

SCHOOL OF EDUCATION
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Peru State College

SCHOOL OF EDUCATION

Teacher Education Handbook 2022-2023

Welcome

The faculty of the School of Education would like to congratulate you on your decision to consider making teaching your career. We believe that teaching is the noblest of all professions, one which enables a person to beneficially influence the lives of countless young people.

This handbook is designed to help guide you through the Teacher Education program at Peru State College so that you may make the most efficient use of your time on campus and be ready to enter the profession at the earliest date possible. Additional information is available through the School of Education web site at <https://www.peru.edu/education>. We are excited about the opportunity to assist you in becoming an exemplary educator who will be “classroom ready” on day one of your first teaching position.

Keep in mind that teacher education is a dynamic process - one that evolves due to influences such as state and national standards. As a candidate, you will be best served by working closely with your advisor in Teacher Education.

As stated in the Peru State College Student Handbook, the Family Educational Rights and Privacy Act (FERPA) protects the privacy of student records. This Act provides students the right to review education records, seek to amend those records, and limit disclosure of information from the records. Please note that as a Teacher Education candidate at Peru State College, you are agreeing to the disclosure of any disciplinary or behavioral information developed by other departments in the College for the purpose of evaluating your potential fitness as an educator.

Title IX Compliance Notice

Peru State College is an equal opportunity institution. Peru State College does not discriminate against any student, employee or applicant on the basis of race, color, national origin, sex, sexual orientation, gender identity, disability, religion, or age in employment and education opportunities, including but not limited to admission decisions. The College has designated an individual to coordinate the College’s nondiscrimination efforts to comply with regulations implementing Title II of the Americans with Disabilities Act, Titles VI and VII of the Civil Rights Act, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act. Inquiries regarding non-discrimination policies and practices may be directed to Eulanda Cade, Director of Human Resources, Title VI, VII, IX Compliance Coordinator, Peru State College, PO Box 10, Peru, NE 68421-0010, (402) 872-2230.

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MISSION STATEMENT

The mission of the Peru State College School of Education is to develop exemplary professionals dedicated to excellence in teaching and learning in the state of Nebraska and beyond. A strong emphasis is placed on a commitment to a culture of evidence that embeds, creates, and informs relevant coursework in content and pedagogy with diverse field experiences and mutually beneficial P-12 school and community partnerships to support the continual growth of Teacher Candidates. Faculty provide support for Teacher Candidates as they develop and nurture personal teaching identities based on their knowledge, skills, and dispositions, and use these to become reflective practitioners, wise decision-makers, and teacher leaders who promote student achievement.

CONCEPTUAL FRAMEWORK

Creating Exemplary Educators: Reflective Decision-makers

We provide rigorous foundational knowledge in general and liberal studies, content area studies, and pedagogical studies. We cultivate in our candidates' effective personal dispositions and professional integrity and instill a passionate commitment to ongoing professional growth and development. Opportunities for reflection are an integral component of these three areas.

To accomplish our mission, the unit's goals are addressed in our conceptual framework and subsequently in specific course syllabi. Our syllabi contain objectives, assessments, and bibliographic information outlining the theory and research that have informed our collective philosophy and consequently course direction and planning. This philosophy is integrated into our professionally affiliated student organizations, which are advised by Educator Preparation Provider (EPP) Faculty. These organizations include the Council for Exceptional Children, Peru State Education Association, Southeast Nebraska Literacy Council, Phi Epsilon Kappa and Kappa Delta Pi. In addition, we encourage participation in Educational Service Unit #4 professional development cadres, Career Challenge for area P-12 students with special needs, Brain Quest for area Elementary school children, and Southeast Nebraska Teacher Academy (SENTA), to name a few. We believe these organizations and programs provide our teacher candidates with unique learning and professional opportunities that enlarge their world view.

The Conceptual Framework ([see Appendix A](#)) identifies the encompassing themes for the Teacher Education program developed by the EPP. Each theme is followed by a specific list of outcomes for the Teacher Education candidates. Each outcome serves as a subsystem within an integrated whole. The experiences leading to our desired outcomes are provided in a variety of contexts. Inherent in each theme are elements of the Mission of the School of Education and of the College as a whole.

THE INTASC MODEL CORE TEACHING STANDARDS

The Council of Chief State School Officers (CCSSO), through its Interstate Teacher Assessment and Support Consortium (InTASC), offers the Model Core Teaching Standards that outline what teachers should know and be able to do to ensure every PK-12 student reaches the goal of being ready to enter college or the workforce in today's world. Peru State College School of Education adheres to these principles and foundations of teaching practice that cut across all subject areas and grade levels and that all teachers share.

More importantly, these Model Core Teaching Standards articulate what effective teaching and learning looks like in a transformed public education system – one that empowers every learner to take ownership of their learning, that emphasizes the learning of content and application of knowledge and skill to real world problems, that values the differences each learner brings to the learning experience, and that leverages rapidly changing learning environments by recognizing the possibilities they bring to maximize learning and engage learners. A transformed public education system requires a new vision of teaching. See [Appendix B](#) for the InTASC Standards.

TEACHING FIELDS AND SUBJECTS

The School of Education provides teacher preparation programs in accordance with the Administrative Rules for Teacher Education, established by the Nebraska Department of Education (NDE). Individuals seeking teacher certification are required to be endorsed in a field and/or subject area. Field refers to a set of courses that include two or more closely related subjects and cover a broader curriculum. Subject refers to a more specific set of courses within one area.

The School of Education offers teacher preparation programs in the following fields and subjects:

Teaching Fields Endorsements

- Art (PK-12)
- Business, Marketing, & Information Technology (6-12)
- Early Childhood Inclusive (B-3)
- Elementary Education (K-8)
- English Language Arts (7-12)
- Health & Physical Education (PK-12)
- Mathematics (6-12)
- Music (PK-12)
- Science (7-12)
- Social Science (7-12)
- Special Education (K-12)

Teaching Subject Endorsements

- Biology (7-12)
- Chemistry (7-12)
- English (7-12)
- History (7-12)
- Middle Level Education (5-9)
- Special Education (K-6)
- Special Education (7-12)

Supplemental Endorsements

- English as a Second Language
- Coaching
- *Early Childhood Education (PK-3)

*This endorsement is only available to students who possess or intend to graduate with an endorsement in elementary education.

TEACHER EDUCATION ADMISSION REQUIREMENTS

Admission to the Teacher Education Program does not equate to admission to Peru State College. To initiate the process of admission into the Teacher Education Program, the candidate is required to file a formal application as part of EDUC 209 Teacher Education Orientation and Practicum and meet all necessary admission criteria and conditions as listed below. The Teacher Education Committee reviews each candidate's application to determine eligibility for admission into teacher education. Candidates are notified via email when they have been fully admitted by the Teacher Education Committee that meets on a regular basis during the Fall and Spring semesters.

Admissions criteria and conditions (Appendix C)-prior to review for admission by the Teacher Education Committee the applicant must fulfill the following requirements:

1. Have fewer than two Educator Disposition Assessment (EDA) notices on file in the School of Education. If the applicant has two or more dispositions, a formal meeting of the full SOEARC will be called to discuss considerations to be recommended to the Dean upon admittance. (See Termination for Teacher Education Program Policy)
2. Possess an overall grade point average (GPA) of at least 2.75 with at least 42 credits completed. A minimum cumulative overall GPA of 2.75 must be maintained to remain in the Teacher Education Program once admitted.
3. Possess minimum scores on the Praxis Core Academic Skills for Educators exam as indicated below.

Reading 156 Math 150 Writing 162

4. Successfully complete faculty panel interviews during the semester of enrollment in EDUC 209 Teacher Education Orientation and Practicum.
5. Complete the 'Educator Disposition Assessment Acknowledgement and Agreement' form. **(via LiveText in the EDUC 209)**
6. Successfully complete pre-requisite course work (grade of C or above) that include:
 - EDUC 208 Foundation of Principles of Teacher Education
 - EDUC 209 Teacher Education Orientation and Practicum
 - EDUC 255 Differentiated Instruction for Diverse Learners
 - SPED 200 Introduction to Special Education
 - PSYC 250 Human Growth and Development

7. Provide evidence of proficiency in English Composition and Mathematics as indicated by a grade of C or above in college level courses or minimum scores of 26 on the English and Mathematics sections of the ACT or 800 on the SAT.
8. Complete a Background Check through OneSource and meet requirements as stated in Nebraska Department of Education Rule 20 and 21. **(Appendix E)**
9. Complete a Personal and Professional Fitness Statement and meet requirements as stated in Nebraska Department of Education Rule 20 and 21. **(Appendix E)**

Applicants who transfer credit from another institution or hold a bachelor's degree and are seeking a first teaching endorsement should apply to the Teacher Education Program during their enrollment in **EDUC 209 Teacher Education Orientation and Practicum**. This course cannot be met through transfer coursework and

must be taken at Peru State College.

Once an applicant is admitted to the Teacher Education Program they are expected to remain **continuously enrolled** (registering for one or more courses each fall and spring term) and maintain eligibility. Should an applicant fail to remain consistently enrolled in the Teacher Education Program and defer taking courses for more than one semester, they will be required to meet the current requirements of the program. In addition, if the required cumulative GPA falls below 2.75 after being admitted to the Teacher Education Program, the Teacher Candidate will be removed from the program and will be required to re-apply once the required cumulative GPA is 2.75 or above.

PRAXIS CORE ACADEMIC SKILLS FOR EDUCATORS EXAM

The Nebraska Department of Education requires applicants seeking admission to a Teacher Education Program to successfully pass a basic skills competency examination. In the state of Nebraska, the Praxis Core Academic Skills for Educators (Praxis Core) is the required assessment.

Registration for the exam can be completed online at www.ets.org. **Applicants should** request the official score reports be sent directly to Peru State College. The minimum passing scores for the Praxis Core exam are as follows:

Reading	156
Math	150
Writing	162

Praxis Core Preparation Assistance

Assistance in preparation for the Praxis Core is available through a variety of sources. The Peru State College Library offers a variety of study materials for the Praxis Core through **PrepStep**. Applicants are encouraged to attend Praxis Core Preparation Workshops provided by the Nebraska Education Association (NEA). In addition, tutoring is offered through the Center for Achievement and Transition Services (CATS). Applicants qualifying for tutorial services through Student Support Services (SSS) are encouraged to utilize these services. Contact the tutorial coordinator at the CATS (402) 872-2440, for tutoring services, workshop schedules, and registration information.

TEACHER EDUCATION LIVE TEXT BY WATERMARK™ PORTFOLIO

All education candidates are required to develop an electronic portfolio using LiveText in accordance with guidelines set forth by the Teacher Education Program. Access to **LiveText** is obtained through a one-time purchase of software membership for a seven-year subscription. This membership is required for multiple education courses beginning with *EDUC 209 Teacher Education Orientation and Practicum*. Throughout the program, construction of various parts of the portfolio will be guided and supported through targeted course work. This guided ongoing development and final completion of the portfolio is each individual candidate's responsibility. Portfolio completion is a graduation requirement.

The portfolio is designed to be used by the candidate upon graduation as a promotional instrument supporting their employment application processes. Prospective employers may be given access to the portfolio online using a Visitors Pass available in LiveText. Specific guidelines for the content of the portfolio are provided through LiveText in the form of a portfolio template unique to the undergraduate Teacher Education Program of Peru State College.

RESTRICTED COURSES ENROLLMENT POLICY

Restricted courses are upper-level education courses identified in the college catalog and in the course schedule by the notation of the prerequisite “Admission to Teacher Education.” Candidates must obtain formal admission into the Teacher Education Program before enrolling in restricted courses.

If a candidate has not met all requirements for full admission to the Teacher Education Program and has compelling reasons to enroll in one or more restricted courses, they may submit a formal request for consideration for provisional enrollment. A **one-semester** provisional enrollment may be granted or denied at the discretion of the Dean of the School of Education. In the event that provisional enrollment is granted, the School of Education reserves the right to impose conditions and/or limit enrollment to specific classes. Any practicum courses in which a candidate is provisionally approved to enroll is required to complete a background check through OneSource and the **Personal and Professional Fitness Statement**. A candidate who has not been fully or provisionally admitted to the Teacher Education Program by the first-class meeting of any restricted teacher education course may be administratively withdrawn from the course.

To request provisional enrollment in restricted courses, the candidate must meet with their advisor and complete an **Application for Provisional Enrollment** form (available at www.peru.edu/education/studentforms) during the semester prior to the course offering. The application requires a four-year plan and a written plan demonstrating the steps to be taken to guarantee the candidate will be eligible for Admission to the Teacher Education Program before the subsequent semester begins. **Please note candidates who wish to request provisional enrollment MUST have passing scores documented for all three sections of the Praxis Core – if one or more sections of this required admission exam is not passed, the provisional enrollment request will be automatically denied.**

TRANSFER STUDENT POLICY

Candidates who transfer to Peru State College will have their transcripts evaluated in relation to the requirements for the Teacher Education Program. A maximum of 12 credits of coursework used to demonstrate content knowledge for the selected teacher education program may be satisfied using CLEP or DANTEs scores. The transfer candidate will be required to file an application for admission to the Teacher Education Program during their enrollment in *EDUC 209 Teacher Education Orientation and Practicum*. For information regarding this application, refer to Teacher Education Admission Requirements on page 6 of this handbook. Permission from the Dean of School of Education must be granted in order for the candidate to register for restricted courses. See Enrollment in Restricted Courses above.

Any candidate enrolled in the Teacher Education Program and wanting to transfer a course from another institution must receive prior approval from the appropriate academic dean. Specific courses as determined by the State of Nebraska must be taken at a four-year, state-approved teacher-training institution. These include coursework that meet the Human Relations and Special Education components of the Teacher Education Program.

BACKGROUND CHECK POLICY – ONE SOURCE

All Teacher Education candidates will be required to successfully complete a background check as part of admission to the Teacher Education Program and prior to student teaching. Candidates are provided directions for requesting a background check from One Source as part of admission to Teacher Education Program and student teaching. Candidates will complete an online submission of the request form and pay the appropriate fee to One Source directly, either via credit card or payment by mail.

Background checks for candidates applying for admission to Student Teaching will be completed at one of two scheduled times depending on semester of student teaching. Spring teacher candidates will apply for their

background checks within two months of the first day of student teaching with results received by the School of Education before November 1. Fall teacher candidates will apply for their background checks within two months of the first day of student teaching with results received by the School of Education before June 15.

It is the candidate's responsibility to request the background check as part of the admission process and to ensure that payment is made for this service directly to One Source. While the School of Education requires the background check as stated above, no School of Education personnel will be directly involved in this request process.

The School of Education will notify candidates if the background check results show reasons or conditions for not being admitted to the program for which they are applying. The School of Education is not responsible for any perceived errors in the background check report. It is the candidate's responsibility to communicate any disagreement with the report directly to One Source who will follow up on complaints and identify errors, if any, in the reporting process. If a background check report is modified or corrected, a new report will be provided to the School of Education. Background checks are considered valid for 6 months after the date of initial application.

The Nebraska Department of Education's guidelines in **Rule 20 and 21** identifies convictions that will negatively impact certification for all teacher education candidates. Should a candidate have one or more of these convictions as a result of the background check, they will not be approved for admission to Teacher Education Program or student teaching:

As stated in Rule 21, convictions which have been set aside, nullified, expunged, or pardoned shall not be considered convictions, unless the laws of the jurisdiction of the conviction would allow the conviction to be used as the basis for denial of permission to teach, counsel, supervise, administer, or provide special services in schools.

Any candidate with a conviction as defined above shall not be allowed to participate in any field experiences (to include student teaching) without approval by the NDE Commissioner or the Nebraska State Board of Education. A person with a conviction as defined above may request approval by the Commissioner or the Nebraska State Board of Education by following the procedures set forth in 92 NAC 21, Section 009.02 through 009.04. Should the candidate receive approval from NDE, they may reapply for admission.

Should the candidate not receive approval from NDE, they will not be approved for admission to the Teacher Education Program or student teaching and will not be able to complete degree requirements in the Teacher Education Program at Peru State College or certification by NDE.

PERSONAL AND PROFESSIONAL FITNESS STATEMENT

Prior to participation in any field experience (including student teaching) each candidate is required to complete the Personal and Professional Fitness Statement (PPFS) in LiveText (**see Appendix D**). This statement addresses the areas of criminal conviction status in **Nebraska Rule 20 and emotional/mental capacity in Nebraska Rule 21**. It is the candidate's responsibility to read and understand all requirements for Nebraska Teacher Certification.

Felony and Misdemeanor Policy

A person with a conviction as indicated in the Nebraska Rule 20 below shall not be allowed to participate in pre-student teaching field, laboratory, and classroom experiences or student teach without approval by the State Board of Education. Students are required to complete a PPFS form in EDUC 208 or EDUC 209 and prior to all field placements. This statement must be on file within the School of Education prior to the student starting any field experience.

Students found to be in violation of the Nebraska Rule 20 Felony and Misdemeanor Policy will be removed from any or all field experience(s). Persons with a record of convictions must contact the Director of Field Experience/Certification Officer before enrolling in any pre-student teaching field, laboratory, and classroom experiences or student teaching.

EDUCATOR DISPOSITION EXPECTATIONS AND ASSESSMENT

All candidates will be assessed on Professional Dispositions of an exemplary educator throughout the program. The Educator Disposition Assessment (EDA) will be utilized to inform the School of Education through data collection of particular strengths and areas for growth. Data from these forms will be documented in the Field Experiences Management portion of LiveText. (See [Appendix F for Educator Disposition Expectations](#)) EDA expectations will be addressed in College 101 during the students' Freshman year of college through the review of expectations and the EDA. Students will complete a self-assessment in EDUC 208 Foundations of Principles of Teacher Education/EDUC 209 Teacher Education Orientation and Practicum during the methods courses, plus EDUC 400 and student teaching. Faculty will also assess the students at the same time during all these courses. (See the School of Education office for the Educators Disposition Assessment Rubric)

Should serious professional disposition deficiencies occur, any Peru State College faculty member, staff member, administrator, college supervisor, or cooperating teacher may complete and submit an Educator Disposition Notice (See the School of Education office for the Educator Disposition Notice). This form is to be used when the need for remediation and/or a serious deficiency in one or more dispositions is observed, to the extent that the candidate's admission to, or retention in, Teacher Education is questioned.

The first deficiency form will be submitted to the Dean of the School of Education who will notify a subcommittee of the School of Education Admission and Retention committee to work with the teacher candidate on a remediation plan. Should a candidate receive two deficiency notices from two separate individuals, the notices and any accompanying documentation will be forwarded to the full Admission and Retention Committee. At this time, the full committee will meet to review the case and to make a recommendation to the School of Education Dean regarding the teacher candidate's status in and/or admission to the Teacher Education Program. All deficiency notices are placed in the teacher candidate's file in the School of Education.

The teacher candidate will be provided with copies of the Educator Disposition Notice and notified of the date and time of the Admission and Retention committee meeting to review the case. The steps of the process to be followed are described below in the Termination from Teacher Education Program Policy section of this handbook page 11.

PERU STATE COLLEGE DISCIPLINARY ACTION

If a candidate with a major in teacher education receives disciplinary action from Peru State College, the Dean of School of Education will be notified via an Educator Disposition Notice that is submitted on behalf of the candidate by the Dean of Students. These deficiencies will fall within the Educator Dispositions Expectations and Assessment outlined above and may impact admission or retention in the Teacher Education Program.

TEACHER EDUCATION RETENTION POLICY

If a candidate who has been admitted to Teacher Education is suspended from the college, the candidate is automatically removed from the Teacher Education program. If the candidate should later be accepted for re-admission to the college, it will be necessary for him/her to re-apply for admission to Teacher Education should the candidate desire to re-enter the program. The candidate will need to be able to successfully meet all current criteria for admission to teacher education in order to be admitted.

Candidate progress will be reviewed each semester to guarantee that all candidates who have been admitted to the teacher program continue to maintain the standards set at entry. If a candidate is unable to continue to meet these standards, the candidate will be informed by the Dean that he/she is being withdrawn from teacher education and will not be eligible for restricted teacher education coursework, including student teaching. The candidate will need to address these deficiencies in order to be re-admitted to teacher education.

TERMINATION FROM TEACHER EDUCATION PROGRAM POLICY

The following procedures will be used to terminate a teacher candidate's participation in the Peru State College Teacher Education Program. A Peru State College Supervisor, the Director of Field Experiences/Certification Officer, or any other faculty member may recommend termination of a teacher candidate's participation in the Peru State College Teacher Education Program. Generally, a request for termination may be initiated because a teacher candidate fails to maintain appropriate academic performance, fails to observe college or school policies, or fails to exhibit the knowledge, skills, dispositions and/or behaviors appropriate to the profession. This process may be implemented with the first deficiency notice should it address behaviors that are in violation of Nebraska Rule 20, 21, and 27 as well as a major deviation from the Educator Disposition Expectations.

When one or more of the above-mentioned individuals have identified a concern with a teacher candidate's behavior, skills, and knowledge, a written notification and/or Educator Disposition Notice shall be submitted to the School of Education Admission and Retention Committee (SOEARC). The steps of the process to be followed are described below.

A formal meeting of the full SOEARC will be called. The primary purpose of this group is to review any case in which a prospective or current teacher candidate has exhibited below standard professional disposition expectations of a teacher. The chairperson of the SOEARC shall inform the teacher candidate when and where the meeting will be held. The teacher candidate will be provided with the reason(s) for the meeting in writing. The individual(s) filing the notice will provide the committee with documentation detailing the reason(s) for concern regarding the teacher candidate's admission to, or retention in, the Teacher Education Program. The teacher candidate may choose to attend the meeting and provide information he/she feels is relevant.

During the meeting, the SOEARC will consider the evidence submitted on behalf of the teacher candidate and discuss the evidence with the candidate if he/she chooses to attend the meeting. The SOEARC will then meet in closed session to develop a recommendation that will be forwarded to the Dean of the School of Education by the chair in writing. The SOEARC is a recommending body. The Dean of the School of Education will make the final decision.

The following options are available for consideration by the SOEARC to submit as a recommendation to the Dean for students who have been admitted to teacher education:

1. Continuation in Teacher Education Program, with a written and verbal warning that subsequent deficiencies may result in disenrollment from teacher education;
2. Continuation in Teacher Education Program but on probationary status, with a requirement that the candidate complete a remediation plan or program within an identified time frame;
3. Suspension from the Peru State College Teacher Education Program for an identified amount of time;
4. Termination from the Peru State College Teacher Education Program.

Note: The SOEARC may include a required action plan in their recommendation.

The following options are a suggested consideration for the SOEARC to submit as a recommendation to the Dean for students who have *not* been admitted to teacher education:

1. Continue progressing toward admission to the Teacher Education Program with a written and verbal warning and a mandatory customized remediation plan;
 - a. Remediation plan suggestions:
 - i. Interview with Dean scheduled by the student;
 - ii. Mandatory life coaching sessions with Peru State counselor;

- iii. Set up and complete tutoring sessions;
- iv. Student-initiated check-ins

All recommendations of the SOEARC are forwarded to the Dean of the School of Education, who shall make the decision regarding the teacher candidate's status. A written statement of the Dean's decision will be communicated to the teacher candidate via Peru State College email and mailed to the address on file in myPSC student portal. Proof of receipt of the written decision will be made with the return of a U.S. Post Office receipt for a registered letter.

Students who disagree with a decision related to their admission to, and/or retention in, teacher education may file an appeal under these procedures:

Program Decision Review: This process is available only to review allegedly unfair decisions, not mere difference of opinion regarding the professional judgment of individuals who made the decision. A decision related to the admission and/or retention in teacher education may be considered unfair if the decision:

1. Was based on factors other than performance in program courses, experiences, or other activities and/or compliance with teacher education program requirements;
2. Involved more exacting or demanding standards than were applied to other students in teacher education; or
3. Constitutes a substantial departure from the standards as articulated in the Peru State College Catalog, School of Education Handbook, Teacher Education Conceptual Framework, and/or other written materials.

Should the teacher candidate wish to appeal the Dean's decision, such appeal must be filed in writing and submitted to the Vice President for Academic Affairs within five (5) working days of receipt of the Dean's decision, with a copy of the appeal also sent to the Dean. The written appeal shall deal only with the part or parts of the Dean's decision that the appellant disputes. New evidence, information, or supporting documents cannot be included as part of the appeal. The Vice President for Academic Affairs will submit the appeal to the Faculty Senate for review. The Faculty Senate may interview the student, the Dean and other appropriate persons, but only to discuss the issues in dispute in the appeal. The Faculty Senate will submit a written decision to the student and the Dean. **The decision of the Faculty Senate is the final decision of the College.**

A candidate who has been removed from the Teacher Education program will be automatically ineligible to continue in any Peru State College Teacher Education Program for two academic years. After this time, the candidate has an opportunity to be considered for readmission to Teacher Education Program by the Dean of the School of Education. This opportunity requires the candidate to submit a written letter to the Dean of the School of Education requesting readmission to the program. The Dean will forward this request to the SOEARC who will review the case and forward a recommendation for readmission to the Dean.

The teacher candidate must present compelling evidence to this committee that past issues will not recur in order for readmission to be considered. If readmitted, the candidate will need to meet the current requirements of the endorsement(s) for which he/she selects. Please note that readmission to teacher education is not automatic and may not be recommended after the two-year ineligibility period has passed.

In cases where a candidate's performance, behavior and/or professional decisions severely violate expectations for teacher educators, permanent removal from the Teacher Education Program may be recommended. Should a candidate be readmitted at a later time, he/she will need to meet current program requirements.

PRACTICUM/CLINICAL EXPERIENCE

Practicum experiences provide students considering and/or pursuing a career in education a variety of authentic opportunities to observe educational settings and methods from a professional perspective and participate in the practical application of educational theory for the purposes of reflective and well-informed decision-making. While almost all students entering college have extensive experience within the educational field as students, few have a solid comprehension of the “behind-the-scene workings” of the teaching profession, the practical application of educational theory, and the everyday demands placed upon teachers.

In accordance with the Nebraska Department of Education Rule 20 (Title 92, Nebraska Administrative Code, Chapter 20, 005.03A1), the Peru State College School of Education requires that all teacher candidates have a minimum of 100 clock hours of pre-student teaching (practicum) field experience. These experiences coordinate with the methods courses required within each endorsement area. Some endorsements require more than 100 clock hours of pre-student teaching (practicum) field experience.

In addition to the minimum clock hour requirements for each practicum, the instructor of record will assign additional requirements that include reflective journals, lesson plans, and other assignments associated with the practicum. Peru State College grading policies apply to all practicum courses.

The practicum instructor of record may visit teacher candidates at their field placement. A lesson observation will be formatively assessed by the cooperating teacher utilizing the Nebraska observation tool via LiveText. The Nebraska Clinical Practice evaluation will be utilized as the summative assessment by the cooperating teacher via LiveText and submitted to the instructor of record for the course.

To apply for practicum placements, teacher candidates will complete an online practicum application which will be sent to them via their LiveText accounts once the practicum semester begins. Completion of the practicum application will confirm the candidate’s plan to complete field experience hours during that semester. Before a placement is made, the candidate must provide evidence of liability insurance coverage designed for coverage in the professional educational setting. (Current PSEA/SEAN/NEA membership provides liability insurance coverage.)

Candidates may indicate on their field experience applications which schools/districts they would prefer. Accommodation of candidates’ preferences are considered, not guaranteed. Placement depends upon the availability of a cooperating teacher who has at least three years of teaching experience plus the willingness of the district superintendent and building administrator to accept the candidate. The School of Education and cooperating schools reserve the right to make placement decisions based on the best academic interests of the candidates.

PRACTICUM COURSES OVERVIEW

	EDUC 209	EDUC 301	EDUC 302	EDUC 303	EDUC 304	EDUC 306
Area:	Orientation	Elem Lang Arts/Soc Sci	Elem Math/Sci	K-3 Elementary	Middle Level	Infant/Toddler
Credits:	1	1	1	1	2	1
Hours:	20	40	40	40	80	40
Activity:	Observation	Participation	Participation	Participation	Participation	Participation
Teaching	None	1 Lesson	1 Lesson	1 Lesson	2 Lessons	Project
Admission to Teacher Education?	No	Yes	Yes	Yes	Yes	Yes
Background Check?	No	Yes	Yes	Yes	Yes	Yes
Diverse Setting?	No	Yes	Yes	Yes	Yes	No

	EDUC 308	EDUC 309	EDUC 312	EDUC 414	SPED 307	SPED 309	SPED 407	SPED475
Area:	Preschool	Secondary	K-12	ESL	Special Ed	Early Child/ Special Ed	Special Ed Coord	Behavior Practicum
Credits:	1	2	2	1	2	1	1	2
Hours:	45	80	80	45	80	40	40	80
Activity:	Participation	Participation	Participation	Participation	Participation	Participation	Participation	Participation
Teaching	1 Lesson	2 Lessons	2 Lessons	1 Lesson	2 Lessons	1 Lesson	Project	Project
Admission to Teacher Education?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Background Check?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Diverse Setting?	No	Yes	Yes	Yes	Yes	Yes	No	No

PRACTICUM DIVERSITY REQUIREMENT

All education students enrolling in EDUC 301, EDUC 302, EDUC 303, EDUC 304, EDUC 309, EDUC 312, EDUC 414, SPED 307 and/or SPED 309 will be subject to diversity requirements. Placements (totaling a minimum of 40 hours) for each of these practicum courses will be restricted to schools / districts meeting the following criteria:

A minimum of two ethnicities represented in its student population, with the primary ethnicity less than or equal to 90% of the total population.

Students who wish to request placements in schools or districts not listed should contact the Director of Field Experiences/Certification Officer to request that they be listed and to find out whether they meet the diversity requirement.

Course Descriptions, Objectives, & Requirements

Student Expectations for all Practicums:

Practicum students are expected to demonstrate professionalism, a positive personal disposition, and high academic and professional integrity. Timeliness, reliability, and appropriate professional dress and manner are obligatory. The practicum students are expected to attend as scheduled, to arrive on time, to notify of any absences as soon as possible and to arrange any make up missed days/hours.

A time log may be found in the Field Experience Module of LiveText. The practicum student is required to enter the times/dates and a description of instructional activities into the log. The cooperating teacher verifies each entry either during or at the end of the practicum.

EDUC 209 Teacher Education Orientation and Practicum

Description:

This course is designed to provide a student with an introduction to the Peru State College Teacher Education Program while providing an opportunity to observe in an actual classroom setting to see the inner workings of classrooms from the perspective of a teacher. Students do not have to be admitted to the Teacher Education Program in order to take this practicum.

Objectives:

The practicum student will gain a better understanding of the Peru State College education program while becoming better acquainted with the everyday realities of teaching in a classroom environment. The student will also become more familiar with the nature of individual differences among students and the need for cooperation among professionals. Through observation, the student will be able to make more educated decisions about their potential future in education.

The practicum student is expected to pay attention to the various applications of technology in the educational setting as well as the representation of diverse populations and any associated instructional accommodations. A reflective journal will be submitted to the EDUC 209 instructor.

Requirements:

The practicum student is required to spend a minimum of **20-hours** in an elementary, or junior high/middle school setting. The student is also required to keep a journal of the experience, to discuss classroom experiences with the practicum instructor and/or methods faculty, and to meet other course requirements.

EDUC 301 Elementary Practicum – Social Studies and Language Arts

Description:

This course provides **40-hours** of field experience working with elementary students in the areas of Language Arts and Social Studies. Students are expected to divide their time between the two disciplines, observing, participating under the guidance of a classroom teacher and presenting a minimum of one lesson in language arts or social studies. Students also complete a reflective journal, which is shared with their practicum instructor. This course is taught concurrently with EDUC 325 Teaching Language Arts in the Elementary School and EDUC 326 Teaching Social Studies in the Elementary School. The students' practicum experience should reflect their utilization of principles and practices learned as a part of the methods classes. Admission to teacher education and EDUC 208/209 are prerequisites. **All EDUC 301/302 placements for the on-campus elementary block cohort are hosted by a partnered school.**

NOTE: Elementary education majors take EDUC 301 and EDUC 302 as a block cohort during the same semester. Students with an elementary education major should have at least one practicum at each level (K-3 and 4-6).

Objectives:

The EDUC 301 practicum student will make connections between theories and best practice methods presented in EDUC 325 Teaching Language Arts in the Elementary School and EDUC 326 Teaching Social Studies in the Elementary School via the following:

- actual classroom observation,
- implementation of the process of lesson planning,
- utilization of language arts methods for the purposes of creating appropriate teaching materials,
- observation of the utilization of technological resources,
- observation of diversity in the classroom setting,
- and work with individuals, small groups, and whole class instruction.

In addition, the practicum student will reflect upon their professional strengths and areas for professional growth in a classroom setting.

Requirements:

As part of EDUC 301, the practicum student will be expected to teach one lesson in either language arts or social studies. Prior to the lesson the practicum student will post the lesson plan in the LiveText Field Experience Module and email it to the cooperating teacher and the practicum instructor. A lesson observation will be formatively assessed by the cooperating teacher utilizing the Nebraska Clinical Practice Rubric via LiveText. The Nebraska Clinical Practice evaluation will be utilized as the summative assessment by the cooperating teacher via LiveText and submitted to the instructor of record for the course.

Classroom visitations may occur if the teaching schedule coincides with the practicum instructor's visitation schedule. The practicum instructor will set times to be at the practicum site during the on-campus block.

EDUC 302 Elementary Practicum – Math and Science

Description:

This course provides **40-hours** of field experience to observe and work with teachers and students in the curricular areas of math and science in elementary schools. Students will make connections between their program of study and application of teaching methods in the areas of math and science. This course is to be taken concurrently with EDUC 327 Teaching Math in the Elementary School and EDUC 328 Teaching Science in the Elementary School. Requirements include a reflective journal and teaching one lesson. Classroom visitations may occur if the teaching schedule coincides with the practicum instructors' schedule. The practicum instructor will set times to be at the practicum site during the on-campus block.

Placements for this practicum are restricted to schools meeting the diversity requirement. Admission to teacher education and EDUC 208/209 are prerequisites. **All EDUC 301/302 placements for the on-campus elementary block cohort are hosted by a partnered school.**

NOTE: EDUC 301 and EDUC 302 are taken during the same semester. In addition, students with an elementary education major should have at least one practicum at each level (K-3 and 4-6).

Objectives:

The practicum student will have opportunities to observe and make connections between theories and methods presented in math and science education classes with those observed in an actual classroom setting. Practicum students in EDUC 302 Elementary Math and Science are expected to:

- practice methods and procedures presented in mathematics and science methods classes,
- create teaching materials, present those materials to students, and assess student learning,
- utilization of math and science methods for the purposes of creating appropriate teaching materials,
- observation of the utilization of technological resources,
- observation of diversity in the classroom setting,
- and work with individuals, small groups, and whole class instruction.

In addition, the practicum student will reflect upon their professional strengths and areas for professional growth in a classroom setting.

Requirements:

As part of EDUC 302, the practicum student will be expected to teach one lesson in either math or science. Prior to the lesson the practicum student will post the lesson plan in the LiveText Field Experience Module and email it to the cooperating teacher and the practicum instructor. A lesson observation will be formatively assessed by the cooperating teacher utilizing the Nebraska Clinical Practice Rubric via LiveText. The Nebraska Clinical Practice evaluation will be utilized as the summative assessment by the cooperating teacher via LiveText and submitted to the instructor of record for the course.

EDUC 303 K-3 Elementary Practicum

Description:

This course provides **40-hours** of field experience working with K-3 grade students in an elementary setting; it is required as part of the Early Childhood Education Inclusive program. Students complete a reflective journal, which is shared with their practicum instructor. This course is taught concurrently with EDUC 337 Science/Math/Social Science for K-3 grade Education. The students' practicum experience will reflect their utilization of principles and practices learned as a part of the methods classes. Classroom visitations by the practicum instructor will occur if the practicum schedule coincides with the practicum instructor schedule.

Admission to teacher education and EDUC 208/209 are prerequisites. **This practicum must be completed in a district that meets the diversity requirement.**

Objectives:

The EDUC 303 practicum student will make connections between theories and best practice methods presented in EDUC 337 Science/Math/Social Science for K-3 grade Education via the following:

- actual classroom observation,
- implementation of the process of lesson planning,
- utilization of subject-area methods to create appropriate teaching materials,
- observation of the utilization of technological resources,
- observation of diversity in the classroom setting, and
- work with individuals, small groups, and whole class instruction.

In addition, the practicum student will reflect upon their professional strengths and areas for professional growth in a classroom setting.

Requirements:

As part of EDUC 303, the practicum student will be expected to teach one lesson at the practicum site. Prior to the lesson the practicum student will post the lesson plan in the LiveText Field Experience Module and email it to the cooperating teacher and the practicum instructor. A lesson observation will be formatively assessed by the cooperating teacher utilizing the Nebraska Clinical Practice Rubric via LiveText. The Nebraska Clinical Practice evaluation will be utilized as the summative assessment by the cooperating teacher via LiveText and submitted to the instructor of record for the course.

EDUC 304 Middle Level Practicum

Description:

This course provides **80-hours** of field experience working with middle-school students in a specific area of concentration. This course is taught concurrently with EDUC 425 Teaching at the Middle Level. The student in this Middle Level Practicum will make connections between their program-related methods training and the practical application of teaching methods in a middle level classroom(s) that match the student's subject area(s) of concentration. Admission to teacher education and EDUC 208/209 are prerequisites. **Note: the middle grades program prior to fall 2017 required two subject areas of concentration, so those majors will complete 40 hours in each of the two subject areas.**

Objectives:

The practicum student is expected to observe the process of lesson planning and organization within his/her area(s) of concentration at the middle grades level and to participate in teaching activities with individual students, small groups, and/or the whole class. In so doing, the practicum student connects the theories and methods presented in their methods class(es) to their application in the classroom. The keeping of a reflective journal is intended to facilitate this connection of theory and practice as well as encourage self-assessment. In reflecting upon their own strengths and areas for professional growth in the classroom, the practicum student is expected to formulate ways to remediate potential problems in preparation for the student teaching experience.

Requirements:

For middle level placements, the practicum student is expected to:

- meet the principal, secretaries and all allied support staff,
- visit the media center,
- work extensively with individual students and small groups of students.

Classroom visitations by the practicum instructor will occur if the practicum schedule coincides with the practicum instructor schedule.

As part of EDUC 304, the practicum student will be expected to teach two lessons at the practicum site. Prior to the lesson, the practicum student will post the lesson plan in the LiveText Field Experience Module and email it to the cooperating teacher and the practicum instructor. A lesson observation will be formatively assessed by the cooperating teacher utilizing the Nebraska Clinical Practice Rubric via LiveText. The Nebraska Clinical Practice evaluation will be utilized as the summative assessment by the cooperating teacher via LiveText and submitted to the instructor of record for the course.

EDUC 306 Infant/Toddler Practicum

Description:

This course provides **40-hours** field experience in an infant/toddler setting pursuing an endorsement in Early Childhood Education Inclusive. This course is designed to provide students an opportunity to observe the specific methods being studied in the methods courses and to begin the practice of those methods. EDUC 306 should be taken concurrently with EDUC 321 Infant/Toddler Characteristics and Methods. Admission to teacher education and EDUC 208/209 are prerequisites.

Objectives:

The practicum student will practice the methods and procedures that are being or have been presented in EDUC 321 Infant/Toddler Characteristics and Methods. The student is expected to:

- observe the process of teaching and organization in an infant/toddler setting,
- actively participate in teaching activities (procedures, strategies, etc.) and assessments under the supervision of the cooperating teacher,
- connect to courses and previous experiences and personal/professional relevancy through journaling,
- work extensively with individual students and small groups of children.

In addition, they will reflect on the practicum experience in a written reflective journal, assessing their strengths and weaknesses in the infant/toddler setting and formulating ways to remediate potential problems.

The practicum student is also expected to observe the role of diversity in an infant/toddler setting. The practicum student may observe and respond to the needs of students represented in diverse populations. This may also occur with children with special needs in the classroom. Another expectation is for the practicum student to observe the role of any technology used in that setting.

Requirements:

As part of EDUC 306, the practicum student will be expected to complete a project during the practicum. The EDUC 321 instructor will provide the project's requirements early in the term. The Nebraska Clinical Practice Rubric will be completed in the LiveText Field Experience Management system; once completed by the cooperating teacher it may be viewed by the practicum student and the practicum instructor.

EDUC 308 Preschool Practicum

Description:

This course provides **45-hours** field experience in a preschool setting for students pursuing an endorsement in Early Childhood Education or Early Childhood Education Inclusive. This course is designed to provide students an opportunity to observe the specific methods being studied in the methods courses and to begin the practice of those methods. EDUC 308 should be taken concurrently with EDUC 336 Science/Math/Social Science for Early Childhood Education. Admission to teacher education and EDUC 208/209 are prerequisites.

Objectives:

The practicum student will practice the methods and procedures that are being or have been presented in EDUC 336 Science/Math/Social Science for Early Childhood Education. The student is expected to:

- observe the process of lesson planning, teaching and organization in an Early Childhood setting,
- actively participate in teaching activities (procedures, strategies, etc.) and assessments under the supervision of the cooperating teacher,
- connect to courses and previous experiences and personal/professional relevancy through journaling,
- work extensively with individual students and small groups of children,
- observe the role of diversity in an early childhood setting,
- observe and respond to the needs of students represented in diverse populations and children with special needs.

In addition, they will reflect on the practicum experience in a written reflective journal focusing on activities, connections to courses, previous experiences, personal/professional relevancy, assessing their strengths and weaknesses and formulating ways to remediate potential problems.

Classroom visitations by the practicum instructor will occur if the practicum schedule coincides with the practicum instructor schedule.

Requirements:

As part of EDUC 308, the practicum student will be expected to teach one lesson at the practicum site. Prior to the lesson the practicum student will post the lesson plan in the LiveText Field Experience Module and email it to the cooperating teacher and the practicum instructor. A lesson observation will be formatively assessed by the cooperating teacher utilizing the Nebraska Clinical Practice Rubric via LiveText. The Nebraska Clinical Practice evaluation will be utilized as the summative assessment by the cooperating teacher via LiveText and submitted to the instructor of record for the course.

EDUC 309 Secondary Practicum

Description:

This course provides **80-hours** field experience and is required for students pursuing endorsements in secondary education (7-12 subject areas). This course is designed to provide students an opportunity to observe the teaching methods used by secondary-education classroom teachers, to relate those methods to the specific methods being studied in the Secondary School Teaching Methods class, and to begin to practice applying those methods. This course is to be taken concurrently with EDUC 310 Secondary School Teaching Methods or a methods class outlined in their specific endorsement curriculum. Placements for this practicum are restricted to schools meeting the diversity requirement with at least half of the practicum completed in a diverse urban setting. Admission to teacher education and EDUC 208/209 are prerequisites. **All EDUC 309 placements for the secondary block cohort are hosted by a partnered school.**

Objectives:

The practicum student is expected to:

- observe the process of lesson planning and organization within their area of study,
- participate in teaching activities with individual students, small groups, and/or the whole class,
- deliver part of a unit under the supervision of the cooperating teacher,
- connect the theories and methods presented in their respective teaching methods class to their application in the classroom.

In addition, they will reflect on the practicum experience in a written reflective journal focusing on activities, connections to courses, previous experiences, personal/professional relevancy, assessing their strengths and weaknesses and formulating ways to remediate potential problems.

Classroom visitations by the practicum instructor will occur if the practicum schedule coincides with the practicum instructor schedule.

Requirements:

As part of EDUC 309, the practicum student will be expected to teach two lessons to a whole class. Each lesson can take half of a class period or cover the entire period. Prior to the lesson the practicum student will post the lesson plan in the LiveText Field Experience Module and email it to the cooperating teacher and the practicum instructor. A lesson observation will be formatively assessed by the cooperating teacher utilizing the Nebraska Clinical Practice Rubric via LiveText. The Nebraska Clinical Practice evaluation will be utilized as the summative assessment by the cooperating teacher via LiveText and submitted to the instructor of record for the course.

EDUC 312 K-12 Education Practicum

Description:

This course provides **80-hours** field experience and is designed to provide students an opportunity to observe the teaching methods used by K-12 education classroom teachers, to relate those methods to the specific methods being studied in the teaching methods class, and to begin to practice applying those methods. This course is to be taken concurrently with either EDUC 310 Secondary School Teaching Methods or HPER 315 Secondary Physical Education Teaching Methods. Students must obtain experience at both the elementary and secondary levels, either through a single placement providing experience at both levels or through two separate placements providing 40 hours at each level. Placements for this practicum are restricted to schools meeting the diversity requirement with at least half of the practicum completed in a diverse urban setting. Admission to teacher education and EDUC 208/209 are prerequisites. **All EDUC 312 placements for the K-12 education block cohort are hosted by a partnered school.**

Objectives:

The practicum student is expected to:

- observe the process of lesson planning and organization within their area of study at both the Elementary and Secondary grade levels,
- participate in teaching activities with individual students, small groups, and/or the whole class,
- deliver part of a unit under the supervision of the cooperating teacher,
- connect the theories and methods presented in their respective teaching methods class to their application in the classroom.

In addition, they will reflect on the practicum experience in a written reflective journal focusing on activities, connections to courses, previous experiences, personal/professional relevancy, assessing their strengths and weaknesses and formulating ways to remediate potential problems.

Classroom visitations by the practicum instructor will occur if the practicum schedule coincides with the practicum instructor schedule.

Requirements:

As part of EDUC 312, the practicum student will be expected to teach one lesson to the whole class during the K-6 grade placement and another lesson at the 7-12 grade placement. Prior to the lesson the practicum student will post the lesson plan in the LiveText Field Experience Module and email it to the cooperating teacher and the practicum instructor. A lesson observation will be formatively assessed by the cooperating teacher utilizing the Nebraska Clinical Practice Rubric via LiveText. The Nebraska Clinical Practice evaluation will be utilized as the summative assessment by the cooperating teacher via LiveText and submitted to the instructor of record for the course.

EDUC 414 English as a Second Language Practicum

Description:

The course consists of a **45-hours** practicum that will reflect upon cultural practices, nurture and mentor cultural diversity. It will identify and reflect upon ways to support and accommodate all learners, practice the methods and procedures that are being or have been presented in the methods course(s) that connect to this practicum. Assess their strengths and weaknesses in the birth through Grade 12 setting and formulate ways to remediate potential problems.

Objectives:

Reflect on the practicum experience in a written reflective journal, observe, plan, and implement developmentally and individually appropriate instructional practices under the supervision of a cooperating teacher in a birth through grade 12 setting. Demonstrate collaboration skills necessary to be an effective member of a team and adhere to state and federal legislation along with professional and ethical code.

Classroom visitations by the practicum instructor will occur if the practicum schedule coincides with the practicum instructor schedule.

Requirements:

As part of EDUC 414, the practicum student will be expected to teach one lesson to the whole class or small group. Prior to the lesson the practicum student will post the lesson plan in the LiveText Field Experience Module and email it to the cooperating teacher and the practicum instructor. A lesson observation will be formatively assessed by the cooperating teacher utilizing the Nebraska Clinical Practice Rubric via LiveText. The Nebraska Clinical Practice evaluation will be utilized as the summative assessment by the cooperating teacher via LiveText and submitted to the instructor of record for the course.

SPED 307 Special Education Practicum**Description:**

This course is designed to provide **80-hours** field experience for students pursuing endorsements in K-6 Special Education, 7-12 Special Education, or K-12 Special Education. K-12 Special Education majors will complete 40 hours at the elementary level and 40 hours at the secondary level. The practicum must be taken concurrently with the SPED 430 Methods in Special Education Program Management. SPED 307 students must teach two lessons, ideally one at each site for a split placement. **At least half of this practicum must be completed in a diverse setting.** The purpose of this course is to provide a classroom experience in a special education setting. Admission to teacher education, EDUC 208/209 and SPED 200 are prerequisites.

Objectives:

The practicum student will:

- participate in hands-on activities with students, teachers, and other professionals in a special education setting,
- observe planning of activities for special education students,
- participate in testing, parent conferences, or other professional meetings,
- work with individual students and/or small groups,
- understand, and reflect upon the skills, methods, and attitudes possessed by professional special educators,
- observe the role of assistive and instructional technology in the classroom and incorporate these technologies in lessons taught.

In addition, they will reflect on the practicum experience in a written reflective journal focusing on activities, connections to courses, previous experiences, personal/professional relevancy, assessing their strengths and weaknesses and formulating ways to remediate potential problems.

Classroom visitations by the practicum instructor will occur if the practicum schedule coincides with the practicum instructor schedule.

Requirements:

As part of the SPED 430 methods course, the practicum student will be expected to teach two lessons in two different subject areas (reading, language arts, study skills, mathematics, written expression, transition). K-12 special education majors need to teach one lesson at the elementary level and the other at the secondary level. Prior to the lesson the practicum student will post the lesson plan in the LiveText Field Experience Module and email it to the cooperating teacher and the practicum instructor.

A lesson observation will be formatively assessed by the cooperating teacher utilizing the Nebraska Clinical Practice Rubric via LiveText. The Nebraska Clinical Practice evaluation will be utilized as the summative assessment by the cooperating teacher via LiveText and submitted to the instructor of record for the course.

SPED 309 Early Childhood/Special Education Practicum

Description:

This course is designed to provide **40-hours** field experience in an educational setting involving young children with disabilities for students pursuing an endorsement in Early Childhood Education Inclusive. The purpose of this course is to provide a practical experience working with children with disabilities from birth through lower elementary (grade 3). The practicum must be taken concurrently with SPED 405 Special Education/Early Childhood Characteristics & Methods. SPED 309 students must teach one lesson at the practicum site. Admission to teacher education, EDUC 208/209 and SPED 200 are prerequisites.

Objectives:

The student will connect classroom observations and activities with the theories and methods presented in courses in the Early Childhood Education Inclusive program. The practicum experience should provide the student with an opportunity to:

- practice the methods and procedures that are being presented in SPED 405 Special Education/Early Childhood Characteristics & Methods,
- practice the process of lesson planning and delivery,
- create teaching materials and present those materials to students,
- work with individual students, small groups of students, and the whole class.

In addition, they will reflect on the practicum experience in a written reflective journal focusing on activities, connections to courses, previous experiences, personal/professional relevancy, assessing their strengths and weaknesses and formulating ways to remediate potential problems.

Classroom visitations by the practicum instructor will occur if the practicum schedule coincides with the practicum instructor schedule.

Requirements:

As part of SPED 309, the practicum student will be expected to teach at least one lesson at the practicum site. Prior to the lesson the practicum student will post the lesson plan in the LiveText Field Experience Module and email it to the cooperating teacher and the practicum instructor. A lesson observation will be formatively assessed by the cooperating teacher utilizing the Nebraska Clinical Practice Rubric via LiveText. The Nebraska Clinical Practice evaluation will be utilized as the summative assessment by the cooperating teacher via LiveText and submitted to the instructor of record for the course.

SPED 407 Coordination of Special Education Programs Practicum

Description:

This course is designed to provide **40-hours** field experience for students pursuing an endorsement in Special Education. The purpose of this course is to provide an administrative experience in a special education setting. The practicum must be taken concurrently with SPED 450 Coordination of Special Education Programs. SPED 407 students will use practicum-acquired materials, ideas, and information to complete the project required in SPED 450. Admission to teacher education, EDUC 208/209 and SPED 200 are prerequisites.

Objectives:

The practicum student will:

- participate in hands-on activities with students, teachers, and other professionals in a special education setting,
- observe planning of activities for special education students,

- participate in testing, parent conferences, or other professional meetings,
- work with individual students and/or small groups,
- observe the role of assistive and instructional technology in the classroom, and
- develop a handbook covering procedures, scheduling, best practices, collaboration, and home-school partnerships (part of SPED 450 course requirements and evaluated by that course's instructor).

The practicum student will also experience, understand, and reflect upon the skills, methods, and attitudes possessed by professional special educators through a reflective journal.

Classroom visitations by the practicum instructor will occur if the practicum schedule coincides with the practicum instructor schedule.

Requirements:

The practicum evaluation will be completed in the LiveText Field Experience Management system; once completed by the cooperating teacher it may be viewed by the practicum student and the practicum instructor. A time log may be found in the Field Experience Module of LiveText. The practicum student is required to enter the times/dates and a description of instructional activities into the log. The cooperating teacher verifies each entry either during or at the end of the practicum.

Description:

This course will focus on the basic principles of behavior management and provide a hands-on opportunity for their application in a specialized education setting by teacher candidates. Course content will include reflection opportunities for analysis regarding behavior observations and positive behavior support implementation. Content will also include opportunities for implementation of a behavior change project including data collection in the form of a simple functional behavioral assessment, behavior intervention design and implementation, collection and analysis of intervention results, as well as reflection on the intervention process as a whole. Last, content will include the teaching of specific behavior lessons involving social skills, self-advocacy, and behavior intervention strategies. Admission to Teacher Education and SPED 440, SPED 465, SPED 470 are prerequisites.

Objectives:

Upon successful completion of this course the student will be able to:

- Reflect upon own cultural practices; nurture and mentor cultural diversity.
- Identify and reflect upon ways to support and accommodate ALL learners.
- Practice the methods and procedures that are being or have been presented in the methods course(s) that connect to this practicum.
- Assess his/her strengths and weaknesses in the age/grade level setting(s) and formulate ways to remediate potential problems.
- Reflect on the practicum experiences in a written reflective journal.
- Observe, plan and implement developmentally and individually appropriate instructional practices under the supervision of a cooperating teacher in a Kindergarten through Grade 12 setting.
- Demonstrate collaboration skills necessary to be an effective member of a team.
- Adhere to state and federal legislation along with professional and ethical code.
- Exhibit professional dispositions as evidenced by meeting deadlines and fulfilling professional responsibilities.
- Understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

- Create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
- Use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
- Use multiple methods of assessment and data-sources in making educational decisions.
- Select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.
- Use foundational knowledge of the field and the professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
- Collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Requirements:

As part of the SPED 475 Behavior and Intervention Practicum, the practicum student will be expected to attend four on campus classes. No excused absences will be allowed. The practicum student will spend a total of 80 hours (2 credit-hour practicum), in a specialized behavior K-12 setting depending on their endorsement area. Grades K-6 will be in an elementary placement. Grades 7-12 will be in a secondary placement. Grades K-12 will require 40 hours in both K-6 setting and 7-12 setting. If the practicum placement is a specialized behavior setting that meets grades K-12, then the student MAY stay in same location for the whole 80 hours. The practicum student will plan, teach, and assess one group lesson at the practicum site for each 40 hours of practicum for a total of two lessons overall. The practicum student will be required to obtain two lesson evaluations by their cooperating teacher and at least one by their practicum supervisor. Prior to each lesson, the practicum student will post the lesson plan in the LiveText Field Experience Module and email it to the cooperating teacher and the practicum instructor. A lesson observation will be formatively assessed by the cooperating teacher (twice) utilizing the Nebraska Clinical Practice Rubric via LiveText and by the practicum instructor (once). The Nebraska Clinical Practice evaluation will be utilized as the summative assessment by the cooperating teacher via LiveText and submitted to the instructor of record for the course. Last, the practicum student will be required to complete a behavior change project (data collection, intervention design and delivery, assessment, and write up) that will span the entirety of the semester.

JOURNALING

A reflective journal of each practicum experience is required. The journal should include a brief description of the activities and events. Graphics, photographs, handouts or materials used in lessons, or other written documentation may be included but are not required. The major portion of the reflective journal encompasses the analysis of the teaching and finding personal/professional relevancy in the events.

The following list of questions may be used to guide reflection; focus on a limited number of questions each week. These questions can also guide discussion with the practicum instructor. Keep professional ethics, confidentiality, and good judgment in mind, i.e. when discussing methods, materials, students, and effectiveness.

- What were the major objectives of the lessons? Were they reached?
- What are the students' learning styles?
- What guidance was given during guided/independent practice sessions?
- How was student learning assessed?
- What kind of feedback was given?
- Did the students apply what they read? How did they apply the lesson?

- How was diversity of culture and abilities addressed? How was differentiated instruction used with high-ability learners and students with disabilities?
- What are the reasons for the choice of teaching methods/strategies? Was this the best way to do it?
- Why were those particular assignments/experiences chosen?
- How did the teaching activities and events relate to my college courses, research, and best practice?
- Did the teaching style match the learning style(s)?
- What makes the teaching effective?
- Did the students learn? How do I know they learned? How did the teaching positively impact P-12 student learning?
- What specific concepts, if any, gave the students difficulty? What needed to be clarified?
- Why did some students “get it” and others did not?
- What classroom management interventions were used? Were they effective? Why or why not?
- What would I say/do differently? Why?
- What did I learn as a practicum student?
- How will I use that I saw and did in my future teaching?
- What specifically would I do to improve my teaching?
- If I overheard the students talking about my class, what would I want them to be saying? What would they actually be saying?
- Am I reaching all of my students or just the ones who learn the way I do?
- What are the implications for professional development?
- Is there a need for additional study on my part?

Practicum students will receive a reflection template from the practicum instructor. **Journals will be submitted to the practicum instructor rather than to the School of Education.**

EVALUATION

The practicum is evaluated collaboratively with the Peru State College faculty (a.k.a. practicum instructors) and cooperating teacher(s). Practicum grades are Credit/No Credit (with the exception of EDUC 209). Receiving credit for a practicum depends upon the student doing the following:

- a) Completing the required hours for participation and observation for the practicum.
- b) Keeping a time log which is verified by the cooperating teacher.
- c) Maintaining a reflective journal during the practicum. This journal is shared with the practicum instructor.
- d) Making sure the cooperating teacher submits the evaluation form and time log electronically in LiveText. This is submitted at the conclusion of each practicum.
- e) Completing the process that verifies successful planning, teaching, and assessing of the lesson(s) required for that practicum.
- f) Completing other requirements assigned by the practicum instructor.

The practicum instructor may contact cooperating teachers through email, site visits, and telephone conversations during the practicum period. In addition, the Director of Field Experiences/Certification Officer will contact the cooperating teachers about LiveText and practicum procedures.

PRACTICUM APPLICATION & ASSIGNMENT

Applications for practicum placements will be loaded into “Forms” in LiveText at the beginning of week #2 of the semester; they are due by 8:00 a.m. on the Friday of week #2 of the semester. Timely submission beginning on Tuesday of week two is highly recommended, especially for those students who hope to get placements in schools near Peru. **If a student applies for a placement and then drops the practicum course, the student must notify the Director of Field Experiences/Certification Officer immediately so that the host school can be notified.**

Students will complete the Personal and Professional Fitness Statement (PPFS) during all practicum methods courses and again just prior to student teaching. **It is the student’s responsibility to report any changes in**

their status to the Director of Field Experiences/Certification Officer. A background check is required for admission to teacher education.

Practicum students will make sure that their professional liability insurance is up-to-date. School of Education personnel will visit all practicum classes early in the semester for an orientation and completion of the Personal and Professional Fitness Statement (PPFS). It will then be the student's responsibility to complete those requirements.

To apply for practicum placements, students should fill out the online practicum application in LiveText. Specific placement choices will be offered for each practicum. In filling out the application, practicum students are asked to choose, in order of priority, in which of the choices they would prefer to receive placement. **Policy: Students must self-disclose any school buildings/district preferences in which they previously attended, have been employed, and/or their close family members are in attendance, are employed, or are serving school-board members. Any request for an exception to this policy must be clearly noted in the "Notes" section on the online application.**

Multiple field-experience placements in the same school building are not permitted. Therefore, future plans should be considered when selecting placement-site preferences (and the *most* preferred site saved for student teaching). Students may request to student teach in a building that hosted the on-campus elementary block's EDUC 301/302 practicum and EDUC 309/312 practicums as these placements are all made in a school district that is part of a partnership.

Once the online applications are submitted and grouped by schools, the Director of Field Experiences/Certification Officer will send a placement request to the placement office, superintendent, or principal (depending on district policies) of a school. The placement official/principal considers appropriate placements in the school, talks to prospective cooperating teachers to determine whether they are interested in accepting a placement, and then responds to confirm or deny the request. Because the process of considering the placement request requires a significant amount of time and effort, only one request per student is sent at a time. If the placement is denied by a school/district, another request will be sent out. A waiting period occurs between the time when the application is submitted and the time the placement is confirmed.

Once a placement is confirmed and professional liability insurance is verified, the Director of Field Experiences/Certification Officer will enter the practicum placement/contact information into LiveText. LiveText will automatically generate an email to the practicum student, cooperating teacher, and the practicum instructor. Once the confirmation email has been received by the student, it is their responsibility to initiate contact with the cooperating teacher(s) and principal(s) in accordance with the guidelines set forth by the Director of Field Experiences/Certification Officer. **The student should contact the cooperating teacher even if the student does not plan to begin the practicum experience until later in the term.**

PRACTICUM/FIELD PLACEMENT POLICY

Teacher candidates may not include in their listed school preferences any schools (building level) which they previously attended or were/are employed nor any schools (building level) in which family members attend or are employed. Entire school districts cannot be included if family members are serving as school board members for that district.

This policy is intended to protect host schools from being confronted with potential conflicts of interest and to ensure that candidates experience new and varied academic settings in their field work. Any request for an exception to this policy must be clearly noted on the application that is submitted to the Director of Field Experiences/Certification Officer. Any candidate found to have violated this policy through failure to disclose relevant information may jeopardize their field placement and continued participation in the Teacher Education Program.

The Director of Field Experiences/Certification Officer is the liaison between Peru State College and cooperating schools that host field placements. These host schools trust Peru State College to maintain professional protocol for coordinating placements and to protect them from being contacted directly by our candidates. **Candidates are not permitted to represent themselves to the schools in seeking field placements. Under no**

circumstance shall the candidate contact a school district or cooperating teacher regarding a potential field placement without the prior approval of the Director of Field Experiences/Certification Officer.

Candidates are expected to uphold all standards as set forth by professional education associations. These professional standards include, but are not limited to, confidentiality, professional ethics and appropriate professional dress. Any candidate found not performing up to expectations and professional standards may be removed from their field experience. Any candidate who has begun their field experience and has concerns should contact the Director of Field Experiences/Certification Officer as soon as possible.

CONTACTING THE SCHOOLS

Students are expected to:

- contact the cooperating teachers within one week after receiving the contact information via email and/or telephone,
 - cooperating teachers email address and phone number will be included in the placement information found in the LiveText Field Experience Module,
- when contacting the cooperating teacher
 - address them by proper name,
 - introduce yourself,
 - thank them for accepting the placement,
 - request to arrange a schedule to complete hours.

Once students have made preliminary arrangements with the cooperating teacher, they should make an appointment to go in and introduce themselves to the building principal and other office personnel. This introduction should take place on or before the first day of the practicum experience.

CHECKING IN AT THE SCHOOLS

Whenever students enter a host school building, they should go directly to the main office and check in before going to the classroom. Practicum students should always carry/wear their Peru State College photo IDs and/or carry a state-issued photo ID along with any visitor badge provided by the host school.

If students must miss their scheduled times due to unforeseen circumstance(s), they must call the main office at the host school and the cooperating teacher in advance (or as soon as possible thereafter) to let the cooperating teacher and principal know that they will not be there. **Do not depend on email for this notification as teachers do not always check their emails before classes start each day. Follow up with an email to confirm the absence and plans for making up the session.**

DRESS STANDARDS

Practicum students must adhere to any specific dress standards required by the host school and to a professional standard of attire in general. All practicum students are advised to follow these general rules:

- No clothing that is prohibited for students or teachers; check the school's dress code
- No clothing or accessories with a team or company name/logo
- No hats or caps indoors
- No denim jeans unless it is a school wide day for wearing denim and the principal is wearing denim
- No sweatshirts, athletic apparel, T-shirts, low-cut shirts, tank tops, or spaghetti straps
- No shorts, capris, skorts, sweatpants, low-rise pants, sagging pants, or short skirts
- No *bare* skin showing on the stomach, shoulders, legs, or back
- No visible underwear when sitting, standing, or bending
- No flip flops or athletic sandals.
- No body-piercing jewelry (other than earrings) or tattoos showing; limit the number of earrings
- No excessive make-up or perfume

Any exceptions to the above, such as physical education practicum experiences, need to be approved by the practicum cooperating teacher and/or host school dress code.

PROFESSIONAL BEHAVIOR

When college students go into the P-12 schools for practicum experiences and/or student teaching, **they should always remember that they are guests in the school**, they are there under the auspices of and therefore as representatives of Peru State College, and the professionals they come into contact at the schools are potential employers and/or professional references. Practicum students will want to make a professional impression on the first day and every time they are in the schools.

Get into the habit of dressing and behaving like professional educators. That includes consideration of the following:

- appearance
- vocabulary
- presence
- influence on students
- email communications
- avoid informal language, jargon or slang
- use correct spelling, capitalization, punctuation, and grammar
- proofread all oral and written communication
- do not chew gum
- listen attentively and actively
- be open to constructive feedback from the cooperating teacher and college supervisors
- **do not speak negatively about a school and/or any of its policies or employees**
- appearance and activities outside of the school may be observed by students, teachers, parents of students, and/or administrators

Under no circumstance should cell phones or other electronic devices be used during any practicum hours for personal use. A meeting with the cooperating teacher and/or practicum instructor will be held if a practicum student violates this policy. The Director of Field Experiences/Certification Officer will be notified if warrants further action. An Educator Disposition Notice may be filed or termination of the practicum could be considered. In light of this policy, it is highly recommended that cell phones and other electronic devices be left in the vehicle or put on silent. Many professionals consider even one instance of cell phone/electronic device use as unprofessional behavior on the part of a practicum student. While some district policies may allow cell phone use by cooperating teachers, this privilege does not extend to practicum students without further approval from cooperating teacher(s).

Be sure to give the school's number to any family members or friends who may need to contact you in an emergency. Please notify the practicum instructor in advance if an exception to the above is warranted, such as accommodations for disabilities or medical reasons. Any use of school computers must be with prior permission and is subject to all usage policies of the school district.

Professional Ethics for practicum students

Upon entering a host school, practicum students assume all of the ethical obligations of a professional educator. Adherence to the following **Standards of Conduct and Ethics for Holders of Public School Certificates**, published by the **State of Nebraska Department of Education**, is a basic requirement for all practicum students. Failure to adhere to these standards constitutes grounds for removal from both the practicum placement and the Teacher Education program. (See [Appendix J](#) for these guiding principles)

CONFIDENTIALITY

Under the Family Educational Right to Privacy Act (Buckley Amendment), students have specific rights associated with confidentiality. Schools are obligated to safeguard those rights. In permitting practicum students' entry into the classroom, host schools entrust the practicum students with some of the responsibility for safeguarding those rights. Therefore, **it is imperative that all practicum**

students understand and appreciate the importance of maintaining student confidentiality. For this reason and for ethical reasons, any information which could be used to identify a student (including name, parent's occupation, specific characteristics, disabilities, birth date, any identification number, relationship to individuals within the school or community, publicly known accomplishments or activities, etc.) must be carefully omitted in any conversation with anyone other than the cooperating teacher or principal.

It is the practicum student's responsibility to omit identifying information when participating in group discussions in practicum-related classes or in any other conversational situations. Discussion of PK-12 students with friends and/or relatives must maintain confidentiality and as such, must be in general terms. **Practicum experiences should not be discussed in public areas where they may be overheard by someone who could glean information or make assumptions from the discussion.**

Student records must always be maintained with strict adherence to confidentiality guidelines. Practicum students generally should not have access to academic records. If access is deemed appropriate by the school representatives, students must keep the information therein absolutely confidential.

Any practicum-student notes, journaling, course work, or other forms of documentation must also maintain the confidentiality of the PK-12 students. Photocopies of student work, individualized educational programs (IEPs), etc. to be used by the practicum student for course-related purposes must have all identifying information blacked out.

Videotaping, audiotaping, or photographing

Videotaping, audiotaping, or photographing students is expressly prohibited unless the practicum student has prior approval by both the classroom teacher and building principal who will, in turn, make sure the school has a parent signature indicating approval. Sometimes, practicum students desire to videotape themselves giving a presentation, for purposes of self-evaluation. When this is the case, the practicum students must seek permission from the classroom teacher and principal well in advance of the intended videotaping date. The request should be presented in a manner which acknowledges the risks that this presents to the host school for potential breach of confidentiality and expresses respect for the host school's right to deny the request. **Note that some districts, such as the Lincoln Public Schools, have increased restrictions on videotaping.**

Written permission is required from parent or guardian of every student involved if faces are shown. To avoid that situation, photographs and videotapes should show only the backs of students. Videotaping equipment must be supplied by the student if the host school does not have it available. Teacher Candidates and/or Practicum students should communicate with their cooperating teacher and school district to see if they already have these permissions on file.

STUDENT TEACHING/CLINICAL PRACTICE

Student teaching is the culminating opportunity for the prospective teacher to practice in a clinical setting before seeking employment in a school. The teacher candidate is assigned to a school under the competent guidance of a cooperating teacher. It is during this experience that the teacher candidate demonstrates skills and knowledge while continuing to grow as an educator. This is accomplished through teaching and engaging in an actual classroom setting by participating, observing and evaluating the same activities as the regular classroom teacher on a full-time basis.

OUTCOMES

The overall goal or outcome of the teacher education program at Peru State College is to produce a teacher who exemplifies our areas of concentration (**Key Concepts of Conceptual Framework - Initial**):

- (1) general and liberal studies
- (2) content knowledge
- (3) pedagogy
- (4) professional dispositions and integrity
- (5) professional development

InTASC outcomes are aligned with the Conceptual Framework of the School of Education. These outcomes represent the core of the teacher education program, which is designed to prepare entry-level teachers in the areas of:

- the learner and learning
- content
- instructional practice
- professional responsibility

Ten InTASC competencies are identified on the **Nebraska Clinical Practice Evaluation** rubric. As the teacher candidate and cooperating teacher prepare for, implement, and assess the student teaching experience, these overall competencies guide them in their planning and decision-making in order to guarantee the best possible clinical experience.

The ultimate goal of student teaching programs in Nebraska is to improve the quality of education in our schools by providing teachers who have acquired the best possible pre-service preparation. The Nebraska State Department of Education, Peru State College, and cooperating school districts are united in their commitment to this goal.

NEBRASKA RULE 20 – CLINICAL PRACTICE

005.03A2 Clinical Practice. The institution shall require a clinical practice experience for initial teacher certification in which candidates demonstrate knowledge, skills, and professional dispositions by assuming responsibility for whole class instruction in the area of the endorsement and within the grade level for which they are preparing.

005.03A2d The institution shall require a clinical practice experience equivalent to: 005.03A2d1 A minimum of one (1) semester (at least fourteen (14) full-day weeks) for one (1) field endorsement; one (1) field endorsement and one (1) subject endorsement which is a content area specified in the field endorsement and is at the same grade level; or up to two (2) subject endorsements at the same grade level; **(Peru State College requires one semester and a minimum of 16 full-day weeks for one field endorsement.)**

005.03A2d2 A minimum of eighteen (18) full-day weeks for two (2) field endorsements; one (1) field endorsement and one (1) subject endorsement which is not a content area specified in the field endorsement; one (1) field endorsement and one (1) subject endorsement which is a content area specified in the field endorsement but is not at the same grade level; or two (2) subject endorsements which are not at the same grade level;

005.03A2d3 A minimum of an additional nine (9) full-day weeks for each field or subject endorsement added to those described in Section 005.03A2d1 or Section 005.03A2d2 of this chapter.

ADMISSION TO STUDENT TEACHING/CLINICAL PRACTICE

Teacher education candidates must be fully admitted to the Teacher Education Program prior to October 1 to be eligible to student teach in the subsequent spring semester and prior to March 1 to be eligible to student teach in the subsequent fall semester. **Those who do not meet all requirements for admission to the Teacher Education Program must defer applying for student teaching if the established deadlines are not met.**

To be eligible for admission to student teaching, candidates must meet the following requirements:

1. Admitted to and retained in the Teacher Education Program.

2. Minimum cumulative GPA of 2.75.
3. Minimum content GPA of 3.0 **(No more than 12 credits of content knowledge coursework can be met through completion of CLEP/Dantes exams).**
4. Successful completion of the LiveText Candidate Portfolio (evidenced by at least an 80% score).
5. Successful completion of all required education courses in the major (grade of C or higher) and have no more than 12 credit hours of general studies or electives to complete following student teaching. **Note: Any teacher candidate who does not graduate within one semester following student teaching must meet current program requirements before certification; this may involve taking additional courses.**
6. Minimum of 50% of the hours required for the major/endorsement requirements completed at Peru State College.
7. Minimum of 24 of the last 30 semester hours must be earned at Peru State College.
8. Complete a Background Check through OneSource and meet requirements as stated in **Nebraska Department of Education Rule 20 and 21.**
9. Complete a **Personal and Professional Fitness Statement** and meet requirements as stated in **Nebraska Department of Education Rule 20 and 21.**
10. Provide evidence of liability insurance coverage designed for coverage in the professional educational setting. (Current PSEA/SEAN/NEA membership provides liability insurance coverage.)

Be advised that all fall teacher candidates must successfully complete any transfer courses that will substitute for program requirements on or before June 15. These course grades must be documented with (1) a student grade report by June 15 and (2) an official transcript by July 15.

Note: Student teaching is a full-time commitment. Any teacher candidate planning to enroll in other college-level coursework, whether through Peru State College and/or another institution and/or hold employment while student teaching must do so with the knowledge of the Director of Field Experiences/Certification Officer. Teacher Candidates must self-disclose courses and/or employment prior to student teaching. The Director of Field Experiences/Certification Officer may recommend a teacher candidate to reduce employment hours during student teaching. Pre-approval of courses prior to the drop/add period is strongly advised.

APPLICATION TO STUDENT TEACHING/CLINICAL PRACTICE

One semester prior to the student teaching term, candidates will submit an application for student teaching. Application deadline for fall semester student teaching is due late January of the preceding semester. Application deadline for spring semester student teaching is due early September of the preceding semester. To be eligible for admission to student teaching, candidates must meet the requirements listed above.

To apply for student teaching placements, candidates will access the **Student Teaching Application** form available online and hand deliver all required paperwork to the Director of Field Experiences/Certification Officer. Student teaching application meetings are held the semester prior to the student teaching semester and are mandatory. Failure to attend a student teaching application meeting may result in a delay of your student teaching placement to a later semester.

In the event that a teacher candidate wants to student teach at a remote site (outside of the Peru State College service area), the teacher candidate should request permission from the Director of Field Experiences/Certification Officer; each case will be handled individually. Teacher candidates who receive remote placements will be required to bear the cost of any required compensation for the cooperating teacher and/or any costs for college supervisor, which exceed the amount Peru State College normally pays college supervisors. Candidates who have successfully applied for student teaching and met the criteria for admission to the student

teaching semester will be automatically enrolled in both their student teaching course(s) and EDUC 420 Student Teaching Seminar for the appropriate term by the Director of Field Experiences/Certification Officer.

STUDENT TEACHING PLACEMENT GUIDELINES

Student teaching placement assignments are made through the combined efforts of the Peru State College Director of Field Experiences/Certification Officer and representatives of fully accredited public and private schools. **Under no circumstances should teacher candidates contact school personnel directly regarding any part of the placement process until after a placement has been confirmed.** Doing so may negate the possibility for placement within that district and may result in disciplinary action within the School of Education.

All student teaching shall be conducted in Nebraska schools that are approved or accredited by the Department of Education or out-of-state schools approved by that state's department of education.

Applicants for student teaching are asked to indicate three prioritized school district preferences for each necessary placement. Unless specifically instructed to do so by the Director of Field Experiences/Certification Officer, applicants may not request specific schools within districts having more than one potential placement site and may not request specific cooperating teachers. In making student teaching assignments, first consideration will be given to obtaining a location that will provide the best possible educational experience for the teacher candidate.

Teacher candidates must declare upon application any connection within a requested district. Those applicants who desire special consideration in these matters should clearly note the potential conflict and explain the reason for requesting special consideration on the Application for Admission to Student Teaching. The following are reasons a placement request may be denied by the Director of Field Experiences/Certification Officer:

1. A request for placement in a school building where the student formerly attended or has an employment history will not be considered as a student teaching site.
2. A request for placement in a school building where a relative including but not limited to child, spouse, parent, a sibling, grandchild, or grandparent is a student, faculty, staff, or administrator will not be considered as a suitable student teaching site. The same holds true for a relative of a spouse. Further it may be deemed by the Director of Field Experiences/Certification Officer that a connection has impact beyond a particular building within the district and as such, would not be considered.
3. Placements will not be considered anywhere in a school district where an immediate family member (spouse, parent, spouse of parent, sibling, or grandparent) serves on the school board.
4. Placements in prior practicum sites are discouraged, and if done, will be solely at the discretion of the Director of Field Experiences/Certification Officer. In the event that all practicum placements for a specific course are made as part of a pre-arranged partnership, then that district may be considered for a future student teaching placement.

If one of these situations is determined to exist after placement is made or after the student teaching experience has begun, the Director of Field Experiences/Certification Officer may require the teacher candidate to withdraw and complete the experience at another school and possibly in another semester.

Out of State Placement Requests – Other than those schools within 100 miles of Peru State College

Applicants for student teaching who are requesting out-of-state placements must provide all demographic information necessary to allow contacts to be made by the Director of Field Experiences/Certification Officer. They must also provide information that will help facilitate the hiring of a college supervisor during the student teaching experience. If the cooperating teacher requires payment for his or her work with the teacher candidate, the teacher candidate will be required to pay the cooperating teacher. If the college supervisor requires more payment than Peru State College normally pays, then the teacher candidate will be required to pay the difference. If a guest placement is arranged through an area college or university and the placement

fees exceed the Peru State College authorized fees, the teacher candidate will be required to pay the difference. Any other costs exceeding those authorized by Peru State will be the responsibility of the teacher candidate.

Due to varying deadlines in other states it is highly recommended that the teacher candidate start the process well before Peru State College's deadlines. All arrangements for out-of-state placements (more than 100 miles from Peru State College) will be made by the teacher candidate. The teacher candidate will submit an **Out of State Student Teaching Placement Agreement no later than one month prior to the Peru State College application deadline**. If the school district needs paperwork from the Director of Field Experiences/Certification Officer, that request will also be made in writing (email) within one month of the application deadline. In cases where the teacher candidate is unable to make these arrangements, the request will either go to a Nebraska district or be postponed until the next semester.

COOPERATING TEACHER(S) SELECTION

Cooperating school representatives, working with the application information provided by the Director of Field Experiences/Certification Officer, select volunteering cooperating teachers who will best facilitate the professional growth of the teacher candidate. Typically, the cooperating teacher reviews the application materials prior to accepting the teacher candidate placement. The cooperating teacher must have at least three years of teaching experience in the subject area/endorsement level of the student teaching experience.

Teacher candidates may not request individual teachers. Under no circumstance should a teacher candidate (or anyone acting on behalf of the teacher candidate) approach a specific teacher, principal or other school representative to solicit or inquire about the possibility of a placement. If a student is invited by a specific teacher to student teach in his/her classroom, the student should advise the teacher that the student is not in a position to accept the invitation because the placement procedure does not permit it. Teachers wishing to have specific students placed with them may be able to pursue such requests internally according to the placement policies of their particular districts.

Cooperating teachers and building administrators are asked to complete a "**Student Teaching Placement Preference Application**." A placement interview with the potential cooperating teacher and building administrator may be required of the teacher candidate applicant before the placement is made.

PLACEMENT CONFIRMATION

Upon receipt of confirmation of a student teaching placement, the teacher candidate should promptly contact both the cooperating teacher and the building principal to thank them for the placement and arrange to meet prior to the beginning of student teaching for introductions and planning.

ROLES OF MAJOR PARTICIPANTS

DIRECTOR OF FIELD EXPERIENCES/CERTIFICATION OFFICER

The Director of Field Experiences/Certification Officer works directly with the designated representative of each school district in interpreting the program and in assigning the teacher candidate according to the policies of the State of Nebraska, the particular school system, and Peru State College. The director coordinates all phases of the program and serves as a liaison between the individual school systems and the School of Education. The director individually advises college supervisors on specific problems involving teacher candidates and may intervene at his/her discretion. The College Supervisor (CS) recommends a grade of credit/no credit to the director who is the instructor of record for all student teaching courses. The School of Education dean retains final responsibility for grading decisions whenever a grading issue is raised.

DESIGNATED REPRESENTATIVE OF SCHOOL SYSTEM

The representative works directly with the Director of Field Experiences/Certification Officer in all activities on the school system level and serves as the liaison with the School of Education. The representative consults with the district's principals and teachers in making teacher candidate assignments within the individual schools. The representative is typically a member of the human services/personnel office staff within a district, the district superintendent, or a building principal.

PRINCIPAL

The principal works closely with the designated representative of the school system, or directly with the Peru State College Director of Field Experiences/Certification Officer, in making placement assignments with cooperating teachers under conditions most suitable and beneficial to the teacher candidates. The principal encourages outstanding classroom teachers to become cooperating teachers. The principal treats teacher candidates as faculty members and interprets school policies to them, as would be done for new faculty members. Principals are encouraged to take an active role in the student teaching experience, perhaps providing additional assessment observations and feedback to the teacher candidate and/or conducting a mock interview.

COLLEGE SUPERVISOR (CS)

The college supervisor (CS) works cooperatively with the principal and cooperating teacher in interpreting the program, sharing the evaluation of the teacher candidate's progress, serving as a resource and consultant for the cooperating teacher and providing assistance and advisement. There will be a combination of planned and unannounced visits and the CS is ultimately responsible for recommending a grade of "credit" or "no credit" to the Director of Field Experiences/Certification Officer.

The CS will arrange an introductory visit to the school in order to meet with the principal, cooperating teacher(s), and teacher candidate. This visit allows for discussion of the expectations of the program, the supervisor, and establishment of a schedule for most observation visits. In accordance with Nebraska guidelines, the CS is required to make a minimum of five (5) documented on-site observations of the teacher candidate in each student teaching semester.

The CS will formally observe the teacher candidate's teaching in the classroom five to eight times during each student teaching semester. The Nebraska Observation Form is a formative assessment that will be utilized for this purpose. In addition, two of the observations will be conducted by both the CS and the cooperating teacher assessing the same lesson at the same time (See Observation timeline below). The CS will discuss the teacher candidate's teaching with the cooperating teacher and teacher candidate. Between visits, the teacher candidate may contact the college supervisor to discuss successes and/or concerns.

OBSERVATION TIMELINE

Cooperating Teachers



University Supervisors



July/August or December/January	September/February	October/March	November/April	December/May
Team Training/Online Training	Cooperating Teacher completes a FORMATIVE assessment with the University Supervisor prior to midterm	SUMMATIVE: Midterm assessment (completed by all three team members)	Cooperating Teacher completes a FORMATIVE assessment with the University Supervisor prior to midterm	SUMMATIVE: Final assessment (completed by all three team members)
*Inter-Rater Reliability (Whole Group)	*Inter-Rater Reliability (Practice) The University Supervisor completes 2-3 FORMATIVE assessments prior to the midterm	Team members discuss together and set goals based on the midterm feedback	*Inter-Rater Reliability (Independent) The University Supervisor completes 2-3 FORMATIVE assessments prior to the midterm	

*For remote locations, the cooperating teacher and university supervisor can view a video of the candidate teaching to establish inter-rater reliability. Both must view the same lesson.

The CS makes sure all evaluations, Nebraska observation form, EDA, and Nebraska Clinical Practice are completed and submitted through LiveText by appropriate due dates. The CS arranges for both a midterm and final conference with the cooperating teacher and teacher candidate to review results of the Nebraska Clinical Practice Evaluation that is completed by the CS, cooperating teacher and the teacher candidate. The discussion will highlight the levels of proficiency and provide constructive feedback. The CS evaluates the teacher candidate's performance based on evidence documented on the Nebraska Clinical Practice Evaluation from the cooperating teacher as well as his/her own observations and recommends a grade of credit or no credit at the end of the student teaching experience. The grading form is submitted to the Director of Field Experience/Certification Officer.

COOPERATING TEACHER (CT)

The State of Nebraska requires that cooperating teachers (CT) must be endorsed for and have a minimum of three years of experience in the areas in which they are teaching. The CT should be a highly competent teacher, demonstrating expertise and currency in the classroom, skill in interpersonal relationships, and interest in guiding a teacher candidate. The CT has one of the most critical roles in the teacher education process. By assuming this role, the cooperating teacher affirms a professional commitment to aid in the development of highly qualified beginning teachers.

COOPERATING TEACHER RESPONSIBILITIES

The following checklists are provided to serve as a guideline for the cooperating teacher in carrying out responsibilities.

1. Orientation

The principal and cooperating teacher are key figures in making a teacher candidate feel welcome to their school and staff. A cordial reception by them will enhance the teacher candidate's feeling of being accepted as a member of the professional staff. In addition, it will foster a sense of pride and respect for the school.

A cooperating teacher should:

- Introduce the teacher candidate to the faculty and school staff;
- Provide a tour of the entire school facilities;
- With the principal, explain the general philosophy and policies of the school, the rules and regulations, and all emergency procedures to be followed;
- Treat the teacher candidate as a co-worker and professional individual;
- Notify parents of the presence of the teacher candidate and identify him/her to them;
- Introduce the teacher candidate to the students as a teacher who will be working with him/her in the classroom;
- Acquaint the teacher candidate with the basic teaching philosophy, the overall program, the daily schedule and routines, lesson plans, location of all teaching materials, the standards of student conduct established, policies on disciplinary action, emergency procedures, and pertinent information regarding each student (e.g., accommodations required, parent conferences, assessment scores); and
- Provide a desk/table, storage space, handbooks, teacher's guide, textbooks, etc., for the teacher candidate.

1. Guided Observations

Planning for periods of observation during the first several weeks is suggested. This will enable the teacher candidate to become familiar with each program in specific ways so that the teacher candidate feels comfortable when teaching responsibilities are assumed. A cooperating teacher should plan for the teacher candidate to observe and discuss:

- The teacher planning instruction and writing lesson plans;
- The teacher using instructional materials and special resources;
- The teacher giving clear, concise, sequential directions;
- The teacher teaching in one-to-one, small group, and large group situations;
- The teacher stating objectives and teaching a lesson appropriate to the stated objectives;
- The teacher facilitating activities in which development of study, responsibility, and initiative are stressed;
- The teacher managing students' time and behavior (management);
- The teacher controlling a situation with disruptive behavior;
- The teacher working in a team or group planning session; and
- The teacher completing forms required by the principal or school system.

2. Participation

In addition to guided observation, participation in the classroom should be planned sequentially, making the transition to full-time teaching a successful and rewarding experience. Specific types of activities may be chosen from the Record of Teacher Candidate Experiences as appropriate. A cooperating teacher should plan for the teacher candidate to participate in the following areas:

- Developing plans for instruction;
- Securing instructional and resource materials;
- Writing daily lesson plans with the cooperating teacher;
- Tutoring individual students;
- Accompanying and directing students to different areas of the school;
- Assuming responsibility for one small instructional group or subject area;
- Assuming responsibility for a total class or subject for periods of time;
- Assuming responsibility for additional groups and subject areas;
- Gradually assuming responsibility for the total class or scheduled classes for the entire school day; and
- Keeping records and assessing the progress of students.

3. Evaluation

As a member of the profession who has assumed responsibility for a teacher candidate, a cooperating teacher has the obligation to provide the guidance necessary for developing the teacher candidate's teaching abilities. Day-to-day informal discussions are valuable for checking over plans and materials and evaluating together the teacher candidate's teaching as well as reviewing plans for the next day.

It is advisable for the cooperating teacher and teacher candidate to set aside some time each week to reflect upon the week in total and make plans together for the week ahead; to discuss teaching techniques and materials; to look at specific problems that have occurred and to assess areas of teaching that have been successful, that have been minimally so, and others needing definite improvement. It is suggested that the cooperating teacher find aspects of the teacher candidate's performance that can be honestly praised.

The cooperating teacher is asked to complete and submit online a midterm and final Nebraska Clinical Practice evaluation of the teacher candidate's performance for each placement along with an EDA and a Cooperating Teacher Survey toward the end of the student teaching placement. For evaluative purposes each cooperating teacher will receive an email from LiveText with the assigned user name and password.

Whereas the college supervisor's evaluations are based upon the performance observed during his/her visits, the cooperating teacher's evaluation should be based upon the cumulative performance during the preceding weeks. The completed evaluation forms are to be discussed with the teacher candidate. The teacher candidate, cooperating teacher, college supervisor, and Director of Field Experiences/Certification Officer may access these evaluations in LiveText. Teacher candidates will want to make a copy of each for their self-managed credential files.

In addition, the cooperating teacher, who is in the best position to assess the day-to-day performance of the teacher candidate, is asked to meet regularly with the college supervisor, both with and without the teacher candidate present, in order to provide input to the college supervisor regarding the teacher candidate's performance/progress.

TEACHER CANDIDATE (TC)

The teacher candidate (TC) is a Peru State College student seeking a teaching degree or endorsement. The TC must meet all of the criteria for Admission to Student Teaching before being placed for a student teaching experience.

Most teacher candidates do not hold a valid teaching certificate of any rank and usually apply for certification after completing the student teaching experience and graduating from Peru State College. A TC is not a paraprofessional and is not training to become a paraprofessional. The TC is an inexperienced teacher who is practicing full-time teaching under the guidance of an experienced cooperating teacher. The TC commits to full-time participation in student teaching and follows the same schedule as an employed teacher in the host school.

The TC is expected to demonstrate characteristics of a reflective decision-maker. To this end, he/she is required to complete an Instructional Analysis Project (IAP) (See the syllabus for EDUC 420 Student Teaching Seminar for specific requirements); to perform midterm and final online self-evaluations and discuss these with the college supervisor and cooperating teacher; to prepare, administer, and evaluate lessons in consultation with the cooperating teacher; and to acknowledge constructive feedback from the cooperating teacher and college supervisor.

The TC is expected to demonstrate a level of knowledge/competency in general and liberal studies to be expected of a college senior. The teacher candidate's general knowledge/competency should rise to a pre-professional level in all subject areas and should be evident in oral, written, mathematical, and technology skills.

The TC should demonstrate awareness and understanding of connections between content areas as well as the teaching implications for literacy and diversity within all content areas. In his/her own content area, the

teacher candidate should be able to select and evaluate appropriate resources and apply theory and research to support a coherent lesson sequence.

It is expected that the TC will demonstrate pre-service level competency (developing) in pedagogy upon entering the student teaching program and will grow to a proficient or advanced level of pedagogy by completion of the program. An understanding of human development and the socio-cultural, philosophical, and historical foundations of education should be evidenced. The TC should be able to design classroom experiences that:

- develop critical, creative, and independent thinking;
- maintain an environment of dignity, respect and safety for all;
- meet the needs of diverse student populations;
- integrate general content with technological and professional knowledge; and
- demonstrate a variety of techniques.

The TC's professional dispositions should include character, skills, and traits appropriate for the teaching profession. To gain full depiction of a candidate's teaching effectiveness, all aspects of the teaching act must be considered. Not only must teachers possess content and pedagogical knowledge and skills, they must deliver instruction in a manner which results in positive learning impact. Sanders and Rivers (1996) contended that teacher quality, to include the knowledge, skills and dispositions of that individual, is a crucial indicator of a student's performance in school. Taylor and Wasicsko (2000) concluded a strong relationship exists between teacher effectiveness and teacher dispositions. They found that a substantial amount of research showed the attitudes, ideals, and principles teachers held regarding their students, teaching, and themselves, strongly influenced their impact on student learning and development. Wilkerson (2006) suggested that ultimately, dispositions are actually more important than knowledge and skills in the act of teaching. The TC is obliged to adhere to the ethical standards of the profession. The teacher candidate is expected to model exemplary ethical and legal behaviors at all times (both on and off the school grounds). **Likewise, the TC is expected to dress in a manner appropriate to the profession whenever in public, whether on or off duty.**

An ability to accept and respond positively to constructive criticism and a willingness to adopt and implement suggestions is necessary for success in student teaching. The TC is encouraged to view the student teaching process as a developmental one (rather than a polished performance) and be open to and actively seek out professional development opportunities.

TEACHER CANDIDATE RESPONSIBILITIES

The following checklists serve as a guideline for teacher candidates in carrying out responsibilities.

1. Know and Understand the Contents of the School of Education Handbook

Prior to beginning student teaching, the teacher candidate must read, study, and fully comprehend the contents of this handbook. Any questions that arise regarding the handbook and/or the student teaching process should be addressed to the Director of Field Experiences/Certification Officer.

2. Provide Information to Cooperating Teacher

Prior to the first day of student teaching, the TC must provide the cooperating teacher with information from the Director of Field Experiences/Certification Officer. **The TC must also confirm placement beginning and ending dates with the cooperating teacher and alert the cooperating teacher to seminar dates that will require the TC's absence from the classroom.**

3. Understand School Procedures

A teacher candidate is expected to:

- Be at the school during the normal hours required of the teaching staff and be punctual;
- Follow the calendar of the school system;
- Abide by the regulations and rules of the school system;
- Attend all faculty meetings unless directed otherwise by the school principal; and
- Practice sound professional ethics and hold all information concerning children in confidence.
- Notify the college supervisor and cooperating teacher before the beginning of the school day in case of illness or emergency. For this reason, an exchange of telephone numbers with the cooperating teacher at the initial interview or on the first day of student teaching is advisable.;
- Attend and participate in some extracurricular activities, particularly those that relate to the teaching area;
- Schedule employment interviews outside of student teaching hours. If this is not possible, the college supervisor and cooperating teacher should be contacted for a special arrangement; and
- Attend an informational meeting prior to student teaching and then two scheduled call-back sessions during student teaching.

There will be times when teacher candidates are expected to be present such as IEP meetings, parent conferences, and school programs. Some teacher candidates may also choose to come early or stay late to complete planning and grading.

Dress Standards:

The teacher candidate will wear clothes appropriate to the role of a professional educator, conforming to the dress code of the faculty at the assigned school. It is expected that the teacher candidate has learned the general elements of appropriate professional attire in prerequisite courses, field experiences, and student teaching informational meetings.

- No clothing that is prohibited for students or teachers; check the school's dress code
- No clothing or accessories with a team or company name/logo
- No hats or caps indoors
- No denim jeans unless it is a school wide day for wearing denim and the principal is wearing denim
- No sweatshirts, athletic apparel, T-shirts, low-cut shirts, tank tops, or spaghetti straps
- No shorts, capris, skorts, sweatpants, low-rise pants, sagging pants, or short skirts
- No *bare* skin showing on the stomach, shoulders, legs, or back
- No visible underwear when sitting, standing, or bending
- No flip flops or athletic sandals.
- No body-piercing jewelry (other than earrings) or tattoos showing; limit the number of earrings
- No excessive make-up or perfume

Professional Ethics for Teacher Candidates:

Teacher candidates should be proud to be entering the teaching profession and will want to act appropriately, embracing and accepting the responsibility to adhere to the highest ethical standard. Adherence to the following Standards of Conduct and Ethics for Holders of Public School Certificates, published by the State of Nebraska Department of Education, is a basic requirement for all teacher candidates. Any breach of these standards may result in withdrawal from the student teaching placement and/or the Teacher Education Program. Removal of the teacher candidate from the host school by any representative of the host school for any reason will automatically end the student teaching assignment. It is your responsibility to read and understand the [Professional Ethics for Teacher candidates](#).

Lesson Plans:

Lesson plans for every area of teaching are expected and must be approved in advance by the cooperating teacher. Upon assumption of responsibility for lesson preparation, the teacher candidate must present all lesson plans to the cooperating teacher for review during the week prior to implementation. Once the lesson plans are approved, a copy of the lesson plans and any accompanying instructional materials must be available in the classroom to be used in the event that the teacher candidate is absent. These plans and materials must be sufficiently detailed to serve as guidelines for a substitute teacher. Any deviation from the approved lesson plans must be approved by the cooperating teacher prior to implementation.

For all scheduled college supervisory visits, a copy of the lesson plan and all handouts must be made available to the college supervisor at least 24 hours in advance prior to his/her arrival. The lesson plan must be attached in the LiveText Field Placement details.

INSTRUCTIONAL ANALYSIS PROJECT (IAP):

Each teacher candidate is required to complete an **Instructional Analysis Project (IAP)**. The criteria for this project is available in LiveText and in the syllabus for EDUC 420 Student Teaching Seminar located in Blackboard.

Reflective Journal:

Each teacher candidate is required to communicate with his/her college supervisor through a reflective journal. The format of the journal is determined by the college supervisor. The journal is not intended to be a log of activities, rather it is to be a discussion in which the teacher candidate reflects upon the student teaching experience. The college supervisor may respond orally during a scheduled visit and/or respond in writing. Since the journal is a discussion between only two people, it will remain the property of the teacher candidate and college supervisor upon completion of the student teaching experience.

Teacher Candidate Seminar Days-Call Backs

All teacher candidates completing initial certification are required to complete EDUC 420 Student Teaching Seminar during the student teaching semester. All candidates (with the exception of added endorsements and those with contracted teaching positions) will be required to attend intermittent class meetings as part of the student teaching experience. A required informational meeting is held toward the end of the semester prior to student teaching and two required callback sessions during the student-teaching experience/seminar course. The dates for seminars are posted in the student teacher syllabus and in the introductory letter to the cooperating teacher. Any exceptions due to distance are solely at the discretion of the Director of Field Experiences/Certification Officer.

Observations:

The teacher candidate is responsible for informing the college supervisor of the teaching schedule, the expected progression in assumption of responsibilities, and any schedule changes that may arise so that the college supervisor may plan visits accordingly. Because college supervisors are at liberty to make unannounced visits, all significant schedule changes should be reported in advance, even when a supervisory visit is not expected. The teacher candidate is expected to have a copy of the lesson plan and the applicable textbooks/handouts available for the college supervisor upon arrival.

Absences:

The teacher candidate has the same responsibilities for reporting and attending, as does any employed teacher. Absences include illness, bereavement, professional activity, inclement weather or other unforeseen circumstances. **Teacher candidates will be allowed no more than three missed days.** Because a complete student teaching experience is required for certification, it is imperative that teacher candidates meet all requirements established by the Peru State College Teacher Education Programs and the Nebraska Department of Education in order to be successful. One such requirement is regular, consistent attendance. **Teacher candidates are expected to be in their assigned school/classroom every day that their school/district is in session once**

they begin full-time student teaching. (This includes in-service, parent-teacher conference times, open houses, make-up days for snow days, etc.).

All absences from student teaching must be made up prior to the final transition week of the experience for more than three missed days. This includes those who are paid or volunteer coaches at the student teaching site or in another district. Any exceptions to this policy must be approved by the Director of Field Experiences/Certification Officer, college supervisor and cooperating teacher.

Illness:

If illness or an emergency should require the teacher candidate to be absent from school for any period of time, it is the responsibility of the teacher candidate to notify the cooperating teacher, principal, and college supervisor via phone and/or email immediately. **Three or more days of absences, consecutive or not, must be reported by the teacher candidate to the Director of Field Experiences/Certification Officer.**

Inclement Weather:

If school is dismissed for inclement weather, the teacher candidate is excused. The teacher candidate must make up any additional inclement weather day(s) beyond the three absence days allowed at the end of the student teaching experience. This is true even if the district's teachers are not required to make up the day(s).

Professional Activity:

Such an event may be a job fair, Teacher Recruitment Day, special conference (such as music teaching students often attend), presenting at a conference with a faculty member, job interview, etc. Teacher candidates **may** request an absence from student teaching to attend a professional event/activity, which is included in the three allowed absences. **Exception:** If the school district requests a student teacher to attend a Professional Activity this does not count against the three allowed absences.

To seek permission for such an activity, the teacher candidate must complete all of the following actions:

- Negotiate absence from classroom with cooperating teacher and college supervisor,
- Leave detailed lesson plans and materials for the cooperating teacher to use in your absence,
- Report on the day's activities by sending an email to your college supervisor within 48 hours of attending the event (i.e. list whom you met, what you did, what you learned from the experience).

Monitoring System:

The college supervisor will monitor teacher candidate absences and report these to the Director of Field Experiences/Certification Officer. In the event of an absence or the desire to attend a professional event, it is the teacher candidate's responsibility to provide documentation of absence or request to be absent.

PROFESSIONAL ETHICS FOR TEACHER CANDIDATES

Teacher candidates should be proud to be entering the teaching profession and will want to act appropriately, embracing and accepting the responsibility to adhere to the highest ethical standard. Adherence to the following Standards of Conduct and Ethics for Holders of Public School Certificates, published by the State of Nebraska Department of Education, is a basic requirement for all teacher candidates. Any breach of these standards may result in withdrawal from the student teaching placement and/or the Teacher Education Program. It is your responsibility to read and understand the [Professional Ethics for Teacher candidates](#).

SUBSTITUTE TEACHING

A teacher candidate is in the process of gaining experience as a teacher under the supervision and guidance of a certified cooperating teacher and Peru State College. There may be instances where the teacher candidate will be asked to serve as the substitute teacher when the cooperating teacher is absent from school. This may only be done **in the classroom in which he/she is student teaching and he/she must possess a local substitute certificate**. If you are not acting as the substitute teacher, an appropriate certificated substitute should be hired to be in the classroom even though the teacher candidate may be directing and teaching the class.

The day(s) on which the teacher candidate is the substitute teacher in his/her classroom may not be counted as one of the required student teaching days. Please refer to the student teacher substitute teaching policy in Appendix Q. Paid substitute teaching days will count toward the allowable three (3) excused absence (which includes, illness, professional activities, inclement weather, etc.). In order to earn credit for student teaching, all of the required number of days must be completed during the student teaching semester. It is the teacher candidate's responsibility to monitor their days.

LETTERS OF REFERENCE

Toward the end of student teaching, teacher candidates ask their cooperating teachers and college supervisors to write letters of reference in support of their applications for employment. Cooperating teachers and college supervisors may elect not to write letters for teacher candidates whose performance has not merited a positive recommendation.

VIDEOTAPING, AUDIOTAPING, AND PHOTOGRAPHY

Videotaping, audiotaping, and photography must be approved in advance by both the cooperating teacher and the building principal and may not include any images, names, or other means of identifying individual students without previously obtaining written consent of a parent or guardian. Videotaping, if approved by the cooperating teacher and principal, can provide valuable feedback and can serve as an evaluation tool for the cooperating teacher and college supervisor as well. Teacher candidates are advised, however, that advance permission and confidentiality considerations are of paramount importance when planning a videotaping session. Teacher Candidates and/or Practicum students should communicate with your Cooperating Teacher and school district to see if they already have these permissions on file.

CONCEPTUAL FRAMEWORK

The Conceptual Framework ([see Appendix A](#)) identifies the encompassing themes for the Teacher Education program developed by the EPP. Each theme is followed by a specific list of outcomes for the Teacher Education candidates. Each outcome serves as a subsystem within an integrated whole. The experiences leading to our desired outcomes are provided in a variety of contexts. Inherent in each theme are elements of the Mission of the School of Education and of the College as a whole.

SUGGESTED TIMELINE FOR STUDENT TEACHING

In order to become certified as a teacher in the State of Nebraska, candidates must complete a student teaching experience that is full time (Rule 20, Nebraska Department of Education, Section 005.03A2d). Students must be registered for student teaching credit hours the semester when they complete their experience.

The number of weeks required for each student teaching placement depends on several factors: (1) whether the endorsement area is a subject or field, (2) how many endorsement areas an individual is pursuing, (3) whether the teaching areas are for the same or different grade ranges, and (4) whether the person already has a teaching certificate. For an example suggested timeline for student teaching see [Appendix R](#).

Teaching Fields Endorsements

Art (PK-12)
Business, Marketing, & Information
Technology (6-12)
Early Childhood Inclusive (B-3)
Elementary Education (K-8)
English Language Arts (7-12)
Health & Physical Education (PK-12)
Mathematics (6-12)
Music (PK-12)
Science (7-12)
Social Science (7-12)
Special Education (K-12)

Teaching Subject Endorsements

Biology (7-12)
Chemistry (7-12)
English (7-12)
History (7-12)
Middle Level Education (5-9)
Special Education (K-6)
Special Education (7-12)

A teacher candidate completing one field or subject endorsement will complete 16 weeks of student teaching in that endorsement area. A teacher candidate completing two subject area endorsements will complete 8 weeks of student teaching for each endorsement area. A teacher candidate completing one field endorsement and one subject endorsement will complete 8 weeks of student teaching in each endorsement area. A teacher candidate completing two field endorsement areas will complete 9 weeks of student teaching in each endorsement area.

For other combinations of endorsements, the Director of Field Experiences/Certification Officer will consult with the Dean to determine the number of weeks for each endorsement.

The Director of Field Experiences/Certification Officer determines the start and end dates of each student teaching placement based on the program requirements and school district calendars. Student teachers will follow the calendar of the school on all days on which the teacher are on duty (i.e., student teachers may be required to work at their assigned school during the College's term break if their assigned school is in session).

A sample timeline based on a split 8-week or a 16-week placement can be found in [Appendix R](#). **These samples are suggested timelines to serve only as guides and the actual timeline will be determined by the student teacher's program of study, endorsement area(s), and by the educational needs of students in the classroom.** For each student teacher, the cooperating teacher, college supervisor, and teacher candidate will collaboratively determine specific lengths and activities during each week. **A common goal for the experience is that each student teacher has full responsibility for the instruction of students for a significant portion of their experience.**

If a student teacher has two field endorsements, the state permits nine (9) weeks of full student teaching for each endorsement as long as the placements are done during the same semester. In this case, the student teacher would follow the 8-week suggested timeline by adding an additional week at the end and/or speak with the Director of Field Experiences/Certification Officer for further clarification.

Any teacher candidate who feels that the expectations presented by the cooperating teacher exceed their ability and/or jeopardize their chances of being successful should attempt to communicate their concerns to the cooperating teacher first and then, if necessary, to the college supervisor. If a college supervisor determines that a teacher candidate is being asked to take on too much too soon, the college supervisor should discuss their concerns with the cooperating teacher. If a resolution cannot be achieved, then the college supervisor should notify the Director of Field Experiences/Certification Officer.

COLLEGE SUPERVISORS VISITATION SCHEDULES

At the minimum, five formal observations must be completed during the student teaching semester. College supervisors may add up to two more visits to allow for a "Hello" visit and conferencing at the midterm and final points. Some choose to combine observational visits with midterm and/or final conferences.

EVALUATION

The Peru State College grading system for student teaching is “Credit - No Credit.” The Director of Field Experiences/Certification Officer is the instructor of record for all student teaching, but the college supervisor coordinates and is directly involved in student teaching performance assessment. Responsibility for forwarding a recommendation for the final grade to the Director of Field Experiences/Certification Officer rests with the college supervisor, but he/she will customarily rely heavily upon the cooperating teacher's input.

The college supervisor's formal observations should generally allow for observation of the teacher candidate in action (except for the first “hello” visit), consultation with the cooperating teacher(s), and discussion with the teacher candidate. The cooperating teacher has insight into the cumulative and day-to-day progress of the teacher candidate; whereas, the college supervisor sees only snapshots of performance. However, the college supervisor usually has a broader reference range for assessing the teacher candidate's performance as it compares to that of teacher candidates in general. Both perspectives are necessary, and candid communication between the cooperating teacher and the college supervisor is essential. Therefore, consultation between the cooperating teacher and college supervisor should include a combination of meetings both with and without the teacher candidate being present.

In terms of written evaluation, every lesson observation form should be reviewed with the teacher candidate. Both the cooperating teacher and the college supervisor are asked to complete the midterm and final clinical practice evaluations at the appropriate place in the placement. The midterm and final clinical practice evaluations will be submitted electronically via LiveText so that all parties (cooperating teacher, college supervisor, teacher candidate, and Director of Field Experiences) may see each evaluative rubric.

If both the college supervisor and cooperating teacher assign scores at or above an average of “proficient” on the Final Nebraska Clinical Practice Evaluation, the teacher candidate will earn a passing score. The mean of the two evaluation scores will be used to measure student teaching success in those cases where there is a discrepancy between the two evaluations. If the mean is “proficient” or above, the student will still earn credit for the experience. For this reason, it is very important that all indicators are marked with a rating; any indicator with no marking or N/A affects the evaluative report.

A list of items that must be completed prior to teacher candidates' final grade being posted will be provided to the college supervisor, cooperating teacher(s), and teacher candidate.

These items include:

- Nebraska Clinical Practice Evaluation;
- Nebraska Formative Observation;
- Candidate Educator Disposition Assessment Evaluation;
- Surveys;
- Completion of total number of days, including make-up days; and
- Demographics Form (found in LiveText)

A teacher candidate will earn a grade of “Incomplete” until the above items are submitted with the deadline being one month from the end of student teaching. Any further delay will likely result in postponement of graduation and certification.

Based upon the totality of their own assessment and input from the cooperating teacher(s), the college supervisor submits a written grade recommendation of credit “C” or no credit “NC” to the Director of Field Experiences/Certification Officer during the last week of the placement term. The Director of Field Experiences/Certification Officer considers the grade recommendation from the college supervisor, the teacher candidate's participation in call back sessions, and the evaluative data to determine the student teaching grade. If the teacher candidate (or a cooperating teacher) wishes to dispute the college supervisor's grade recommendation, he or she should submit to the Director of Field Experiences/Certification Officer a written statement presenting his or her case. The School of Education Dean retains final responsibility for grading

decisions whenever a grading issue is raised. Once a grade is submitted, further contestations must follow the College's academic appeals process.

A list of the Nebraska Praxis II content examinations and their cut scores will be provided at the informational meeting and further discussed at the first call back session. Each teacher candidate must pass the required content examination for each endorsement and submit the passing score(s) prior to earning full Nebraska certification. [\(See Appendix O\)](#)

Attendance at call back sessions is a mandatory component of student teaching. The teacher candidate's participation in the seminar activities - professional development opportunities designed to enhance the student teaching process - allows the Director of Field Experiences/Certification Officer to observe the teacher candidate's professional dispositions. Any teacher candidate behavior demonstrating a lack of professionalism related to the call backs may earn an Educator Disposition Notice as determination by the Director of Field Experiences/Certification Officer and/or EDUC 420 seminar instructor. This may include deviations from standards of professional behavior along with directives about professional dress.

IMPORTANT POINTS CONCERNING EVALUATION

DISCUSS ASSESSMENT CRITERIA:

For the exact criteria by which the teacher candidate is to be assessed, examine the evaluation forms. These criteria should be the objectives the teacher candidate strives to achieve during each student teaching experience. It is important for the reliability of all formal evaluations that these criteria be mutually reviewed early in the experience. The college supervisor, cooperating teacher, and teacher candidate should attempt to reach agreement on the interpretation of these criteria and develop strategies for determining just how the teacher candidate is to meet each one during the experience. Reference materials will be available for all content knowledge area indicators on the Nebraska Clinical Practice Evaluation.

A midterm and final [Nebraska Clinical Practice](#) evaluation rubric must be completed for each endorsement that the teacher candidate is completing. If a teacher candidate is completing more than one endorsement in one placement, multiple evaluations will need to be completed so that each candidate is evaluated based on the content knowledge and skills that they have for each individual endorsement. This would be the case of a teacher candidate who is completing both Early Childhood Inclusive and Elementary Education endorsements within one K-3 placement; two sets of evaluations would need to be completed to cover both endorsements.

EMPLOY COOPERATIVE EVALUATION:

The teacher candidate should participate in the evaluation process. The teacher candidate, cooperating teacher(s), and college supervisor should sit down together to discuss their various perspectives. Such evaluative conferences afford the teacher candidate the opportunity to compare their self-evaluation to those of the cooperating teacher(s) and college supervisor as well as respond to the cooperating teacher's and college supervisor's assessment of the teacher candidate's progress. This is not to say, however, that the cooperating teacher and college supervisor should never meet without the teacher candidate being present; they should. One-to-one conferences have their place and should not be avoided, as they provide unique opportunities for specific feedback and discussion.

PROVIDE AND DOCUMENT SPECIFIC FEEDBACK AND ASSISTANCE:

When the teacher candidate has needs for improvement, they should receive suggestions for doing so in terms that are as specific as possible. Improvement plans, corrective measures, and recommendations should be clearly noted in writing as well as discussed. While positive feedback is desirable, constructive criticism is also important. Having both in writing provides an important reference to which the teacher candidate can return during solitary reflection, and it provides the documentation necessary to support a grade recommendation should a dispute arise. The [Nebraska Clinical Practice Evaluation](#) and [Observation](#) form should be used as it provides specific feedback and documents evidence of candidates' strengths and weaknesses.

EMPLOY EARLY INTERVENTION:

In the event that the college supervisor or cooperating teacher considers the teacher candidate's performance to be below average or has concerns about the teacher candidate's ability to be successful, the Director of Field Experiences/Certification Officer should be notified as early as possible. Whether or not the college supervisor and/or school personnel believe that intervention by the Director of Field Experiences/Certification Officer is necessary, the Director of Field Experiences/Certification Officer should be apprised of the concerns and any corrective measures that are being taken. In collaboration with the cooperating teacher(s) and college supervisor, the Director of Field Experiences/Certification Officer will determine whether further intervention is necessary. All those involved typically want to help the teacher candidate be successful. However, the welfare of the students and the professional needs of the host school must also be taken into account. The host school retains the right to remove the teacher candidate from the classroom and/or building at any time.

To provide teacher candidates who are struggling with effective and timely feedback and to minimize the potential for an unsuccessful student teaching experience, a remediation plan will be used. If the cooperating teacher and the college supervisor mark any indicator as "below standard" on the Nebraska Clinical Practice Evaluation, a remediation plan will be created that identifies area(s) for improvement and strategies to do so. A model remediation plan is available from the Director of Field Experience/Certification Officer; the college supervisor in conjunction with the cooperating teacher and teacher candidate will develop the remediation plan. The plan will be discussed and signed by all individuals, and then submitted to the Director of Field Experiences/Certification Officer for documentation. Be advised that, even if some of the midterm scores are "proficient" or "advanced", a remediation plan may be used to address skills and dispositions that are negatively impacting student teaching.

OVERVIEW OF FORMS

PRACTICUM GUIDE: OBSERVATION OF CLASSES

This form can be used by the teacher candidate as a guide to effective observation of classes. Copies can be made for multiple observations. The completed observations may be shown to the cooperating teacher and/or the college supervisor for feedback and discussion. These forms do not need to be submitted to Peru State College. ([See Appendix J](#))

SAMPLE LESSON PLAN FORMAT

This is a sample format to be used by the teacher candidate for planning purposes; teacher candidates may also use the lesson plan template that was used in their practicum. Other forms may be used when recommended by the district. Teacher candidates must use written lesson plans each time they teach and must provide a copy to both the cooperating teaching and the college supervisor before they observe a lesson. ([See Appendix K](#))

FINDING OUT ABOUT SCHOOL SERVICES AND RESOURCES

This guide is intended to help the teacher candidate understand the human and material resources at the school. ([See Appendix M](#))

RECORD OF TEACHER CANDIDATE EXPERIENCES

Participation in the activities listed on this sheet will provide some experience in assuming many of the responsibilities of teaching. ([See Appendix N](#))

NEBRASKA FORMATIVE OBSERVATION FORM

This form is used by the college supervisor and cooperating teacher for assessment and feedback on lesson preparation, implementation, and evaluation. The observation form is located in LiveText. A minimum of five observations are required to be submitted. The cooperating teaching will submit a minimum of two observations. The CT and CS will observe the teacher candidate teaching a lesson together at least twice during the student teaching placement. Split placements for teacher candidates will have a minimum of one combined observation with both the CT and CS. ([See Appendix I](#))

NEBRASKA CLINICAL PRACTICE EVALUATION

The Nebraska Clinical Practice evaluation rubric documents the indicators/competencies that are expected of the teacher candidate during this experience. The actual evaluation will be completed electronically within LiveText. For each placement and for each endorsement area, the college supervisor, cooperating teacher(s), and teacher candidate will each complete a midterm and a final evaluation.

The evaluative information from the college supervisor and cooperating teacher should be reviewed with the teacher candidate. The college supervisor should meet with both the cooperating teacher and the teacher candidate to discuss the evaluation and provide feedback to the teacher candidate regarding his/her progress at the midterm and final points of each placement.

The evaluation procedure provides a framework for feedback regarding the teacher candidate's performance and progress. The college supervisor should respond to any problems identified in the evaluation and assist in their solutions as needed. (See Appendix G)

STUDENT -TEACHING CLASSROOM DEMOGRAPHIC INFORMATION

This form is to be completed by the teacher candidate prior to the last evaluation and submitted to the School of Education through LiveText. The Teacher Candidate will complete one demographic form for each classroom. Secondary placements may combine students from each class to submit one form. The information provided should be as accurate as possible as some states request this information as part of their licensure requirements.

FIELD EXPERIENCE OR CLINICAL PRACTICE TERMINATION POLICY

The following procedures will be used when a Peru State College teacher candidate is removed from a field placement, which includes a practicum experience or student teaching (clinical practice). At the request of a Peru State college supervisor, a PreK-12 administrator, or the Director of Field Experiences/Certification Officer, a request for removal from a field placement may be initiated. A request for removal may be initiated in the event a teacher candidate fails to exhibit the content knowledge, skills, dispositions and behaviors appropriate to the profession per Nebraska Rule 20, 21, 27 and Educator Disposition Assessment.

Removal Initiated by the College:

When the college supervisor or Director of Field Experiences/Certification Officer determines a major concern exists, the Director of Field Experiences/Certification Officer contacts the teacher candidate and other involved parties. A determination will be made whether or not to issue an Educator Disposition Notice and initiate the review process by the School of Education Admission and Retention Committee (SOEARC).

Removal Initiated by the School District:

When the cooperating teacher or district administrator determines a major concern exists, the district administrator will contact the Director of Field Experiences/Certification Officer. The Director of Field Experiences/Certification Officer will obtain information about the situation, then contact the college supervisor and teacher candidate to discuss the information. **In this situation, the administrator of the district will make the final decision as to whether the teacher candidate remains as a guest in their school.** The Director of Field Experiences/Certification Officer will then report the district's decision to the teacher candidate and the college supervisor. If the teacher candidate is removed and wants to reapply for another student teaching placement, the Director of Field Experiences/Certification Officer will notify the chairperson of the SOEARC who will initiate a meeting with the full committee to review the case. No reason(s) for the removal are reported in writing unless the district provides them for this purpose.

Removal Initiated by Teacher Candidate:

When the Teacher Candidate removes oneself from a field placement for any reason, the placement ends. In order to reapply for another placement, they must present information to the SOEARC regarding their decision to remove

themselves. The committee will review the case and make a recommendation to the School of Education Dean who will make the final decision to grant or deny permission for the teacher candidate to reapply and/or remain in the Teacher Education program.

Removal from Field Experience or Clinical Practice:

A “Field Placement” constitutes both practicum experiences and student teaching. If a teacher candidate is removed from their field placement, they will not receive credit for the field placement unless extenuating circumstances exist which will be reviewed by the SOEARC who will make a recommendation to the School of Education Dean. This recommendation will include the status of continuance in the Teacher Education program and/or permission to reapply for a field placement (see options below)

Upon removal from a field placement, the Director of Field Experiences/Certification Officer will provide the SOEARC any available written documentation of the concern(s) that have resulted in removal from the field placement. A letter from the chairperson of the SOEARC shall inform the teacher candidate when and where the meeting will be held. The teacher candidate may choose to provide information to the SOEARC in writing and/or by attending the meeting.

During the meeting with the teacher candidate, the committee will consider the evidence provided by the Director of Field Experiences/Certification Officer as well as information provided by the teacher candidate that pertains to this case. The committee will then meet in closed session to develop a recommendation that will be forwarded to the School of Education Dean for consideration. The chairperson of the SOEARC will notify the Dean in writing within one business day of the committee’s recommendation. The School of Education Dean has the final decision.

One or more of the following options are available for consideration and recommendation regarding removal of a field placement:

1. Continuation in field placement, with a written and verbal warning that subsequent deficiencies may result in disenrollment from teacher education;
2. Continuation in field placement on probationary status, with a requirement that the candidate complete a remediation plan or program within an identified time frame;
3. Suspension from field placement for an identified amount of time before reapplication for another placement;
4. Termination of field placement from the Peru State College Teacher Education Program.

Note: The SOEARC may include a required action plan in their recommendation.

One or more of the following options are available for consideration and recommendation regarding readmission to the Teacher Education Program (guidelines for **removal from the Teacher Education program** are found on page 11:

1. Allow teacher candidate to reapply for admission to the Teacher Education Program with a written and verbal warning that subsequent deficiencies may result in disenrollment from teacher education.
2. Allow teacher candidate to reapply for admission on a probationary status with a requirement that the candidate complete a remediation plan or program within an identified time frame.
3. Deny admission to the Teacher Education Program for an identified amount of time.
4. Deny admission to the Teacher Education Program.

Note: The SOEARC may include a required action plan in their recommendation.

One or more of the following options are available for consideration and recommendation regarding reapplication for a field experience:

1. Allow teacher candidate to apply for a field placement.
2. Allow teacher candidate to apply for a field placement on probationary status with a requirement that the candidate complete a remediation plan or program within an identified time frame.
3. Deny application for field placement for an identified amount of time.

4. Deny application for field placement.

Note: The SOEARC may include a required action plan in their recommendation.

All recommendations of the SOEARC are forwarded to the Dean of the School of Education, who shall make the decision regarding the teacher candidate's status. A written statement of the Dean's decision will be communicated to the teacher candidate via Peru State College email and mailed to the address on file in myPSC student portal. Proof of receipt of the written decision will be made with the return of a U.S. Post Office receipt for a registered letter.

COMPLETION OF TEACHER EDUCATION PROGRAM

Teacher candidates who have met all requirements for their respective degrees will be eligible for completion of program and certification. Please understand that completing degree requirements does not always equate to meeting certification requirements.

To apply for Nebraska certification, candidates will need to complete the Nebraska initial certification paperwork on the Nebraska Department of Education website: <https://www.education.ne.gov/tcert/>. The Nebraska teaching certification process will be discussed during teacher candidate callback meetings. To be eligible for Nebraska certification, candidates must meet the following requirements:

1. Upheld an overall GPA of at least 2.75.
2. Upheld a "content knowledge" GPA of at least 3.0.
3. Successfully completed all courses that are required for the program/degree.
4. Successfully completed student teaching, as evidenced by an overall mean of 2.75/4.0 score from the cooperating teacher's and college supervisor's final evaluation scores.
5. Successfully completed and submitted passing scores on the Praxis II content examinations for each endorsement being completed at Peru State College. The list of required content exams by endorsements is located in [Appendix O](#).

Teacher candidates must complete all requirements for certification within **one semester** of completing student teaching. A teacher candidate should be certain that any remaining coursework for the degree program can be successfully completed within the semester immediately following student teaching before applying for the student teaching semester. Failure to meet all requirements may require the candidate to meet current program requirements if they are substantially different from the candidate's original program of study.

TEACHER CERTIFICATION

A teaching certificate is a license to practice the profession of teaching. There are very severe penalties prescribed by Nebraska law for a public school which employs teachers who do not have a valid Nebraska teaching certificate. Any teacher who is teaching without a valid certificate is subject to prompt discharge without recourse to the due process provisions which might otherwise apply to a termination.

It is the teacher's responsibility as a professional to keep their Nebraska certificate current (valid) while teaching in Nebraska's approved public/private schools. No certificate from any other state has any legal validity in Nebraska.

Certification is not automatic. Teacher candidates who successfully complete the Teacher Education Program at Peru State College will qualify for the Nebraska Initial Teaching Certificate. Application is made after the successful completion of student teaching and baccalaureate degree requirements.

1. Application must be made online by going to the Nebraska Department of Education website at

<https://www.education.ne.gov/tcert/>.

2. An official (raised seal) transcript from Peru State College is required. The teacher candidate will request an official Peru State College transcript be sent to NDE through the student records website or through their myPSC student portal. **Mark “hold for degree” on transcript request.** A fee is assessed.
3. Original PPST/Praxis Core and Content Examination Institutional Score Reports from the Educational Testing Services must be sent to NDE and Peru State College.
4. The Nebraska Department of Education application requires a fee with every application. **The payment is the teacher candidates’ responsibility. It can be paid with a credit card or check mailed.**
5. If you have not lived in Nebraska continuously for the five years immediately prior to applying for teacher certification, **two complete legible sets of fingerprints** and a \$105.00 fee must be submitted to the Nebraska Department of Education along with the certification application. NDE fingerprint information: <https://cdn.education.ne.gov/wp-content/uploads/2017/12/FP-Directions.pdf>

NOTE: Any person convicted of a felony or misdemeanor may only be considered for certification or field placement through appeal to the State Board of Education. Please contact the Ms. Stephanie Holmes in the Education Office at 1-800-742-4412, Ext. 2399 or by email at sholmes@peru.edu for more information regarding the certification process.

ADDED ENDORSEMENTS

If an individual wishes to add one or more endorsements to a current Nebraska teaching certificate through the School of Education at Peru State College, a progress sheet audit will need to be completed to identify where the individual stands in relation to meeting requirements for the selected endorsement(s). **A current valid Nebraska teaching certificate will automatically admit the individual to Teacher Education.**

In order to be recommended for a provisional added endorsement, the candidate will need to apply and be admitted to Peru State College, enroll in at least one course required for the endorsement, and submit a plan of study to the Director of Field Experiences/Certification Officer that clearly identifies when each remaining program requirement will be met within the three-year provisional period, based on the course rotation schedules for Peru State College. Provisional Special Education endorsement will need to submit a plan of study that documents the completion of at least 6 special education credits to apply and can be renewed with 9 credit hours in special education. This permit is valid for one year.

If the individual did not complete their initial certification through Peru State College, **(1) a minimum of 50% of credits of coursework for the endorsement (prior to student teaching) must be completed through Peru State College and (2) all transfer courses, if applicable, must be approved by the Director of Field Experiences/Certification Officer** before the School of Education Director of Field Experiences/Certification Officer will confirm the completion of the endorsement program and fully recommend it be added to the candidate’s teaching certificate. Prior to recommendation, successful completion and submission of scores of content examinations for each endorsement being added through Peru State College will need to occur. The list of required content exams by endorsements are located in [Appendix O](#). **Passing scores for each exam are required for certification beginning September 1, 2015.**

STATUS OF THE TEACHER CANDIDATE IN NEBRASKA

Legislative Bill 175 (1971)

AN ACT relating to education: to define terms; to provide for teacher candidates or interns as prescribed; and to provide duties. Be it enacted by the people of the State of Nebraska.

Section 1. As used in this act, teacher candidate or intern shall mean a student enrolled in an institution of higher learning approved and jointly assigned by such institution of higher learning and a board of education to student teach or intern under the direction of a regularly employed certificated teacher under the rules and regulations of such board of education and any other part of the school program for which either the cooperating teacher or the principal is responsible.

Section 2. A teacher candidate or intern under the supervision of a certified teacher, principal, or other administrator shall have the protection of the laws accorded the certificated teacher, principal or other administrator and shall, while acting as such teacher candidate or intern, comply with all rules and regulations of the local board of education and observe all duties assigned certificated teachers.

Section 3. It shall be the responsibility of a cooperating teacher in cooperation with the principal or other administrator and the representative of the teacher preparation institution, to assign the teacher candidate or intern responsibilities and duties that will provide adequate preparation for teaching.

Section 4. Whenever in this act, board of education is referred to and the school that a teacher candidate or intern is referred to does not have a board of education, such terms shall be the person or governing body that administers such school.

ACCESS TO FILES

79-4,156. Any teacher, administrator, or full-time employee of any public school district shall, upon his request, have access to his personnel file maintained by the district and shall have the right to authorize any other person to have access to such file, which authorization shall be honored by the district. Such access and right to attach a written response shall not be granted with respect to any letters of recommendation solicited by the employer which appear in the personnel file. No other person except school officials while engaged in their professional duties shall be granted access to such file nor shall the contents thereof be divulged in any manner to an unauthorized person.

70-4,157. Any pupil in any public school, his parents, guardians, teachers, counselors, or school administrators shall have access to the school's files or records maintained concerning him. No other person shall have access thereto nor shall the contents thereof be divulged in any manner to any unauthorized person. All such files or records shall be so maintained as to separate academic and disciplinary matters and all disciplinary materials shall be removed and destroyed upon the pupil's graduation or after his continuous absence from the school for a period of three years, and after authorization is given by the State Records Board pursuant to section 84-1201 to 84-1220.

RECERTIFICATION

The Peru State College Teacher Education Program faculty view the teacher as a rational and effective decision-maker. The effective decision-maker in the PK-12 setting must have a solid cognitive knowledge base in such areas as learning theory, child and adolescent growth, educational planning, diverse students, exceptional learners, educational technology, curriculum development and human relations.

The candidate for recertification will be prepared to carry out the instructional role of professional decision-maker in a personal, caring manner. We believe that the effective instructional decision-maker will be prepared to carry out the following teaching functions:

1. Select curricula based on student needs.
2. Actively listen to student concerns and expressed needs
3. Establish academic focus
4. Communicate to students the structure of the content being studied
5. Challenge and motivate students to higher learning goals
6. Select appropriate learning activities based on student needs and the learning situation
7. Check for student comprehension; provide student feedback
8. Help students reflect on their thoughts and ideas

9. Affirm and support students in their learning efforts
10. Organize and manage the classroom to optimize academically engaged time
11. Develop analytical and evaluative processes in students

The ultimate goal of recertification student teaching programs in Nebraska is to improve the quality of education in our schools by providing teachers who have acquired the best possible preparation. The Nebraska State Department of Education, teacher education institutions, and cooperating school districts are united in their commitment to this goal. Recertification student teaching implies a team relationship between the cooperating teacher, the college representative, and the recertification teacher candidate.

Overview

Peru State College offers recertification for current and expired Nebraska teaching certificates through our Graduate program. Renewal of a current Nebraska teaching certificate prior to expiration or less than 5 years after expiration requires 6 credit hours. Recertification renewal for 5 or more years after expiration of a Nebraska teaching certificate requires 15 credit hours.

Nebraska Rule 21 requires a teacher candidate to student teach as part of their 15 credit hour renewal of Nebraska recertification. **005.10D** Within the five (5) years prior to the date of application, have received fifteen (15) semester hours of education-related coursework taken after completion of the baccalaureate degree which includes (a) a course in instructional techniques; (b) **a field experience consisting of one hundred (100) or more clock hours of contact with students in the classroom setting**, fifty (50) percent of which shall consist of performing instructional duties; (c) a course or courses which address current issues in education, including but not limited to, special education, gifted education, reading and writing in the content area, and school law; and (d) the remaining course work be directly related to the applicant's content area on the expired certificate. (NE Rule 21, March 2018)

Recertification student teaching involves a minimum of 15 consecutive days (all day for 3 weeks) of recertification student teaching experience in an accredited or approved school. This experience must be overseen by a teacher with a minimum of three years' teaching experience and must be done in a classroom within the grade range and field or subject of previous endorsement. It begins after completion of the required twelve (12) credit hours of graduate coursework.

If the candidate has a valid substitute permit, recertification student teaching may be completed in the role of long-term substitute, provided the assignment is for 3 weeks in the same classroom and in the grade level and area of certification. In the event that the candidate is teaching on a provisional teaching permit or as a long-term substitute, the school principal or another school representative will act in the capacity of cooperating teacher for purposes of evaluation.

It is recommended that the candidate observe the cooperating teacher for a short period of time (one or two days) and then begin to become actively involved in the classroom. It is expected that, by the end of the 3 weeks, the candidate will have planned and taught lessons and preferably have taken control of the regular day's schedule.

Application for certification may be submitted after all coursework and the recertification student teaching have been completed.

COURSE DESCRIPTION

EDUC 509 Recertification Student Teaching: This course is designed for those persons whose teaching certificate has expired for more than five years. The course will provide the opportunity for the person to spend a minimum of three weeks in a PK-12 classroom. EDUC 509 will fulfill the State Department of Education practicum requirement for renewal of an expired certificate.

RATIONALE

The recertification student teaching provides an opportunity for the teacher who has been away from teaching for an extended period of time to refresh their professional skills before seeking employment in a school. The candidate is assigned to a school, under the competent guidance of a cooperating teacher, for three full weeks after having completed the course work required for certificate renewal. The candidate is expected to take a major part in actual classroom experiences. The candidate participates by observing, teaching, and evaluating the same activities as the regular classroom teacher.

OBJECTIVES

In keeping with the overall goal of the Teacher Education Program at Peru State College, the candidate for recertification should be a teacher who can:

1. Analyze content and curriculum from a scholarly perspective
2. Assess/diagnose students' needs from a cultural perspective
3. Plan instruction that is scholarly, appropriate for the student's developmental level
4. Implement instruction using effective teaching skills
5. Evaluate instruction and communicate learning progress to students and their parents
6. Should have a professional disposition to be a life-long learner and role model

The following objectives provide direction for reentry preparations. The candidate should be fully prepared to:

1. Select curricula based on student needs
2. Actively listen to student concerns and expressed needs
3. Establish academic focus
4. Communicate to students the structure of the content
5. Challenge and motivate students to higher learning goals
6. Select appropriate learning activities based on student needs and the learning situation
7. Check for student learning; provide student feedback
8. Help students reflect on their thoughts and ideas
9. Affirm and support students in their learning efforts
10. Organize and manage the classroom to optimize academically engaged time
11. Develop analytical and evaluative processes in students

As the recertification candidate and cooperating teacher prepare for, implement, and assess the recertification student teaching, these objectives guide them in their planning and decision making in order to guarantee the best possible professional refresher.

ADMISSION TO RECERTIFICATION STUDENT TEACHING

Teacher candidates must submit an application for admission to EDUC 509 at least two (2) weeks prior to the start of the semester during which the student teaching will be completed. Teacher candidates may apply up to six (6) months in advance. The EDUC 509 Recertification Student Teaching Application can be found at: <https://www.peru.edu/eform/view.php?id=549542>. To qualify to do the recertification student teaching, the candidate must have completed the following:

1. A course in instructional techniques
2. A course or courses which address current issues in education, including but not limited to, special education, gifted education, reading and writing in the content area, and school law
3. Any remaining coursework needed to meet the required twelve (12) semester credit, to be chosen from the list of technology and other courses on the credit approval form

NOTE: It is highly recommended that the recertification teacher candidate has professional liability insurance. The Director of Field Experiences/Certification Officer has information about professional liability insurance for any recertification teacher candidate who does not have their own policy.

PLACEMENT SITE SELECTION

Recertification student teaching placement assignments are made through the combined efforts of the Peru State College Director of Field Experiences/Certification Officer and representatives of fully accredited public and private schools. **The application for recertification student teaching process must be submitted at least two (2) weeks prior to the start of the semester in order to allow time for confirmation of placement and registration for EDUC 509. Those who plan to student teach during the first month of the fall or spring semester should apply eight (8) or more weeks prior to the start of the semester to allow time for placement.**

Applicants for recertification student teaching are asked to indicate their school district/building preference. The Director of Field Experiences/Certification Officer will make arrangements for the experience based on preferences listed on the application. In making recertification student teaching assignments, first consideration will be given to obtaining a location that will provide the best possible experience for the recertification candidate. In addition, applicants for the recertification student teaching who are requesting out-of-area (outside of Nebraska and more than 100 miles from Peru NE) must provide all demographic information necessary to allow contacts to be made by the Director of Field Experiences/Certification Officer. If the cooperating teacher requires payment for their work with the recertification candidate, the recertification teacher candidate will be required to pay the cooperating teacher. The recertification teacher candidate will make payment to the cooperating teacher.

Requests for school placements in a school building that the recertification teacher candidate attended will not be considered. Likewise, requests for placement in school buildings where close relatives of the applicant are students, faculty, staff, school board members, or administrators will not be considered. If this situation is determined to exist after the placement is made, or even after the recertification student teaching experience has begun, the Director of Field Experiences/Certification Officer may require the recertification teacher candidate to withdraw and complete the experience at another school and, possibly, in another semester. Those applicants who desire special consideration in these matters should consult with the Director of Field Experiences/Certification Officer before making application for admission to recertification student teaching. This is especially applicable when the recertification teacher candidate is completing this experience under a provisional/conditional permit.

COOPERATING TEACHER(S) SELECTION

Peru State College personnel and cooperating school administrators select teachers who will best facilitate recertification student teaching. A cooperating teacher is an experienced teacher who has volunteered to accept this particular recertification teacher candidate. The cooperating teacher must have at least three years of teaching experience in the subject area/grade level of the recertification student teaching experience. Cooperating teachers are asked to review the responsibilities of a cooperating teacher, as presented in this handbook.

SCHOOL PROCEDURES

A RECERTIFICATION TEACHER CANDIDATE IS EXPECTED TO:

- A. Be at the school during the hours of the teaching staff and be punctual
- B. Follow the calendar of the school system
- C. Abide by the regulations and rules of the school system
- D. Attend all faculty meetings unless directed otherwise by the school principal
- E. Practice sound professional ethics and hold all information in confidence concerning children and/or others as directed

COOPERATING TEACHER RESPONSIBILITIES

The following checklists are provided to serve as a guideline for the cooperating teacher in carrying out responsibilities.

ORIENTATION

The principal and cooperating teacher are key figures in making a recertification teacher candidate feel welcome to their school and staff. A cordial reception by them will enhance the recertification teacher candidate's feeling of being accepted as a member of the professional staff. It will foster a sense of pride and respect for the school. Below is a list of suggested ideas to help orient recertification Teacher Candidates to the school/district.

- A. Introduce the recertification teacher candidate to the faculty and school staff
- B. Provide a tour of the entire school facilities
- C. With the principal, explain the general philosophy and policies of the school, the rules and regulations, and all emergency procedures to be followed
- D. Treat the recertification teacher candidate as a co-worker and professional person
- E. Notify parents of the presence of the recertification teacher candidate
- F. Introduce the recertification teacher candidate to the students as a teacher who will be working with them in the classroom
- G. Acquaint the recertification teacher candidate with the basic teaching philosophy, the overall program, the daily schedule and routines, lesson plans, location of all teaching materials, the standards of student conduct established, policies on disciplinary action, emergency procedures, and pertinent information regarding each student (e.g., cumulative & health records, parent conferences, test scores)
- H. Provide a desk/table, storage space, handbooks, teacher's guide, textbooks, etc., for the recertification teacher candidate

COOPERATING TEACHER'S GUIDED OBSERVATIONS

Planning for periods of observation during the first day or two is suggested. This will enable the recertification teacher candidate to become familiar with each program in specific ways so that the recertification teacher candidate feels comfortable when teaching responsibilities are assumed.

Suggested observations include:

- A. The recertification teacher planning and writing lesson plans
- B. The recertification teacher using instructional materials and special resources
- C. The recertification teacher giving clear, concise, sequential directions
- D. The recertification teacher instructing one-to-one, small group, and large group situations
- E. The recertification teacher stating objectives and teaching a lesson appropriate to the stated objectives
- F. Activities in which development of study, responsibility, and initiative are stressed
- G. The recertification teacher's control of students' time and behavior (management)
- H. The recertification teacher's use of controls in a situation with disruptive behavior
- I. The recertification teacher completing forms required by the principal or school system

PARTICIPATION

A cooperating teacher should plan for the recertification teacher candidate to participate in the following areas:

- A. Developing plans for instruction
- B. Securing instructional and resource materials
- C. Writing daily lesson plans
- D. Tutoring individual students

- E. Accompanying and directing students to different areas of the school
- F. Assuming responsibility for the total class or scheduled classes
- G. Keeping records and evaluating the progress of students

OBSERVATIONS

The cooperating teacher will observe the recertification teacher candidate in the classroom throughout the three-week recertification student teaching. The cooperating teacher will discuss the recertification teacher candidate's performance with the teacher candidate. The recertification teacher candidate may contact the Director of Field Experiences/Certification Officer and/or EDUC 509 instructor at any time to discuss concerns and problems.

ASSESSMENT

As a member of the profession who has assumed responsibility for a recertification teacher candidate, a cooperating teacher has the obligation to provide the guidance necessary for developing the recertification teacher candidate's teaching abilities.

Day-to-day informal discussions are invaluable in checking over plans and materials and evaluating together the recertification teacher candidate's teaching as well as reviewing plans for the next day.

It is advisable for the cooperating teacher and recertification teacher candidate to set aside some time each week to evaluate the week in total and make plans together for the week ahead. Additionally, they should meet:

- to discuss teaching techniques and materials
- to look at specific problems which have occurred
- to assess areas of teaching which have been successful, minimally so, and others needing definite improvement

In terms of formal evaluation, the cooperating teacher is expected to complete the paper-based final student teaching Nebraska Clinical Practice evaluation and Nebraska Observation form (See [Appendix G](#) and [I](#)). The Teacher Candidate will also complete the Nebraska Clinical Practice Evaluation.

EVALUATION

Grading options are "credit" or "no credit." **The Nebraska Clinical Practice Evaluation employs proficiency scales. The goal is "proficient" for being classroom ready, with "advanced" reserved for those who perform at the highest level. (See [Appendix G](#))**

Any recertification teacher candidate whose performance is perceived to be in the "no credit" category should receive intensive counseling and assistance from both the cooperating teacher and EDUC 509 instructor. The Director of Field Experiences/Certification Officer and EDUC 509 instructor should be apprised of the situation and informed of the steps taken to improve the recertification teacher candidate's performance.

EMPLOY COOPERATIVE EVALUATION:

The recertification teacher candidate should participate in all of their evaluations. Evaluative conferences afford the recertification teacher candidate the opportunity to practice self-evaluation as well as respond to the cooperating teacher's assessment of the recertification teacher candidate's progress.

PROVIDE SPECIFIC FEEDBACK AND ASSISTANCE:

When the recertification teacher candidate needs to improve, they should receive suggestions for doing so in as specific terms as possible. Recommendations should be made in writing for documentation.

RECERTIFICATION TEACHER CANDIDATE - ACADEMIC PREPAREDNESS & INSTRUCTIONAL PLANNING

1. Do you have an up-to-date understanding of the subject area including concepts, facts, and interrelationships of ideas, background, and supporting information and resources?
2. Do your lesson plans show creativity in selecting and arranging activities to achieve goals?
3. Do you construct behavioral/performance objectives that are appropriate for the lesson?
4. Do you provide for individual differences among students when planning lessons?
5. Do your lesson plans reveal a variety of teaching techniques?
6. Are your instructional procedures consistent with your stated objectives?
7. Do you select appropriate and effective resources when planning your lessons?
8. Do your lesson plans allow for student participation?
9. Do your evaluation instruments clearly reflect your lessons' objectives?
10. Do you use a variety of techniques for assessing student progress?
11. Do you use evaluation results in planning future instructional activities?

CLASSROOM MANAGEMENT

1. Are you fair and consistent in maintaining appropriate management?
2. Do you help your students develop self-control and self-discipline?
3. Do you deal effectively with problem situations?
4. Do you maintain a pleasant classroom atmosphere?
5. Do you earn the respect of your students?

COMMUNICATION SKILLS

1. Do you consistently employ appropriate grammar and vocabulary in oral communication?
2. Do you write clearly, legibly, and in an organized manner?
3. Are your oral directions for instruction clear and concise?

PROFESSIONAL AND PERSONAL CHARACTERISTICS

1. Does your instructional performance indicate a sincere enthusiasm for teaching and a commitment to the profession?
2. Do you project a professional image?
3. Have you established a positive rapport with your colleagues?
4. Have you established a positive, constructive rapport with your students?
5. Do you carry out all school-related tasks promptly and effectively?
6. Do you actively participate in school functions beyond regular classroom duties?
7. Are you reliable, dependable, and trustworthy?
8. Are you absent often due to illness?
9. Does your appearance indicate that you place a high value on personal health practices?

ABSENCES

Recertification teacher candidates are allowed no absences during their recertification student teaching experience; all absences must be made up. If illness or an emergency should require the recertification teacher candidate to be absent from school for any period of time, it is the responsibility of the recertification teacher candidate to let the cooperating teacher and principal know as soon as possible. In cases of prolonged or repeated absences, the Director of Field Experiences/Certification Officer and EDUC 509 instructor will, after consulting with the cooperating teacher and the principal will determine whether the recertification teacher candidate's experience will be terminated or extended.

DRESS STANDARD

The recertification teacher candidate will be attired in clothes appropriate to the role of a professional educator, conforming to the dress code at the assigned school.

PROFESSIONAL ETHICS FOR RECERTIFICATION

The recertification teacher candidate should be considered a professional member on the school staff. Conduct expectations should be appropriate to the position, conforming to the morals and customs of the school.

Rule 27, Title 92, 004 Standards of Ethical and Professional Performance for Holders of Public School Certificates states the mandate for all Nebraska educators and provides standards by which Peru State College judges recertification teacher candidate conduct. Under the code of professional and ethical behavior it is inappropriate under any circumstances for the recertification teacher candidate to discuss any issues related to their students with anyone except the cooperating teacher.

EMPLOYMENT INTERVIEWS

Employment interviews should be scheduled after recertification student teaching hours. If this is not possible, the cooperating teacher should be contacted for any special arrangements. Any resulting absence will be made up.

LESSON PLANS

Lesson plans for every area of teaching are expected and must be approved by the cooperating teacher in advance of implementation. In the event of any absences, the recertification teacher candidate is to see that the cooperating teacher has the lesson plans with accompanying instructional materials.

RECERTIFICATION FORMS

Credit Approval Application for Certificate Renewal (6 credit hours). This form is to be completed during the initial planning phase for determining recertification requirements. This application can be found at <https://www.peru.edu/eform/view.php?id=546991>

Credit Approval Application for Certificate Renewal (15 credit hours). This form is to be completed during the initial planning phase for determining recertification requirements. This application can be found at <https://www.peru.edu/eform/view.php?id=547755>

Application for Recertification Student Teaching. This form is used to apply for placement for a recertification student teaching. This application can be found at: <https://www.peru.edu/eform/view.php?id=549542>

Finding Out about School Services and Resources. This guide is intended to help the recertification teacher candidate become oriented to the school. ([See Appendix M](#))

Lesson Plan Format. This is a suggested format to be used by the recertification teacher candidate for planning purposes. If another form is more appropriate, please make us of it, adapting the components listed. ([See Appendix K](#))

Nebraska Observation Form. This form is to be filled out by the cooperating teacher during lesson observation in the classroom, and then submitted to the Director of Field Experiences/Certification Officer for evaluative purposes. ([See Appendix I](#))

Nebraska Clinical Practice Evaluation. This form is to be filled out by the cooperating teacher and teacher candidate and then submitted to the Director of Field Experiences/Certification Officer for evaluative purposes. ([See Appendix G](#))

APPENDIX A: CONCEPTUAL FRAMEWORK

Creating Exemplary Educators: Reflective Decision-makers

THREE THEMES OF THE CONCEPTUAL FRAMEWORK

1. Foundational Knowledge

“The message for teacher education is clear: Beginning teachers should have a solid grounding in whatever it is they are to teach coupled with the skills to know how to acquire additional knowledge on a lifelong basis and the attitude to want to continue to learn” (Ducharme & Ducharme, 1999).

Teacher candidates have a broad background of knowledge and skills in three domains identified as general and liberal studies, content area studies and pedagogical studies. These studies serve to enrich, enlighten, and expand candidates' knowledge and skills. As they reflect upon their experiences, teacher candidates make informed decisions.

General and Liberal Studies

The General Studies Program is designed to support student development in the context of the goals of the College, and ultimately enhance the capacity for continued lifelong learning and effective citizenship by encouraging breadth of perspective regardless of vocation. Each program area has specific learning objectives as well. Courses may satisfy both major and general studies program requirements simultaneously. (Peru State College Undergraduate Catalog, page 59)

Outcomes

- 1.1.1. Teacher education candidates develop a broad foundation of knowledge across disciplines and connect and inter-relate that knowledge to positively impact instruction and student learning.
- 1.1.2. Teacher education candidates demonstrate strong communication, computation, research, and technology skills.

Content Area Studies

To develop content area expertise teacher candidates will have a broad knowledge in the fields or subjects in which they choose to specialize. The chosen content area is an integral component to the success of students who enroll in programs aimed at subjects offered at a typical high school across the nation.

Outcomes

- 1.2.1. Teacher education candidates inter-relate all content areas, use tools of inquiry, and emphasize the significance of literacy and diversity across the curriculum.
- 1.2.2. Teacher education candidates identify, select and evaluate appropriate resources to support a coherent lesson sequence in their content areas which creates meaningful student learning experiences.
- 1.2.3. Teacher education candidates demonstrate comprehension of the evolving nature of theory and research in their content areas.

Pedagogical Studies

To develop pedagogical content knowledge, teacher candidates will demonstrate a repertoire of methods that make content knowledge easily understood and relevant by a variety of learners (Ball & McDiarmid, 1990).

B. O. Smith and David Smith described the domain labeled Pedagogical/Clinical Knowledge and Skills as "...knowledge of teaching methods, strategies, skills, and techniques and their application in laboratory, practicum and student teaching experiences" (Smith, 1983, pg. 93).

Outcomes

- 1.3.1 Teacher education candidates plan and implement appropriate instruction and assessment based on their knowledge of human development and socio-cultural, philosophical, and historical foundations of education processes in a democratic society.
- 1.3.2 Teacher education candidates effectively use technology to plan and implement instruction and enhance student learning.
- 1.3.3 Teacher education candidates develop, plan, and implement standards-based curriculum that reflects current research.
- 1.3.4 Teacher education candidates design and teach lessons that differentiate instruction for each learner and positively impact student achievement.
- 1.3.5 Teacher education candidates design and implement a variety of quality formative and summative standards-based assessments to measure individual student progress and inform ongoing planning and instruction.
- 1.3.6 Teacher education candidates create a positive, well organized, safe, and respectful learning community with clearly defined classroom goals dedicated to purposeful and engaging learning activities.
- 1.3.7 Teacher education candidates promote the development of problem solving, critical thinking, collaboration, and goal setting skills for all students and help students assume responsibility for their own learning.

2. Professional Dispositions and Integrity

"Learning-all forms of learning-will prosper when it is founded on good relationships. The human spirit thrives on caring and compassion, on esteem and trust" (Waldon, Collie & Davies, 1999, p.36.)

Teacher candidates develop professional dispositions, character, skills and traits appropriate for the teaching profession. The candidates demonstrate professionalism, dependability, social maturity, a cooperative attitude, enthusiasm, initiative, and confidentiality, especially as it relates to student information.

Outcomes

- 2.1.1 Teacher education candidates refine, model and reflect upon the characteristics, skills, and traits appropriate for the teaching profession and encourage the potential of the students they teach.
- 2.1.2 Teacher education candidates model moral, ethical and legal behaviors as well as sensitivity to the culture and norms within a school community.

3. Professional Development

"Teacher educators must be acutely aware of the fact that producing teachers who are individually good teachers is not sufficient; they must also be stewards of good school." (Goodlad, 1994, p.196).

Teacher education candidates recognize what is involved in being a lifelong educator, establish their own professional identities, and effectively collaborate within the learning community.

Outcomes

- 3.1.1 Teacher education candidates analyze and reflect upon constructive feedback to initiate change and refine practices that address the needs of all students.
- 3.1.2 Teacher education candidates participate in opportunities for collaboration and on-going professional development activities to maintain currency in education-related issues.
- 3.1.3 Teacher candidates analyze current educational research and information about what is considered best practices as well as resources available for lifelong professional growth and development.

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Supporting Research

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APPENDIX B: INTASC STANDARDS

The Learner and Learning

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners' communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works 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

Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans 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. The teacher understands and uses 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

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

Standard #9: Professional Learning and Ethical Practice. The teacher engages 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. The teacher seeks 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.

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Council of Chief State School Officers. (2013, April). Interstate Teacher Assessment and Support Consortium InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0: A Resource for Ongoing Teacher Development. Washington, DC: Author.

APPENDIX C: TEACHER EDUCATION CERTIFICATION - CANDIDATE CHECKLIST

The process for teacher education certification at Peru State College can be delineated into five distinct steps. All candidates, with the exception of candidates adding an endorsement area, are required to complete all five steps. Below each step, the means of assessing a candidate's qualifications for achieving that step are identified.

The candidate is responsible for the timely submission of all materials required at each stage of the process of teacher education certification. Therefore, the candidate would be advised to periodically check with the School of Education Administrative Assistant at least once a semester for necessary materials.

STEP 1: ENTRY INTO PERU STATE COLLEGE

- Evaluation of Transcripts
- ACT/SAT Scores (if available)

STEP 2: ADMISSION TO TEACHER EDUCATION

Admission to Peru State College	Praxis Core - Writing passing score (162)
Minimum Cumulative GPA 2.75/4.0	Praxis Core - Math passing score (150)
C or above in college level English Composition	Praxis Core - Reading passing score (156)
C or above in college level Math course	Completion of 42 credits
Completion of Educ 208	Successful completion of Panel Interview
Completion of Educ 209	Less than two Disposition Deficiencies
Completion of Educ 255	Completion of Background Check
Completion of Psyc 250	Completion of Personal & Professional Fitness Statement (PPFS)
Completion of SpEd 200	Submission of Admission to Teacher Education Application
	Submission of EDA Acknowledgement and Agreement form

STEP 3: ADMISSION TO STUDENT TEACHING

Admission to Teacher Education	Minimum 2.75/4.0 Cumulative GPA
Completion of all Core Education Coursework	Minimum 3.0/4.0 Content Knowledge GPA
Completion of all Content Area Coursework	Completion of LiveText Portfolio (80% score minimum)
Completion of Background Check	Completion of Personal & Professional Fitness Statement (PPFS)
< 12 credits of general education courses remaining	Submission of Application for Student Teaching

STEP 4: APPLICATION FOR GRADUATION

Minimum 2.75/4.0 Cumulative GPA	Completion of student teaching (2.75/4.0 evaluation score)
Completion of all courses required for program	Submission of Application for Graduation/fee

STEP 5: TEACHER CERTIFICATION

Completion of bachelor degree requirements	Completion of student teaching experience (2.75/4.0)
Approval of endorsement(s) by TE Committee	Completion of Praxis II Content Examination(s)
Submission of official Peru State transcript with degree and/or endorsement posted	Submission of Application for Certification/fee

APPENDIX D: PERSONAL & PROFESSIONAL FITNESS STATEMENT

Prior to acceptance into the teacher education program, each Peru State College teacher education candidate is required to sign statement addressing personal and professional fitness. These statements address the areas of criminal conviction status and emotional/mental capacity.

Criminal Conviction Status

Nebraska Rule 20 states the following:

005.07A: The institution shall require the prospective teacher education student to provide it with a list of all criminal convictions, except traffic offenses. The institution shall require the prospective student to affirm under oath that he or she has no felony convictions, and no misdemeanor convictions involving abuse, neglect or sexual misconduct.

005.07B: A person with a conviction as defined in Section 005.07A shall not be allowed to participate in pre-student teaching field, laboratory, and classroom experiences or student teach, without approval by the Commissioner or the Board. **A person with a conviction as defined in Section 005.07A may request approval by the Commissioner or Board by using the procedures set forth in 92 NAC 21 Section 009.02 through 009.04.** Please see the Director of Field Experiences/Certification Officer for additional information.

I _____, state that, to the best of my knowledge, the following
(Print Student Legal Name) information is true:

Check one:

- I have never been found guilty of a felony or misdemeanor or entered a plea of guilty or no contest to a felony or misdemeanor in any criminal, drug, or juvenile court.
- I have the following felony and/or misdemeanor conviction(s):

I agree that if, in the future, I am convicted of any misdemeanor or felony, I will immediately contact the Peru State College Certification Officer to report my change in conviction status.

(Legal Signature of Student) (Social Security Number) (Date)

I understand what I have read and attest to the accuracy and truthfulness of the information provided, and I understand that falsification or omission of any information could result in my disqualification or removal from the teacher education program.

Emotional and Mental Capacity Status

The School of Education expects each prospective candidate to have developed a professional disposition, character, skills and traits that are appropriate for teacher candidacy. Prior to admission into teacher education, we expect our future candidates to have demonstrated an interest in the profession, dependability, social maturity, a cooperative attitude, enthusiasm, and initiative. Teaching is a profession that requires its potential candidates to be individuals of integrity and a strong ethical character who can make mature decisions for themselves and for their students.

Should any member of the Peru State College educational community submit a disposition deficiency that documents behavior which, within reasonable judgment, establishes on the part of the candidate a lack of integrity, questionable ethical character, or otherwise indicates a potential risk to young persons and/or others in the educational

community, the School of Education reserves the right to deny entry to or dismiss anyone from any program which leads to certification.

The following information is from Nebraska Rule 21 and establishes policy governing teacher education programs in Nebraska.

003.10 Mental Fitness. 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. Such evidence shall be any of the following:

003.10A Such person is, at the time of the consideration of the person’s fitness to hold a certificate, a mentally ill dangerous person under Section 83-1009 R.R.S. as evidenced by a declaration or order to that effect by a mental health board of this state, or as evidenced by a similar finding by a similar body of another state.

003.10B Such person is, at the time of the consideration of the person’s fitness to hold a certificate, a mentally ill individual as defined in Section 20-164 R.R.S., (“an individual who has a significant mental illness or emotional impairment as determined by a mental health professional qualified under the laws, rules and regulations of this state and who is an inpatient or resident in a facility for mentally ill individuals.”), or a similar determination has been made by similarly qualified mental health professional(s) of another state.

003.10C Such person has been declared by a court as mentally incompetent in relation to standing trial for a criminal charge pursuant to Sections 29-1822 or 29-1823 R.R.S., or similar laws of another state, and has not been found by a court to have recovered from such incompetency.

003.10D Such person has been acquitted of a criminal charge on the basis of a finding of insanity under Section 29-2203 R.R.S. or similar laws of another state, unless a court, subsequent to such an acquittal, has found that such person is not dangerous to himself, herself, or others by reason of mental illness or defect and has released such person from court ordered treatment pursuant to Sections 29-3702 and 29-3703 R.R.S., or similar laws of another state.

003.10E A court has found such person to be an incapacitated person in need of a court appointed guardian pursuant to Sections 30-2601 and 30-2620 R.R.S., or similar laws of another state, and no court order has been entered that such person’s incapacity has terminated.

003.10F A court has appointed a conservator or made other protective order(s) due to a court’s finding that such person is unable to manage his or her property and property affairs effectively for reasons which include any of the following: (i) mental illness; (ii) mental deficiency; (iii) chronic use of drugs; and (iv) chronic intoxication, pursuant to Section 30-2630 R.R.S. or similar laws of another state, and no court order has been entered that the disability of the person has ceased.

I, _____, state that I am aware of the emotional and mental capacity
(Print Student Legal Name) requirement listed above. I also affirm that I am aware that, upon acceptance into the teacher education program, if any of the aforementioned circumstances exist, I will need to provide evidence of my emotional and/or mental capacity.

(Legal Signature of Student)

(Social Security Number)

(Date)

I understand what I have read and attest to the accuracy and truthfulness of the information provided, and I understand that falsification or omission of any information could result in my disqualification or removal from the teacher education program.

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APPENDIX E: NEBRASKA DEPARTMENT OF EDUCATION RULE 20 & 21

Nebraska Department of Education Rule 20: Felony & Misdemeanor Policy

004.06 Policies for Program Admission, Progression, and Completion. The institution must have on file, and systematically communicate to all candidates, specific requirements regarding candidate admission, progression, and completion of the teacher education program, including:

004.06A Disclosure. The institution shall require the prospective candidate to disclose all criminal convictions, except traffic offenses.

004.06B Notice Regarding Convictions. The institution shall inform all persons who apply for admission to its program that persons who have felony convictions, or misdemeanor convictions involving abuse, neglect, or sexual misconduct, as defined in Section 004.06D of this chapter, are automatically rejected by the Department for certification, and may only be considered for certification, or participation in field experiences, with the approval of the Department. A person with a conviction as defined in Section 004.06D of this chapter may request approval by the Department using the procedures set forth in 92 NAC 21 Sections 009.02 through 009.04.

004.06C Criminal Background Check. The institution shall conduct or verify an official criminal background check on candidates prior to admission to an initial teacher education program and again prior to clinical practice.

004.06D Convictions

004.06D1 For purposes of this chapter, a felony conviction means any felony offense under the laws of any jurisdiction, including misdemeanor convictions in other jurisdictions that would constitute a felony if committed in Nebraska.

004.06D2 For purposes of this chapter, 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 (with the applicable sections of the Revised Statutes of Nebraska in parentheses):

- 004.06D2a Assault (third degree) (28-310)
- 004.06D2b Child Enticement (28-311)
- 004.06D2c Stalking (28-311.03)
- 004.06D2d Hazing (28-311.06)
- 004.06D2e Unlawful Intrusion (28-311.08)
- 004.06D2f Violating a Harassment Protection Order (28-311.09)
- 004.06D2g False Imprisonment (28-315)
- 004.06D2h Sexual Assault (third degree) (28-320)
- 004.06D2i Domestic Assault (28-323)
- 004.06D2j Child/Vulnerable Adult Contact with Methamphetamine (28-457)
- 004.06D2k Abandonment of Spouse or Child (28-705)
- 004.06D2l Child Abuse (28-707)
- 004.06D2m Contributing to the Delinquency of a Child (28-709)
- 004.06D2n Prostitution (28-801)
- 004.06D2o Keeping a Place of Prostitution (28-804)
- 004.06D2p Debauching a Minor (28-805)
- 004.06D2q Public Indecency (28-806)
- 004.06D2r Sale of Obscene Material to Minor (28-808)
- 004.06D2s Obscene Motion Picture Show, Admitting Minor (28-809)
- 004.06D2t Obscene Literature Distribution (28-813)
- 004.06D2u Sexually Explicit Conduct (28-813.01)
- 004.06D2v Resisting Arrest (28-904(1)(a)), when the conviction involves use or threat of physical force or violence against a police officer
- 004.06D2w Indecency with an Animal (28-1010)
- 004.06D2x Intimidation by Phone Call (28-1310)
- 004.06D2y Violating a Protection Order (42-924(4))

004.06D3 For purposes of this chapter, in addition to the offenses listed above, felony convictions, and misdemeanor convictions involving abuse, neglect, or sexual misconduct shall also include convictions related to such crimes, including: (with the applicable sections of the Revised Statutes of Nebraska in parentheses)

004.06D3a Attempt to Commit A Crime (28-201)

004.06D3b Criminal Conspiracy (28-202)

004.06D3c Accessory to a Felony (28-204)

004.06D3d Aiding, Abetting, Procuring, or Causing Another to Commit an Offense (28-206)

004.06D4 Convictions which have been set aside, nullified, expunged, or pardoned shall not be considered convictions for purposes of this chapter, unless the laws of the jurisdiction of the conviction would allow the conviction to be used as the basis for denial of permission to teach or participate in classroom or field experiences, or for denial of a certificate to teach, counsel, supervise, administer, or provide special services in schools. However, such convictions shall be listed by the candidate as required in Section 004.06A of this chapter.

Emotional and Mental Incapacity

A person with an emotional and/or mental incapacity as indicated in the Nebraska Rule 21 below shall not be allowed to participate in pre-student teaching field, laboratory, and classroom experiences or student teach without approval by the State Board of Education. Students are required to complete a Personal and Professional Fitness Statement form in EDUC 208 or EDUC 209 and prior to all field placements. This statement must be on file within the School of Education prior to the candidate starting their field experience.

Teacher Candidates found to be in violation of the Nebraska Rule 21 Emotional and Mental Incapacity will be removed from any or all field experience(s) and must contact the Director of Field Experience/Certification Officer before enrolling in any pre-student teaching field, laboratory, and classroom experiences or student teaching.

Nebraska Department of Education Rule 21: Emotional & Mental Incapacity Status

03.10Mental Fitness. 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. Such evidence shall be any of the following:

003.10A Such person is, at the time of the consideration of the person's fitness to hold a certificate or permit, a mentally ill dangerous person under Section 83-1009 R.R.S. as evidenced by a declaration or order to that effect by a mental health board of this state, or as evidenced by a similar finding by a similar body of another state.

003.10B Such person is, at the time of the consideration of the person's fitness to hold a certificate or permit, a mentally ill individual as defined in Section 20-164 R.R.S., Can individual who has a significant mental illness or emotional impairment as determined by a mental health professional qualified under the laws, rules and regulations of this state and who is an inpatient or resident in a facility for mentally ill individuals."), or a similar determination has been made by similarly qualified mental health professional(s) of another state.

003.10C Such person has been declared by a court as mentally incompetent in relation to standing trial for a criminal charge pursuant to Sections 29-1822 or 29-1823 R.R.S., or similar laws of another state, and has not been found by a court to have recovered from such incompetency.

003.10D Such person has been acquitted of a criminal charge on the basis of a finding of insanity under Section 29-2203 R.R.S. or similar laws of another state, unless a court, subsequent to such an acquittal, has found that such person is not dangerous to himself, herself, or others by reason of mental illness or defect and has released such person from court ordered treatment pursuant to Sections 29-3702 and 29-3703 R.R.S., or similar laws of another state.

003.10E A court has found such person to be an incapacitated person in need of a court appointed guardian pursuant to Sections 30-2601 and 30-2620 R.R.S., or similar laws of another state, and no court order has been entered that such person's

incapacity has terminated.

003.10F A court has appointed a conservator or made other protective order(s) due to a court's finding that such person is unable to manage his or her property and property affairs effectively for reasons which include any of the following: (i) mental illness; (ii) mental deficiency; (iii) chronic use of drugs; and (iv) chronic intoxication, pursuant to Section 30-2630 R.R.S. or similar laws of another state, and no court order has been entered that the disability of the person has ceased.

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APPENDIX F: EDUCATOR DISPOSITION EXPECTATIONS

Borko, Liston, and Whitcomb (2007) explained that dispositions are a person's tendencies to act in a given manner and are predictive of patterns of action. Villegas (2007) concurred with this definition and contended that dispositions are an individual's inclination to act in a particular way under particular circumstances based on personal beliefs. She suggested an inclination or tendency implies a pattern of behavior that is predictive of future actions. Therefore, dispositions that candidates demonstrate as they perform in either the college classroom or the field are likely to continue into their classrooms when they begin teaching. To gain full depiction of a candidate's teaching effectiveness, all aspects of the teaching act must be considered. Not only must teachers possess content and pedagogical knowledge and skills, they must deliver instruction in a manner which results in positive learning impact. Sanders and Rivers (1996) contended that teacher quality, to include the knowledge, skills and dispositions of that individual, is a crucial indicator of a student's performance in school. Taylor and Wasicsko (2000) concluded a strong relationship exists between teacher effectiveness and teacher dispositions. They found that a substantial amount of research showed the attitudes, ideals, and principles teachers held regarding their students, teaching, and themselves, strongly influenced their impact on student learning and development. Wilkerson (2006) suggested that ultimately, dispositions are actually more important than knowledge and skills in the act of teaching.

Notar, Riley, Taylor, Thornburg, and Cargill (2009) suggested that a strong correlation exists between the dispositions of teachers and the quality of their students' learning. It is necessary for future teachers to learn that teachers who care about their students and are willing to exert the effort needed to ensure the classroom is a productive learning environment, have characteristics that may not be measured as possession of pedagogical knowledge and skills. These teachers, through their actions and demeanor, are demonstrating effective teaching dispositions (Almerico, Johnston, Henriott, & Shapiro, 2010). As the key role model in the classroom, they have a significant chance to affect the positive development of the children they teach. This impact is made through both the content of their instruction and the quality of their social interactions and relationships with their students (Hamre & Pianta, 2001; Jennings & Greenberg, 2009; Brackett & Rivers 2014).

Educator Disposition Indicators and Associated Behaviors

Oral Communication:

Indicators at the Meets Expectations Level

- Demonstrates strong professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment
- Varies oral communication as evidenced by encouraging participatory behaviors
- Communicates at an age appropriate level as evidenced by explaining content specific vocabulary

Communication is a complex process. When it is effective, students and the teacher benefit. Good oral communication can enhance and expand learning, help students accomplish goals, strengthen the student-teacher relationship, and create a generally positive experience. Effective communication entails establishing a classroom climate where all students may hear what is being said and have the opportunity to respond, speaking clearly with modulated intonation and at an appropriate rate, and using words which the students should be able to understand. Effective communication includes sharing information and receiving regular feedback from the listeners. Through optimal discourse teachers can ascertain whether the listeners actually understand what they are trying to convey.

Effective communicators possess the ability to attend to the body language of their students determining when they are bored or confused. The teacher's body language, a type of communication that is usually subconscious, is easily read by students. It is important to express confidence, kindness, and enthusiasm to students.

Written Communication:

Indicators at the Meets Expectations Level

- Communicates respectfully and positively with all stakeholders as evidenced by fostering cordial responses
- Demonstrates precise spelling and grammar

Effective written communication entails possessing the ability to demonstrate command of the English language while engaging in a range of contexts and for a variety of different audiences and purposes.

This includes the ability to tailor writing to a particular audience, using appropriate styles and approaches. Teachers must be able to express themselves in writing in a manner where recipients understand the message in a receptive rather than defensive way. Written correspondence must be delivered clearly and with tact.

Professionalism:

Indicators at the Meets Expectations Level

- Responds promptly to communications and submits all assignments
- Consistently exhibits punctuality and attendance
- Maintains professional boundaries of ethical standards of practice
- Keeps inappropriate personal life issues out of classroom/workplace
- Functions as a collaborative group member as evidenced by high levels of participation towards productive outcomes

Brehm et.al. (2006) suggested that professionalism can be divided into the three categories; 1) professional parameters, 2) professional behaviors, and 3) professional responsibilities. The first category, professional parameters, deals with the legal and ethical rules educators must follow such as the Code of Professional Conduct delineated by state boards of education. Other examples include local, state, and federal laws pertaining to educational and instructional issues. Professional behaviors include observable actions such as, developing and maintaining positive relationships with administrators, colleagues, parents, and students; modeling the appearance and attitudes of a professional educator, and being reliable and dependable. Professional responsibilities include active involvement of one's professional association, volunteering for school or community functions and attending school events.

Positive Attitude:

Indicators at the Meets Expectations Level

- Demonstrates an appropriately positive affect with students as evidenced by verbal and non-verbal cues
- Actively seeks solutions to problems without prompting or complaining
- Tries new ideas/activities that are suggested

An attitude is regarded as a positive or negative point of view that shapes one's perspectives, thought processes, and behaviors. According to Souza and Marcos (2010), attitude determines what each individual will see, hear, think and do and can be positive or negative. It is very clear that a teacher's way of thinking guides his or her actions inside and outside the classroom. While teachers should be competent in their knowledge of content and pedagogy, it is also equally important that teachers understand the impact of possessing a positive attitude within the constructs of teaching and learning. Research suggests that the positivity of a classroom teacher can have a significant impact on the academic success of students. In the words of noted scholar, philosopher, and educator, Haim Ginnot (1993):

"I've come to a frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized."

Preparedness:

Indicators at the Meets Expectations Level

- Accepts constructive feedback as evidenced by implementation of feedback as needed
- Learns and adjusts from experience and reflection as evidenced by improvements in performance
- Comes to class planned and with all needed materials
- Alters lessons in progress when needed as evidenced by ability to change plan mid-lesson to overcome the deficits

Effective teaching begins with effective planning. Such planning involves thinking about how students will engage in the learning process. Prepared teachers consider the details in their planning and make necessary adjustments along the way, therefore requiring flexibility and responsiveness throughout each teaching and learning experience. Positive dispositional characteristics in the area of preparedness also include thinking with the end in mind or "backward design". Effective teachers are those who prepare for instruction based on desired goals and outcomes.

Appreciation of and value for cultural and academic diversity:

- Embraces all diversities as evidenced by implementing inclusive activities and behaviors with goals of transcendence
- Creates a safe classroom with zero tolerance of negativity to others as evidenced by correcting negative student behaviors

Possessing an appreciation and value for cultural and academic diversity requires a mindset of inclusivity. Culturally aware educators consider the differences of others and do not allow such diversity to dictate their actions adversely. Inclusion permeates in all areas of teaching and learning, such as instructional activities, the classroom community, and interactions with others. Additionally, the classroom environment is one in which students feel safe because the teacher has created a positive and respectful environment. In essence, teachers are to be culturally aware and responsive, which entails recognizing the importance of including students' cultural references in all aspects of learning (Ladson-Billings, 1994).

Collaboration:

Indicators at the Meets Expectations Level

- Demonstrates flexibility as evidenced by providing considered responses and accepts majority consensus
- Maintains a respectful tone at all times, even during dissent as evidenced by not interrupting or talking over others
- Proactively shares teaching strategies as evidenced by productive collaboration

A professional culture requires teachers who are willing to share, support, and explore together. Developing a collaborative culture will result in reducing teacher attrition, improving student learning, and creating the type of school that everyone searches for when they decide to become an educator. Studies show that when teachers collaborate, students perform better. However successful collaboration begins with possessing certain dispositional qualities and behaviors. Collaboration requires an openness to give and receive feedback coupled with a willingness to grow professionally. True collaboration also involves mutual respect in order to work towards a common goal.

Self-Regulation:

Indicators at the Meets Expectations Level

- Recognizes own weaknesses as evidenced by seeking solutions before asking for support
- Researches and implements most effective teaching styles as evidenced by citing works submitted

Also referred to as self-management is the ability to effectively regulate one's thoughts, emotions and behaviors in a variety of situations. This includes the ability to manage stress, control impulses, self-motivate, and establish, pursue, and achieve personal and academic goals.

Social Emotional Learning:

Indicators at the Meets Expectations Level

- Demonstrates appropriate maturity and self-regulation as evidenced by remaining calm when discussing sensitive issues
- Demonstrates perseverance and resilience (grit) as evidenced by tenacious and determined ability to persist through tough situations
- Demonstrates sensitivity to feelings of others as evidenced by compassionate and empathetic social awareness

Social and Emotional Learning (SEL) skills are those abilities that promote creativity, problem solving and communication and have at their heart social interactions. The Collaborative for Academic and Social Emotional Learning (CASEL) defined SEL as the process of implementing policies and practices to teach individuals competencies and skills to assist in the development of self-awareness, self-management, social awareness, making reasoned choices and developing and maintaining healthy relationships. Persons who embrace the constructs of Social Emotional Learning possess Social Emotional Competence (SEC). Research indicates teachers with SEC are better able to create nurturing, safe, and healthy classroom environments which lead to higher academic achievement (Durlak et.al. 2011).

Individuals who are aware of their emotions possess the trait of self-awareness and are better able to manage their emotions. They understand how their words and actions affect others, are able to develop and sustain good healthy relationships, and can make good, ethical decisions. Individuals who are self-aware are more likely to have greater success in the classroom in all areas of the teaching domain.

Teachers who possess Social Emotional Competence set the tone of the classroom by creating supportive, nurturing, and caring relationships with their students. Their lessons: build on their student's strengths, promote intrinsic motivation, effectively coach students through conflict; encourage collaborative and cooperative learning. They are exemplary role models of prosocial behavior.

Prosocial behavior is a social behavior that benefit(s) other people or society as a whole, such as helping, sharing, donating, cooperating, and volunteering. Prosocial behaviors are those intended to help other people. It is behavior characterized by a concern about the rights, feelings and welfare of other people. Behaviors that can be described as prosocial include feeling empathy and concern for others and behaving in ways to help or benefit other people.

Teachers who have SEL skills are able to manage their classrooms more effectively, to teach their students better, and to cope successfully with students who are challenging. Additionally, these skills will most likely help teachers manage their own stress more effectively and to engage in problem solving more skillfully in their own lives.

Teachers who exhibit social emotional competence, have a strong sense of self and social awareness, can self-manage, know how to develop meaningful relationships, and make good, ethical decisions. Because of this, they tend to be more efficient at creating pleasant classroom learning environments. They may also be more proficient at facilitating positive interactions with peers, students, and supervisors, thus contributing to a more positive school climate and culture. Teachers possessing social emotional competence may be more unlikely to lose control, and instead be more conscious of displaying appropriate emotions. Because

of this, these teachers forge better, more satisfying relationships with peers, colleagues, their principals, parents, and their students.

Finally, the classroom environment created by teachers with SEL skills is characterized by: low levels of conflict, smooth transitions, appropriate expressions of emotions, respect, and interest and focus on task (Jennings & Greenberg, 2009)

[Back to Educator Disposition Expectations](#)

APPENDIX G: NEBRASKA CLINICAL PRACTICE RUBRIC

Teacher Candidate:

For Office use only: CT/ TC/ US

Evaluator's Name:

Evaluator's Role:

Date:

Select the cell in each row, which best describes performance. At midterm, the goal would be for teacher candidates to be performing at **Developing or Proficient**. If performance is scored "Below Standard," please be in communication with the coordinator of field experiences.

	Advanced	Proficient	Developing	Below Standard
<p>Uses knowledge of students to meet needs</p> <p style="text-align: center;">Standard 1</p> <p style="text-align: center;">Learner Development</p> <p>InTASC 1; CAEP 1.1</p>	<p>Uses data about students and their development to adjust teaching and build on student strengths resulting in student learning.</p>	<p>Uses data about students and their development to adjust teaching.</p>	<p>Collects data about students and their development but does not adjust teaching.</p>	<p>Lacks evidence of data collection and use related to students and their development.</p>
<p>Differentiates instruction to meet student needs</p> <p style="text-align: center;">Standard 2</p> <p style="text-align: center;">Learner Differences</p> <p>InTASC 2; CAEP 1.1</p>	<p>Identifies students' needs for differentiation and responds with individualized instruction, flexible grouping, and varied learning experiences to include bringing multiple perspectives and cultural resources to the discussion of content.</p>	<p>Identifies students' needs for differentiation and responds with individualized instruction, flexible grouping, and varied learning experiences.</p>	<p>Identifies students' needs for differentiation.</p>	<p>Does not identify students' needs for differentiation.</p>
<p>Promotes a positive classroom environment through clear expectations</p>	<p>Communicates and reinforces clear task and behavior expectations to students, develops routines that support expectations and</p>	<p>Communicates and reinforces clear task and behavior expectations to students and follows routines that support</p>	<p>Communicates and reinforces clear task and behavior expectations to students.</p>	<p>Attempts to communicate and reinforces clear task and behavior expectations to students.</p>

<p>Standard 3</p> <p>Learning Environments</p> <p>InTASC 3; CAEP 1.1</p>	<p>minimizes the loss of instructional time.</p>	<p>expectations for the learning environment.</p>		
<p>Uses accurate content and academic vocabulary</p> <p>Standard 4</p> <p>Content Knowledge</p> <p>InTASC 4; CAEP 1.1</p>	<p>Communicates accurate content, uses academic vocabulary correctly, provides relevant opportunities for students to demonstrate understanding and uses knowledge of common misconceptions to create accurate understanding in the content area.</p>	<p>Communicates accurate content, uses academic vocabulary correctly and provides relevant opportunities for students to demonstrate understanding.</p>	<p>Communicates content and uses academic vocabulary, yet does not consistently provide relevant opportunities for students to demonstrate understanding.</p>	<p>Communicates inaccurate content, academic vocabulary and/or provides irrelevant opportunities for students to demonstrate understanding.</p>
<p>Engages students in critical thinking and collaborative problem solving</p> <p>Standard 5</p> <p>Application of Content</p> <p>InTASC 5; CAEP 1.1</p>	<p>Links concepts to help students make connections and engages students in applying methods of inquiry in the discipline to engage learners in critical thinking.</p>	<p>Links concepts to help students make connections and engages students in applying methods of inquiry in the discipline.</p>	<p>Links concepts to help students make connections in the discipline.</p>	<p>Does not assist students in making connections in the discipline.</p>
<p>Develops literacy and communication skills through content</p> <p>Standard 5</p>	<p>Engages students to utilize literacy and communication skills from a variety of resources and perspectives to address targeted purposes and audiences.</p>	<p>Engages students to utilize literacy and communication skills by accessing a variety of resources and perspectives to show understanding of content.</p>	<p>Engages students in developing literacy and communication skills.</p>	<p>Provides few opportunities for students to develop literacy and communication skills.</p>

Application of Content InTASC 5; CAEP 1.1				
Uses classroom assessment Standard 6 Assessment InTASC 6; CAEP 1.1	Uses classroom formative and summative assessments that match objectives and inform instructional decisions to guide implementation of differentiated instructional strategies to include designing and/or adapting interventions as a result.	Uses classroom formative and summative assessments that match objectives and inform instructional decisions to guide implementation of differentiated instructional strategies.	Uses classroom formative and summative assessments that match objectives and inform instructional decisions.	Uses classroom formative and summative assessments but may not match objectives and/or inform instructional decisions.
Assesses for learning Standard 6 Assessment InTASC 6; CAEP 1.1	Uses student performance data and knowledge of students to identify interventions that support and/or advance learning through a series of differentiated assessment practices that positively impact learning.	Uses student performance data and knowledge of students to identify interventions that support and/or advance students to positively impact learning.	Uses student performance data and knowledge of students to identify interventions that support students.	Does not use student performance data and/or knowledge of students to identify interventions that support students.
Plans for instruction Standard 7 Planning for Instruction InTASC 7; CAEP 1.1	Sequences learning experiences linked to the learning objectives, performance tasks and assessments to provide multiple ways for students to demonstrate knowledge and skills to include using data to adjust for recurring learning	Sequences learning experiences linked to the learning objectives, performance tasks and assessments to provide multiple ways for students to demonstrate knowledge and skills.	Sequences learning experiences linked to the learning objectives, performance tasks and assessments.	Provides little or no evidence of sequenced learning experiences and/or experiences are not linked to the learning objectives, performance tasks and/or assessments.

	needs throughout planning.			
Incorporates digital tools into instruction Standard 8 Instructional Strategies InTASC 8; CAEP 1.1	Designs or adapts relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.	Provides relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.	Provides relevant learning experiences that incorporate digital tools to stimulate interest.	Provides learning experiences that incorporate digital tools infrequently or ineffectively.
Uses research-based instructional strategies Standard 8 Instructional Strategies InTASC 8; CAEP 1.1	Uses a broad range of evidence-based strategies to support learning in the content area, poses questions that elicit student thinking about information and concepts to build critical thinking skills.	Uses evidence-based strategies to support learning in the content area and poses questions that elicit student thinking and support critical thinking skills.	Uses evidence-based strategies to support learning in the content area and poses questions that elicit student thinking.	Uses strategies and poses questions.
Uses engagement to enhance learning Standard 8 Instructional Strategies InTASC 8; CAEP 1.1	Organizes and manages the learning environment for student engagement and personal accountability using strategies that provide opportunities for students to process and articulate new knowledge.	Organizes and manages the learning environment for student engagement using strategies that provide opportunities for students to process and articulate new knowledge.	Manages the learning environment for student engagement.	Attempts to manage the learning environment for student engagement.
Accepts critique and input regarding performance	Invites constructive feedback, responds positively, independently sets and implements	Invites constructive feedback, responds positively, with support sets and implements goals to improve practice.	Invites constructive feedback, responds positively, but inconsistently implements goals to improve practice.	May resist constructive feedback or fail to implement goals to improve practice.

<p>Standard 9</p> <p>Professional Learning and Ethical Practice</p> <p>InTASC 9; CAEP 1.1</p>	<p>goals to improve practice.</p>			
<p>Conveys professional demeanor</p> <p>Standard 10</p> <p>Leadership and Collaboration</p> <p>InTASC 10; CAEP 1.1</p>	<p>Conveys a confident, professional decorum when interacting with learners, peers, colleagues and the community in small and large group situations to include seeking out leadership opportunities in the school and/or community.</p>	<p>Conveys a confident, professional decorum when interacting with learners, peers, colleagues and the community in small and large group situations.</p>	<p>Conveys professional decorum when interacting with learners, peers, colleagues and the community in small and large group situations. Any minor lapses have been addressed.</p>	<p>Conveys a lack of professional decorum when interacting.</p>
<p>Uses professional communication</p> <p>Standard 10</p> <p>Leadership and Collaboration</p> <p>InTASC 10; CAEP 1.1</p>	<p>Demonstrates professional oral, written and electronic communication, responds to people, problems and crises effectively and communicates with families through a variety of means (i.e. notes home, emails or websites, phone calls, conferences, meetings).</p>	<p>Demonstrates professional oral, written and electronic communication, responds to people, problems and crises effectively.</p>	<p>Demonstrates professional oral, written and electronic communication, responds to people, problems and crises effectively with additional assistance.</p>	<p>Demonstrates unprofessional oral, written and/or electronic communication and/or responds to people, problems and crises ineffectively.</p>

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APPENDIX H: STANDARDS OF ETHICAL & PROFESSIONAL PERFORMANCE

(NDE RULE 27)

PRINCIPLE I

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:

- Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, colleagues, parents, school patrons, or school board members.
- Shall not discriminate on the basis of race, color, creed, sex, marital status, age, national origin, ethnic background, or [disability].
- 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.
- Shall not make any fraudulent statement or fail to disclose a material fact for which the educator is responsible.
- Shall not exploit professional relationships with students, colleagues, parents, school patrons, or school board members for personal gain or private advantage.
- Shall not sexually harass students, parents or school patrons, employees, or board members.
- Shall not have had revoked for cause in another state 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. *
- Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties.
- Shall report to the Commissioner any known violation of the standards designated by an asterisk (*).
- Shall seek no reprisal against any individual who has reported a violation of these standards.

PRINCIPLE II

Mindful that a profession exists for the purpose of serving the best interests 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:

- Shall permit the student to pursue reasonable independent scholastic effort, and shall permit the student access to varying points of view.
- Shall not deliberately suppress or distort subject matter for which the educator is responsible.
- Shall make reasonable effort to protect the student from conditions which interfere with the learning process or are harmful to health or safety.
- Shall conduct professional educational activities in accordance with sound educational practices that are in the best interest of the student.
- 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.
- Shall not tutor for remuneration students assigned to his or her classes unless approved by the local board of education.
- Shall not discipline students using corporal punishment.

PRINCIPLE III

The magnitude of the 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:

- 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.
- Shall not use institutional privileges for private gain or to promote political candidates, political issues, or partisan political activities.
- Shall neither offer nor accept gifts or favors that will impair professional judgment.
- Shall support the principle of due process and protect the political, citizenship, and natural rights of all individuals.
- Shall not commit any act of moral turpitude, nor commit any felony under the laws of the United States or any state or territory. *
- Shall, with reasonable diligence, attend to the duties of his or her professional position.

PRINCIPLE IV

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:

- 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.
- Shall not misrepresent his or her professional qualifications, nor those of colleagues. *
- Shall practice the profession only with proper certification, and shall actively oppose the practice of the profession by persons known to be unqualified.
- Shall, in the continuance of professional service, maintain a valid teaching certificate in accordance with the laws of the State of Nebraska.

PRINCIPLE V

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:

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

STANDARDS OF COMPETENCY

Administrative and Supervisory Requirements: Educators must possess the abilities and skills necessary to accomplish the designated task.

Each educator shall:

- Keep records for which he or she is responsible in accordance with law and policies of the school system;
- Supervise others in accordance with law and policies of the school system; and
- Recognize the role and function of community agencies and groups as they relate to the school and to his or her position, including but not limited to health and social services, employment services, community teaching resources, cultural opportunities, educational advisory committees, and parent organizations.

Each teacher and special services counselor shall:

- Utilize available instructional materials and equipment necessary to accomplish the designated task;
- Adhere to and enforce written and dated administrative policy of the school which has been communicated to the teacher or special services counselor; and
- Use channels of communication when interacting with administrators, community agencies, and groups, in accordance with school policy.

Each administrator shall:

- Use available instructional personnel, materials and equipment necessary to accomplish the designated task;
- Adhere to and enforce school law, state board regulation, and written and dated school board policy which has been communicated to the administrator; and
- Use channels of communication when interacting with teachers, community agencies and groups in accordance with school policy.

Analysis of Individual Needs and Individual Potential: The educator shall utilize or promote the utilization of diagnostic techniques to analyze the needs and the potential of individuals. These may include but need not necessarily be limited to:

- Personal observation;
- Analysis of individual performance and achievement; and
- Specific performance testing.

Instructional Procedures: Each educator shall seek accomplishment of the designated task through selection and utilization of appropriate instructional procedures.

Each educator shall:

- Create an atmosphere which fosters interest and enthusiasm for learning and teaching;
- Use procedures appropriate to accomplish the designated task; and
- Encourage expressions of ideas, opinions and feelings.

Each teacher shall:

- Create interest through the use of materials and techniques appropriate to the varying abilities and background of students and
- Consider individual student interests and abilities when planning and implementing instruction.

Each administrator shall:

- Support the creation of interest by providing the materials, equipment and encouragement necessary for the teacher to accomplish the designated task and
- Make reasonable assignment of tasks and duties in light of individual abilities and specialties and available personnel resources.

Communication Skills: In communicating with students and other educators, each educator, within the limits prescribed by his or her assignment and role, shall:

- Utilize information and materials that are relevant to the designated task;
- Use language and terminology which are relevant to the designated task;
- Use language which reflects an understanding of the ability of the individual or group;
- Assure that the designated task is understood;
- Use feedback techniques which are relevant to the designated task;
- Consider the entire context of the statements of others when making judgments about what others have said; and
- Encourage each individual to state his ideas clearly.

Management techniques: The educator shall:

- Resolve discipline problems in accordance with law, school board policy, and administrative regulations and policies;
- Maintain consistency in the application of policy and practice;
- Use management techniques which are appropriate to the particular setting such as group work, seat work, lecture, discussion, individual projects and others; and
- Develop and maintain positive standards of conduct.

Competence in Specialization: Each educator shall:

- Possess knowledge, within his or her area of specialization, consistent with his or her record of professional preparation;
- Be aware of current developments in his or her field; and
- Possess knowledge of resources which may be utilized in improving instruction in his or her area of specialization.

Evaluation of Learning and Goal Achievement: An educator shall accept responsibility commensurate with delegated authority to evaluate learning and goals achievement. Each educator shall:

- Utilize several types of evaluation techniques;
- Provide frequent and prompt feedback concerning the success of learning and goal achievement efforts;
- Analyze and interpret effectively the results of evaluation for judging instruction, the achievement of stated goals, or the need for further diagnosis;
- Utilize the results of evaluation for planning, counseling and program modification; and
- Explain methods and procedures of evaluation to those concerned.

Human and Interpersonal Relationships: Educators shall possess effective human and interpersonal relations skills. Each educator shall:

- Allow others who hold and express differing opinions or ideas to freely express such ideas;
- Not knowingly misinterpret the statement of others;
- Not show disrespect for or lack of acceptance of others;
- Provide leadership and direction for others by appropriate example;
- Offer constructive criticism when necessary;
- Comply with reasonable request and orders given by and with proper authority;
- Not assign unreasonable tasks; and
- Demonstrate self-confidence and self-sufficiency in exercising authority.

Personal Requirements: In assessing the mental or physical health of educators, no decision adverse to the educator shall be made except on the advice or testimony of personnel competent to make such judgment by reason of training, licensure and experience. However, certain behaviors are held to be probable cause to examine, and each educator within the scope of delegated authority shall:

- Be able to engage in physical activity appropriate to the designated task except for temporary disability;
- Be able to communicate so effectively as to accomplish the designated task;
- Appropriately control his or her emotions; and
- Possess and demonstrate sufficient intellectual ability to perform designated tasks.

Please be advised that under the code of professional and ethical behavior it is inappropriate under any circumstances for the teacher candidate to discuss any issues related to his/her students with anyone except the cooperating teacher, college supervisor, or Director of Field Experiences/Certification Officer.

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APPENDIX I: NEBRASKA FORMATIVE OBSERVATION FORM

Observation Form (Formative Assessment)		(+) Observed with defined evidence	(/) Observed with ideas for growth	(-) Not observed or evident	Not applicable to the lesson (NA)
Teacher Candidate: _____ School: _____ Grade/Topic: _____ Observation #: _____ Date: _____ Supervisor: _____					
<i>The Learner and Learning</i>					
Standard 1 Learner Development (Student Needs)					
1. Connects lessons to students' interests, personal experiences and prior knowledge by modifying, adapting or adjusting instruction and materials for students					
2. Collects data about student development and effectively uses the data to adjust teaching					
Standard 2 Learner Differences (Differentiation)					
3. Implements multiple developmentally appropriate and challenging learning experiences					
4. Uses data gathered to differentiate instruction using flexible grouping, individualized instruction, various teaching styles, and differentiated content					
Standard 3 Learning Environment (Classroom Management)					
5. Communicates, models, and positively reinforces or redirects clear task and behavioral expectations through verbal and nonverbal signals (smiles, high fives, thumbs up, gives verbal acknowledgement, praise, uses proximity, eye contact, attention getters, signals, etc.)					
6. Uses strategies for transitions that minimize problems and maximize instructional time					
7. Creates a positive learning environment through relationships, organization and routines through an awareness of the classroom environment					
Comments on the Learner and Learning					
Content Knowledge					
Standard 4 Content Knowledge (Accuracy)					
8. Uses the academic language of the content correctly and creates relevant opportunities for students to practice and apply academic language and practice/demonstrate understanding					
Standard 5 Application of Content (Critical Thinking)					

9. Relates content to meaningful examples that provoke critical thinking and inquiry (within and across content fields)				
10. Uses questioning and activities to engage students to conjecture and discover key ideas				
Standard 5 Application of Content (Communication)				
11. Engages students in applying content knowledge and literacy skills to real world contexts by gathering, organizing and evaluating information and ideas from a variety of resources and texts				
12. Creates content appropriate learning opportunities to develop students' communications skills by providing opportunities for students to engage in dialogue, share ideas, and form positive relationships				
Comments on Content Knowledge				
Instructional Practice				
Standard 6 Assessment (Classroom Assessment)				
13. Implements multiple assessments that measure lesson objectives and check for student understanding throughout the lesson				
14. Uses assessments to engage student in his/her growth and decision making and implements required accommodations as necessary				
Standard 6 Assessment (Impact on Student Learning)				
15. Provides students clear criteria and performance standards by which their work will be evaluated				
16. Monitors student learning to guide instruction and provides ongoing feedback to engage learners in their own progress (eg. goal setting, self-assessment, etc.)				
17. Analyzes and uses assessment data to draw conclusions and describe patterns and/or gaps in learning to guide planning and adjust instruction (within and after lessons)				
Standard 7 Planning for Instruction (Written Lesson Plans)				
18. Plans and sequences common learning experiences and performance tasks linked to learning objectives aligned with state standards and/or district curriculum				
19. Prepares necessary resources and materials				
20. Modifies/adapts lesson plans based on student performance data and student needs				
Standard 8 Instructional Strategies (Technology)				
21. Provides learning opportunities by utilizing technology, when appropriate, that relate to the lesson objective and forms connections between content and the				

real world				
22. Offers student choice through technology to provide experiential opportunities to access, interpret, evaluate and apply information				
Standard 8 Instructional Strategies (Evidence-Based Strategies)				
23. Incorporates a variety of evidence-based instructional strategies that match the intended learning objectives				
24. Utilizes gradual release of responsibility and pacing by varying roles within the instructional process (e.g., instructor, facilitator, coach, audience)				
25. Includes inquiry processes that are open-ended utilizing questions that give rise to critical thinking versus absolute responses				
Standard 8 Instructional Strategies (Engagement)				
26. Provides content rich tasks that directly involve students in the learning using active engagement strategies (e.g. partner work, pair share, performance tasks, Kagan strategies, Talk Moves, etc.)				
Comments on Instructional Practice				
Professional Responsibility				
Standard 9 Professional Learning and Ethical Practice (Accepting Feedback - Dispositions)				
27. Seeks, positively accepts and implements feedback from a variety of sources including students by executing goals for improvement				
Standard 10 Leadership and Collaboration (Professional Demeanor - Disposition)				
28. Provides ideas/input when working with colleagues, candidate seeks suggestions and strategies from other professionals to improve practice				
29. Contributes to a positive school culture within and beyond the classroom (eg. attends school and community functions and activities)				
30. Models professionalism through punctuality, dependability, preparedness, professional dress, follow through, ethical and confidential practices				
Standard 10 Leadership and Collaboration (Professional Communication - Dispositions)				
31. Exhibits proper grammar, punctuation, sentence structure and spelling in all forms of communication and is thoughtful before speaking and writing				
32. Communicates clearly, honestly, respectfully and professionally with parents and families and is ongoing throughout the experience				

Comments on Professional Responsibility

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APPENDIX J: PRACTICUM GUIDE

OBSERVATION OF CLASSES

Subject: _____ Grade: ____ Date: ____

Instructions:

During your observational time of any practicum setting, plan to use this guide for taking notes. Upon completion of your observation, this guide can help you complete your journal entries and/or other reflective documentation.

Question	Response
A. Identify specific topics addressed by the classroom teacher. List adults present during instruction (and their roles).	
B. What types of activities were used to begin the class? (e.g. roll call, announcements, jumpstart activities, assessments, etc.)	
C. Describe instructional activities used throughout the class. (e.g. strategies, techniques, practice, application of material, error correction, questioning, etc.)	
D. What ways were all levels of learners' needs met? (e.g. learning centers, scaffolding, choice boards, etc.)	
E. Identify types of technology available. What types were used? How?	
F. How was the class 'wrapped up' (closure)?	
G. What types of things did you notice the students doing during class?	
H. Describe the teacher's classroom management strategies. Were there identifiable posters or charts in the room? How were they utilized?	
I. What did you notice about the relationship between teacher and students? Students-to-students?	
J. What other observations did you note?	

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APPENDIX K: SAMPLE LESSON PLAN FORMAT

PERU STATE COLLEGE SOE LESSON PLAN TEMPLATE

“BACKWARD DESIGN” AND “GRADUAL RELEASE OF RESPONSIBILITY”

TEACHER CANDIDATE/CLASS # _____

A. Pre-planning: Objectives and Purpose “TARGET”
Nebraska Standards AND Instructional Objectives

Standard:

IO:

Standard:

IO:

Standard:

IO:

Explanation of the Lesson:

Rationale for the Lesson, including Connection to Curriculum and Standards

B. Assessment Plan – “Method”

Formative Assessment –

OR


Summative Assessment -

C. Materials/Equipment/Resources Needed:

D. Lesson – “Match”

1. Procedures

Students interacting with new knowledge

- 
- A. Anticipatory Set
 - B. Objective and Purpose (articulated to the student)
 - C. ME --- Instructional Input

Students practicing and deepening their understanding

Lesson Transition Procedure

D. WE --- Modeling

E. Monitoring

Lesson Transition Procedure

F. TWO --- Guided Practice

Students generating and testing hypotheses

Lesson Transition Procedure

G. YOU --- Independent Practice

Lesson Transition Procedure

H. Closure

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APPENDIX L: IAP Lesson Plan Template – “Backward Design” and “Gradual RELEASE OF RESPONSIBILITY”

Day in IBP _____

Essential Questions:

D. Pre-planning: Objectives and Purpose “TARGET”
Nebraska Standards/CCSS AND Instructional Objectives (May add or delete as needed)

Standard:

IO:

Standard:

IO:

Standard:

IO:

Explanation of the Lesson (lesson summary from start to finish):

Rationale for the Lesson, including Connection to Curriculum and Standards

B. Assessment Plan – “Method”

Formative Assessments–

AND/OR

Summative Assessments –

C. Materials/Equipment/Resources Needed:

D. Lesson – “Match”

2. Procedures

Students interacting with new knowledge

- B. Anticipatory Set
- B. Objective and Purpose (articulated to the student)
- C. ME --- Instructional Input

Students practicing and deepening their understanding

Lesson Transition Procedure

D. WE --- Modeling

E. Monitoring

Lesson Transition Procedure

F. TWO --- Guided Practice

Students generating and testing hypotheses

Lesson Transition Procedure

G. YOU --- Independent Practice

Lesson Transition Procedure

H. Closure

Supplemental Requirements

Differentiation Strategies

Big Nine Strategies

Multiple Intelligences Appealed To

Accommodations Made for SPED Students

Technology Tools Utilized

Varied and Multiple Assessments Provided

[Back to Instructional Analysis Project \(IAP\)](#)

APPENDIX M: FINDING OUT ABOUT SCHOOL SERVICES AND RESOURCES

This guide is intended to help teacher candidates understand the human and material resources of the school. Teacher candidates should attempt to identify and introduce themselves to as many of the individuals as possible and record the names of those identified. When appropriate, the teacher candidate should seek information concerning the topics listed. **The topics for discussion are suggestions only, and responses need not be recorded.**

A. Administrative and Support Services

Principal and Assistant Principal(s):

Topics for Discussion

1. Policy on absence (students and faculty)
2. Policy on discipline
3. Policy on dress (students and faculty)
4. Information about community served by school
5. Faculty meetings (times, purposes)
6. Board of Education (members, roles/relationships)
7. Staff development (teacher evaluation; in-service)

Office Manager/Administrative Assistant/Secretary:

Bookkeeper:

Other Office Staff:

Head Custodian:

Other Custodians:

Lunchroom Manager/Staff:

Others:

B. Media Services

Media Specialist(s):

Media Aide(s):

Topics for Discussion

1. Media center policies and procedures
2. Media center hours
3. Check-out on equipment operation
4. Interaction between media program and class instruction
5. What materials are available for students, parents and professional use?
6. What sources are available outside the school?

C. Other instructional services as appropriate

Art Teacher:

Music Teacher:

Physical Education Teacher:

Chapter 1/Reading Teacher:

Other Resource Teachers:

Topics for Discussion

1. Purpose of program
2. Who qualifies?

3. How scheduled?
4. Policies on moving students and working with the regular classroom teacher

D. Personnel for students with special needs (list names/roles)

Topics for Discussion

1. Objectives/services of each program
2. Screening procedures
3. Relationship of students with other classes
4. The role of the regular teacher in relation to students in this program
5. Materials used

E. Health Services

School (or county) nurse:

Topics for Discussion

1. Available health services at school
2. Available through school referral
3. Procedures for teacher with ill/injured child
4. School safety precautions/regulations
5. Other county/community services available to students

F. Student Services

Guidance counselor(s):

Topics for Discussion

1. Policies/procedures for obtaining services
2. Guidance services available
3. Teacher's role in guidance
4. Standardized testing program
5. Grading/reporting policies
6. Promotion/retention policies

School Psychologist(s):

School Social Worker(s):

Topics for Discussion

1. What services are provided?
2. Who qualifies?
3. Policies/procedures
4. How scheduled?

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APPENDIX N: RECORD OF TEACHER CANDIDATE EXPERIENCES

ACTIVITIES: Participation in the activities listed on this sheet will provide some experience in assuming many of the responsibilities of teaching. Review them with your cooperating teacher. Discuss with him/her possible ways of working together in order for you to become involved in as many of these activities as possible. During the student teaching experience, review them periodically.

The topics for discussion are suggestions only, and responses need not be recorded.

I. Related to student study

- Studied cumulative records of students, noting test date, reading levels, home data, anecdotal accounts, etc.
- Assisted in keeping anecdotal records.
- Became acquainted with types of records used.
- Participated in parent-teacher conference.
- Conferred with students individually about conduct and academic work.
- Reviewed characteristics of age group.

II. Related to Preparation for Teaching in the Classroom

- Discussed long term or yearly program with cooperating teacher to determine the student teacher's part in the total program.
- Observed the cooperating teacher securing materials for teaching.
- Observed cooperating teacher's techniques of instruction and methods of routine.
- Prepared for own teaching responsibilities: prepared daily lesson plans and/or prepared written unit plan

III. Teaching Activities

- Provided needed individual instruction.
- Assumed responsibility for entire class.
- Guided students in school areas outside of the classroom
- Assumed responsibility for beginning the class.
- Assumed responsibility for dismissal.
- Assumed responsibility for a field trip.
- Used audio-visual materials and equipment
- Used technology
- Used library resources

- Had experience in the following areas or activities:
 - lunch
 - conversation-discussion
 - group dynamics
 - developing reading and writing skills
 - research in library
 - writing newsletters
 - developing mathematical skills
 - art appreciation
 - creative arts
 - social studies

- social service projects
- construction projects-designing, building, assembling
- science projects
- assembly period
- special interest groups or clubs
- cultural activities

IV. Activities Related to Teaching

- Attended PTA meeting
- Attended faculty meetings
- Attended planning sessions (pod, team, department, etc.)
- Participated actively in professional meetings
- Prepared newsletters, notices, or other reports for classroom or school
- Checked attendance and completed forms
- Supervised collection of milk, lunch or other monies
- Supervised fire/emergency drill
- Attended special lectures or cultural activities
- Worked with resource persons in the school
- Assumed responsibility for "housekeeping"
- Participated in individual parent/teacher conferences
- Completed textbook order forms, acquisition forms, etc.

V. Use of Technology

- For record-keeping
- Instruction
- For communication

VI. Other Activities (Specify)

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APPENDIX O: PRAXIS II CONTENT EXAMINATIONS BY ENDORSEMENT

Rule 24 Endorsement	Required Praxis II Content Test (ETS Praxis Website: http://www.ets.org/praxis)	Tentative Required Score
Art	5134 Art: Content Knowledge	158
Biology	5235 Biology: Content Knowledge	148
BMIT	5101 Business Education: Content Knowledge	154
Chemistry	5245 Chemistry: Content Knowledge	140
Coaching	No test required	-
Early Childhood Education	No test required	-
Early Childhood Inclusive	5024 Education of Young Children	160
Elementary Education	5017 EECIA (Elementary Education Curriculum & Instruction Assessment)	153
English as a Second Language	No content test requirement	-
English Language Arts	5039 English Language Arts: Content and Analysis	168
Health & Physical Education	5857 Health & Physical Education: Content Knowledge	160
History	5941 World and US History: Content Knowledge	147
Mathematics	5161 Mathematics: Content Knowledge	146
Middle Level English Language Arts	5047 Middle Grades: English Language Arts	164
Middle Level Mathematics	5169 Middle Grades: Mathematics	157
Middle Level Science	5442 Middle Grades: Science	152
Middle Level Social Science	5089 Middle Grades: Social Studies	155
Music	5114 Music: Content and Instruction	152
Science	5435 General Science: Content Knowledge	148
Secondary English	5039 English Language Arts: Content and Analysis	168
Social Science	5081 Social Studies: Content Knowledge	154
Special Education Generalist	5354 Special Education: Core Knowledge & Applications	151

The full list of state exams for certification, along with required minimum scores, is provided at <http://www.education.ne.gov/EducatorPrep/IHE/SkillsTesting/ContentTestScores.pdf>. It is recommended candidates take the appropriate Praxis II Content Test(s) prior to the student teaching semester. Not all tests are given during a testing window, so candidates must check that the test they want to take is offered on the date they want to take the test prior to registering to take the test.

- Effective September 1, 2014: All candidates applying for certification in Nebraska must provide evidence they have **taken** the required Praxis II content test.
- Effective September 1, 2015: All candidates applying for certification in Nebraska must provide evidence they have **taken** the required Praxis II content test and **earned the required passing score**.

APPENDIX P: PERU STATE COLLEGE STUDENT TEACHING REMEDIATION PLAN

Student Teacher:

Semester:

Cooperating Teacher:

School Building/District:

College Supervisor:

The Peru State College School of Education Handbook addresses the need for early intervention when there are concerns about the student teachers' knowledge, skills, and/or dispositions. Use of assessment tools provided for the student teaching experience should be used as supporting evidence for the remediation plan. These tools include the Nebraska Clinical Practice Evaluation (NCPE), Nebraska Observation form and/or Educator Disposition Assessment (EDA).

To provide teacher candidates who are struggling with effective and timely feedback and to minimize the potential for an unsuccessful student teaching experience, a **remediation plan** will be used. If a teacher candidate receives an overall level of performance average of 2.0 or lower on the midterm student teaching evaluation from the college supervisor and the cooperating teacher, a remediation plan will be created that identifies areas for improvement and strategies to do so. The remediation plan template is available from the Director of Field Experiences/Certification Officer; it will be developed by the college supervisor in conjunction with the cooperating teacher and teacher candidate. The plan will be discussed and signed by all individuals, and then submitted to the Director of Field Experiences/Certification Officer for documentation. Should this remediation plan not be completed by the college supervisor and cooperating teacher, the student teacher may have the right to appeal a student teaching grade of "no credit".

Area for Improvement Indicate InTASC Standard from (NCPE) and/or Observation form and/or EDA	Intervention Strategies	Date & Result(s) of Progress Check (4 weeks)	Change(s) on Final ST Evaluation

Student Teacher's Signature/Date _____
 Cooperating Teacher's Signature/Date _____
 College Supervisor's Signature/Date _____
 Director of Field Experience's Signature/Date _____

APPENDIX Q: STUDENT TEACHER SUBSTITUTE TEACHING POLICY

It is the intent of this policy to provide student teachers with an *optional* opportunity to be employed on a restricted basis during the semester of their student teacher placement as a paid substitute teacher. Secondary benefits include providing continuity for students in the classroom when the certificated teacher is absent on a short-term basis as well as helping school districts with substitute teacher shortage and challenges associated therein.

Student teachers are legally protected by the cooperative agreement between the College and the school district (Nebraska Revised Statute 79-876) and the cooperating teacher does not have to be physically present in the classroom at all times. Faculty and Staff in the School of Education believe it to be desirable for the teacher candidate to have opportunities to practice independent instruction and management of the classroom. If it is agreeable to all parties concerned, a teacher candidate may serve as the paid, designated substitute teacher during their Clinical Practice (Student Teaching) semester with the following conditions:

- Student teachers may not serve as a substitute teacher until the completion of five weeks of their Clinical Practice (Student Teaching) experience;
- The student teacher must have met all requirements of NDE and the cooperating school district's substitute teacher qualifications,
 - The student teacher agrees to substitute and accepts substitute requests,
 - All evaluations by the College Supervisor prior to any substitute teaching opportunities must be satisfactory; and
 - Substitute teaching may only occur in the student teacher's assigned placement classroom. The student teacher may not substitute in another teacher's classroom.

Student teachers pursuing a single endorsement may substitute up to five (5) days during the semester. Student teachers pursuing a dual endorsement (e.g. ELED/SPED) may substitute a total of five (5) days during the semester with a maximum of three (3) days per quarter.

Paid substitute teaching days will count toward the allowable three (3) excused absence (which includes, illness, professional activities, inclement weather, etc.).

Because a student teacher is not fully licensed, it is the expectation of Peru State College that he/she not be teaching in total isolation while substituting, and that licensed professionals within the school building be available to provide support as necessary.

Nebraska Legislature 79-876: <https://nebraskalegislature.gov/laws/statutes.php?statute=79-876>

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APPENDIX S: TERMINOLOGY

Certification	Legal documentation granted by individual states; acknowledging that the individual who holds the certificate has met the state's requirements for teaching in specified areas of endorsement.
CAEP	The Council for the Accreditation of Educator Preparation whose mission is to advance outstanding educator preparation through evidence-based accreditation that guarantees excellence and promotes continuous improvement to strengthen P-12 student learning.
College Supervisor	A professionally qualified representative of Peru State College. This individual may be a full-time or adjunct faculty member who visits, consults with, and evaluates the progress of a teacher candidate during the student teaching field experience in the cooperating school.
Construct Validity	Validity that refers to the degree to which evidence and theory support the interpretations of test scores entailed by proposed uses of tests. The process of validation involves accumulating evidence to provide a sound basis for the proposed score interpretation. Validation may be viewed as developing a sound argument to support the intended interpretation of test scores (AERA, APA, NCME, 2014).
Cooperating Host School (Site)	A fully accredited public or private P-12 school whose principal has agreed to permit a Peru State College teacher education student to establish a presence in the school setting for practicum and student teaching/clinical practice.
Cooperating school	A fully accredited public or private school that works jointly with Peru State College to direct the teaching activities of a recertification candidate
Cooperating Teacher	A classroom teacher in a P-12 host school setting who accepts a practicum student into his/her classroom and participates in evaluation of that student's practicum performance; Peru State College seeks cooperating teachers who are endorsed in the same area as the practicum request and have a total of 3 or more years of teaching experience. The cooperating teacher remains in charge of the classroom at all times, never leaving the practicum student alone with the students and approving beforehand any activities or materials to be used by the practicum student.
Director of Field Experiences/Certification Officer at Peru State College	As a representative of Peru State College, the Director of Field Experiences/Certification Officer coordinates the practicum placements and serves as a resource person for the host schools. Also, receives correspondence from the Nebraska Department of Education and to provide certified records, transcripts, reports and/or recommendations to the NDE, as required, for the purpose of certification and/or endorsement.
Dispositions	Attitudes, beliefs, commitments, ethics, and values (Diez & Raths, 2007; INTASC, 1992; Katz & Raths, 1985; NCATE, 2000; Taylor & Wasicsko, 2000; Thompson, Ransdell, & Rousseau, 2005; Thornton, 2006) towards students, families, colleagues and the community (NCATE, 2000). They can be described as innate qualities (Taylor & Wasicsko, 2000) or ways of behaving (Arnstine, 1967; Katz and Raths, 1985; Ritchhart, 2002). Teachers' ways of behaving vary depending on the circumstance. The quality of the behavior may be repeatable, but the response to any given situation is not" (Arnstine, 1967; as cited in Diez & Raths, 2007). Ritchhart attests that these behaviors are not automatic (2002, as cited in Diez & Raths). Katz and Raths label these behaviors as "habits of mind, not mindless habits" (1985, as cited in Diez & Raths, 2007).
EDA	The Educator Disposition Assessment (Almerico, Johnston, & Wilson, 2017) instrument used to measure dispositions in pre-service teachers.
Educator Review Committee	A committee who recommends specific candidate interventions intended to help the candidate achieve an acceptable/satisfactory level of performance on the critical candidate performance assessment tasks. Remediation activities may include, but are not limited to, reduced course load, audit of same course, and guided study. It is recommended that intervention/remediation requires enrollment in a zero (0) to three (3) credit course: Professional Development.
Endorsement	State-granted recognition on a teaching certificate indicating a subject or field within which the individual holding the certificate is qualified to teach.
Field Experience	Any authorized practicum or student teaching experience (these take place off-campus in the work field).

InTASC Standards	The principles set forth by the Interstate Teacher Assessment and Support Consortium (2011) with the purpose of describing the attributes, skills, and competencies needed by teachers for learners in the 21 st century. See Appendix B for the specific list of indicators for dispositions.
Internship Experience	Experiences where a teacher candidate participates in student teaching in a classroom setting with a mentor teacher, often referred to as a cooperating teacher. In this study, this definition includes both the practicum experience and student teaching.
Inter-rater Reliability	Inter-rater reliability is a statistical measure that determines the level of consistency in rank ordering of ratings across raters. It yields a quantitative score specifying how much consensus exists in the ratings provided by raters. The rater is an individual who is assessing or scoring a particular behavior, performance, or skill. The inter-rater reliability score indicates how similar the data collected by different raters are (AERA, APA, NCME, 2014).
Live Text/Taskstream/TK20	A browser-based e-portfolio and assessment management web application. The management system is used to track candidate performance throughout the program.
Practicum Instructor	The instructor for a practicum course and/or associated methods course.
Practicum Student	The practicum student is responsible for obtaining the course guidelines from the practicum instructor and communicating the course expectations to the cooperating teacher. The practicum student is expected to be familiar with the contents of this handbook and to abide by the guidelines herein.
Practicum/Clinical Experience	A course of study designed especially for the preparation of teachers and clinicians that involves the supervised practical application of previously studied theory.
Predictive Validity	Predictive validity refers to evidence which indicates how accurately task or test data collected at one time predicts criterion scores obtained at a later time (AERA, APA, NCME, 2014).
Principal	The host school principal approves and facilitates the practicum placement and oversees the practicum visitations in accordance with his/her position as the building supervisor.
Professional Liability Insurance	Insurance that covers awards and attorneys' fees associated with tort cases (lawsuits alleging breach of responsibility); a prerequisite for all field placements; available with membership in the Peru State Education Association (PSEA).
Q-Sort	The systematic study of participant viewpoints. Q-methodology is used to investigate the perspectives of participants who represent different stances on an issue, by having participants rank and sort a series of statements.
Recertification candidate	A teacher whose certificate has expired five or more years and who is taking the necessary steps for certificate renewal as set forth by the Nebraska Department of Education.
Recertification student teaching	A period of directed teaching experience under the guidance of a cooperating teacher and college supervisor.
Seminar Sessions (Also Known As Call-Back Sessions)	Two scheduled events for which teacher candidate attendance is mandatory (except for added endorsements). These sessions are designed to provide technical guidance and professional development opportunities.
Student Teaching/Clinical Practice	A period of directed teaching experience under the guidance of a cooperating teacher and college supervisor.
Teacher Candidate	A student who has obtained admission into the teacher education program and is actively pursuing a career in education.
Teacher candidate/Intern	A Peru State College student who has been assigned to a cooperating school by the Director of Field Experiences/Certification Officer to acquire practical teaching experience under the direction of one or more cooperating teachers and a college supervisor during a specific period of time.