"> <li>○ You will receive an invitation from Canvas. Once you accept the invite, you will have access to the evaluations.</li> </ul> </li> <li>• <b><u>NDE Summative Clinical Evaluation Rubric</u></b></li> <li>• <b>ONLY</b> the supervisor will submit the form on Canvas.           <ul style="list-style-type: none"> <li>○ Sign into Canvas</li> <li>○ Click on the appropriate tile.</li> <li>○ Click on Assignments (on the left)</li> <li>○ Click on NDE Summative assignment.</li> <li>○ Click on Speed Grader</li> <li>○ Find your student teacher's name from the list in the far-right corner. Clicking on the first name will pull down the list of all students.</li> <li>○ Click on your student's name.</li> <li>○ Click on View Rubric</li> <li>○ Slide the gray bar to the left to make the rubric full page.</li> <li>○ Complete the form by clicking on the appropriate box. All components of the rubric should be moving from developing to proficient by final evaluations.</li> <li>○ Click on SAVE</li> <li>○ Add final comments to the comment box at the bottom, including all observation dates, then click SUBMIT</li> </ul> </li> </ul>
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<b>Classroom Observations</b>	<ul style="list-style-type: none"> <li>• Single endorsed student teachers are required to have at least 5 scheduled observations. Dual endorsements (ELED/SPED) are required to have at least 6 scheduled observations.           <ul style="list-style-type: none"> <li>○ After each observation, it is best to have a triad conference, with you, the student teacher, and the cooperating teacher, discussing the lesson, with all parties contributing to the student's performance, planning, engagement, etc.</li> </ul> </li> <li>• <b>At least 2 observations are to be uploaded in Canvas.</b> <ul style="list-style-type: none"> <li>○ Sign into Canvas</li> <li>○ Click on the appropriate tile.</li> <li>○ Click on assignments (on the left)</li> <li>○ Click on NDE Formative Evaluation</li> <li>○ Click on Speed Grader</li> <li>○ Find your student teacher's name from the list in the far-right corner. Clicking on the first name will pull down the list of all students (or little triangle by the first name)</li> <li>○ Click on your student's name.</li> <li>○ Click on View Rubric</li> <li>○ Slide the gray bar to the left to make the rubric full page.</li> <li>○ Scroll down to the bottom of the rubric.</li> <li>○ Click the paperclip icon  (left bottom)</li> <li>○ Find the student's saved observation, click upload.</li> <li>○ Click SUBMIT</li> </ul> </li> </ul>
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## Helping your student teacher understand what professionalism *looks like* (NDE Standard 10)

- Communication
  - Email is standard, but a ST and CT should establish their preferred mode of communication.
    - We understand text/phone contact may be necessary in emergency situations, but it is best to establish email communications as the professional mode of communication.
      - Email communication notes:
        - UNL students should have salutations and signatures for all email communication.
        - Tone should be professional.
        - Emails should be proofread.
  - In person communication
    - When communicating in person, student teachers should conduct themselves professionally. It is expected that they communicate thoughtfully and respectfully with all professionalism at their site.
    - ‘Water cooler’ talk -
      - In the event a student teacher finds him/her/themself present while other professionals are participating in gossip or talk about colleagues or students that are not of a professional tenor, it is recommended they respectfully disengage and try to avoid future situations of that nature as much as possible.
- Asking for feedback
  - Student teachers should be eager for constructive feedback. Students want to hear what they need to improve on as they know they have room to grow. There should be communication about how feedback is best received. Some possible frames for feedback are below:
    - Two stars and a wish
    - Compliment Sandwich
    - Direct feedback
- Social media
  - Student teachers should be encouraged to scrub their social media of all images or content that they would not want a prospective employer to see.
    - It may be recommended that they set accounts to private.
  - Student teachers should *NEVER* be “friends” or “followers” of their students (or vice versa).
- Professional Attire & Hygiene for Student teachers
  - UNL students should present themselves as professional adults in their buildings. It is expected that they are:
    - Bathing/showering more than once a week
    - Combing/caring for their hair.
    - Using deodorant
    - Wearing professional clothing
      - This is not meant to be code for “expensive”, but distressed jeans, t-shirts, pajamas, athleisure, etc., are not acceptable attire for their clinical teaching experiences.
        - *Slacks and blouses/collared shirts would be examples of appropriate clothing.*

## There's a problem. Now what?

*If you have concerns about a pre-service teacher, it is better to OVER COMMUNICATE than under communicate, and sooner is better than later. The following are steps you should take:*

1. If there is any concern at all, communicate with both the student teacher and the cooperating teachers and make suggestions for how the pre-service teacher might address those concerns:
  - a. If concerns are about punctuality and timeliness of documentation, have you told the student teacher they must send lesson plans 48 hours ahead of time? Have you indicated you would like to see email responses within 24 hours?
  - b. If you have concerns about the student teacher's attire or professionalism, have you made sure the student teacher knows this is an area she/he/they need to address? Have you made suggestions about how they might do that?
  - c. If you have concerns about the student teacher's pedagogy (the *why* behind instructional decisions or the progression of a lesson as indicated by the lesson plan or in implementation, etc.), have you made that clear in both observational notes and in debrief meetings? Have you suggested pedagogical texts or instructional strategies they should visit or utilize?
2. Contact the Director of Field Experiences. (*This may be concurrent with Steps 1 & 3.*) The Director of Field Experiences will involve program coordinator/faculty as appropriate.
  - a. Provide documentation for the concern and a review of the visit/goal setting.
  - b. If the communication with the Director of Field Experiences happens after the visit during which the concern was communicated to the ST, indicate how the visit went and if the goals were set.
3. Make a plan for your next visit.
  - a. You may want to set up an observation or visit earlier than you may have previously scheduled it/planned if you had no concerns.
  - b. Set explicit goals for that observation/meeting (and the interim).
- i. This is good practice for all observations/meetings, but it is paramount when addressing concerns as it makes the concern explicit and puts a plan in place to address concerns.
  - c. Ensure the student teacher knows this visit is to support their growth, particularly as it relates to the area of growth identified.
4. If the goal was not met, contact the Director of Field Experiences who will schedule a meeting with the student teacher, program coordinator/faculty, supervisor, and CT if available.
  - a. This meeting will inform whether a progress plan ([example here](#)) may need to be put in place.
- i. The Director of Field Experiences, in collaboration with faculty/coordinator and supervisor input, will draft a plan if required.

	<b>(Student) Teaching in Nebraska</b>	
Student teaching <a href="#">handbook</a>	This found on the CEHS website under student resource, practicum, and student teaching. This should be reviewed prior to the field experience start date. The Office of Accreditation, Placement & Licensure can email the handbook to students upon request.	
Certification process	The most current information for the certification process can be found on the NDE website <a href="#">HERE</a> .	
Praxis Content Exam for Nebraska Licensure	The Praxis Content exam is <b>no longer required</b> by the Nebraska Department of Education for an initial teaching certificate.	
Common abbreviations	CAPS	Counseling and Psychological Services
	CEHS	College of Education and Human Sciences
	CT	Cooperating Teacher
	CTT	Center for Transformative Teaching
	CYAF	Child, Youth and Family Studies
	DEI	Diversity, Equity, and Inclusion
	EDPS	Educational Psychology
	ETS	Educational Testing Service
	EVC	Executive Vice Chancellor
	FERPA	Family Educational Rights and Privacy Act
	LMS	Learning Management System
	NDE	Nebraska Department of Education
	PST	Pre-Service Teacher (UNL students) <ul style="list-style-type: none"> <li><i>Students</i> generally refers to the classroom students.</li> </ul>
	SECD	Special Education and Communication Disorders
	SSD	Services for Students with Disabilities
	TEAC	Prefix for courses in the Department of Teaching, Learning, and Teacher Education




	TLTE	Department of Teaching, Learning, and Teacher Education
<a href="#">Criminal History Background Checks -</a>	<p>The regulations of the Nebraska Department of Education prohibit K-12 educator certification of any person who has a felony conviction or a misdemeanor conviction involving assault, abuse, neglect, or sexual misconduct. In compliance with those regulations, CEHS students must successfully pass a criminal background check prior to beginning any field experiences before and/or upon admission to the program. Students are responsible for the cost of their criminal background check. Personnel in the Office of Accreditation, Placement and Licensure review the results of the background check ensuring student confidentiality and determine if a student is eligible to continue in the program. Before students culminating placement, students are required to complete a self-report form (completed when submitting the ST application). In the event a CEHS student is charged with any felony or misdemeanor while in a field or clinical experience, the student must self-report the offense to either the college's 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.</p> <p><a href="#">OneSource Self-Report Form</a></p>	

	<p style="text-align: center;"><b>Additional Resources for Teacher Candidate Holistic Wellness</b></p> <p>Career Closet, operated by the Alpha Delta Chapter of Delta Sigma Pi, provides clean, gently used professional dress items for ALL University of Nebraska-Lincoln Students for FREE to allow them to put their best foot forward at career fairs and job interviews. <a href="https://business.unl.edu/promo/career-closet/">https://business.unl.edu/promo/career-closet/</a></p>
<b>Academic Advising and Career Center</b>	Undergraduate students are assigned academic advisors based on the student's major and last name. To learn more about academic advising or find assigned advisors, visit <a href="https://cehs.unl.edu/cehs/academic-advising-center/#mya">https://cehs.unl.edu/cehs/academic-advising-center/#mya</a>
<b>Big Red Resilience and Well-Being</b>	The mission of Big Red Resilience and Well-Being is to "empower students to live their best lives, now and in the future." Services include well-being and financial coaching, the Husker Pantry, Alcohol and Drug Prevention, Collegiate Recovery, Suicide Prevention, and screening tools. To access these resources, visit <a href="https://resilience.unl.edu/">https://resilience.unl.edu/</a>
<b>Counseling and Psychological Services (CAPS)</b>	<p>CAPS provides resources and services who may need mental, psychological, and emotional well-being support. Students have free access to counseling through the UNL Counseling and Psychological Services. The website can be accessed <a href="#">HERE</a>.</p> <p>For instructor information about CAPS services, reference information for students in need, and tips for instructors, visit the Big Red Folder at <a href="https://caps.unl.edu/big-red-folder">https://caps.unl.edu/big-red-folder</a></p>



<b>CEHS Career Center</b>	The CEHS Career Center offers services to help students explore and prepare for their career paths. Services include career coaching, resume building, career plan development, graduate school preparation, and interview preparation. Students can visit <a href="https://cehs.unl.edu/cehs/career-center/">https://cehs.unl.edu/cehs/career-center/</a> to learn more about available services and to schedule an appointment with a career coach.
<b>Diversity and Inclusion</b>	The UNL Office of Diversity and Inclusion “seeks to achieve a working and learning environment that is open to all people. Dignity and respect for all in the university community is the responsibility of each person who works and studies here.” To learn more about student programs and resources, visit <a href="https://diversity.unl.edu/">https://diversity.unl.edu/</a> . Faculty and staff resources are available at <a href="https://diversity.unl.edu/faculty-staff-resources">https://diversity.unl.edu/faculty-staff-resources</a> . The UNL Report system is an online tool for reporting campus incidents or positive acts of kindness, accessible through <a href="https://unlreport.unl.edu/">https://unlreport.unl.edu/</a> .
<b>Husker Hub</b>	Husker Hub offers integrated services from offices of Scholarships and Financial Aid, University Registrar, Student Accounts, and Bursar. Students can request appointments at <a href="https://huskerhub.unl.edu/contact">https://huskerhub.unl.edu/contact</a> or email <a href="mailto:huskerhub@unl.edu">huskerhub@unl.edu</a> . For more information, visit <a href="https://huskerhub.unl.edu/welcome">https://huskerhub.unl.edu/welcome</a>
<b>Husker Pantry</b>	If students need food or hygiene products, Husker Pantry will provide them. Orders are placed online at <a href="https://pantry.unl.edu/">https://pantry.unl.edu/</a> and the food can be picked up on either City or East campus.
<b>Library</b>	UNL Libraries offers a variety of print, digital, collaborative, and media resources for students and instructors. To access UNL Libraries online visit <a href="https://libraries.unl.edu/">https://libraries.unl.edu/</a> or use the 24/7 ASKus Chat or <a href="mailto:ask-a-question@unl.edu">ask-a-question@unl.edu</a> for questions.
<b>Services for Students with Disabilities (SSD)</b>	SSD offers resources for students with disabilities and special needs. Students with special needs can register with SSD and request accommodations. General recommendations for classes with academic accommodations are available at <a href="https://www.unl.edu/ssd/content/testing-accommodation-faqs">https://www.unl.edu/ssd/content/testing-accommodation-faqs</a> .

<p><b>Wellness Wheel</b> Consider using the wheel at right to help navigate conversations with students in field experiences about how they are doing, especially if there is concern about wellbeing.</p>	 <p>The Wellness Wheel is a circular diagram divided into eight equal segments, each representing a different dimension of wellness. In the center of the wheel is a small white stick figure. The segments are arranged clockwise starting from the top: Social Wellness (red), Emotional Wellness (blue), Spiritual Wellness (teal), Intellectual Wellness (orange), Physical Wellness (red), Environmental Wellness (blue), Financial Wellness (teal), and Occupational Wellness (orange). Each segment contains a title and a short description of that wellness dimension.</p>
<p><b>Writing Center</b></p>	<p>If you would like to provide students with additional writing assistance or encourage struggling students to seek writing support, the UNL Writing Center is available to students by appointment. Visit <a href="https://www.unl.edu/writing/instructors">https://www.unl.edu/writing/instructors</a> for more information about how the Writing Center can support instructors and supervisors.</p>

## Platforms and Technologies for Supervisors

- Canvas - **REQUIRED**
  - Canvas is the Learning Management System (LMS) at UNL. You will access Canvas to input evaluations and observation. You can access Canvas at [canvas.unl.edu](https://canvas.unl.edu), log in using your UNL credentials, and find your course by choosing it on the Dashboard.
    - Some training resources for Canvas include:
      - [UNL Academic Technologies Policies and Procedures – Simple Book Publishing](#)
        - Detailed description of policies and procedures for Canvas at UNL
      - <https://canvas.unl.edu/courses/38129>

<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>○ Canvas 101 training course for instructors that is embedded within Canvas.</li> </ul> </li> <li>• <a href="#">Canvas Tutorial   College of Education and Human Sciences</a> <ul style="list-style-type: none"> <li>○ Information about signing up for free Canvas workshops through UNL.</li> </ul> </li> <li>• <a href="#">Canvas LMS   Center for Transformative Teaching</a> <ul style="list-style-type: none"> <li>○ Topic-specific guidance for using Canvas from the UNL Center for Transformative Teaching</li> </ul> </li> <li>▪ Most Canvas-related questions or problems can be answered using one of the 24-hour Canvas support options.           <ul style="list-style-type: none"> <li>• See <a href="https://canvas.unl.edu/courses/38129/pages/24-hour-canvas-support">https://canvas.unl.edu/courses/38129/pages/24-hour-canvas-support</a></li> </ul> </li> <li>▪ To submit a local Canvas support Quick, Submit Ticket, go to <a href="https://its.unl.edu/canvas-support-request/">https://its.unl.edu/canvas-support-request/</a></li> <li>▪ For more individualized Canvas support, contact CEHS Instructional Design Technology Specialist, Ash Mitchell (<a href="mailto:amitchell22@unl.edu">amitchell22@unl.edu</a>).</li> </ul>	<ul style="list-style-type: none"> <li>• Firefly - <b>REQUIRED</b> <ul style="list-style-type: none"> <li>○ Firefly is the portal where you can access paycheck information. You can access Firefly by going to <a href="#">UNL Firefly</a></li> <li>○ Log in with your 8-digit NUID number and password.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Activate your email.           <ul style="list-style-type: none"> <li>○ Visit <a href="#">Activate UNL email</a>.               <ul style="list-style-type: none"> <li>▪ You must have an active UNL email address to access Canvas.</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• NUID           <ul style="list-style-type: none"> <li>○ An NUID is an 8-digit identification number assigned to you. On or before your first day, you will be assigned an NUID.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Zoom - <i>Suggested</i> <ul style="list-style-type: none"> <li>○ Zoom accounts are available for free to all UNL faculty, staff, and students.</li> <li>○ Some common uses for Zoom in supervision include online seminars, observation debrief meetings with students, meeting with a CT about questions or concerns, or attending program meetings. The following resources are available to support you in using Zoom at UNL:               <ul style="list-style-type: none"> <li>▪ Self-paced Canvas course on Getting started with Zoom: <a href="https://canvas.unl.edu/courses/51239">https://canvas.unl.edu/courses/51239</a></li> <li>▪ Zoom 101: Sign up &amp; Download brief training video: <a href="https://success.zoom.us/rec/play/uJAldOH8qDM3G4CUswSDUad8W461Lq2s1icdrPAJz0e9UiQEOiCjYbUQarewFnqegHXTDPslrsDSz67c?autoplay=true&amp;startTime=1583431361000">https://success.zoom.us/rec/play/uJAldOH8qDM3G4CUswSDUad8W461Lq2s1icdrPAJz0e9UiQEOiCjYbUQarewFnqegHXTDPslrsDSz67c?autoplay=true&amp;startTime=1583431361000</a></li> <li>▪ Zoom 101: In Meeting Controls brief training video: <a href="https://success.zoom.us/rec/play/6JN7Ju-gqz83HtWdsgSDUf55W9W5L_2s0HMYrqYPxRrnAiVWYVqnYuQbauYOPzMGEPoBJaoW231aKiGG?startTime=1583439735000">https://success.zoom.us/rec/play/6JN7Ju-gqz83HtWdsgSDUf55W9W5L_2s0HMYrqYPxRrnAiVWYVqnYuQbauYOPzMGEPoBJaoW231aKiGG?startTime=1583439735000</a></li> <li>▪ Tips &amp; Tricks: Teachers Educating on Zoom: <a href="#">Tips &amp; Tricks: Teachers Educating on Zoom</a></li> <li>▪ Zoom workshops through the UNL Bridge app for employee training and development. (After logging in with your UNL credentials, you can find and sign up for a Zoom workshop at <a href="https://nebraska.bridgeapp.com/learner/courses">https://nebraska.bridgeapp.com/learner/courses</a>)</li> </ul> </li> </ul> </li> </ul>	