Clinical Practice Handbook
Birth through Grade 12 Teacher Education Candidates

Clinical Practice (formerly called student teaching) is the culmination of the educator preparation program.

This handbook is intended as a guide for Wayne State College teacher candidates, cooperating teachers, and college supervisors. Many of the ideas were developed by educator preparation faculty at Wayne State College; many were borrowed from our network of educator-preparation institutions and partner schools. The result is a compilation that reflects many years of teaching and supervision experience, and countless discussions between teacher candidates, cooperating classroom teachers, administrators, and college faculty.

The most successful clinical practice experience results from genuine collaboration and a positive, cooperative relationship between and among the teacher candidate, cooperating teacher, college supervisor, building administrator, education faculty, and WSC field experience office personnel. Each contributes significantly to the overall success of the experience.

It is our hope that the partnership you are about to begin is a productive and rewarding experience for all parties concerned. Should you have any questions about WSC’s clinical practice program, please don’t hesitate to contact any of the people listed below.

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General Information

Overview of Wayne State College

Wayne State College is located in Wayne, Nebraska, a city of about 5,500 in northeastern Nebraska. The college was established at Wayne in 1909 when the Nebraska Legislature authorized the purchase of property, buildings, and equipment from the Nebraska Normal College, a private institution founded by Professor James M. Pile in 1891 and operated under his direction until his death in 1909. The college opened as a State Normal School in September, 1910, with Dr. U.S. Conn as president.

In 1921, by act of the State Legislature, the school became a State Normal School and Teachers College with the legal authority to grant baccalaureate degrees in education. In 1949, the Legislature changed the name of the institution to Nebraska State Teachers College at Wayne and granted authority to confer the baccalaureate degree for study in liberal arts. The graduate program leading to a Master’s degree was authorized in 1955, and in 1963 the Legislature changed the name of the college to Wayne State College.

Wayne State College is a regional public college and is part of a three-school state college system geographically positioned to serve rural Nebraska. The basic mission of the College is twofold: it strives to develop students with a wide range of academic abilities through quality teaching and support; and it strives to assist with the development of its service region through the delivery of public service programs and activities.

The College has built upon its rich tradition as a teachers college by emphasizing strong teaching and helpful out-of-class support in a personalized setting. A comprehensive co-curricular program of student activities offered in a manageable residential setting provides students with opportunities to enhance personal characteristics and leadership abilities. In addition, the College has extended its tradition of helping by becoming a regional service center enhancing the quality of life and fostering development in its rural service region. The public service programs and activities provided are in large part a product of the applied research and community service activities of the College's faculty and staff.

Wayne State College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The National Council for Accreditation of Teacher Education (NCATE) accredited all of the College’s undergraduate teacher education programs since 1954 and all graduate teacher education programs since 1962. The current accrediting body is the Council for Accreditation of Educator Preparation (CAEP).

Student Development
By reaching and educating more of the traditional and non-traditional students in our service region, we will have a major impact on the essence of rural development – educated citizens.

Regional Development
We are a center, a focal point, and a catalyst in northeast Nebraska, not only for education but also for the arts, cultural activity, and community and economic development assistance.

Wayne State (as a college community) strives to remember that the institution is not the end product; its students and its region are the end products. The College is an investment vehicle, a public agency, carrying out a regional agenda on behalf of statewide development.
Overview of the School of Education and Counseling

“Teachers who inquire and reflect to facilitate learning for all.”

Our Vision Statement
Consistent with the vision of Wayne State College, the education unit will provide regional leadership and service to individuals, schools, and communities. Teacher candidates and unit faculty will work in partnership with regional schools to improve educational opportunities for all students.

Our Mission Statement
The mission of the undergraduate teacher preparation unit is to facilitate the development of dynamic professional educators who collaborate for the benefit of self and others, school, community, and the profession. This mission is accomplished through inquiry, reflection, field-based learning experiences, excellence in teaching and learning, and regional service. The professional education unit, in conjunction with the student, college, and community, is responsible for bringing theory and practice together through inquiry and reflection to facilitate learning and development. The faculty within the educational unit assumes the responsibility to assist teacher candidates in developing attitudes, strategies, and knowledge to facilitate lifelong learning and growth in all their students.

Our Purpose
The purpose of the WSC undergraduate professional education unit is to provide necessary resources and instruction to enable candidates to prepare themselves for successful application of their knowledge, and to be certified in their chosen endorsement area.

Our Philosophy
The following belief statements are congruent with and extend the vision/mission statement, and represent the philosophy of the unit. In each case, the processes of inquiry and reflection will be used by candidates to further the principal aim of facilitating learning and development. Each statement is also a focal point for informing practice through inquiry and reflection. As a whole, they point the way toward the development of appropriate knowledge, skills, and dispositions that facilitate learning and foster development of all learners.

Our Belief Statements
The following belief statements are congruent with and extend our vision/mission statement and represent the philosophy of the unit. We believe professional educators and school leaders...

1. ...possess the underlying disposition that learning and growth is achievable and expected of all.
2. ...demonstrate a caring attitude for all people
3. ...engage in and promote life-long learning
4. ...value different ways of knowing
5. ...value diversity
6. ...utilize appropriate interpersonal communication skills to foster positive interactions that strengthen relationships with students, families, colleagues, and community members
7. ...value a “real world” approach to education practice informed by past and future perspectives
8. ...demonstrate competence (knowledge, skills, and dispositions) in areas they teach
9. ...implement assessment strategies to evaluate student growth and the effectiveness of their teaching
10. ...seek, adopt, and utilize technology to promote learning and enhance communication
Our Program Goals for Undergraduate Teaching Candidates
Wayne State College candidates inquire and reflect to create caring learning communities and facilitate learning for all students by meeting professional standards and valuing the following:

1. **lifelong learning for all** that pervades every aspect of teaching
2. **the nature of individual learners** – cognitive, linguistic, social, emotional, physical
3. **the content** required for their assigned teaching position
4. **effective pedagogy** to foster student engagement and success
5. **professional responsibility, skills, and dispositions** to collaborate and communicate effectively with all

Legal Foundations for Clinical Practice

In March, 1971, the Nebraska Unicameral enacted Legislative Bill 175, Section 79-1297, which legally defines teacher candidates and their duties.

The law reads as follows:

**Section 1:**
As used in this act, teacher candidate or intern shall mean a student enrolled in an institution of higher learning approved by the State Board of Education for teacher training and who is jointly assigned by such institution of higher learning and Board of Education to student-teach or intern under the direction of a regularly employed certificated teacher, principal, or other administrator. Clinical Practice may include duties granted to a 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 certificated 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 to 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 to 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 term shall be the person or governing body that administers such school.

Since teacher candidates are legally protected by the cooperative agreement between the college and the school district, the cooperating teacher does not have to be physically present in the classroom at all times. However, keep in mind that ultimately the licensed teacher is responsible for the students in his/her classroom and therefore should exercise good judgment in determining the suitability of leaving the room by considering the students involved, the lesson being presented, and the capability of the teacher candidate.
**Rule 20: Information Regarding Convictions**

Rules of the Nebraska State Board of Education prohibit the assignment of any in-school field experience or the issuance of any certificate or permit to an individual who has been convicted of a felony or misdemeanor under the laws of any state or the federal government. A felony conviction means any felony offense under the laws of any jurisdiction, including misdemeanor convictions involving abuse, neglect, or sexual misconduct. (Refer to Nebraska Department of Education Rule 20 section 004.06D2 for a complete listing) The Rules do provide for a hearing appeal process to the State Board of Education, where, if it is determined the applicant possesses the moral fitness to teach, the Board may direct the assignment to in-school field experiences/Clinical Practice or the issuance of the certificate. RULE 20: 004.06B 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.

**Rule 21: Evidence of Emotional or Mental Capacity**

RULE 21: 003.10 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 that he or she does not have an order or determination currently in effect by a court or any other governmental body which finds the student to be any of the following: a mentally ill and dangerous person, mentally incompetent to stand trial, acquitted of criminal charges because of insanity, an incapacitated person in need of a guardian, or unable to manage his/her property due to mental illness, mental deficiency, chronic use of drugs or chronic intoxication; or is currently an inpatient or resident in a mental health facility due to a determination by a qualified mental health professional.

**Please note:** Wayne State College (in compliance with Nebraska Department of Education Rule) requires a background check prior to entry into teacher candidacy, and a second background check immediately prior to the semester of clinical practice. Results of the background check can be made available to the school district only by permission of the teacher candidate.
Code of Ethics

The Nebraska Professional Practices Commission has established a Code of Ethics for the Teaching Profession (February, 1996). This Code, adopted by the Nebraska Board of Education, consists of a set of five standards for public school certificate holders in Nebraska with respect to ethical and professional conduct and are therefore declared to be the criteria of ethical and professional performance adopted pursuant to the provisions of Section 79-1282 R.R.S. for holders of Nebraska public school certificates. The same high moral and personal standards as required by certified teachers by the laws of the State of Nebraska must be met by Wayne State College teacher education students. Violation of institutional and/or Board of Trustees policies or regulations can be sufficient cause for denial of retention in the teacher education program. Teacher education students must also be free from impairments such as those that would cause revocation of a teaching certificate by the State Board of Education.

All teacher candidates from Wayne State College receive the State of Nebraska Code of Ethics for the Teaching Profession pamphlet. This pamphlet is presented during orientation for Clinical Practice. If teacher candidates have not received or do not understand any part of that pamphlet, they should contact the Wayne State College Director of Field Experience.

Principle I of the State of Nebraska Code of Ethics for the Teaching Profession deals with the individual’s commitment as a professional educator. The opening paragraph reads:

“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.”

With this in mind, the following Student Code of Ethics for the Wayne State College School of Education and Counseling was developed. It is the expectation of the faculty that teacher candidates will uphold this code throughout their Clinical Practice experience.

We, the students of the School of Education and Counseling, affirm and accept our responsibility to complete our professional preparation according to the highest ethical standards. We will exert every effort to raise educational standards, to improve our service, and to achieve conditions which attract persons worthy of trust. Aware of the value of united effort, we will contribute actively to the development and growth of our intellectual and moral capacities. In fulfilling these obligations to the profession, we:

1. recognize that a profession must accept responsibility for the conduct of its members;
2. understand that our own conduct may be regarded as representative of the profession;
3. participate in the development and implementation of policies affecting our education;
4. accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities;
5. interpret and use research with intellectual honesty;
6. keep the trust under which confidential information is exchanged;
7. refrain from commenting unprofessionally about a pupil, fellow student, teacher, or associate in an academic situation; and
8. respect the rules and regulations of the schools as agencies to which we are assigned for field experience purposes.
A framework for a Data Analysis Cycle that can be used throughout the clinical practice experience.

This cycle allows cooperating teachers, college supervisors and teacher candidates to continuously model the process throughout student teaching with the goal being that teacher candidates leave the experience with the ability to independently move through the improvement cycle. The outer circle represents teacher candidate actions and the inner reflects the mentor teacher and college supervisor actions.
General Guidelines

Introduction to Clinical Practice

Clinical Practice is the culminating undergraduate experience for teacher candidates at Wayne State College. It is a full-semester experience in a state-accredited public or parochial school. Clinical Practice is both challenging and demanding as it melds together what students have learned in general education, content area, and pedagogical coursework with all clinical and field experience. Clinical Practice allows students to apply their knowledge and experience in realistic and meaningful settings.

The continued success of the Clinical Practice program depends in large part on the effort the teacher candidate puts into his or her experience. Certainly the sustained efforts of the faculty at Wayne State to improve the teacher education programs are also important, but perhaps most important to the process is the ability of the cooperating teacher and the teacher candidate to build a successful relationship that will impact positively on each student under their care.

Teacher Candidate Developmental Stages

Research has shown that candidates progress through developmental stages during the Clinical Practice experience. It is important to understand these stages, so following is an interpretation of each stage:

The first stage is Pre-teaching Concern.
At this stage, teacher candidates are still closer to the student role, rather than the teacher role. The real concerns of pupils and teachers are very remote to the teacher candidates. Teacher candidates are often highly critical of the teacher with whom they are working. They may seem unsympathetic or even hostile to the teacher. At this point the teacher candidate has only their idealism to go on (Company in Your Classroom, 2000). There are often concerns about personal life that interfere and inhibit growth.

The second stage is Concerns about Survival.
As teacher candidates become more involved in the classroom and begin to understand the magnitude of the profession, there is concern about their own survival as teachers. Idealized, "book-learned" concerns about pupils are replaced by concern about class management and mastery of content. There is also concern about the evaluations by supervisors and cooperating teachers. Being observed causes a great deal of stress at this stage.

The third stage is Teaching Situation Concerns.
At this stage the teacher candidates are beginning to feel a mastery of the areas of concern from the second stage. They are, however, feeling the frustrations and limitations of the teaching situation. Concerns about methods and materials, which are the focus of education courses taken before their student teaching experience, are now taken seriously. This is the "Why didn’t I pay closer attention?" lament that is so common. The difference between theory and practice is being felt.

The final stage is Concerns about Pupils.
At this point the teacher candidates begin to see the trees in the forest. There is a concern for the individual pupil. Understanding individual learning styles and social-emotional needs of pupils is of concern. There is also an understanding that "he or she can be caring and strong, flexible and consistent, child-centered and in-control" (Company in Your Classroom, 2000, p.69). There is also an awareness of the broader issues in education and a connection to how these issues impact individual students.
The courses you have taken to prepare yourself for teaching have included many examples, ideas, and suggestions for how to plan for instruction. Select from those ideas; figure out how you can best meet the needs of your students. Remember to account for their prior knowledge as well as their level of capability and always try to include a variety of strategies in the lesson.

Have your lesson plans available should your cooperating teacher or college supervisor need to reference them. If they are in digital form, have them available to be accessed.
Important Dates for Clinical Practice

Clinical Practice is an experience that works within the timeframes of two separate entities: the local school district and Wayne State College. Neither of these entities has the same start/stop date, breaks, etc., so partnerships must pay attention to both calendars when creating a Timeline for assuming responsibilities. Provided is a list of dates for ALL teacher candidates:

- **Aug. 6** – Initial Seminar for all teacher candidates
- **Oct. 12** – Midterm Seminar and Grad Finale for all teacher candidates
- **Nov. 16** – Final Seminar for all teacher candidates
- **Dec. 14** – Commencement Exercises

Times and meeting rooms will be listed on the Sakai calendar (click date to see details).

If the candidate’s endorsement has two levels (elementary and secondary), the half-way or “switch point” should take place around the first of October. The actual date may be dependent on what works best for the cooperating teachers involved, or it could be based on the school calendar, i.e. when the 3rd quarter ends and the 4th quarter begins. The amount of time spent at each level does not have to be an even split. There just needs to be adequate time spent at each level to practice instructional skills.

The last day of Clinical Practice for candidates with...

- full placement (one field endorsement or two subject endorsements) is **Nov. 30**
- extended placement (one field endorsement plus one subject endorsement) is **Dec. 13**

**Note:** Supplemental endorsements do not require any additional clinical practice.

<table>
<thead>
<tr>
<th>Endorsement Area</th>
<th>Type of Endorsement</th>
<th>Required Clinical Practice</th>
</tr>
</thead>
</table>
| Special Education                 | Field Endorsement (K-12)             | full placement  
|                                   |                                      | ➔ half @ elementary level                                      |
|                                   |                                      | ➔ half @ secondary level                                       |
| Special Education                 | Subject Endorsement (K-6, 7-12)      | full placement (with 2nd subject)  
|                                   |                                      | extended placement (with a field)                             |
| Art, Music, Health/PE             | Field Endorsement (PK-12)            | full placement  
|                                   |                                      | ➔ half @ elementary level                                      |
|                                   |                                      | ➔ half @ secondary level                                       |
| Early Childhood Inclusive Field    | full placement                       | Endorsement (Birth-Gr 3)                                      |
| Education                         |                                      |                                                                 |
| Elementary Education              | Field Endorsement (K-8)              | full placement                                                 |
| Middle Level Education            | Subject Endorsement (5-9)            | full placement (with 2nd subject)  
|                                   |                                      | extended placement (with a field)                             |
| Secondary Education               | Field Endorsement (6-12, 7-12)       | full placement                                                 |
| or                                |                                      | Two Subject Endorsements (7-12)                                |
## Assignment Submission Information

In the pages to follow, there will be detailed descriptions of these assignments.

<table>
<thead>
<tr>
<th>Assignment Name</th>
<th>Where is it submitted?</th>
<th>When is it due?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency Contact form</td>
<td>Sakai assignment folder and your college supervisor(s) (template may be found near the end of this document)</td>
<td>August 17</td>
</tr>
<tr>
<td>Daily Schedule</td>
<td>Sakai assignment folder and your college supervisor(s)</td>
<td>August 17 (or about a week after you begin your experience)</td>
</tr>
<tr>
<td>Timeline</td>
<td>Sakai assignment folder and your college supervisor(s)</td>
<td>August 17 (or about a week after you begin your experience)</td>
</tr>
<tr>
<td>Lesson Plans</td>
<td>Nowhere, but must be available for the CT, CS, or anyone else to see at any time (may be in digital or hard copy)</td>
<td>Must create for each lesson. Provide for your supervisor before they observe.</td>
</tr>
<tr>
<td>RIC EGP-Standard 11</td>
<td>myEportfolio (using tool in Sakai)</td>
<td>Same time as EGP</td>
</tr>
<tr>
<td>EGP</td>
<td>TBA (check Sakai calendar)</td>
<td></td>
</tr>
<tr>
<td>Daily reflective journals</td>
<td>To your college supervisor (and content supervisor, if applicable). GoogleDocs is recommended, but will be based on your supervisor’s preference</td>
<td>Daily (or some may request weekly if done via email) to begin</td>
</tr>
<tr>
<td>Video reflections</td>
<td>Takes the place of a daily journal entry.</td>
<td>3 (or 4) times per semester</td>
</tr>
<tr>
<td>Seminar attendance</td>
<td></td>
<td>Aug 6, Oct 12, Nov 16</td>
</tr>
</tbody>
</table>

You must complete all of these requirements on time, and your work must be of high quality (i.e. show thought and attention to detail.) Failure to comply with requirements will result in negative evaluations which may lead to not being recommended for certification.

## Emergency Contact Form

Complete the Emergency Information form and upload to Sakai within the first week of Clinical Practice. There is an interactive PDF available on Sakai. You may choose to fill out digitally or print/fill in/scan. You must also e-mail or mail a copy to your college supervisor(s).

## Daily Schedule

Write out your Daily Schedule, noting each period of the day. Please submit this document on Sakai within the first week of Clinical Practice. You must also e-mail or mail a copy to your college supervisor(s).

## Timeline

Create, with input from your cooperating teacher, a tentative Timeline for assuming teaching responsibilities. There are different formats for those using the traditional model and those using the co-teaching model; please see the appropriate section for more information. Upload to Sakai your tentative timeline within the first two weeks of Clinical Practice.
Reflective Journal Writing

Reflective thinking is a part of the critical thinking process referring specifically to the processes of analyzing and making judgments about what has happened. John Dewey (1933)

Because research increasingly indicates that highly effective teachers are able to reflectively review and evaluate their experiences, all teacher candidates are required to keep a reflective journal.

This journal will serve many purposes:

- To provide a place to ‘think out loud’ about the teacher candidate’s experiences (successes and failures, new ways of thinking, everyday ups and downs)
- To vent frustrations or concerns regarding the experience
- To seek guidance and ask questions from the college supervisor
- To develop and enhance one’s own reflective practice

Journal expectations:

- Journal entries should be written each day; they do not all need to be lengthy but rather meaningful.
- Not only record observations, but also analyze and draw conclusions
- To be written in an informal, conversational tone, but taking into consideration spelling, grammar, etc.
- Journal writing should be completed on personal time, not at the expense of helping the cooperating teacher, or planning, or working with children.
- Entries should be dated.
- The teacher candidate should set aside a regular time each day to write in the journal; creating a habit is a key to success.

You will contact your college supervisor regarding the most effective way for you to share your journals with him/her. GoogleDocs is a convenient way for a teacher candidate to continually add to his/her journal and also receive feedback if from the college supervisor. A weekly email could be another method. The teacher candidate is to contact his/her college supervisor as soon as possible to discuss the method for sharing the journal. This will be the teacher candidate’s first professional communication and collaboration with the college supervisor.

Your journal entries are subject to review by your college supervisor and/or the Academic Coordinator, but discretion and confidentiality will be maintained. Your journal is NOT open to review by your cooperating teacher.
Video Recording a Lesson

It is very important that a teacher candidate learn to evaluate and remediate weaknesses in his/her own teaching. As part of the self-evaluation process, the teacher candidate must videotape or record at least three different teaching episodes: one at the beginning of the term, one at mid-term, and one towards the end of the term. If in a dual placement, please record two lessons at each placement.

Set goals for yourself based on what you see on your videotape; monitor your achievement. The actual videos should be deleted as soon as you have completed your reflection. Only your reflection should be saved; write your reflection in your daily journal in place of that day’s entry.

Here are some questions to consider when reviewing a video:

- What do you notice about your demeanor with the students? Consider your facial expression, voice, body language, positioning in the room, interaction, and reactions in communicating.

- What do you notice about your interactions with particular individuals? Are you addressing a variety of students, both responders and non-responders? Boys and girls? Active and inactive students? Attentive and inattentive students? Attention seekers and quiet/shy students?

- What do you notice about your questioning skills with students? Types of questions? Are you tagging a student’s name (either at the beginning or end)?

- What do you notice about your responding skills with students, i.e. praise, affirmation, open-ended nods, further probing, restatement, paraphrasing of answers?

- What do you notice about your direction-giving strategies and management techniques?

- Were the students engaged?

- If you were a student in this class, would you have been interested? Why or why not?

- Were the students with special needs (behavioral, academic, cultural, physical) addressed?

Remember: The video reflection may take the place of one of your daily journal entries.
Reflection of Instructional Choices (RIC)

Rationale and Purpose:

The Reflection of Instructional Choices (RIC) is a means to facilitate how one’s own instructional choices have led to the outcomes seen in the classroom. This will ultimately show your Impact on Student Learning and Development (NDE standard 11). It will be placed in your Educator Growth Portfolio as evidence of Standard 11; nothing else is needed to show Standard 11.

The Reflection of Instructional Choices communicates the following information:

1. the differences among various levels of achievement, student readiness, interests, and/or learning profiles of an artifact
2. how one’s own content knowledge and decisions regarding differentiated instructional strategies led to these levels
3. how the context where the teaching experience took place was the basis for the teacher candidate’s decisions

RIC guidelines:

Part 1: Choose an artifact you collected to assess what your students learned from a sequence of lessons. Attach samples of the artifact (e.g. photos of student work, videos, etc) and provide a brief description of it; please include the grade level and content area here.

Part 2: As you reflect on the artifact, describe how differentiation has guided your instructional strategies and assessment choices. To do this you will provide justification for how you chose to differentiate, why you chose to differentiate, and a reflection of the outcome based on student learning and development. Please make connections to the InTASC standards as applicable. *

*If you are not able to deviate from the provided classroom materials or curriculum, please complete Part 2 providing your perspective on how you could have differentiated to truly meet the needs of the learners. Also include how you could see these changes impacting student learning and development.

Educator Growth Portfolio

As evidence of your growth as an educator, you will create a portfolio showing your development throughout your educational preparation. This portfolio will showcase artifacts that display your growth and development according to the InTASC standards. This portfolio will be viewed by WSC faculty who will evaluate how your reflections show growth and competency in each of the InTASC standards.

Portfolio basics:

- Chalk and Wire will house the premade portfolio
- More than one artifact may be included per standard
- An artifact will have one primary alignment and may have one or more secondary alignment
• You will choose artifacts for Standards 1-10. Your RIC will serve as your artifact and reflection for Standard 11.

What can I include?

• Artifacts are concrete evidence of work the teacher candidate has done.
• Artifacts may come from any point within a teacher candidate’s educational preparation. (e.g. EDU 250, SPD 302, methods classes, clinical experiences, clinical practice, etc).
• Artifacts that were created at another post-secondary institution may be used.
• More than one of the same artifact (created throughout your program) may be uploaded for a standard in order to show growth (e.g. philosophies of teaching, autobiographies, lesson plans).
• Assignments completed during clinical practice may be used as artifacts (e.g. video reflections, RIC, Weekly Conference Forms). It is up to the teacher candidate to determine how these artifacts align to one or more InTASC standards.
• Please see What IS and what IS NOT an artifact? for more information.

Below is a template of the information you must include with each artifact. Note: You do not need to use this exact form, but you must include all the information contained on it. Reflection forms do not need to be completed for secondary alignments; simply note the secondary alignments. If an artifact is used for more than one InTASC standard, a separate reflection must be done for each, since different aspects will be emphasized.

Need help?

We will be further addressing these assignments during the clinical practice seminars. If you have questions, please post them on the clinical practice Sakai forum, or ask at the on campus seminars!
Artifact Reflection

Title of Artifact________________________________________  Date Completed ______________________________

Describe Artifact
Introduce reader to the artifact by setting the context (include items such as the grade level, content area, how it was used, what your role was, etc). Point out the interesting specifics. Be concise, telling a reader what he/she needs to know to understand the situation.

Alignment Reflection
Explain how each artifact shows competence in the designated InTASC Standard.

Answer these two questions when addressing standards alignment.

1. With which specific substandard does your artifact align (e.g. 1.1 The teacher candidate understands how students grow and develop.)
2. Why does this artifact/experience align with the designated standard(s)?

Personal Reflection
How does the artifact/experience demonstrate, at least in part, competency in the designated standard(s)? See the rubric below to determine what information to include. Your goal should be to write towards the Proficient Level or higher; to do this you must include how your application of this standard impacted student learning. Add enough details to convince someone that you fully understand this piece.

<table>
<thead>
<tr>
<th>Standards 1-10</th>
<th>Developing Level</th>
<th>Progressing Level</th>
<th>Proficient Level</th>
<th>Advanced Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher candidate recognizes or describes the standard demonstrating an understanding of the importance of the standard.</td>
<td>The candidate demonstrates or employs the standard through specific evidence on how he/she has put this standard into practice.</td>
<td>The candidate can appraise the effectiveness of the standard. He/she includes the explanation of how his/her application has impacted student learning.</td>
<td>The candidate can analyze / evaluate the effectiveness of the application of the standard. He/she includes the explanation of how his/her MULTIPLE applications have impacted student learning.</td>
<td></td>
</tr>
</tbody>
</table>
## What IS and IS NOT an Artifact?

<table>
<thead>
<tr>
<th>Photos or videos (be sure to follow anonymity rules regarding photos/videos of students)</th>
<th>Is</th>
<th>Is Not</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Of student actively engaged with students: teaching, coaching OR actively doing something (showing student knows content or has a skill)</td>
<td>-Non-action photos of a school, an empty classroom, or empty practice field</td>
<td></td>
</tr>
<tr>
<td>- Photos usually accompany documents and are used to enhance the documentation.</td>
<td>-Individual or group photo where nothing in the photo is related specifically to the content of the standard or where the relationship is implied</td>
<td></td>
</tr>
<tr>
<td>- Photos showing projects, materials, processes or activities specifically related to the content of the standard.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Documents student generate in class as a student</td>
<td>College Papers</td>
<td>Documents made by professor and provided to the student</td>
</tr>
<tr>
<td>- Powerpoint presentations</td>
<td>- Documents created by a group where student’s individual input is unclear.</td>
<td></td>
</tr>
<tr>
<td>- Drawings, etc. (showing student knows content or has a skill)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Lesson Plans</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Documents generated as a teacher candidate</td>
<td>Quiz/assessment/rubrics</td>
<td>Documents made by cooperating teacher and provided to the student</td>
</tr>
<tr>
<td>- PPT presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Drawings, etc. (showing student knows content or has a skill)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Lesson plans</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Handouts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Games</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Reflections of how/what they teach (e.g. video reflection)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Letters to parents or administrators</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Letters to local newspapers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Floor plans, layouts, or other organizational documents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Documents created by others</td>
<td>Certificates/letters stating excellence/proficiency in skill/knowledge</td>
<td>Materials created by professor or teaching mentor</td>
</tr>
<tr>
<td>- Certificate showing evidence of participation</td>
<td>-Certificates/letters of support used inappropriately or for wrong standard</td>
<td></td>
</tr>
<tr>
<td>- Letters of recommendations</td>
<td>-Thank you notes from children</td>
<td></td>
</tr>
</tbody>
</table>
The Assessment Process

The Purpose of Assessment

The assessment of the teacher candidate has two major purposes:

1) to aid the teacher candidate in improving teaching skills, and
2) to provide a meaningful description of the teacher candidate’s teaching ability.

The former usually occurs in the formative stages during conferences held with the college supervisor and cooperating teacher, while the latter occurs at the end of the Clinical Practice experience. All assessments should lead to the best possible answer to the question:

Does this teacher candidate demonstrate the necessary skills, attitudes, concepts, and reflective decision-making techniques required to be an effective teacher?

It is important to clarify that assessment in Clinical Practice is based on teacher candidate performance, not potential of the teacher candidate - even though a teacher candidate may possess profound potential. The assessment must be based on actual performance.

Explanation of the Rating Scale Used for Observation Form (Formative Assessment)

This 4-point scale is used for our individual Observation Form (Formative Assessment). The full Observation Form may be found in the appendix. In an effort to create consistency in the interpretation of the scale and therefore consistency in the evaluation data, please consult the Evidence Charts found in the appendix as well.

(+) = Observed with defined evidence, (I) = Observed with ideas for growth, 
(-) = Not observed or evident, NA = Not applicable to the lesson.

Explanation of the Rating Scale Used for Clinical Practice Evaluation Rubric (Summative Assessment)

The rating scale used for our Evaluation Rubric (Summative Evaluation), i.e. the mid-term and final evaluation form, reflects the more comprehensive nature of that assessment. We are asking you to rate the teacher candidate using a wide lens on the entire experience – not just focused on one lesson or assignment. The summative evaluation is based on InTASC standards and is used across the state of Nebraska to evaluate teacher candidates. We are seeking documentation of the candidate’s ability to effectively demonstrate the standards. The rating scale includes levels for Advanced, Proficient, Developing, and Below Standard. Please see the full rubric for descriptions of each level. 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 Academic Coordinator.
In an effort to create consistency in the interpretation of the scale and therefore consistency in the evaluation data, please consult the Evidence Charts found in the appendix. All college supervisors and cooperating teachers will take part in a Reliability Check to further enhance consistency. Please refer to appendix for more details.

Types of Assessment Used During Clinical Practice*

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Completed By</th>
<th>When Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Conference</td>
<td>Cooperating Teacher</td>
<td>-weekly throughout the semester</td>
</tr>
<tr>
<td>Formative Evaluation</td>
<td>Cooperating Teacher and College Supervisor jointly</td>
<td>-once prior to midterm, and once after midterm</td>
</tr>
<tr>
<td>Summative Evaluation</td>
<td>Cooperating Teacher individually</td>
<td>-mid-term and end-of-term (Will be sent via email from Chalk and Wire)</td>
</tr>
</tbody>
</table>

*The student will not submit any of these evaluations to WSC.

Protocol for Submitting Evaluations

**Cooperating Teacher** – Weekly Conference Forms should be fill out as a hard copy or digitally. They should include all pertinent observations, concerns, suggestions, and strengths observed from the week, including comments regarding lessons. These forms should be submitted to the Academic Coordinator and the Director of Field Experience ONLY IF YOU HAVE CONCERNS; otherwise the evaluation should be given to the teacher candidate for use. An Observation Form (Formative Assessment) should be completed with the college supervisor once prior to midterm, and once after midterm. The Evaluation Rubric (Summative Evaluation) should be completed electronically at mid-term and at end-of-term. If your teacher candidate is only doing half of his/her full experience with you before moving to a second placement, then you only need to submit a Summative Evaluation at the end of his/her time with you. Please keep your school administration informed regarding the teacher candidate’s progress. All forms can be found in the appendix.

**College Supervisor** – A copy of all Observation Forms (Formative Assessment) completed by you should be submitted (with notes of observation attached) each time you observe. You will complete two of these Observation Forms in conjunction with the cooperating teacher, once prior to mid-term and once after mid-term. The Evaluation Rubric (Summative Evaluations) should be completed at mid-term and at the conclusion of the experience on-line in a timely fashion. All forms can be found in the appendix.

The teacher candidate will be able to access the completed mid-term and final summative evaluation forms using his/her myEportfolio account with Chalk and Wire.

When a teacher candidate receives a low mark in any area on any of the evaluation forms, please document (in the space provided by that item on the form) the reason for the low assessment. Together with the teacher candidate, determine a strategy and timeline to remedy the area of concern. A recommended timeline would be one to two weeks for lower-level instructional skills and two to four weeks for upper-level instructional skills. If you do not see satisfactory progress towards meeting the
deadline for remedying the area of concern, or if you have any questions about the process, please contact the Academic Coordinator or Director of Field Experience immediately.

Effective communication between the cooperating teachers and the college supervisor(s) to discuss the progress of the teacher candidate, help plan for scheduled observations is crucial for the success of the candidates.

Please...do not wait to notify the appropriate people if you have concerns about your teacher candidate. The sooner everyone is aware of problems, the sooner the problems can be addressed. If you feel and/or observe that something is not quite right, it probably isn’t. Of course it is necessary to allow the teacher candidate to make mistakes – this is a learning experience after all – but if the same mistake or concern comes up more than once, then college personnel should be notified.

You may wish to familiarize yourself with the part of this handbook that describes supervision of a struggling teacher candidate.

Contact the college supervisor or the Academic Coordinator (402) 375-7121 with any Clinical Practice concerns. We are here to provide support for this experience – to you and the teacher candidate.

**College Supervisor Responsibilities Related to On Site Evaluations**

**NOTE:** Supervision will be in the form of a visit, or instructional evaluation (also known as observation), or summative evaluation.

**Definition of Visit:**

- During a visit, the college supervisor may talk with the teacher candidate, cooperating teacher and/or building administrator, and may watch the teacher candidate but does not provide formal written feedback.
- A visit by the college supervisor should take place during the first week of the Clinical Practice experience; other visits by supervisors may be scheduled as needed.

**Definition of Instructional Evaluation:**

- An instructional evaluation is a task-oriented meeting during which there is an Observation Form (Formative Assessment) completed. The college supervisor will observe the teacher candidate presenting a lesson and provide written and verbal feedback afterwards.
- The college supervisor will take notes all aspects of the lesson observed (beginning time, lesson being taught, behavior/response of pupils during lesson, etc). You may take notes on a laptop or using carbonless copy paper (provided by WSC). If using the copy paper, one copy will be attached to the Observation Form (Formative Assessment) and given to the teacher candidate, one copy stays with the college supervisor; and one copy is mailed to the Field Experience Office. If completing in a digital format, you will email the notes to the teacher candidate as well as the Field Experience Office.
- Following the presentation of the lesson, the college supervisor will complete an Observation Form (Formative Assessment); the original should be given to the teacher candidate; a copy
should be mailed to the Field Experience Office. If this is filled out in a digital version, please email copies to the teacher candidate and the Field Experience Office.

- A conference with the teacher candidate will take place at the close of the observation.
- Instructional evaluations will be conducted approximately once every three weeks by the college supervisors.

**Definition of Summative Evaluation:**

- Summative evaluations are conducted at mid-term and at the end of the experience, following a consultation with the content college supervisor. The summative should reflect what has been observed, what has been read in the journal (reflections, other observations), and what has been learned through dialog with the other college supervisor (if applicable) and with the cooperating teacher. The summative evaluation should include all aspects of Clinical Practice, not just the performance on one lesson.
- Evaluation Rubric (Summative Evaluation) must be completed on-line (it will be sent via email)
- A separate Evaluation Rubric will also be completed by the cooperating teacher.

**During the first on-site visit** (made by the pedagogy college supervisor):

- Ensure that all contact information (e-mail address, phone number, etc.) is accurate.
- Review the Timeline for Assuming Clinical Practice Responsibilities (if the teacher candidate has a rough draft ready); make suggestions and adjustments (if necessary).
- Review and discuss all of the requirements for the teacher candidate (see section on Teacher candidate Responsibilities in this handbook for details) include journal correspondence.
- Review the form to use and discuss the expectations for lesson planning.
- Review the policies and protocol for absences.
- Discuss the evaluation forms you will be using during observations and what you will be looking for when observing. Ask the teacher candidate for input regarding any teaching competencies and qualities that he/she would like you to focus on during observations.
- Tell the teacher candidate how much time you will spend during each visit or observation and what will take place; make a tentative schedule for when you will make observations.
- Allow time to meet with the cooperating teacher to remind him/her of requirements and responsibilities.
- Be sure to ask the teacher candidate and cooperating teacher if they have any questions!
- Allow time to introduce yourself to the building administrator and to answer any questions.

**During instructional evaluations of the teacher candidate:**

- Review the lesson plan for the lesson you are observing.
- Take notes on all aspects of what is said and done. Take notes on what you observe using the carbonless copy paper provided or on your digital device.
- Using your notes, complete appropriate evaluation form Observation Form (Formative Assessment).
- Confer privately with the teacher candidate afterward to discuss the observation.
- Make recommendations using concrete examples for ways to improve. During the post-observation conference discuss the lesson with the teacher candidate. (Did the lesson go as planned? If you were to teach the lesson again, what might you change? What do you need to review tomorrow?) Help the teacher candidate evaluate the lessons in a reflective manner.
• Confer privately with the cooperating teacher concerning the progress of the teacher candidate. (Inform the cooperating teacher about the information shared during the post-observation conference with the teacher candidate.)

• Return a copy of the completed Observation Form (Formative Assessment) with notes attached to the Field Experience Office within 48 hours after completing the observation. Originals stay with the student. If you choose to type it, please email a copy to the student and Field Experience Office.

• Contact the Academic Coordinator immediately if the teacher candidate’s work is not satisfactory. (If questions need to be answered during the on-site observation, don’t hesitate to phone the Academic Coordinator or Director of Field Experience right then.)

During summative evaluations of the teacher candidate (conducted at midterm and end):

• Should be completed following an observation, so that the information gathered during the observation can be incorporated into the summative evaluation.

• The Evaluation Rubric (Summative Evaluation) is not just an analysis of the performance during one lesson; it is a synthesis of information gathered from previous observation(s), current observation, the teacher candidate’s journal, and discussions with the cooperating teacher and other college supervisor.

**Suggested Timeline for Supervision**

Regardless of the purpose for being on-site, all dates should be scheduled in advance to insure that the teacher candidate is prepared, school is in session, and pupils will not be gone for an assembly or field trip. Please maintain regular communication with the other college supervisor so that dates are appropriately spaced to provide maximum support for the teacher candidate. Everyone has a busy schedule; please work together on this aspect of supervision.

Each teacher candidate and situation is unique, so the following schedule should be used as a guide only. All elementary supervision will be done by one supervisor, but the suggested time frame should remain the same. *Most teacher candidates need more support during the first few weeks as they make the transition to their new responsibilities.* You should adjust the observations according to the needs of the teacher candidate. Remember: the cooperating teacher is on-site everyday with the teacher candidate and can alert supervisors or the Academic Coordinator of any concerns that may come up in between scheduled observations by the supervisors.

The college supervisor(s) will maintain regular email contact with each other, the teacher candidate and cooperating teacher throughout the semester.

**For 16-week placements:**

**Week 1:** College supervisor (from education) should make initial visit

**Week 2-3:** College supervisor (from education) makes an instructional evaluation

**Week 3-5:** College supervisor (from content area) makes an instructional evaluation

**Week 5-9:** College supervisor (from education) makes an instructional evaluation and completes mid-term summative evaluation

**Week 9-12:** College supervisor (from content area) makes an instructional evaluation

**Week 12-16:** College supervisor (from education) makes an instructional evaluation and completes final summative evaluation
For 18-week placements:
First placement
Week 1: College supervisor (from education) should make initial visit
Week 2-3: College supervisor (from education) makes an instructional evaluation
Week 3-4: College supervisor (from content area) makes an instructional evaluation
Week 5-9: College supervisor (from education) makes an instructional evaluation and completes mid-term summative evaluation

Second placement
Week 10-13: College supervisor (from content area) makes an instructional evaluation
Week 13-18: College supervisor (from education) makes an instructional evaluation and completes final summative evaluation

Dec14: All teacher candidates (regardless of placement) return to campus for commencement

Observation Techniques

The Clinical Practice experience is designed to be a growth experience; the primary players in this experience are the teacher candidate, cooperating teacher and the college supervisor. Through the use of formal and informal observation, on-going communication that includes suggestions and encouragement, and personal reflection, teacher candidates should show growth from the beginning to the end of the experience. Here are some helpful tips in making that happen:

1. Use a variety of data collection tools to collect objective data (e.g. video, lesson plans, observation, etc.)
2. Feedback should be as specific and objective as possible. Taking notes during an observation is highly recommended.
3. Clearly define one or two purposes for each observation (e.g. pacing of lesson and follow through, student participation, positive reinforcement, subject content.)
4. Use the following criteria to limit the number of concerns addressed at one time:
   a. impact on the teacher candidate’s physical/emotional well being
   b. impact on the pupils’ learning
   c. your perception of the teacher candidate’s ability to make changes
5. All observations should be followed by a conference before leaving.
6. During the early weeks of the experience, emphasize “growth not perfection.” Give frequent supportive feedback. Provide specific examples/suggestions.
7. Use self-disclosure to give examples of your own funny or unsuccessful experiences.
8. When a teacher candidate identifies a concern, assist in clearly defining the concern and encourage the teacher candidate to reconcile the matter. Offer suggestions.
9. Recognize that pupils’ responses are indicators of teacher effectiveness. Use comments such as: pupils appeared bored, restless, are engaged and/or actively involved in learning, etc.
10. Substantiate your comments with specific data and utilize as many examples as possible.
11. Look for patterns in teaching behavior. Critical judgment should be followed with specific suggestions for improvement and strategies for analyzing the effect of changed behavior. The major function of supervision is to upgrade teacher effectiveness.
12. Emphasize the continuing aspect of self-evaluation and reflection by relating present remarks to past observations and providing a foundation for future observations.
13. All observation conferences should end on a positive note with a summary of current strengths and a plan for action for future attention.
Administrator Responsibilities

Administrators choose different roles when working with teacher candidates. Some administrators take a more active role in guiding the teacher candidate through district policies, and others may choose to serve as a resource or problem solver.

The administrator is encouraged to:

- Read the Wayne State College Clinical Practice Handbook (accessible on-line.)
- Welcome the teacher candidate to the school, staff, and community.
- Maintain a school environment in which faculty, staff and students are accepting of teacher candidates and supportive of Wayne State’s Clinical Practice program.
- Help the teacher candidate become familiar with the school’s philosophy.
- Provide the teacher candidate with a description of building and district policies, procedures, and regulations (calendar, handbooks, report cards, assigned daily schedule, schedule of events, maps fire/tornado drill, emergency procedures, play/recreation areas, use of cafeteria/gym/library/technology services).
- Help the teacher candidate gain an awareness of the values and expectations of the community. Describe for the teacher candidate all of the general and specific expectations for faculty conduct.
- Advise the teacher candidate of policies regarding faculty (meeting attendance, in-service attendance, dress code, discipline policy, etc.).
- Encourage the teacher candidate to participate in parent/teacher conferences according to district policy as well as the school's extra-curricular activities and events.
- Acquaint the teacher candidate with special services the school and district provide to students and community.
- Conference regularly with the cooperating teacher on the performance of the teacher candidate.
- Confer with the college supervisor and/or the Director of Field Experience if any serious problem arises concerning the teacher candidate.
- If possible, observe the teacher candidate and provide feedback to the teacher candidate.
- Provide the teacher candidate with a sample job interview, if possible.

Please familiarize yourself with that part of this Handbook that outlines the steps involved in removing a teacher candidate from the Clinical Practice placement.
Absence of the Cooperating Teacher

Can I serve as a substitute teacher?
Since candidates are legally protected by the cooperative agreement between the college and the school district (Nebraska LB 175, Section 79-1297), the cooperating teacher does not have to be physically present in the classroom at all times. It is the opinion of the WSC faculty that it is desirable for the candidate to have opportunities to practice independent management of the classroom.

If it is agreeable to all parties concerned, a teacher candidate may serve as the designated substitute teacher for up to three (3) days during the Clinical Practice semester with the following conditions:

1) serving as substitute does not take place until at least 6 weeks into the Clinical Practice experience;
2) the teacher candidate desires (and has agreed) to serve as a substitute teacher;
3) evaluations prior to substituting have been positive; and
4) substitute teaching is done only in the teacher candidate’s assigned placement classroom.

Given that the teacher candidate is not fully licensed, it is the expectation of the college that he/she not be teaching in total isolation while substituting, and that licensed professionals within the school building will be available to provide support as necessary.

According to NDE Rule 20:005.03A2d1, candidates must complete a Clinical Practice experience that is full-day for one full semester. They may not be hired by a school district during the time they are in Clinical Practice, thus cannot receive any pay for serving as the designated substitute teacher for their placement classroom during Clinical Practice.

Teacher Candidate Absences
Teacher candidates who miss four or more instructional days at their assigned school will be subject to a review of their performance that will result in one of the following: a) no further action; or b) having to make up the missed days by extending the Clinical Practice timeline; or c) termination of the Clinical Practice assignment due to poor performance. The decision regarding satisfactory performance is the shared responsibility of the college supervisor, cooperating teacher, and Director of Field Experience.

For unexpected absence (illness, accident, etc.), notification should be made as soon as it is known there will be an absence (in order listed): 1) cooperating teacher and building administrator; 2) college supervisor(s); 3) Academic Coordinator (via email or phone @ 402-375-7121, leave a voice mail.)

For all pre-planned absences, notify the Academic Coordinator FIRST - prior to scheduling the absence. If given the go-ahead, all people on the above list must be notified.

NOTE: Do not confuse "go-ahead" with "excused." An absence is an absence. Regardless of the reason for being absent, you will be reviewed if you miss more than four days. Classroom teachers are often allowed only three personal days FOR THE ENTIRE SCHOOL YEAR. You are being allowed up to four personal days FOR ONE SEMESTER. Don’t abuse the privilege! Every effort should be made to schedule personal business for after school or on days when school is closed. Attendance at the required college seminars is not considered an absence, nor is it an absence if your school is closed, or you attend a professional development conference with your cooperating teacher, or you miss for a school-related activity (like a field trip) with your students and/or cooperating teacher.
Employment During Clinical Practice

While employment during Clinical Practice is not prohibited, it is strongly advised against. You are expected to be present for all hours required of other teachers in the district and follow the district’s calendar of workdays, holidays, vacation, etc. Remember that good planning and effective preparation takes TIME and ENERGY. Don’t overbook or exhaust yourself so that your performance suffers!
Recommendations Specific to the Traditional Model

Teacher Candidate Responsibilities

General Teacher Candidate Responsibilities

- Regard yourself as a member of the cooperating teacher’s team and perform such tasks as are necessary for the proper functioning of the classroom (always subject to the approval of the cooperating teacher.)
- Accept decisions of the cooperating teacher; keep in mind individual style and personality.
- Remember that the cooperating teacher is in legal control of the class and is legally responsible for it. A teacher candidate can assume no authority which has not been specifically delegated by the cooperating teacher.
- Dress, act, talk, and conduct yourself as a member of the teaching profession.
- Participate in open, honest, and regularly-scheduled communication with the cooperating teacher and college supervisor.
- Practice acceptable professional relationships between students and yourself at all times.
- Attend faculty meetings and other professional meetings.
- Understand that involvement in extra-curricular school activities may be asked of you.
- Consider yourself to be a member of the community in which you are Clinical Practice, and conduct yourself as a professional, both in that community and apart from that community.
- Exhibit good moral character; maintain high standards of performance and promote equality.
- Follow the chain of communication: cooperating teacher and/or building administrator first, then college supervisor, then Academic Coordinator for Clinical Experience.
- Meet the assignment of the professional day unless prevented to do so by illness.

Teacher Candidate Responsibilities to the School District

- Become familiar with classroom locations, offices and storage areas.
- Learn building routines and policies.
- Review the responsibilities for safety and liability.
- Know tornado and fire exits and shelters and all emergency procedures.
- Know pertinent phone numbers, including school, cooperating teacher, college supervisor and Wayne State College Field Experience Office.
- Know which equipment and teaching materials are accessible for your use and know where each is located.
- Meet as many staff members as possible.
- Make an effort to communicate with your principal. (It is recommended you set up a time during the semester to have the administrator evaluate your teaching.)
- Observe other classrooms outside your endorsement area and level. (It is recommended that you do this late in the semester, after you have phased out of some of your teaching responsibilities.)

Teacher Candidate Responsibilities to the Classroom

- Recognize that your primary responsibility is to the students and understand that nothing in your personal life must interfere with carrying out this obligation.
• Participate in regular conferences with your cooperating teacher (use Weekly Conference Form). Talk to your cooperating teacher to determine the best time for such conversations. Regular communication is vital to this experience.
• Become acquainted with the scope and sequence of the content of your assignments.
• Develop a positive, respectful rapport with students; get to know their names immediately.
• Learn about students’ special needs. Remember - absolute confidentiality must be maintained when using school or cooperating teacher’s records.
• Be prepared to teach. Please refer to section on planning in this Handbook.
• Present lesson plans to your cooperating teacher at least two days before you plan to teach from them (to allow time for feedback and suggestions).
• Observe student behavior when you are not teaching, so you are able to anticipate behavioral problems and plan appropriate action.
• Utilize a variety of instructional methods in the classroom; adjust for various learning styles.
• Use audio-visual materials and modern forms of technology.
• Maintain appropriate records – stay current with your record keeping and assessment of grades.
• Evaluate student progress daily through observations, conferences, and other activities.
• Plan and arrange classroom displays.
• Provide lesson plans and materials to the cooperating teacher when you must be absent.
• Complete district responsibilities such as parent contacts, progress reports, and parent/teacher conferences.
• Familiarize yourself with the classroom emergency procedures.

Questions Frequently Asked by Teacher Candidates

1. **How free am I to choose my own strategies for teaching?**
   **Answer:** You need to communicate with the cooperating teacher about this. A school district may have specific curriculum goals requiring specific instructional methods. If the cooperating teacher agrees to allow you to try some of your own strategies, be sure that you provide him/her with specific lessons plans well in advance, allowing plenty of time for suggestions.

2. **How friendly should I be with my students?**
   **Answer:** Professional first and foremost. Students need to view you as a caring adult – not as another one of their friends.

3. **Do I volunteer to do special tasks for my cooperating teacher?**
   **Answer:** Yes, and don’t wait to be asked. Observe what is going on and offer to help.

4. **What do I do if my lesson is too short for the planned time?**
   **Answer:** Always have some short pertinent activities ready. (Review section on lesson plans in this Handbook.)

5. **What if I am sick?**
   **Answer:** You should always have appropriate lesson plans prepared in advance anyway; these can be used by the cooperating teacher or substitute. Contact the cooperating teacher, principal, college supervisor, and the Academic Coordinator prior to the school day starting. (6:30 a.m. is not too early to call in this instance – the cooperating teacher needs to know.) You can just email the Academic Coordinator.
6. **What if I need to be absent for anything other than illness?** *Answer:* Absences other than illness must be approved by the Academic Coordinator, prior to scheduling the absence. If approved, the cooperating teacher, principal, and college supervisor must also be notified.

7. **What can I do to improve my ability to write a good lesson plan?** *Answer:* Work with your cooperating teacher and college supervisor to develop this important instructional skill. Google “lesson plans” on the Internet for thousands of websites that offer suggestions for writing good lesson plans.

8. **Who do I talk to if communication is not open with my cooperating teacher?** *Answer:* Your first contact is the college supervisor. If communication remains an issue, contact the Academic Coordinator for Clinical Experiences.

9. **Do I have a choice of what I teach?**
   *Answer:* You teach what you are assigned by the cooperating teacher. You must follow the school’s curriculum.

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**Cooperating Teacher Responsibilities**

The cooperating teacher has three primary responsibilities: to act as a role model, to pass on wisdom of practice, and to encourage the emerging professional to reflect on educational processes. These responsibilities are carried out in the following ways:

### General Cooperating Teacher Responsibilities

- Be available for a ‘get acquainted’ conference with the college supervisor early in the term.
- Review your teacher candidate’s profile information (dealing with his/her background and college preparation), so that you can be better acquainted with your teacher candidate.
- Please read all sections of the WSC Clinical Practice Handbook.
- Arrange a work area/desk in the classroom for the teacher candidate.
- Provide the teacher candidate with curriculum guides, school calendar, handbooks, policies, necessary teaching manuals, and any available professional materials from your school.
- Introduce the teacher candidate to other staff members and students.
- Familiarize the teacher candidate with the building - perhaps provide a school map.
- Assist the teacher candidate with locating the media center and operating audio-visual equipment (including e-mail and Internet if available to teacher candidates.)
- Inform the teacher candidate of professional organizations/meetings.
- Acquaint the teacher candidate with budget and ordering procedures.
- Provide for visitations to other classrooms and/or buildings (preferably in the final stages of the Clinical Practice experience, after the teacher candidate has “phased out” of some of his/her teaching responsibilities.)

### Cooperating Teacher Responsibilities to the Teacher Candidate

- Communicate clearly with your teacher candidate – work together to define the teacher candidate’s role in terms of his/her duties, responsibilities, and classes he/she will be teaching.
- Communicate to the teacher candidate the school policy on student discipline; also include your guidelines/management plan for your classroom.
- Review safety and emergency procedures.
- Make available a daily schedule which includes, for example, Title I, speech and resource room schedules, specials, etc.
- Insure the teacher candidate's transition into more responsibility is at a rate which seems appropriate for that teacher candidate. Remember: your teacher candidate is still learning!
- Conduct weekly scheduled conferences to keep the teacher candidate informed of his/her progress; make suggestions and constructive criticisms as necessary.
- Participate in open, honest communication with the teacher candidate and college supervisor (keeping in mind individual sensitivities, styles and personalities.)
- Insure adequate continuity, class contact and supervision of the teacher candidate.
- Inform the teacher candidate of individual needs of students, and help the teacher candidate establish rapport with students.
- Explain record keeping, grading, attendance, and classroom management procedures (seating chart, discipline.)
- Discuss units which have been taught and which units might be taught during the teacher candidate experience.
- Provide opportunities for the teacher candidate to observe the kinds of methods which are appropriate to the teaching profession.
- Plan team teaching experiences with the teacher candidate.
- Allow the teacher candidate to use the teaching style that best fits him/her.
- Assist (as needed) the teacher candidate in the preparation of lesson plans.
- Review daily lesson plans prepared by the teacher candidate. Notify the teacher candidate immediately (hopefully, prior to implementation) of any changes you suggest.
- Make certain that the teacher candidate has planned adequately before he/she is permitted to teach.
- Aid in the scheduling and logistics of the required videotaped lessons.
- Treat your teacher candidate with the same respect you give to your colleagues. If you have a sensitive issue to discuss, do it privately and not in front of students.

**Questions Frequently Asked by Cooperating Teachers**

1. **Can the teacher candidate have responsibilities other than classroom teaching?**
   **Answer:** The student should attend all classroom and school activities in which the cooperating teacher is involved (according to the discretion of the cooperating teacher), but the teacher candidate is not required to help with any extra-duty responsibilities of the cooperating teacher.

2. **Which class or subject will the teacher candidate teach first?**
   **Answer:** To be decided by the cooperating teacher and teacher candidate together.

3. **Is the teacher candidate responsible for bulletin boards and classroom set-up?**
   **Answer:** Yes, as directed by the cooperating teacher.

4. **Can the teacher candidate have recess duty?**
   **Answer:** Subject to the discretion of school district administration.

5. **Can the teacher candidate substitute teach?**
   **Answer:** Yes, in certain circumstances. Refer to Section II of this Handbook.
6. Does the teacher candidate use his/her own grading system?  
   **Answer:** No. The teacher candidate must use the cooperating teacher’s/district system.

7. Can the teacher candidate see file information kept on students?  
   **Answer:** Subject to the discretion of the school district administration.

8. Is the teacher candidate responsible for discipline?  
   **Answer:** Yes, whenever the teacher candidate is the person in charge.

9. Is there a dress code for teacher candidates?  
   **Answer:** Teacher candidates are to follow school district guidelines.

10. Can the teacher candidate get involved during parent/teacher conferences?  
    **Answer:** WSC encourages involvement; the final decision should follow district guideline.

11. Should the teacher candidate prepare materials to be used by the cooperating teaching?  
    **Answer:** The intent of the Clinical Practice experience is for the teacher candidate to practice instructional skills and classroom management. Use your discretion.

12. Can the teacher candidate use tests and quizzes prepared by the cooperating teacher?  
    **Answer:** Discretion of the cooperating teacher, but it is recommended that the student teacher have some experience prepare his/her own tests and quizzes.

13. Do I intervene when misinformation is being presented?  
    **Answer:** It is best to address the mistake privately with the teacher candidate and allow him/her to correct the mistake with the students the next day.

14. Do I intervene with discipline?  
    **Answer:** Only if it appears that the teacher candidate cannot manage the problem alone. Follow-up discussion about the situation should occur privately with the teacher candidate.

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**College Supervisor Responsibilities**

Early Childhood Inclusive, Elementary, and Special Education teacher candidates will be assigned one college supervisor who will observe a minimum of five times. Middle Grades, Secondary, and K-12 teacher candidates in Health/PE, Music, or Art will be assigned at least two college supervisors: one from the School of Education and Counseling (education foundations), and one (or more) from the respective subject (content) area(s). The supervisors will work together as a team to insure that the teacher candidate is observed a minimum of five times during the Clinical Practice semester. Generally, this means an initial visit and three observations by the foundations supervisor, and two observations by a member of the content faculty. Additional observations will be made whenever it is deemed necessary by the cooperating teacher, college supervisor, or Academic Coordinator.

**College Supervisor General Responsibilities**

- Serve as a liaison between and among the teacher candidate, the cooperating teacher, building administrator, and the Academic Coordinator.
- Discuss respective responsibilities with all persons involved in the Clinical Practice experience and inform same of the college’s objectives and philosophy concerning Clinical Practice.
- Provide teacher candidate, cooperating teacher, and other college supervisor(s) (when applicable) with your name, phone number, e-mail address, and hours when you may be reached.
- Introduce yourself to the principal and from time to time inquire about his/her impression of the teacher candidate.
• Assist the teacher candidate and cooperating teacher in the planning and administration of the Clinical Practice assignment.
• Assist the cooperating teacher and teacher candidate in filling out required college forms.
• Participate in open, honest communication with the cooperating teacher and teacher candidate.
• Assist the cooperating teacher in the supervision and evaluation process.
• Review requirements and see that college standards and state regulations are being met.
• Make sufficient visits to each teacher candidate to insure adequate supervision and evaluation.
• Complete appropriate evaluations of the teacher candidate.

Please familiarize yourself with the section of this handbook that describes the supervision of a struggling student teacher and outlines the steps involved in removing a student teacher from the student teaching placement.

Making a Plan for Assuming Teaching Responsibilities

Clinical Practice provides an opportunity for the teacher candidate to be a member of a true teaching team, and because of this, the teacher candidate’s role, responsibilities, and tasks will vary some depending on where he/she is placed. Clinical Practice assignments can never be exactly alike for all people. The Semester Timeline should represent a realistic expectation for each unique situation. The teacher candidate’s involvement in classroom activities and the timeline for assuming increasing responsibilities will depend upon the individual’s readiness to perform the tasks assigned.

Initial activities in the Clinical Practice experience should be relatively simple, guaranteeing success. As the activities become more complex, past successes become building blocks of confidence within the teacher candidate. The Semester Timeline should be developed, reviewed and adjusted based on the readiness and performance of the individual teacher candidate.

While each full-semester experience must include a minimum of 20 consecutive school days during which the teacher candidate becomes the lead teacher – it is absolutely acceptable (in fact desirable!) for co-teaching to continue throughout the experience. What a great way to develop skills for differentiated learning if there are two teachers working together in the classroom!

If the teacher candidate has two placements (i.e. elementary and secondary), the Timeline should include at least 15 consecutive school days of lead teaching for each placement. Because of the shorter timeframe in each school, an accelerated phase in/phase out schedule is required.

PLEASE NOTE: The basic outline shown in this handbook is only a suggestion – meant to be used as a guideline. The actual Semester Timeline should be created together by the teacher candidate and cooperating teacher. It should be set up to allow the teacher candidate to gradually assume more and greater responsibility as the semester progresses, as well as allowing time for him/her to have a “phase out” week at the end of the semester. The Timeline should also show dates for planned activities such as parent/teacher conferences, field trips, in-services and other professional development opportunities, school breaks, etc.

A typical sequence for a teacher candidate to assume duties might include the following:
1. observing the class, record keeping, getting acquainted with school and protocols, and learning student names;
2. leading daily routine activities and/or small group activities;
3. sharing planning and teaching responsibilities (team teaching) with the cooperating teacher; tutoring individual students – during or after school;
4. assuming gradual responsibility for instruction and supervision, one subject at a time;
5. assuming full responsibility of instruction and supervision for all subjects; and
6. “phasing out” of responsibilities for instruction and supervision.

**Important:** The Timeline must be considered both flexible and tentative. The cooperating teacher and/or college supervisor, through discussion with the Academic Coordinator, may modify the Timeline if such modification is deemed necessary and in the best interest of the teacher candidate and the overall Clinical Practice experience. A sample Timeline appears on page 12.

A sample guideline for the semester appears on the next three pages. The following guidelines are borrowed from the Teacher candidate Handbook (Aug 04 version) created/used by Millard Public Schools in Omaha, NE. Please adjust for YOUR experience.

### General Outline of Clinical Practice Phases

**Orientation Phase – Roughly Weeks 1-5**

**Teacher Candidate…**
Becomes familiar with rules, regulations, and procedures of classroom and the building; develops skill in communicating rules to students; submits required initial paperwork to WSC Field Experience Office.

Becomes familiar with physical features of the building and where things are located.

Learns names and becomes acquainted with students; becomes aware of friendships and sub-groups; becomes acquainted with unique needs of individual students.

Observes instruction and becomes familiar with lesson/unit plans and routines established by cooperating teacher. Makes note of ideas in weekly journal; asks questions.

Participates in classroom routine (taking roll, recording grades, handing out/collectiong materials, daily calendar, etc.), and learns daily schedule.

By week 3 or 4 instructs in a limited sense (administering tests, tutoring, conducting short, informal segments of the lesson or conducting mini-lessons.)

Participates in related activities within the school (staff meetings, athletic events, etc.)

Constructs teaching aids and contributes materials for an attractive learning environment.

Becomes familiar with curriculum expectations and content to be taught later in the semester.
Assumes greater teaching role and responsibilities as soon as competency is displayed.

**Cooperating Teacher...**
Maintains responsibility for planning and conducting class but involves teacher candidate in planning; shares long-range plans for semester; provides teacher candidate a work area.

Involves teacher candidate in observation, routine procedures, preparation of materials, and interaction with students; works to make teacher candidate feel comfortable.

Sets aside time to discuss the rationale behind what the teacher candidate is observing.

Establishes standard and expectation for excellence in teacher candidate’s lesson planning.

Increases responsibilities for teaching as competency is displayed by the teacher candidate.

Conducts weekly formal conferences with the teacher candidate to discuss on-going progress.

**College Supervisor...**
Schedules introductory meeting (first week) with cooperating teacher and teacher candidate.

Conducts initial observation and conducts post-observation conference with teacher candidate.

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**Increasing Responsibility Phase – Roughly Weeks 6-10**

**Teacher Candidate...**
Increases efforts to identify any special class characteristics and to relate instruction to individual students (meets with individual students having problems, determines utilization of special student talents).

Manages all daily and/or routine tasks for the classroom (i.e. lunch count, calendar, etc.)

Assumes full instructional responsibility for part of the school day. Gradually assumes a larger responsibility for instruction by accumulating teaching responsibilities - adding one subject, period, or preparation, etc. - every one to two weeks as teaching proficiency increases.

Continues to develop instructional materials to support lessons.

Continues to work on and completes Educator Growth Portfolio along with any other WSC assignments.

Continues to participate in staff meetings, parent-teacher conferences, PTA meetings, etc.

Continues to make at least weekly entries in reflection journal.

Asks cooperating teacher, college supervisor for specific feedback on instructional performance
Cooperating Teacher...
Plans cooperatively with the teacher candidate to deliver instruction, starting the teacher candidate with small tasks such as: directing cooperative learning groups, jointly developing evaluation instruments, re-teaching concepts to small groups, providing enrichment activities.

Continuously assesses and provides feedback on the teacher candidate’s level of competency in instruction and classroom management so that the teacher candidate can gain confidence before assuming additional responsibilities.

Formally evaluates lesson presentations twice during the semester with the college supervisor using Observation Form (Formative Assessment); conducts weekly conferences.

Models a variety of instructional techniques so that the teacher candidate develops a comfort level for a broad spectrum of teaching activities.

Completes the midterm Evaluation Rubric (Summative Evaluation) on-line; discusses with teacher candidate.

College Supervisor...
Conducts at least two observations of teacher candidate using Observation Form (Formative Assessment)

Conferences with teacher candidate and cooperating teacher about mid-term evaluations.

Completes the midterm Evaluation Rubric (Summative Evaluation) on-line.

Is readily available (via phone, email, or in person) for advice, ideas, suggestions, support.

Full Responsibility Phase – Roughly Weeks 11-15

Teacher Candidate...
Assumes primary responsibility for all planning, preparation of materials and delivering instruction, monitoring student progress and evaluation.

Implements the discipline plan effectively, including contacting parents if necessary.

Assumes primary responsibility for developing the instruments for student evaluation.

Recommends student grades to cooperating teacher.

Works on refinement of specific instructional techniques.

Produces evidence (Reflection of Instructional Choices, Educator Growth Portfolio) of the ability to provide instruction that recognizes and provides for the abilities and interests of the individual students.
Continues to maintain reflection journal.

Asks the school principal and/or assistant principal to observe a lesson and provide feedback.

**Cooperating Teacher...**
Examines, critiques and provides necessary approval of teacher candidate’s plans for instruction and evaluation.

Continues to observe and assess the teacher candidate’s lessons and provide appropriate evaluation and feedback.

Contributes to the class instruction in ways that are complementary to the general class presentation under the direction of the teacher candidate.

Reviews experience with teacher candidate and college supervisor during final observation and evaluation.

Completes final Evaluation Rubric (Summative Evaluation) on-line; discusses final evaluation with teacher candidate.

**College Supervisor...**
Conducts at least two observations of teacher candidate.

Conferences with teacher candidate and cooperating teacher about final evaluation.

Is readily available (via email, phone, or in person) for advice, ideas, suggestions, and support.

Completes final Evaluation Rubric (Summative Evaluation) on-line.

**Phase Out – Week 16**
Phase out should not occur until the last week; subjects should be returned to cooperating teacher; teacher candidate may observe in other classrooms.
Planning for Instruction (Lessons and Units) – An Overview

Planning will always be an essential component of successful teaching, in all stages of one’s career. Regardless of experience (rookie or veteran), the ability to prepare good lessons and unit plans demonstrates an understanding of the concepts to be taught by the teacher and learned by the students. While it may take time to write a good plan, a written plan is still the best way for any teacher to prepare for everything that is needed for the lesson. For a teacher candidate, a written plan is also a tangible record from which cooperating teachers and college supervisors (and in some instances – principals) can evaluate preparedness and organization.

Rules regarding lesson planning during clinical practice:

- All lesson plans during the initial weeks should be carefully written out and detailed using the template used by the school district or one of the candidate’s choosing (with cooperating teacher approval). A teacher candidate simply MUST plan in more detail than a veteran teacher.
- If the teacher candidate is using the cooperating teacher’s plans or is required to use a scripted curriculum lesson, then it is not necessary to write a plan for those lessons; that work has already been done.
- The cooperating teacher will review all written plans and he/she will assess the teacher candidate’s overall level of competency in planning for instruction. The cooperating teacher will then use his/her professional judgment to determine when the teacher candidate is ready for more autonomy in planning for any given subject. Autonomy means the teacher candidate can choose his/her own format/template for lesson planning. However it is the expectation of faculty at Wayne State that evidence of adequate planning remains a priority throughout the Clinical Practice semester.
- At no point in the semester should the teacher candidate be allowed to stop writing plans altogether, but he/she may be allowed to shift to a less detailed and less time consuming format. NOTE: Throughout the semester, planning must always meet whatever requirements have been established by the building administrator for all teachers in the building.
- When the college supervisor comes to observe, there should always be a detailed plan prepared for the college supervisor when he/she comes to observe – even after the teacher candidate shifts to a less-detailed format most of the time.
Jane Doe's Clinical Practice Timeline

Week 1  Jan 4-8
Attend orientation session and any staff meetings; get acquainted with school, help
prepare classroom, meet other teachers; begin learning student names; introduce
students to computer and module rotations in industrial technology; assist Mr. Murray
with preparation of materials and classroom; assist individual students as needed;
discuss and develop rotation of classes with Mrs. Adams; take responsibility for
attendance; attend 7th grade open house on the 8th.

Week 2  Jan 11-15
Team teach industrial tech classes with Mr. Murray; assist students through their module
orientation; begin assuming partial responsibility for opening activities in math classroom;
do after school duty with Mrs. Adams; make bulletin boards; work with Mr. Murray to plan
units of instruction for the remainder of the quarter.

Week 3  Jan 18-22
Begin team-teaching math class (6th period); continue leading opening activities; begin
adding more detailed procedures to cooperating teachers’ lesson plans for self-
 improvement purposes; attend faculty meeting on the 22nd.

Week 4-5  Jan 25-Feb 5
No school Jan 26 - Teacher In-Service Day; begin taking over NESA preparation; team
teach math; begin taking over industrial tech by lead teaching 2nd period; continue regular
daily activities (grading, attendance, supervising lunch).

Week 6-8  Feb 8-Feb 26
Return to campus for Initial Seminar on Feb 8; Lead teach NESA periods 1 and 2
(industrial tech) and period 6 (math); attend faculty meeting on the 16th; continue daily
activities; parent/teacher conferences on Feb 26-27 (no school).

Week 9-11  Feb 29-Mar 18
Mar 2 (no school); lead teach periods 3 and 4 and period 5 math; continue daily activities;
help with PowerTeam; Mar 3 and 4 is Mid-Term Seminar on campus.

Week 12-15  Mar 21- Apr 15
Lead teach all classes (NESA, 2 periods industrial tech; 6th period math, study hall); have
full responsibility for all daily activities; detention duty with Mr. Murray.

Week 16-17  Apr 18- Apr 29
Continue teaching all classes; prepare to phase out.

Week 18  May 2-6
Phase out of all subjects/classes; observe other classrooms in building; tutor individual
students. Final Seminar at WSC is May 6.
Recommendations Specific to the Co-Teaching Model

Wayne State College Co-Teaching Guidelines for Clinical Practice

Clinical Practice is the culmination of the Educator Preparation Program at Wayne State College and is one of the most influential experiences teacher candidates will have in their preparation for teaching. WSC is dedicated to effectively preparing all candidates for their futures in the education field. One way to accomplish this is by utilizing the Co-Teaching Student Teaching Model, which is a systemic process of shared responsibility for teaching and learning.

Co-teaching, as defined by WSC, is two teachers working together with groups of students and sharing the planning, organization, delivery and assessment of instruction and physical space. The Co-Teaching Student Teaching Model provides a comprehensive and rigorous experience for Teacher Candidates, allows Cooperating Teachers the ability to remain actively engaged in the classroom, and enhances the quality of learning for students. Research indicates that students taught in classrooms using the Co-Teaching Student Teaching Model benefit academically from having 2 teachers in the classroom. Research also indicates that Teacher Candidates become more confident and competent more quickly than in a traditional setting. Cooperating Teachers are able to experience a great deal of professional development through this process.

Before Clinical Practice experience begins the Teacher Candidate, Cooperating Teacher, and College Supervisor participate in WSC provided trainings. These trainings are designed to facilitate the relationship among the triad members, identify roles of each member, and learn the seven strategies of Co-Teaching.

Seven strategies of Co-Teaching:

- One Teach/One Observe
- One Teach/One Assist
- Station Teaching
- Parallel Teaching
- Supplemental Teaching
- Alternative Teaching
- Team Teaching

This foundational training prepares those involved to create an environment that allows collaborative planning, teaching, and assessment to begin early in the clinical practice semester.

Teacher Candidates are actively engaged with students on the first day. The emphasis on Co-Teaching prepares Teacher Candidates to collaborate with the other professionals who work alongside classroom teachers.

Attendance and Participation

The Co-Teaching Model fosters the sharing of planning, instruction, and assessment while preparing the Teacher Candidate to take the lead in each of these areas.

Please follow all attendance and assignment guidelines set forth by the Clinical Practice Handbook.
Sharing Responsibilities: Cooperating Teacher and Teacher Candidate

The Cooperating Teacher and Teacher Candidate will become a classroom team, which will include a sharing of responsibilities. Initially, this will allow the Cooperating Teacher to serve as a mentor to the Teacher Candidate as he/she learns through involvement with a more experienced teacher. The Teacher Candidate is expected to become the lead teacher during the semester and will be responsible for the organization in these three areas, utilizing the Cooperating Teacher as needed. A sharing of ideas, strategies, and reflections will occur throughout the semester.

Planning:
The Teacher Candidate and Cooperating Teacher will share:

- What content to teach
- What co-teaching strategies to use
- Who will lead different parts of the lesson
- How to assess student learning
- Materials and resources

Instruction:
While Co-Teaching, the Teacher Candidate and Cooperating Teacher will:

- Share leadership in the classroom
- Work with all students
- Use a variety of co-teaching approaches
- Be seen as equal partners
- Manage the classroom together
- Make changes as needed during a lesson

Assessment:
While Co-Assessing, the Teacher Candidate and Cooperating Teacher will:

- Both participate in the assessment of the students
- Share the workload of daily grading
- Provide formative and summative assessment of students
- Jointly determine grades

WSC Teacher Candidate and Cooperating Teacher Suggested Timeline

Prior to Beginning the Student Teaching Experience

Attend the WSC “Co-Teach Basics” for the Teacher Candidate, Cooperating Teacher, and College Supervisor. This training will develop common understanding of the Wayne State College Co-Teaching Student Teaching Model and its benefits. Training components include:

- Co-Teaching Background
- Roles of Participants
- Defining Co-Teaching Strategies
- Creating the Co-Teaching Environment

Attend the WSC “Pairs Workshop I” for the Teacher Candidate and Cooperating Teacher. This training will foster the upcoming Co-Teaching mentorship. Training components include:

- Relationship Building
- Collaboration and Communication
- Co-Planning with Co-Teaching
- Team Development

During the Student Teaching Experience

Attend the “Pairs Workshop II” for the Teacher Candidate and Cooperating Teacher at the semester midpoint. This training will continue the growth and development of the skills worked on during Pairs Workshop I.

Co-Teach partnerships must also:

- Co-plan regularly each week
- Provide regular, specific feedback
- Have a goal to use all seven Co-Teaching strategies a minimum of two times each
- Provide for independent "solo" teaching time

NOTE: All general expectations set forth in the overall Clinical Practice Handbook must also be followed.
Cooperating Teachers

Thank you for agreeing to serve as a Cooperating Teacher this semester. Please consider the following as you work to develop a relationship with and orient your Teacher Candidate to your school and classroom.

Welcoming Your Teacher Candidate

Before the Experience Begins

- Arrange to meet with your Teacher Candidate before the official start of the experience.
- Post the Teacher Candidate’s name along with your name in the classroom.
- Provide a desk or designated work area for the Teacher Candidate with supplies and copies of necessary materials and textbooks.
- Send a note home to families to let them know you will have a Teacher Candidate Co-Teaching with you.

In the Beginning

- Introduce your Teacher Candidate to other faculty members, support personnel, and administrators.
- Tour the school (e.g. staff work areas, the lounge, adult restrooms, etc.).
- Help your Teacher Candidate learn student names quickly.
- Review items in the faculty and student handbooks that directly impact your Teacher Candidate (e.g. the contractual day, dress code, issues related to school security, grade reporting procedures, parent communication, etc.).
- Share “bits of information” that matter: “There is a peanut-free table in the cafeteria” or “Staff members don’t park in Lot A.”
- Explain staff activities or special events your Teacher Candidate could choose to attend.
- Discuss classroom rules and expectations for student behavior as well as acceptable rewards and consequences. Review the student handbook.
- Assemble a binder with useful information including class lists, daily schedules, classroom rules, discipline plan, discipline referral form, etc.
- Mark important dates on a desk-top calendar or planner (e.g. faculty meetings, hall duty, school wide music program etc.).
- Start a file with your favorite activities and good teaching ideas. Encourage your Teacher Candidate to add to it throughout the student teaching experience.

Throughout the Experience

- Leave an inspirational quote or article related to teaching on your Teacher Candidate’s desk.
- Make gestures of kindness – no matter how small, they have a positive impact.
- Reflect on the Co-Teaching process. Periodically review the checklist (next page), “Are We Co-Teachers?”
- Follow evaluation guidelines and forms to provide timely and relevant feedback to your Teacher Candidate.

Adapted from Mentoring Teacher Candidates Through Co-Teaching: Collaboration That Makes a Difference by the Teacher Quality Enhancement Center. St. Cloud, MN: St. Cloud State University. p. 105
Are We Co-Teachers? (Reflection Tool)

As we prepare for Co-Teaching, do we:

- Have both teachers’ names posted on the board?
- Have space for both teachers with comparable desks and materials for both teachers?

Do we share the responsibility for determining:

- What to teach?
- What teaching strategy(ies) to use?
- Who teaches which part of the lesson?
- How to assess student learning?

When planning, do we:

- Meet at regularly scheduled times to discuss our work and use our time productively?
- Share teaching materials and resources?
- Communicate freely our concerns?
- Each contribute to the planning process?
- Decide which Co-Teaching strategy(ies) to use in a lesson based on the needs of the students?

While Co-Teaching, do we:

- Both have a lead role in the classroom and both work with all students?
- Use a variety of Co-Teaching approaches?
- Encourage students to see us as equal partners in the classroom?
- Both participate in the assessment of the students?
- Encourage students to ask both of us for clarification and/or assistance?
- Teach different groups of students simultaneously?
- Read the nonverbal cues of our Co-Teaching partner?
- Make necessary changes during a lesson?
- Actively reinforce classroom rules and manage the classroom together?

After the Co-Taught lesson, do we:

- Take time to reflect together on the Co-Teaching experience?
- Provide feedback to each other?
- Celebrate the process of Co-Teaching as well as the outcomes and successes?
- Make improvements based on what happened in the classroom?

Overall, do we:

- Explain the benefits of Co-Teaching to students and their families?
- Depend on one another to follow through on tasks and responsibilities?
- Both participate in parent-teacher conferences?
- Model collaboration and teamwork for our students?
- Have a process for dealing with our disagreements?
- Communicate with our College Supervisor about our needs as a Co-Teaching team?

Adapted from Mentoring Teach Candidates Through Co-Teaching: Collaboration That Makes a Difference by the Teacher Quality Enhancement Center. St. Cloud, MN: St. Cloud State University. P. 122
College Supervisor Strategies to Promote Co-Teaching

Goal: To be knowledgeable in and supportive of the use of co-teaching

Engage in professional development to understand co-teaching

- Benefits of co-teaching
- Co-Teaching strategies
- Roles of members of the triad

Provide co-teaching information to administrators, cooperating teachers, teacher candidates

Serve as liaison for co-teaching between Wayne State College and school partners

Foster

Establish and build strong relationships with members of the triad

Help cooperating teacher and teacher candidate to create a co-teaching environment

- Both names on the door/syllabi/website
- Equitable space for both teachers
- Make sure teacher candidate has been introduced as a co-teacher or teacher candidate
- Assure teacher candidate has been introduced to others in the building

Initiate co-teaching conversations with cooperating teacher and teacher candidate

- Do you have your co-planning time arranged?
- Have you tried all of the co-teaching strategies?
- What can I do to help you to implement the co-teaching strategies?

Assess Cooperating Teacher and Teacher Candidate’s progress in implementing co-teaching

Participate in ongoing professional development surrounding co-teaching

Publicly articulate their rationale and support for co-teaching

Observe co-taught lessons

Utilize assessments reflecting the role of co-teaching
## Co-Teaching Strategies and Examples

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<th>Strategy</th>
<th>Definition/Example</th>
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| One Teach, One Observe  | One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors.  
**Example:** One teacher can observe students for their understanding of directions while the other leads. |
| One Teach, One Assist   | An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists students’ with their work, monitors behaviors, or corrects assignments.  
**Example:** While one teacher has the instructional lead, the person assisting can be the “voice” for the students when they don’t understand or are having difficulties. |
| Station Teaching        | The co-teaching pair divides the instructional content into parts. Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station. Often, an independent station will be used along with the teacher led stations.  
**Example:** One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change. |
| Parallel Teaching       | Each teacher instructs half the students. The two teachers are addressing the same instructional material using the same teaching strategy. The greatest benefit to this approach is the reduction of student-to-teacher ratio.  
**Example:** Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy. |
| Supplemental Teaching   | This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials extended or remediated.  
**Example:** One teacher may work with students who need re-teaching of a concept while the other teacher works with the rest of the students on enrichment. |
| Alternative (Differentiated) | Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students; however, the avenue for getting there is different.  
**Example:** One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story. |
| Team Teaching           | Well-planned, team-taught lessons exhibit an invisible flow of instruction with no prescribed division of authority. Both teachers are actively involved in the lesson. From a student’s perspective, there is no clearly defined leader. Both teachers share the instruction, are free to interject information, and available to assist students and answer questions.  
**Example:** Both instructors can share the reading of a story or text so that the students are hearing two voice. |

The strategies are not hierarchical – they can be used in any order and/or combined to best meet the needs of the students in the classroom.

Co-Teaching Myths/Realities

Myth #1 – Co-teaching means having two teacher candidates in a classroom.
Reality: Only one teacher candidate is in a classroom. The co-teaching occurs between the cooperating teacher and the teacher candidate.

Myth #2 – Teacher candidates must be left on their own to sink or swim.
Reality: Teacher candidates in co-teaching settings are supported in their efforts to becoming a licensed professional. The cooperating teacher models and assists as the teacher candidate acquires the knowledge and skills of teaching. This is in sharp contrast to the sink or swim model that assumes the teacher candidate must learn how to become a teacher on their own.

Myth #3 – Co-teaching inhibits a teacher candidate’s ability to develop classroom management skills.
Reality: Rather than having to manage a classroom all alone, a teacher candidate has the support necessary to implement effective classroom management strategies. As the skills are gained, the teacher candidate takes the lead to make sure he/she can manage the classroom without support.

Myth #4 – Teacher candidates don’t get enough solo teaching time with co-teaching.
Reality: Teacher candidates must have opportunities to teach all alone. The amount of time a candidate is left totally alone varies and is based on their skills in managing a classroom. It is important that the teacher candidate demonstrate that they can handle a classroom all by themselves.

Myth #5 – It takes too much time to co-plan.
Reality: It may take more time to co-plan in the early stages of co-teaching. In order to co-teach effectively, the cooperating teacher and teacher candidate must have shared planning time. However, the benefits of co-planning are huge. Teacher candidates get a much deeper understanding of the entire curriculum through co-planning and co-taught lessons lead to increased academic performance of P-12 students making the time spent in planning beneficial for all.

Myth #6 – Teacher Candidates will never have full responsibility of the classroom.
Reality: For a period of time, each teacher candidate will lead the planning, organization, delivery and assessment of instruction in a co-taught classroom. Candidates will also be responsible for directing other adults, including the cooperating teacher, thus learning the skills necessary for effectively managing the human resources in a classroom.

Myth #7 – Co-teaching is not the “real world”. When a teacher candidate becomes certified they will be alone in the classroom.
Reality: To accommodate large class sizes, students with special needs, English Language Learners, and the push in model of title one and special education, today’s classrooms will often have special education teachers, paraprofessionals and volunteers working alongside the classroom teacher. It is rare to find a classroom where the assigned teacher is working solo. The need to collaborate with other adults in the classroom is a necessity in our schools.

Myth #8 – Co-Teaching doesn’t work at the secondary level.
Reality: Co-teaching strategies have been used successfully at all grade levels and in every content area. Co-teaching can be especially effective at the secondary level as teachers are dealing with larger class sizes and greater diversity of students.
Myth #9 – Teacher candidates don’t have to write lesson plans for co-teaching because they co-plan.  
Reality: Co-planning takes place before formal lesson plans are written. Once a cooperating teacher and a teacher candidate co-plan, the candidate takes the information and writes up lesson plans, which will be reviewed by the cooperating teacher.

Myth #10 – Co-teaching can only work if the teacher candidate and cooperating teacher have the same learning or teaching style.  
Reality: No two people have the same style because we are uniquely different. Teacher Candidates entering the workplace must be able to work with a variety of learning and teaching styles. Through workshops, teacher candidates and cooperating teachers are made aware of many different types of learning and teaching styles, how they work, and how to work together with individuals who have different styles.

Myth #11 – The college supervisor should only observe a teacher candidate when they are teaching solo.  
Reality: When a supervisor observes a teacher candidate co-teaching with a cooperating teacher, they focus the observation on what the candidate is doing. If the candidate is leading a small group, it may be helpful to move closer to that group to observe him/her. If the teacher candidate is teaming with his/her cooperating teacher, focus the observation on the candidate’s teaching skills, ability to collaborate with the cooperating teacher, management skills, organization, etc.
Supervising the Struggling Teacher Candidate

The struggling teacher candidate is one who demonstrates performance deficiencies. This teacher candidate can usually be identified early, will likely need continued assistance, and may not be ready to manage and facilitate learning in his/her own classroom. The complete supervisory process for monitoring and accommodating struggling teacher candidates includes the following major components: identification, placement considerations, adjustments in visits and observations, facilitation of teacher candidate self-reflection, and anecdotal record-keeping. The information provided below is designed to provide more specific articulation of the expectations for supervision of the ineffective or ‘struggling’ teacher candidate.

1. The Academic Coordinator and the Director of Field Experience is to be notified immediately when a teacher candidate does not appear to be progressing at a rate to allow for successful completion of the Clinical Practice experience.

2. The Academic Coordinator and the Director of Field Experience will notify the academic coordinator, teacher candidate, cooperating teacher, building administrator, college supervisors, and Dean of Education regarding the unsatisfactory quality of the teacher candidate’s performance.

3. Information relevant for remediation of the teacher candidate will be sought from college records and college personnel, including (but not limited to) his/her academic advisor and former instructors.

4. Unless the situation demands that the teacher candidate be removed immediately, an improvement plan will be developed that identifies areas of needed improvement and strategies for implementation.

5. The improvement plan will be developed by the cooperating teacher, in consultation with the college supervisors, Academic Coordinator, and Director of Field Experience, and presented to the teacher candidate. The plan will include:
   a. identification of areas where improvement is needed
   b. specific strategies to implement improvement plan
   c. specific outcomes desired and person responsible for validation of outcomes
   d. a timeline for completion of outcomes
   e. consequences of not completing the plan on time or adequately
   f. date and signature of the teacher candidate and cooperating teacher

   A copy of the plan will be given to the cooperating teacher, college supervisor(s), and the WSC personal.

6. During the period specified for demonstrating professional or classroom improvement by the teacher candidate, the college supervisor will evaluate the performance of the teacher candidate at least one full period each week. Written and oral feedback will be provided to the teacher candidate regarding his/her progress toward reaching the goals of the remediation plan. ALL interactions will be carefully documented, including major points of discussion, conclusions reached, and dates.

7. Possible outcomes from the steps outlined above are:
   g. The teacher candidate may adequately meet the requirements of the improvement plan and be allowed to continue the Clinical Practice experience.
   h. The teacher candidate may make significant progress toward meeting requirements, but may not complete all aspects of the plan. The Academic Coordinator may choose to either extend the experience at the same location or assign the student to a different location during the same or a subsequent semester. Should the experience extend beyond the end of the semester, an
incomplete grade will be assigned until the experience is completed. Additional coursework may be required.

i. The teacher candidate may decide to voluntarily withdraw from Clinical Practice.

j. The teacher candidate’s rate of progress may remain unsatisfactory requiring the experience to be terminated. The decision to terminate will be made based on input from the cooperating teacher, college supervisors, building administrator, and Academic Coordinator. When a termination decision is made, a conference will be held with the teacher candidate. Personal or career counseling may be suggested.

k. Should the teacher candidate withdraw or be terminated from his/her Clinical Practice experience, he/she may be allowed a second chance in a subsequent semester. Pursuant to any new assignment, the teacher candidate must verify having had additional coursework and/or practical experiences in a learning environment that would increase his/her potential for success. The teacher candidate has two years from the semester of termination to attempt completion of his/her program, with the understanding that a second attempt at Clinical Practice is subject to the approval of the Dean of Education.

**Termination of Teacher Candidate Status**

1. A meeting for the purpose of removing the teacher candidate may be held at the cooperating school site or the college. The cooperating teacher, college supervisor(s), the Academic Coordinator, the Director of Field Experience, and/or the Dean of Education may be in attendance.

2. The Director of Field Experience will verbally notify the teacher candidate of the decision and provide (in writing) specific reasons for the removal.

3. The removal form shall be signed by all participants.

4. When a teacher candidate is notified of removal, he/she will also be informed of the written appeal process. He/she may appeal within five days to the Professional Progress Committee (PPC). The PPC will make a recommendation within five days to the Dean of Education. The Dean, in consultation with the Director of Field Experience, and the Academic Coordinator will make the final decision regarding the student. If the teacher candidate is a member of the Student Education Association of Nebraska, he/she may wish to contact the NEA for assistance.

**IMPORTANT NOTE:** The principal or superintendent has the right to request immediate termination of the teacher candidate’s placement if the teacher candidate is judged harmful or detrimental to the welfare or educational experiences of students and/or faculty. This includes (but is not limited to) unprofessional behavior, continuous ineffective teaching, or violating school policy. When an administrator requests removal, there is no “period set for specified improvement” as stated above.
Wayne State Policies Related to Removal from Clinical Practice

Policy 5205: Removal from Teacher Education Following Removal from Clinical Practice

A teacher candidate who fails to complete his/her Clinical Practice experience shall be removed from the teacher education program and shall not be allowed an additional opportunity to student teach unless a waiver is granted by the Dean of the School of Education and Counseling.

A student who wishes to request a waiver should refer to Policy 5206.

Policy 5206: Process of Appeal Following Removal from Clinical Practice

A student who has been removed from Clinical Practice may request a waiver of Policy 5205 by contacting the Dean of the School of Education and Counseling. The Dean shall forward the request for a waiver to the Professional Progress Committee (PPC) for a recommendation.

The PPC shall meet within 10 working days of receiving an appeal. The student will be notified of the PPC meeting time and location and will have an opportunity to appear before the PPC prior to a decision being made.

The PPC shall take into consideration the nature and conditions that contributed to the withdrawal or failure and other issues that may contribute to the candidate's potential success as a teacher. The PPC may recommend to the Dean any of the following options:

a. approval of the request for a waiver without conditions;
b. approval of the request for a waiver with conditions; or
c. denial of the request for a waiver;

The Dean shall consider the recommendation from the PPC, and make a decision to deny the request for a waiver, grant a waiver with conditions, or grant a waiver without conditions.

The student will be informed in writing of the Dean's decision within 10 working days of the PPC meeting. If the decision includes conditions, the letter to the student will include a detailed explanation of what will be required to continue in teacher education. If the decision is to allow the waiver without conditions, the student will work with the Director of Field Experience to plan for a second Clinical Practice placement.

If the student is not satisfied with the decision made by the Dean, he/she has the right to appeal to the Vice President of Academic Affairs.
Teacher Candidate Improvement Plan

Based on observation of poor performance, the following plan for improvement has been developed for:

Name: ________________________________________ School Placement: ________________________________

I. Areas of concern (please be as specific as possible; include the impact these concerns are having on classroom students, the teacher candidate, etc):

II. Strategies/suggestions for ways teacher candidate can make improvements:

III. Specific desired outcomes (should be no more than five – need to be attainable in a reasonable timeframe):

IV. How will this be measured? (How will progress be measured to know if the goal has been met?)

V. What is the timeline for showing improvement? (dates can be noted by each desired outcome above)

PLEASE NOTE: An evaluation will be completed at the end of the designated timeframe. The consequences of not completing the desired outcomes on time and/or adequately may result in removal from Clinical Practice.

_____________________________        _______________________________
student signature                      date             cooperating teacher signature          date

_____________________________          _____________________________
college supervisor signature             date               building principal signature             date

_____________________________
academic coordinator signature         date
Removal from Clinical Practice

Name of Teacher candidate: _____________________________________________________________

Endorsement Area(s) ________________________________________________________________

Term Clinical Practice Attempted: __________________ Date of Removal: _________________

Removal initiated by: teacher candidate cooperating teacher building administrator college

Name/Location of School: ______________________________________________________________

Building Administrator’s Signature: __________________ Date: ______________

Comments - Cooperating Teacher(s):

Name (please print): __________________ Signature: __________________ Date: _________

Comments - College Supervisor(s):

Name (please print): __________________ Signature: __________________ Date: _________

Comments – Academic Coordinator:

Signature: __________________ Date: __________________

Comments – Teacher candidate:

Signature: __________________ Date: __________________
Appendix of Resources:

*Forms
*Writing Hints
*Access to Wayne State Forms
Emergency File Information

Return completed form to your cooperating teacher during the first week of clinical practice.

Name: ___________________________________________ Student ID: ___________________________________________

Email Address: _______________________________________________________________________________________

Street Address (during Clinical Practice): _______________________________________________________________________________________

Telephone Number: (land line) ___________________________ (cell) ___________________________

Do you have hospitalization coverage? 0 Yes 0 No

Will you have a car during Clinical Practice? 0 Yes 0 No

If yes, please complete the following:

Make/Model: ___________________________ Year: ___________ License number ___________________________

Who should be contacted in case of emergency?

Name: _______________________________________________________________________________________

Address: _______________________________________________________________________________________

Relationship to You: ____________________________________________________________________________

Telephone: (at work) ___________________________ (at home) ___________________________

School Assignment Information

Name of School District: ___________________________________________________________________________

Name of School Building: __________________________________________________________________________

School Telephone #: _____________________________________________________________________________

Name of Building Administrator: ____________________________________________________________________

Name of Cooperating Teacher #1: ___________________________ Grade Level: __________

Cooperating Teacher #1 e-mail address: __________________________________________________________________

Name of Cooperating Teacher #2: ___________________________ Grade Level: __________

Cooperating Teacher #2 e-mail address: __________________________________________________________________

Name of Cooperating Teacher #3: ___________________________ Grade Level: __________

Cooperating Teacher #3 e-mail address: __________________________________________________________________

Time you are required to arrive at school: ___________ Time you/teachers leave at the end of the day: ___________

All candidates - please submit a copy of your daily bell schedule (where you are/what you are teaching each period of the day) and place it in the appropriate Sakai assignments folder.
Weekly Conference Form

May be completed digitally

Teacher candidate: ______________________________  Cooperating Teacher:______________________________

Week of: _____________________________________________   Absences: _________  Times Tardy: _________

Conference discussion items for this week:

Any particular highlights to mention?:

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Goals for Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

__________________________  __________________________
Teacher candidate Signature  Cooperating Teacher Signature

Date conference completed: ________________________

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Instructional Observation Form (Formative Assessment)

<table>
<thead>
<tr>
<th>Teacher Candidate: _______________</th>
<th>School: _______________</th>
<th>Grade/Topic: ______</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation #: _________________</td>
<td>Date: _______________</td>
<td>Supervisor: _______________</td>
</tr>
</tbody>
</table>

### The Learner and Learning

<table>
<thead>
<tr>
<th>Standard 1 Learner Development (Student Needs)</th>
<th>(+) Observed with defined evidence</th>
<th>(/) Observed with ideas for growth</th>
<th>(-) Not observed or evident</th>
<th>Not applicable to the lesson (NA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Connects lessons to students’ interests, personal experiences and prior knowledge by modifying, adapting or adjusting instruction and materials for students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Collects data about student development and effectively uses the data to adjust teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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 clear task and behavioral expectations |                                   |                                  |                             |                                 |
| 6 Provides verbal and nonverbal signals to reinforce/redirect behavior (smiles, high fives, thumbs up, gives verbal acknowledgement, praise, uses proximity, eye contact, attention getters, signals, etc.) |                                   |                                  |                             |                                 |
| 7 Uses strategies for transitions that minimize problems and maximize instructional time |                                   |                                  |                             |                                 |
| 8 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

<table>
<thead>
<tr>
<th>Standard 4 Content Knowledge (Accuracy)</th>
<th>(+) Observed with defined evidence</th>
<th>(/) Observed with ideas for growth</th>
<th>(-) Not observed or evident</th>
<th>Not applicable to the lesson (NA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 Uses the academic language of the content correctly and creates opportunities for students to practice and apply academic language and practice/demonstrate understanding</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 Is knowledgeable of content and ensures accurate and relevant implementation to include addressing questions and misconceptions accurately</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Standard 5 Application of Content (Critical Thinking)

| 11 Relates content to meaningful examples that provoke critical thinking and inquiry (within and across content fields) |                                   |                                  |                             |                                 |
| 12 Uses questioning and activities to engage students to conjecture and discover key ideas |                                   |                                  |                             |                                 |

### Standard 5 Application of Content (Communication)

| 13 Engages students in applying content knowledge and literacy skills to real world contexts |                                   |                                  |                             |                                 |
| 14 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 |                                   |                                  |                             |                                 |
| 15 Guides students in gathering, organizing and evaluating information and ideas from a variety of resources and texts |                                   |                                  |                             |                                 |

### Comments on Content Knowledge

### Instructional Practice

<table>
<thead>
<tr>
<th>Standard 6 Assessment (Classroom Assessment)</th>
<th>(+) Observed with defined evidence</th>
<th>(/) Observed with ideas for growth</th>
<th>(-) Not observed or evident</th>
<th>Not applicable to the lesson (NA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 Implements multiple assessments that measure lesson objectives and check for student understanding throughout the lesson</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17 Uses assessments to engage student in his/her growth and decision making and implements required accommodations as necessary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Standard 6 Assessment (Impact on Student Learning)

| 18 Provides students clear criteria and performance standards by which their work will be evaluated |                                   |                                  |                             |                                 |
| 19 Monitors student learning to guide instruction and provides ongoing feedback to engage learners in their own progress (e.g. goal setting, self-assessment, etc.) |                                   |                                  |                             |                                 |
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20 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)**

21 Aligns objective(s) to state standards and/or district curriculum guides and resources when planning lessons.

22 Plans, connects, and sequences common learning experience and performance tasks linked to learning objectives throughout the lesson.

23 Prepares necessary resources and materials.

24 Modifies/adapts lesson plans based on student performance data and student needs.

**Standard 8 Instructional Strategies (Technology)**

25 Provides learning opportunities by utilizing technology, when appropriate, that relate to the lesson objective and forms connections between content and the real world.

26 Offers student choice through technology to provide experiential opportunities to access, interpret, evaluate and apply information.

**Standard 8 Instructional Strategies (Evidence-Based Strategies)**

27 Incorporates a variety of evidence-based instructional strategies that match the intended learning objectives.

28 Utilizes gradual release of responsibility and pacing by varying roles within the instructional process (e.g., instructor, facilitator, coach, audience).

29 Includes inquiry processes that are open-ended utilizing questions that give rise to critical thinking versus absolute responses.

**Standard 8 Instructional Strategies (Engagement)**

30 Provides content rich tasks that are purposeful and ensure student involvement.

31 Directly involves 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)**

32 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)**

33 Provides ideas/input when working with colleagues, candidate seeks suggestions and strategies from other professionals to improve practice.

34 Contributes to a positive school culture within and beyond the classroom (e.g. attends school and community functions and activities).

35 Models professionalism through punctuality, dependability, preparedness, professional dress, follow through, ethical and confidential practices.

**Standard 10 Leadership and Collaboration (Professional Communication - Dispositions)**

36 Exhibits proper grammar, punctuation, sentence structure and spelling in all forms of communication and is thoughtful before speaking and writing.

37 Communicates clearly, honestly, respectfully and professionally with parents and families and is ongoing throughout the experience.

**Comments on Professional Responsibility**

Guiding questions to reflect on post observation:

- What was the strongest part of your lesson? Explain.
- What would you change in your lesson? Why?
- How do you know your students learned? What evidence do you have?
- How do you plan to use what you learned about your students today to plan for the next lesson?

Goal(s): List 1-3 standard areas from above for candidate to focus prior to your next observation

TC Signature __________________________________________        CT / US Signature __________________________________________
Nebraska Clinical Practice Evaluation Rubric and Evidence Charts

This form must be completed online through Chalk and Wire. You will be sent a link to that system. We are simply providing it here in paper format so that you can see what is being assessed. We have also provided evidence charts as a means of helping you understand what to look for when assessing the candidate. The actual evaluation form in Chalk and Wire will show the standards followed by four boxes. You will select (click on) the box that reflects your rating of the candidate. There will also be space for you to make comments.

**Purpose:** The purpose of the Nebraska Clinical Experience Evaluation is to assess the teacher candidate’s development of nationally established professional competencies. This Nebraska instrument will allow for common data collection and analysis to be completed for all institutions that prepare teacher candidates in Nebraska and will be used in both annual reports to NDE as well as documentation for state approval and accreditation.

**Standard Indicators:** Evaluation indicators listed are based on Council of Chief State School Officers Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards, 2011. The example indicators provided for each standard are meant to inform the evaluation of candidates and provide common representations of each. However, they should not be perceived as exhaustive for each standard. You may have other examples.

**Directions:** Please indicate your rating of the teacher candidate’s ability to effectively demonstrate each standard, including qualitative comments to support your ratings. Use the following performance descriptors to complete the evaluation:

Select the cell in each row, which best describes performance. At midterm, the goal would be for student teachers to be performing at Developing or Proficient. If performance is scored “Below Standard,” please be in communication with the Academic Coordinator for Clinical Experiences, Dr. Sara Walsh.

<table>
<thead>
<tr>
<th>Uses knowledge of students to meet needs</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Developing</th>
<th>Below Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 1</strong> Learner Development InTASC 1; CAEP 1.1</td>
<td>Uses data about students and their development to adjust teaching and build on student strengths resulting in student learning.</td>
<td>Uses data about students and their development to adjust teaching.</td>
<td>Collects data about students and their development but does not adjust teaching.</td>
<td>Lacks evidence of data collection and use related to students and their development.</td>
</tr>
<tr>
<td>Differentiates instruction to meet student needs</td>
<td>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.</td>
<td>Identifies students’ needs for differentiation and responds with individualized instruction, flexible grouping, and varied learning experiences.</td>
<td>Identifies students’ needs for differentiation.</td>
<td>Does not identify students’ needs for differentiation.</td>
</tr>
</tbody>
</table>

| Promotes a positive classroom environment through clear expectations | Communicates and reinforces clear task and behavior expectations to students, develops routines that support expectations and minimizes the loss of instructional time. | Communicates and reinforces clear task and behavior expectations to students and follows routines that support expectations for the learning environment. | Communicates and reinforces clear task and behavior expectations to students. | Attempts to communicate and reinforce clear task and behavior expectations to students. |

**Wayne State College**
<table>
<thead>
<tr>
<th>Uses accurate content and academic vocabulary</th>
<th>Standard 4</th>
<th>Content Knowledge</th>
<th>InTASC 4; CAEP 1.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Communicates accurate content, uses academic vocabulary correctly and provides relevant opportunities for students to demonstrate understanding.</td>
<td>Communicates content and uses academic vocabulary, yet does not consistently provide relevant opportunities for students to demonstrate understanding.</td>
<td>Communicates inaccurate content, academic vocabulary and/or provides irrelevant opportunities for students to demonstrate understanding.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Engages students in critical thinking and collaborative problem solving</th>
<th>Standard 5</th>
<th>Application of Content</th>
<th>InTASC 5; CAEP 1.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Links concepts to help students make connections and engages students in applying methods of inquiry in the discipline to engage learners in critical thinking.</td>
<td>Links concepts to help students make connections and engages students in applying methods of inquiry in the discipline.</td>
<td>Links concepts to help students make connections in the discipline.</td>
<td>Does not assist students in making connections in the discipline.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Develops literacy and communication skills through content</th>
<th>Standard 5</th>
<th>Application of Content</th>
<th>InTASC 5; CAEP 1.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engages students to utilize literacy and communication skills from a variety of resources and perspectives to address targeted purposes and audiences.</td>
<td>Engages students to utilize literacy and communication skills by accessing a variety of resources and perspectives to show understanding of content.</td>
<td>Engages students in developing literacy and communication skills.</td>
<td>Provides few opportunities for students to develop literacy and communication skills.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Uses classroom assessment</th>
<th>Standard 6</th>
<th>Assessment</th>
<th>InTASC 6; CAEP 1.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Uses classroom formative and summative assessments that match objectives and inform instructional decisions to guide implementation of differentiated instructional strategies.</td>
<td>Uses classroom formative and summative assessments that match objectives and inform instructional decisions.</td>
<td>Uses classroom formative and summative assessments but may not match objectives and/or inform instructional decisions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assesses for learning</th>
<th>Standard 6</th>
<th>Assessment</th>
<th>InTASC 6; CAEP 1.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Uses student performance data and knowledge of students to identify interventions that support and/or advance students to positively impact learning.</td>
<td>Uses student performance data and knowledge of students to identify interventions that support students.</td>
<td>Does not use student performance data and/or knowledge of students to identify interventions that support students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plans for instruction</th>
<th>Standard 7</th>
<th>Planning for Instruction</th>
<th>InTASC 7; CAEP 1.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 needs throughout planning.</td>
<td>Sequences learning experiences linked to the learning objectives, performance tasks and assessments to provide multiple ways for students to demonstrate knowledge and skills.</td>
<td>Sequences learning experiences linked to the learning objectives, performance tasks and assessments.</td>
<td>Provides little or no evidence of sequenced learning experiences and/or experiences are not linked to the learning objectives, performance tasks and/or assessments.</td>
</tr>
<tr>
<td>Standard 8</td>
<td>Standard 8</td>
<td>Standard 8</td>
<td>Standard 8</td>
</tr>
<tr>
<td>------------------</td>
<td>------------------</td>
<td>------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Incorporates digital tools into instruction</td>
<td>Provides relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.</td>
<td>Provides relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.</td>
<td>Provides learning experiences that infrequently or ineffectively incorporate digital tools.</td>
</tr>
<tr>
<td>Uses research-based instructional strategies</td>
<td>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.</td>
<td>Uses evidence-based strategies to support learning in the content area and poses questions that elicit student thinking and support critical thinking skills.</td>
<td>Uses strategies and poses questions.</td>
</tr>
<tr>
<td>Uses engagement to enhance learning</td>
<td>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.</td>
<td>Organizes and manages the learning environment for student engagement using strategies that provide opportunities for students to process and articulate new knowledge.</td>
<td>Manages the learning environment for student engagement.</td>
</tr>
<tr>
<td>Accepts critique and input regarding performance</td>
<td>Invites constructive feedback, responds positively, independently sets and implements goals to improve practice.</td>
<td>Invites constructive feedback, responds positively, with support sets and implements goals to improve practice.</td>
<td>Invites constructive feedback, responds positively, but inconsistently implements goals to improve practice.</td>
</tr>
<tr>
<td>Conveys professional demeanor</td>
<td>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.</td>
<td>Conveys a confident, professional decorum when interacting with learners, peers, colleagues and the community in small and large group situations.</td>
<td>Conveys professional decorum when interacting with learners, peers, colleagues and the community in small and large group situations. Any minor lapses have been addressed.</td>
</tr>
<tr>
<td>Uses professional communication</td>
<td>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, e-mails or websites, phone calls, conferences, meetings).</td>
<td>Demonstrates professional oral, written and electronic communication, responds to people, problems and crises effectively.</td>
<td>Demonstrates unprofessional oral, written and/or electronic communication and/or responds to people, problems and crises ineffectively.</td>
</tr>
</tbody>
</table>
## Evidence Charts

### Standard 1
**Learner Development (Student Needs)**

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

InTASC 1, CAEP 1.1

**Proficient:**
Uses data about students and their development to adjust teaching.

*This standard is focused on the development of students within the classroom.*

<table>
<thead>
<tr>
<th>Observable candidate behaviors may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Connects lessons to students' interests, personal experiences and prior knowledge</td>
</tr>
<tr>
<td>• Modifies, adapts or adjusts instruction and materials for students</td>
</tr>
<tr>
<td>• Collects data about student development and effectively uses the data to adjust teaching</td>
</tr>
<tr>
<td>• Creates opportunities to use and build on student strengths</td>
</tr>
</tbody>
</table>

#### Observable candidate behaviors may include:

- Connects lessons to students' interests, personal experiences and prior knowledge
  - Assesses what students know, need to know, and want to know (KWL, interest inventories, etc.)
- Modifies, adapts or adjusts instruction and materials for students
  - Varies learning experiences and activities within a lesson
  - Uses flexible groupings
  - Makes appropriate and timely adjustments within lessons based upon students’ responses
- Collects data about student development and effectively uses the data to adjust teaching
  - Data collected includes information about student interests, backgrounds, strengths needs, etc.
  - Takes notes or keeps records on student learning to determine next steps for instruction
- Creates opportunities to use and build on student strengths
  - This is not always evident within a single observation and may be learned during a debriefing

### Standard 2
**Learning Differences (Differentiation)**

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive environments that enable each learner to meet high standards.  

InTASC 2, CAEP 1.1

**Proficient:**
Identifies students' needs for differentiation and responds with individualized instruction, flexible grouping and varied learning experiences.

*This standard is focused on the development of individual students within the classroom.*

<table>
<thead>
<tr>
<th>Observable behaviors may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Implements developmentally appropriate and challenging learning experiences</td>
</tr>
<tr>
<td>• Uses data gathered to differentiate instruction using flexible grouping, individualized instruction, various teaching styles, and differentiated content</td>
</tr>
<tr>
<td>• Includes multiple levels of activities to address varied levels of students and/or provide student choice</td>
</tr>
<tr>
<td>• Creates multiple ways for students to demonstrate learning</td>
</tr>
</tbody>
</table>

#### Observable behaviors may include:

- Implements developmentally appropriate and challenging learning experiences
  - Varies learning experiences and activities within a lesson to meet individual students' needs
  - Includes strategies for making content and academic language accessible to linguistically diverse students
  - Asks varying levels of questions to promote interactive class discussions
- Uses data gathered to differentiate instruction using flexible grouping, individualized instruction, various teaching styles, and differentiated content
  - Creates multiple ways for students to demonstrate learning
  - Adapts materials and instruction to meet individual student needs
- Includes multiple levels of activities to address varied levels of students and/or provide student choice
  - Provides opportunities for student choice
- Creates multiple ways for students to demonstrate learning
  - Provides opportunities for students to realize cultural significance and global perspectives
  - Encourages individual opinions during class discussions
### Standard 3
**Learning Environment (Classroom Management)**

<table>
<thead>
<tr>
<th>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. InTASC 3; CAEP 1.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient: Communicates and reinforces clear task and behavior expectations to students, develops routines that support expectations for the learning environment.</td>
</tr>
<tr>
<td>Observable candidate behaviors may include:</td>
</tr>
<tr>
<td>- Reinforces and revisits rules/expectations as needed</td>
</tr>
<tr>
<td>- Acknowledges positive behaviors</td>
</tr>
<tr>
<td>- Monitors the classroom climate and adjusts as needed</td>
</tr>
<tr>
<td>- Communicates expectations in multiple ways (verbal, visual, nonverbal, etc.)</td>
</tr>
<tr>
<td>- Exhibits mutual respect between self and students</td>
</tr>
<tr>
<td>Provides verbal and nonverbal signals to reinforce/redirect behavior (smiles, high fives, thumbs up, gives verbal acknowledgement, praise, uses proximity, eye contact, attention getters, signals, etc.)</td>
</tr>
<tr>
<td>- Exhibit mobility during lessons and uses proximity control</td>
</tr>
<tr>
<td>- Is strategic and intentional with proximity</td>
</tr>
<tr>
<td>Uses strategies for transitions that minimize problems and maximize instructional time</td>
</tr>
<tr>
<td>- Engages students in smooth and non-disruptive transitions between and within lessons</td>
</tr>
<tr>
<td>o Uses age-appropriate transitions</td>
</tr>
<tr>
<td>Creates a positive learning environment through relationships, organization and routines through an awareness of the classroom environment</td>
</tr>
<tr>
<td>- Maintains the attention of the classroom</td>
</tr>
<tr>
<td>- Adjusts for student engagement</td>
</tr>
<tr>
<td>- Builds positive relationships with students</td>
</tr>
<tr>
<td>- Organizes the classroom for learning</td>
</tr>
</tbody>
</table>

### Standard 4
**Content Knowledge (Accuracy)**

<table>
<thead>
<tr>
<th>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 these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. InTASC 4; CAEP 1.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient: Communicates accurate content, uses academic vocabulary correctly, and provides relevant opportunities for students to demonstrate understanding.</td>
</tr>
<tr>
<td>Observable candidate behaviors may include:</td>
</tr>
<tr>
<td>- Demonstrates a clear and direct match between activities and objective(s) throughout the lesson</td>
</tr>
<tr>
<td>- Addresses student questions and misconceptions accurately</td>
</tr>
<tr>
<td>- Uses the academic language of the content correctly and creates opportunities for students to practice and apply academic language</td>
</tr>
<tr>
<td>- Is knowledgeable of content and ensures accurate and relevant implementation</td>
</tr>
<tr>
<td>- Provides students opportunities to practice/demonstrate understanding</td>
</tr>
</tbody>
</table>

### Standard 5
**Application of Content (Critical Thinking)**

<table>
<thead>
<tr>
<th>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 these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. InTASC 4; CAEP 1.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient: Links concepts to help students make connections and engages students in applying methods of inquiry in the discipline.</td>
</tr>
<tr>
<td>Observable candidate behaviors may include:</td>
</tr>
<tr>
<td>- Builds upon prior knowledge and background to initiate new learning</td>
</tr>
<tr>
<td>- Relates content to meaningful examples that provoke critical thinking</td>
</tr>
<tr>
<td>- Uses inquiry driven instruction to engage students in meaningful ways</td>
</tr>
<tr>
<td>o Provides opportunities for students to reason, justify and provide evidence for thinking</td>
</tr>
<tr>
<td>- Uses questioning to engage students to conjecture and discover key ideas</td>
</tr>
<tr>
<td>- Synthesizes content across fields, making connections relevant to students</td>
</tr>
</tbody>
</table>
### Standard 5
#### Application of Content (Communication)

| The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and problem solving related to authentic local and global issues. InTASC 5; CAEP 1.1 | Observable candidate behaviors:  
- Engages students in applying content knowledge and skills to real world contexts  
- Develops students’ communications skills through group work  
- Guides students in gathering, organizing and evaluating information and ideas from a variety of resources and texts  
- Creates authentic writing assignments  
- Provides opportunities for students to display and communicate their knowledge in a variety of ways  
  - Creates reading, writing, speaking opportunities for students to demonstrate learning |
|---|---|
| Proficient:  
Engages students to utilize literacy and communication skills from a variety of resources and perspectives to show understanding of content. | |

| Observable candidate behaviors:  
- Engages students to utilize literacy and communication skills from a variety of resources and perspectives to show understanding of content.  
- Observes candidate behaviors:  
  - Engages students in applying content knowledge and skills to real world contexts  
  - Develops students’ communications skills through group work  
  - Guides students in gathering, organizing and evaluating information and ideas from a variety of resources and texts  
  - Creates authentic writing assignments  
  - Provides opportunities for students to display and communicate their knowledge in a variety of ways  
    - Creates reading, writing, speaking opportunities for students to demonstrate learning |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 6</td>
<td></td>
</tr>
</tbody>
</table>

#### Assessment (Classroom 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. InTASC 6; CAEP 1.1 | Observable candidate behaviors may include:  
- Implements multiple assessments that measure lesson objectives  
- Checks for student understanding throughout the lesson  
  - Adjustments to lesson are made based upon student responses  
- Uses assessments to engage student in his/her growth and decision making  
- Implements required accommodation in assessments and testing conditions  
- Provides a variety of opportunities to showcase learning |
|---|---|
| Proficient:  
Uses classroom formative and summative assessments that match objectives and inform instructional decisions to guide implementation of differentiated instructional strategies. | |

### Standard 6
#### Assessment (Impact on Student Learning)

| 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. InTASC 6; CAEP 1.1 | Observable candidate behaviors may include:  
- Provides students clear criteria and performance standards by which their work will be evaluated  
- Monitors student learning to guide instruction and to engage learners in their own progress (eg. goal setting, self-assessment, etc.)  
- Uses data from multiple types of assessments to draw conclusions about student progress and determine re-teaching and enrichment opportunities  
- Analyzes assessment data to describe patterns and/or gaps in learning and provides one or more examples of how analysis guided planning and instruction (questions in debrief after)  
- Adjusts instruction based on student performance data  
  - Circulates and checks in on learning, using the information to clarify, reinforce, or extend learning  
  - Reaches and/or extends learning within a lesson  
- Provides on-going feedback to engage students in their own learning |
|---|---|
| Proficient:  
Uses student performance data and knowledge of students to identify interventions that support and/or advance students to positively impact learning. | |
Standard 7
Planning for Instruction (Written Lesson Plans)

<table>
<thead>
<tr>
<th>The teacher plans instruction that promotes 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. InTASC 7, CAEP 1.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient: Sequences learning experiences linked to the learning objectives, performance tasks and assessments to provide multiple ways for students to demonstrate knowledge and skills.</td>
</tr>
<tr>
<td><em>This standard focuses solely on lesson planning as not to be confused with implementation (standard 8).</em></td>
</tr>
<tr>
<td>Observable candidate behaviors may include:</td>
</tr>
<tr>
<td>• Aligns objective(s) to state standards and/or district curriculum guides and resources when planning lessons</td>
</tr>
<tr>
<td>• Connects objective(s) to lesson activities to include the opening and closure of the lesson</td>
</tr>
<tr>
<td>• Uses a model that scaffolds learning (e.g. gradual release) to support all connections to the learning objective(s) within lesson plans</td>
</tr>
<tr>
<td>• Plans, connects, and sequences common learning experience and performance tasks linked to learning objectives</td>
</tr>
<tr>
<td>• Prepares necessary resources and materials to include technology</td>
</tr>
<tr>
<td>• Modifies/adapts lesson plans based on student performance data and student needs</td>
</tr>
</tbody>
</table>

Standard 8
Instructional Strategies (Technology)

<table>
<thead>
<tr>
<th>The teacher understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. InTASC 8, CAEP 1.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient: Provides relevant learning experiences that incorporates digital tools and resources to promote student learning and creativity.</td>
</tr>
<tr>
<td>Observable candidate behaviors may include:</td>
</tr>
<tr>
<td>• Engages learners in using a range of technology tools to access, interpret, evaluate and apply information</td>
</tr>
<tr>
<td>• Provides learning opportunities by utilizing technology, when appropriate, that relate to the lesson objective</td>
</tr>
<tr>
<td>• Offers student choice through technology to provide experiential opportunities</td>
</tr>
<tr>
<td>• Utilizes technology to form connections between content and the real world</td>
</tr>
</tbody>
</table>

Standard 8
Instructional Strategies (Evidence-Based Strategies)

<table>
<thead>
<tr>
<th>The teacher understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. InTASC 8, CAEP 1.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient: Uses evidence-based strategies to support learning in the content area and poses questions that elicit student thinking and support critical thinking skills.</td>
</tr>
<tr>
<td>Observable candidate behaviors may include:</td>
</tr>
<tr>
<td>• Incorporates a variety of instructional strategies that match the intended learning target</td>
</tr>
<tr>
<td>• Utilizes gradual release of responsibility and pacing by varying roles within the instructional process (e.g., instructor, facilitator, coach, audience)</td>
</tr>
<tr>
<td>• Includes inquiry processes that are open-ended utilizing questions that give rise to critical thinking versus absolute responses</td>
</tr>
<tr>
<td>• Ensures content is accessible to each learner</td>
</tr>
</tbody>
</table>

Standard 8
Instructional Strategies (Engagement)

<table>
<thead>
<tr>
<th>The teacher understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. InTASC 8, CAEP 1.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient: Organizes and manages the learning environment for student engagement using strategies that provide opportunities for students to process and articulate new knowledge.</td>
</tr>
<tr>
<td>Observable candidate behaviors may include:</td>
</tr>
<tr>
<td>• Creates a learning environment through organization, routine and structure for student engagement and learning</td>
</tr>
<tr>
<td>• Provides a variety of activities that are purposeful to student learning to ensure student involvement</td>
</tr>
<tr>
<td>o Directly involves students in the learning using active engagement strategies (e.g. partner work, pair share, performance tasks, Kagan strategies, Talk Moves, etc.)</td>
</tr>
<tr>
<td>• Provides expectations for growth and opportunities for students to self-evaluate learning (e.g. rubrics)</td>
</tr>
<tr>
<td>• Creates opportunities for students to demonstrate what they’ve learned through a variety of products</td>
</tr>
<tr>
<td>• Provides opportunities for students to engage in dialogue, share ideas, and form positive working and social relationships with peers, other adults, guests to the classroom/school (e.g. cooperative or collaborative learning)</td>
</tr>
</tbody>
</table>
**Standard 9**  
**Professional Learning and Ethical Practice (Accepting Feedback - Dispositions)**

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.

**InTASC 9; CAEP 1.1**

**Proficient:**
Invites constructive feedback, responds positively, with support sets and implements goals to improve practice.

<table>
<thead>
<tr>
<th>Observable candidate behaviors may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Seeks, accepts and implements feedback from a variety of sources including students</td>
</tr>
<tr>
<td>o Schedules regular meetings for monitoring progress with classroom teacher, supervisor, peers, other teachers and asks for feedback</td>
</tr>
<tr>
<td>• Seeks out educational opportunities to increase effectiveness as a teacher</td>
</tr>
<tr>
<td>• Responds positively and proactively by setting and implementing goals for growth based on feedback to increase effectiveness</td>
</tr>
<tr>
<td>o Analyzes a variety of data to evaluate outcomes of teaching to improve practice and planning</td>
</tr>
<tr>
<td>o Utilizes research-based practices to improve practice</td>
</tr>
</tbody>
</table>

---

**Standard 10**  
**Leadership and Collaboration (Professional Demeanor - Dispositions)**

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.

**InTASC 10; CAEP 1.1**

**Proficient:**
Conveys a confident, professional decorum when interacting with learners, peers, colleagues, and the community in small and large group situations.

<table>
<thead>
<tr>
<th>Observable candidate behaviors may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provides ideas/input when working with colleagues, candidate seeks suggestions and strategies from other professionals to improve practice</td>
</tr>
<tr>
<td>• Collaborates with other school professionals to plan and jointly facilitate learning to meet the needs of students</td>
</tr>
<tr>
<td>• Contributes to a positive school culture within and beyond the classroom (e.g., attends school and community functions and activities)</td>
</tr>
<tr>
<td>• Models professionalism through punctuality, dependability, preparedness, professional dress, follow through, ethical and confidential practices</td>
</tr>
<tr>
<td>o Poised, tactful and responsive and respectful to others</td>
</tr>
</tbody>
</table>

---

**Standard 10**  
**Leadership and Collaboration (Professional Communication - Dispositions)**

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.

**InTASC 10; CAEP 1.1**

**Proficient:**
Demonstrates professional oral, written, and electronic communication, responds to people, problems and crisis effectively.

<table>
<thead>
<tr>
<th>Observable candidate behaviors may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Exhibits proper grammar, punctuation, sentence structure and spelling in all forms of communication and is thoughtful before speaking and writing</td>
</tr>
<tr>
<td>• Applies school policy when dealing with problems and crises</td>
</tr>
<tr>
<td>• Communicates clearly, honestly, respectfully and professionally with parents and families and is ongoing throughout the experience</td>
</tr>
<tr>
<td>o Chooses the right mode of communication for the circumstance (i.e., phone call vs. email, etc.)</td>
</tr>
<tr>
<td>o Demonstrates professional nonverbal and verbal communication</td>
</tr>
</tbody>
</table>
Training Reliability Check Among Evaluators

https://sites.google.com/unomaha.edu/ndecp-assessment-training/page

Completion details to be emailed

1) The key difference in evaluating Standard 1 (Learner Development) and Standard 2 (Learner Differences) on the rubric is that Standard 1 focuses on using knowledge of students to meet the needs of the classroom, whereas Standard 2 focuses on differentiation and individual student needs.
   - True / False

After watching the video associated with Standard 3, how did you rate the candidate for Learning Environment in the following areas?

2) Communicates, models, and positively reinforces clear task and behavioral expectations
   - Observed with defined evidence (+)
   - Observed with ideas for growth (/)
   - Not observed or evident (-)
   - Not applicable to the lesson (NA)

3) Provides verbal and nonverbal signals to reinforce/redirect behavior (smiles, high fives, thumbs up, gives verbal acknowledgement, praise, uses proximity, eye contact, attention getters, signals, etc.)
   - Observed with defined evidence (+)
   - Observed with ideas for growth (/)
   - Not observed or evident (-)
   - Not applicable to the lesson (NA)

4) Uses strategies for transitions that minimize problems and maximize instructional time
   - Observed with defined evidence (+)
   - Observed with ideas for growth (/)
   - Not observed or evident (-)
   - Not applicable to the lesson (NA)

5) Creates a positive learning environment through relationships, organization and routines through an awareness of the classroom environment
   - Observed with defined evidence (+)
   - Observed with ideas for growth (/)
   - Not observed or evident (-)
   - Not applicable to the lesson (NA)

After reviewing the sample the lesson plan with Standard 7, how did you rate the candidate for Planning for Instruction in the following areas?

6) Aligns objective(s) to state standards and/or district curriculum guides and resources when planning lessons
   - Observed with defined evidence (+)
   - Observed with ideas for growth (/)
   - Not observed or evident (-)
   - Not applicable to the lesson (NA)
7) Plans, connects, and sequences common learning experience and performance tasks linked to learning objectives throughout the lesson
   - Observed with defined evidence (+)
   - Observed with ideas for growth (/)
   - Not observed or evident (-)
   - Not applicable to the lesson (NA)

8) Modifies/adapts lesson plans based on student performance data and student needs
   - Observed with defined evidence (+)
   - Observed with ideas for growth (/)
   - Not observed or evident (-)
   - Not applicable to the lesson (NA)

After watching the final evaluation video on Standards, 4, 6, and 8, how did you rate the candidate in the following areas?

9) Is knowledgeable of content and ensures accurate and relevant implementation to include addressing questions and misconceptions accurately as:
   - Observed with defined evidence (+)
   - Observed with ideas for growth (/)
   - Not observed or evident (-)
   - Not applicable to the lesson (NA)

10) Checks for student understanding throughout the lesson in a variety of ways
    - Observed with defined evidence (+)
    - Observed with ideas for growth (/)
    - Not observed or evident (-)
    - Not applicable to the lesson (NA)

11) Includes inquiry processes that are open-ended utilizing questions that give rise to critical thinking versus absolute responses Observed with defined evidence (+)
    - Observed with defined evidence (+)
    - Observed with ideas for growth (/)
    - Not observed or evident (-)
    - Not applicable to the lesson (NA)

12) Offers student choice through technology to provide experiential opportunities to access, interpret, evaluate and apply information:
    - Observed with defined evidence (+)
    - Observed with ideas for growth (/)
    - Not observed or evident (-)
    - Not applicable to the lesson (NA)
## Sample Phrases for Observation and Evaluation

The following phrases may help you focus in your observation of the teacher candidate.

<table>
<thead>
<tr>
<th>Learning and the Learner</th>
<th>Instruction</th>
<th>Professional Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gives developmentally, age-appropriate directions, activities, and vocabulary</td>
<td>Follows lesson plans</td>
<td>Involves all students</td>
</tr>
<tr>
<td>Acknowledges individual students in a positive manner</td>
<td>Uses developmentally appropriate objectives</td>
<td>Allows students time to respond</td>
</tr>
<tr>
<td>Varies learning activities</td>
<td>Fits activities into curriculum</td>
<td>States the objectives</td>
</tr>
<tr>
<td>Keeps students on task</td>
<td>Addresses all learning styles</td>
<td>Uses appropriate voice quality</td>
</tr>
<tr>
<td>Facilitates cooperative groups completely</td>
<td>Utilizes available resources</td>
<td>Gets housekeeping chores done quickly</td>
</tr>
<tr>
<td>Demonstrates “with-it-ness”</td>
<td>Demonstrates a broad knowledge of subject matter</td>
<td>Handles inappropriate comments</td>
</tr>
<tr>
<td>Sets up lessons for different learning styles</td>
<td>Assesses teaching methods and adjusts/modifies instruction as needed</td>
<td>Shows enthusiasm</td>
</tr>
<tr>
<td>Arranges classroom appropriately for the type of instruction</td>
<td>Uses sequential lesson planning</td>
<td>Demonstrates fairness</td>
</tr>
<tr>
<td>Uses activities that are reflective of the instruction given</td>
<td>Employs a variety of teaching strategies</td>
<td>Exhibits tolerance of differences</td>
</tr>
<tr>
<td>Uses a variety of questioning techniques</td>
<td>Uses visual materials correctly</td>
<td>Communicates effectively with students, teachers, and parents</td>
</tr>
<tr>
<td>Monitors and adjusts teaching style</td>
<td>Fosters understanding of materials presented</td>
<td>Uses correct grammar</td>
</tr>
<tr>
<td>Accommodates individual needs</td>
<td>Exhibits good organization skills</td>
<td>Employs good listening skills</td>
</tr>
<tr>
<td>Exhibits awareness of emotional needs and cultural differences</td>
<td>Moves fluently through the lesson</td>
<td>Dresses appropriately</td>
</tr>
<tr>
<td>Maintains a non-threatening climate</td>
<td>Varies evaluative techniques</td>
<td>Arrives on time</td>
</tr>
<tr>
<td>Varies classroom activities</td>
<td>Asigns appropriate homework</td>
<td>Maintains confidentiality</td>
</tr>
<tr>
<td>Designs attractive bulletin boards/visual aids</td>
<td>Closes lessons adequately</td>
<td>Exhibits responsibility</td>
</tr>
<tr>
<td>Utilizes interdisciplinary curriculum</td>
<td>Able to communicate and accept criticisms</td>
<td></td>
</tr>
<tr>
<td>Demonstrates technological competencies</td>
<td>Abides by the policies and procedures of the school</td>
<td></td>
</tr>
<tr>
<td>Positive attitude</td>
<td>Respect shown to all</td>
<td></td>
</tr>
</tbody>
</table>
## Helpful Words for Writing Recommendations and Evaluations

<table>
<thead>
<tr>
<th>Action Verbs</th>
<th>Adjectives</th>
<th>Adverbs</th>
<th>Sentence Starters</th>
</tr>
</thead>
<tbody>
<tr>
<td>accomplished</td>
<td>ambitious</td>
<td>adequately</td>
<td>Is beginning to show growth...</td>
</tr>
<tr>
<td>adjusted</td>
<td>calm</td>
<td>appropriately</td>
<td>Is working on...</td>
</tr>
<tr>
<td>administered</td>
<td>capable</td>
<td>assertively</td>
<td>Is beginning to show...</td>
</tr>
<tr>
<td>analyzed</td>
<td>caring</td>
<td>authoritatively</td>
<td>Is starting to develop...</td>
</tr>
<tr>
<td>arranged</td>
<td>committed</td>
<td>satisfactorily</td>
<td>Is developing skills in...</td>
</tr>
<tr>
<td>attempts</td>
<td>competent</td>
<td>properly</td>
<td>Is learning to...</td>
</tr>
<tr>
<td>captivates</td>
<td>concerned</td>
<td>correctly</td>
<td>Is showing development...</td>
</tr>
<tr>
<td>captures</td>
<td>confident</td>
<td>confidently</td>
<td>Is becoming more...</td>
</tr>
<tr>
<td>challenges</td>
<td>conscientious</td>
<td>firmly</td>
<td>Is attempting to create...</td>
</tr>
<tr>
<td>collaborated</td>
<td>controlled</td>
<td>accurately</td>
<td>Is experimenting with...</td>
</tr>
<tr>
<td>completed</td>
<td>cooperative</td>
<td>capably</td>
<td>Is skilled at creating...</td>
</tr>
<tr>
<td>conceptualized</td>
<td>creative</td>
<td>constructively</td>
<td>Has conducted...</td>
</tr>
<tr>
<td>conducted</td>
<td>curious</td>
<td>cooperatively</td>
<td>Has effectively diagnosed...</td>
</tr>
<tr>
<td>constructed</td>
<td>dependable</td>
<td>creatively</td>
<td>Has accurately constructed...</td>
</tr>
<tr>
<td>coordinated</td>
<td>devoted</td>
<td>effectively</td>
<td>Has implemented effectively...</td>
</tr>
<tr>
<td>created</td>
<td>dramatic</td>
<td>emphatically</td>
<td>Has identified problems...</td>
</tr>
<tr>
<td>demonstrated</td>
<td>energetic</td>
<td>energetically</td>
<td>Has managed successfully...</td>
</tr>
<tr>
<td>designed</td>
<td>enthusiastic</td>
<td>enthusiastically</td>
<td>Is actively involved...</td>
</tr>
<tr>
<td>diagnoses</td>
<td>excitable</td>
<td>highly</td>
<td>Needs to develop</td>
</tr>
<tr>
<td>experiments</td>
<td>expressive</td>
<td>masterfully</td>
<td>Is fostering interest...</td>
</tr>
<tr>
<td>facilitated</td>
<td>friendly</td>
<td>passively</td>
<td>Seems to need assistance in...</td>
</tr>
<tr>
<td>fosters</td>
<td>gentle</td>
<td>realistically</td>
<td>Has actively involved...</td>
</tr>
<tr>
<td>guided</td>
<td>independent</td>
<td>reluctantly</td>
<td>Is lacking experience with...</td>
</tr>
<tr>
<td>handles</td>
<td>inspired</td>
<td>successfully</td>
<td>Has demonstrated an ability to...</td>
</tr>
<tr>
<td>helps</td>
<td>interested</td>
<td>timely</td>
<td>Is showing improvement in...</td>
</tr>
<tr>
<td>identifies</td>
<td>knowledgeable</td>
<td>willingy</td>
<td>Exhibits enthusiasm about...</td>
</tr>
<tr>
<td>implements</td>
<td>laid back</td>
<td>efficiently</td>
<td>Shows an understanding of...</td>
</tr>
<tr>
<td>increased</td>
<td>nervous</td>
<td>actively</td>
<td>Demonstrates mastery of...</td>
</tr>
<tr>
<td>individualizes</td>
<td>pleasant</td>
<td>extremely</td>
<td>Is able to involve all students in...</td>
</tr>
<tr>
<td>involves</td>
<td>positive</td>
<td>favorably</td>
<td>Seems reluctant to...</td>
</tr>
<tr>
<td>listens</td>
<td>professional</td>
<td>quietly</td>
<td>Has effectively managed...</td>
</tr>
<tr>
<td>managed</td>
<td>prompt</td>
<td>shyly</td>
<td>Shows good preparation in...</td>
</tr>
<tr>
<td>mastered</td>
<td>reliable</td>
<td>promptly</td>
<td>Has a positive attitude about...</td>
</tr>
<tr>
<td>motivated</td>
<td>reluctant</td>
<td>professionally</td>
<td>Is extremely sensitive about...</td>
</tr>
<tr>
<td>organized</td>
<td>resourceful</td>
<td>eagerly</td>
<td>Seems well-informed about...</td>
</tr>
<tr>
<td>plans</td>
<td>responsible</td>
<td>cheerfully</td>
<td>Is highly motivated to...</td>
</tr>
<tr>
<td>practices</td>
<td>Self-motivated</td>
<td>happily</td>
<td>Has experimented successfully...</td>
</tr>
<tr>
<td>prepared</td>
<td>sensitive</td>
<td>keenly</td>
<td>Is struggling with...</td>
</tr>
<tr>
<td>questions</td>
<td>supportive</td>
<td>earnestly</td>
<td>Has communicated effectively...</td>
</tr>
<tr>
<td>seeks</td>
<td>systematic</td>
<td>intensely</td>
<td>Has attempted to change...</td>
</tr>
<tr>
<td>selects</td>
<td>well-informed</td>
<td>whole-heartedly</td>
<td>Has collaborated successfully</td>
</tr>
</tbody>
</table>
How to Access Wayne State Forms Online

For all college supervisors and cooperating teachers: Instructions for Completing Nebraska Clinical Practice Rubric

You will be sent an email that includes instructions and a direct link to the evaluation form located in our data management system called Chalk and Wire. You will be able to log-on to that system as a guest user when it is time to complete the evaluation.

Your teacher candidate will be able to access the completed evaluation through their personal Chalk and Wire account called myEportfolio, so there is no need for you to print a copy for him/her when you are finished. If you want a copy for yourself, you will need to print before closing out. If you have questions or need help, please contact Phyllis Spethman at phspeth1@wsc.edu or by phone 402-375-7373.