# Nebraska Department of Education Rule 24 Report

# SECONDARY ENGLISH
### (Content Area)
## Educator Preparation Content Program Review

| | |
|---:|:---|
| Name of institution | **University of Nebraska at Kearney** |
| Date Submitted | **8/22/2016** |
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**Folio type:**  **X**  Regular  ☐ Mini  ☐ Advanced Program

**Program(s) Covered by this Folio**   <span style="color:red">Press tab in last column to add rows</span>

| Endorsement(s) | Type | Grade Level | Program Level |
|---|---|---|---|
| Secondary English | Subject | 7-12 | Baccalaureate |
| Secondary English | Subject | 7-12 | Post-Baccalaureate |
| Secondary English | Subject | 7-12 | Alternative Route |

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

If yes, list additional sites where endorsement is offered:

**Institution Accreditation Status:**  **X** National  **X** State

**Is this a Nationally Accredited Program?**  ☐ Yes  **X** No

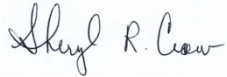If Yes, list Accrediting Organization: NCATE/CAEP   Attach National Letter to Cover Sheet

<h1 style="text-align:center">Introduction/Welcome</h1>

**Welcome!**

Thank you for your willingness to participate in the Nebraska Department of Education program approval review process for the University of Nebraska Kearney Educator Preparation Programs (UNK EPPs). The Rule 20 and Rule 24 Folios report information and data for the academic years 2013-14 and 2014-15 (as per permission from NDE and CAEP). Documentation is provided in the form of assessment data, handbooks, catalogs, advising sheets, etc.

Thank you for your time and insight,

*Sheryl R. Crow*

Sheryl R. Crow, Ph.D.
Associate Dean and Accreditation Officer
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**Directions for Navigating**

- ✓ **Organization:** This document page provides narrative, data, data analysis, and supporting documentation for the University of Nebraska Kearney Rule 24 Folio for the Secondary English Endorsement Program. The folio is a single PDF document that may be accessed with Adobe Reader. If you do not have Adobe Acrobat Reader, please follow this link to upload it: https://get.adobe.com/reader/. When opening the file, a bookmarks navigation panel should appear to the left of the document. This panel lists the headings corresponding to specific components of the Folio. If the panel is not visible, please click on View in the top menu > Show/Hide > Navigation Panes > Bookmarks. This will expose the bookmark panel. Some resources are hyperlinked within the document. Clicking on a hyperlink (blue underlined) will open a web page.

- ✓ Links to UNK's Course Catalogs: Should reviewers need to reference UNK Course Catalogs, please use this link to access current and previous undergraduate and graduate course catalogs.

**Support**

Should you encounter difficulties with accessing any documents, please contact Sheryl Crow at 308-224-1552 or Brian Wojcik at 309-261-2158.

## Section 1: Contextual Information Narrative

**1a. Contextual Information**

[Please use this link to view, *Institution and Educator Preparation Program Contextual Information*, from Section 1 of the UNK Rule 20 Folio.](#)

**1b. Admission, Retention, Transition, and Completion of Endorsement Program**

Key information regarding the admission, retention, transition, and completion of endorsement programs may be found within the UNK Rule 20 Folio.

[Please use this link to view Table 004.06-2 entitled, *Requirements for Program Admission and Progression*, from the UNK Rule 20 Folio](#).

*Completion of UNK Educator Preparation Program*

Please refer to **Folio Appendix A** – *Student Advising Sheet for the Secondary English 7-12 Subject Endorsement Program at University of Nebraska at Kearney*' for a sample progression of courses for teacher candidates pursuing this endorsement.

## 1c. Endorsement Program Field Experiences

The table below indicates the field experiences within the Secondary English 7-12 Subject Endorsement Program and explains the nature of each field experience along with associated credit hours and hours of field experience.

| Course Name | Description | Credits | Type of Field Experience* | Total Number of Hours |
|---|---|---|---|---|
| TE 100GS Teaching in a Democratic Society | The first course for all teacher education majors. The key course themes are democracy, diversity, and technology. Current educational issues will be explored. The course includes a field experience in K-12 school sites and, also, includes a community service learning component.  Teacher candidates engage in focused observations in PK-12 settings  related to the themes of the course. | 3 | Observations in PK-12 Settings | 9 |
| TE 204 Typical/Atypical Growth and Development | This course is one of the two required for Level II education majors. Students will become aware of human growth/development and exceptionalities. As students explore these areas, they will also be made aware of the necessity to adapt to the changes brought to the classroom via diversity. Students will be involved in K-12 field experiences that will provide them opportunities to observe student development, exceptionalities, and diversity.  The field experiences involve observations in PK-12 settings related to the themes of the course. | 4 | Observations in PK-12 Settings | 10 |

| Course Name | Description | Credits | Type of Field Experience* | Total Number of Hours |
|---|---|---|---|---|
| TE 320 - Field Experience in Secondary Classroom | This 50 clock hour minimum field-based experience is designed to induct students K-12/Secondary endorsements into classroom teaching and develop an awareness of the many roles of a professional K-12/Secondary educator. Under the mentorship of a middle/secondary educator, students will progress through a three-stage process including assisting, co-teaching, and limited teaching. Students will also be required to engage in a variety of school-related activities commonly encountered by professional educators. | 2 | Pre-Student Teaching Practicum | 100 |
| TE 400 Student Teaching | Student teaching is the capstone experience in the teacher education process and is the culminating course for all endorsement programs. During student teaching, teacher education students spend a minimum of 16 weeks in an approved PreK-12 school, to observe, participate and teach under the supervision of an experienced teacher. | 12 | Student Teaching | 640 |

Please use this link to view Table 005.03 entitled, *Field Experiences for Initial Certification,* from the UNK Rule 20 Folio.

Please use this link to view Table 006.02 entitled, *Field Experiences for Advanced Certification,* from the UNK Rule 20 Folio.

## 1d. Endorsement Program Completers Data

Provide information regarding the number and level of program completers for the data years included in the folio.

| Program Completers and Level – Content Area:  Secondary English 7-12 Subject Endorsement | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Academic Year | | | | | Number of Endorsement Program Completers | | | | | |
| | | | | | Bac | Post Bac | Alternate Route | Masters | Ed. Specialist | PhD |
| 20 | 13 | to | 20 | 14 | 8 | 2 | 1 | 0 | 0 | 0 |
| 20 | 14 | to | 20 | 15 | 5 | 4 | 1 | 0 | 0 | 0 |

# Section 2: Endorsement Program Key Assessments and Related Data

## Artifact 1: Table of Endorsement Program Key Assessments

| | Name of Assessment used for the following areas: | Type or Form of Assessment | Brief Description of Assessment, including indicated information obtained from Assessment | When Assessment is Administered |
|---|---|---|---|---|
| 1 | Content-Praxis II or GPA<br><br>**GPA and Praxis Subject Area Assessment** | GPA<br>Praxis Subject Area Assessment:<br>5039 English Language Arts: Content and Analysis | GPA scores are reported from both the 2013-2014 and 2014-2015 academic years. Average scores and assessment completer data regarding the Praxis Subject Area Assessment are reported only for the 2014-2015 academic year. The Praxis Subject Area Assessment was required staring in the 2014-2015 academic year. The passing score for the Praxis Subject Area Assessment for this endorsement is 168. | GPA is recorded upon program completion.<br><br>Praxis Subject Area Assessment is typically taken by the Teacher Candidate in the final two semesters of their program. |
| 2 | Content - Knowledge<br><br>**UNK Student Teaching Final Evaluation (STFE)** | Performance Rubric | The UNK Student Teaching Final Evaluation (STFE) is conducted as the summative assessment of each Student Teaching (TE 400) Experience. The STFE is conducted jointly by the UNK Student Teaching Supervisor and the P-12 Cooperating Teacher. Data and evidence are gathered on the Teacher Candidate's performance through observation and examination of performance products (i.e., assignments associated with student teaching and artifacts from the student teaching experience). The UNK STFE is based on a 4-point scale using the following terms: (1) *Beginning*, (2) *Progressing*, (3) *Proficient*, and (4) *Advanced.* Key indicators on the address this area. They include: (1.1) *Demonstrates Knowledge of Subject Matter*; (1.2) *Objectives are linked to standards*; (3.3) *Links new concepts to previous knowledge*; and (3.4) *Seeks out multiple resources for teaching to meet the range of individual needs*. | Final Summative Assessment in Student Teaching |

| | Name of Assessment used for the following areas: | Type or Form of Assessment | Brief Description of Assessment, including indicated information obtained from Assessment | When Assessment is Administered |
|---|---|---|---|---|
| 3 | Learner/Learning Environments<br>**Case Study of a Classroom** | Teacher Candidate Project | During the first month of the student teaching experience (TE 400), education majors complete the *Case Study of a Classroom* common assessment. This task will involve a thoughtful and detailed analysis of the PreK-12 students that the education major is responsible for teaching. Key learning factors that are to be considered include diversity and academic ability (especially including consideration of identified exceptionalities) with the identification of strategies for differentiating instruction. In addition, the task will require consideration of the physical layout of the classroom—especially including the extent to which technology can be utilized in the teaching/learning process. A scoring rubric is used to assess Teacher Candidate performance. The rubric includes four indicators that are assessed on a 4-point scale: 1(Beginning), 2 (Progressing), 3 (Proficient), 4 (Advanced) with a score of 3 or 4 considered as meeting expected level of performance on the specific indicator. A total score of 11 is needed to meet expected level of proficiency on the assessment. This is evaluated by the UNK Student Teaching Supervisor. | Project Assignment in the Early Portion of Each Student Teaching Experience |
| 4 | Instructional Practices - Knowledge<br>**UNK Student Teaching Final Evaluation** | Performance Rubric | The UNK Student Teaching Final Evaluation (STFE) is conducted as the summative assessment of each Student Teaching (TE 400) Experience. The STFE is conducted jointly by the UNK Student Teaching Supervisor and the P-12 Cooperating Teacher. Data and evidence are gathered on the Teacher Candidate's performance through observation and examination of performance products (i.e., assignments associated with student teaching and artifacts from the student teaching experience). The UNK STFE is based on a 4-point scale using the following terms: (1) *Beginning*, (2) *Progressing*, (3) *Proficient*, and (4) *Advanced*. Key components on the STFE address this area and are reported as a composite score. The components include include: (a) *Lesson Planning: Assessment and Evaluation*; (b) *Lesson Planning: Instructional Planning and Materials/Resources*; (c) *Instructional Delivery: Instruction*; and (d)*Instructional Delivery: Classroom Management*. | Final Summative Assessment in Student Teaching |
| 5 | Instructional Practices - Effectiveness<br>**Case Study of a Unit Plan** | Teacher Candidate Project | As a part of the student teaching experience, Teacher Candidates complete the *Case Study of a Unit Plan* common assessment. Each Teacher Candidate plans, delivers, and reflects about an entire teaching unit (several days in length). The unit plan must include a component that assesses the impact of the unit and instruction on the student's learning. A pre-assessment/post-assessment design is frequently used to evaluate impact. A scoring rubric is used to assess Teacher Candidate performance. The rubric includes four indicators that are assessed on a 4-point scale: 1(Beginning), 2 (Progressing), 3 (Proficient), 4 (Advanced) with a score of 3 or 4 considered as meeting expected level of performance on the specific indicator. A total score of 18 is needed to meet expected level of proficiency on the assessment. The assessment is conducted by university supervisor and/or K-12 cooperating teacher. | Project Assignment to be completed during Each Student Teaching Experience |

| | Name of Assessment used for the following areas: | Type or Form of Assessment | Brief Description of Assessment, including indicated information obtained from Assessment | When Assessment is Administered |
|---|---|---|---|---|
| 6 | Professional Responsibility<br>**UNK Student Teaching Final Evaluation** | Performance Rubric | The UNK Student Teaching Final Evaluation (STFE) is conducted as the summative assessment of each Student Teaching (TE 400) Experience.  The STFE is conducted jointly by the UNK Student Teaching Supervisor and the P-12 Cooperating Teacher.  Data and evidence are gathered on the Teacher Candidate's performance through observation and examination of performance products (i.e., assignments associated with student teaching and artifacts from the student teaching experience).  The UNK STFE is based on a 4-point scale using the following terms: (1) Beginning, (2) Progressing, (3) Proficient, and (4) Advanced.  Key components on the STFE address this area and are reported as a composite score.  They include (a)*Teaching Dispositions:  Collaboration*; (b) *Teaching Dispositions:  Reflection*; and (c) *Teaching Dispositions:  Responsibility*. | Final Summative Assessment in Student Teaching |
| 7 | Overall Proficiency<br>**NDE Follow Up Survey** | NDE  Survey | The Nebraska Department of Education (NDE) administered the *Nebraska First Year Teacher Survey* from May to June 2015 which served as the first year of its full roll out. Surveys were distributed to the principals of first year teachers who completed their preparation programs at UNK.  Respondents were asked to rate the extent to which the first year teacher was effectively prepared for their school assignment on various indicators. These indicators were based on the degree to which the teacher meets the expectations: *Consistent*, *Frequent*, *Occasional*, or *Rare*.  Respondents were also asked if they considered the teacher effectively prepared for continuing employment in their districts and to provide comments "which can inform the institution's continuing improvement efforts toward preparing classroom-ready teachers." Evaluation indicators are based on the Council of Chief State School Officers (CCSSO) Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards, 2011. | Administered by NDE one-year after graduation from a teacher preparation program. |

Please refer to **Appendix B – Endorsement Program Key Assessments and Scoring Rubrics** to view specific information about the assessments described in the table above.

## Artifact 2. Data Related to Program Endorsement Key Assessments by Level

| Key Assessment Areas | | Baccalaureate Data By Year from Key Assessments | | | | |
|---|---|---|---|---|---|---|
| | | **2013-2014** | **2014-2015** | | **Total** | |
| **1** | Content-Praxis II or GPA | **GPA** | **GPA** | **Praxis II** | **GPA** | **Praxis II** |
| | | Average: 3.5 (n=8) | Average: 3.73 (n=5) | Average: 168.75 (n=12) | Average: 3.615 (n=13) | Average: 168.75 (n=12) |
| **2** | Content - Knowledge | **UNK STFE** | **UNK STFE** | | **UNK STFE** | |
| | | Average: 3.5 out of 4 (n=12) | Average: 3.19 out of 4 (n=8) | | Average: 3.19 out of 4 (n=20) | |
| **3** | Learner/Learning Environments | **Case Study of a Classroom** | **Case Study of a Classroom** | | **Case Study of a Classroom** | |
| | | Average: 15.08 out of 16 (n=13) | Average: 13.72 out of 16 (n=7) | | Average: 14.4 out of 16 (n=20) | |
| **4** | Instructional Practices - Knowledge | **UNK STFE** | **UNK STFE** | | **UNK STFE** | |
| | | Average: 3.5 out of 4 (n=12) | Average: 3.23 out of 4 (n=8) | | Average: 3.365 out of 4 (n=20) | |
| **5** | Instructional Practices - Effectiveness | **Case Study of a Unit Plan** | **Case Study of a Unit Plan** | | **Case Study of a Unit Plan** | |
| | | Average: 22.25 out of 24 (n=12) | Average: 20.43 out of 24 (n=7) | | Average: 21.34 out of 24 (n=19) | |
| **6** | Professional Responsibility | **UNK STFE** | **UNK STFE** | | **UNK STFE** | |
| | | Average: 3.63 out of 4 (n=12) | Average: 3.46 out of 4 (n=8) | | Average: 3.545 out of 4 (n=20) | |
| **7** | Overall Proficiency | **NDE Follow Up Survey** | **NDE Follow Up Survey** | | **NDE Follow Up Survey** | |
| | | Average: NA out of 3 (n=NA) | Data on 14-15 Program Completers are not yet available from the Nebraska Department of Education. | | Average: NA out of 3 (n=NA) | |

General Notes: Assessments 2-7 contain both Baccalaureate and Post-Baccaulareate Data. GPA data represent program completers during the corresponding academic year. Praxis data represent those individuals who completed the praxis subject area test during the corresponding academic year. Key assessments 2-6 are representative of teacher candidate performance data collected during the corresponding academic year. First Year Teacher Survey was sent to the principals of those candidates who received their initial teaching certificate in 2013-2014 or 2014-2015, and were teaching in Nebraska for the first time during the 2014-2015 school year. Survey data represent Baccalaureate, Post-Baccaulareate, Alternative Route, and/or Master's Level data for the endorsement. It is important to note that the data presented in each academic year are influenced by program completers seeking multiple endorsement areas which may impact the academic year the teacher candidate becomes a program completer.

Endorsement Program Specific Notes: The Praxis Data represent a mean score across the multiple exams accepted for this endorsement.

| Key Assessment Areas | Post-Baccalaureate Data By Year from Key Assessments | | | | |
|---|---|---|---|---|---|
| | 2013-2014 | 2014-2015 | | Total | |
| | GPA | GPA | Praxis II | GPA | Praxis II |
| **1** Content-Praxis II or GPA | Average: N/A (n=2) | Average: 3.97 (n=4) | Average: MASKED (n=3) | Average: 3.97 (n=6) | Average: MASKED (n=3) |
| **2** Content - Knowledge | UNK STFE | UNK STFE | | UNK STFE | |
| | Average: 3.5 out of 4 (n=12) | Average: 3.19out of 4 (n=8) | | Average: 3.345 out of 4 (n=20) | |
| **3** Learner/Learning Environments | Case Study of a Classroom | Case Study of a Classroom | | Case Study of a Classroom | |
| | Average: 15.08out of 16 (n=13) | Average: 13.72 out of 16 (n=7) | | Average: 14.4 out of 16 (n=20) | |
| **4** Instructional Practices - Knowledge | UNK STFE | UNK STFE | | UNK STFE | |
| | Average: 3.5 out of 4 (n=12) | Average: 3.23 out of 4 (n=8) | | Average: 3.365 out of 4 (n=20) | |
| **5** Instructional Practices - Effectiveness | Case Study of a Unit Plan | Case Study of a Unit Plan | | Case Study of a Unit Plan | |
| | Average: 22.25 out of 24 (n=12) | Average: 20.43 out of 24 (n=7) | | Average: 21.34 out of 24 (n=19) | |
| **6** Professional Responsibility | UNK STFE | UNK STFE | | UNK STFE | |
| | Average: 3.63 out of 4 (n=12) | Average: 3.46 out of 4 (n=8) | | Average: 3.545 out of 4 (n=20) | |
| **7** Overall Proficiency | NDE Follow Up Survey | NDE Follow Up Survey | | NDE Follow Up Survey | |
| | Average: NA out of 3 (n=NA) | Data on 14-15 Program Completers are not yet available from the Nebraska Department of Education. | | Average: NA (n=NA) | |

General Notes:  Assessments 2-7 contain both Baccalaureate and Post-Baccaulareate Data. GPA data represent program completers during the corresponding academic year. Praxis data represent those individuals who completed the praxis subject area test during the corresponding academic year. Key assessments 2-6 are representative of teacher candidate performance data collected during the corresponding academic year.  First Year Teacher Survey was sent to the principals of those candidates who received their initial teaching certificate in 2013-2014 or 2014-2015, and were teaching in Nebraska for the first time during the 2014-2015 school year.  Survey data represent Baccalaureate, Post-Baccaulareate, Alternative Route, and/or Master's Level data for the endorsement. It is important to note that the data presented in each academic year are influenced by program completers seeking multiple endorsement areas which may impact the academic year the teacher candidate becomes a program completer.

Endorsement Program Specific Notes: The Praxis Data represent a mean score across the multiple exams accepted for this endorsement.

| Key Assessment Areas | | Alternative Route Data By Year from Key Assessments | | | | |
|---|---|---|---|---|---|---|
| | | 2013-2014 | 2014-2015 | | Total | |
| | | GPA | GPA | Praxis II | GPA | Praxis II |
| 1 | Content-Praxis II or GPA | Average: 4 (n=1) | Average: 4 (n=1) | Average: MASKED (n=3) | Average: 4 (n=2) | Average: MASKED (n=3) |
| 2 | Content - Knowledge | UNK STFE | UNK STFE | | UNK STFE | |
| | | Average: N/A out of 4 (n=0) | Average: 4 out of 4 (n=2) | | Average: 4 out of 4 (n=2) | |
| 3 | Learner/Learning Environments | Case Study of a Classroom | Case Study of a Classroom | | Case Study of a Classroom | |
| | | Average: N/A out of 16 (n=0) | Average: 15.25 out of 16 (n=4) | | Average: 15.25 out of 16 (n=4) | |
| 4 | Instructional Practices - Knowledge | UNK STFE | UNK STFE | | UNK STFE | |
| | | Average: 0 out of 4 (n=0) | Average: 3.73 out of 4 (n=2) | | Average: 1.865 out of 4 (n=2) | |
| 5 | Instructional Practices - Effectiveness | Case Study of a Unit Plan | Case Study of a Unit Plan | | Case Study of a Unit Plan | |
| | | Average: 0 out of 24 (n=0) | Average: 23.33 out of 24 (n=3) | | Average: 11.665 out of 24 (n=3) | |
| 6 | Professional Responsibility | UNK STFE | UNK STFE | | UNK STFE | |
| | | Average: 0 out of 16 (n=0) | Average: 3.92 out of 16 (n=2) | | Average: 1.96 out of 16 (n=2) | |
| 7 | Overall Proficiency | NDE Follow Up Survey | NDE Follow Up Survey | | NDE Follow Up Survey | |
| | | Average: NA out of 3 (n=NA) | Data on 14-15 Program Completers are not yet available from the Nebraska Department of Education. | | Average: NA (n=NA) | |

General Notes: GPA data represent program completers during the corresponding academic year. Praxis data represent those individuals who completed the praxis subject area test during the corresponding academic year. Key assessments 2-6 are representative of teacher candidate performance data collected during the corresponding academic year. First Year Teacher Survey was sent to the principals of those candidates who received their initial teaching certificate in 2013-2014 or 2014-2015, and were teaching in Nebraska for the first time during the 2014-2015 school year. Survey data represent Baccalaureate, Post-Baccaulareate, Alternative Route, and/or Master's Level data for the endorsement. It is important to note that the data presented in each academic year are influenced by program completers seeking multiple endorsement areas which may impact the academic year the teacher candidate becomes a program completer.


Endorsement Program Specific Notes: The Praxis Data represent a mean score across the multiple exams accepted for this endorsement.

**Artifact 3:  Interpretation and Summary of Assessment Data**

**GPA and Praxis Data**

Content knowledge, in part, was measured through a combination of GPA data and teacher candidate performance on the Praxis Subject Area Assessment specific to the endorsement area. GPA data for both academic years indicate that program completers met, and in most cases, exceeded the minimum GPA of 2.75 within the baccalaureate, post baccalaureate, and/or alternate route pathways. The mean Praxis Subject Area Assessment score is 168.75 (range 146 – 190).  This would seem to indicate that there are percentage of program completers who demonstrate difficulty successfully passing the subject area assessment. As there is only one year of data for the subject area assessment and the data reflect the first year in which the subject area assessment was required, it is difficult to ascertain whether or not these data are both valid and reliable in describing program completer content knowledge over time.  Praxis Subject Area Assessment data at other levels (e.g., post baccalaureate and alternate pathway) are masked due to low exam completion rates (i.e., $n \leq 5$). Overall, both of GPA data and the Praxis Subject Area Assessment data indicate that most program completers have average or above average content knowledge.

**Content Knowledge**

The second key assessment focusing on content knowledge is assessed through sub scores within the Student Teaching Final Evaluation.  Specifically, the scores reflect items related to knowledge of subject matter, linking objectives to standards, linking new concepts to previous knowledge, and seeking multiple resources for teaching content. For both academic years reviewed, teacher candidates met or exceeded the criteria for these items. In academic years 2013-2014 and 2014 – 2015, three  teacher candidates (our of 20)  did not meet the expectations but the remaining teacher candidates completing student teaching did meet or exceed the expectations. Looking historically at the data, teacher candidates' average scores on these items have varied but so has the number of teacher candidates who student taught. This creates some inconsistency when comparing the data across years.  That being said, with few exceptions, teacher candidates have consistently met or exceeded the performance expectations with regard to content knowledge as assessed by the Student Teaching Final Evaluation.  It should be noted that scores on the Praxis Subject Area Assessment demonstrate comparatively higher teacher candidate performance when compared to the performance on the Student Teaching Final Evaluation. This may be due to variability within the various environments where cooperating teachers work (who contribute to the final scores of the Student Teaching Final Evaluation) and local expectations within those environments.

**Learner and Learning Environments**

The third key assessment, which focuses on the learner and learning environments, is assessed by the Case Study of the Classroom project which occurs during student teaching.  Looking historically, the individual scores for this project have either met or exceeded expectations. Teacher candidates' performance on this project have been relatively stable over the past five years.

**Instructional Practices – Knowledge**

Knowledge of instructional practices is assessed as part of the Student Teaching Final Evaluation. Specifically, items relating to (a) lesson planning for assessment and evaluation; (b) instructional planning and materials/resources management; and (c) instructional delivery and classroom management comprise the average scores noted in this section. Overall, teacher candidates consistently met (average of 6/10 teacher candidates) or exceeded (average 3/10 teacher candidates) the expectations in this area with few exceptions (average 1/10 teacher candidates). In looking at the items that comprise the scores, the following areas are consistent relative strengths: providing feedback to students, record keeping, planning effective teaching strategies, enthusiastic teaching of subject matter, clear spoken and written communication, and relationship development with students. However, despite meeting or exceeding the expectations, the following are relative areas in which teacher candidates experienced difficulty: meeting the range of individual learner needs, incorporating cultural backgrounds/student interest into lesson planning, incorporating appropriate closure activities to lessons, communicating behavioral expectations, and managing transitions.

**Instructional Practices – Effectiveness**

The effectiveness of instructional practices is assessed as part of the Case Study of the Unit Plan project which occurs during student teaching. As part of this project, teacher candidates are expected to devise an assessment strategy to determine the degree to which the students whom they are teaching have responded to the instruction during a unit. Teacher candidates are expected to use data to alter their instruction in response to student performance and, upon completion of the unit, reflect on the degree to which the instruction was effective. Overall, teacher candidates demonstrated performance that met or exceeded the expectations within this area.

**Professional Responsibility**

Professional responsibility is assessed during student teaching through the Student Teaching Final Evaluation. The aspects of the Student Teaching Final Evaluation that are used to assess professional responsibility include collaboration, reflection, and responsibility. Data analyses revealed that teacher candidates met (average of 5 out of 10 teacher candidates) or exceeded (average of 4 out of 10 teacher candidates) the expectations within these areas. Data indicated that teacher candidates scored lower with regard to participating in school activities outside the classroom and working with the cooperating teacher to communicate with parents than in other areas. However, it is important to note, that teacher candidates still met, on average, the expectations for these areas.

**Overall Proficiency**

Overall proficiency is assessed through the Nebraska Department of Education Follow-Up Teacher Survey. The composite average score across all items contained within the survey serves as a proxy measure of the perceived overall proficiency of program completers by their

employers.  Data would only available, at the time of this analysis, for program completers from the 2013 – 2014 academic year.  However, no data were returned on program completers from this endorsement area in the response pool.

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

What Did the Data Indicate and What Changes Were Made?

There are 2 upper-division courses required of English Education majors: ENG 424 (Teaching Secondary School English) and ENG 427 (Electronic Literacy). Based upon data received, ENG 424 now places a greater emphasis on differentiation and working with struggling readers. The methods instructor has developed an independent study for students wishing to do advanced work in differentiation. The class also offers instruction in workshop and traditional approaches to reading and writing, based upon best practices in the profession. The department has also hired a digital rhetorician who can work with the theory and practice of reading and producing multimodal texts, an especially important consideration now that so many local schools are 1-1. We also offer an undergrad/graduate course in writing theory and practice. The department also offers a new online MA with a writing emphasis, which is proving popular with in-service teachers.

What Other Information Was Included in Decision-Making?

The English department is committed to keeping English Education and English Education majors on the same track, except for the added requirement of ENG 424 and 427. This means that our English Education majors may study books in their college curriculum that they will not teach in grades 7-12. If students know how to read literature critically and closely, they should be capable of dealing with any text they may come across in their student teaching. The department takes our responsibility of preparing teachers to heart and strives to help our students acquire the content knowledge they need for today's and tomorrow's 7-12 curriculum.

How Are Decisions Made and By Whom?

Questions/issues involving our undergraduate and graduate programs come before the department and are typically subject to faculty consensus. The methods instructor also serves as unofficial liaison with the College of Education and relays information and new developments from our colleagues in the COE.

Future Program Directions

What Future Endorsement Changes Are Planned?

The present curriculum, limited to 120 total hours, is already so "tight" that we cannot add a multitude of new pedagogy courses. Therefore, most of the changes in our program will take place within the context of existing courses. Faculty are responsive to our education students' desire to forge connection between their college curriculum and their future classrooms. For example, students may approach a linguistics class thinking of language only in terms of correctness according to prescriptive criteria. In their grammar and linguistics courses, they learn, without rejecting the significance of Standard American English, about language variation and evolution.

In the methods class, the instructor will focus upon issues of the explicit teaching of text structure rather than formulaic patterns seldom found in the realms of college and career. The instructor will also gather examples of brief, non-canonical imaginative texts and ask students to deploy their knowledge of literary to make sense of them, thus making them more confident in their ability to select and teach texts in addition to the "standards."

As part of periodic program review and in conjunction with the process of CAEP accreditation, the UNK College of Education has led efforts to increase the rigor of the common assignments across endorsement programs at UNK as well as the reliability and validity of the assessments corresponding to those assignments. Through cross campus efforts, members of multiple endorsement programs reviewed, discussed, and evaluated different validated frameworks and instruments focused on improving the quality of teachers. Through a joint decision, the *Charlotte Danielson Framework for Teaching* was selected as the underlying conceptual framework for the development of common key assignments that would be assessed across endorsement programs. The corresponding validated rubric of the *Charlotte Danielson Framework for Teaching* was selected as a valid assessment instrument for the newly constructed assignments. The Charlotte Danielson framework for teaching was supplemented and modified slightly to incorporate essential concepts related to technological pedagogy (via the ISTE Standards for Teachers) and student engagement (utilizing the SCORE Model by Strong, Silver, & Robinson, 1995). An assignment focused on lesson planning, implementation of the lesson plan, and reflection on the implementation of the lesson plan was developed. In addition, an assignment focused on unit planning, implementation of the unit and, and reflection on the implementation of the unit plan was also developed. The two newly developed assignments focus deeper on multiple aspects of instructional design, implementation of instruction, and reflection to improve teaching practices. Across endorsement programs, these assignments and corresponding assessments will be conducted a minimum of two times prior to graduation. This will allow endorsement programs to assess and evaluate teacher candidate growth during the educator preparation program.

Furthermore, while UNK has had a strong emphasis on developing educator dispositions, further changes have been underway in this area as well. Again, through cross campus efforts led by the UNK College of Education, multiple endorsement program representatives reviewed options for increasing the rigor of expectations regarding educator dispositions across the endorsement programs as well as the validity and reliability of the corresponding assessment. The *Educator Disposition Assessment* (Almerico, Johnston, & Wilson, 2015) was selected as both the framework and assessment for dispositions across endorsement programs. The framework will be introduced early within teacher candidates' preparation programs. Dispositions will be assessed, in part, at least once prior to admission to teacher education and an additional two times prior to program completion. Similar to the multiple assessment points of the lesson plan and unit plan, this will allow endorsement programs to assess and evaluate teacher candidate growth with regard to dispositions over the course of the educator preparation program.

Stakeholder feedback from program completers, cooperating teachers, school administrators, supervising clinical faculty, and program faculty regarding the program changes. Stakeholders provided positive feedback on the proposed changes and validated the necessity of the changes. They also provided input on changes to the gateways for the educator preparation programs with regard to GPA requirements, service learning requirements, and course requirements. These recommendations are being considered by the College of Educaiton and endorsement programs.

It is the hope that, by having multiple assessment points, the teacher candidates will have increased feedback on their performance related to these vital areas and opportunities to reflect and respond to the feedback as well as make changes for improvement. It is the hope that the educator preparation program will be better positioned to support teacher candidates in targeting specific areas for growth and providing scaffolds to facilitate the growth.

Implications

The revised lesson plan template, coupled with the Praxis II, allows teacher candidates to develop the understanding that they must be experts in their subject areas as well as in pedagogical skills.  Finding and assigning sources should not be mistaken for teaching. Teachers' loyalty must lie with their students rather than the lesson plan. We have a good group of prospective educators and the changes we will effect within our endorsement areas will make them even better.

APPENDIX A - Student Advising Sheet for the **Secondary English** Endorsement Program at University of Nebraska at Kearney**.**

# ENGLISH 7-12 LANGUAGE ARTS FIELD ENDORSEMENT
## FOUR-YEAR CLASS SCHEDULE

This schedule is a guideline for progress toward degree.  Literature offerings (American, British, World) change every semester as do writing classes and electives.  Students should consult with their academic advisor to devise a schedule that accommodates their course work in other departments.  All courses are 3 credit hours unless otherwise noted.

| Semester 1 (16 credits) | Semester 2 (16 credits) |
|---|---|
| ENG 101 (if needed) or ENG 102GS if ENG 101 requirement is already met<br>SPCH 100GS Fund. Speech Comm.<br>GS Natural Science course with lab (4 hrs.)<br>GS 188 (Portal course) Student's choice<br>TE 100GS Teaching in a Democratic Society | ENG 102GS if not taken in Semester 1; other GS distribution course if ENG 102 already completed<br>GS Humanities (literature or other)<br>GS Natural Science course, non-lab<br>PE 150GS Healthy, Wealthy, and Wise<br>TE 204 Typical/Atypical Growth and Development (4 hrs.) |
| Semester 3 (15 credits) | Semester 4 (15 credits) |
| PSCI 110GS Intro to American Politics<br>GS Math<br>GS Humanities (literature or other)<br>ENG 234 Reading and Writing about Literature<br>TE 206 Instructional Technology | THEA 120GS<br>GS Social Science<br>ENG required Writing/Composition<br>ENG 304 Grammar I<br>TE 318,319, <u>or</u> 472 (take one) – 2 hrs. |
| Semester 5 (15-18 credits) | Semester 6 (17 hrs.) |
| GS distribution course if needed (see ENG 102)<br>ENG World literature course<br>ENG elective<br>ENG 404 History of the English Language<br>Required THEA course<br>TE 306 or 411 (take one) – 2-3 hrs. | Required JMC course<br>ENG British literature course<br>ENG 427 Electronic Literacy<br>ENG elective<br>SPCH elective<br>TE 320 – 2 hrs. |
| Semester 7 (18 hrs.) | Semester 8 (12 hrs.) |
| GS 388 capstone course<br>ENG American literature course<br>SPCH 400<br>ENG 424 Teaching Secondary School English<br>ENG electives (2) | TE 400 Student Teaching |

**APPENDIX B - Program/Endorsement Assessment Instruments and Scoring Rubrics**

# Case Study of a Classroom Common Assessment
## UNK Teacher Education Program

**Assignment Purposes**

1. To encourage teacher candidates to gather relevant data that is specific to their student teaching placement.

   a. Data gathered will allow teacher candidates to explore how the context in the classroom links with the larger "surrounds" of the school and the community.

2. To encourage teacher candidates to identify key issues to be considered in their instructional planning.

   a. Teacher candidates will reflect about the instructional implications of this new-found knowledge.

   b. Contextual knowledge of the community, school, and classroom will enhance the teacher candidate's potential for teaching effectively.

3. To enhance teacher candidates' potential for effectively teaching groups of students and also for teaching individual students within groups.

   **a.** Knowledge gained will be applied during the semester as they modify instruction in order to meet the needs of individual and groups of learners

4. Desired Outcomes for Graduates Addressed: K-b, K-c, K-d, D-b, D-c

   a. As described in the University of Nebraska at Kearney "10 Desired Outcomes"

**Guidelines**

1. During student teaching, all teacher candidates will complete the Case Study of a Classroom common assessment for each endorsement.  (K-12 endorsements are considered to be one endorsement although there might be two placements, one for elementary and one for secondary.  One Case Study is required.)

1. The assessment will be done at the beginning of each placement; if the second placement is in the same district, much of Component 1 can be cut and pasted into the second Case Study of a Classroom.  Items 19-24 should definitely be new information based on the second placement.

2. The Case Study of a Classroom is due on Friday of the 4th week of each placement.

3. The university supervisor will be responsible for assessing both Case Studies of a Classroom.

4. The minimum score for the Case Study of a Classroom is 15 points (the maximum score is 20 pts.).

5. If a teacher candidate does not achieve the minimum score, the university supervisor, working in collaboration with the teacher candidate, will create a remediation plan.

   a. The original copy of the remediation plan will be placed on file in the Educator Certification Office.

b. Teacher candidates will receive an "incomplete" grade in the course if the remediation plan is not successfully completed (one year to remove an incomplete grade).

CASE STUDY OF A CLASSROOM
# Assignment Description and Template
PLEASE NOTE:  THIS TEMPLATE IS AVAILABLE IN BLACKBOARD

Save document to Microsoft Word before completing and printing.

# COMPONENT #1:  Gathering the Data
**Community Data**

**(1)** List the community's major employers/dominant businesses and industries:

**(2)** Classify the setting; it is predominately:

___ rural

___urban

___suburban

**(3)** Racial/ethnic composition of the community:  List appropriate percentages for the following groups:

Caucasian _____          Native American_____          Hispanic/Latino_____

Asian_____          African American/Black_____   Other_____

**(4)** List the languages spoken in the community:

**(5)** List resources/programs in the community that might help/support the school:

**School Data**
Review the NDE Report Card Website for your school.
List key insights for the following components of the NDE Report Card:

**(6)** District information:

**(7)** Federal Accountability:

**(8)**Reading Performance:

**(9)**Writing Performance:

**(10)**National Student Performance:

**(11)**Student Characteristics (must include ethnic diversity, mobility rate and socioeconomic data):

**(12)**Teachers:

**(13)**Schools in the District:

**(14)**List key features of the school facility (age of building, general features, etc.):

**(15)**List the technology hardware and software that is available in the school:

**(16)**List the special programs in the school that are designed to insure that the needs of ALL students are met (i.e., migrant programs, ESL programs, food-related programs, Title I, etc.):

**(17)**List programs/processes that facilitate parental involvement in the school:

**(18)** List the extra-curricular activities that are available to the students:

**Classroom Data**

**(19)** List key developmental characteristics of the <u>typical learner</u> in your assigned classroom:
       Physical:
       Emotional:
       Social:
       Language:
       Cognitive:

**(20)** Anonymously list the qualifying exceptionalities for all the <u>atypical learners</u> in your classroom:
       Physical:
       Emotional:
       Social:
       Language:
       Cognitive:

**(21)** List the <u>diversity</u> present within the classroom (ethnicity and SES {socioeconomic status} are required):

**(22)** List the <u>technology</u> present within the classroom (hardware and software):

**(23)** List key features of the <u>Classroom Management and Organization Plan</u>:

**(24)** List key components of the <u>instructional plan</u> for the classroom (Most frequently used strategies, special teaching materials, programs, etc.):

# COMPONENT #2:  Reflective Summary
(Maximum length is three (3) typed pages, double-spaced, with size 12 font.  Please complete this on separate pages.)
     1. Identify three unique subgroups or individuals that you will be working with in this placement.  To identify these individuals/groups, reflect on the data from Component 1 and research at least two other sources; these might include the student's cumulative file, test scores, teacher anecdotes, SAT (Student Advisory Team) documents, IEP (Individual Education Plan), RTI (Response to Intervention) documents, LAS test scores (Language Acquisition Skills), etc.  Describe the characteristics/needs of these groups/individuals.  Include the specific information you found from looking at the data.

          Examples of subgroups/individuals:  ELL, resource students, speech students, high ability leaners, free and reduced lunch candidates, mobility, behavior (ADHD, autistic), visually impaired, severe/profound disabilities, physical disability

          Examples of characteristics/needs:  A student with autism may have difficulty focusing or working with others. Previous teachers have noted the need for eliminating distractions as much as possible (data) (Advanced:  He may require one-on-one instructions.)

2.  Describe at least one appropriate strategy to differentiate instruction for each subgroup/individual identified in Question 1, and explain how it will impact the learning of each one.

> Examples of strategies:  modified classroom/daily schedule, behavior plan with consequences, use of an IEP, special seating, use of technology to address a specific disability, group work, visual displays, books on tape, modified assignments
> Example:  A paraeducator could be assigned to work with a student with autism following a specific classroom schedule which allows the para and the student to be in the classroom for a designated amount of time.  (Advanced:  This strategy provides one-on-one interaction within a whole group activity so that the student with autism is able to participate in classroom instruction; this results in increased academic performance and socialization with peers.)

3.  Reflect about the impact this assignment has on your own teaching.  Some issues to consider may include but need not be limited to:

> What special adaptations will be necessary to ensure success for every student in your classroom?  What are some ways to establish student-teacher relationships which will help to cultivate a positive learning environment for all students?  How will differentiated instruction look in your classroom?

# Information Resources for Case Study of a Classroom
*The following resources may be used to complete this assessment.  Please note that this is not an exhaustive list.*

Area newspapers/publications

Interviews with teachers, administrators, counselors

Drive around the neighborhood/town

Visit local Chamber of Commerce

School/District website

NDE Report Card:  http://www.education.ne.gov  (click on State of the Schools Report under NDE Quick Links)

Statistics and Facts about Nebraska Schools:  http://www.education.ne.gov  (click on Data Reporting System)

Nebraska Economic Development Information Online:  http://sites.nppd.com/aedc/CitySearch.asp

GreatSchools.net—objective source of school information:  http://www.greatschools.net/

Per Pupil Costs for Nebraska School Districts:  http://www.education.ne.gov  (click on Departments & Programs at

the top, scroll to School  Finance)

Income and Poverty Stats for Ne. Counties and Towns:  http://nebraskaccess.ne.gov/incomestatisticsnebraska.asp

U.S. Census Bureau:  http://www.census.gov/

UNO's Center for Public Affairs Research:  http://www.unomaha.edu/cpar/index.php

Nebraska HHS County Profiles:  http://www.dhhs.ne.gov

Annie E. Casey Foundation "Kids Count":  http://datacenter.kidscount.org/databook/2009/Default.aspx

The Children's Defense Fund:  http://www.childrensdefense.org/

National Center for Children in Poverty:  http://www.nccp.org/index.html

# Student Teaching TE400/834/836 Rubric for Case Study of a Classroom, Components 1 & 2 (DO Kc, NCATE 1c,4a)

Student Name: _____    Endorsement:_____ UNK Supervisor:_____

Date Completed: _____/_____/_____        Date Entered: _____/_____/_____          Semester: _____

| Indicator | Beginning (1) | Progressing (2) | Proficient (3) | Advanced (4) | Score |
|---|---|---|---|---|---|
| **Component 1: Data gathering (24 items) must perform at the Advanced Level (minimum score = 4)** | 0-6 items completed satisfactorily | 7-12 items completed satisfactorily | 13-18 items completed satisfactorily | 19-24 items completed satisfactorily | (MUST score 4) |
| **Component 2: Accurately documents and interprets important data. (Kd) (NCATE 1d)** | Expresses only opinion with no reference to important data **OR** grossly misinterprets data. | References relatively unimportant data **and/or** makes significant errors in interpreting data. | Accurately references and interprets the data (Component 1 & other sources) to identify 3 unique subgroups/individuals who may need adaptations. | Interprets data (Component 1 & other sources) on the 3 unique subgroups/individuals who may need adaptations and predicts learning needs in highly insightful ways. | |
| **Component 2: Makes meaningful inferences about student learning. (Kb, Kd, Db) (NCATE 4a)** | Makes little or no attempt to identify instructional strategies to meet the needs of the identified subgroups/individuals **OR** indicates biased views. | Makes some attempt to describe instructional strategies to meet the needs of the identified subgroups/individuals but fails to make the appropriate connections between strategy and need. | Describes appropriate instructional strategies for each of the identified subgroups/individuals | Demonstrates an understanding of differentiated instruction by predicting the impact the instructional strategies may have on student learning for each identified subgroups/individuals | |
| **Component 2: Demonstrates reflective capacity. (Db, Dc) (NCATE 1c, 1d, 1g, 4a)** | Reflection conveys little evidence of a personal connection to the candidate's role of an effective teacher **OR** indicates biased views. | Reflection conveys some evidence of a personal connection to the candidate's role of an effective teacher. | Reflection conveys evidence of internalized response. Candidate demonstrates that he/she is beginning to develop new ways of reflecting on his/her effectiveness as a teacher. | Reflection conveys extensive evidence of an internalized response. Candidate demonstrates personal growth as a morally responsible educator. | |
| **Component 2: Conventions, Fluency, and Development of Ideas** | Has serious errors that totally distract and confuse the reader. Does not communicate enough information to the reader. | Has limited control of conventions. Has frequent errors that distract the reader's attention away from the ideas the writer is trying to communicate. Needs more information. Takes no risk with sentencing, vocabulary, or expression. | Has only occasional errors on conventions like the ones that may be on a first draft. Has errors that will not distract the reader from what the writer is trying to communicate. Uses a variety of sentence structures to make the paper interesting. Has a response of sufficient length. | Has no errors in the use of conventions. Has very clearly discussed complex ideas. Attempts to use sophisticated sentence structure and vocabulary. Has a response of a sufficient length. Has thoroughly covered the topic and given the reader all the necessary information. | |

**\* Scored by University Supervisor**                                                                                                                                                    **Minimum score:  15 points**

**TOTAL SCORE    _____**

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**Directions: The teacher candidate will plan, write and teach a ten day unit.  The teaching unit will include all components listed below.**

## Assignment Purposes

1.  **To promote student learning**

    a.  Teacher candidates will show how student learning occurs and how to use instructional strategies that promote learning for all students.

1.  **To enhance short-term and long-term planning**

    a.  Teacher candidates will gain a better understanding of learning theory, curriculum development and student development, and how to use this knowledge in planning instruction to meet curricular goals.

2.  **To develop and expand instructional strategies**

    a.  Teacher candidates will understand and know how to use a variety of instructional strategies to encourage critical thinking, problem solving, and various physical and/or mental abilities.

3.  **To understand appropriate assessment**

    a.  Teacher candidates will become more effective in planning for various types of formal and informal student assessments, including pre-test and post-test.

    b.  Teacher candidates will become more effective in evaluating data to make decisions about differentiated instruction

4.  **UNK 10 Desired Outcomes Met:** K-a, K-b, K-c, K-d, S-a, S-b, S-c, D-a, D-b, D-c

## Unit Plan Components

1.  **Unit Plan Topic:**

1.  **Teaching Rationale:**

    a.  Why are you teaching this unit?

    b.  How will you approach this unit, and what will be your focus?

2.  **A written outline of the sequence of events for a minimum of 10 teaching days** (5 days if block schedule, everyday) **including calendar dates.**

    a.  Teaching unit will "fit" into the scheduled curriculum of the classroom, but will give the teacher candidate the opportunity to be creative and "shine" during this teaching experience.

b. <u>The cooperating teacher, with the approval of the university supervisor, can make adjustments to the length of the unit.</u>

## 3. **Daily lesson plans:**

1. *Objectives/Learner Outcomes for the Learners*

    a. *Aligned with appropriate standards, school improvement goals, or IEP goals*

    b. *Developmentally appropriate based on level of development and student experience*

2. *Assessment Strategies and Evaluation of Learning*

    a. *Including pre-assessment, formative assessment, and post-assessment*

    b. *Both formal and informal assessment strategies*

    c. *Consideration for giving student feedback, report cards, conferences, etc.*

    d. *Assessment is consistent with teaching methodology*

    e. *Provide evidence of analysis of assessment data to determine success of all P-12 learners*

3. *Instructional Sequence and Activities*

    a. *Uses an appropriate lesson plan format (i.e. Hunter, discovery learning, etc.)*

    b. *Activities are well-planned and linked to objectives*

    c. *Active involvement of students*

    d. *Use of  multiple instructional strategies (Universal Design for Learning)*

    e. *Questioning strategies to promote higher level thinking*

    f. *Differentiations made for special needs and cultural considerations are explicitly listed by need*

    g. *Instructional activities are based on or adjusted according to pre- and/or post-assessment data*

4. *Management of Materials, Resources, Technology*

    a. *Materials/resources are appropriate for the learning objectives*

    b. *Appropriate use of technology when possible and when it enhances the learning of all students*

    c. *Effective management of materials and time*

5. *Ongoing Analysis and Reflection*

    a. *Daily monitoring of student performance to adjust teaching*

    b. *Identification of areas that may need to be re-taught*

    c. *Self-analysis of teacher performance (completed after unit is taught)*

    d. *Recommendations for future learning*

## Due Dates and Assessment

1.  The Case Study of a Unit Plan is to be completed by the end of each endorsement's placement period.

1.  The rubric for scoring the Case Study of a Unit Plan is blue.

    a.  Student teaching experience is a time of practice.  Expectations for an experienced teacher are not required.

    b.  Successful teacher candidates should perform at the proficient level.

2.  Teacher candidates must score a minimum of 18 points on the total assessment of the Case Study of a Unit Plan.

    a.  Maximum score on rubric is 24 points.

3.  The graded unit plan will be shared with the University Supervisor.

4.  If a student does not earn a minimum score of 18, he/she must complete a remediation plan which focuses on the traits not deemed proficient.  This may involve extending the placement time or making other arrangements to demonstrate proficiency (rewriting and/or reteaching) before credit can be given.

*Students are strongly encouraged to use the daily lesson plan templates on TaskStream and then create the unit plan using the Unit Builder on TaskStream.*

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# Student Teaching TE400/835/836 Rubric for Case Study of a Unit Plan (DO Da) (NCATE 1g)

Student Name: _____  Endorsement: _____  Semester: _____  Date Completed: _____/_____/_____

Cooperating Teacher: _____  UNK Supervisor: _____  Date Entered: _____/_____/_____

| Indicator | Beginning (1) | Progressing (2) | Proficient (3) | Advanced (4) | Score* |
|---|---|---|---|---|---|
| **Learning Standards (Ka, Kc, Sa) (NCATE 1a, 1b, 1c, 4a)** | Frequent errors in content; Objectives not linked to standards; Little awareness of students' prior knowledge/misconceptions | Some content details inaccurate or missing; Some linkage to standards; Most objectives suitable for students in class; Some awareness of students' prior knowledge/potential misconceptions | Accurate content knowledge; All objectives linked to standards; All objectives suitable for most students in class; Awareness of students' prior knowledge/potential misconceptions | Extensive content knowledge; Objectives take into account the varying needs of individual students; Links to students' prior knowledge | |
| **Assessment Strategies (Kd,Sb) (NCATE 1d, 4a)** | No evidence of planned assessment; Planned assessment not consistent with teaching methodology | Limited evidence of planned assessment/linked to objectives; Planned assessment mostly consistent with teaching methodology | Multifaceted assessment identified at appropriate points and linked to objectives; Clear and understandable assessment criteria communicated to students | Demonstrates the ability to revise assessment instruments based on data; Assessment practices are consistent with teaching methodologies; Uses a variety of assessments; Feedback to students is individualized | |
| **Evaluation of Learning (Kd, Sb) (NCATE 1d, 4a)** | No evidence of analysis of assessment data to identify class performance | Attempts to analyze data to identify class performance | Analyzes data (including pre- and post-assessments) to identify sub-groups needing differentiated instruction | Analyzes data (including pre- and post-assessments) to identify individuals needing differentiated instruction | |
| **Instructional Sequence (Kb, Sa) (NCATE 1a, 1b, 1c, 4a)** | Activities/strategies not appropriate for objective; Activities/sequence not developmentally appropriate | Activities/strategies mostly appropriate for objective; Working to plan developmentally appropriate activities/sequence | Activities/strategies appropriate for objectives; Developmentally appropriate activities/sequence Provides differentiated instruction at sub-group level | A variety of effective teaching strategies; Seeks opportunities for adaptations; Makes connections for future learnings; Uses student input in planning; Instruction includes transition activities; Provides differentiated instruction at the individual level | |
| **Management of Materials & Resources (Kb, Sa, Sc) NCATE 1a, 1b, 1c, 1d, 4a)** | Materials/resources do not contribute to learning the objective; Materials/resources not appropriate for developmental needs of students; Little or inappropriate infusion of appropriate technology and/or media | Materials/resources somewhat contribute to learning the objective; Materials/resources mostly appropriate for developmental needs of students; Attempts at infusing appropriate technology and/or media | Materials/resources clearly contribute to learning the objectives; Materials/resources always appropriate for developmental needs of the students; Meaningful infusion of appropriate technology and/or media | Uses multiple resources to meet individual student needs; Seeks out or develops appropriate technology; Effectively manages time/materials Helps students to assume responsibility for classroom efficiency | |
| **Analysis/ Reflection of Unit Plan (Db, Dc) (NCATE 1c, 1d, 1g, 4a)** | Does not know whether lesson was effective in assisting students in meeting objectives; Cannot identify aspects of the lesson that might be improved in future episodes; Lacks thoughtful attempt to self-evaluate | Reflects on effectiveness of lesson, but cannot identify reasons with specificity; Identifies strengths and weaknesses but does not identify future improved strategies; Inaccurate/unrealistic self-evaluation | Thoughtfully reflects on the results of student learning of the objectives of lesson and supports with specific reasons/data; Identifies specific areas of strength, aspects needing improvement and ideas for future changes | Able to critically analyze the impact of instruction on individual student needs; Offers alternative activities for further teaching; Accurately identifies specific areas of strength or aspects needing improvement and makes a plan of action for change | |

**Comments:** *(Additional room on back)*     **RUBRIC TOTAL** *Scored by Cooperating Teacher*  **(18 points minimum for proficiency/24 points max)** _____

# STUDENT TEACHING FINAL EVALUATION

## FINAL EVALUATION
At the end of the student teaching experience, both the cooperating teacher(s) and the university supervisor(s) will assess the teacher candidate's performance by completing a copy of the evaluation form, using the rubric in the Student Teaching Handbook (same as used for the midterm).  During the final conference, the teacher candidate should have a clear picture of his or her strengths and areas for continued growth.  It can also be a time to discuss the type of position for which the teacher candidate is best suited.  The teacher candidate should sign and receive a copy of the final evaluation from both the cooperating teacher and the university supervisor.  A copy of this final evaluation will be placed in the teacher candidate's permanent Teacher Education file.  Teacher candidates should keep copies for themselves as well.  A composite final evaluation will be entered on TaskStream; teacher candidates should print off a copy for their records.

## WRITTEN RECOMMENDATION FOR TEACHER CANDIDATES
If the teacher candidate asks you to write a recommendation for his/her Credential File, it is the student's responsibility to provide you with the proper form and an addressed, stamped envelope.

Name _____ NU ID # _____ Today's Date _____

Endorsement Name _____ School/City _____

Cooperating Teacher _____ University Supervisor _____

| WHITE COPY – Educator Certification Office | YELLOW COPY – Student Teacher | PINK COPY – Supervisor |
|---|---|---|

## I. Lesson Planning

| Lesson Planning: Desired Outcomes/Objectives (Ka, Kb, Sa) (NCATE 1a, 1b, 1c, 4a) | Beginning | Progressing | Proficient | Advanced |
|---|---|---|---|---|
| 1.1 Demonstrates knowledge of subject matter | | | | |
| 1.2 Objectives are linked to standards | | | | |
| 1.3 Objectives reflect an awareness of prior student experiences | | | | |
| 1.4 Objectives are developmentally appropriate and reflect a range of individual needs | | | | |

**Evidence:**

| Lesson Planning: Assessment and Evaluation (Kd, Sb, Db) (NCATE 1c, 1d, 1g, 4a) | Beginning | Progressing | Proficient | Advanced |
|---|---|---|---|---|
| 2.1 Uses a variety of appropriate formal and informal assessment strategies | | | | |
| 2.2 Uses assessment results to adjust and plan future lessons | | | | |
| 2.3 Evaluation criteria made clear to students | | | | |
| 2.4 Feedback to students | | | | |
| 2.5 Record keeping | | | | |

**Evidence:**

| Lesson Planning: Instructional Planning and Materials/Resources (Kb, Sa, Sc) (NCATE 1a, 1b, 1c, 4a) | Beginning | Progressing | Proficient | Advanced |
|---|---|---|---|---|
| 3.1 Unit/lesson plans are prepared in advance and linked to student outcomes | | | | |
| 3.2 Planning takes into account the needs of diverse learners | | | | |
| 3.3 Links new concepts to previous knowledge | | | | |
| 3.4 Seeks out multiple resources for teaching to meet the range of individual needs | | | | |
| 3.5 Plans a variety of effective teaching strategies | | | | |
| 3.6 Considers students' cultural backgrounds and interests when planning | | | | |
| 3.7 Infuses appropriate technology and media into instruction | | | | |

**Evidence:**

## II. Instructional Delivery

| Instructional Delivery: Instruction (Kb, Sa) (NCATE 1a, 1b, 1c, 4a) | Beginning | Progressing | Proficient | Advanced |
|---|---|---|---|---|
| 4.1 Objectives are clear to all students | | | | |
| 4.2 Adapts pace by monitoring student understanding | | | | |
| 4.3 Understands how to ask questions to stimulate thinking and discussion | | | | |
| 4.4 Engages students in meaningful activities | | | | |
| 4.5 Shows energy and enthusiasm for teaching and subject matter | | | | |
| 4.6 Writes and speaks clearly and correctly | | | | |
| 4.7 Monitors and adjusts teaching strategies to meet the needs of students | | | | |
| 4.8 Uses appropriate closure activities | | | | |

**Evidence:**

Teacher Candidate: _____

| Instructional Delivery:  Classroom Management (Kc, Sa, Da) (NCATE 1a, 1b, 1c, 1g, 4a) | Beginning | Progressing | Proficient | Advanced |
|---|---|---|---|---|
| 5.1 Creates a positive classroom environment, mutual respect, and a caring atmosphere | | | | |
| 5.2 Procedures and behavioral expectations are clear to all students, reviewed consistently | | | | |
| 5.3 Monitors student behavior and provides redirection | | | | |
| 5.4 Manages transitions | | | | |
| 5.5 Manages time and materials | | | | |
| 5.6 Completion of non-instructional activities (supervision, recess duties, etc.) | | | | |
| 5.7 Demonstrates high expectations for learning and achievement for students | | | | |
| 5.8 Develops appropriate relationships with students | | | | |
| **Evidence:** | | | | |

## III.  Teaching Dispositions

| Teaching Dispositions:  Collaboration (Kc, Sb, Da, Db, Dc) (NCATE 1c, 1d, 1g, 4a) | Beginning | Progressing | Proficient | Advanced |
|---|---|---|---|---|
| 6.1 Participates in school activities outside the classroom | | | | |
| 6.2 Works with the teacher to communicate with parents about child's progress | | | | |
| 6.3 Shows concern for all aspects of a child's well-being | | | | |
| 6.4 Demonstrates knowledge and understanding of various family structures | | | | |
| 6.5 Recognizes and accepts aspects of a diverse society | | | | |
| 6.6 Exhibits a desire to work with other professionals | | | | |
| **Evidence:** | | | | |

| Teaching Dispositions:  Reflection (Kc, Sb, Da, Db, Dc) (NCATE 1c, 1d, 1g, 4a) | Beginning | Progressing | Proficient | Advanced |
|---|---|---|---|---|
| 7.1 Reflects on impact of instruction on student learning and makes adjustments accordingly | | | | |
| 7.2 Asks cooperating teacher/university supervisor for feedback | | | | |
| 7.3 Utilizes constructive criticism | | | | |
| **Evidence:** | | | | |

| Teaching Dispositions:  Responsibility (Kc, Sb, Da, Db, Dc) (NCATE 1c, 1d, 1g, 4a) | Beginning | Progressing | Proficient | Advanced |
|---|---|---|---|---|
| 8.1 Has a record of excellent attendance and punctuality | | | | |
| 8.2 Follows dress and grooming guidelines | | | | |
| 8.3 Uses appropriate and professional oral and written language in all school settings | | | | |
| 8.4 Demonstrates professional ethics (confidentiality, respect, unbiased conduct, legal obligations) | | | | |
| **Evidence:** | | | | |

**Comments:**

**Evaluator's Signature:** _____   ☐ Cooperating Teacher   ☐ University Supervisor

**Student Teacher's Signature:** _____

# 1.0 Lesson Planning:  Desired Outcomes/Objectives

| Indicators | Beginning (1) | Progressing (2) | Proficient (3) | Advanced (4) |
|---|---|---|---|---|
| **1.1 Knowledge of subject matter** | Demonstrates frequent errors in content knowledge | Use of content appears to be mostly accurate with some errors in details | Displays accurate content knowledge | Displays extensive content knowledge and makes connections to other disciplines |
| **1.2 Objectives are linked to standards** | Does not link objectives to standards | Some objectives are accurately linked to appropriate standards | All objectives are accurately linked to appropriate standards | Objectives are accurately linked to standards in other disciplines |
| **1.3 Objectives reflect an awareness of prior student experiences** | Little skill in assessing and using students' prior knowledge and experiences in planning | Occasionally assesses and utilizes students' prior knowledge and experiences in planning | Consistently assesses and utilizes students' prior knowledge and experiences in planning | Adapts instruction of objectives based on knowledge of individual students |
| **1.4 Objectives are developmentally and individually appropriate and reflect a range of individual needs of diverse learners** | Objectives are not suitable for students in the class | Most objectives are suitable for most students in the class | All objectives are suitable for most students in the class | Objective(s) take into account the varying needs of individual students |

# 2.0 Lesson Planning: Assessment and Evaluation

| Indicator | Beginning (1) | Progressing (2) | Proficient (3) | Advanced (4) |
|---|---|---|---|---|
| **2.1 Develops and uses both formal and informal assessment strategies that are linked to desired outcome/objectives for student** | Uses only one type of assessment and/or assessment(s) not linked to objective(s) | Limited use of formal and informal assessment strategies and are usually linked to objectives | Develops and/or uses a combination of formal and informal assessment strategies and consistently links them to objectives | Demonstrates the ability to revise assessment instruments based on data and consistently links them to objectives |
| **2.2 Uses assessment results to adjust and plan future lessons** | Minimal, if any, use of assessment results | Uses assessment results to plan for the class as a whole | Uses assessment results to plan and adjust instruction for individuals and groups | Assist P-12 students with understanding assessment results and establishing personal learning goals |
| **2.3 Evaluation criteria made clear to students and is consistent with teaching methodology** | Evaluation criteria and standards have not been developed | Evaluation criteria and standards have been developed, but are not clear or have not been communicated to students | Evaluation criteria and standards are clear and have been communicated to students | Evaluation criteria and standards are clear and have been communicated. P-12 students contributed to the development of evaluation criteria |
| **2.4 Feedback to students** | Minimal feedback given to students | Feedback to students is general in nature and/or delayed | Feedback to students is individualized and completed in a timely manner | Feedback to students is individualized and completed in a timely manner and causes P-12 students to reflect on their own learning |
| **2.5 Record keeping** | No established record keeping system in place | Maintains fairly accurate records in a systematic manner | Consistently maintains accurate records in a systematic manner using technology | Consistently maintains accurate records in a systematic manner using technology. Modifies record keeping systems for more effectiveness |

# 3.0 Lesson Planning: Instructional Planning and Materials/Resources

| Indicator | Beginning (1) | Progressing (2) | Proficient (3) | Advanced (4) |
|---|---|---|---|---|
| **3.1 Unit/lesson plans are prepared in advance** | Little or no advanced planning | Unit/lessons are usually prepared in advance | Unit/lesson plans are consistently prepared in advance | Unit/lesson plans are prepared in advance; plans suggest interdisciplinary links |
| **3.2 Instructional activities/strategies take into account the needs of diverse learners** | No adaptation of learning activities | Occasional adaptations made for diverse learners | Instructional activities/strategies are adapted for diverse learners | Actively seeks opportunities for adaptations and utilizes student input in planning |
| **3.3 Links new concepts to previous knowledge** | No evidence of attempts to link new concepts to previous knowledge | Inconsistent linking of new concepts to previous knowledge | Intentional use of students' prior knowledge to design learning activities | Uses strategies that are most effective for students to link previous knowledge to new learning |
| **3.4 Seeks out multiple resources for teaching to meet the range of individual needs** | Extensive or inappropriate reliance upon one resource for class instruction | Limited use of available resources in meeting the needs of all students | Uses multiple resources in meeting the needs of all students | Uses multiple resources and seeks out other school professionals in meeting the needs of all students |
| **3.5 Plans a variety of effective teaching strategies** | Reliance upon a single teaching strategy | Occasional use of different teaching strategies | Intentionally uses a variety of effective teaching strategies to reach all students | Develops varied teaching strategies based on the needs of all students |
| **3.6 Considers students' cultural background(s) and interests when planning** | No evidence of working to develop activities that reflect students' cultural background(s) | Working to develop activities that reflect students' cultural background(s) and interests | Intentionally plans activities that reflect students' cultural background(s) and interests | Intentionally plans activities that reflect individual students' cultural background(s) and interests |
| **3.7 Infuses appropriate technology and media into instruction** | Little or inappropriate infusion of technology and media into instruction | Attempting to use available technology/multimedia but has no significant impact on teaching and learning | Regularly uses available and appropriate technology/multimedia to enhance teaching and learning | Seeks out or develops technology applications to enhance teaching and learning |

# 4.0 Instructional Delivery:  Instruction

| Indicator | Beginning (1) | Progressing (2) | Proficient (3) | Advanced (4) |
|---|---|---|---|---|
| **4.1 Objectives are clear to all students** | Lesson objectives are not communicated to students | Communicates objectives to all students | Students are able to identify the objective of the lesson | Evidence that students give input into the creation of learning objectives |
| **4.2 Adjusts pace by monitoring student understanding** | No attempts or awareness of the need to adjust pacing | Occasionally adapts pace of instruction based on student performance | Consistently monitors student performance and adjusts pacing accordingly | Anticipates and plans for the variety of pacing that may occur |
| **4.3 Understands how to ask questions to stimulate thinking and discussion** | Lower level or no questioning with little time for student response | Uses a limited variety of questioning techniques to stimulate thinking and discussion.  Inconsistent in providing adequate response time | Uses a variety of questioning techniques to stimulate thinking and discussion.  Students given adequate time to respond | Uses questioning techniques to stimulate higher level thinking skills that promote meaningful interactions. |
| **4.4 Engages students in meaningful activities** | Activities fail to cognitively engage students | Some students are cognitively engaged in relevant learning activities | Most students are cognitively engaged in relevant learning activities | All students are cognitively engaged in relevant learning activities |
| **4.5 Shows energy and enthusiasm for teaching and subject matter** | Shows little or no energy or enthusiasm toward teaching and subject matter | Energy and enthusiasm for teaching and subject matter are inconsistent | Demonstrates sincere energy and enthusiasm for teaching and subject matter | Evidence that energy and enthusiasm for subject matter inspires students |
| **4.6 Writes and speaks clearly and correctly** | Frequent errors in written and oral communication | Occasional errors in written and oral communication | Written/oral communication is always informative; expressed in standard English | Written and oral communication is exemplary |
| **4.7 Monitors and adjusts teaching strategies to meet the needs of students** | No evidence of monitoring or adjusting teaching strategies | Occasionally monitors and adjusts teaching strategies | Consistently monitors student behavior and learning to adjust teaching strategies | Makes individual adjustments in teaching strategies based on individual student behavior and learning |
| **4.8 Uses appropriate closure activity** | No closure activities | Closure activities limited to review without connections to past and future learning | Teacher-led closure activities help students make connections to past and future learning | Students can express what they have learned during the lesson and make connections to past and future learning |

# 5.0 Instructional Delivery:  Classroom Management

| Indicator | Beginning (1) | Progressing (2) | Proficient (3) | Advanced (4) |
|---|---|---|---|---|
| **5.1 Creates a positive classroom environment, mutual respect, and a caring atmosphere** | Classroom interactions are often disrespectful and/or uncaring | Recognizes factors that create a positive classroom environment and is beginning to implement them | Maintains a positive, respectful and democratic classroom | Facilitates P-12 students' responsibility to develop a positive, respectful and democratic classroom |
| **5.2 Establishes classroom routines, procedures, and expectations** | Rarely establishes expectations or holds students accountable | Classroom routines and procedures and student accountability are established but only function with CT assistance | Classroom routines and procedures are established and functional with little loss of instructional time.  Students are held accountable. | Classroom routines and procedures function smoothly with students assuming responsibility for classroom behavior |
| **5.3 Monitors student behavior and uses a variety of behavioral management strategies** | Rarely monitors student behavior and/or inconsistently or incorrectly uses behavioral management strategies. Insensitive to student differences | Beginning to recognize and monitor student behavior and uses behavioral management strategies that sometimes yield desired results.  Usually sensitive to student differences | Intentionally monitors student behavior and uses a variety of behavioral management strategies to yield desired results. Interventions are sensitive to student differences | Anticipates student behavior and implements preventative behavior management strategies to yield desired results.  Interventions are sensitive to student differences |
| **5.4 Effectively manages transitions** | Instructional time is lost during transitions; behavioral problems result | Smooth transitions occur on occasion; some loss of instructional time | Transitions occur smoothly with little loss of instructional time | Transitions are smooth with students assuming responsibility; no instructional time is lost. |
| **5.5 Manages time and materials** | Limited evidence of time management and organization of materials resulting in lost instructional time and increased behavioral problems | Daily schedule and routines for management of materials/equipment are in place but utilized inconsistently resulting in lost instructional time | Daily schedule and routines for management of materials/equipment are in place and utilized consistently | Daily schedule and routines for management of materials/equipment are in place and utilized consistently and students also assume responsibility for classroom efficiency |
| **5.6 Non-instructional activities are completed promptly and professionally** | Not performing non-instructional activities when asked, or doing them incorrectly | Participates when specifically asked to perform non-instructional activities successfully | Non-instructional activities are completed accurately and professionally without much supervision or prompting | Seeks out opportunities to become involved in non-instructional activities |
| **5.7 Demonstrates high expectations for learning and achievement for students** | Shows little or no evidence of adapting or adjusting instruction to meet individual needs | Acknowledges the value of high expectations for learning and achievement for students; is attempting to adjust and adapt instruction | Demonstrates high expectations for learning and achievement for all students by adjusting and adapting instruction at the classroom level | Demonstrates high expectations for learning and achievement for individual students by adjusting and adapting instruction |

| Indicator | Beginning (1) | Progressing (2) | Proficient (3) | Advanced (4) |
|---|---|---|---|---|
| **5.8 Develops relationships with students** | Has no or inappropriate relationships with students; relates with only selected students; misunderstands adult/student relationships | Is beginning to understand the educational importance of appropriate adult/student relationships | Intentionally initiates and maintains appropriate adult/student relationships based on mutual respect resulting in a more positive learning environment | Intentionally initiates and maintains appropriate adult/student relationships based on mutual respect resulting in a more positive learning environment; begins to initiate relationships with families and/or community. |

# 6.0 Teaching Dispositions: Collaboration

| Indicator | Beginning (1) | Progressing (2) | Proficient (3) | Advanced (4) |
|---|---|---|---|---|
| **6.1 Participates in school activities outside the classroom** | Does not attend any activities outside the classroom | Attends one or two extra-curricular activities when asked | Volunteers to attend extra curricular activities that relate to the students in the classroom | Attends extra curricular activities that relate to the children in the classroom as well as those activities that relate to the school (PT meetings, school board meetings, etc.); takes on a leadership role |
| **6.2 Works with the teacher to communicate with parents about child's progress** | Inattentive to parents' needs; does not make an effort to get involved with parents | Participates in parent-teacher conferences when asked | Regularly teams with the teacher to communicate with parents about their child's progress and engages parents in the learning process | Demonstrates initiative in establishing new ways for building relationships and communicating with families. |
| **6.3 Shows concern for all aspects of a child's well-being (social, emotional, intellectual, physical)** | Is unaware of or insensitive to the importance of showing concern for all aspects of a child's well-being | Demonstrates some concern for student's well-being but does not act on those concerns | Shows concern for aspects of a student's well-being, is alert to signs of difficulty and teams with the teacher to better meet student needs | Shows concern for all aspects of a student's well-being, is alert to signs of difficulty and teams with the teacher to meet student needs; seeks to end discriminatory activities in the classroom |
| **6.4 Demonstrates knowledge of and sensitivity to various family structures and reflects this by modifying instruction and communication** | Shows little or no knowledge of or sensitivity to various family structures | Demonstrates a beginning knowledge of or sensitivity to various family structures, but isn't yet reflected in instruction or communication | Demonstrates a solid knowledge of and sensitivity to various family structures and reflects this by modifying instruction for and communication with children | Demonstrates a solid knowledge of and sensitivity to various family structures and reflects this by modifying instruction with children, and communication with families and other professionals |
| **6.5 Recognizes and accepts aspects of a diverse society by modifying instruction and communication** | Does not seem to recognize or value diversity in society | Working to improve insufficient knowledge of diversity issues | Recognizes and values diversity; shows respect to all students regardless of race, ethnic background, gender, age, class, religion, languages or exceptionality | Recognizes and values diversity; shows respect to all students regardless of race, ethnic background, gender, age, class, religion, languages or exceptionality; actively seeks out |

| | | | | opportunities to celebrate diversity in our society |
|---|---|---|---|---|
| **6.6 Exhibits a desire to work with other professionals** | Usually avoids working with other colleagues | Shows some interest in collaboration with other professionals in the school | Seeks opportunities to collaborate with other professionals in the school | Consistently seeks opportunities to collaborate or build relationships with other professionals in the school; routinely shares resources and materials with others |

# 7.0 Teaching Dispositions:  Reflection

| Reflection | Beginning | Progressing | Proficient | Advanced |
|---|---|---|---|---|
| **7.1 Reflects on impact of instruction on student learning and makes adjustments accordingly** | Evaluates self in ways that are inaccurate or unrealistic; does not know whether a lesson was effective in reaching its goals | Generally able to reflect on the impact of instruction on student learning, but is not yet able to make adjustments accordingly | Consistently and accurately reflects on the impact of instruction on student learning; usually makes adjustments as necessary | Is able to critically analyze the impact of instruction on individual student learning and always offers alternative teaching activities or different approaches |
| **7.2 Asks cooperating teacher/university supervisor for feedback** | Rarely asks for feedback regarding teaching; seems to resent or avoid observations | Beginning to recognize the need for feedback from the cooperating teacher/university supervisor | Asks both cooperating teacher/university supervisor for feedback about teaching | Frequently asks for specific feedback from cooperating teacher/university supervisor about an array of teaching issues |
| **7.3 Utilizes constructive criticism** | Unreceptive to constructive criticism; blames others for problems | Sometimes open to constructive criticism; occasionally makes excuses | Listens attentively to constructive criticism and makes use of feedback | Seeks out constructive criticism and implements change as soon as possible |

# 8.0 Teaching Dispositions:  Responsibility

| Indicators | Beginning | Progressing | Proficient | Advanced |
|---|---|---|---|---|
| **8.1 Has a record of excellent attendance and punctuality** | Has unacceptable excuses for absences; is continually late; missed 4 or more days of student teaching | Has a fairly good record of attendance and is on time; absences are valid; missed 3 or less days of student teaching | Has a record of excellent attendance and is always on time; has only missed 1 or 2 days of student teaching | Has a record of excellent attendance and is always on time; has not missed any days of student teaching or has asked to make up missing days |
| **8.2 Follows dress and grooming guidelines** | Does not dress as a professional; wears inappropriate or immodest apparel; does not consistently follow good grooming guidelines | Usually follows dress and grooming guidelines of the school district; has to be occasionally reminded of dress code | Follows dress and grooming guidelines of the school district; professional image is appropriate | Seeks out and follows dress and grooming guidelines of the school district; always projects a highly professional image |
| **8.3 Uses appropriate and professional oral and written language in all school settings** | Discusses inappropriate topics in the school setting; oral and written language is often immature unprofessional, or grammatically incorrect | Uses appropriate language in the school classroom; oral and written language has occasional errors | Uses appropriate and professional oral and written language in all school settings; written and oral language is correct and functional | Uses appropriate and professional oral and written language in all school settings; written and oral language is exemplary |
| **8.4 Demonstrates professional ethics (confidentiality, respect, fairness, legal obligations)** | Often exhibits unprofessional behavior (violating confidentiality, unfairness, unaware of legal responsibilities) | Usually demonstrates professional ethics; has to be reminded about issues of confidentiality, fairness, and legal responsibilities | Demonstrates professional ethics in most aspects of the teaching profession | Always demonstrates the highest of professional standards in all aspects of the teaching profession; holds high standards even in difficult situations |

# Nebraska First Year Teacher Survey



This survey is designed to provide Nebraska educator preparation institutions with information about the effectiveness of teachers prepared by their institution. The indicators used in this survey are adapted from the INTASC standards which are nationally recognized as indicators of teacher quality. These standards are also consistent with the evaluation used for these individuals during their clinical experience and with the Nebraska Teacher Frameworks.

Your responses to this survey will not be shared with individual teachers and data will be provided to institutions on an aggregated basis.

There are 17 questions in this survey

Presurvey Questions

## []

**To be completed by respondents (principals or designees) about the Nebraska institution's effectiveness of preparing 20142015 first year teachers:    ***

Please write your answer(s) here:

Respondent Name:

Respondent I.D.: School

I.D.:

First Year Teacher Name:

First Year Teacher I.D.:

## []Please select the endorsement that corresponds to the majority of the teacher's assignments in your school building. *

Please choose **only one** of the following:

○ Agriculture [0100]

○ Art [0200]

○ Basic Business [0301]

○ Biology [1303]

○ Business, Marketing, Info Tech [0304] ○

Chemistry [1307]

○ Coaching [2001]

○ Coop Ed Div Occ [1605] ○

Driver Education [2101]

○ Early Childhood Education [1802]

○ Early Childhood Inclusive [1804] ○

Earth and Space Science [1305] ○

Elementary [1801]

○ English [0501]

○ English as 2nd Language [0605] ○

English Language Arts [0502]

○ Family/Consumer Science [0903] ○

Health & Physical Education [2304] ○

Health Education [0801]

○ History [1505]

○ Industrial Tech Education [1000] ○

Information Technology [2701]

○ Instrumental Music [1202]

○ Journalism and Mass Communication [0510] ○

Mathematics [1100]

○ Middle Grade/Art [1811]

○ Middle Grade/Business Ed [1812] ○

Middle Grade/Health & PE [1815] ○

Middle Grade/Language Arts [1817] ○

Middle Grade/Mathematics [1818]

○ Middle Grade/Natural Sciences [1819] ○

Middle Grade/Social Science [1820] ○

Middle Grade/World Language [1814] ○

Middle Grades [1803]

○ Music [1201]

○ Physical Education [0802]

○ Physics [1308]

○ Political Science [1507]

○ Religious Education [1506]

○ School Librarian [2508]

○ Science [1301]

○ Skilled & Technical Science Ed [1700] Social

○ Science [1501]

○ Special Education [1913]

○ Theater [1204]

○ Vocal Music [1203]

○ World LanguageChinese [0608]

○ World LanguageFrench [0601]

○ World LanguageGerman [0602]

○ World LanguageSpanish [0604]

If the teacher's assignments are split between endorsements, select the one you feel most qualified to evaluate.

# Survey Questions

Using the following rating scale, please indicate the extent to which you believe this first year teacher was prepared in each of the following areas:

## []1. Student  Development

Please choose the appropriate response for each  item:

|  | Consistent | Frequent | Occassional | Rare |
|---|---|---|---|---|
| Standard 1.1  The teacher understands how students grow and develop. | ○ | ○ | ○ | ○ |
| Standard 1.2  The teacher recognizes that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical  areas. | ○ | ○ | ○ | ○ |
| Standard 1.3  The teacher implements developmentally appropriate and challenging learning experiences. | ○ | ○ | ○ | ○ |

## []2. Learning  Differences

Please choose the appropriate response for each  item:

|  | Consistent | Frequent | Occassional | Rare |
|---|---|---|---|---|
| Standard 2.1  The teacher understands  individual differences and diverse cultures and communities. | ○ | ○ | ○ | ○ |
| Standard 2.2  The teacher ensures inclusive learning environments that enable each student to meet high standards. | ○ | ○ | ○ | ○ |

# []3. Learning  Environments

Please choose the appropriate response for each   item:

|  | Consistent | Frequent | Occassional | Rare |
|---|---|---|---|---|
| Standard 3.1  The teacher works with others  to create environments that support individual and collaborative learning. | ○ | ○ | ○ | ○ |
| Standard 3.2 The teacher creates environments that encourage positive social interaction, active engagement in learning, and  selfmotivation. | ○ | ○ | ○ | ○ |
| Standard 3.3  The teacher manages student behavior to promote a positive learning environment. | ○ | ○ | ○ | ○ |

# []4. Content  Knowledge

Please choose the appropriate response for each  item:

|  | Consistent | Frequent | Occassional | Rare |
|---|---|---|---|---|
| Standard 4.1  The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches. | ○ | ○ | ○ | ○ |
| Standard 4.2  The teacher creates learning experiences that make these aspects of the discipline accessible and meaningful for students to assure mastery of content. | ○ | ○ | ○ | ○ |
| Standard 4.3  The teacher integrates Nebraska Content Standards and/or professional standards within instruction. | ○ | ○ | ○ | ○ |

## []5. Application of Content

Please choose the appropriate response for each item:

| | Consistent | Frequent | Occassional | Rare |
|---|---|---|---|---|
| Standard 5.1 The teacher understands how to connect concepts across disciplines. | ○ | ○ | ○ | ○ |
| Standard 5.2 The teacher uses differing perspectives to engage students in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. | ○ | ○ | ○ | ○ |

## []6. Assessment

Please choose the appropriate response for each item:

| | Consistent | Frequent | Occassional | Rare |
|---|---|---|---|---|
| Standard 6.1 The teacher understands multiple methods of assessment. | ○ | ○ | ○ | ○ |
| Standard 6.2 The teacher uses multiple methods of assessment to engage students in their own growth, to monitor student progress, and to guide the teacher's and student's decision making. | ○ | ○ | ○ | ○ |

## []7. Planning for Instruction

Please choose the appropriate response for each item:

| | Consistent | Frequent | Occassional | Rare |
|---|---|---|---|---|
| Standard 7.1 The teacher plans instruction that supports every student in meeting rigorous learning goals. | ○ | ○ | ○ | ○ |
| Standard 7.2 The teacher draws upon knowledge of content areas, curriculum, cross disciplinary skills, technology, and pedagogy. | ○ | ○ | ○ | ○ |
| Standard 7.3 The teacher draws upon knowledge of students and the community context. | ○ | ○ | ○ | ○ |

# []8. Instructional Strategies

Please choose the appropriate response for each item:

|  | Consistent | Frequent | Occassional | Rare |
|---|---|---|---|---|
| Standard 8.1 The teacher understands a variety of instructional strategies. | ○ | ○ | ○ | ○ |
| Standard 8.2 The teacher uses a variety of instructional strategies to encourage students to develop deep understanding of content areas and their connection and to build skills to apply knowledge in meaningful ways. | ○ | ○ | ○ | ○ |
| Standard 8.3 The teacher utilizes available technology for instruction and assessment. | ○ | ○ | ○ | ○ |

# []9. Professional Learning and Ethical Practice

Please choose the appropriate response for each item:

|  | Frequent | Occassional | Rare |
|---|---|---|---|
| Standard 9.1 The teacher engages in ongoing professional learning. | ○ | ○ | ○ | ○ |
| Standard 9.2 The teacher models ethical professional practice. | ○ | ○ | ○ | ○ |
| Standard 9.3 The teacher uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, other professionals, and the community), and adapts practice to meet the needs of each student. | ○ | ○ | ○ | ○ |
| Standard 9.4 The teacher models professional dispositions for teaching. | ○ | ○ | ○ | ○ |

## []10. Leadership and Collaboration

|  | Consistent | Frequent | Occassional | Rare |
|---|---|---|---|---|
| Standard 10.1  The teacher seeks opportunities to take responsibility for student learning. | ○ | ○ | ○ | ○ |
| Standard 10.2  The teacher seeks opportunities, including appropriate technology, to collaborate with students, families, colleagues, and other school professionals, and community members to ensure student growth. | ○ | ○ | ○ | ○ |

## []11. Impact on Student Learning and Development

|  | Consistent | Frequent | Occassional | Rare |
|---|---|---|---|---|
| Standard 11.1  The teacher positively impacts the learning and development for all  students. | ○ | ○ | ○ | ○ |

## []12. Would you consider this teacher effectively prepared for continuing employment in your  district?

Please choose **only one** of the following:

○   Yes

○No

## []If 'No', please briefly  explain:

**Only answer this question if the following conditions are met:**
Answer was 'No' at question '14 [Q1]' (12. Would you consider this teacher effectively prepared for continuing employment in your district?)

Please write your answer here:

## []13. Please provide some comments which can inform the institution's continuing improvement efforts toward preparing classroomready teachers.

Please write your answer here:

**[]14. Please provide some comments which can help the Nebraska Department of Education improve this survey  process.**

Please write your answer here:

Thank you for completing this survey. The information you provide is important to Nebraska institutions and to the overall State effort to provide all students with effective  teachers!

If you have any questions about this survey, please contact Sharon Katt at

sharon.katt@nebraska.gov 06152015 – 13:25

Submit your survey.

Thank you for completing this survey.