

Cover Page

Nebraska Department of Education Rule 24 Report

ENGLISH AS A SECOND LANGUAGE

(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: Regular Mini Advanced Program

Program(s) Covered by this Folio

Press tab in last column to add rows

Endorsement(s)	Type	Grade Level	Program Level
English as a Second Language	Supplemental	PK-12	Baccalaureate
English as a Second Language	Supplemental	PK-12	Post-Baccalaureate
English as a Second Language	Supplemental	PK-12	Alternative Route

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

If yes, list additional sites where endorsement is offered:

Institution Accreditation Status: National State

Is this a Nationally Accredited Program? Yes No

If Yes, list Accrediting Organization: NCATE/CAEP

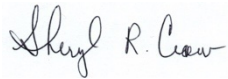
Attach National Letter to Cover Sheet

Introduction/Welcome

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, 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 English as a Second Language 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 English as a Second Language PK-12 Supplemental 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 English as a Second Language PK-12 Supplemental 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 400 Student Teaching NOTE – Student teaching is not required for this supplemental endorsement but would be required for the primary endorsement for initial certification.	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: English as a Second Language PK-12 Supplemental Endorsement										
Academic Year					Number of Endorsement Program Completers					
					Bac	Post Bac	Alternate Route	Masters	Ed. Specialist	PhD
20	13	to	20	14	13	1	0	0	0	0
20	14	to	20	15	5	0	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	GPA Praxis Subject Area Assessment: No content test requirement	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 starting in the 2014-2015 academic year. The passing score for the Praxis Subject Area Assessment for this endorsement is .	GPA is recorded upon program completion. Praxis Subject Area Assessment is typically taken by the Teacher Candidate in the final two semesters of their program.
	GPA and Praxis Subject Area Assessment			
2	Content - Knowledge	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) <i>Beginning</i> , (2) <i>Progressing</i> , (3) <i>Proficient</i> , and (4) <i>Advanced</i> . Key indicators on the address this area. They include: (1.1) <i>Demonstrates Knowledge of Subject Matter</i> ; (1.2) <i>Objectives are linked to standards</i> ; (3.3) <i>Links new concepts to previous knowledge</i> ; and (3.4) <i>Seeks out multiple resources for teaching to meet the range of individual needs</i> .	Final Summative Assessment in Student Teaching
	UNK Student Teaching Final Evaluation (STFE)			

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	Teacher Candidate Project	During the first month of the student teaching experience (TE 400), education majors complete the <i>Case Study of a Classroom</i> 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
	Case Study of a Classroom			
4	Instructional Practices - Knowledge	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) <i>Beginning</i> , (2) <i>Progressing</i> , (3) <i>Proficient</i> , and (4) <i>Advanced</i> . Key components on the STFE address this area and are reported as a composite score. The components include include: (a) <i>Lesson Planning: Assessment and Evaluation</i> ; (b) <i>Lesson Planning: Instructional Planning and Materials/Resources</i> ; (c) <i>Instructional Delivery: Instruction</i> ; and (d) <i>Instructional Delivery: Classroom Management</i> .	Final Summative Assessment in Student Teaching
	UNK Student Teaching Final Evaluation			
5	Instructional Practices - Effectiveness	Teacher Candidate Project	As a part of the student teaching experience, Teacher Candidates complete the <i>Case Study of a Unit Plan</i> 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
	Case Study of a Unit Plan			

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	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) <i>Teaching Dispositions: Collaboration</i> ; (b) <i>Teaching Dispositions: Reflection</i> ; and (c) <i>Teaching Dispositions: Responsibility</i> .	Final Summative Assessment in Student Teaching
	UNK Student Teaching Final Evaluation			
7	Overall Proficiency	NDE Survey	The Nebraska Department of Education (NDE) administered the <i>Nebraska First Year Teacher Survey</i> 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: <i>Consistent, Frequent, Occasional, or Rare</i> . 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.
	NDE Follow Up Survey			

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: 3.58 (n=13)	Average: 3.56 (n=5)	Average: N/A (n=0)	Average: 3.57 (n=18)	Average: N/A (n=0)
2	Content - Knowledge	UNK STFE	UNK STFE		UNK STFE	
		Average: 3.35 out of 4 (n=16)	Average: 3.27 out of 4 (n=14)		Average: 3.27 out of 4 (n=30)	
3	Learner/Learning Environments	Case Study of a Classroom	Case Study of a Classroom		Case Study of a Classroom	
		Average: 15.19 out of 16 (n=16)	Average: 14.85 out of 16 (n=14)		Average: 15.02 out of 16 (n=30)	
4	Instructional Practices - Knowledge	UNK STFE	UNK STFE		UNK STFE	
		Average: 3.38 out of 4 (n=16)	Average: 3.26 out of 4 (n=14)		Average: 3.32 out of 4 (n=30)	
5	Instructional Practices - Effectiveness	Case Study of a Unit Plan	Case Study of a Unit Plan		Case Study of a Unit Plan	
		Average: 21.56 out of 24 (n=16)	Average: 21.57 out of 24 (n=14)		Average: 21.565 out of 24 (n=30)	
6	Professional Responsibility	UNK STFE	UNK STFE		UNK STFE	
		Average: 3.49 out of 4 (n=16)	Average: 3.4 out of 4 (n=14)		Average: 3.445 out of 4 (n=30)	
7	Overall Proficiency	NDE Follow Up Survey	NDE Follow Up Survey		NDE Follow Up Survey	
		Average: 3 out of 3 (n=1)	Data on 14-15 Program Completers are not yet available from the Nebraska Department of Education.		Average: 3 out of 3 (n=1)	

General Notes: Assessments 2-7 contain both Baccalaureate and Post-Baccalaureate 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-Baccalaureate, 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: No Subject Area Praxis Exam Required.

Key Assessment Areas		Post-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: 3.3 (n=1)	Average: N/A (n=0)	Average: N/A (n=0)	Average: 3.3 (n=1)	Average: N/A (n=0)
2	Content - Knowledge	UNK STFE	UNK STFE		UNK STFE	
		Average: 3.35 out of 4 (n=16)	Average: 3.27 out of 4 (n=14)		Average: 3.31 out of 4 (n=30)	
3	Learner/Learning Environments	Case Study of a Classroom	Case Study of a Classroom		Case Study of a Classroom	
		Average: 15.19 out of 16 (n=16)	Average: 14.85 out of 16 (n=14)		Average: 15.02 out of 16 (n=30)	
4	Instructional Practices - Knowledge	UNK STFE	UNK STFE		UNK STFE	
		Average: 3.38 out of 4 (n=16)	Average: 3.26 out of 4 (n=14)		Average: 3.32 out of 4 (n=30)	
5	Instructional Practices - Effectiveness	Case Study of a Unit Plan	Case Study of a Unit Plan		Case Study of a Unit Plan	
		Average: 21.56 out of 24 (n=16)	Average: 21.57 out of 24 (n=14)		Average: 21.565 out of 24 (n=30)	
6	Professional Responsibility	UNK STFE	UNK STFE		UNK STFE	
		Average: 3.49 out of 4 (n=16)	Average: 3.4 out of 4 (n=14)		Average: 3.445 out of 4 (n=30)	
7	Overall Proficiency	NDE Follow Up Survey	NDE Follow Up Survey		NDE Follow Up Survey	
		Average: 3 out of 3 (n=1)	Data on 14-15 Program Completers are not yet available from the Nebraska Department of Education.		Average: 3 (n=1)	

General Notes: Assessments 2-7 contain both Baccalaureate and Post-Baccalaureate 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-Baccalaureate, 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: No Subject Area Praxis Exam Required.

Key Assessment Areas		Alternative Route 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: N/A (n=0)	Average: 4 (n=1)	Average: N/A (n=0)	Average: 4 (n=1)	Average: N/A (n=0)
2	Content - Knowledge	UNK STFE	UNK STFE		UNK STFE	
		Average: N/A out of 4 (n=0)	Average: N/A out of 4 (n=0)		Average: N/A out of 4 (n=0)	
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=6)	Average: N/A out of 16 (n=6)		Average: N/A out of 16 (n=12)	
4	Instructional Practices - Knowledge	UNK STFE	UNK STFE		UNK STFE	
		Average: N/A out of 4 (n=0)	Average: N/A out of 4 (n=0)		Average: N/A out of 4 (n=0)	
5	Instructional Practices - Effectiveness	Case Study of a Unit Plan	Case Study of a Unit Plan		Case Study of a Unit Plan	
		Average: N/A out of 24 (n=0)	Average: N/A out of 24 (n=0)		Average: N/A out of 24 (n=0)	
6	Professional Responsibility	UNK STFE	UNK STFE		UNK STFE	
		Average: N/A out of 16 (n=0)	Average: N/A out of 16 (n=0)		Average: N/A out of 16 (n=0)	
7	Overall Proficiency	NDE Follow Up Survey	NDE Follow Up Survey		NDE Follow Up Survey	
		Average: 3 out of 3 (n=1)	Data on 14-15 Program Completers are not yet available from the Nebraska Department of Education.		Average: 3 (n=1)	

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-Baccalaureate, 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: No Subject Area Praxis Exam Required.

Artifact 3: Interpretation and Summary of Assessment Data

All following statements/analyses refer to TE 400 Student Teaching Evaluations (2013-14 & 2014-15 Academic years)

The English as a Second Language Endorsement had 15 completers during the 2013-14 academic year and 14 completers during the 2014-15 academic year. Generally speaking ESL is a supplemental endorsement that attracts approximately 15% of our teaching majors each year. Completers of this supplemental endorsement typically complete primary endorsements in Elementary, Special Education, or on occasion a 7-12 secondary level endorsement in either Spanish or English. Program complete performance data, therefore, are noted within the primary endorsement program.

As noted in Section 1, program completers within the ESL Endorsement program complete three assessments specific to the supplemental endorsement program. On these assessments, program completers have generally demonstrated knowledge and skills (at the targeted level, that met or exceeded the target level) as set by the supplemental program. In looking at the data, program completed demonstrated **relative strengths** within the following areas:

1.0 Desired Outcomes/Objectives

Completers scored well in “1.2 Objectives linked to standards;” “1.3 Objectives reflect an awareness of prior student experiences;” and “1.4 Objectives are developmentally appropriate, reflect a range of individual needs of diverse learners.” The strong emphasis of the program on developing quality objectives for learners based on national TESOL standards in TE 328 Content Methods in ESL, probably accounts for the strength of completers’ scores in this area. In addition completers also are buttressed by the programs requirement of coursework in foreign language teaching methods.

2.0 Assessment and Evaluation

Completers best scores during student teaching were in two areas related to assessment and evaluation: “2.4 Feedback to students,” and “2.5 Record keeping.” Since most of the completers are elementary or special education majors in their primary endorsement area, these strengths are not surprising.

3.0 Instructional Planning and Materials:

The best scores in this area range from a 3.36 to a 3.50. Completers were effective in “3.2 Taking into account the needs of diverse learners;” “3.4 Seeking out multiple resources for teaching to meet the range of individual needs;” “3.5 Planning a variety of effective teaching strategies;” and “3.6 Considering student’ cultural backgrounds and interests when planning.” Upon reflection, it would seem that these higher scores could be attributed to the diverse learning backgrounds of the completers since many were English language Learners themselves.

Also, most ESL endorsement completers have themselves attended diverse schools. Within the program, one class, TE 328 Introduction to Language Minorities may have some impact on diversity awareness.

4.0 Instruction:

Areas of strength include the following: “4.4 Engages students in meaningful activities,” and “4.5 shows energy and enthusiasm for teaching and subject matter” with scores of 3.50 and 3.36 respectively. This may be attributed to the missionary fervor many ESL completers have toward their work. Quite a number have actually worked on missions overseas for their church or for a charitable organization. Haiti, Mexico, Thailand, Vietnam, China, Korea, and even Uganda are frequently mentioned by completers.

5.0 Classroom Management

Two most obvious strengths were “5.1 Creates a positive class environment,” and “5.2 Procedures and behavioral expectations are clear & consistent” at 3.50 and 3.43 respectively. Probably these relate to the fact that most endorsees are either Special Education or Elementary.

6.0 Teaching Dispositions Collaboration

In terms of collaboration, ESL completers demonstrated strength in terms of their “6.3 Concern for all aspects of a child’s well-being” and “6.5 Recognition and acceptance of aspects of a diverse society.” Both of these further reinforce the openness of ESL endorsees to embrace and work with diversity as well as with those professionals who also work with diverse learners.”

7.0 Teaching Dispositions Reflection

While this area offers fewer descriptors than any other one, it is duly noted that the great strength lies in two areas: “7.2 Asking the cooperating teacher /university supervisor for feedback,” a 3.44 in 2013-14 and a 3.56 and 3.43 in “7.3 Utilizing constructive criticism” in both 2013-14 and in 2014-15. This is an excellent demonstration of openness to different perspectives in how to teach ELLs. Again, this is more a product of character and background experiences than it is a result of specific training in humility. Diversity-inclined completers tend to focus on acquiring greater input when facing a new situation.

8.0 Teaching Dispositions Responsibility

All four areas, “8.1 excellent attendance & punctuality,” “8.2 Dress & grooming,” “8.3 Appropriate and professional oral and written language,” and “8.4 Demonstrates professional ethics” were very strong during the last two years. These high scores show the success of the program in instilling a strong sense of professionalism.

The data also reveal that program completers tended to struggle more in the following areas:

1.0 Desired Outcomes/Objectives

Lowest means occurred in 1.1 “Demonstrates Knowledge of Subject Matter” with a 3.31 during 2013-14 and 3.21 during 2014-15. Assumption here is that ESL knowledge base may be weak in the case of a few ESL endorsement student teachers. Unfortunately, the data does not provide enough details to know if the level of the ELLs is at elementary or higher levels. Elementary /ESL endorsed students are generally comfortable with ELLs who are also in elementary school; whereas, those student teachers who are 7-12 endorsement student teachers placed in an elementary ESL classroom may be very unfamiliar with needs of ELLs in that age group.

A similar pattern regarding “1.2 Objectives are linked to standards” (3.19 during 2013-14) as well as 1.4 “Objectives are developmentally appropriate, reflect a range of individual needs of diverse learners” may be occurring with a score of 3.29 occurred during the 2014-15 year. Again the possibility of a poor match between the student teacher’s preferred age group and his or her ELL group might be leading to these low scores. This lack of judgment is often mentioned by completers as they struggle to adjust to age levels which differ from their main endorsement areas.

2.0 Assessment and Evaluation

Two criteria of concern: “2.1 Uses a variety of appropriate formal and informal assessment strategies” show scores improving over the last three years but still butting up against a 3.25 mean. A second criterion, “2.3 Evaluation criteria made clear to students” show means of 3.19 and 3.14 over the last two years. Assessment remains problematic in UNK’s ESL program since detailed information about the state-wide ELDA tests is quite limited. As a result traditional classroom instructor-constructed assessments are the primary focus. This remains an area of ongoing concern for the ESL program.

3.0 Instructional Planning and Materials

One area of concern from the past two years of data stands out: “3.3 Links new concepts to previous knowledge.” This can certainly be explained by the unevenness of knowing the background knowledge of students since these students come from diverse cultural, educational, and linguistic backgrounds. ELLs may come from situations where they received erratic access to schooling and very limited access to quality curriculum materials. Mix in their unique travels to their current schools and knowledge of students’ previous knowledge is difficult to come by.

4.0 Instructional Delivery

Three areas of concern here. “4.2 Adapts pace by monitoring student understanding” as a low mean of 3.14 (2014-15); “4.3 Understands how to ask questions to stimulate thinking and discussion” also merits attention with a 2.93 during the past year reported (2014-15). Finally

“4.7 monitors and adjusts teaching strategies to meet the needs of students” reports in with a 3.00 mean (2014-15). Although these scores are the lowest in this area, it is understandable that newly practicing teachers would lack skills in these areas. Adjusting to pace and utilization of critical thinking skills in ESL classrooms certainly challenges new teachers. The two methods courses, TE 328 “Content Methods in ESL,” and FORL 472 “Teaching Foreign Languages” ought to renew focus on pacing in teaching alone with more engaging instruction utilizing critical thinking strategies.

5.0 Classroom Management

Three areas of concern here. “5.3 Monitors student behavior and provides redirection” has a mean of 3.14 for the last academic year. This issue may relate to the student teacher’s unfamiliarity with the cultural background of the ELLs. Also “5.6 Completion of non-instructional activities (supervision, recess or hall duties) “ is relatively low at 3.21 for the 2014-15 year. A mean of 3.21 also recorded for “5.7 Demonstrates high expectations for learning and achievement of students” may also indicate the student teacher’s inexperience in developing a sense of expectations for ELLs whose language skills may obfuscate their academic potential.

6.0 Teaching Dispositions Collaboration

Only “6.1 Participates in school activities outside the classroom” with the mean of 3.21 is the only area of concern. It would seem that student teachers probably need to be more “outgoing” in interacting with ELLs and their community outside the classroom and school. Perhaps coursework should emphasize the community and service learning in order to help the future teacher envision the possibilities outside the classroom as his or her awareness of their students’ world.

7.0 Teaching Dispositions Reflection

One area under reflection had the lowest mean. “7.1 Reflects on impact of instruction on student learning and makes adjustments accordingly” with a mean of 3.07 seems to indicate, at least in the last academic year, student teachers were not very skilled in adjusting their instruction to meet the needs of students. Because this is a high level skill honed by years of practice, one would not expect completers to have a particularly high score. The program offers many tools but experience is not one of them, at least not years of experience.

8.0 Teaching Dispositions Responsibility

All means in the four categories were quite elevated indicating completers were generally well prepared in terms of their attendance, grooming, use of appropriate language, and ethical practice.

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

In terms of required coursework, the ESL endorsement has undergone little change in the past ten years. The only exception was the adding of five hours of Early Childhood coursework to comply with the NDE's directive that endorsees have some background in working with younger ELLs. Other changes have not involved changing the actual courses, but changes within certain courses have reflected analysis of data. There are a couple of outstanding examples.

The course, TE 328, "Content Methods in ESL," began incorporation of the Sheltered Instructional Observational Protocol (SIOP) approximately five years ago to reflect a the need for ESL teachers to work more closely with non-ESL K-12 teachers. Grand Island Public schools began utilizing SIOP training for ESL teachers around 2010. Data indicated that our ESL endorsees needed to be better prepared.

Another example was the addition of CDIS 261 "Normal Language Development" in order to provide greater range in subject matter knowledge, particularly for the Praxis II which is required in many states, but not in Nebraska. Many developmental issues in ESL require detailed knowledge of phonetic sound production.

The general impact of these two changes are still being assessed. Once the comprehensive rubrics for student teaching have been implemented for at least two years, it will be possible to make some headway in determining what is going on.

In reflecting and responding to various program evaluation data sources, several future changes are quite likely. First, the 25 credit hours making up the ESL endorsement are too much. UNK's ESL endorsement is the largest among the three University of Nebraska sites. There has been a tendency to add coursework to meet the needs of students or the expectations of the Nebraska Department of Education. As a result the endorsement has become unwieldy. Furthermore the courses are offered by four departments on campus (English, Communications, Modern Languages, Education, and Communications Disorders). This makes managing the offerings highly problematic. In order to pare down the coursework to a more manageable 18 to 21 hours, a specific ESL committee headed by Dr. Tracy will convene to mandate changes. This committee will be formed in the coming academic year, 2016-17.

Secondly, once the course changes are made, the content of each course will be matched with the recommendations of the Nebraska Department of Education for ESL endorsements as well as with the recommendations of TESOL, the world organization, Teachers of English to Speakers of Other Languages. Alignment with these standards will at the root of these proposed changes.

Additionally, 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 Education 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.

It is critical that the needs of ELLs in K-12 schools be met, not the political expediencies of numerous departments on campus. These changes will enhance the focus and practicality of the ESL endorsement in preparing our future teachers.

APPENDIX A - Student Advising Sheet for the **English as a Second Language** Endorsement Program at University of Nebraska at Kearney.

English as a Second Language P-12 Contact Dr. Glenn Tracy**First Year: 2 Credits**

	Course Number/Name	Credit Hours	Sem. Offered	Prerequisite/ Corequisite
	TE 327 Introduction to Linguistic Minorities	2	Variable	none
	SPCH 154 Intercultural Communications	3	Fall or Spring	none

Second Year: XXX Required Credits

	Course Number/Name	Credit Hours	Sem. Offered	Prerequisite/ Corequisite
	TE 328 Content Methods in ESL	3	Variable	TE 100 & 204
	TE 336 Methods in Early Childhood	3	Fall	Admission to T.E.
	TE 342 Literacy Early Childhood	2	Spring	Admission to T.E.

Third Year: XXX Required Credits

	Course Number/Name	Credit Hours	Sem. Offered	Prerequisite/ Corequisite
	TE 329 Assessment in ESL	3	Variable	TE 100 & 204
	ENG 303 Linguistics	3	Fall	TE 100 & 204
	FORL 470 TESOL	3	Spring	Admission to T.E.
	FORL 472 Foreign Language Methods	3	Fall	Admission to T.E.

Fourth Year: XXX Required Credits

	Course Number/Name	Credit Hours	Sem. Offered	Prerequisite/ Corequisite
	TE 400 Student Teaching	14-17	F & S	Admission to Student Teaching
	Note: Student Teaching is required for the endorsement but has no credit hours entered into ESL per se.			

TOTAL: 120 credit hours will meet the minimum requirement to graduate. This sheet is for advising purposes only—the Degree Audit on MyBlue is the official student record.

Revised 9/2015

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 typical learner in your assigned classroom:

Physical:
Emotional:
Social:
Language:
Cognitive:

(20) Anonymously list the qualifying exceptionalities for all the atypical learners in your classroom:

Physical:
Emotional:
Social:
Language:
Cognitive:

(21) List the diversity present within the classroom (ethnicity and SES {socioeconomic status} are required):

(22) List the technology present within the classroom (hardware and software):

(23) List key features of the Classroom Management and Organization Plan:

(24) List key components of the instructional plan 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 learners, 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 sentencng, 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 _____

TE400835/836: Student Teaching
Case Study of a Unit Plan Common Assessment

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. The cooperating teacher, with the approval of the university supervisor, can make adjustments to the length of the unit.

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.

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

6/2014

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 exceptionalty	Recognizes and values diversity; shows respect to all students regardless of race, ethnic background, gender, age, class, religion, languages or exceptionalty; 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	Occasional	Rare
Standard 1.1 The teacher understands how students grow and develop.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 1.3 The teacher implements developmentally appropriate and challenging learning experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[]2. Learning Differences

Please choose the appropriate response for each item:

	Consistent	Frequent	Occasional	Rare
Standard 2.1 The teacher understands individual differences and diverse cultures and communities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 2.2 The teacher ensures inclusive learning environments that enable each student to meet high standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[]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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 3.2 The teacher creates environments that encourage positive social interaction, active engagement in learning, and selfmotivation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 3.3 The teacher manages student behavior to promote a positive learning environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[]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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 4.3 The teacher integrates Nebraska Content Standards and/or professional standards within instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[]5. Application of Content

Please choose the appropriate response for each item:

	Consistent	Frequent	Occasional	Rare
Standard 5.1 The teacher understands how to connect concepts across disciplines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[]6. Assessment

Please choose the appropriate response for each item:

	Consistent	Frequent	Occasional	Rare
Standard 6.1 The teacher understands multiple methods of assessment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[]7. Planning for Instruction

Please choose the appropriate response for each item:

	Consistent	Frequent	Occasional	Rare
Standard 7.1 The teacher plans instruction that supports every student in meeting rigorous learning goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 7.2 The teacher draws upon knowledge of content areas, curriculum, cross disciplinary skills, technology, and pedagogy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 7.3 The teacher draws upon knowledge of students and the community context.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[]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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 8.3 The teacher utilizes available technology for instruction and assessment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[]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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 9.2 The teacher models ethical professional practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 9.4 The teacher models professional dispositions for teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[] 10. Leadership and Collaboration

Consistent Frequent Occasional 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 Occasional Rare

Standard 11.1 The teacher positively impacts the learning and development for all students.

Survey Questions 2

[] 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.