

Cover Page

Nebraska Department of Education Rule 24 Report

EARLY CHILDHOOD INCLUSIVE

(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
Early Childhood Inclusive	Field	Birth - Grade 3	Baccalaureate
Early Childhood Inclusive	Field	Birth - Grade 3	Post-Baccalaureate
Early Childhood Inclusive	Field	Birth - Grade 3	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**

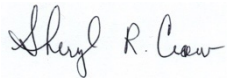
Attach National Letter to Cover Sheet

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 Early Childhood Inclusive 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 Early Childhood Inclusive Birth - Grade 3 Field 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 Early Childhood Inclusive Birth - Grade 3 Field Endorsement Program and explains the nature of each field experience along with associated credit hours and hours of field experience.

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

Course Name	Description	Credits	Type of Field Experience*	Total Number of Hours
TE 341 Foundations of Early Childhood Education	The focus of this introductory course is on historical and philosophical developments in the care and education of children with typical and atypical development, birth through age eight. Legal basis of services for young children and current social issues and legislation are studied. Students are introduced to the range of children served and developmentally appropriate practices for each of the age groups: infants and toddlers, preschoolers, kindergarteners, and primary grade children. Two observations are conducted in preschool settings focusing on the themes of the course.	2	Observation	4
TE 342 Literacy Methods for the Preschool Teacher	The focus of this course is on preparing teachers to create effective beginning literacy programs for young children. Primary focus will be on preschool aged children with attention to both typical, atypical, and second language development. Students will (1) understand child development in relation to oral and written language, (2) be able to assess young children's language skills, (3) know how to create literacy-rich environments, (4) learn important teaching strategies to effectively promote early language skills, and (5) address the language needs of a diverse range of learners, including those with disabilities and Dual Language Learners. Two to three visits: one to administer the ELLCO; one to two to teach emergent literacy lesson in oral language, reading, writing.	2	Observation/ Assessment Practice/Pre- Student Teaching Practicum	4

Course Name	Description	Credits	Type of Field Experience*	Total Number of Hours
TE 317 - Field Experience: Literacy	<p>The course is designed to provide practical application of effective primary literacy instructional skills and assessment techniques. Students will be placed in one or more elementary (Kindergarten to Grade 3) classroom settings for a total of fifty (50) clock hours. Students will develop and implement primary literacy lessons plans and assessment procedures.</p>	1	Pre-Student Teaching Practicum	50
TE 313 Field Experience: Math (for ECI concentration in age 3 to grade 3 only)	<p>The course is designed to provide practical application of effective mathematics instructional skills and assessment techniques. Students will be placed in one or more elementary classroom settings for a total of fifty (50) clock hours. Students will develop and implement math activities, lessons plans, and assessment procedures with individual students, small groups, and the entire class.</p>	0.5	Pre-Student Teaching Practicum	50
TE 343L Field Experience: Birth to Age 3	<p>This course is designed to provide practical application of integrated, inclusive instructional strategies and assessment procedures for all young children birth through age three. Student will be placed in early childhood teaching environments with children birth through age three including children with disabilities. The experiences shall consist of 30 clock hours with 20% of the hours (6 hours) in settings with children with a range of disabilities.</p>	0.5	Pre-Student Teaching Practicum	30

Course Name	Description	Credits	Type of Field Experience*	Total Number of Hours
TE 344L Field Experience: Ages 3 to 5	This course is designed to provide practical application of integrated, inclusive instructional strategies and assessment procedures for all young children age's three to five. Student will be placed in early childhood teaching environments with children age 3 through age five including children with disabilities. The experiences shall consist of 30 clock hours with 20% of the hours (6 hours) in settings with children with a range of disabilities.	0.5	Pre-Student Teaching Practicum	30
TESE 334L Field Experience: Assessment and Intervention	This course is designed to provide practical application of the assessment process for screening, identification, planning for intervention and progress monitoring. Students will work in early childhood settings with assigned children who have disability	0.5	Pre-Student Teaching Practicum	30
TE 335L Field Experience: Inclusive Methods K-3 (for ECI concentration in age 3 to grade 3 only)	This course is designed to provide practical application of inclusive practices for kindergarten and primary grade children. Students will work in K-3 classrooms with assigned children who have disabilities, medical conditions, or other special needs that	0.5	Pre-Student Teaching Practicum	30
TE 400 Student Teaching	Student teaching is the capstone experience in the teacher education process and is the culminating course for all endorsement programs. During student teaching, teacher education students spend a minimum of 16 weeks in an approved PreK-12 school, to obse	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: Early Childhood Inclusive Birth - Grade 3 Field Endorsement										
Academic Year					Number of Endorsement Program Completers					
					Bac	Post Bac	Alternate Route	Masters	Ed. Specialist	PhD
20	13	to	20	14	42	3	0	0	0	0
20	14	to	20	15	36	6	0	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: 5024 Education of Young Children (Also accepted: 0021/5021 Education of Young Children)	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 160 for test #5024 (160 for test #0021/5021).	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: 3.42 (2.69-3.98; Median: 3.46; Mode 3.60) (n=42)	Average: 3.64 (2.97-3.99; Median: 3.71; Mode: 3.79) (n=36)	Average: 168.3 (133-186) (n=37)	Average: 3.53 (n=78)	Average: 168.3 (n=37)
2	Content - Knowledge	UNK STFE	UNK STFE		UNK STFE	
		Average: 3.53 out of 4 (n=47)	Average: 3.63 out of 4 (n=41)		Average: 3.63 out of 4 (n=41)	
3	Learner/Learning Environments	Case Study of a Classroom	Case Study of a Classroom		Case Study of a Classroom	
		Average: 14.88 out of 16 (n=49)	Average: 14.63 out of 16 (n=44)		Average: 14.755 out of 16 (n=93)	
4	Instructional Practices - Knowledge	UNK STFE	UNK STFE		UNK STFE	
		Average: 3.54 out of 4 (n=47)	Average: 3.6 out of 4 (n=41)		Average: 3.57 out of 4 (n=88)	
5	Instructional Practices - Effectiveness	Case Study of a Unit Plan	Case Study of a Unit Plan		Case Study of a Unit Plan	
		Average: 3.55 out of 24 (n=47)	Average: 3.54 out of 24 (n=41)		Average: 3.545 out of 24 (n=88)	
6	Professional Responsibility	UNK STFE	UNK STFE		UNK STFE	
		Average: 3.66 out of 4 (n=47)	Average: 3.75 out of 4 (n=41)		Average: 3.705 out of 4 (n=88)	
7	Overall Proficiency	NDE Follow Up Survey	NDE Follow Up Survey		NDE Follow Up Survey	
		Average: 2.53 out of 3 (n=4)	Data on 14-15 Program Completers are not yet available from the Nebraska Department of Education.		Average: 2.53 out of 3 (n=4)	

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

Key Assessment Areas		Post-Baccalaureate Data By Year from Key Assessments				
		2013-2014	2014-2015		Total	
1	Content-Praxis II or GPA	GPA	GPA	Praxis II	GPA	Praxis II
		Average: 3.37 (n=3)	Average: 3.73 (n=6)	Average: MASKED (n=3)	Average: 3.55 (n=9)	Average: MASKED (n=3)
2	Content - Knowledge	UNK STFE	UNK STFE		UNK STFE	
		Average: 3.53 out of 4 (n=47)	Average: 3.63 out of 4 (n=41)		Average: 3.58 out of 4 (n=88)	
3	Learner/Learning Environments	Case Study of a Classroom	Case Study of a Classroom		Case Study of a Classroom	
		Average: 14.88 out of 16 (n=49)	Average: 14.63 out of 16 (n=44)		Average: 14.755 out of 16 (n=93)	
4	Instructional Practices - Knowledge	UNK STFE	UNK STFE		UNK STFE	
		Average: 3.54 out of 4 (n=47)	Average: 3.6 out of 4 (n=41)		Average: 3.57 out of 4 (n=88)	
5	Instructional Practices - Effectiveness	Case Study of a Unit Plan	Case Study of a Unit Plan		Case Study of a Unit Plan	
		Average: 3.55 out of 24 (n=47)	Average: 3.54 out of 24 (n=41)		Average: 3.545 out of 24 (n=88)	
6	Professional Responsibility	UNK STFE	UNK STFE		UNK STFE	
		Average: 3.66 out of 4 (n=47)	Average: 3.75 out of 4 (n=41)		Average: 3.705 out of 4 (n=88)	
7	Overall Proficiency	NDE Follow Up Survey	NDE Follow Up Survey		NDE Follow Up Survey	
		Average: 2.53 out of 3 (n=4)	Data on 14-15 Program Completers are not yet available from the Nebraska Department of Education.		Average: 2.53 (n=4)	

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: The Praxis Data represent a mean score across the multiple exams accepted for this endorsement

Key Assessment Areas		Alternative Route Data By Year from Key Assessments				
		2013-2014	2014-2015		Total	
1	Content-Praxis II or GPA	GPA	GPA	Praxis II	GPA	Praxis II
		Average: N/A (n=0)	Average: N/A (n=0)	Average: MASKED (n=4)	Average: N/A (n=0)	Average: MASKED (n=4)
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: 2.53 out of 3 (n=4)	Data on 14-15 Program Completers are not yet available from the Nebraska Department of Education.		Average: 2.53 (n=4)	

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: The Praxis Data represent a mean score across the multiple exams accepted for this endorsement

Artifact 3: Interpretation and Summary of Assessment Data

Note: New Rule 24 Early Childhood Unified Endorsement requirements went into effect, starting the 2014-2015 catalog. All data in this report reflect students completing ECU requirements since no students on the 2014-2015 catalog would be at the completer stage.

GPA Data:

The average GPA in 2013-2014 for baccalaureate completers (n = 42) was 3.42 and 3.64 (n = 36) in 2014-2015 which shows a small increase. The GPA average (n = 78) for those two years was 3.53 which is well above the 2.75 GPA required of UNK student teachers. The average GPA in 2013-2014 for post-baccalaureate completers (n = 3) was 3.37 and 3.73 (n = 6) in 2014. The post-baccalaureate completer 2013-2014 GPA is a little lower than that of the baccalaureate completers and the 2014-2015 GPA is a little higher; however, the n's are small so comparisons should be interpreted cautiously. Like baccalaureate completers, there is a small GPA increase from 2013-2014 to 2014-2015 and the average GPA across both years is 3.63 which is well above the 2.75 GPA required of UNK student teachers.

PRAXIS II (Subject Exam) Data:

Completers were not required to take the PRAXIS II prior to 2014-2015. Also, the Nebraska Department of Education did not establish a minimum pass rate score until 2015-2016, which was set at 160. The 2014-2015 score shows baccalaureate completers averaged 168.3 which is higher than the state's minimum pass rate score. Due to the small number of post-baccalaureate completers taking the PRAXIS II, these scores are masked.

In the 2014-2015 school year, 44 students took the 5024 Education of Young Children PRAXIS II Subject exam. 100% were white females: 27 seniors and 11 post-baccalaureate. PRAXIS II data show a percent pass for 145, 150, and 155 which is lower than the 160 minimum pass rate score set by the state. Of the 44 who took the 5024 exam, 97.73% got at least 145, 93.18% got at least 150, and 84.09% got at least 155. The lowest score was 133 and the highest was 186, with the average performance range 162-178.

In Category I, Childhood Development and Learning, UNK completers got 68.07% correct. This is slightly higher than the state completers at 67.56% correct but lower than the national completers at 69.03%. Of UNK completers, 40.91% scored in the top two quartiles while 59.09% scored in the lower two quartiles, which suggests this area needs strengthening. This is the lowest scoring area of all the categories, with 34.09% scoring in the lowest quartile.

In Category II, Observation, Documentation and Assessment, UNK completers got 72.04% correct. This is slightly lower than both state and national completers, who got 74.83% and 74.52%, respectively. Of UNK completers, 52.28% scored in the top two quartiles while 47.72% scored in the lower two quartiles, which suggests this area could use some strengthening, particularly since completers are scoring lower than their national and state counterparts.

In Category III, Developmentally Appropriate Practice, UNK completers got 74.86% correct. This is slightly lower than both state and national completers, who got 75.19% and 75.94%, respectively. Although 63.64% of UNK completers scored in the top two quartiles, the majority

(40.91%) scored in the 3rd quartile, which indicates that this is an area that could use some strengthening, since completers are scoring lower than their national and state counterparts.

In Category IV, Professionalism, Family, and Community, UNK completers got 76.70% correct. This is the same as the state completers at 76.73% and slightly higher than national completers at 74.44%. Of note, 54.55% of the UNK completers scored in the highest quartile, and 68.19 scored in the top two quartiles, which suggests that this content area is a strong area.

In Category V, Content Pedagogy and Knowledge, UNK completers got 73.53% correct. This is slightly higher than both state and national completers, who got 73.07% and 72.83%, respectively. Of UNK completers, 47.73% scored in the top two quartiles while 52.27% scored in the lower two quartiles, which suggests this area could use some strengthening even if completers are scoring higher than their national and state counterparts.

In Category VI: Knowledge of Teaching, UNK completers got 81.06% correct. This is the same as state completers who got 81.08% correct and slightly higher than national completers who got 79.88% correct. Of note 43.18% of the UNK completers scored in the highest quartile, and 61.365 scored in the top two quartiles, which suggests that this content area is a strength.

Common Assessment Data

TE 400 Case Study of a Classroom

All indicators scores are above a 3 which is the minimum for meeting expectations. If scores are averaged across years, all indicator averages are above 3.5 and 100% of completers met expectations for all testing periods. Reflection is the lowest score for this assessment. In 2013-2014 and 2014-2015, over 60% of the completers' scores exceeded expectations.

TE 400 Case Study of a Unit Plan

All indicators scores are above a 3 which is the minimum for meeting expectations. If scores are averaged across years, all indicator averages are above 3.5, with the exception of Assessment Strategies and 100% of completers met expectations for all testing periods, except for Fall 09. Assessment and reflection are the two lowest scores for this assessment. Since Fall 11/Spring 12, over 60% of the completers' scores have exceeded expectations.

TE 400 STEF Lesson Planning

1.0 Desired Outcomes/Objectives

All indicators scores are above a 3 which is the minimum for meeting expectations. Two indicator averages are above 3.5. Linking objectives to standards and having objectives reflect an awareness of prior student experience are the lowest two scores. Although the majority of completers met expectations for all testing periods, in six out of nine testing periods, one or two students did not meet expectations. In 2014-2015, 59% of the completers' scores exceeded expectations. Although these scores are reasonable, completers would benefit from more instruction and support to improve their planning of desired outcomes and objectives.

2.0 Assessment and Evaluation

All indicators scores are above a 3 which is the minimum for meeting expectations. Only one indicator average is above 3.5. The other four are low, with the evaluation criteria made clear to students being the lowest score. Although the majority of completers met or exceeded

expectations for all testing periods, in six out of nine testing periods, at least one student did not meet expectations and in two periods, 3 or 4 did not. In no period did over 50% of scores exceed expectations. Although these scores are reasonable, completers would benefit from more instruction and support to improve their planning of assessment and evaluation.

3.0 Instructional Planning and Materials

All indicators scores are above a 3 which is the minimum for meeting expectations. Three indicator averages are at or above 3.5. The other four are low, with the ability to consider cultural backgrounds and interests when planning being the lowest score. Although the majority of completers met or exceeded expectations for all testing periods, in six out of nine testing periods, at least one student did not meet expectations and in one period, 4 did not. In no period did over 50% of scores exceed expectations. Although these scores are reasonable, completers would benefit from more instruction and support to improve their planning of instructional planning and materials.

TE 400 STEF Instructional Delivery

4.0 Instruction

All indicators scores are above a 3 which is the minimum for meeting expectations. Three indicator averages are at or above 3.5. The other five are low, with the two lowest scores pertaining to objectives being clear to all students and using appropriate closure activities. Although the majority of completers met or exceeded expectations for all testing periods, in eight out of nine testing periods, one or two students did not meet expectations and in two periods, 4 did not. In no period did over 50% of scores exceed expectations. Although these scores are reasonable, completers would benefit from more instruction and support to improve their delivery of instructional planning and materials.

5.0 Classroom Management

All indicators scores are above a 3 which is the minimum for meeting expectations. Five indicator averages are at or above 3.5. The other three are low, with the lowest score pertaining to the ability to manage transitions. Although the majority of completers met or exceeded expectations for all testing periods, in six out of nine testing periods, one or two students did not meet expectations and in one period, 3 did not. In no period did over 50% of scores exceed expectations. Although these scores are reasonable, completers would benefit from more instruction and support to improve their classroom management during instructional delivery.

TE 400 STEF Teaching Dispositions

6.0 Collaboration

All indicators scores are above a 3 which is the minimum for meeting expectations. Four indicator averages are at or above 3.5. The other two are low, with those scores pertaining to participating in school activities outside the classroom and working with the teacher to communicate with parents about a child's progress. Although the majority of completers met or exceeded expectations for all testing periods, in six out of nine testing periods, one or two students did not meet expectations and in one period, 3 did not. In no period did over 50% of scores exceed expectations. Although these scores are reasonable, completers would benefit from more instruction and support to improve their collaboration.

7.0 Reflection

All indicators scores are above a 3 which is the minimum for meeting expectations. All indicator averages are above 3.5. Although the majority of completers met or exceeded expectations for all

testing periods, in four out of nine testing periods, one or two students did not meet expectations. Reflection is the lowest score for this assessment. Since 2012-2013, over 60% of the completers' scores exceeded expectations.

8.0 Responsibility

All indicators scores are above a 3 which is the minimum for meeting expectations. All indicator averages are above 3.5. Since Spring 2011, 100% of completers met or exceeded expectations. Since 2012-2013, over 60% of the completers' scores exceeded expectations and in 2014-2015, 83% exceeded expectations. Clearly this is an area of growth over time.

NDE Follow Up Survey

Data from the NDE Follow Up Survey indicate that employers generally agree that the Overall Proficiency of UNK Program Completers frequently to consistently meet the expectations as indicated on the survey (average of 2.53 out of 3). While the response rate on the survey is low, as this survey is administered by an entity other than UNK, UNK is unable to address the response rate at this time.

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

GPA

In summary, student GPA's are strong and averages exceed the 2.75 required for student teaching. Since the last Rule 42 folio visit, the TE department raised the GPA requirement for Admission to Teacher Education from 2.5 to 2.75. The department also required students to pass the professional sequence classes TE 100 and TE 204 with a C or better since it was found that those who did so were more likely to pass the PRAXIS I exams (now PRAXIS Core). These changes have worked well and have helped the Teacher Education Department to turn out quality completers.

PRAXIS II (subject exam)

PRAXIS II (now PRAXIS subject exam) scores are similar to state and national norms. Of the six categories in the 5024 exam, Categories IV, Professionalism, Family, and Community and VI: Knowledge of Teaching were the strongest categories while Category I: Childhood Development and Learning showed the greatest need for growth. Categories II, Observation, Documentation and Assessment, III Developmentally Appropriate Practice, and V, Content Pedagogy and Knowledge showed some need for growth.

The data are relatively new since the Completers were not required to take the PRAXIS II prior to 2014-2015. Also, the Nebraska Department of Education did not establish a minimum pass rate score until 2015-2016, which was set at 160. Prior to this, ECU completers took the 5017 EECIA Elementary Education: Curriculum and Instruction Assessment to meet NCLB requirements for "Highly Qualified teachers" and scored comparably to their Elementary Education counterparts. The 5024 exam offers new opportunities to look closer at indicators pertaining to the 0-5 age group, which would not have been covered under 5017; however, it does not address indicators for early childhood special education preparation.

In 2014-2015, Rule 24 changes to the Early Childhood Unified (Inclusive) Endorsement requirements went into effect. Early Childhood faculty responded by creating two new curriculum courses: TE 339 Infant Toddler Curriculum and TE 336 Methods for Preschool and Kindergarten Classrooms, which include development and learning, developmentally appropriate practice, and content pedagogy and knowledge. They also added TESE 333 Young Children with Special Needs, TESE 334/334L, Assessment and Intervention, and TE 335 Inclusive Methods K-3, which include child development and learning, and observation, documentation, and assessment. Although the impact of these changes are yet unknown since the first graduating class will not occur until 2017-2018, these classes should strengthen PRAXIS subject scores of future UNK completers.

Common Assessment Data:

Completers have also done well, overall, on the common assessments. Strengths include indicators in the case study of a classroom and the case study of a unit plan. Completers have a

harder time with lesson planning and delivery, particularly, in the areas of objectives, assessment, planning for culturally diverse learners, and handling transitions and closure while teaching lessons. Completers of other endorsements have also shown a need to improve their skills in unit planning, and Lesson planning and delivery. Consequently, the Teacher Education Department has responded to these by meeting with P-12 partners in Spring 2016 to develop new rubrics and templates for the Unit Plan and Lesson Plan common assessments. The new Unit and Lesson Plan common assessments are aligned with the Charlotte-Danielson Framework, which has data to support its reliability and validity. The new Unit Plan and Lesson Plan common assessments have been revised and updated in Summer 2016 so that these can be pilot tested in Fall 2016. Student teaching supervisors were introduced to the new assessments in Summer 2016. Also, in Summer 2016, faculty in their respective departments identified classes where the new lesson and unit plans would be introduced, reinforced, and formally assessed to prepare students for student teaching. Implementation will begin in Fall 2016.

Regarding teaching dispositions, completers have a harder time with collaboration; however, they are growing in their reflection skills and have shown excellent growth in responsibility. The growth in responsibility correlates with the changes the Teacher Education department made since the last Rule 24 folio review in its assessments of dispositions. The Teacher Education department's Student Success committee was formed to help identify and support or weed out "struggling students" prior to student teaching. The committee identified a need to improve Teaching Dispositions in completers based on feedback from cooperating teachers, common assessment data, and observations of faculty. The Student Success committee then created "The Big Eight" set of dispositions, which became a part of every syllabus, not just in the dispositions measured in TE 204. A large portion of the "Big Eight" dispositions reflect responsibility. The "Big Eight" has helped to create a climate of responsibility.

Given the impact of the "Big Eight" in the growth of responsibility, and the need to further strengthen reflection and collaboration, the Teacher Education Department met in Spring and Summer 2016 to select an expanded Educator Disposition Assessment that has data to support its reliability and validity. Designated Teacher Education faculty developed additional descriptors to clarify indicators for scoring. The Educator Disposition Assessment was introduced to the student teaching supervisors and TE 204 faculty in summer 2016 so that this can be pilot-tested in Fall 2016.

Future Program Directions

Regarding the new Unit and Lesson Plan common assessments, the Early Childhood faculty have identified the following early childhood specific classes where these will be targeted. TE 336 Methods for Preschool and Kindergarten Classrooms will be an introductory class for students to create lesson and unit plans based on the common assessments for the preschool and kindergarten age groups. Students have assessed children, planned lessons, taught and reflected on their teaching performance in TE 343/343L Inclusive Methods for 0-3 and TE 344/344L Inclusive Methods for 3-5 since these were created. However, these classes will be more intentional in their support of this sequence while reinforcing elements of the lesson and unit plan common assessments. TE 335/335L Inclusive Methods K-3 will have parallel assignments to TE 343 and 344, but for the K-3 grade levels. TESE 334/334L Assessment and Intervention,

which requires students to assess, plan, teach, and reflect on a child with a disability and a child with a behavioral issue, will also reinforce elements of lesson planning. TE 344/344L will be the formal assessment point for the lesson and unit plans at the level three (pre-student teaching field) because it is required of all Early Childhood Inclusive majors and is taken toward the end of their program.

Providing multiple new courses in early childhood specific content should result in stronger competencies from completers than in both content knowledge and applications in teaching. Completers should demonstrate robust skills in the unit and lesson plan common assessments, dispositions assessment, and the PRAXIS Core. Early Childhood faculty will continue to review annual data results to inform as to whether these changes are indeed achieving the intended outcomes and as needed, will revise course content and related assignments and field experiences to ensure that completers are prepared to effectively teach young children 0-8.

APPENDIX A - Student Advising Sheet for the **Early Childhood Inclusive** Endorsement
Program at University of Nebraska at Kearney.

ECI/Specialization: Birth—Kindergarten**First Year: 30-33 Required Credits****IMPORTANT:** Determine eligibility to enroll in MATH 104 or MATH 230GS. May have to take placement test in the Math Department and enroll in lower level courses.

Course Number/Name	Credit Hours	Sem. Offered	Prerequisite/ Corequisite	Min. Grade	Notes
ENG 101 Introduction to Academic Writing	3	F, S	Prereq: ENG 100A OR English ACT score of 15 or above		This class does not count for GS credit, but may be counted for elective hours.
ENG 102GS Academic Writing and Research	3	F, S, U	Prereq: ENG 101 OR English ACT score of 29 or above	C	
SPCH 100GS Fundamentals of Speech Communication	3	F, S, U		C	
TE 100GS Teaching in a Democratic Society AND PSCI 110GS Introduction to American Politics	3 3	F, S F, S	Coreq: PSCI 110GS	C	Check MyBlue to find a matched section of PSCI 110GS.
BIOL 103GS General Biology	4	F, S, U			Laboratory required.
Take any approved HIST GS course.	3	F, S, U			Choose one history course. See Degree Audit for options.
PE 150GS Healthy, Wealthy and Wise	3	F, S, U			
Portal Course - Any 188GS	3	F, S, U			Choose from any portal topics offered. Must be taken during first year.
ART 100GS Art Structure	3	F, S, U			Materials fee \$10.00.
TE 341 – Foundations of Early Childhood Education	2	F, S			

Second Year: 26.5-29.5 Required Credits***Praxis Core test complete.*****Admission to TE complete by middle of second year**

MATH 104 Concepts in Mathematics and Statistics	3	F, S	Prereq: MATH 101 OR Math ACT minimum of 20 and 4 yrs. of HS mathematics		Math 104 is not a general studies course, but it serves as a prerequisite for Math 230GS.
GS Science Course Required	3	F, S, U			Recommended: PHYS 100GS - Physical Science AND PHYS 100LGS - Physical Science Laboratory See Degree Audit for other options.
TE 204 Typical/Atypical Growth and Development	4	F, S	Prereq: sophomore standing or above	C	
TE 206 Instructional Technology and the Preservice Teacher	3	F, S, U		C	
Take any approved ECON, PSY, SOC, or GEOG GS course	3	F, S, U			Choose only one course. See Degree Audit for options.
Take any approved ENG Literature GS course.	3	F, S, U	Prereq: ENG 102GS		Choose only one course. See Degree Audit for options.
PE 247 Nutrition, Health, & Safety for Young Children	1	S, U			
TESE 333 Serving Young Children with Special Needs	3	F, S			
TESE 334 Assessment and Intervention AND TESE 334L Field Experience: Assessment and Intervention	3 0.5	F, S	Prereq: TESE 333 Coreq: TESE 334L Coreq: TESE 334		
TE 336 Methods for Preschool and Kindergarten Classrooms	3	F, S	Prereq: TE 341 AND TESE 333		

Third Year: 30.5 Required Credits

- **Must attend a Student Teaching Workshop 1 year prior to student teaching.**

GS Capstone Course – Any 388	3	F, S, U			The Capstone is opened to Juniors and Seniors, and to students within 6 hours of completion of their GS requirements.
GS Elective	3	F, S, U			Choose only one course, if needed. See Degree Audit for options.
MATH 230GS Math for Elementary Teachers I	3	F, S	Prereq: MATH 102GS, OR MATH 104 OR Math ACT minimum of 20 and 4 yrs. of HS mathematics		A co-requisite for TE 311/TE 313. HS Math must include 2 yrs. Algebra, 1 yr. Geometry, and a Senior level Math course.
TE 311 Math Methods I AND TE 313 Field Experience: Math	2 0.5	F, S	Prereq: TE 204 AND Coreq: MATH 230GS		Register for Field Experience offered on Friday 1:25 pm to 3:20 pm.
TE 318 Management and Assessment in Preschool/Elementary Classrooms	2	F, S, U	Prereq or Coreq: TE 204		
TE 349 Supporting Young Children Through Family & Community Involvement	1	F, S, U	Prereq or Coreq: TE 204		
TE 338 Infant and Toddler Mental Health	2	F, S			
TE 339 Infant and Toddler Curriculum	2	F, S			
TE 342 Literacy Methods for the Preschool Teacher	2	F, S	Prereq: TE 336 OR by permission		
TE 346 Early Childhood Program Administration	1	F, S	Prereq: TE 341		
TE 347 Literacy Methods 0-3	2	F, S	Prereq: TE 100GS		
TE 343 Methods of Inclusive Education Birth through Age 3 TE 343L Field Experience: Birth to Age 3 AND TE 344 Methods of Inclusive Education Ages 3 to 5 TE 344L Field Experience: Ages 3-5	3 0.5 3 0.5	F, S, U F, S	Prereq: admission to Teacher Education AND TESE 334 Coreq: TE 343L Prereq: admission to Teacher Education AND TESE 334 Coreq: TE 344L		

Fourth Year: 30 Required Credits

- **Spring Student Teaching Application is due the 1st Tuesday in September**
- **Fall Student Teaching Application is due the 1st Tuesday in February**

TE 348 Math, Science, and Social Studies for Children 0-8	3	F, S	Prereq: TE 336		
FSID 302 Parent Education - 3 hours	3	F, S			
TE 314 Phonics and Word Study AND TE 315 Literacy Assessment AND TE 316 Primary Grades Literacy AND TE 317 Field Experience: Literacy	2 2 2 1	F, S	Pre: TE 318 AND Admission to TE	ccccccccc C C C CR	Known as Lit Block. Enroll in ALL four courses. All Day Field Experience on Mondays.
MUS 404 Music and Movement for Early Childhood Teachers	2	U			May substitute MUS 330.
TE 411 Inclusive Practices for Students with Exceptionalities in PreK-8 Classrooms	3	F, S, U	Prereq: TE 311 AND Admission to TE		
TE 400 Student Teaching	12	F, S	Prereq: Admission to Student Teaching		16 weeks total.

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

ECI/Specialization: Age 3 – Grade 3**First Year: 30-33 Required Credits****IMPORTANT:** Determine eligibility to enroll in MATH 104 or MATH 230GS. May have to take placement test in the Math Department and enroll in lower level courses.

Course Number/Name	Credit Hours	Sem. Offered	Prerequisite/ Corequisite	Min. Grade	Notes
ENG 101 Introduction to Academic Writing	3	F, S	Prereq: ENG 100A OR English ACT score of 15 or above		This class does not count for GS credit, but may be counted for elective hours.
ENG 102GS Academic Writing and Research	3	F, S, U	Prereq: ENG 101 OR English ACT score of 29 or above	C	
SPCH 100GS Fundamentals of Speech Communication	3	F, S, U		C	
TE 100GS Teaching in a Democratic Society AND PSCI 110GS Introduction to American Politics	3 3	F, S F, S	Coreq: PSCI 110GS	C	Check MyBlue to find a matched section of PSCI 110GS.
BIOL 103GS General Biology	4	F, S, U			Laboratory required.
Take any approved HIST GS course.	3	F, S, U			Choose one history course. See Degree Audit for options.
PE 150GS Healthy, Wealthy and Wise	3	F, S, U			
Portal Course - Any 188GS	3	F, S, U			Choose from any portal topics offered. Must be taken during first year.
ART 100GS Art Structure	3	F, S, U			Materials fee \$10.00.
TE 341 – Foundations of Early Childhood Education	2	F, S			

Second Year: 26.6-29.5 Required Credits***Praxis Core test complete.*****Admission to TE complete by middle of second year**

MATH 104 Concepts in Mathematics and Statistics	3	F, S	Prereq: MATH 101 OR Math ACT minimum of 20 and 4 yrs. of HS mathematics		Math 104 is not a general studies course, but it serves as a prerequisite for Math 230GS.
GS Science Course Required	3	F, S, U			Recommended: PHYS 100GS Physical Science AND PHYS 100LGS Physical Science Laboratory See Degree Audit for other options.
TE 204 Typical/Atypical Growth and Development	4	F, S	Prereq: sophomore standing or above	C	
TE 206 Instructional Technology and the Preservice Teacher	3	F, S, U		C	
Take any approved ECON, PSY, SOC, or GEOG GS course	3	F, S, U			Choose only one course. See Degree Audit for options.
Take any approved ENG Literature GS course.	3	F, S, U	Prereq: ENG 102GS		Choose only one course. See Degree Audit for options.
PE 247 Nutrition, Health, & Safety for Young Children	1	S, U			
TESE 333 Serving Young Children with Special Needs	3	F, S			
TESE 334 Assessment and Intervention AND TESE 334L Field Experience: Assessment and Intervention	3 0.5	F, S	Prereq: TESE 333 Coreq: TESE 334L Coreq: TESE 334		
TE 336 Methods for Preschool and Kindergarten Classrooms	3	F, S	Prereq: TE 341 AND TESE 333		

Third Year: 31 Required Credits

- **Must attend a Student Teaching Workshop 1 year prior to student teaching.**

ART 360 Elementary Art Methods OR 407 Art Methods for Young Children	3	F, S	Prereq: ART 100GS		
GS Capstone Course – Any 388	3	F, S, U			The Capstone is opened to Juniors and Seniors, and to students within 6 hours of completion of their GS requirements.
MATH 230GS Math for Elementary Teachers I	3	F, S	Prereq: MATH 102GS, OR MATH 104 OR Math ACT minimum of 20 and 4 yrs. of HS mathematics		A co-requisite for TE 311/TE 313. HS Math must include 2 yrs. Algebra, 1 yr. Geometry, and a Senior level Math course.
TE 311 Math Methods I AND TE 313 Field Experience: Math	2 0.5	F, S	Prereq: TE 204 AND Coreq: MATH 230GS		Register for Field Experience offered on Friday 1:25 pm to 3:20 pm.
TE 318 Management and Assessment in Preschool/Elementary Classrooms	2	F, S U	Prereq or Coreq: TE 204		
MATH 330GS Math for Elementary Teachers II	3		Prereq: MATH 230GS		Recommended to be taken prior to TE 312/313.
TE 349 Supporting Young Children Through Family & Community Involvement	1	F, S, U	Prereq or Coreq: TE 204		
TE 335 Inclusive Methods K-3 AND TE 335L Field Experience: Inclusive Methods K-5	3 0.5	F, S	Prereq: admission to Teacher Education AND TESE 334 AND TESE 334L		Concurrent enrollment is required.
TE 342 Literacy Methods for the Preschool Teacher	2	F, S	Prereq: TE 336 OR by permission		
TE 346 Early Childhood Program Administration	1	F, S	Prereq: TE 341		
TE 343 Methods of Inclusive Education Birth through Age 3 TE 343L Field Experience: Birth to Age 3 AND TE 344 Methods of Inclusive Education Ages 3 to 5 TE 344L Field Experience: Ages 3-5	3 0.5 3 0.5	F, S, U F, S	Prereq: admission to Teacher Education AND TESE 334 Coreq: TE 343L Prereq: admission to Teacher Education AND TESE 334 Coreq: TE 344L		

Fourth Year: 29.5 Required Credits

- **Spring Student Teaching Application is due the 1st Tuesday in September**
- **Fall Student Teaching Application is due the 1st Tuesday in February**

TE 348 Math, Science, and Social Studies for Children 0-8	3	F, S	Prereq: TE 336		
TE 312 Math Methods II AND TE 313 Field Experience: Math	2 0.5	F, S	Prereq: TE 311 AND admission to Teacher Education		Field experience offered on Tuesday/Thursday 9:30 am to 10:45 am. Must be taken during semester prior to student teaching.
TE 314 Phonics and Word Study AND TE 315 Literacy Assessment AND TE 316 Primary Grades Literacy AND TE 317 Field Experience: Literacy	2 2 2 1	F, S	Pre: TE 318 AND Admission to TE	C C C CR	Known as Lit Block. Enroll in ALL four courses. All Day Field Experience on Mondays.
MUS 404 Music and Movement for Early Childhood Teachers	2	U			May substitute MUS 330.
TE 411 Inclusive Practices for Students with Exceptionalities in PreK-8 Classrooms	3	F, S, U	Prereq: TE 311 AND Admission to TE		
TE 400 Student Teaching	12	F, S	Prereq: Admission to Student Teaching		16 weeks total.

TOTAL: 120 credits listed will meet the minimum requirement of 120 hours 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

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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.