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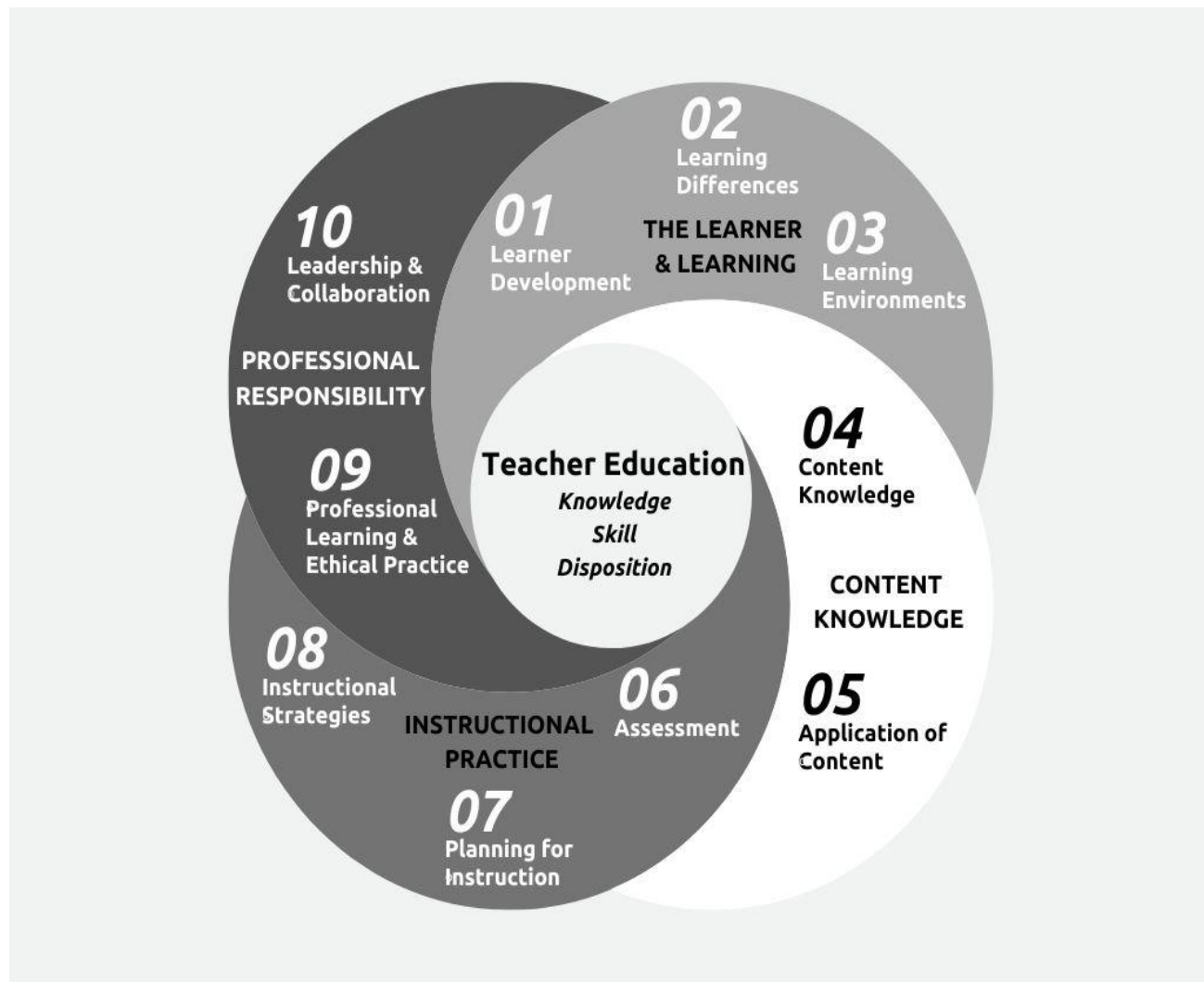
Teacher Education Department Handbook

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Introduction

PURPOSE OF THIS HANDBOOK

The purpose of this handbook is to provide important information to students seeking an initial teacher certification through an undergraduate degree or post baccalaureate program. This handbook is a living document that evolves over time as the Teacher Education department continues its commitment to providing premier programs.

HISTORY OF TEACHER EDUCATION AT UNK

The University of Nebraska at Kearney has a 120 year tradition of preparing teachers, and other educational professionals. Teacher preparation has been a primary mission of UNK since its inception and the institution continues to graduate more education professionals than any other major. The teacher education program is recognized as a Program of Excellence within the University of Nebraska system. This designation enhances our capacity for delivering a premier teacher preparatory experience that maximizes the likelihood that program graduates will be successful working with P-12 students.

Standards

MISSION & VISION STATEMENTS FOR THE UNIVERSITY OF NEBRASKA AT KEARNEY

The mission of the University of Nebraska at Kearney is to be a public, residential university committed to be one of the nation's premier undergraduate institutions with excellent graduate education, scholarship, and public service.

The vision of the University of Nebraska at Kearney is to achieve national distinction for a high quality, multidimensional learning environment, engagement with community and public interests, and preparation of students to lead responsible and productive lives in an increasingly diverse, interconnected, interdependent, and technological society.

MISSION & VISION STATEMENTS FOR THE COLLEGE OF EDUCATION

The mission of the College of Education at the University of Nebraska at Kearney is to prepare, inspire, and support our students to become caring, reflective, and competent professionals in a democratic, multicultural society. This preparation shall be realized through our tradition of outstanding teaching, relevant research and meaningful community engagement.

Our vision for the College of Education is to be nationally recognized for our outstanding graduates, highly qualified faculty and staff, and exemplary academic programs. We aspire to build on our reputation to achieve extraordinary results in the area of learning, research, technology, outreach, diversity and quality of life enrichment for all we serve.

Desired Outcomes for the Graduates of Initial Certification Programs

To meet the institutional and College visions, the Teacher Education department has identified the following desired outcomes. Completers of the student education program, will be able to:

The Learner and Learning
Standard 1: Learner Development
Demonstrate an understanding of how learners grow and develop, recognize that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implement developmentally appropriate and challenging learning experiences.
Standard 2: Learning Differences
Identify individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
Standard 3: Learning Environments
Work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge
Standard 4: Content Knowledge
Identify the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
Standard 5: Application of Content
Demonstrate an ability to connect concepts and uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic content specific issues.

Instructional Practice
Standard 6: Assessment
Use appropriate methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide The student's and learner's decision making.
Standard 7: Planning for Instruction
Conduct instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
Standard 8: Instructional Strategies
Demonstrate a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility
Standard 9: Professional Learning and Ethical Practice
Engage in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
Standard 10: Leadership and Collaboration
Seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

TEACHER EDUCATION GATEWAY PROGRESSION

Admission to Teacher Education Program	Admission to Student Teaching/Clinical Practice	Student Teaching/Program Completion
Complete the following courses (C or better) ENG 102, SPCH 100 , TE 100, TE 204 OR TE 206	Confirm admission to Teacher Education Program	Attend Student Teaching/Clinical Experience seminar for current application instructions
Meet required common assessments as presented in class	Submit an Application to Student Teaching	
	Achieve an overall UNK GPA of 2.75 or higher	Satisfactory completion of the Lesson/Unit Plan
Establish & maintain GPA of 2.75 or higher	Satisfactorily complete the Lesson/Unit Plan and earn a grade of C or above in the course/practicum that delivers this assignment (program specific)	Satisfactory score on Educator Disposition Assessment
Declare a teaching program(s) at the Academic Advising & Career Development department		Satisfactory score on Clinical Experience Evaluation Form
Complete criminal conviction form (NDE Rule 20)	Satisfactory performance in all pre-student teaching/clinical experience practicums	
Complete emotional or mental fitness form (NDE Rule 21)	Initiate and pass a criminal background check by following procedures	
*Transitional Certification Program (TCP) students must meet the same requirements with the exception of coursework. TCP students must have completed TE 831 with a grade of C or above & be enrolled in TE 832.		

NE CODE OF ETHICS: TEACHING PROFESSION
STATE OF NEBRASKA-- REGULATION S AND STANDARDS FOR PROFESSIONAL PRACTICES CRITERIA

(https://www.education.ne.gov/legal/webrulespdf/RULE27FINAL.pdf)

A. 004.01 Preamble

The educator shall believe in the worth and dignity of human beings. Recognizing the supreme importance of the pursuit of truth, the devotion to excellence and the nurture of democratic citizenship, the educator shall regard as essential to these goals the protection of the freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator shall accept the responsibility to practice the profession to these ethical standards.

The educator shall recognize the magnitude of the responsibility he or she has accepted in choosing a career in education, and engages, individually and collectively with other educators, to judge his or her colleagues, and to be judged by them, in accordance with the provisions of this chapter.

The standards listed in this section are held to be generally accepted minimal standards for public school certificate holders in Nebraska with respect to ethical and professional conduct and are, therefore, declared to be the criteria of ethical and professional performance adopted pursuant to the provisions of Section 79-866 R.R.S. for holders of public school certificates.

If the certificate holder is employed in a nonpublic school, that context shall be considered in the application of these standards.

B. 004.02 Principle 1 – Commitment as a Professional Educator

Fundamental to the pursuit of high educational standards is the maintenance of a profession possessed of individuals with high skills, intellect, integrity, wisdom, and compassion. The educator shall exhibit good moral character, maintain high standards of performance, and promote equality of opportunity.

In fulfillment of the educator's contractual and professional responsibilities, the educator:

004.02A Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, colleagues, parents, school patrons, or school board members.
004.02B Shall not discriminate on the basis of race, color, creed, sex, marital status, age, national origin, ethnic background, or disability.
004.02C Shall not use coercive means, or promise or provide special treatment to students, colleagues, school patrons, or school board members in order to influence professional decisions.
004.02D Shall not make any fraudulent statement or fail to disclose a material fact for which the educator is responsible.
004.02E Shall not exploit professional relationships with students, colleagues, parents, school patrons, or school board members for personal gain or private advantage.
004.02F Shall not sexually harass students, parents or school patrons, employees, or board members.
004.02G Shall not have revoked for cause a teaching certificate, administrative certificate, or any certificate enabling a person to engage in any of the activities for which a special services counseling certificate is issued in Nebraska.

004.02H Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties.
004.02I Shall report to the Commissioner any known violation of Sections 004.02G, 004.04E, or **004.05B** of this chapter.
004.02J Shall seek no reprisal against any individual who has reported a violation of this chapter.

C. 004.03 Principle II - Commitment to the Student

Mindful that a profession exists for the purpose of serving the best interest of the client, the educator shall practice the profession with genuine interest, concern, and consideration for the student. The educator shall work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:

004.03A Shall permit the student to pursue reasonable independent scholastic effort, and shall permit the student access to varying points of view.
004.03B Shall not deliberately suppress or distort subject matter for which the educator is responsible.
004.03C Shall make reasonable effort to protect the student from conditions which interfere with the learning process or are harmful to health or safety.
004.03D Shall conduct professional educational activities in accordance with sound educational practices that are in the best interest of the student.
004.03E Shall keep in confidence personally identifiable information that has been obtained in the course of professional service, unless disclosure serves professional purposes, or is required by law.
004.03F Shall not tutor for remuneration students assigned to his or her classes, unless approved by the local board of education.
004.03G Shall not discipline students using corporal punishment.

D. 004.04 Principle III - Commitment to the Public

The magnitude of responsibility inherent in the education process requires dedication to the principles of our democratic heritage. The educator bears particular responsibility for instilling an understanding of and confidence in the rule of law, a respect for individual freedom, and a responsibility to promote respect by the public for the integrity of the profession.

In fulfillment of the obligation to the public, the educator:
004.04A Shall not misrepresent an institution with which the educator is affiliated, and shall take added precautions to distinguish between the educator's personal and institutional views.
004.04B Shall not use institutional privileges for private gain or to promote political candidates, political issues, or partisan political activities.
004.04C Shall neither offer nor accept gifts or favors that will impair professional judgment.
004.04D Shall support the principle of due process and protect the political, citizenship, and natural rights of all individuals.
004.04E Shall not commit any act of moral turpitude, or commit any felony under the laws of the United States or any state or territory, and shall not have a misdemeanor conviction involving abuse, neglect, or sexual misconduct as defined in Sections 003.12 through 003.14 of 92 NAC 21.
004.04F Shall, with reasonable diligence, attend to the duties of his or her professional position.

004.05 Principle IV - Commitment to the Profession

In the belief that the quality of the services to the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to improve service, to promote a climate in which the exercise of professional judgment is encouraged, and to achieve conditions which attract persons worthy of the trust to careers in education. The educator shall believe that sound professional relationships with colleagues are built upon personal integrity, dignity, and mutual respect.

In fulfillment of the obligation to the profession, the educator:
004.05A Shall provide upon the request of an aggrieved party, a written statement of specific reasons for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
004.05B Shall not misrepresent his or her professional qualifications, nor those of colleagues.
004.05C Shall practice the profession only with proper certification, and shall actively oppose the practice of the profession by persons known to be unqualified.

F. 004.06 Principle V - Commitment to Professional Employment Practices

The educator shall regard the employment agreement as a pledge to be executed both in spirit and in fact. The educator shall believe that sound personnel relationships with governing boards are built upon personal integrity, dignity, and mutual respect.

In fulfillment of the obligation to professional employment practices, the educator:
004.06A Shall apply for, accept, offer, or assign a position or responsibility on the basis of professional preparation and legal qualifications.
004.06B Shall not knowingly withhold information regarding a position from an applicant or employer, or misrepresent an assignment or conditions of employment.
004.06C Shall give prompt notice to the employer of any change in availability of service.
004.06D Shall conduct professional business through designated procedures, when available, that have been approved by the employing agency.
004.06E Shall not assign to unqualified personnel, tasks for which an educator is responsible.
004.06F Shall permit no commercial or personal exploitation of his or her professional position.
004.06G Shall use time on duty and leave time for the purpose for which intended.

CAEP (Council for the Accreditation of Educator Preparation)

The CAEP accreditation system is a voluntary peer review process that involves a comprehensive evaluation of the professional educator preparation programs (EPP's). The review is based on the EPP's compliance with **CAEP Standards (2022)**. The review requires a self-study review as well as an on- site review of the unit and a review of key indicators for initial certification and advanced programs across the unit. Review of individual programs is conducted by the state and/or by specialized professional organizations, depending on the type of partnership CAEP has developed with the unit's state.

The College of Education is an active member of the Nebraska Association of Colleges of Teacher Education (NACTE). This organization, which includes representatives from each of the 16 teacher education programs in Nebraska, considers educational issues and provides programs and resources to meet common needs. UNK also has a voting delegate on the Nebraska Council for Teacher Education (NCTE), an educational advisory group to the State Board of Education about certification and endorsement requirements.

The Nebraska Council on Teacher Education (NCTE) is an advisory body to the Nebraska State Board of Education. Its membership is appointed by the State Board from representatives of state-wide organizations which have a direct involvement or interest in teacher and administrative preparation, and from higher education institutions in Nebraska which are approved by the State Board of Education to prepare and recommend for certification teachers, administrators, and counselors; and those people recommended for special services endorsements. The State Board of Education reserves sole authority over college program approval and certification.

As an advisory body to the State Board of Education (Board), NCTE will develop and recommend standards for State Board approval and adoption.

Program Information

There are three components to the program for undergraduate teacher education majors: (a) general studies; (b) professional sequence; and (c) specific teaching endorsement program(s).

GENERAL STUDIES REQUIREMENTS (30-31 credit hours)

Each student seeking a bachelor's degree at UNK must complete the 30-31 hours of general studies courses listed within the general studies areas. It should be noted that certain majors require that specific general studies courses be taken; colleges and individual programs within a College can, with the approval of the appropriate College committee, require specific General Studies courses which will be listed under the requirements for the degree programs. Students should make choices with the guidance of the academic advisor, so that their interests and major requirements are met. To ensure that the General Studies Program provides students with a wide variety of point of views and allows them to concentrate in their junior and senior years on their major subject, students are encouraged to complete the General Studies Program in their first two years.

Learning Objectives/Program Essential Requirements (LOPERs): The LOPERs General Studies Program is structured to teach students: Foundational academic skills (LOPERs 1-4), Broad knowledge of the arts & sciences (LOPERs 5-8), and Dispositions that prepare students for responsible, productive lives in a democratic, multicultural society (LOPERs 9-11).

PROFESSIONAL SEQUENCE REQUIREMENTS (23-32 credit hours)
Take all of the following:
TE 100, Teaching in a Democratic Society - 3 hours
TE 204, Growth & Development/Introduction to Exceptionalities - 4 hours
TE 206, Instructional Technology and the Preservice Teacher - 3 hours (*Music K-12 takes MUS 201*)

Take 1 course from:
TE 318, Management and Assessment in Preschool/Elementary Classrooms - 3 hours
TE 319, Management and Assessment in K-12/Secondary Classrooms - 2 hours
TE 472, Management and Assessment in Middle Level Classrooms - 2 hours

Take 1 course from:
TE 306, Reading and Inclusion in K-12 Classrooms - 2 hours
TE 411, Inclusive Practices for Students with Exceptionalities in PreK-8 Classrooms - 3 hours

Take all of the following:
TE 320, Field Experience in K-12/Secondary Classrooms - 0-2 hours (Varies by program)
TE 400, Clinical Experience - 12 or 17 hours

Professional Sequence for Transition Certification Program (TCP):
For students who start program *with* a teaching position:
TE 834 (3 CR) - Clinical Practice: Intro to Transitional Student Teaching
TE 831 (6 CR) - Professional Knowledge and Skills I
TE 832 (6 CR) - Professional Knowledge and Skills II
TE 833 (6 CR) - Context of Education
TE 835 (3 CR)- Clinical Practice: Transitional Student Teaching

For students who start program *without* a teaching position:
TE 831 (6 CR) - Professional Knowledge and Skills I
TE 832 (6 CR) - Professional Knowledge and Skills II
TE 833 (6 CR) - Context of Education
TE 836 (6 CR) - Clinical Experience: Transitional Student Teaching

TEACHER EDUCATION ENDORSEMENTS
UNK offers the following teaching endorsements:
Field Endorsements
Art K-12
BMIT (Business, Marketing & Information Technology) 6-12
Early Childhood Inclusive Birth - Age 3
Early Childhood Education Pk - Grade 3
Elementary Education K-6
English Language Arts 7-12
Health & Physical Education PK-12
Mathematics 6-12
Music PK-12
Social Science 7-12
Special Education Generalist K-12

Subject Endorsements
Biology 7-12
Chemistry 7-12
French 7-12
Geography 7-12
German 7-12
Health Education 7-12
History 7-12
Middle Level 5-9 English Language Arts
Middle Level 5-9 Math
Middle Level 5-9 Science
Middle Level 5-9 Social Science
Physical Education PK-6, 7-12, PK-12
Physics 7-12
Political Science 7-12
Secondary English 7-12

Sociology 7-12
Spanish 7-12
Special Education Generalist K-6, 7-12

Supplemental Endorsements
English as a Second Language PK-12
Interscholastic Coaching 7-12
Special Education BIS B-12
Special Education EIS B-12
Special Education FASILS B-12
Special Education ICS PK-12
Theatre 7-12
Workplace Learning 9-12

ADMISSION TO TEACHER EDUCATION PROGRAM
Admission into Teacher Education must be achieved before students are allowed to enroll in most 300-level (third year) and 400-level (fourth year) education courses. An application to Teacher Education is completed in TE 100 or in TE 831 if in the Transitional Certification Program. If students transfer in TE 100, they will receive an email with the application in the fall or spring semester. Ideally, most students should complete the admission requirements by the middle of their sophomore year. Current requirements are listed below.

Admission requirements:
● Complete the following courses with a "C" (2.0 GPA) or better: ENG 102, SPCH 100, TE 100, and TE 204 *or* TE 206 (both TE 204 and 206 must be completed prior to student teaching). Music Education students will take MUS 201/109 instead of TE 206.
● Meet required common assessments as presented in class
● Establish and maintain a GPA of 2.75 or higher
● Comply with Rules 20 & 21: Establish the absence of any criminal conviction that would prevent you from receiving a Nebraska teaching certificate (Rule 20) and provide evidence of sufficient emotional and mental fitness (Rule 21). You will satisfy this requirement in TE 100. If you have transferred in TE 100, please see the Educator Certification Office.

Transitional Certification Program (TCP) students meet the same requirements with the exception of coursework. TCP students must have completed TE 831 with a grade of C or above and be enrolled in TE 832.
● Establish and maintain a UNK overall GPA of 2.75 or higher.
● TCP students achieve department recommendation in one of two ways:
○ 1) with a completed Program of Study review on file in the Educator Certification Office, or
○ 2) copies of transitional certification recommendation forms on file in the Educator Certification Office.
● Comply with Rules 20 & 21: Establish the absence of any criminal conviction that would prevent you from receiving a Nebraska teaching certificate (Rule 20) and provide evidence of sufficient emotional and mental fitness (Rule 21).

OUTLINE OF FIELD EXPERIENCES

Course	Clock Hours	Location
TE 313 (ElEd Math)	50	Specific Network Schools
TE 317 (ElEd Literacy)	50	Specific Network Schools
TE 320 (Sec/K-12)	100	Specific Network Schools
TE 345 (ECU)	25	Specific Network Schools
TE 354 (Sci/SocStud/Reading)	50	Specific Network Schools
TE 335L (ECI)	30	Specific Network Schools
TE 336L (ECI)	30	Specific Network Schools
TE 339L (ECI)	30	Specific Network Schools
TE 343L (ECI)	30	Specific Network Schools
TE 344L (ECI)	30	Specific Network Schools
TE 473 (Middle Level)	100	Specific Network Schools
TE 400 Student Teaching	640 (16 weeks)	Specific Network Schools
	30	
TESE 334L (ECI)	25	Specific Network Schools
TESE 371 FASIL	50	Specific Network Schools
TESE 464 (SPED)	25	Specific Network Schools
TESE 474 (SPED)		Specific Network Schools
	50	
ART 365	50	Any NE school
ART 371	50	Any NE school
MATH 270	50	Any NE school
MUS 356	50	Any NE school
PE 471		Zion Lutheran Elementary
TCP (initial certification graduate students/non-teachers)		
TE 831	35	Network Schools and Other Selected Sites
TE 832	35	Network Schools and Other Selected Sites
TE 833	35	Network Schools and Other Selected Sites

UNK NETWORK OF PARTNER SCHOOLS

A commitment to a field-based program that includes a significant number of focused field experiences (hosted by P-12 schools) is one of the foundations of the UNK undergraduate teacher education program. The UNK Network of Partner Schools was formally created in 2001. The Network currently includes 61 schools from 24 different school districts plus two ESU's. Each of the Partner Schools completed an application process and was accepted into the Network. The application process included questions related to the three strategic themes for the College of Education; democracy, diversity, and technology. Every year, each partner school district hosts field and clinical experiences. In addition to the important role the Partner Schools play in UNK's undergraduate teacher education program, the Network also is committed to fostering other forms of collaboration that are consistent with the following four key goals for the Network:

1. **Improve PK-16 Student Academic Achievement:** A collaborative effort between the UNK College of Education and the Network of Partner Schools to maximize our resources and efforts to improve the learning of PK-16 students.
2. **Prepare Prospective Teachers:** A collaborative effort between the UNK College of Education and the Network of Partner Schools to maximize our resources and efforts to improve the quality of the teacher candidates by providing a series of valid experiences during their preparation in Teacher Education.
3. **Provide Professional Development for Practicing Educators:** A collaborative effort between the UNK College of Education and the Network of Partner Schools to provide professional growth in- service programs to educators within the Network.
4. **Develop Inquiry Projects:** A collaborative effort between the UNK College of Education and the Network of Partner Schools to maximize our resources and efforts to provide opportunities for research projects for pre-service and professional educators that are of mutual interest and benefit to our schools.

The following school districts and ESU's are members of the UNK Network of Partner Schools:

Amherst Public Schools	Holdrege Public Schools
Axtell Community Schools	Kearney Catholic MS/HS
Central City Public Schools	Kearney Public Schools
Cozad Public Schools	Kearney Zion Lutheran Elementary School
Elm Creek Public Schools	Lexington Public Schools
Educational Service Unit #10 - Kearney	Loomis Public Schools
Educational Service Unit #11 - Holdrege	Minden Public Schools
Faith Christian --- Kearney	Northwest High School - GI
Gibbon Public Schools	Cedar Hollow
Grand Island Central Catholic	1-R School
Grand Island Senior High	St. Libory
Barr Middle School – GI	Chapman
Walnut Middle School –GI	Overton Public Schools
Westridge Middle School GI	Pleasanton Public Schools
Howard Elementary – GI	Ravenna Public Schools
Jefferson Elementary – GI	Shelton Public Schools Wilcox---Hildreth
Lincoln Elementary --- GI	Public Schools
	Wood River Rural Schools

INFORMATION REGARDING CONVICTIONS
Nebraska Department of Education (NDE) Regulations for the Approval of Teacher Education Programs (Rule 20, 005.07), specifies that persons who have felony convictions, or misdemeanor convictions involving abuse, neglect, or sexual misconduct are automatically rejected by the Department for certification, and may only be considered for certification, or participation in pre-student teaching field, laboratory, and classroom experiences or student teaching with the approval of the Commissioner or the Board. A misdemeanor conviction involving abuse, neglect, or sexual misconduct means an offense under the laws of any jurisdiction, which, if committed in Nebraska, would constitute one of the following misdemeanors: See the document for the full list on the NDE site, https://www.education.ne.gov/wp-content/uploads/2020/10/CLEANRule-20_2007.pdf

For more information, contact the UNK Certification Officer (308-865-8937).

MENTAL OR EMOTIONAL FITNESS
Rule 21 of the Nebraska State Board of Education states that all applicants shall not have an emotional or mental incapacity to practice the profession as evidenced by a legal adjudication or determination thereof by other lawful means. For more information, contact the UNK Certification Officer (308-865-8937).

ADMISSION TO STUDENT TEACHING/CLINICAL EXPERIENCE REQUIREMENTS
Information about admission to student teaching/clinical experience requirements can be found on the Teacher Educator Certification Office website at https://www.unk.edu/academics/certification/student-teaching-handbook.php.

STUDENT TEACHING/CLINICAL EXPERIENCE APPLICATION
The application and placement process will be outlined at the **Office of Educator Certification** website on the **Applying for Student Teaching** page. Teaching candidates planning to student teach in the fall semester should apply for student teaching/clinical experience by the first Tuesday in February. Teaching candidates planning to student teach in the spring semester should apply for student teaching/clinical experience by the first Tuesday in September.

STUDENT TEACHING/CLINICAL EXPERIENCE BACKGROUND CHECK
Teacher candidates are required to initiate a background check prior to practicum and student teaching/clinical experience. The background check is a part of the student teaching/clinical experience application and is conducted by a vendor selected by UNK. Student teaching/clinical experience applicants who do not initiate the background check prior to the established student teaching/clinical experience application deadline may have their student teaching/clinical experience delayed.

● In addition to the criteria noted above, teacher candidates should work closely with their academic advisor(s) to identify and meet any program-specific requirements for admission to student teaching/clinical experience. If applications have any deficiencies, the teacher candidate will be notified by email. Those deficiencies must be removed in order for your application to be considered for placement. If you have any questions, contact the Director of Field Experiences at 308-865-8937.

STUDENT TEACHING/CLINICAL EXPERIENCE RULES AND REGULATIONS

1.   All student teaching/clinical experiences shall be conducted in Nebraska schools that are approved or accredited by the Nebraska Department of Education or out-of-state schools approved by another state education agency or in similarly constituted English-speaking schools in another nation. Non-Public schools, in states or nations where a state or national approval/accreditation process exists, which do not meet that standard, do not fit this definition.

2.   Out-of-state placements will be considered on a case-by-case basis at the discretion of the Director of Field Experiences. To student teach in the Alief Independent School District in Houston or Garden City in Kansas, a GPA of 3.0 or better is required.

3.   Arranging your own placement is highly inappropriate and prohibited.

4.   Placement in any school district is dependent upon the number of students requesting that site, funding for supervisor travel, availability of a cooperating teacher with a minimum of three years of experience in your endorsement area, and the approval of the appropriate superintendent or principal. If there are more requests than available placements for a certain district, names will be chosen through a lottery system.

5.   Students will not be assigned to a secondary school from which they graduated.

6.   Students will not be assigned to a cooperating teacher who has taught the prospective teacher candidate as a student.

7.   Students cannot student teach in any school building where they have relatives in attendance, such as children or siblings.

8.   Students will not be assigned to any school building where a relative is currently employed. This includes spouses, children, parents, or siblings.

9.   Students cannot student teach in any school district where a relative is a member of the School Board.

10.   A signature on the application means that the teacher candidate agrees to abide by these Student Teaching Placement Rules and Regulations set forth by the College of Education regarding student teaching placement procedures.

11.   If a teacher candidate wants to student teach at a school that does not meet one of the Student Teaching Placement Rules and Regulations, the teacher candidate must additionally fill out the Special Request Form found on the Applying for Student Teaching website.

12.   Once the letters of request for placement are sent to the schools, teacher candidates will NOT be able to change their location requests. Exceptions to this will be considered only for serious reasons.

Common Assessments

Education majors will complete a series of common assessments. Satisfactory completion of each common assessment is required. Students who do not meet minimum standards will be given the opportunity to redo common assessments; a university faculty member will provide a remediation plan. Unsatisfactory completion of a common assessment will result in an unsatisfactory grade for the course/field experience which includes the common assessment.

Common Assessment: Summary Chart

Level	Title of Assessment Task	Course	InTasc Standards
Level 2	Educator Disposition Assessment	TE 204 All undergraduate initial cert TE 832 TCP	InTasc standards 1, 2, 3, 7, 9 and 10.
	ISTE Technology Survey	TE 204 All undergraduate initial cert TE 832 TCP	InTasc standards 3, 5, 6, 7, 8, 9 and 10.
Level 3	Educator Disposition Assessment	TE 317 Elementary TE 319 Secondary/K-12 TE 344L Early Childhood TE 354 Elementary TE 472 Middle Level TESE 464 Elementary TESE 863/864 Special Education TE 833 TCP	InTasc standards 1, 2, 3, 7, 9 and 10.
	Lesson/Unit Plan	TE 317 Elementary TE 319 Secondary/K-12 TE 344L Early Childhood TE 354 Elementary TE 472 Middle Level TESE 464 Elementary TESE 863/864 Special Education TE 833 TCP	InTasc standards 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10.
Level 4 Clinical Experience	ISTE Technology Survey	TE 400 All undergraduate initial cert TE 835 TCP, or TE 836 TCP	InTasc standards 3, 5, 6, 7, 8, 9 and 10.
	Educator Disposition Assessment	TE 400 All undergraduate initial cert TE 835 TCP, or TE 836 TCP	InTasc standards 1, 2, 3, 7, 9 and 10.
	Lesson/Unit Plan	TE 400 All undergraduate initial cert TE 835 TCP, or TE 836 TCP	InTasc standards 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10.

Common Assessment: Overview of Each Common Assessment

Common Assessment Task: Educator Disposition Assessment
Standards Addressed: InTasc standards 1, 2, 3, 7, 9 and 10.
Brief Description of the Assessment Task: All education will be evaluated on the nine disposition indicators. The indicators include: (1) Demonstrates effective oral communication skills; (2) Demonstrates effective written communication skills; (3) Demonstrates Professionalism; (4) Demonstrates a positive and enthusiastic attitude; (5) Demonstrates preparedness in teaching and learning; (6) Exhibits an appreciation of and value for cultural and academic diversity; (7) Collaborates effectively with stakeholders; (8) Demonstrates self-regulated learner behaviors/takes; (9) Exhibits the social and emotional intelligence to promote personal and educational goals/stability.
Assessment Instrument: Scoring Rubric (See Appendix A)
Evaluators: Level 2, 3, and 4 faculty

Common Assessment Task: Lesson Plan
Desired Outcomes Addressed: InTasc standards 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10.
Brief Description of the Assessment Task: In their third year (300 level courses and field experiences) education majors will complete the Lesson Plan common assessment. Successful completion of the assignment involves planning, teaching, and post-reflection. The lesson plan is based on the Interstate Teacher Assessment and Support Consortium (InTASC) standards.
Assessment Instrument: Scoring Rubric (See Appendix B)
Evaluators: Level 3 faculty and/or P-12 cooperating teacher.

Common Assessment Task: Unit Plan
Desired Outcomes Addressed: InTasc standards 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10.
Brief Description of the Assessment Task: As a part of the third year and clinical experience, education majors will complete the Unit Plan common assessment. Each student teacher will plan, deliver, and reflect about an entire teaching unit. Includes using data for evidence-based practice.
Assessment Instrument: Scoring Rubric (See Appendix C)
Evaluators: Level 3 faculty and/or P-12 cooperating teacher.

Common Assessment Task: Clinical Experience Evaluation
Desired Outcomes Addressed: InTasc standards 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10.
Brief Description of the Assessment Task: All undergraduate education majors will complete a capstone clinical experience. This experience will be a minimum of 16 weeks in length (students pursuing two field endorsements will complete 20 weeks). The placement site is a PreK-12 school setting. The quality of performance will be assessed throughout the experience.
Assessment Instrument: (3) Scoring Rubrics (See Appendix D)
Evaluators: The evaluation process includes a self-assessment by all education majors, and a joint assessment completed by the PreK-12 classroom (cooperating) teacher(s) and the university supervisor.

Common Assessment Task: ISTE Survey
Desired Outcomes Addressed: InTasc standards 1, 2, 3, 9 and 10.
Brief Description of the Assessment Task: In TE 204, all education majors will take a survey of their ability to use the International Society for Technology in Education (ISTE) Standards for Students, and the ISTE Standards for Teachers. They will take this survey again at the completion of their program during TE 400.
Assessment Instrument: Scoring Rubric (Appendix E)

Evaluators: Self-assessment by all education majors in TE 206 and TE 400 clinical experience.

REMEDIATION PLAN FOR STUDENT SUCCESS
UNK's teacher education program is performance and disposition based. All UNK education majors must perform at or above the benchmark (minimum performance/disposition standard) for all of the common assessments and dispositions. Students who do NOT achieve the benchmark for a common assessment or disposition in an academic course, the instructor will complete a student success form. If the student receives two student success forms, a meeting with the department chair will be scheduled to begin a Remediation Plan for Student Success. If the student is unable to pass the course, the student will withdraw from the course/field experience in which the common assessment is delivered. The instructor of the course will work with the department chair to develop a remediation plan. (See Appendix F)

Student Professional Organizations
For more information about an organization and contact information for the advisor/s, visit
https://www.unk.edu/academics/ted/te-organizations.php

- Aspiring Educators (formerly the Student Education Association of Nebraska)
- Collegiate Middle Level (Grades 5-9) Association (CMLA)
- Elementary Education (K-6) Majors' Club (ELED Club)
- Future Educators of Color (FEoC)
- Kappa Delta Pi (International Honor Society in Education)
- Secondary Educators' Club (SEC)
- S.O. College Club (SOCC)

Student Resources

EDUCATOR CERTIFICATION OFFICE (Certification and Student Teaching/Clinical Experience) The Office of Educator Certification serves as a resource for future educators. Students are assisted as they apply to the Teacher Education program, certification, and all things related to student teaching. Educator Certification also processes transcript reviews for post-baccalaureate students in initial certification and additional endorsement programs. Additionally, Attracting Excellence to Teaching Program (AETP) and Enhancing Excellence in Teaching Program (EETP) forgivable loan applications are processed through Educator Certification.

PRAXIS II/CONTENT
This requirement is for the Nebraska Department of Education.

Testing Times: *(by appointment only),* (308) 865-8054

PRAXIS Registration:
PRAXIS Registration Center (800) 772-9476
PRAXIS Cancellation/Rescheduling (800) 772-9476

Information on the test and registration can be found at www.ets.org/Praxis. The Testing Center in the College of Education building which offers the test by appointment.

ACADEMIC ADVISING AND CAREER DEVELOPMENT

The Academic Advising and Career Development department at the University of Nebraska at Kearney supports students' individual goals and strengthens retention by integrating academic advising and career development. Students will find resources for job interviews, resume and cover letter writing.

THE WRITING CENTER

The Writing Center offers free, friendly assistance with all writing projects at any point in the writing process. Writing tutors are available to assist UNK students with writing assignments in any class. Tutors are trained to ensure that students leave each session having learned how to identify and correct their own errors. Writing tutors are available for appointments both in-person and on Zoom. To request an appointment in the Writing Center, please submit an Appointment Request Form, call the Learning Commons Welcome Desk at 308-865-8905, or stop by the Welcome Desk in person in University Residence North (URN). The Writing Center is located in University Residence North (URN)

ACADEMIC PROGRAM ADVISING

UNK provides academic advising as an integral part of the educational process. Establishing a friendly and honest relationship with an advisor will be an advantage to the student both personally and educationally. Teacher education students majoring in a department are assigned an advisor from that program. Each department may use a different process in assigning advisors. In the case of dual endorsements, the student may be assigned to more than one advisor. As part of the procedure for the advisement/preregistration system at UNK, students are required to meet with their academic advisor(s) at designated times each semester to plan their schedules for the next term. As a result of this meeting, advisors are responsible for clearing students to register. Another key step is for advisors and students to regularly review student progress toward fulfilling all program requirements. Although faculty advisors are important for providing information regarding degree requirements, class selections, and career direction, it is necessary for students to realize that this process if a partnership. The UNK catalog is the official source of information on these matters.

Changes to a student's major/endorsement and minor/second endorsement can be made in the in MyBlue. Students click on the Forms tab in MyBlue. This online form is for undergraduate students online and is submitted directly to the Registrar's Office. All advisor changes will be processed by the Academic Advising and Career Development Office. Please allow additional processing time for all advisor changes.

Calvin T. Ryan Library
The Calvin T. Ryan Library staff in partnership with the classroom faculty, Academic Success staff and other members of the UNK community, to provide students with opportunities to develop skills that support their current educational pursuits, further their career opportunities, enrich their personal lives, and, ultimately, prepare them for lifelong learning. The library's homepage, http://library.unk.edu, provides general information about the library, and serves as a portal to all available print and digital resources.

Student Health and Counseling

UNK Counseling is a mental health clinic, providing a full range of short-term, goal-focused professional mental health services. We use a flexible care model to address student concerns. Services offered include personal counseling, group counseling, substance use assessments, crisis intervention, outreach programming, and consultation. Our team is committed to helping UNK students achieve optimal mental well-being. UNK Counseling provides brief, short-term, goal focused counseling. For students who are enrolled in on-campus courses, the cost of counseling services is covered by student tuition and fees. Students who are enrolled in on-line only courses are still eligible for services. Please contact our office and inquire about the fee.
All counseling sessions are covered under the Student Health and Counseling fee. Students who do not attend their scheduled counseling appointment will be charged a no-show fee. The counseling session fee is covered at 100% if you are currently enrolled in the student insurance coverage plan.

For students who are not currently enrolled at UNK or for students who do not wish to pay the Student Health and Counseling fee, you may contact your local mental health community agency. For Kearney and Hastings, please contact South Central Behavioral Services. To locate a mental health provider in your community, please visit DHHS Network of Care.

All services at UNK Counseling are by appointment.
UNK Student Health now offers telehealth home video visits as a convenient appointment option for primary care and mental health services. Appointments are required. Call 308-865-8218. Telehealth visits are offered Monday through Friday from 8 a.m. to 4:30 p.m. by appointment.

Contact Information
Website https://www.unk.edu/offices/counseling_healthcare/counseling_care/index.php
Mon - Fri 8:00 a.m. to 5:00 p.m.
Memorial Student Affairs Building, Room 144
Appointments: (308) 865-8248
National Suicide Prevention Lifeline: 988

Academic Success Offices
The Learning Strategies Office is your place for student academic resources. They provide support for UNK students through a variety of tutoring services and instruction for academic enhancement.
MSAB 172 (308) 865-8988
Our various programs and services include:
- First Gen-Trailblazer Academy
- Foundations and Learning Skills Classes-LNSK 103/117/217
- Kearney Bound Program – MSAB 169
- Disability Services for Students – MSAB 175
- TRIO Student Support Services (SSS) – MSAB 172

Important Regulations

FERPA Policy

Student education records are official and confidential documents protected by one of the nation's strongest privacy protection laws, the Family Educational Rights and Privacy Act (FERPA). Educational records, as defined by FERPA, include all records that schools or education agencies maintain about students. FERPA affords students certain rights with respect to their educational records. These rights include:

1. The right to inspect and review their records. Students should contact the Office of the Registrar to determine the location of appropriate records and the procedure for reviewing such records.

2. The right to request that records believed to be inaccurate, or misleading be amended. The request should be submitted in writing to the University office responsible for maintaining the record. If the request for change is denied, the student has a right to a hearing on the issue.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records. Generally, the University must have written permission from the student before releasing any information from the student's record. FERPA does, however, authorize disclosure without consent in certain situations. For example, disclosure without consent can be made to school officials with a legitimate educational interest in the record.

A school official is a person employed by UNK in an administrative, supervisory, academic, research or support staff position; a person or company with whom UNK has contracted, such as National Student Clearinghouse or Constant Contact; a person serving on the Board of Regents; a student serving on an official committee (such as grievance or disciplinary committee) or assisting another school official in performing his/her tasks. A school official has a legitimate educational interest if he/she must review the educational record in order to fulfill his/her official responsibilities.

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which education records and personally identifiable information (PII) contained in such records- including Social Security Number, grades, or other private information- may be accessed without student consent. The U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to education records and private information without consent to *any* third party designated by a Federal or State Authority for the purpose of evaluating federal- or state-support education programs. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Also, Federal and State Authorities may allow access to student education records and PII without specific consent to researchers performing certain types of studies, in certain cases *even when the university objects to or does not request such research*. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive PII, but the Authorities need not maintain direct control over such entities. In connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without student

consent PII from education records, and they may track student participation in education and other programs by linking such PII to personal information that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

Upon request, UNK will disclose education records without consent to officials of another school in which the student seeks or intends to enroll. UNK may also disclose "directory" information without the student's prior consent. The University of Nebraska defines the following student information as public directory information:

- student name
- year at the University
- dates of attendance
- academic college and major field of study
- enrollment status (e.g. undergraduate or graduate; full-time or part-time)
- participation in officially recognized activities and sports
- degrees, honors, and awards received
- most recent educational agency or institution attended
- University email address
- hometown

Students have the right to prevent directory information from being released. Students can enact a FERPA Restriction through their MyBLUE account or by signing a Request to Prevent Disclosure of Directory Information at the Office of the University Registrar. Directory information will be flagged as restricted until the student changes their FERPA restriction through their MyBLUE account or notifies the Registrar's Office in writing that the restriction should be lifted.

FERPA holds restricts announcements of honors/awards, employer verification of degree information, communications from businesses, and communications from UNK student organizations.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by UNK to comply with the requirements of FERPA.

For additional information or to review the complete text of the UNK FERPA policy, contact the Office of the Registrar, Warner Hall (308) 865-8527.

TITLE IX POLICY

On August 14, 2020, the U.S. Department of Education issued new Title IX regulations on how all colleges and universities are required to investigate and adjudicate sexual misconduct cases. Title IX provides the standards for institutions receiving complaints of sexual harassment, sexual assault, dating and domestic violence along with stalking. UNK is dedicated to the prevention of sexual discrimination, sexual harassment and sexual misconduct, and providing a safe campus for its employee and students. Like all other colleges and universities across the nation, UNK has been working hard to prepare for these changes.

Several policies and procedures have been updated, but UNK expects that we may still find nuances or effects of the final regulations in the coming months. UNK is committed to working through these nuances or challenges as they arise, (as a result of the new regulations), and we will put forth our best efforts to proceed as best we can going forward.

Changes and Effects The new regulations contain several significant changes from the previous guidance:

- A narrower definition of what behavior constitutes sexual harassment.
- A narrower scope of conduct that is actionable under Title IX.
- A formal complaint must be in writing.
- The addition of a process advisor to assist the parties including asking questions in a live hearing.
- Voluntary informal resolution options are available to the parties throughout the complaint process.
- The parties may speak about the complaint to others.
- Updated grievance procedures that include a live hearing and the ability to cross examine all parties.
- Mandated appeals process.
- Mandated training for Title IX personnel, including the Title IX Coordinator, investigators, decision makers, advisors, and informal resolution professionals.
- Greater emphasis placed on impartiality and prohibition of bias, conflicts of interests and prejudgment

What is Title IX?
Title IX of the Education Amendments of 1972 (20 U.S.C. .1681 et seq.) prohibits discrimination on the basis of sex in education programs receiving Federal financial assistance. Athletics are considered an integral part of an institution's education program and are therefore covered by this law.

Title IX states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

Who does Title IX apply to?
Title IX applies to all educational institutions, both public and private, that receive federal funds. This means all students, faculty and staff are protected by Title IX.

Who is responsible for enforcing Title IX?
Compliance with Title IX is a shared responsibility of an entire institution, from top-level administration to individual staff members. Institutions are required to investigate any complaints of gender discrimination. In addition, all students and employees must be notified of the name, office address and telephone number of the designated Title IX coordinator.

UNK's Title IX Coordinator is:
Alex Straatmann
Chief Compliance Officer/Title IX Coordinator
Office of Equity and Compliance
1601 University Drive, URN A 301
(308) 865-8400
straatmanna2@unk.edu

Reporting Student Sexual Harassment, Sexual Violence or Sexual Assault

Reporting allegations of rape, domestic violence, dating violence, sexual assault, sexual harassment, and stalking enables the University to promptly provide support to the impacted student(s), and to take appropriate action to prevent a recurrence of such sexual misconduct and protect the campus community. Confidentiality will be respected to the greatest degree possible. Any student who believes they may be the victim of sexual misconduct is encouraged to report to one or more of the following resources:

- **Local Domestic Violence, Sexual Assault Advocacy Agency** 308-237-2599
- **Campus Police (or Security)** 308-865-8911
- **Title IX Coordinator** 308-865-8655

Retaliation against the student making the report, whether by students or University employees, will not be tolerated.

Students with Disabilities

It is the policy of the University of Nebraska at Kearney to provide flexible and individualized reasonable accommodation to students with documented disabilities. To receive accommodation services for a disability, students must be registered with the UNK Disabilities Services for Students (DSS) office, 175 Memorial Student Affairs Building, 308-865-8214 or by email unkdso@unk.edu

Students Who are Pregnant

It is the policy of the University of Nebraska at Kearney to provide flexible and individualized reasonable accommodation to students who are pregnant. To receive accommodation services due to pregnancy, students must contact the Student Health office at 308.865.8218. The following links provide information for students and faculty regarding pregnancy rights.
https://thepregnantscholar.org/title-ix-basics/

https://nwlc.org/resource/faq-pregnant-and-parenting-college-graduate-students-rights/

UNK Statement of Diversity & Inclusion

UNK stands in solidarity and unity with our students of color, our Latinx and international students, our LGBTQIA+ students and students from other marginalized groups in opposition to racism and prejudice in any form, wherever it may exist. It is the job of institutions of higher education, indeed their duty, to provide a haven for the safe and meaningful exchange of ideas and to support peaceful disagreement and discussion. In our classes, we strive to maintain a positive learning environment based upon open communication and mutual respect. UNK does not discriminate on the basis of race, color, national origin, age, religion, sex, gender, sexual orientation, disability or political affiliation. Respect for the diversity of our backgrounds and varied life experiences is essential to learning from our similarities as well as our differences. The following link provides resources and other information regarding D&I: https://www.unk.edu/about/equity-access-diversity.php

Academic Integrity Policy

The maintenance of academic honesty and integrity is a vital concern of the University community. Any student found in violation of the standards of academic integrity may be subject to both academic and disciplinary sanctions. Academic dishonesty includes, but is not limited to, the following:

1. Cheating: Copying or attempting to copy from an academic test or examination of another student; using or attempting to use unauthorized materials, information, notes, study aids or other devices for an academic test, examination or exercise; engaging or attempting to engage the assistance of another individual in misrepresenting the academic performance of a student; or communicating information in an unauthorized manner to another person for an academic test, examination or exercise.
2. Fabrication and falsification: Falsifying or fabricating any information or citation in any academic exercise, work, speech, test or examination. Falsification is the alteration of information, while fabrication is the invention or counterfeiting of information.
3. Plagiarism: Presenting the work of another as one's own (i.e., without proper acknowledgment of the source) and submitting examinations, theses, reports, speeches, drawings, laboratory notes or other academic work in whole or in part as one's own when such work has been prepared by another person or copied from another person.
4. Abuse of academic materials and/or equipment: Destroying, defacing, stealing, or making inaccessible library or other academic resource material.
5. Complicity in academic dishonesty: Helping or attempting to help another student to commit an act of academic dishonesty.
6. Falsifying grade reports: Changing or destroying grades, scores or markings on an examination or in an instructor's records.
7. Misrepresentation to avoid academic work: Misrepresentation by fabricating an otherwise justifiable excuse such as illness, injury, accident, etc., in order to avoid or delay timely submission of academic work or to avoid or delay the taking of a test or examination.
8. Other Acts of Academic Dishonesty: Academic units and members of the faculty may prescribe and give students prior written notice of additional standards of conduct for academic honesty in a particular course, and violation of any such standard shall constitute a violation of the Code.

Under Section 2.9 of the Bylaws of the Board of Regents of the University of Nebraska, the respective colleges of the University have responsibility for addressing student conduct solely affecting the college. Just as the task of inculcating values of academic honesty resides with the faculty, the college faculty are entrusted with the discretionary authority to decide how incidents of academic dishonesty are to be resolved. For more information, please visit UNK's Procedures and Sanctions for Academic Integrity and the Student Code of Conduct.

Educator Disposition Assessment

Level 2

Name:_____Date:_____

Evaluator: _____

Purpose: The purpose of the Educator Disposition Assessment is to determine a rating for each of the dispositions.

Directions: Please use the following scale to rate the individual on each disposition checking the corresponding number in the cell.

> *1 = Below Standard: minimal evidence of understanding and commitment to the disposition*
>
> *2 = Developing: some evidence of understanding and commitment to the disposition*
>
> *3 = Proficient: considerable evidence of understanding and commitment to the disposition*
>
> *4 = Advanced: complete evidence of understanding and commitment to the disposition*

For each disposition:

1. Check ONLY the indicators that need to be addressed (see guiding rubric).
2. Provide comments to explain marked indicators or areas of strength.
3. Check the overall rating for the disposition.

Disposition and Associated Indicators

*other candidates, instructors, or P-12 school personnel and P-12 students through written communication
Grayed areas not applicable for candidates applying for admission to Teacher Education.

1. Demonstrates effective oral communication skills InTasc overall: 3h, 3l, 3q, 8h	Below Standard 1 ☐	Developing 2 ☐	Proficient 3 ☐	Advanced 4 ☐
☐ 1.1 Models Academic Language through oral expression. 4h,4l	Comments regarding strengths/areas for growth:			
☐ 1.2 Varies oral communication to motivate P-12 students. 8q				
☐ 1.3 Makes culturally appropriate comments in the classroom. 2d, 3f, 4o				
☐ 1.4 Communicates at an appropriate level. 8m				

| 2. Demonstrates effective written communication skills

InTasc overall: 5h, 8h	Below Standard 1 ☐	Developing 2 ☐	Proficient 3 ☐	Advanced 4 ☐
☐ 2.1 Communicates respectfully with all stakeholders*. 1c, 3c, 3q	Comments regarding strengths/areas for growth:			
☐ 2.2 Demonstrates appropriate spelling and grammar in written communication. 8m				
☐ 2.3 Focuses all written communications positively				

| 3. Demonstrates Professionalism

InTASC overall: 90	Below Standard 1 ☐	Developing 2 ☐	Proficient 3 ☐	Advanced 4 ☐
☐ 3.1 Responds to emails promptly.	Comments regarding strengths/areas for growth:			
☐ 3.2 Exhibits punctuality and attendance.				
☐ 3.3 Maintains professional boundaries with P-12 students. 9j				
☐ 3.4 Keeps personal life at home.				
☐ 3.5 Functions as a team player. 10a				
☐ 3.6 Turns in work promptly.				
☐ 3.7 Avoids inappropriate conversations inside and outside of the classroom.				
☐ 3.8 Respects and adheres to the ethical standards of practice. 90 & NDE Rule 27				
☐ 3.9 Refrains from profanity. 3f				

4. Demonstrates a positive and enthusiastic attitude InTasc overall ; 3f, 3o,3q,3r	Below Standard 1 ☐	Developing 2 ☐	Proficient 3 ☐	Advanced 4 ☐
☐ 4.1 Goes above and beyond requirements.	Comments regarding strengths/areas for growth:			
☐ 4.2 Demonstrates an appropriately positive affect with P-12 students. 3a				
☐ 4.3 Seeks constructive solutions to problems. 5f				
☐ 4.4 Encourages P-12 students. 4b, 5s, 8q				
☐ 4.5 Displays a positive attitude to feedback from others. 9k,10a				
☐ 4.6 Engages openly and actively with P-12 students. 2o,3i,9b				
☐ 4.7 Learns and adjusts from experience and reflection. 8b, 9g				

5. Demonstrates preparedness in teaching and learning InTASC: 3p,6p,6h	Below Standard 1 ☐	Developing 2 ☐	Proficient 3 ☐	Advanced 4 ☐
☐ 5.1 Comes to class planned and with needed materials	Comments regarding strengths/areas for growth:			
☐ 5.2 Alters lessons in progress when needed				

6. Exhibits an appreciation of and value for cultural and academic diversity InTASC: 2m,2n,2o,3o,9m,10q	Below Standard 1 ☐	Developing 2 ☐	Proficient 3 ☐	Advanced 4 ☐
☐ 6.1 Demonstrates awareness of varied family structures. 2g, 10q	Comments regarding strengths/areas for growth:			
☐ 6.2 Embraces all diversities/differences to include racial, SES and learning styles. 1h, 2d,2h,2j,3l,				
☐ 6.3 Creates a "safe classroom" with zero tolerance of negativity to others.				
☐ 6.4 Plans activities to raise student awareness and acceptance of differences. 1h, 2d,2h,2j,3l,				
☐ 6.5 Demonstrates and understands the importance of a positive school experience.				

7. Collaborates effectively with stakeholders* InTASC: 1k,3h,3n,3o,3q,7o,10n	Below Standard 1 ☐	Developing 2 ☐	Proficient 3 ☐	Advanced 4 ☐
☐ 7.1 Engages parent and guardian involvement. 1k,7o,3n,	Comments regarding strengths/areas for growth:			
☐ 7.2 Disagrees respectfully.				
☐ 7.3 Demonstrates social awareness.				
☐ 7.4 Demonstrates Adaptability. 8a				
☐ 7.5 Considers multiple perspectives in decision making. 10a				
☐ 7.6 Maintains a respectful demeanor at all times.				

*other candidates, instructors, or P-12 school personnel and P-12 students

8. Demonstrates self-regulated learner behaviors/takes initiative InTASC: 9h,9l,10r,10t	0rBelow Standard 1 ☐	Developing 2 ☐	Proficient 3 ☐	Advanced 4 ☐
☐ 8.1 Recognizes own weaknesses and asks for support. 2f	Comments regarding strengths/areas for growth:			
☐ 8.2 Asks questions proactively and is self-directed. 3b				
☐ 8.3 Researches and implements different and effective teaching styles. 10t				
☐ 8.4 Takes responsibility for knowing P-12 students and/or colleagues. 10t				

9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability InTASC: 1a,1e	Below Standard 1 ☐	Developing 2 ☐	Proficient 3 ☐	Advanced 4 ☐
☐ 9.1 Demonstrates appropriate maturity and self-regulation when discussing sensitive issues and can remain calm.	Comments regarding strengths/areas for growth:			
☐ 9.2 Does not overreact to criticism or other situations.				
☐ 9.3 Demonstrates perseverance and resilience .				
☐ 9.4 Demonstrates the ability to communicate personal issues with superiors, but does not use them as excuses.				
☐ 9.5 Demonstrates empathy.				

Level 3 & 4

*Name:*_____   *Date:*

Evaluator:

Purpose: The purpose of the Educator Disposition Assessment is to determine a rating for each of the nine dispositions.

Directions: Please use the following scale to rate the individual on each disposition by checking the corresponding number in the cell.

1 = Below Standard: minimal evidence of understanding and commitment to the disposition

2 = Developing: some evidence of understanding and commitment to the disposition

3 = Proficient: considerable evidence of understanding and commitment to the disposition

4 = Advanced: complete evidence of understanding and commitment to the disposition

For each disposition:

1. Check ONLY the indicators that need to be addressed (see guiding rubric).

2. Provide comments to explain marked indicators or areas of strength.

3. Check the overall rating for the disposition.

Disposition and Associated Indicators

other candidates, instructors, or P-12 school personnel and students <u>through written communication</u>

1. Demonstrates effective oral communication skills InTASC: 3(r)	Below Standard 1 ☐	Developing 2 ☐	Proficient 3 ☐	Advanced 4 ☐
☐ 1.1 Models Academic Language through oral expression	Comments regarding strengths/areas for growth:			
☐ 1.2 Varies oral communication to motivate students				
☐ 1.3 Makes culturally appropriate comments in the classroom				
☐ 1.4 Communicates at an appropriate level				

2. Demonstrates effective written communication skills	Below Standard 1 ☐	Developing 2 ☐	Proficient 3 ☐	Advanced 4 ☐
☐ 2.1 Communicates respectfully with all stakeholders*	Comments regarding strengths/areas for growth:			
☐ 2.2 Demonstrates appropriate spelling and grammar in written communication				
☐ 2.3 Focuses all written communications positively				

Educator Disposition Assessment

3. Demonstrates Professionalism InTASC: 9(o)	Below Standard 1 ☐	Developing 2 ☐	Proficient 3 ☐	Advanced 4 ☐
☐ 3.1 Responds to emails promptly	Comments regarding strengths/areas for growth:			
☐ 3.2 Exhibits punctuality and attendance				
☐ 3.3 Maintains professional boundaries with students				
☐ 3.4 Keeps personal life at home				
☐ 3.5 Functions as a team player				
☐ 3.6 Turns in work promptly				
☐ 3.7 Avoids inappropriate conversations inside and outside of the classroom				

☐ 3.8 Respects and adheres to the ethical standards of practice	
(NDE Rule 27)	
☐ 3.9 Refrains from profanity	

4. Demonstrates a positive and enthusiastic attitude	**Below Standard 1** ☐	**Developing 2** ☐	**Proficient 3** ☐	**Advanced 4** ☐
☐ 4.1 Goes above and beyond requirements	Comments regarding strengths/areas for growth:			
☐ 4.2 Demonstrates an appropriately positive affect with students				
☐ 4.3 Seeks constructive solutions to problems				
☐ 4.4 Encourages students				
☐ 4.5 Displays a positive attitude to feedback from others				
☐ 4.6 Engages openly and actively with students				
☐ 4.7 Learns and adjusts from experience and reflection				

5. Demonstrates preparedness in teaching and learning InTASC: 3(p)	**Below Standard 1** ☐	**Developing 2** ☐	**Proficient 3** ☐	**Advanced 4** ☐
☐ 5.1 Comes to class planned and with needed materials	Comments regarding strengths/areas for growth:			
☐ 5.2 Alters lessons in progress when needed				

6. Exhibits an appreciation of and value for cultural and academic diversity InTASC: 2(m), 2(n), 2(o), 3(o), 9(m), 10(q)	Below Standard 1 ☐	Developing 2 ☐	Proficient 3 ☐	Advanced 4 ☐

	Comments regarding strengths/areas for growth:
☐ 6.1 Demonstrates awareness of varied family structures	
☐ 6.2 Embraces all diversities/differences to include racial, SES and learning styles	
☐ 6.3 Creates a "safe classroom" with zero tolerance of negativity to others	
☐ 6.4 Plans activities to raise student awareness and acceptance of differences	
☐ 6.5 Demonstrates and understands the importance of a positive school experience	

7. Collaborates effectively with stakeholders* InTASC: 1(k), 3(n), 3(q), 7(o)	Below Standard 1 ☐	Developing 2 ☐	Proficient 3 ☐	Advanced 4 ☐

	Comments regarding strengths/areas for growth:
☐ 7.1 Engages parent and guardian involvement	
☐ 7.2 Disagrees respectfully	
☐ 7.3 Demonstrates social awareness	
☐ 7.4 Demonstrates Adaptability	
☐ 7.5 Considers multiple perspectives in decision making	
☐ 7.6 Maintains a respectful demeanor at all times	

8. Demonstrates self-regulated learner behaviors/takes initiative InTASC: 9(l), 9(n), 10(r), 10(t)	Below Standard 1 ☐	Developing 2 ☐	Proficient 3 ☐	Advanced 4 ☐

☐ 8.1 Recognizes own weaknesses and asks for support	Comments regarding strengths/areas for growth:
☐ 8.2 Asks questions proactively and is self-directed	
☐ 8.3 Researches and implements different and effective teaching styles	
☐ 8.4 Takes responsibility for knowing students and/or colleagues	

9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability	Below Standard 1 ☐	Developing 2 ☐	Proficient 3 ☐	Advanced 4 ☐
☐ 9.1 Demonstrates appropriate maturity and self-regulation when discussing sensitive issues and can remain calm	Comments regarding strengths/areas for growth:			
☐ 9.2 Does not overreact to criticism or other situations				
☐ 9.3 Demonstrates perseverance and resilience				
☐ 9.4 Demonstrates the ability to communicate personal issues with superiors, but does not use them as excuses				
☐ 9.5 Demonstrates empathy				

Additional comments:

Lesson Element	Below Standard (# of checkboxes x **0**)	Developing (# of checkboxes x **1**) TE318/TE319 Total = 43	Proficient (# of checkboxes x **2**) Methods & Student Teaching Total = 86	Advanced (# of checkboxes x **3**) Total = 129
Introduction, Context of the Lesson & Essential Questions 4	☐ Broader unit not identified or does not align with the lesson/topic ☐ State standard(s) and/or grade-level indicator(s) missing ☐ Essential question is missing ☐ ISTE standard not identified	☐ Identifies unit that does not align with lesson content ☐ State standard(s) listed but misaligned and/or grade-level indicator(s) unclear ☐ Essential question is vague and/or does not probe students' thinking or question is too literal ☐ ISTE standard identified	☐ Identifies broader unit that the lesson fits within ☐ Lists corresponding state standard(s) and/or grade-level indicator(s) ☐ Essential question probes students' thinking about objective and unit. ☐ ISTE standard and indicator identified.	☐ Identifies broader unit that the lesson fits within ☐ Lists state standard(s) from various subjects and/or grade-level indicator(s) ☐ Essential question probes students' thinking towards real-world connections to provide students with deeper purpose of the objective(s) ☐ ISTE standard and indicator identified is directly linked to learning objectives to enhance outcomes.
Learning Objectives 5	All learning objectives are: ☐ missing ☐ not aligned with the standard(s) content ☐ not aligned with the standard(s) cognitive level ☐ not measurable ☐ not developmentally adequate	All learning objectives are: ☐ loosely or vaguely aligned with content of the standard(s) ☐ vaguely aligned with the cognitive difficulty of the standard(s) ☐ vague, unclear, or too lengthy ☐ unclear or invalid method of assessment measures learning outcomes ☐ vaguely developmentally adequate; or too many/few for one lesson	All learning objectives are: ☐ aligned with content of standard(s) ☐ aligned with the cognitive difficulty of the standard(s) ☐ clear and concise ☐ viable method of assessment directly measures learning outcomes ☐ developmentally appropriate for one lesson	All learning objectives are: ☐ directly aligned with the standard/indicator(s) content ☐ Directly aligned with standard cognitive difficulty and listed from lower- to higher-level cognitive processes (Bloom's/Webb's) ☐ clear and concise ☐ valid method of assessment directly measures learning outcomes ☐ developmentally appropriate for one lesson

Sequence of Learning **3**	☐ Plan reflects no understanding of prerequisite knowledge or relationships among topics and concepts ☐ Previous knowledge addressed is not tied to the lesson plan objective or previous lesson activities ☐ Future knowledge is not addressed	☐Plan reflects a limited understanding of prerequisite knowledge and relationships among topics and concepts. ☐ Previous knowledge addressed is tied to the lesson plan objective but not previous lesson activities. ☐ Future knowledge identifies subsequent learning objectives that are vaguely related to the current objective.	☐ Plan reflects a general understanding of prerequisite knowledge and relationships among topics and concepts. ☐ Previous knowledge is tied to the lesson plan objective and previous lesson activities. ☐ Future knowledge identifies subsequent learning objectives that are moderately related to the current objective.	□ Candidate's plans and practices reflect advanced understanding of, and dedication to, prerequisite knowledge and relationships among topics and concepts. □ Previous knowledge is specific to the lesson plan objective and tied directly to previous lesson activities. □ Future knowledge identifies subsequent learning objectives directly related the current objective
Learner Background **3**	☐ Does not identify developmental characteristics/strengths (social, emotional, cognitive, physical, language) of learners. ☐ Does not identify individual identity traits (races, ethnicities, nationalities, languages, gender identities/ expressions, religions, political affiliations, SES backgrounds, and disclosed sexual orientations, interests, and any relevant information.) ☐ Does not apply knowledge of learner characteristics in lesson sequence.	☐ Limited identification of developmental characteristics/strengths (social, emotional, cognitive, physical, language) of learners. ☐ Limited identification of individual identity traits (races, ethnicities, nationalities, languages, gender identities/expressions, religions, political affiliations, SES backgrounds, disclosed sexual orientations, interests, any relevant information.) ☐ Applies knowledge of learner characteristics in few parts of the lesson sequence.	☐ Identifies known developmental characteristics/strengths (social, emotional, cognitive, physical, language) of most learners. ☐ Identifies known individual identity traits (races, ethnicities, nationalities, languages, gender identities/ expressions, religions, political affiliations, SES backgrounds, and disclosed sexual orientations, interests, and any relevant information.) ☐ Applies knowledge of learner characteristics in various parts of the lesson sequence.	□ Identifies known developmental characteristics/strengths (social, emotional, cognitive, physical, language) of all learners. □ Identifies known individual identity traits and interests (races, ethnicities, nationalities, languages, gender identities/ expressions, religions, political affiliations, SES backgrounds, and disclosed sexual orientations, interests, and relevant information.) □ Applies knowledge of learner characteristics throughout lesson sequence, representing relevant, responsive, and inclusive instruction.

Differentiation **3**	☐ No purposeful adjustment to the lesson plan to meet the needs of student(s) (Ex. interest, readiness, UDL: multiple means of representation/ engagement/expression; varied and intentional grouping) ☐ Not tied to the learning objective(s). ☐ Plans reflected in less than parts of the sequence	☐Plans adjustments to the lesson plan that do not directly meet student(s)' needs (Ex. interest, readiness, UDL: multiple means of representation/ engagement/expression; varied and intentional grouping) ☐ Vaguely tied to learning objective(s). ☐Plans reflected in at least 2 sections of the instructional sequence.	☐ Plans to meet student(s)' needs through purposeful adjustments to the lesson plan (Ex. interest, readiness, UDL: multiple means of representation/ engagement/expression; varied and intentional grouping) ☐ Tied to the learning objective(s). ☐ Plans reflected in at least 2 sections of the instructional sequence.	☐ Plans to meet **a variety of student(s)' needs** through purposeful adjustments to the lesson plan (Ex. interest, readiness, UDL: multiple means of representation/ engagement/expression; varied and intentional grouping) ☐ Clearly tied to the learning objective(s). ☐ Plans reflected throughout all sections of the instructional sequence.
Accommodations **3**	☐ Not outlined as identified by the IEP or 504 Plan. ☐ Does not reflect a knowledge of or respect for individual student identities, incorporating students' lived experiences into instruction. ☐ Does not make appropriate accommodations/modifications in the lesson plan as dictated by the IEP or 504 Plan	☐ Some are outlined as identified by the IEP or 504 Plan. ☐ Reflects little knowledge of and respect for individual student identities, incorporating students' lived experiences into instruction. ☐ Makes appropriate accommodations/modifications in few areas of the lesson plan as dictated by the IEP or 504 Plan	☐ Outlined as identified by the IEP or 504 Plan ☐ Reflects a knowledge of and respect for individual student identities, incorporating students' lived experiences into instruction ☐ Makes appropriate accommodations/modifications in most areas of the lesson plan as dictated by the IEP or 504 Plan.	☐ All clearly outlined as identified by the IEP or 504 Plan. ☐ Reflects a knowledge of and respect for individual student identities, incorporating students' lived experiences into instruction. ☐ Makes appropriate accommodations/modifications in all areas of the lesson plan as dictated by the IEP or 504 Plan
Assessments **8**	**Diagnostic** ☐ Pre-assessment does not align with the objective(s). ☐ Data is not used to inform instructional decisions	**Diagnostic** ☐ Pre-assessment vaguely aligns with the objective(s). ☐ Some data is used to inform instructional decisions	**Diagnostic** ☐ Pre-assessment is aligned with the objective(s). ☐ Data is used to inform instructional decisions	**Diagnostic** ☐ Pre-assessment is directly aligned with the objective(s). ☐ Data is purposefully used to inform instructional decisions.

Formative ☐ Not aligned to objectives. ☐ Plan does not evaluate learning progression toward mastery. ☐ Plan to collect data and modify instruction is not applied in any parts of the lesson.	**Formative** ☐ Portions are aligned to objectives. ☐ Generalized plan to evaluate learning progression toward mastery using one check for understanding, probing questions, checklist, indicators, and/or success criteria. ☐ Collects data and modifies instruction in few parts of the lesson.	**Formative** ☐ Aligned to objectives. ☐ Detailed plan with 2+ ways to evaluate learning progression toward mastery, such as checks for understanding, probing questions, checklist, indicators, and/or success criteria. ☐ Collects data and modifies instruction throughout most of the lesson.	**Formative** □ Directly aligned to objectives. □ Detailed plan to continuously evaluate learning progression toward mastery such as ongoing checks for understanding, probing questions, checklist, indicators, and/or success criteria. (3+) □ Plan to collect data and modify instruction is applied throughout the lesson.
Summative ☐ Does not measure mastery of learning objective(s). ☐ Does not apply success criteria to evaluate students' mastery of the learning objective(s). ☐ Does not provide opportunities for learners to analyze their own progress of mastery of the learning objective(s).	**Summative** ☐ Insufficiently/indirectly measures mastery of learning objective(s). ☐ Vaguely attempts to apply identified success criteria to evaluate students' mastery of the learning objective(s). ☐ Attempts to provide at least one opportunity for learners to analyze their own progress, but it is not related to objective(s) or is dependent on teacher.	**Summative** ☐ Measures mastery of learning objective(s). ☐ Applies most identified success criteria to evaluate students' mastery of the learning objective(s). ☐ Provides at least 1 opportunity for learners to monitor their own progress of mastery of the learning objective(s).	**Summative** □ Directly measures mastery of learning objective(s). □ Directly applies all identified success criteria to evaluate students' mastery of the learning objective(s) □ Provides various, clear opportunities for learners to analyze their own progress of mastery of the learning objective(s).

Materials & References 5	□ Missing list of materials needed to implement the lesson. □ Resources not ready-to-use; no attachments/links □ Adopted or borrowed materials not cited or hyperlinks that do not work correctly. □ Technology in the form of appropriate tools/materials is not incorporated in the lesson. □ ISTE standard(s) not linked to technology.	□ Partial list of materials and/or little connection of how materials will be used in the lesson □ Some resources may be ready-to-use; errors with attachments/links □ Adopted or borrowed materials incorrectly cited. □ Some technology/appropriate tools/materials are incorporated, but do not enhance lesson. □ ISTE standard(s) vaguely linked to technology.	□ Full list of materials needed to implement the lesson □ Most resources are ready-to-use and attached/linked correctly. □ Adopted/borrowed materials correctly cite OR N/A. □ Technology in the form of appropriate tools/materials is purposefully incorporated. □ ISTE standard(s) linked to technology.	□ Specific list of materials and amounts needed to implement the lesson. □ All resources are ready-to-use and attached/linked. □ All adopted or borrowed materials are correctly cited in APA form or N/A. □ Technology in the form of appropriate tools/materials is purposefully incorporated **to enhance the lesson.** □ ISTE standard(s) directly enhanced by chosen technology

Detailed Sequence of Teaching, Flow of Sequence, & Estimated Time 9				
	☐ Does not include a hook/anticipatory set ☐ Does not communicate objective(s) ☐ Does not communicate relevance of objective(s) to real-world application nor motivation for learning ☐ No plan for administering pre-assessment. ☐ Learning experiences are not aligned with the standards and objectives ☐ The sequence does not maximize/allocate time ☐ Does not plan to use varied modes of participation in the instructional process (singular mode) ☐ Substantial gaps in instructional detail; vastly insufficient detail for implementation ☐ Does not state a plan for evaluating mastery of objective(s). There is no closure.	☐ Hook/anticipatory set is not clearly identifiable; the hook/anticipatory set does not engage students in the lesson's topic(s) ☐ Attempts to communicate objective(s) ☐ Attempts to communicate relevance of objective(s) to real-world application creating interest OR motivation for learning ☐ Vague plan for administering pre-assessment. ☐ Some learning experiences are aligned with the standards and objectives ☐ Only portions of the sequence maximize time; assigned times uneven ☐ Provides underdeveloped plans to use varied modes of participation in the instructional process (i.e., teacher-led; student-directed; cooperative group work, coach, facilitator, instructor) ☐ Gaps in instruction; insufficient detail for implementation ☐ States a loosely-defined plan for evaluating mastery of objective(s) or plan that is not measurable (Closure)	☐ Begins with hook/anticipatory set that engages students in the lesson's topic(s) ☐ Communicates objective(s) ☐ Communicates relevance of objective(s) to real-world application creating interest and motivation ☐ States plan for administering pre-assessment. ☐ All learning experiences are aligned with the standards and objectives ☐ Majority of the instructional sequence maximizes and adequately designates available time ☐ Plans at least 2 modes of engagement in the instructional process (i.e., teacher-led; student-directed; cooperative group work, coach, facilitator, instructor) ☐ Sufficiently detailed instructions to implement from beginning to end. ☐ States a plan for evaluating and measuring mastery of objective(s).	☐ Begins with captivating hook/anticipatory set that engages students in the lesson's topic(s) ☐ Clearly communicates objective(s) ☐ Clearly communicates relevance of objective(s) to real-world application creating interest/motivation for learning ☐ Clearly defined plan for pre-assessment implementation. ☐ All learning experiences intentionally align with the standards and objectives to motivate learning ☐ Develops sequencing of learning experiences that effectively utilizes and assigns available time ☐ Intentionally plans 3+ means of engagement are incorporated to optimize learning opportunities (UDL) ☐ Sufficient detail to guide instruction with ease; anyone could pick up and teach it. ☐ States a clear plan for evaluating mastery of learning objective(s). (Closure)

Lesson Plan Score:

Unit Plan Summary Rubric
UNK Teacher Education

UNK COLLEGE OF EDUCATION

Instructions:

Assign a score to each indicator for every Unit Element. Place a checkmark next to the indicator that is reflective of the work. Enter only one checkmark per indicator (each line). Place a checkmark to the left of the descriptor you have selected. Enter a total score for each Unit Element and a total Rubric Score at the end.

Teacher Candidate:

Scoring: Candidates must earn a minimum score of 41 (equals a 2.75 cumulative mean).

Lesson Element	1 = Below Standard	2 = Developing	3 = Proficient	4 = Advanced
Introduction to Unit Unit Elements • Unit Name • Length of Unit (days) • Grade Level • Content Area	☐ Does not list introduction elements.	☐ Lists some of the introduction elements.	☐ Lists most of the introduction elements.	☐ Lists all unit introduction elements.
			Total Score Introduction to Unit	/4

Comments

Lesson Element	1 = Below Standard	2 = Developing	3 = Proficient	4 = Advanced
Unit Academic Standards	☐ Does not identify academic standard(s) OR identified academic standards and/or grade-level/individual (IEP) indicators with no cross-curricular standards.	☐ Identifies academic standards and/or grade-level/individual (IEP) indicators that are incomplete and/or misaligned with no cross-curricular standards.	☐ Identifies academic standards and/or grade-level/individual (IEP) indicators including cross-curricular standards.	☐ Identifies academic standards and/or grade-level/ personal (IEP) indicators including cross-curricular standards that directly enhance the unit.
			Total Score Unit Academic Standards	/4

Comments

Lesson Element	1 = Below Standard	2 = Developing	3 = Proficient	4 = Advanced
Unit Learning Objectives	☐ No learning objectives are stated.	☐ Some assessed learning objectives are stated using ABCD (Audience, Behavior, Condition, Degree) OR using the structure for your program or field of study.	☐ All assessed learning objectives are stated using ABCD (Audience, Behavior, Condition, Degree) OR using the structure for your program or field of study.	☐ All assessed learning objectives are concisely stated using ABCD (Audience, Behavior, Condition, Degree) OR using the structure for your program or field of study.
	☐ Unit learning objectives are not aligned with the unit academic standards.	☐ Unit learning objectives are mis-aligned with the unit academic standards.	☐ Unit learning objectives are aligned with the unit academic standards.	☐ All unit learning objectives are clearly aligned with the unit academic standards.
			Total Score Unit Learning Objectives	/8

Comments

Lesson Element	1 = Below Standard	2 = Developing	3 = Proficient	4 = Advanced
Pre-assessment	☐ Does not include pre-instruction assessment.	☐ Includes an evaluative pre-instruction assessment instrument that may not elicit valid student data/information connected to the learning objectives.	☐ Includes an evaluative pre-instruction assessment instrument that elicits student data/information to determine patterns/gaps in levels of proficiency on each of the stated learning objectives across the unit.	☐ Includes an evaluative pre-instruction assessment instrument that elicits student data/information to determine patterns/gaps in levels of proficiency on each of the stated learning objectives across the unit.
	☐ Does not explain how the pre-assessment will be used to inform progression and instructional decisions.	☐ Partially explains how the pre-assessment will be used to inform progression and instructional decisions.	☐ Explains how the pre-assessment will be used to inform progression and instructional decisions.	☐ Clearly explains how the pre-assessment will be used to inform progression and instructional decisions.
			Total Score Pre-Assessment	/8

Comments

Lesson Element	1 = Below Standard	2 = Developing	3 = Proficient	4 = Advanced
Summative Assessment	☐ Does not provide a summative assessment instrument.	☐ Includes a summative assessment instrument that elicits student data post-instruction, demonstrating students' levels of proficiency on some of the stated objectives across the unit.	☐ Includes a summative assessment instrument that elicits student data post-instruction, demonstrating students' levels of proficiency on most of the stated objectives across the unit.	☐ Provides a summative assessment instrument that elicits student data post- instruction, comparable to pre-assessment measures for stated objectives across the unit.
	☐ Does not explain how the summative assessment will produce data/evidence of student achievement of the unit objectives.	☐ Partially explains how the summative assessment will produce data/evidence of student achievement of the unit objectives.	☐ Explains how the summative assessment will produce data/evidence of student achievement of the unit objectives.	☐ Clearly explains how the summative assessment will produce data/evidence of student achievement of the unit objectives.
			Total Score Summative Assessment	/8

Comments

Lesson Element	1 = Below Standard	2 = Developing	3 = Proficient	4 = Advanced
Sequence of Lesson Learning Objectives	☐ Learning objectives/goals are purposefully aligned with the unit outcomes and are stated in a way that demonstrates logical progression & sequence toward students' acquiring unit knowledge or skills.	☐ Learning objectives/goals are purposefully aligned with the unit outcomes and are stated in a way that demonstrates logical progression & sequence toward students' acquiring unit knowledge or skills.	☐ Learning objectives/goals are purposefully aligned with the unit outcomes and are stated in a way that demonstrates logical progression & sequence toward students' acquiring unit knowledge or skills.	☐ Learning objectives/goals are purposefully aligned with the unit outcomes and are stated in a way that demonstrates logical progression & sequence toward students' acquiring unit knowledge or skills.
			Total Score Sequence of Lesson Learning Objectives	/4

Comments

44

Lesson Element	1 = Below Standard	2 = Developing	3 = Proficient	4 = Advanced
Instructional Strategies	☐ Does not include a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.	☐ Uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.	☐ Uses a wide variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.	☐ Uses a wide variety of research-based instructional strategies across the unit to support and expand learners' communication through speaking, listening, reading, writing, and other modes.
	☐ The student provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.	☐ The student provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.	☐ The student provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.	☐ The student provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.
	☐ Does not justify why specific instructional strategies were used and how these strategies support the learning objectives across all lessons.	☐ Partially justifies why specific instructional strategies were used and how these strategies support the learning objectives across all lessons.	☐ Justifies why specific instructional strategies were used and how these strategies support the learning objectives across all lessons.	☐ Clearly justifies why specific instructional strategies were used and how these strategies support the learning objectives across all lessons.
			Total Score Instructional Strategies	/12

Comments

Lesson Element	1 = Below Standard	2 = Developing	3 = Proficient	4 = Advanced
Formative Assessment	☐ Fails to include formative assessments.	☐ Includes a single type of formative assessment.	☐ Includes a variety of formative assessment techniques.	☐ Includes a variety of formative assessments.
	☐ Formative assessment techniques do not provide multiple ways to demonstrate knowledge.	☐ Some of the formative assessment techniques provide multiple ways to demonstrate knowledge.	☐ Formative assessment techniques provide multiple ways to demonstrate knowledge.	☐ Formative assessment techniques provide students multiple ways to demonstrate knowledge and skill.
	☐ None of the formative assessments align with the learning objectives.	☐ Some formative assessments align with the learning objectives.	☐ Most formative assessment techniques align with the learning objectives.	☐ All formative assessment techniques are aligned with the learning objectives.
			Total Score Formative Asseessment	/12

Comments

	Unit Plan Total (All Elements)	/60

Teacher Candidate Graduate Survey

Start of Block: Default Question Block

Q1 **UNK Candidate Graduate 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 those individuals during their student teaching experience and with the Nebraska Teacher Framework.   Your individual responses in this survey will not be shared outside of the teacher preparation institution. Your results will be used by the institution to inform their continuous improvement efforts.

Q2 First Name

Q3 Last Name

Q4 First endorsement in which you participated in clinical practice.

▼ Art PK-12 (22) ... Other (34)

Q5 Second endorsement in which you participated in clinical practice (if you have one.)

▼ I do not have a second endorsement. (35) ... Other (34)

Q6 **Please indicate your rating on how prepared you feel by the teacher preparation program at the University of Nebraska at Kearney on each standard using the** <u>Nebraska Clinical Practice Rubric</u>**.**

Q7
Standard 1. Learning Development Standard 1.1 - Use knowledge of students to meet needs.

○ Advanced (1)
○ Proficient (2)
○ Developing (3)
○ Below Standard (4)

Q8

Standard 2. Learner Differences Standard 2.1 - Differentiate instruction to meet student needs.
○ Advanced (1)
○ Proficient (2)
○ Developing (3)
○ Below Standard (4)

Q9

Standard 3. Learning Environments Standard 3.1 - Promote a positive classroom environment through clear expectations.
○ Advanced (1)
○ Proficient (2)
○ Developing (3)
○ Below Standard (4)

Q10

Standard 4. Content Knowledge Standard 4.1 - Use accurate content and academic vocabulary.
○ Advanced (1)
○ Proficient (2)
○ Developing (3)
○ Below Standard (4)

Q11

Standard 5. Application of Content Standard 5.1 - Engage students in critical thinking and collaborative problem solving.
○ Advanced (1)
○ Proficient (2)
○ Developing (3)
○ Below Standard (4)

Q12

Standard 5. Application of Content Standard 5.2 - Develop literacy and communication skills through content.
○ Advanced (1)
○ Proficient (2)
○ Developing (3)
○ Below Standard (4)

Q13

Standard 5. Application of Content Standard 5.2 - Develop literacy and communication skills through content.

○ Advanced (1)
○ Proficient (2)
○ Developing (3)
○ Below Standard (4)

Q14

Standard 6. Assessment Standard 6.1 - Use classroom assessment.

○ Advanced (1)
○ Proficient (2)
○ Developing (3)
○ Below Standard (4)

Q15

Standard 6. Assessment Standard 6.2 - Assess for learning.

○ Advanced (1)
○ Proficient (2)
○ Developing (3)
○ Below Standard (4)

Q16

Standard 7. Planning for Instruction Standard 7.1 - Plan for instruction.

○ Advanced (1)
○ Proficient (2)
○ Developing (3)
○ Below Standard (4)

Q17

Standard 8. Instructional Strategies Standard 8.1 - Incorporate digital tools into instruction.

○ Advanced (1)
○ Proficient (2)
○ Developing (3)
○ Below Standard (4)

Q18

Standard 8. Instructional Strategies Standard 8.2 - Use research-based instructional strategies.

○ Advanced (1)
○ Proficient (2)
○ Developing (3)

○ Below Standard (4)

Q19
Standard 8. Instructional Strategies Standard 8.3 - Use engagement to enhance learning.
○ Advanced (1)
○ Proficient (2)
○ Developing (3)
○ Below Standard (4)

Q20
Standard 9. Professional Learning and Ethical Practice Standard 9.1 - Accept critique and input regarding performance.
○ Advanced (1)
○ Proficient (2)
○ Developing (3)
○ Below Standard (4)

Q21
Standard 10. Leadership and Collaboration Standard 10.1 - Convey professional demeanor.
○ Advanced (1)
○ Proficient (2)
○ Developing (3)
○ Below Standard (4)

Q22
Standard 10. Leadership and Collaboration Standard 10.2 - Use professional communication.
○ Advanced (1)
○ Proficient (2)
○ Developing (3)
○ Below Standard (4)

Q23 11. Based upon your performance as a teacher candidate, how would you rate your impact on student learning?
○ Advanced (1)
○ Proficient (2)
○ Developing (3)
○ Below Standard (4)

Q24 12. Do you believe you were prepared to be an effective teacher candidate?

○ Yes (1)

○ No (2)

Q25 13. Comments to inform the University of Nebraska at Kearney with its continuing improvement efforts toward preparing classroom-ready teachers:

_____

_____

_____

Teacher Candidate Cooperating Teacher Survey

Q1 CONFIDENTIALITY

Your evaluation is confidential. Your responses will only be used in the College of Education to make program decisions and will not be shared with the cooperating teacher.

Q2 BACKGROUND OF THE EVALUATIONS   The University of Nebraska at Kearney (UNK) has established methods in which to evaluate the stakeholders during student teaching. The evaluations include (1) evaluation of the University supervisor by the cooperating teacher; (2) evaluation of the University supervisor by the teacher candidate; (3) evaluation of the cooperating teacher by the teacher candidate.

Q4
This evaluation was designed by stakeholders comprising of faculty, principals (practicing and retired), and supervisors. The evaluation rating scale is divided into four areas: (1) Communication; (2) Planning and Preparation; (3) Support, and (4) Creativity. The questions are presented in an aggregated form.
The scale includes the following: (5) - Always - Demonstrated behavior always throughout the semester(4) - Frequently– Demonstrated behavior frequently throughout the semester(3) - Occasionally - Demonstrated behavior occasionally throughout the semester(2) - Rarely - Demonstrated behavior rarely throughout the semester(1) – Not Observed – No observation has been made in relation to this behavior.

Q5
The next four questions are demographic questions.

Q6 Provide the Cooperating Teacher's Name.

Q7 Please provide the "School Name, City" where you were completed a student teaching experience.

Q8 Provide the Semester and Year you completed your student teaching experience.

▼ fall 2020 (1) ... spring 2024 (8)

Q9 Your degree

▼ Early Childhood (194) ... K-12 (199)

Q10 Please use the following scale:
(5) - Always - Demonstrated behavior always throughout the semester(4) - Frequently– Demonstrated behavior frequently throughout the semester(3) - Occasionally - Demonstrated behavior occasionally throughout the semester(2) - Rarely - Demonstrated behavior rarely throughout the semester(1) – Not Observed – No observation has been made in relation to this behavior.

Q11 Overall Effectiveness

	5 Always (1)	4 Frequently (2)	3 Occasionally (3)	2 Rarely (4)	1 Not Observed (5)
Overall, the Cooperating Teacher was effective in providing guidance to the Teacher Candidate. (1)	○	○	○	○	○
Overall, the Cooperating Teacher served as a role model by demonstrating professionalism for the Teacher Candidate. (2)	○	○	○	○	○

Q12 Please use the following scale:
(5) - Always - Demonstrated behavior always throughout the semester(4) - Frequently– Demonstrated behavior frequently throughout the semester(3) - Occasionally - Demonstrated behavior occasionally throughout the semester(2) - Rarely - Demonstrated behavior rarely throughout the semester(1) – Not Observed – No observation has been made in relation to this behavior.

Q13 Collaborative Leadership

	5 Always (1)	4 Frequently (2)	3 Occasionally (3)	2 Rarely (4)	1 Not Observed (5)
Overall, the Cooperating Teacher provided an environment that fostered growth toward the autonomous learning of the teacher candidate. (1)	○	○	○	○	○
Overall, the Cooperating Teacher took the lead in working collaboratively with the Teacher Candidate. (2)	○	○	○	○	○

Q14 Please use the following scale:
(5) - Always - Demonstrated behavior always throughout the semester(4) - Frequently– Demonstrated behavior frequently throughout the semester(3) - Occasionally - Demonstrated behavior occasionally throughout the semester(2) - Rarely - Demonstrated behavior rarely throughout the semester(1) – Not Observed – No observation has been made in relation to this behavior.

Q15 Communication

	5 Always (1)	4 Frequently (2)	3 Occasionally (3)	2 Rarely (4)	1 Not Observed (5)
The Cooperating Teacher clearly communicated expectations to the Teacher Candidate. (1)	○	○	○	○	○
The Cooperating Teacher provided timely, ongoing, and constructive feedback to the Teacher Candidate. (2)	○	○	○	○	○
The Cooperating Teacher communicated and works collaboratively with the university supervisor. (4)	○	○	○	○	○
The Cooperating Teacher completed the university-required assessments at the specified times (Midterm, Lesson Plan, Unit Plan, and Final). (5)	○	○	○	○	○

Q16 Please use the following scale:
(5) - Always - Demonstrated behavior always throughout the semester(4) - Frequently– Demonstrated behavior frequently throughout the semester(3) - Occasionally - Demonstrated behavior occasionally throughout the semester(2) - Rarely - Demonstrated behavior rarely throughout the semester(1) – Not Observed – No observation has been made in relation to this behavior.

Q17 Planning and Preparation

	5 Always (1)	4 Frequently (2)	3 Occasionally (3)	2 Rarely (4)	1 Not Observed (5)
The Cooperating Teacher provided and adhered to a phase-in and phase-out timeline of the classroom responsibilities. (1)	○	○	○	○	○
The Cooperating Teacher provided guidance to differentiate instructional materials, strategies, and curriculum to enable students to meet district and state standards. (2)	○	○	○	○	○

Q18 Please use the following scale:
(5) - Always - Demonstrated behavior always throughout the semester(4) - Frequently– Demonstrated behavior frequently throughout the semester(3) - Occasionally - Demonstrated behavior occasionally throughout the semester(2) - Rarely - Demonstrated behavior rarely throughout the semester(1) – Not Observed – No observation has been made in relation to this behavior.

Q19 Support

	5 Always (1)	4 Frequently (2)	3 Occasionally (3)	2 Rarely (4)	1 Not Observed (5)
The Cooperating Teacher built and sustained a relationship with the Teacher Candidate that results in an accessible learning environment of trust, mutual respect, and support. (1)	○	○	○	○	○
The Cooperating Teacher facilitated opportunities for the Teacher Candidate to build relationships with stakeholders. (2)	○	○	○	○	○
The Cooperating Teacher adhered to district policies, procedures, and regulations while modeling ethical behavior and integrity. (6)	○	○	○	○	○

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The Cooperating Teacher was approachable and welcoming while helping the Teacher Candidate become acclimated to the school and the resources within the school. (7)	○	○	○	○	○
The Cooperating Teacher supported the Teacher Candidate in recognizing, validating, and affirming each student's diverse cultural experiences to increase academic success. (8)	○	○	○	○	○

	5 Always (1)	4 Frequently (2)	3 Occasionally (3)	2 Rarely (4)	1 Not Observed (5)
The Cooperating Teacher supported the Teacher Candidate in promoting a classroom environment that was responsive to each student's diverse academic, social-emotional, linguistic, and physical developmental needs. (9)	○	○	○	○	○

Q20 Please use the following scale:
(5) - Always - Demonstrated behavior always throughout the semester(4) - Frequently– Demonstrated behavior frequently throughout the semester(3) - Occasionally - Demonstrated behavior occasionally throughout the semester(2) - Rarely - Demonstrated behavior rarely throughout the semester(1) – Not Observed – No observation has been made in relation to this behavior.

Q21 Creativity

	5 Always (1)	4 Frequently (2)	3 Occasionally (3)	2 Rarely (4)	1 Not Observed (5)
The Cooperating Teacher was flexible and encouraged the Teacher Candidate to incorporate new ideas in the classroom. (1)	○	○	○	○	○

The Cooperating Teacher was supportive and encouraged the Teacher Candidate to use instructional technologies that are innovative and purposeful for academic growth in the classroom. (2)	○	○	○	○	○

Q22 Additional Comments (Optional)

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Teacher Candidate Supervisor Survey

Q1 Name of Supervisor

Q2 I became comfortable with the supervisor's presence during observations.
- ○ 1-strongly disagree (1)
- ○ 2-disagree (2)
- ○ 3-neither agree nor disagree (3)
- ○ 4-agree (4)
- ○ 5-strongly agree (5)

Q3 My supervisor listened and responded to my questions and concerns.
- ○ 1-strongly disagree (1)
- ○ 2-disagree (2)
- ○ 3-neither agree nor disagree (3)
- ○ 4-agree (4)
- ○ 5-strongly agree (5)

Q4 The supervisor recognized and allowed for differences in opinion and flexibility in instructional methods.
- ○ 1-strongly disagree (1)
- ○ 2-disagree (2)
- ○ 3-neither agree nor disagree (3)
- ○ 4-agree (4)
- ○ 5-strongly agree (5)

Q5 The supervisor seemed to be genuinely interested in me and my growth as a teacher.
- ○ 1-strongly disagree (1)
- ○ 2-disagree (2)
- ○ 3-neither agree nor disagree (3)
- ○ 4-agree (4)
- ○ 5-strongly agree (5)

Q6 The supervisor gave me adequate indication of the quality of my performance throughout my student teaching.
- ○ 1-strongly disagree (1)
- ○ 2-disagree (2)
- ○ 3-neither agree nor disagree (3)
- ○ 4-agree (4)
- ○ 5-strongly agree (5)

Q7 The supervisor visited me regularly.
- ○ 1-strongly disagree (1)
- ○ 2-disagree (2)
- ○ 3-neither agree nor disagree (3)
- ○ 4-agree (4)
- ○ 5-strongly agree (5)

Q8 The supervisor exhibited professionalism during her/her visits.
- ○ 1-strongly disagree (1)
- ○ 2-disagree (2)
- ○ 3-neither agree nor disagree (3)
- ○ 4-agree (4)
- ○ 5-strongly agree (5)

Q9 The supervisor spent sufficient time during each visit to gain an understanding of my performance.
- ○ 1-strongly disagree (1)
- ○ 2-disagree (2)
- ○ 3-neither agree nor disagree (3)
- ○ 4-agree (4)
- ○ 5-strongly agree (5)

Q10 The supervisor encouraged me to reflect on my own teaching practices.
- ○ 1-strongly disagree (1)
- ○ 2-disagree (2)
- ○ 3-neither agree nor disagree (3)
- ○ 4-agree (4)
- ○ 5-strongly agree (5)

Q11 The supervisor encouraged me to use technology during my student teaching.
- ○ 1-strongly disagree (1)
- ○ 2-disagree (2)
- ○ 3-neither agree nor disagree (3)
- ○ 4-agree (4)
- ○ 5-strongly agree (5)

Q12 The supervisor was able to communicate effectively with the cooperating teacher and me.
- ○ 1-strongly disagree (1)
- ○ 2-disagree (2)
- ○ 3-neither agree nor disagree (3)
- ○ 4-agree (4)
- ○ 5-strongly agree (5)

Q13 The supervisor was available to me if I needed to contact him/her.
- ○ 1-strongly disagree (1)
- ○ 2-disagree (2)
- ○ 3-neither agree nor disagree (3)
- ○ 4-agree (4)
- ○ 5-strongly agree (5)

Q14 Overall, I would rate my supervisor as effective and supportive.
○ 1-strongly disagree (1)
○ 2-disagree (2)
○ 3-neither agree nor disagree (3)
○ 4-agree (4)
○ 5-strongly agree (5)

Q15 **Comments**: Please provide comments about specific strengths your supervisor possessed while working with you. Also provide comments regarding suggestions that your supervisor may use to improve his/her supervision skills.

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1. Facilitate and inspire student learning and creativity			
Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.			
a. Promote, support, and model creative and innovative thinking and inventiveness	Developing 1	Meets Expectations 2	Exceeds Expectations 3
Teacher candidates should be able to design learning opportunities with a variety of options for engagement. Student-led choice will encourage learners to tap their own initiative, knowledge and interests to complete the learning tasks and activities. Creativity appears in many forms and it is the teacher candidate's role to create a learning environment that inspires and engages students in authentic learning. Allowing students to use technology tools, such as Google Slides, PowerPoint, Prezi, and Glogster, gives them the ability to use their creativity. When teachers model this by using technology themselves, they are inspiring inventiveness and creativity while making the learning process more appealing.			
1. a. 1. Promote creative and innovative thinking and inventiveness	I encourage students to try technology tools but provide opportunities only for basic functions or changes that are primarily cosmetic (e.g. color or image)	I encourage students to use one or more technology tools to complete learning tasks; I provide opportunities for students to apply technology in novel ways relevant to the learning task	I encourage students to use multiple technology tools; I provide opportunities for students to apply technology in novel ways that enhance their learning and showcase the task
1. a. 2. Support creative and innovative thinking and inventiveness	I scaffold learning for students to use technology tools for basic functions but leave creative applications for students to learn on their own	I scaffold learning for students to manipulate technology tools to create new applications relevant to the learning tasks	I scaffold learning for students to manipulate technology tools to create new applications relevant to the learning tasks; I scaffold thinking on new approaches to technology use
1. a. 3. Model creative and innovative thinking and inventiveness	I show direct models of their use of basic applications of technology or cosmetic changes rather than new applications	I provide direct models of their use of new applications of technology and demonstrate how these support the learning task	I provide direct models of their use of new applications of technology, their thinking processes and how they came to innovate to showcase the learning task
b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources	Developing 1	Meets Expectations 2	Exceeds Expectations 3
Teacher candidates should be able to design learning opportunities with a variety of options for engagement. It is important for students to experience real world connections between what they are learning and what is happening in the world around them. Teacher candidates should be able to model making connections between the lessons and real world events. Students should be able to make their own connections using technology tools such as CNN Web sites and videos to see what's happening in the news. When			

students can watch important news, events or archived speeches such as Martin Luther King's giving his I Have a Dream speech, or listen to Lyndon B Johnson being sworn in on Air Force One, historical facts will come to life and learning becomes more authentic.

	Developing	Meets Expectations	Exceeds Expectations
1. b. 1. Engage students in exploring real-world issues using digital tools and resources	I provide opportunities for students to use digital tools and resources but connections to real world events or issues are limited or vague	I provide concrete opportunities for students to use digital tools and resources; connection to real world events is evident	I provide concrete opportunities for students to use digital tools and resources; connect these to real world events and students' lives; I support discussion or activities that connect the events to real-world issues
1. b. 2. Engage students in solving authentic problems using digital tools and resources	I encourage discussion on real world events and exploration of digital tools and resources but provide limited connections to solving authentic problems	I engage students in discussions about authentic problems reflective of real-world issues and encourage students to generate their own solutions using digital tools and resources	I engage students in discussions about authentic problems reflective of real-world issues; I scaffold learning for students to explore other's solutions and generate their own using digital tools and resources
c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes	Developing 1	Meets Expectations 2	Exceeds Expectations 3
Teacher candidates should be able to design learning opportunities with a variety of options for engagement and reflection so students can express their own viewpoints on issues on a regular basis. Teacher candidates should be able to incorporate technology tools such as blogs to facilitate reflection and critical thinking. Such opportunities will allow students to participate and feel comfortable expressing their ideas and opinions. Along with personal blogs, students can participate in a Google document that would allow the class as a whole to share their ideas, opinions and understanding of concepts in a safe environment.			
1. c. 1. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking	I try to use collaborative tools to allow students to collaborate but do not provide sufficient feedback to help clarify students' conceptual understanding and thinking	I use one collaborative tool to encourage student engagement and reflection; I provide constructive feedback to help clarify students' conceptual understanding and thinking	I regularly use collaborative tools to encourage engagement and reflection; I provide constructive feedback to help clarify students' conceptual understanding and thinking; I set and enforce boundaries or rules to create a safe environment for student expression
1. c. 2. Promote student reflection using collaborative tools to reveal and clarify students' conceptual planning.	I try to use collaborative tools to allow students to	I use collaborative tools to encourage student	I regularly use collaborative tools to encourage

	Developing 1	Meets Expectations 2	Exceeds Expectations 3
	collaborate but do not provide sufficient feedback to help students plan effectively to support conceptual understanding	engagement and reflection; I provide constructive feedback to help students plan and employ creative processes to improve learning	engagement and reflection; I provide constructive feedback to help students plan effectively and employ creative processes to improve learning. I set and enforce boundaries or rules to create a safe environment for student expression
1. c. 3. Promote student reflection using collaborative tools to reveal and clarify students' conceptual creative processes	I try to use collaborative tools to allow students to collaborate but do not provide sufficient feedback to help students employ creative processes to demonstrate or improve learning	I use collaborative tools to encourage student engagement and reflection; I provide constructive feedback to help students employ creative processes to demonstrate or improve learning	I regularly use collaborative tools to encourage engagement and reflection; I provide constructive feedback to help students employ creative processes to demonstrate and improve learning; I set and enforce boundaries or rules to create a safe environment for student expression

d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments	Developing 1	Meets Expectations 2	Exceeds Expectations 3
Teacher candidates should be able to design learning opportunities with a variety of options for collaboration. They should be able to incorporate group work in the learning process by using technology tools such as Google Docs, sheets, slides, blogs and Wikis to facilitate collaboration, research and reports. Teacher candidates should also be able to help students learn how to collaborate and communicate in both classroom and online environments to accomplish learning tasks, such as group writing and creating and presenting information digitally.			
1. d. 1. Model collaborative knowledge construction by engaging in learning with students in face-to-face and virtual environments	I provide technology tools for students in both face-to-face and virtual environments to engage in learning with peers but either do not provide a sufficient model or do not engage with the students effectively to support knowledge construction	I provide technology tools for students in both face-to-face and virtual environments to engage in learning with peers provides; I provide appropriate models and adequately engage with the students to support knowledge construction	I provide technology tools for students in both face-to-face and virtual environments to engage in learning with peers; I provide appropriate models and effectively engage with the students to support knowledge construction, collaboration, and positive communication
1. d. 2. Model collaborative knowledge construction by engaging in learning with colleagues and others in face-to-face and virtual environments	I participate with colleagues and others in face to face and virtual environments but do not meaningfully collaborate with them in learning activities or appear disengaged	I regularly collaborate with colleagues and others in face to face and virtual environments and participate meaningfully in shared learning activities; I am able to model collaborative knowledge construction	I regularly collaborate with colleagues and others in face to face and virtual environments and participate meaningfully in shared learning activities; I effectively model collaborative knowledge construction and am able to assist others in knowledge construction

2. Design and develop digital age learning experiences and assessments			
Teacher candidates should be able to design, develop, and evaluate authentic learning experiences and assessments incorporating tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the appropriate standards.			
a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity	Developing 1	Meets Expectations 2	Exceeds Expectations 3
Teacher candidates should be able to create digital presentations using PPT, Prezi, Google Slides, Haiku Deck, etc., on topics learned in class to display their understanding through technology. In this way teacher candidates are able to use digital tools to convey their understanding of concepts.			
2. a. 1. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning	I use digital tools and resources but am unable to adapt or design these; when technology is used, it is superficial or is not relevant, and does not directly promote student learning	I use digital tools and resources and readily adapt these; I am able to do some design of learning experiences; both adaptations and designs promote student learning	I use digital tools and resources and regularly design or adapt these to create learning experiences that are relevant and promote student learning.
2. a. 2. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student creativity	I use digital tools and resources but am unable to adapt or design these; when technology is used, the learning experiences are superficial and do not promote student creativity	I use digital tools and resources and readily adapt these; I am able to do some design of learning experiences; both adaptations and designs promote student creativity.	I use digital tools and resources and regularly design or adapt these create learning experiences that are relevant and promote student creativity in meaningful applications of learning.

b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants	Developing 1	Meets Expectations 2	Exceeds Expectations 3

in setting their own educational goals, managing their own learning, and assessing their own progress.			
Teacher candidates should be able to integrate technology tools, such as Web-based resources, to give students ownership of their own learning. Web-based resources, such as online tours, TED Ed Videos, YouTube, Google Apps and online gaming, can engage and encourage curiosity and help students monitor their own learning.			
2. b. 1. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals	I include technology in learning environments but the technology does not allow exploration; students are dependent on me for guidance	I develop technology-based learning environments that provide some opportunities for exploration; I encourage students to set goals and become active participants in their learning	I develop technology-enriched learning environments that provide multiple opportunities for exploration; I both encourage and support students to set goals and become active participants in their learning
2. b. 2. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in managing their own learning	I include technology in learning environments but the technology is limited in its application and is teacher-directed; students receive little or no opportunities to manage their own learning	I develop technology-based learning environments that are both teacher- and student-directed; I encourage students to manage their own learning and provide some opportunities for students to do this	I develop technology-enriched learning environments that are predominantly student-directed; teacher-directed learning is used primarily for initial instruction or support; experiences build over time so students become increasingly independent in managing their own learning
2. b. 3. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in assessing their own progress	I include technology in learning environments that primarily focus on getting a task done; students are provided limited reflection opportunities to assess their own progress	I develop technology-based learning environments that encourage students to reflect on their work; I provide some opportunities for students to assess their own progress	I develop technology-enriched learning environments and provide multiple opportunities for students to reflect on and assess their work; I support students to deepen reflections and make realistic assessment of their own progress
c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources	Developing 1	Meets Expectations 2	Exceeds Expectations 3
Teacher candidates should be able to design learning experiences for students with diverse learning styles by using a wide range of technology tools. The tools could include online educational videos as well as interactive websites from various sources to provide alternative ways to learn and understand the new concepts presented in the classroom.			
2. c. 1. Customize and personalize learning activities to address students' diverse learning styles	I use limited technology options that support the learning styles of some students but leave out others; I am unable to diversify to address varied learning style needs	I use an adequate number of technology options that support the learning style of most students; I may not initially plan for all diverse learning styles but am able to readily adapt the technology to do this	I use a wide range of technology tools that provide multiple ways of accessing learning so that the learning styles of all students can be met; I anticipate learning styles and includes this proactively in planning
2. c. 2. Customize and personalize learning activities to address students' working strategies using digital tools and resources	I provide technology experiences but am unable to adequately assess students' working strategies or personalize the activities to improve these	I incorporate technology experiences that provide opportunities for student to improve their working strategies; I am able to assess students' strategies and customize some learning activities	I incorporate and plan technology experiences based on assessment of students' working strategies and provide opportunities for students to improve their working strategies; I scaffold learning and readily customize and personalize activities
2. c. 3. Customize and personalize learning activities to address students' abilities using digital tools and resources	I provide limited or inadequate feedback when students need assistance to improve their abilities to use digital tools and resources; I am unable to customize or personalize to meet students needs	I provide adequate feedback when students need assistance to improve their abilities to use digital tools and resources; I show the ability to customize and personalize to address students' abilities	I use knowledge of students' abilities to plan for activities designed to improve technology skills; I provide precise feedback when students need assistance to improve their abilities to use digital tools and resources; I consistently customize and personalize to address students' abilities
d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching	Developing 1	Meets Expectations 2	Exceeds Expectations 3
Teacher candidates should be able to design various forms of formative and summative assessment using online technology tools such as Kahoot, Socrative, Google Forms, etc. The teacher candidate is able to use the results of the formative and summative assessment instruments to create subsequent learning opportunities for the students.			
2. d. 1. Provide students with multiple and varied formative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching	I create a limited number of formative assessments with technology; assessments have a poor match or are not adequately aligned with	I create formative assessments with technology; assessments do not provide much variety but are adequately aligned with	I create multiple formative assessments with technology; assessments are varied and align well with content and technology standards; I collect

	communication is awkward or information is superficial or incomplete.	formats; communication is adequate and information shared is relevant	communication is clear and precise, and information is relevant; communication serves as a model to peers
. 2. Communicate relevant information and ideas effectively to students ng a variety of digital age media and formats	I communicate information to students but the use of digital age media and formats is limited or inconsistent, and does not provide a clear model	I communicate information to students; I consistently use a variety of digital age media and formats; communication is consistent and supports learning	I communicate information to students; I effectively use a variety of digital age media and formats to communicate clearly and provide a strong model for students to emulate
. 3. Communicate relevant information and ideas effectively to parents	I use technology to communicate to parents but am unaware or insensitive to parents' abilities to access or use the technology	I use technology to communicate to parents; I may not anticipate parents' abilities to access or use the technology but am quick to adapt technology to match parental needs and preferences	I use technology to communicate to parents; I anticipate parents' abilities to access or use the technology and consult with them on their needs and preferences; I adapt technology accordingly

Model and facilitate effective use of current and emerging digital tools to ite, analyze, evaluate, and use information resources to support research I learning	Developing 1	Meets Expectations 2	Exceeds Expectations 3
cher candidates should be able to model appropriate web-searching skills and proper use of copyrighted images and online information and resources. For example, ents could be asked to participate in a digital scavenger hunt in which they find and cite a variety of sources and online artifacts such as images, web sites, etc.			
. 1. Model and facilitate effective use of current and emerging digital ls to locate information resources to support research and learning	I provide exploratory activities for students to search on the web but provide limited supervision or feedback to students on how to locate appropriate information resources to support their research and learning	I provide exploratory activities for students to search on the web; I supervise and provide constructive feedback to students on how to locate appropriate information resources to support their research and learning	I provide exploratory activities for students to search on the web; I directly teach and model proper handling of copyrighted images and information resources; I supervise and provide constructive feedback to students on how to locate quality information resources to support their research and learning
. 2. Model and facilitate effective use of current and emerging digital ls to analyze information resources to support research and learning	I provide exploratory activities for students to search on the web but provide little or no instruction on appropriate web searching skills; students have limited opportunity or guidance to analyze information resources	I provide exploratory activities for students to search on the web; I provide some instruction on appropriate web searching skills; I provide opportunities and guide students to analyze information resources	I provide exploratory activities for students to search on the web; I consistently provide instruction and model appropriate web searching skills; I provide both opportunities and strong models for students to analyze information resources; I scaffold the depth of their analysis
. 3. Model and facilitate effective use of current and emerging digital ls to evaluate information resources to support research and learning	I provide exploratory activities for students to search on the web but provide little or no opportunities for students to evaluate the resources they use or determine the quality of their search	I provide exploratory activities for students to search on the web; I provide frequent opportunities for students and guide them to evaluate the resources they use to determine the quality of their search	I provide exploratory activities for students to search on the web and directly teach evaluation skills; I provide both opportunities and strong models for students to evaluate the resources they use to determine the quality of their search; I scaffold the depth of their evaluation
. 4. Model and facilitate effective use of current and emerging digital ls to use information resources to support research and learning	I provide exploratory activities for students to search on the web but provide limited supervision or feedback to students on appropriate web searching skills or how to effectively use information resources	I provide exploratory activities for students to search on the web; I supervise and provide feedback and guidance to students on appropriate web searching skills and how to adequately use information resources to support research and learning	I provide exploratory activities for students to search on the web; I directly teach effective use; I supervise and provide feedback and guidance to students on appropriate web searching skills and how to effectively use information resources; students increasingly become independent in using information resources effectively

4. Promote and model digital citizenship and responsibility			
chers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.			
Advocate, model, and teach safe, legal, and ethical use of digital rmation and technology, including respect for copyright, intellectual perty, and the appropriate documentation of sources	Developing 1	Meets Expectations 2	Exceeds Expectations 3
cher candidates should be able to model desired behaviors by properly citing all sources and images used in presentations, lessons and other learning materials that are nonstrated in class or posted online.			

	Developing 1	Meets Expectations 2	Exceeds Expectations 3
4. a. 1. Advocate safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources	I fail to remind or encourage students to cite sources or check their work; little or no discussion occurs with students on the importance of documentation or why it is needed	I encourage students to cite sources and check their work for appropriate documentation and reiterate its importance	I encourage students to cite sources and check their work for appropriate documentation and reiterate its importance; I provide examples of inappropriate documentation that cause problems and explain why these are problematic
4. a. 2. Model safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources	I share sources and images used in presentations or lessons, but rarely cite these; any citations used are vague; in-class and online materials are not screened for appropriate documentation	I regularly cite sources and images used in presentations and lessons; citations are adequate for documentations; I screen in-class and online materials for appropriate documentation prior to use	I regularly cite sources and images used in presentations and lessons; citations are clear enough that others can easily access the original materials; I screen in-class and online materials for appropriate documentation prior to use
4. a. 3. Teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources	Students use sources without regard to documentation; little or no instruction is provided and documentation is not required in assignments	I instruct students on how to check and document some sources and usually encourage this in student assignments	I instruct students on how to check and document sources and require this in student assignments; I follow through with students to help them validate their work

	Developing 1	Meets Expectations 2	Exceeds Expectations 3
b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources	Developing 1	Meets Expectations 2	Exceeds Expectations 3
Teacher candidates model desired behaviors by allowing students to choose from a variety of tools to demonstrate their learning and, when necessary, allowing students to work on projects during class time to ensure equitable access to technology and Internet.			
4. b. 1. Address the diverse needs of all learners by using learner-centered strategies	I require all students to use the same technology tools to demonstrate learning; instruction is not differentiated for student needs	I require all students to use specific technology tools; I may not think in advance about specific student needs but adapt technology use as the occasion arises	I require all students to use a wide variety of technology tools and plan ahead to ensure that all students can adequately use them; I adapt technology for diverse student use prior to and during the lesson
4. b. 2. Address the diverse needs of all learners by providing equitable access to appropriate digital tools and resources	Class time is rarely provided for projects; I assume all students have adequate technology tools and supports at home, and that all students can use the technology	Some class time is provided for projects or students are allowed to check out technology for assignments; I encourage students who have assistive technology to use it	Regular class time is provided for projects and students are provided technology to take home for assignments; I anticipate student needs and make sure students have access to assistive technology; I am able to model assistive technology use

	Developing 1	Meets Expectations 2	Exceeds Expectations 3
c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information	Developing 1	Meets Expectations 2	Exceeds Expectations 3
Teacher candidates model desired behaviors by providing opportunities for students to use technology tools such as Google Hangout, Skype and safe Web sites that monitor students' online activity.			
4. c. 1. Promote digital etiquette and responsible social interactions related to the use of technology and information	I provide opportunities for students to use technology but students are rarely corrected when they are disrespectful of others via technology; I do not monitor inappropriate student interactions	I provide opportunities for students to use technology and encourage positive and appropriate student interactions when they use digital media; I have students correct inappropriate interactions on assignments	I provide opportunities for students to use technology and directly teach students to engage in positive and appropriate interactions when they use digital media; I monitor and have students correct any inappropriate interactions on assignments
4. c. 2. Model digital etiquette and responsible social interactions related to the use of technology and information	I am sometimes disrespectful or condescending when using digital communication with others; I rarely use technology that monitors students' online activity	I provide an adequate model for digital etiquette when using digital communication with others; I regularly have students use technology that monitors students' online activity	I provide a strong model for digital etiquette when using digital communication with others; I have students use technology that monitors students' online activity; I also monitor student use on shared assignments

	Developing 1	Meets Expectations 2	Exceeds Expectations 3
d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools	Developing 1	Meets Expectations 2	Exceeds Expectations 3
Teacher candidates model desired behaviors by providing opportunities for students to connect and engage with students and professionals from other countries or other US locations. Tools such as Google Hangout and Google earth can facilitate communication as well as virtual trips with remote locations and individuals.			

	Developing 1	Meets Expectations 2	Exceeds Expectations 3
4. d. 1. Develop and model cultural understanding and global awareness by engaging with colleagues of other cultures using digital age communication and collaboration tools	I use technology for communication purposes but rarely connect to colleagues outside of my culture and/or country; I do not connect students to resources and information that distant colleagues may have available to support student learning	I use technology for communication purposes including some connections to colleagues outside of my culture and/or country; I connect students to resources and information that distant colleagues may have available to support student learning	I use technology for communication purposes and have multiple connections to colleagues outside of my culture and/or country; I plan with these colleagues activities that actively connect students to resources and information; colleagues and students connect around meaningful projects that promote student global and cultural awareness
4. d. 2. Develop and model cultural understanding and global awareness by engaging with students of other cultures using digital age communication and collaboration tools	I provide technological opportunities via technology for students but do not intentionally connect students with others in other locations or limit connections; connections may occur randomly but are not planned; any cultural activities and connections are limited in focus	I develop and implement lessons that provide some opportunities via technology for students to connect with other students in other locations in and out of the U.S.; I encourage such connections and promote accurate understanding of different cultures	I develop and implement lessons that provide multiple opportunities via technology for students to connect with other students in other locations in and out of the U.S.; I directly model and scaffold learning so students become increasingly adept at cultural understanding and global awareness

5. Engage in professional growth and leadership			
Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.			
a. Participate in local and global learning communities to explore creative applications of technology to improve student learning	Developing 1	Meets Expectations 2	Exceeds Expectations 3
Teacher candidates model desired behaviors by participating in social networking opportunities, such as Webinars, online conferences and online professional sites such as LInkedin, Facebook and Twitter to exchange ideas and share knowledge with others.			
5. a. 1. Participate in local learning communities to explore creative applications of technology to improve student learning	I am connected to local learning communities but generally do not participate and/or rarely apply knowledge from these communities to improve student learning	I participate in local learning communities; I introduce some applications of technology learned from these communities to improve student learning	I am active and responsive in local learning communities; I introduce and teach applications of technology learned from these communities and creatively explore these to improve student learning
5. a. 2. Participate in global learning communities to explore creative applications of technology to improve student learning	I am connected to local learning communities but have limited global connections; I participate and/or rarely apply knowledge from these communities to improve student learning	I participate in global learning communities; I introduce some applications of technology learned from these communities to improve student learning, including knowledge of global awareness and issues	I am active and responsive in global learning communities; I introduce and teach applications of technology learned from these communities and creatively explore these to improve student learning and regularly reinforce global awareness
b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others	Developing 1	Meets Expectations 2	Exceeds Expectations 3
Teacher candidates model desired behaviors by demonstrating leadership role in online networking opportunities, such as blogs, Facebook and Twitter, or by participating in learning communities at the local level for the purpose of developing the leadership and technology skill of others.			
5. b. 1. Exhibit leadership by demonstrating a vision of technology infusion	I use technology but am unsure how to infuse it in personal applications and unable to articulate a clear vision	I use technology and am readily able to infuse it in personal applications; I have a clear agenda for current and future use	I use technology and am readily able to infuse it in personal applications; I articulate a clear vision and show leadership and am able to demonstrate this
5. b. 2. Exhibit leadership by participating in shared decision making and community building	I use technology in applications with others but rarely participate in actual decision or community building; participation is superficial	I use technology in applications with others and regularly participate in shared decision or community building; participation contributes to the community	I use technology in applications with others and regularly lead the community in shared decision or community building; participation is meaningful and contributes to the growth of the community
5. b. 3. Exhibit leadership by developing the leadership and technology skills of others	I use technology but am unable to provide adequate guidance for others to use the technology	I use technology adequately and am usually able to provide adequate guidance for others to use the technology	I use technology effectively and offer help to others; I provide leadership in effectively teaching others to use the technology

c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning	Developing 1	Meets Expectations 2	Exceeds Expectations 3
Teacher candidates model desired behaviors by participating in online networking opportunities, such as Linkedin, Facebook and Twitter, and by sharing current trends and research in online learning communities.			
5. c. 1. Evaluate current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning	I use existing digital tools but am unaware of current trends and emerging tools and resources; I have superficial understanding of tools used and rarely evaluate the effectiveness of these in promoting learning	I use existing digital tools and am familiar with some current trends; I try emerging tools and resources and compare these to current digital tools to determine their effectiveness in promoting learning	I use both existing and emerging digital tools; I am well-versed in current and emerging trends; I regularly evaluate both existing and emerging digital tools to determine their effectiveness in promoting learning and experiment with novel technology applications
5. c. 2. Reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning	I use existing digital tools based on convenience and ease of use; I rarely reflect on the effectiveness of these in promoting learning; I do not adapt instruction based on reflection	I use existing and some emerging digital tools based on potential to improve learning; I analyze student or personal performance and adapt instruction and activities to improve effectiveness in promoting learning	I use both existing and emerging digital tools based on research of effectiveness and the potential to improve learning; I analyze student or personal performance, research solutions and adapt instruction and activities to improve effectiveness in promoting learning
d. Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community	Developing 1	Meets Expectations 2	Exceeds Expectations 3
Teacher candidates model desired behaviors by participating in online networking opportunities, such as Linkedin, Facebook and Twitter, or by participating in learning communities for the purpose of sharing knowledge and resources with other educators.			
5. d. 1. Contribute to the effectiveness of the teaching profession and of their school and community	I belong to online networking opportunities but do not generally access these for professional use; connections, if any are superficial or are centered on my own need for teaching ideas rather than contributing to teaching effectiveness in the school and community	I belong to online networking opportunities and regularly access these for professional use; I connect frequently with colleagues and meaningfully contribute to the improvement of effective teaching practices with others in the school and community	I belong to online networking opportunities and regularly access these for professional use; I reach out to colleagues to build meaningful connections; I lead endeavors that contribute to the improvement of effective teaching practices with others in the school and community
5. d. 2. Contribute to the vitality of the teaching profession and of their school and community	I demonstrate minimal commitment to lifelong learning; I participate superficially or not at all in online networks that share ideas and resources; I rarely try out ideas unless pressured to do so by others in the profession	I demonstrate a commitment to lifelong learning through regular participation in online networks that share ideas and resources to better my teaching and that of other professionals; I try out and implement ideas learned	I demonstrate a commitment to lifelong learning through regular participation in online networks that share ideas and resources to better my teaching and that of other professionals; I shows leadership in encouraging others to implement ideas and advocate for the field
5. d. 3. Contribute to the self-renewal of the teaching profession and of their school and community	I use technology reluctantly or with resistance to change; I show little interest in learning new methods or technologies; I have limited commitment to self-renewal so am unable to contribute deeply to the school and community	I regularly use technology and often try new methods or technologies; I show commitment to self-renewal by setting personal goals and working to achieve them; I network with others in the school and community to support one another in applying new knowledge	I regularly use technology and keep informed of new methods or technologies to try; I model commitment to self-renewal by achieving personal goals and lead others to do the same; I network with others in the school and community to support one another in applying new knowledge

UNIVERSITY OF
Nebraska
Kearney

COLLEGE OF EDUCATION
Department of Teacher Education

Remediation Plan for Student Success
XX/XX /2X

Student:

Summary: After reviewing _____ two Student Success Conference Record Forms three themes have risen to the surface. Themes include: [list major areas of concerns/common assessment areas].

Expectations:

▪ Describe the expectation [Indicate the Criteria e.g. Professional, Planning, etc.]

Timeline:

[Student name]'s will meet regularly with the assigned mentor (department chair/academic advisor/faculty) to review the above points every __ weeks. Goals will be determined and progress updates discussed. This will continue through the academic course work until the student meets goals or withdraws.

Benchmarks:
At any given time during academic year, if any of the expectations are not met, the student if enrolled in a practicum will be removed and student may withdraw or receive a failing grade. A meeting will be held to discuss options for the next semester.

_____   _____
Signature [Student Name]   Date

_____   _____
Signature [Director of Student Teaching]   Date

_____   _____
Signature [TE Dept. Chair]   Date