



Clinical Practice Handbook

School Year 2023-2024



Wayne State College
School of Education and Behavioral Sciences
1111 Main Street
Wayne, Nebraska 68787



School of Education and Behavioral Sciences Clinical Practice Handbook

Birth through Grade 12 Teacher Education Candidates

Clinical Practice (i.e., student teaching) is the culmination of the educator preparation program. This handbook is intended as a guide for all Wayne State College teacher candidates, cooperating teachers, college supervisors, and school administrators. Many of the concepts found within have been developed through the collaborative efforts of the teacher educator preparation faculty at Wayne State College. In addition, ideas and best practices have been borrowed from our network of educator-preparation institutions, school partners, and our accreditation bodies. 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 contact any of the people listed below.

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Introduction to Clinical Practice

The purpose of this handbook is to provide information regarding Wayne State College student teaching requirements and policies. All student teachers should read it carefully to understand expectations, exit requirements, and responsibilities which they will be assuming as they progress through the clinical practice semester. All cooperating teachers and college supervisors should read it to understand our program and the roles and responsibilities to be assumed as part of our program.

Clinical Practice is the culminating undergraduate experience for teacher candidates at Wayne State College. It is a minimum of a **full-semester experience (16 weeks)** in a state-accredited public or parochial school. Clinical Practice is challenging, demanding, and ideally personally fulfilling. The goal is to meld together all that students have learned during their general education, content area, and pedagogical coursework and provide ample opportunity for daily application and reflection of best practices.

The continued success of the Clinical Practice program depends in large part on the efforts made by the teacher candidate to fully embrace this learning opportunity. Certainly, the sustained efforts of the faculty at Wayne State College to improve the teacher education programs are also important, but perhaps most important to the process is the ability of the cooperating teachers and the teacher candidates to build successful partnerships that will positively impact the lives of the students under their shared care.

Overview of the School of Education and Behavioral Sciences

Conceptual Framework for the School of Education and Behavioral Sciences

In the School of Education and Behavioral Sciences, we believe in a just and equitable democratic society that values all human life.

Our Six Commitments

Educator preparation at Wayne State College makes six commitments to our candidates, PK-12 students and their families, schools, and communities. Through our Six Commitments, graduates from Wayne State College's educator preparation program are professionals who demonstrate the necessary knowledge, strategies, and attitudes required for promoting student achievement and making positive impacts on students' lives and in school communities.

1. High-Impact Instructional Support for Students
2. Inclusive and Responsive Pedagogies
3. Content Mastery
4. Professionalism
5. Data and Assessment Literacy
6. Student-Centered Learning Environments

Our Program Goals for Candidates Seeking Initial Teaching Credentials

Based on the foregoing beliefs and congruent practices, the following outcomes can be expected and assessed. The achievement of each outcome will require that teacher candidates develop knowledge, skills and dispositions.

We believe knowledge, skills, and dispositions to be critical to the success of teacher candidates, and we believe they are inseparably integrated. Candidates need the professional dispositions to effectively acquire the knowledge that is subsequently used skillfully to facilitate learning and development in all students. Therefore, all three are integrated in the following outcome statements, which are based on the standards developed by the Interstate Teacher Assessment and Support Consortium (InTASC).

WSC teaching candidates inquire and reflect to create caring learning communities and facilitate learning for all students by meeting professional standards and valuing the following Standards (1-10 are InTASC Model Core Teaching Standards and 11 is common among Teacher Preparation across Nebraska):

Standard 1: Student Development - Educator Growth Portfolio (EGP) #1

- *Standard 1.1: The teacher candidate understands how students grow and develop.*
- *Standard 1.2: The teacher candidate recognizes that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.*
- *Standard 1.3: The teacher candidate implements developmentally appropriate and challenging learning experiences.*

Standard 2: Learning Differences - Educator Growth Portfolio (EGP) #2

- *Standard 2.1: The teacher candidate understands individual differences and diverse cultures and communities.*
- *Standard 2.2: The teacher candidate ensures inclusive learning environments that enable each student to meet high standards.*

Standard 3: Learning Environments - Educator Growth Portfolio (EGP) #3

- *Standard 3.1: The teacher candidate works with others to create environments that support individual and collaborative learning.*
- *Standard 3.2: The teacher candidate creates environments that encourage positive social interaction, active engagement in learning, and self-motivation.*
- *Standard 3.3: The teacher candidate manages student behavior to promote a positive learning environment.*

Standard 4: Content Knowledge - Educator Growth Portfolio (EGP) #4

- *Standard 4.1: The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) they teach.*
- *Standard 4.2: The teacher candidate creates learning experiences that make these aspects of the discipline accessible and meaningful for students to assure mastery of the content.*
- *Standard 4.3: The teacher candidate integrates Nebraska Content Standards and/or professional standards within instruction.*

Standard 5: Application of Content - Educator Growth Portfolio (EGP) #5

- *Standard 5.1: The teacher candidate understands how to connect concepts across disciplines.*
- *Standard 5.2: The teacher candidate uses differing perspectives to engage students in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*

Standard 6: Assessment - Educator Growth Portfolio (EGP) #6

- *Standard 6.1: The teacher candidate understands multiple methods of assessment.*
- *Standard 6.2: The teacher candidate uses multiple methods of assessment to engage students in their own growth, to monitor student progress, and to guide the teacher candidate's and student's decision making.*

Standard 7: Planning for Instruction - Educator Growth Portfolio (EGP) #7

- *Standard 7.1: The teacher candidate plans instruction that supports every student in meeting rigorous learning goals.*
- *Standard 7.2: The teacher candidate draws upon knowledge of content areas, curriculum, cross-disciplinary skills, technology, and pedagogy.*
- *Standard 7.3: The teacher candidate draws upon knowledge of students and the community context.*

Standard 8: Instructional Strategies - Educator Growth Portfolio (EGP) #8

- *Standard 8.1: The teacher candidate understands a variety of instructional strategies.*
- *Standard 8.2: The teacher candidate uses a variety of instructional strategies to encourage students to develop deep understanding of content areas and their connection and to build skills to apply knowledge in meaningful ways.*
- *Standard 8.3: The teacher candidate utilizes available technology for instruction and assessment*

Standard 9: Professional Learning and Ethical Practice - Educator Growth Portfolio (EGP) #9

- *Standard 9.1: The teacher candidate engages in ongoing professional learning.*
- *Standard 9.2: The teacher candidate models ethical professional practice.*
- *Standard 9.3: The teacher candidate uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (students, families, other professionals, and the community), and adapts practice to meet the needs of each student.*

Standard 10: Leadership and Collaboration - Educator Growth Portfolio (EGP) #10

- *Standard 10.1: The teacher candidate seeks opportunities to take responsibility for student learning.*
- *Standard 10.2: The teacher candidate seeks opportunities, including appropriate technology, to collaborate with students, families, colleagues, and other school professionals, and community members to ensure student growth.*

Standard 11: Impact on Student Learning and Development - Educator Growth Portfolio (EGP) #11

- *Standard 11.1: The teacher candidate works to positively impact the learning and development for all students.*

Admission to Clinical Practice

Admission Requirements

Candidates who successfully complete all Level Two Benchmarks and receive Professional Progress Committee (PPC) approval will be placed for Clinical Practice. All students must apply for Clinical Practice a semester in advance.

- Admitted to the teacher education program.
- Completion of all required coursework. No additional coursework can be taken during the clinical practice semester unless prior approval is obtained from the Professional Progress Committee.
- Minimum GPA of 2.75 in each of these three categories: cumulative, content area, and professional education. A 3.0 is required for graduate students.
- Successful completion of all field and practicum experience requirements and positive recommendations from all cooperating teachers.
- Evidence of readiness for teaching as determined by faculty following a review of candidates EGP.
- Approval of the Professional Progress Committee for placement for clinical practice.
- Successful completion of second background check within 90 days prior to clinical practice.

Criminal Background Check

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 must 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 their 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: In compliance with Nebraska Department of Education Rule, WSC 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 with permission from the teacher candidate.

Exit Requirements Necessary for Graduation and Licensure

Graduation from the Teacher Education Program requires:

- Evidence of positive impact on PK-12 student learning demonstrated by successful completion of the Reflection of Instructional Choices (RIC) during clinical practice;
- Successful completion of clinical practice evidenced by satisfactory evaluations from cooperating teacher(s) and college supervisor(s), and a grade of “S” from Academic Coordinator;
- Successful completion of any/all general requirements for Wayne State College graduation (refer to General and Graduate Catalog).

Upon degree completion, students will be recommended for teacher licensure (certification).

Licensure Procedures

Every teacher must be licensed to teach. Each state sets their own licensure requirements. Students must contact the appropriate licensure office to apply for certification.

In Nebraska, license requirements are established through the Nebraska Department of Education. Directions on how to apply for certification in Nebraska are found in [Appendix H](#).

Nebraska Initial License: The initial license is granted to new graduates and is valid for five years. To be eligible for an initial license, you must meet the following requirements:

- Received a baccalaureate degree;
- Completed the academic program requirements of an approved program;
- Completed an application through the NE Teach Portal (see appendix);
- Submitted official transcripts showing completion of degree and an approved human relations course;
- Paid the application fee;
- Submit fingerprints and additional fee if applicant has not been a resident of Nebraska for at least five continuous years immediately preceding the date of application;
- Recommendation for licensure from designated recommending official from WSC;
- Submitted passing scores of the appropriate content test (Praxis II). For a [listing of Praxis Exams required in Nebraska](#), visit <https://www.ets.org/praxis/ne/requirements>.

Renewal Prior to Expiration or less than five (5) years after the date of expiration, must have:

- Taught or held position requiring a certificate half time or more for one (1) school year or in an accredited, approved, or otherwise legally operated school during the past five (5) years; or as a faculty member in a postsecondary educational entity; or
- Within five (5) years prior to the date of application, have received six (6) semester hours of credit from a standard institution of higher education in education-related coursework.

General Information about Clinical Practice

Co-Teaching Model

Co-Teaching Versus Traditional Model

Since the 1950s, extended clinical practice experiences (i.e., student teaching) have been a significant component of teacher education programs in America. However, there has been no clear consensus on exactly how these experiences should look and the best roles and responsibilities for the teacher candidates and the cooperating teachers. In the **traditional model**, teacher candidates gradually take over the instructional planning and teaching of courses for a cooperating teacher. This process allows a cooperating teacher to serve as a mentor that typically views the teacher candidate as an apprentice that is gradually showing mastery of the art of teaching. After a set period, the teacher candidate will be fully responsible for all classroom instruction and duties and thus, be viewed as fully prepared for the teaching profession. This traditional model has many benefits in regard to teacher preparation and gradually releasing responsibility of the classroom to the teacher candidate. However, there are also some detriments to this model such as the time it takes for the teacher candidate to feel competent. In addition, there is research that shows that there can be a detrimental effect on student learning when the traditional model of clinical practice is used. Finally, the traditional model can be perceived as a burden on cooperating teachers instead of providing them with what should be an asset to the education of their students and a way to enhance their own teaching practices.

An alternative to the traditional clinical practice teaching model is to utilize a **co-teaching model** for clinical practice. This is a systematic process of shared responsibility for teaching and learning. Co-teaching, as defined by WSC, is having two teachers working together with students while sharing the planning, organization, delivery and assessment of instruction and physical space.

Utilizing the co-teaching model is not required for WSC teacher candidates. However, any interested partnerships (i.e., both the cooperating teacher and the teacher candidate must agree to use this model) are provided with additional extra support and training to enhance their experience. The goal of WSC co-teaching clinical practice experience is to help ensure that the cooperating teacher(s) and teacher candidate become a classroom team that shares responsibilities. Like in the traditional model, the cooperating teacher in this model still serves as a mentor to the teacher candidate.

In both the traditional model and the co-teaching model, there should be collaboration between the cooperating teacher and the teacher candidate in three key areas:

1. **Planning:** Deciding on what content to teach and how to best teach and assess it.
2. **Instruction:** Carrying out the plan in ways that are highly effective for all learners
3. **Assessment:** Evaluating student learning by using both formative and summative assessments well.

In the co-teaching model, the key differences will most likely be in the instruction of the lessons. In this area, the cooperating teacher will share leadership in the classroom with the teacher candidate and be seen as equal partners as they work with all students. Rarely will the teacher candidate be “left alone” in the classroom but it is expected that there will be much of the time when the teacher candidate is the “lead teacher” and the cooperating teacher is providing assistance and support. In addition, during the assessment phrase, there also will be a joint sharing of grading student work and determining grades for tasks when using the co-teaching model.

Co-Teaching Strategies and Examples

| Strategy | Definition/Example |
|-------------------------------------|---|
| 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 is 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 the 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 their 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 can hear two voices. |

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.

Adapted from: Copyright 2012. The Academy for Co-Teaching and Collaboration at St. Cloud State University. Original Research Funded by a U.S. Department of Education, Teacher Quality Enhancement Partnership Grant.

Additional Expectations for Co-Teaching Model Participants

Finally, those who opt to use the co-teaching model should also be dedicated to the following four concepts:

- Co-planning regularly each week
- Having regular and specific feedback and discussions
- Attempt to use all seven co-teaching strategies a minimum of twice a week
- Provide the teacher candidate to have “solo” teaching time with feedback

Top 10 Myths of Co-Teaching

| Myth | Reality |
|--|---|
| Myth #1 – Co-teaching means having two teacher candidates in a classroom. | Reality 1: Only one teacher candidate is in a classroom. The co-teaching occurs between the cooperating teacher and the teacher candidate. |
| Myth #2 – Co-teaching inhibits a teacher candidate’s ability to develop classroom management skills. | Reality 2: 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 they can manage the classroom without support. |
| Myth #3 – Teacher candidates don’t get enough solo teaching time with co-teaching. | Reality 3: 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 demonstrates that they can handle a classroom all by themselves. |
| Myth #4 – It takes too much time to co-plan. | Reality 4: It may take more time to co-plan in the early stages of co-teaching. 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 #5 – Teacher Candidates will never have full responsibility of the classroom. | Reality 5: 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 #6 – Co-teaching is not the “real world”. When a teacher candidate becomes certified, they will be alone in the classroom. | Reality 6: 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 #7 – Co-Teaching doesn’t work at the secondary level. | Reality 7: 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 deal with larger class sizes. |
| Myth #8 – Teacher candidates don’t have to write lesson plans for co-teaching because they co-plan. | Reality 8: 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 #9 – Co-teaching can only work if the teacher candidate and cooperating teacher have the same learning or teaching style. | Reality 9: 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 # 10 – The college supervisor should only observe | Reality 10: When a supervisor observes a teacher candidate co-teaching with a cooperating teacher, they focus the observation on what the candidate is |

| Myth | Reality |
|--|---|
| a teacher candidate when they are teaching solo. | 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 their cooperating teacher, focus the observation on the candidate's teaching skills, ability to collaborate with the cooperating teacher, management skills, organization, etc. |

Teacher Candidate Developmental Stages

No matter if a teacher candidate is using the traditional model or the co-teaching model, there is ample research to show that all teacher candidates progress through various development stages during their clinical practice experience. It is important for all stakeholders in the clinical experience to understand these stages so that they best support the teacher candidates during this educational journey.

Stage 1: Pre-Teaching Concern

This initial stage is best described by the emotions of fear and uncertainty. Anytime we experience something new, there is a certain level of anxiety. For those entering clinical practice, the common thought for many teacher candidates is that they do not feel fully prepared or completely know what they are “getting themselves into.” These feelings are normal and are best alleviated by open and honest communication with the cooperating teacher(s) and by familiarizing oneself with the school and district. Learning school policies, key terminology and acronyms (i.e., MTSS, PBIS), and names of various faculty and staff members can be helpful. If allowed a meeting beforehand to “break the ice” is helpful and allows rapport to be built.

Stage 2: Concerns about Survival

This second stage can be described as a feeling of being “overwhelmed.” At this point, the teacher candidate has likely been in the school setting for over a week and has learned how much work it takes to be an effective teacher. The reality that teaching is a full-time job sinks in and idealism regarding exactly how things will go often has dissipated. This is not to say that the teacher candidate is struggling but that the magnitude of the task is evident. Lesson planning and grading takes up a lot of free time in the evenings and makes for long days. During this period, it is ideal to look for support from one’s cooperating teacher and college supervisor to get feedback on ways to best manage the increased responsibilities and to effectively teach throughout the day. In addition, building relationships with other teacher candidates, especially those in the same school, district, or region can be helpful. Healthy outlets for stress such as daily exercise are key. Destructive and unhealthy stress management techniques should be avoided at all costs. Creating a schedule that balances work and health is essential.

Stage 3: Sense of Autonomy

This is the stage at which things begin to “click” for the teacher candidate and they feel that they are in a good routine regarding planning, instruction, and assessment of student learning. At this point, the teacher candidate should have fewer worries about the day-to-day issues but look more towards completing their journey well. During this phase, there may be times when the teacher candidate reflects on their teacher preparation courses and wishes that they had learned some concepts better, but overall, they are seeing the various ways to apply what they have learned. Feedback is seen in a more positive light in this phase and a general belief that they will be successful teachers begins to set in.

Stage 4: Concerns about Students

At this point the teacher candidates realize that they are making an impact on the students. This is when the teacher candidate sees the power of their own daily practices and lessons on the lives of the students. This is the ideal time to celebrate their successes as a teacher candidate while recognizing the educational growth that students were able to have because the teacher candidate put forth the hard work and effort to support these students.

Length of Clinical Practice

Each teacher candidate will have their own individual journey during clinical practice based on the specific degree program that they are completing and the various endorsement(s) that they are seeking to obtain after graduation.

There are two types of placements during the semester:

1. **Regular “Full” Placement (16 weeks):** WSC requires 16 weeks for each field endorsement or two subject endorsements. WSC requires one field endorsement or two subject endorsements to be completed by all undergraduate students for graduation. Therefore, if you are seeking two field endorsements (i.e., Elementary Education and Special Education K-12) you will be required to complete two semesters of clinical practice. The one exception is Elementary and Early Childhood Inclusive, which requires an extended placement.
2. **“Extended” Placement (18 weeks):** For students completing one field endorsement along with an additional subject endorsement. One popular combination is Elementary Education and Special Education K-6. A candidate completing an Early Childhood Inclusive Field Endorsement (Birth-Grade 3), OR an Elementary Education Field Endorsement (K-8), OR any Secondary Education Field Endorsement PLUS any subject endorsement. Or a candidate completing two subject endorsements in different content areas at different levels (Middle Level Math and SPD 7-12).

Each semester, the last day of Clinical Practice for teacher candidates varies. The last day is noted on Canvas, as well as within the Anthology Portfolio Placement. The date is based on when most of the school districts start back to school. If the district where you are placed starts later than others, you will simply need to count the weeks and set the established last day based on your program. **The end date will need to be adjusted for absences (i.e., illnesses, etc.) that exceed a total of 3 days during the experience.**

For those obtaining a **supplemental endorsement** such as the Reading/Writing Endorsement or English as a Second Language (ESL), no additional clinical practice is required. It is expected that knowledge related to the supplemental endorsement will be infused into the daily execution of teaching responsibilities.

For those seeking a **PK-12 or K-12 field endorsement**, clinical practice must be completed at both levels (elementary and secondary). The experience is the regular 16 weeks in length, but at the “half-way” point, you will switch from one level to the next. The order does not have to be elementary first and then secondary. It can be based on the desires of the school district and cooperating teachers. If it is more convenient to switch placement levels at an established break in the school calendar (such as a fall or spring break or the end of a quarter) and this is not exactly at eight weeks, that is completely fine to have slightly “unbalanced” amounts of time between the two levels. The amount of time at each level should be adequate to allow you to build confidence and demonstrate mastery of teaching skills for that grade range of students.

For these 18-week extended experiences, once again the time does not have to be evenly split. For most candidates completing an extended placement, the transition from one classroom to the other will follow what is best for the school and for both cooperating teachers.

In addition, please note that the number of credit hours you register for in Wildcats Online is not the same as the number of weeks you are to be in clinical practice. This is a common misconception.

Phases of Student Teaching (Timeline)

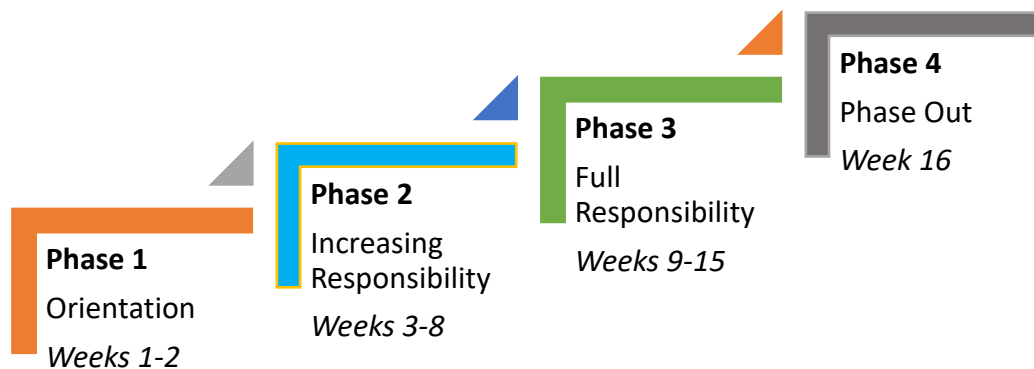


Figure 1. Phases of Student Teaching Diagram.

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 depending on where they are 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 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. Due to 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 (assignment) 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.

The following guidelines are borrowed from the teacher candidate handbook (Aug. 04 version) created/used by Millard Public Schools in Omaha, Neb. Please adjust for **your** experience.

Timeline for Traditional 16 Week Clinical Practice Experience

Orientation Phase: Roughly Weeks 1-2

Teacher Candidate

- Reads through the Clinical Practice Handbook, all materials in Canvas, and completes all required tasks as directed by the Clinical Practice course instructor.
- Becomes familiar with rules, regulations, and procedures of classroom and the building; develops skill in communicating rules to students.
- 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 notes of ideas in weekly journal; asks questions.
- Participates in classroom routine (taking roll, recording grades, handing out/collecting 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.
- Become 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.
- Reads the weekly journal entries and provides feedback to the teacher candidate regarding their progress each week.

Increasing Responsibility Phase: Roughly Weeks 3-8

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.
- Conducts weekly conferences (Weekly Conference Form is found in [Appendix B](#)) to discuss progress and areas where growth is needed.
- 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.

Continues to read weekly journal entries and provide feedback.

Full Responsibility Phase: Roughly Weeks 9-15

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.
- 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) online.
- Continues to read weekly journal entries and provide feedback.

Phase Out: Week 16 (phase out should not occur until the last week)

Teacher Candidate

- Return all primary teaching to the cooperating teacher. Teacher candidate can still provide assistance and co-teaching of lessons is still encouraged. However, the goal for the final week is to help the students to transition back to having the cooperating teacher be the primary instructor after the week ends.
- Return all materials, resources, and school property that was borrowed during the semester.
- Observe other grade levels and specialists as interested.
- Complete their journal entries to the college supervisor.

Cooperating Teacher

- If cooperating teacher is comfortable doing so, writes a letter of recommendation for teacher candidate's file. This is completely up to the discretion of the cooperating teacher.

- Takes over the responsibility for planning and teaching.
- Helps to have an appropriate “send-off” for the teacher candidate for the students to say, “Good-bye” and “thank you” to the teacher candidate.

College Supervisor

- If college supervisor is comfortable doing so, writes a letter of recommendation for teacher candidate’s file. This is completely up to the discretion of the college supervisor.

Timeline for Extended 18 Week Clinical Practice Experience Orientation Phase for First Placement: Roughly Weeks 1-2

Teacher Candidate

- Reads through the Clinical Practice Handbook, all materials in Canvas, and completes all required tasks as directed by the Clinical Practice course instructor.
- Becomes familiar with rules, regulations, and procedures of classroom and the building; develops skill in communicating rules to students.
- 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 notes of ideas in weekly journal; asks questions.
- Participates in classroom routine (taking roll, recording grades, handing out/collecting materials, daily calendar, etc.), and learns daily schedule.
- By the end of week 2 should be assisting in daily activities (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.
- Become 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.
- NOTE: For students completing an Elementary Education and then a Special Education degree program, usually the Elementary Education experience is completed first. During the time that the student is becoming familiar with the school environment in general, they should also be communicating with the special education teacher to prepare for the second half of the placement.

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.
- Reads the weekly journal entries and provides feedback to the teacher candidate regarding their progress each week.

Increasing Responsibility Phase: Roughly Weeks 3-4

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.
- Conducts weekly conferences (Weekly Conference Form is found in [Appendix B](#)) to discuss progress and areas where growth is needed.
- Models a variety of instructional techniques so that the teacher candidate develops a comfort level for a broad spectrum of teaching activities.

College Supervisor

- Conducts at least 1-2 observations of teacher candidate using Observation Form (Formative Assessment)
- Conferences with teacher candidate and cooperating teacher about mid-term evaluations.
- Is readily available (via phone, email, or in person) for advice, ideas, suggestions, support.
- Continues to read weekly journal entries and provide feedback.

Full Responsibility Phase: Roughly Weeks 5-8

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

College Supervisor

- Conducts one observation of teacher candidate (total of 3 at this point).
- 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 Midterm Evaluation Rubric (Summative Evaluation) online.
- Continues to read weekly journal entries and provide feedback.
- Completes the midterm Evaluation Rubric (Summative Evaluation) on-line.

Phase Out for first placement: Week 9 (phase out should not occur until the last week)

Teacher Candidate

- Return all primary teaching to the cooperating teacher. Teacher candidate can still provide assistance and co-teaching of lessons is still encouraged. However, the goal for the final week is to help the students to transition back to having the cooperating teacher be the primary instructor after the week ends.
- Return all materials, resources, and school property that was borrowed.
- Observe other grade levels and specialists as interested.
- Complete their journal entries to the college supervisor.

Cooperating Teacher

- If cooperating teacher is comfortable doing so, writes a letter of recommendation for teacher candidate's file. This is completely up to the discretion of the cooperating teacher.
- Takes over the responsibility for planning and teaching.
- Helps to have an appropriate "send-off" for the teacher candidate for the students to say, "Thank you" and for cooperating teacher to explain what the teacher candidate will be doing next.

College Supervisor

- Summarizes first ½ of experience with teacher candidate and discusses key skills and concepts to focus on in second experience.

Orientation Phase for Second Placement: Roughly Weeks 10-11

Teacher Candidate

- Meets with 2nd teacher and focuses on any specific rule, regulations and procedures that are different compared to first placement. For those completing a degree in Special Education, this would entail learning the necessary policies and practices for this placement.
- Becomes familiar with physical features of the new classroom (or building if 2nd placement is in a different 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 notes of ideas in weekly journal; asks questions.
- Participates in classroom routine (taking roll, recording grades, handing out/collecting materials, daily calendar, etc.), and learns daily schedule.
- By end of week 11 (2nd week in this placement) should be assisting in daily activities (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.
- Become 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.

(New) 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

- Has introductory (Zoom is fine) meeting with new cooperating teacher and teacher candidate. This meeting can be conducted during the first initial meeting if appropriate. Thus, college supervisor could meet with all teachers working with students at the beginning of the year or meet separately.
- Conducts 4th observation and conducts post-observation conference with teacher candidate.

- Continues to read the weekly journal entries and provides feedback to the teacher candidate regarding their progress each week.

Increasing Responsibility Phase: Roughly Weeks 12-13

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.
- Conducts weekly conferences (Weekly Conference Form is found in [Appendix B](#)) to discuss progress and areas where growth is needed.
- Models a variety of instructional techniques so that the teacher candidate develops a comfort level for a broad spectrum of teaching activities.

College Supervisor

- Is readily available (via phone, email, or in person) for advice, ideas, suggestions, support.
- Continues to read weekly journal entries and provide feedback.

Full Responsibility Phase: Roughly Weeks 14-17

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.
- 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) online. If applicable, can conference with first cooperating teacher to discuss progress for entire clinical practice experience.

College Supervisor

- Conducts final observation 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) online.
- Continues to read weekly journal entries and provide feedback.

Phase Out for first placement: Week 18 (phase out should not occur until the last week)

Teacher Candidate

- Return all resources to the cooperating teacher. Teacher candidate can still provide assistance and co-teaching of lessons is still encouraged. However, the goal for the final week is to help the students to transition back to having the cooperating teacher be the primary instructor after the week ends.
- Return all materials, resources, and school property that was borrowed.
- Observe other grade levels and specialists as interested.
- Complete their journal entries to the college supervisor.

Cooperating Teacher

- If cooperating teacher is comfortable doing so, writes a letter of recommendation for teacher candidate's file. This is completely up to the discretion of the cooperating teacher.
- Takes over the responsibility for planning and teaching.
- Helps to have an appropriate "send-off" for the teacher candidate for the students to say, "Thank you" and "Good Bye."

College Supervisor

- If college supervisor is comfortable doing so, writes a letter of recommendation for teacher candidate's file. This is completely up to the discretion of the college supervisor.

Supporting a 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 their 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 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 will notify the 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) their 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 Education Services, 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 personnel.

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 their 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:
 - The teacher candidate may adequately meet the requirements of the improvement plan and be allowed to continue the Clinical Practice experience.
 - 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.

- The teacher candidate may decide to voluntarily withdraw from Clinical Practice.
- 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.
- Should the teacher candidate withdraw or be terminated from their Clinical Practice experience, they 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 their potential for success. The teacher candidate has two years from the semester of termination to attempt completion of their program, with the understanding that a second attempt at Clinical Practice is subject to the approval of the Dean of Education.

For our [Removal of a Teacher Candidate Policy](#), see the Policies section of this manual.

Roles and Responsibilities for the Teacher Candidate

Congratulations to all teacher candidates for reaching this milestone in your educational journey. You have reached the final step in becoming an educator and it is our hope at WSC that this semester is a rewarding experience.

Your professionalism and overall attitude this semester is crucial for your success and in launching your teaching career. Each day is a new opportunity for you to put your best foot forward, demonstrate excellence, and teach with passion. At this point, you should be ready to display dispositions that represent the teaching profession well, utilize your rich content knowledge, and use best teaching practices to ensure that the children you are teaching receive the best possible education. As you read through this section, please note any questions or concerns that you may have and reach out to the Academic Coordinator for Clinical Practices as needed.

Fundamentally, the teacher candidate has a dual role that takes place every day they enter the school environment.

1. **Professional:** First, the teacher candidate is to be a professional and a representative of WSC. Thus, following all school and district guidelines is fully expected and demonstrating professional demeanor is essential.
2. **Learner:** Second, the teacher candidate should fully see themselves as a learner and open for feedback from all. This often will be from the cooperating teacher(s) and college supervisor(s) but can also come from the school administrator(s), parents, and of course, students. Be open to ways to improve in all areas and know that clinical practice experience is both a finish line at the end of your college experience and a starting point in your teaching career. Every day should be seen as a chance to show your expertise while being open to changing practices as needed.

This is a difficult balancing act and one that takes both humility and confidence.

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 needs to be open to all feedback and guidance. Whether the teacher candidate is using the co-teaching model or the traditional model, there needs to be a level of respect and humility shown to the cooperating teacher. As the teacher candidate, you have been invited to come into this particular classroom and in the end, you want to be seen as a

beneficial part of the learning environment and an asset for the students. You do not want to be seen as an additional burden for the cooperating teacher or school district. Thus, make yourself useful always and seek ways to help out. When in doubt ask, “Is there something else I can do to help you today?” Finally, materials will be provided on Canvas and during the seminars to all teacher candidates to work well with cooperating teachers. Use these materials and advice to build professional rapport with your cooperating teacher(s).

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 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 in [Appendix B](#)). 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.

Teacher Candidate Responsibilities in Curriculum, Instruction, and Assessment

Curriculum

- Follow all school and district guidelines. Any additional resources and materials should be first approved by your cooperating teacher prior to usage.
- Follow the district policies regarding state standards. For those teaching out of Nebraska, you are NOT expected to use Nebraska state standards during your clinical practice experience. Thus, if you are teaching in Iowa, you would be expected to use Iowa state standards as the basis for curriculum decision making.

Instruction

- Follow the school and district guidelines at the location where they are completing their clinical practice experience. With that in mind, we do recommend that all teacher candidates think through the instructional planning process when making decisions and planning units of study and daily lessons for students. The diagram in Figure 2 below provides details on this process.

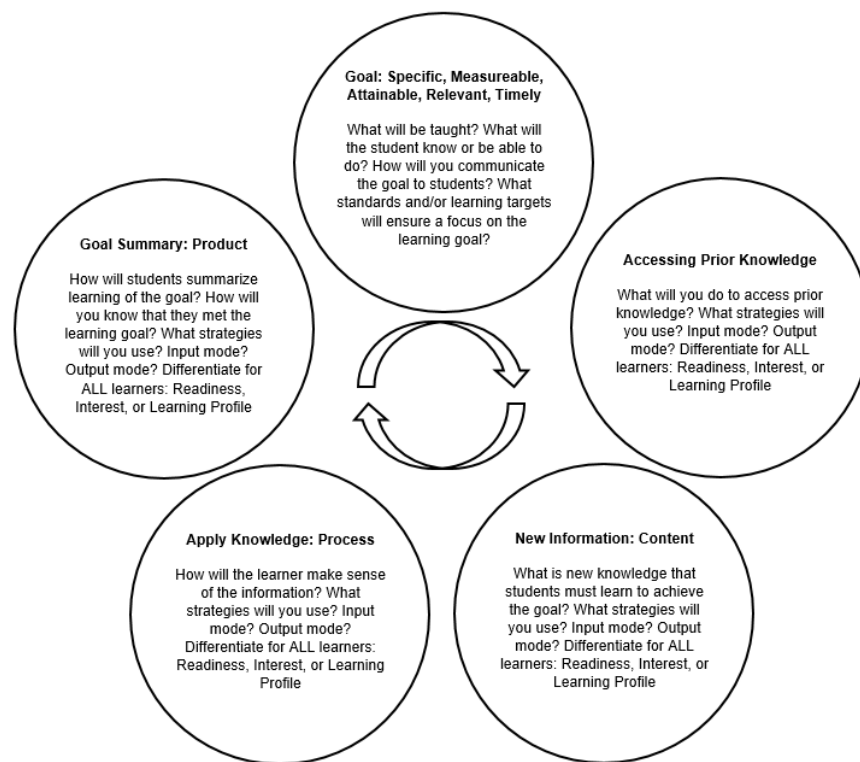


Figure 2: Instructional Planning Diagram.

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.

Finally, your cooperating teacher and college supervisor have the right to request you to use any lesson plan format that they feel is most beneficial to your ability to effectively design lessons for your students. If there is any disagreement on lesson planning formats between the cooperating teacher and the college supervisor, the cooperating teacher has the final say regarding the format that you are to use.

Lesson plans are NOT submitted to Canvas ever. Lesson plans should be available to the college supervisors always and should be provided to the cooperating teachers as requested. It is best practice to have a lesson plan written for all lessons that you are teaching during clinical practice. This can be daunting if the lesson plans are very detailed so discussing options such as first creating a curriculum map and then writing simplified lesson plans is a technique you may want to utilize. It is expected that you help to plan units of study with your cooperating teacher and creating larger curriculum maps and unit plans would likely allow you to complete this task well.

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 they will assess the teacher candidate's overall level of competency in planning for instruction. The cooperating teacher will then use their 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 their 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 they 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 they come to observe – even after the teacher candidate shifts to a less-detailed format most of the time.

Assessment

- Follow all district policies regarding assessments. This may include proctoring assessment tests for students and following all policies regarding the protocol for ensuring reliable and valid assessments for students and not violating any guidelines regarding providing extra assistance to students. In addition, you are expected to examine assessment data during your clinical practice experience and develop assessments to measure students' knowledge of key concepts and skills. Finally, there is an expectation that you will be able to differentiate the assessments that you use based on your students and their needs.

Clinical Practice Course Requirements

Attending Clinical Practice Seminars

Wayne State College's Education Preparation program believes that the final semester for a student is a critical capstone to the learning that has taken place previously. This means that the faculty and staff within the School of Education and Behavioral Sciences at WSC are dedicated to helping all teacher candidates be successful in this final endeavor. The planned seminars are designed to benefit the teacher candidate and their journey. These seminars are required to attend as part of the course expectations. If the teacher candidate is unable to attend any seminar, they are to contact the Academic Coordinator for Clinical Experiences beforehand to discuss the reason.

In addition, 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 will necessarily have the same start/stop dates and breaks so partnerships must pay attention to both calendars when creating a timeline for assuming responsibilities.

Thus, it is the responsibility of the teacher candidate to plan their lives accordingly to be able to attend all school days within the school district where they are completing their clinical practice. In addition, they need to plan accordingly to attend the required WSC Clinical Practice Seminar events. **Avoid planning any vacations or other major events during clinical practice.** You will likely begin your clinical practice experience **at least a week before** WSC resumes classes for the semester.

In regards, to the required **seminars**, the dates, times, and locations will be announced via email, posted on Canvas and listed in the course syllabus.

Here are the topics for the seminars:

- Seminar I: Clinical Practice Orientation
- Seminar II: Successfully Starting your Journey
- Seminar III: Reflecting on the Journey So Far
- Seminar IV: Finishing your Journey

Canvas Assignments

All students completing Clinical Practice will be placed in the same Canvas (WSC's online Learning Management System) classroom. This online classroom primarily serves as a location for students to locate key documents, receive announcements regarding seminars and upcoming events, and submit the three initial assignments. The students do not receive traditional letter grades, but completion of all required elements allows the teacher candidates to receive a grade of an "S" (Satisfactory) for the semester and complete the course as part of their graduation requirements.

Students are expected to check into Canvas regularly and have the announcements posted in Canvas be sent as emails to their preferred email location. The Academic Coordinator for Clinical Practice will primarily use Canvas announcements for all large communication. Students are welcome to email or call the Academic Coordinator but rely on communication from Canvas.

There are three required tasks to be submitted to Canvas all during the **first month** of clinical practice. The tasks are the emergency contact form, the daily schedule, and the timeline. **These are the only three items to be submitted to Canvas and due dates will be placed there each semester.** All three tasks are for the benefit of the success and (in the case of the emergency contact form) safety of the teacher candidate. Please complete the three tasks to the best of your ability and ensure that the cooperating teacher and college supervisor are in full agreement with all plans for your success. All three of these items should also be given to the cooperating teacher(s) and college supervisor(s).

Here is a brief summary of the three items and when they should be submitted.

1. **Emergency Contact Form ([Appendix A](#)):** This document allows the cooperating teacher(s), college supervisor(s) and academic coordinator to have the same key information regarding the teacher candidates' essential information regarding their housing, commute to and from school and people to contact in the case of an emergency. This form should be filled out **prior to** beginning the clinical practice and given to all three people as soon as possible. If the teacher candidate has multiple placements, they are to update the information and email any new stakeholders at that time.
2. **Daily/Weekly Schedule:** This document is a way for the college supervisor(s) to know what and when you will be teaching and when you will be free. Primarily, this serves to help the college supervisors plan for observations and to see you teach different students and/or subjects. This should be as detailed as possible and updated when changes are made. The version submitted to Canvas will be the first schedule you are using in situations where changes are made to the schedule. This is typically submitted after the first full week of clinical practice.
3. **Timeline Task:** The timeline task is an overview of what you plan to do during your clinical practice. This serves as an outline for your semester and can be modified if needed. However, at the two-week mark, you should have created, with your cooperating teacher(s), a plan for the semester that will allow the college supervisor(s) to see when you will be transitioning to being responsible for the bulk of the instruction. If you are using the co-teaching model, you want to clearly convey when you will be the lead teacher for most lessons throughout the week. This task should be submitted after two weeks of working with your cooperating teacher. If you are going to complete two placements, a timeline for only the first placement is sufficient for the Academic Coordinator. However, a second timeline should be created and given to the college supervisor(s) to show the plan for that second placement as well.

Completing your Educator Growth Portfolio (EGP)

The final responsibility for you as the teacher candidate is to complete your Educator Growth Portfolio (EGP). 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:

- *Anthology Portfolio* 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 the work the teacher candidate has done.
- Artifacts may come from any point within a teacher candidate's educational preparation (i.e., 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 to show growth (i.e., philosophies of teaching, autobiographies, lesson plans)

- Assignments completed during clinical practice may be used as artifacts (i.e., 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.

*If you are completing a second Clinical Practice experience due to the completion of an additional endorsement, you will complete and submit *three* EGP standards of your choice (in addition to the RIC). The EGP is something that is discussed in greater detail during the semester. In addition, the Academic Coordinator will try to organize time when past students are willing to show their examples since it can be much less stressful when you see what others have done and the time it took for them to complete the EGP (usually around 8-12 hours).

Completing Standard 11: The Reflection of Instructional Choices (RIC)

As part of the EGP, 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. More information is included here because the RIC may take you more time and effort to complete than the other standards as you are examining a larger unit of study.

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 (i.e., 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.

**If you are completing a second Clinical Practice experience due to the completion of an additional endorsement, you *will* complete and submit the RIC.

Template for 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 they need 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 (i.e., 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.

| Standards | Developing Level | Progressing Level | Proficient Level | Advanced Level |
|-----------------------|--|--|--|--|
| Standards 1-10 | The teacher candidate recognizes or describes the standard demonstrating an understanding of the importance of the standard. | The candidate demonstrates or employs the standard through specific evidence on how they have put this standard into practice. | The candidate can appraise the effectiveness of the standard. Includes the explanation of how their application has impacted student learning. | The candidate can analyze / evaluate the effectiveness of the application of the standard. Includes the explanation of how their MULTIPLE applications have impacted student learning. |

What IS and IS NOT an Artifact?

| Artifact Type | Examples of what "Is" | Examples of what "Is Not" |
|--|--|--|
| Photos or videos (be sure to follow anonymity rules regarding photos/videos of students) | -Of student actively engaged with students: teaching, coaching OR actively doing something (showing student knows content or has a skill) -Photos usually accompany documents and are used to enhance the documentation. -Photos showing projects, materials, processes or activities specifically related to the content of the standard. | -Non-action photos of a school, an empty classroom, or empty practice field -Individual or group photo where nothing in the photo is related specifically to the content of the standard or where the relationship is implied |
| Documents students generate in class as a student | -College Papers -PowerPoint presentations | -Documents made by professor and provided to the student |

| Artifact Type | Examples of what “Is” | Examples of what “Is Not” |
|--|---|---|
| | -Drawings, etc. (showing student knows content or has a skill) -Lesson Plans -Games | -Documents created by a group where student’s individual input is unclear. |
| Documents generated as a teacher candidate | -Quiz/assessment/rubrics -PPT presentations -Drawings, etc. (showing student knows content or has a skill) -Lesson plans -Handouts -Games -Reflections of how/what they teach (i.e., video reflection) -Letters to parents or administrators -Letters to local newspapers -Floor plans, layouts, or other organizational documents | -Documents made by cooperating teacher and provided to the student |
| Documents created by others | -Certificates/letters stating excellence/proficiency in skill/knowledge -Certificate showing evidence of participation -Letters of recommendations | -Materials created by professor or teaching mentor -Certificates/letters of support used inappropriately or for wrong standard -Thank you notes from children |

Teacher Candidate Responsibilities to the Supervisor

All teacher candidates will be assigned at least one College Supervisor. If you are completing a Secondary Education program and are placed within the 150-mile radius, you will also have a Content Supervisor. The assigned College Supervisor(s) are to provide feedback, guidance and support to the Teacher Candidate. More information on their role can be found in the subsection below.

For the teacher candidate, there are particular responsibilities that they must complete for the college supervisor.

- **Communication** - Your college supervisor will contact you traditionally after the first week of your clinical practice. Some college supervisors choose to contact teacher candidates before they begin but others prefer for the teacher candidate to first become established with the cooperating teacher. Be sure to respond promptly and professionally.
- **Lesson Plans** - Have lesson plans available whenever the college supervisor is observing the teacher candidate.
- **Journals** - Submit **daily reflective** journal writing along with the use of reflecting on video recorded lessons. This is needed for you to assist in building a strong connection with the college supervisor. Your supervisor will communicate their preferred method for completing and submitting your journals (Google Docs, email, etc.).
 - 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. Finally, you can use your journal as an artifact for your Educator Growth Portfolio so careful documentation is very helpful.
 - The journal should serve the following 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
- Some basic expectations are as follows:
 - 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.

- **Reflection of a Video Recorded Lesson (minimum of three required)**

It is very important that a teacher candidate learns to evaluate and remediate weaknesses in their own teaching. As part of the self-evaluation process, the teacher candidate must record (often using a cell phone camera) 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 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, and physical) addressed?

Recording at least three lessons and reflecting on them is required for you. To complete this you can write in your journal a phrase like, "**After watching a recording of me teaching today**, I noticed the following things..." Exactly how you communicate to your college supervisor about these recorded lessons is at the discretion of the college supervisor but often is simply used as a daily journal entry.

Roles and Responsibilities for Cooperating Teacher(s)

Thank you for your willingness to serve as a cooperating teacher this semester. As educators, we know the significant level of trust it takes to allow a teacher candidate to step into your classroom and work with your students for the semester. The goal is that we can have teacher candidates be seen as an asset to the overall learning environment and a benefit to your students and meeting their education needs. Below are some recommendations for success this semester in meeting these goals.

Overall, 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 many ways but primarily seen as actions done before the teaching experience begins, during the teaching experience, and after the teaching experience has ended.

Preparing your Teacher Candidate

What to do prior to meeting with your teacher candidate:

- Please read **all** sections of the WSC Clinical Practice Handbook
- Review your teacher candidate's profile information (dealing with their background and college preparation), so that you can be better acquainted with your teacher candidate.
- 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.
- Communicate to all families to let them know you will have a teacher candidate
- Arrange to meet with your teacher candidate before the official start of the experience. During this meeting you will be discussing many items on this list.

Items to discuss and activities to complete in the initial meetings:

- Review all essential safety and emergency procedures.
- Make available a daily schedule which includes, for example, Title I, speech and resource room schedules, specials, etc.
- Provide the teacher candidate with curriculum guides, school calendar, handbooks, policies, necessary teaching manuals, and any available professional materials from your school. Discuss what has already been taught and what needs to be taught for students to be successful.
- Communicate to the teacher candidate the school policy on student discipline; also include your guidelines/management plan for your classroom.
- Explain record keeping, grading, attendance, and classroom management procedures (seating chart, discipline.)
- Introduce the teacher candidate to other staff members and students.
- Assist the teacher candidate with locating the media center and operating audio-visual equipment (including email and Internet if available to teacher candidates.)
- Inform the teacher candidate of professional organizations/meetings that they may want to join.
- Acquaint the teacher candidate with budget and ordering procedures.
- Inform the teacher candidate of individual needs of students and discuss ways the teacher candidate can establish rapport with students.
- Discuss your vision for the teacher candidate's role in the classroom and various duties, responsibilities, and classes that will be taught. Begin to work on the **timeline** activity.

Supporting your Teacher Candidate

Throughout the semester, your goal is to provide feedback and support to your teacher candidate. The information below on the use of formative and summative assessments should help you in those areas. However, consider some of the following strategies as well:

- 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.
- Create an established routine for discussing the day prior to leaving.
- Participate in open, honest communication with the teacher candidate and college supervisor (keeping in mind individual sensitivities, styles and personalities).
- Conduct weekly scheduled conferences to keep the teacher candidate informed of their progress; make suggestions and constructive criticisms as necessary.
- Ensure adequate continuity, class contact and supervision of the teacher candidate.
- Provide opportunities for the teacher candidate to observe the kinds of methods which are appropriate to the teaching profession.
- Even if using the traditional model, consider opportunities for co-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 they are 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.

Communicating with the College Supervisor(s) and WSC

The expectation is that the teacher candidates will work closely with the assigned WSC College Supervisor(s) to communicate the progress and development of the teacher candidate. There should be open and honest communication between the teacher candidate and the college supervisor. If there are any concerns regarding the teacher candidate, documentation of all meetings should be made and sent to Academic Coordinator for Clinical Practice.

Assessing your Teacher Candidate

Complete summative assessments (one at mid-term and one at the end of the semester) of the student teacher and discuss the assessment with the student and college supervisor. See the "Assessment" section of this handbook for information regarding the assessments.

Frequently Asked Questions from 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. See section on substitute teaching in this handbook.
6. **Does the teacher candidate use their 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 classroom management and 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 guidelines.
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 their 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/classroom management?**
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.

Roles and Responsibilities for College Supervisor(s)

The college supervisor serves the role of providing feedback and support to the teacher candidate and to connect the teacher candidate directly to WSC.

- 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 who is placed within the 150-mile radius will be assigned at least **two college supervisors**: one from the School of Education and Behavioral Sciences (education foundations), and one (or more) from the respective subject (content) area(s). The supervisors will work together as a team to ensure 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 foundation 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.

General Responsibilities

Some general responsibilities for the college supervisor include being willing to:

- 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 some 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, email address, and hours when you may be reached.
- Introduce yourself to the principal and from time to time inquire about their 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 ensure 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.

Getting to know your teacher candidate and the cooperating teacher(s)

College supervisors should conduct a first on sight visit in which they are to:

- Ensure that all contact information (email address, phone number, etc.) is accurate.
- Review the Timeline activity (officially the Timeline for Assuming Clinical Practice Responsibilities). Make suggestions and suggestions if necessary.
- Review and discuss all the requirements for the teacher candidate and explain how you want the journal correspondence to be conducted

- Discuss lesson planning and what you expect to see when you come to observe a lesson. Where should the lesson plans be located and how detailed they should be. Also, discuss if you want lesson plans sent to you before the observation.
- 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 they 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.

Suggested Timeline for Supervision

Regardless of the purpose for being on-site, all dates should be scheduled in advance to ensure that the teacher candidate is prepared, school is in session, and students 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 are 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 every day 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 1-2: College supervisor (from education) should make initial visit (Meet and Greet)
- Week 3-4: Formative Evaluation #1: College supervisor from education
- Week 5-6: Formative Evaluation #2: if College supervisor **or** first formative for content supervisor
- Week 7-9: Formative Evaluation #3 and Mid-Term Summative: College supervisor makes an instructional evaluation and complete both the formative on what is observed that day (Formative 3) and the mid-term summative evaluation
- Week 9-12: Formative Evaluation #4 if College supervisor **or** second formative for content supervisor
- Week 12-15: Formative Evaluation #5: College supervisor from education
- Week 16: Final Summative Evaluation by College Supervisor

For 18-week placements:

First placement

- Week 1-2: College supervisor (from education) should make initial visit (Meet and Greet)
- Week 3-4: Formative Evaluation #1: College supervisor from education
- Week 5-6: Formative Evaluation #2 if College supervisor **or** first formative for content supervisor
- Week 7-9: Formative Evaluation #3 and Mid-Term Summative: College supervisor makes an instructional evaluation and complete both the formative on what is observed that day (Formative 3) and the mid-term summative evaluation

Second placement

Week 12-13: Formative Evaluation #4 if College supervisor **or** second formative for content supervisor

Week 14-18: Formative Evaluation #5: College supervisor from education

Week 18: Final Summative Evaluation by College Supervisor

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 (i.e., video, lesson plans, observation, etc.).
2. Feedback should be as specific and objective as possible. Taking notes during observation is highly recommended.
3. Clearly define one or two purposes for each observation (i.e., 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:
 - i. impact on the teacher candidate's physical/emotional well being
 - ii. impact on the students' learning
 - iii. 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 students' responses are indicators of teacher effectiveness. Use comments such as: students 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 on the 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.

Roles and Responsibilities for School Administrator(s)

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
- Welcome the teacher candidate to the school, staff, and community.

- Maintain a school environment in which faculty, staff and students accept 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.

Roles and Responsibilities for Academic Coordinators

The primary role of the Academic Coordinator Clinical Practice is to serve as the primary source of information and direction for all stakeholders during the clinical practice experience. The Academic Coordinator for Clinical Practice will do the following tasks:

- Set up an online classroom environment for all WSC students completing Clinical Practice and post announcements and resources for students frequently.
- Collect the three required tasks to ensure that all students have filled out their emergency contact form, have a daily/weekly schedule in place, and have created a timeline for their semester that they can share with their college supervisor.
- Organize and run all Clinical Practice seminars throughout the semester
- Communicate with all college supervisors and cooperating teachers throughout the semester.
- Lead training for all college supervisors and cooperating teachers regarding assessment practices.

Continual Improvement to the Clinical Practice Experience

The secondary role of the Academic Coordinator Clinical Practice is to constantly seek to improve the overall clinical practice experience for all stakeholders. With this role in mind, the Academic Coordinator for Clinical Practice will constantly seek out opinions from all stakeholders, seek to create meaningful placements for all teacher candidates, and work towards ensuring that all teacher candidates contribute positively to the school sites where they are placed. In addition, feedback on topics to add to seminars and ways to improve WSC's processes will be examined and implemented whenever possible.

Clinical Practice Policies/Procedures

Absences—3 Excused Allowed

You are expected to report to your school site every day that school is in session. You will follow the same expectations as all other school faculty and staff. All teacher candidates are allowed **three “grace” days** of *excused* absences. An *excused absence* means that you have contacted your cooperating teacher, college supervisor and academic coordinator beforehand to notify you that you will not be attending school that day. Excused absences include job interviews, sickness, death in the family, or inability to get to school due to car issues and/or road conditions where the school is open, but you do not feel it is safe to commute. These all count as absences and **must be approved by your cooperating teacher and college supervisor**. 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.

Absences beyond three days should be reported to the Academic Clinical Practice Coordinator and the Director of Education Services as soon as possible. Teacher candidates who miss three or more instructional days at their assigned school will be subject to a review of their performance by their cooperating teacher and college supervisor 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 academic coordinator for clinical practice.

Substitute Teaching—15 Days Allowed

The most frequent question that arises is whether the candidate can serve as a substitute teacher for the cooperating teacher in the placement classroom or for another teacher within the building. If your own cooperating teacher is absent, you are allowed to serve as a **substitute teacher** in that situation if the following have occurred:

- (a) You have been at the school site for at least two weeks.
- (b) The student must have met all requirements of said district regarding local substitute teacher certification (students who have been a part of the NENTA program should have a local sub certificate that is eligible for any school district in ESUs 1, 2, 7, 8, and 17).
- (c) The student agrees to serve as a substitute for the day
- (d) Any assessment of the student performance up to that point has been generally positive
- (e) The subbing is done within the placement classroom

Thus, it is **not** permitted for you to be moved from your own classroom where you have been completing your clinical practice experience to another classroom. In addition, the maximum number of days where subbing is allowed is three. Since the Spring 2021, due to the COVID-19 pandemic and the need for many schools to have substitute teacher coverage, this policy has been revised to allow **up to 15 days of subbing** as needed by the district.

Any student teacher who changes placements during the semester must complete two (2) full weeks in the new placement before being eligible to substitute. Any requested exception to the maximum days available to substitute requires prior approval from the WSC Director of Education Services.

Student teachers are not fully licensed; therefore, it is expected that the student teacher be provided with support from a certified professional within the building during a substitute teaching assignment. WSC reviews the candidate’s performance on a regular basis and reserves the right to deny or terminate a substitute teaching assignment if the student’s performance drops below our acceptable standards and expectations. The Director of Education Services will make the final decision regarding eligibility in these circumstances.

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. Employment includes coaching responsibilities. Although often teachers are also coaches, it is highly encouraged for teacher candidates to refrain from coaching duties during clinical practice so that they can focus on lesson planning, grading student work, and being fully prepared each day.

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 Education Services.

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 Behavioral Sciences was developed. It is the expectation of the faculty that teacher candidates will uphold this code throughout their Clinical Practice experience.

We, the students at the School of Education and Behavioral Sciences, 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 people 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 student, 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.*

Removal of Teacher Candidate from Clinical Practice

A candidate may be removed from Clinical Practice or possibly the Teacher Education Program for failure to exhibit sufficient knowledge, skills, and dispositions.

Possible reasons for removal from Clinical Practice include, but are not limited to:

1. A principal or superintendent has the right to request immediate termination of the candidate's placement if the candidate is judged harmful or detrimental to the welfare of educational experiences of students and/or faculty. This includes, but is not limited to, unprofessional behavior or violating school policy. In this situation, there is no option for an improvement plan. This could result in removal from the Teacher Education Program.
2. A principal, cooperating teacher and/or college supervisor may request removal from clinical practice for reasons such as lack of collaboration, lack of cooperation, failure to create lesson plans in a timely manner, poor quality lesson plans, continuous ineffective teaching, not making sufficient progress, attendance/ tardiness or lack of professionalism.

Normal steps in the removal clinical practice process:

1. Stakeholder(s) (cooperating teacher, college supervisor, or administrator) notifies the Academic Coordinator or the Director of Education Services about concerns that may warrant removal from clinical practice placement.
2. A meeting will be held to discuss the removal of the candidate from the clinical practice placement. The cooperating teacher(s), college supervisor(s), Academic Coordinator, and/or Director of Education Services may be in attendance. A Removal from Clinical Practice Form ([Appendix G](#)) will be completed, and a copy will be given to the candidate once all signatures are collected.
3. The Academic Coordinator will notify the candidate, by phone and in writing, and provide specific reasons for the removal along with the appeal process. See Appeal Process below.

Voluntary Removal from Clinical Practice

A candidate may remove themselves from Clinical Practice due to extenuating circumstances beyond the candidate's control. The candidate may apply to complete Clinical Practice within two years. Candidates may also apply for a non-certified degree if all coursework outside of clinical practice has been completed. See withdrawal policy in the WSC General Catalog.

Applying to Return to Clinical Practice After Removal

If the candidate completed an educational studies or interdisciplinary degree without Clinical Practice and wants to return to complete Clinical Practice within one year, they will have to reapply for Clinical Practice and seek approval by the Professional Progress Committee (PPC).

Certification and course requirements change on a regular basis. The candidate will work with the Director of Education Services and the Registrar to review past coursework to determine a new plan of study.

- If more than one year has passed, the candidate must reapply to WSC and possibly Teacher Education. They will be put on the current catalog which may require the candidate to retake coursework and/or take additional coursework.
- If five years or more have passed, the candidate must reapply to WSC and the Teacher Education program. Candidates will be required to retake and take additional coursework that will include a practicum.

Process of Appeal Following Removal from Clinical Practice

A candidate who has been removed from clinical practice may request an appeal within 5 calendar days. The appeal must be submitted in writing to the Director of Education Services. The Director will forward the appeal to the PPC for a recommendation.

The PPC shall meet upon receiving an appeal. The candidate will be notified of the PPC meeting time and location and will have the opportunity to appear before the PPC prior to a recommendation being made.

The PPC shall take into consideration the nature and circumstances that contributed to the removal from clinical practice and other issues that may contribute to the candidate's potential success as a teacher. The PPC will make a recommendation to the Dean within 7 working days of appeal receipt. The PPC may recommend to the Dean any of the following options:

1. Approval of appeal without conditions
2. Approval of appeal with conditions
3. Denial of the appeal
4. Recommendation of Removal from Teacher Education Program

The PPC could make recommendations regarding replacement location and the timeline for completion of the Clinical Practice experience. Some circumstances may allow for a new placement within the same semester as removal; however, others may warrant a placement in the following semester. If a student is removed from the Teacher Education Program, there will be no further opportunities for clinical practice.

The Dean, in consultation with the Director of Education Services and the Academic Coordinator, shall consider the recommendations from the PPC and make the final decision.

The candidate will be informed in writing of the Dean's decision. If the appeal is granted, with or without conditions, the candidate may have to reapply for Clinical Practice placement. If the decision includes conditions, the letter to the candidate will include a detailed explanation of what will be required to continue in Teacher Education.

If the candidate is not satisfied with the decision made by the Dean, the candidate has the right to appeal to the Vice President of Academic Affairs (VPAA).

If the candidate is a member of the Student Education Association of Nebraska, the candidate may wish to contact the NEA for assistance.

Removal from Teacher Education

Students or candidates may be removed from the Teacher Education program at any level. Any PPC referral could result in removal from the Teacher Education program.

Normal steps in the removal from Teacher Education process:

1. PPC receives referrals about concerns that may warrant a removal from the program.
2. PPC will utilize the appropriate actions necessary to determine if removal is needed. This will most likely include several of the actions listed in the PPC Referral Process section of this handbook. The student will always be given the opportunity to meet with the PPC prior to a removal recommendation. The PPC Student Meeting Results form will provide documentation of the student meeting.
3. If the removal recommendation is approved by the Dean, the Director of Education Services will notify the candidate in writing and provide information about the appeal process.

Process of Appeal Following Removal from Teacher Education

Candidates who have been removed from the teacher education program may appeal in writing to the Dean of Students. The written appeal must be submitted within ten (10) calendar days of receiving notice of the decision. The appeal should be directed to and delivered to the Dean of Students via hand delivery, by email, or by first class mail. The Dean of Students will meet with the student within ten (10) calendar days of receipt of a request for an appeal. Within three (3) calendar days of this meeting, the Dean's decision will be reported in writing to the student by email or first-class mail.

If the candidate is a member of the Student Education Association of Nebraska, the candidate may wish to contact the NEA for assistance.

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.**

Evaluation and Assessment of Teacher Candidates

The same rating scale is used for our **Formative and Summative Evaluation**. The evaluations are based on InTASC standards and are used across the state of Nebraska to evaluate teacher candidates and document 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. *Note: Whenever performance is scored “Below Standard,” please be in communication with the Academic Coordinator.*

To create consistency in the interpretation of the scale and therefore consistency in the evaluation data, please consult the Evidence Charts found in [Appendix D](#). All college supervisors and

cooperating teachers will take part in a Reliability Check to further enhance consistency. Please refer to the appendix for more details.

Types of Assessment Used During Clinical Practice*

| Assessment | Completed By | When Completed | How Completed |
|----------------------|---|----------------------------------|---------------------------|
| Weekly Conference | Cooperating Teacher | -weekly throughout the semester | --on paper |
| Formative Evaluation | College Supervisor (can collaborate with cooperating teacher) | -for each observation visit made | --via Anthology Portfolio |
| Summative Evaluation | Cooperating Teacher College Supervisor individually | -mid-term and end-of-term | --via Anthology Portfolio |

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

The teacher candidate will be able to access all evaluation forms using their Anthology Portfolio Account. All forms can be found in the appendix.

Weekly Conference Forms ([Appendix B](#))

Completed by Cooperating Teacher with Student

Weekly Conference Forms should be filled 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 Education Services **only if you have concerns**; otherwise, the evaluation should be given to the teacher candidate for use (the teacher candidate should also have them available to be viewed by their college supervisor/s).

Formative (Instructional) Assessments ([Appendix C](#))

Completed by College Supervisors

During the semester, the college supervisor(s) will conduct all required supervision visits (i.e., instructional evaluations). During these visits, the goal is to provide feedback and support for growth. All WSC policies and procedures should be followed. In addition, utilizing the information received at the required assessment training is expected.

- 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.
- Instructional evaluations will be conducted approximately once every three weeks by the college supervisors.
- Review the lesson plan for the lesson you are observing.
- The college supervisor will take notes of all aspects of the lesson observed (beginning time, lesson being taught, behavior/response of students during lesson, etc.). You may take notes on a laptop or use paper (provided by WSC). If using the paper version of the assessment, you still must enter the evaluation and general comments into the electronic assessment within Anthology Portfolio within a timely manner. For the formative, there is the option to select “Not Applicable.” The further along the candidate progresses, the less the “Not Applicable” option should be selected.
- Confer privately with the teacher candidate at the close of 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.)
- You will be sent an email each time an assessment is released that includes instructions and a direct link to the evaluation form located in our data management system called Anthology Portfolio. You can access the specific evaluation via that email or access all the evaluations by logging into Anthology Portfolio to access all your pending forms. Please note that evaluations are released on set dates, most likely before you need them. That is alright, simply log in and access the evaluations when you are ready to complete them. All forms can be found in the appendix.
- **Supervisors Outside the 150-Mile Radius** - you can only access the assessments from the emails. Be sure when you go into the assessment portfolio that you are on the proper form. Each email link is specific to a form, and you may receive certain assessments before you have completed prior ones. If this happens, the best way to make sure you go to the right form is to click on the hamburger icon on the top left (main menu), then click on “Assess.” All of your pending assessments should appear. From there you can go to the proper one.

- Submit the completed Observation Form (Formative Assessment) with notes in Anthology Portfolio within 48 hours after completing the observation. Students can access the evaluation within Anthology Portfolio.
- 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 Education Services right then.)

Summative (Comprehensive) Assessments ([Appendix C](#))

Completed by College Supervisors and Cooperating Teachers

- Summative evaluations are conducted at mid-term and at the end of the experience, following a consultation with the content college supervisor. If your teacher candidate is only doing half of their full experience with you before moving to a second placement, then you only need to submit a Summative Evaluation at the end of their time with you.
- Please keep your school administration informed regarding the teacher candidate's progress.
- 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 in one lesson.
- You will be sent an email that includes instructions and a direct link to the evaluation form located in our data management system called Anthology Portfolio. You will be able to log on to that system as a guest user when it is time to complete the evaluation.

All cooperating teachers are provided with material from WSC on how to conduct formative and summative assessments. In addition, training is provided to ensure a valid and reliable system for assessing teacher candidates as they learn and grow. Make sure to follow all WSC guidelines and use the assessment tools provided. If there are any questions, contact the Academic Coordinator for Clinical Practice. It is expected that you will provide feedback daily to your teacher candidate. Ideally, after each lesson there can be some time to reflect and discuss elements that went well and areas of opportunity. Additionally, you should meet weekly to discuss the teacher candidate's progress and areas to work on for the following week.

Low Marks on Assessments: 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 Education Services 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, Dr. Christian Legler chlegle1@wsc.edu or (402) 375-7387 with any Clinical Practice concerns. We are here to provide support for this experience – to you and the teacher candidate.

Sample Phrases for Observation and Evaluation

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

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

Appendix of Resources

Appendix A: 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: (landline) _____ (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 email address: _____

Name of Cooperating Teacher #2: _____ Grade Level: _____

Cooperating Teacher #2 email address: _____

Name of Cooperating Teacher #3: _____ Grade Level: _____

Cooperating Teacher #3 email 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 Canvas assignments folder.

Appendix B: 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?

Strengths:

Goals for Growth:

Teacher candidate Signature _____

Cooperating Teacher Signature _____

Date conference completed: _____

Appendix C: Nebraska Clinical Practice Evaluation Rubric and Evidence Charts

This form must be completed online through Anthology Portfolio. 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 Anthology Portfolio 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.

| Standards | Advanced | Proficient | Developing | Below Standard |
|---|--|---|---|--|
| Uses knowledge of students to meet needs Standard 1 Learner Development InTASC 1; CAEP 1.1 | Uses data about students and their development to adjust teaching and build on student strengths resulting in student learning. | Uses data about students and their development to adjust teaching. | Collects data about students and their development but does not adjust teaching. | Lacks evidence of data collection and use related to students and their development. |
| Differentiates instruction to meet student needs Standard 2 Learner Differences InTASC 2; CAEP 1.1 | 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. | Identifies students' needs for differentiation and responds with individualized instruction, flexible grouping, and varied learning experiences. | Identifies students' needs for differentiation. | Does not identify students' needs for differentiation. |
| Promotes a positive classroom environment through clear expectations Standard 3 Learning Environments InTASC 3; CAEP 1.1 | 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. |
| Uses accurate content and academic vocabulary Standard 4 Content Knowledge InTASC 4; CAEP 1.1 | Communicates accurate content, uses academic vocabulary correctly, provides relevant opportunities for students to demonstrate understanding and uses knowledge of common misconceptions to create accurate understanding in the content area. | Communicates accurate content, uses academic vocabulary correctly and provides relevant opportunities for students to demonstrate understanding. | Communicates content and uses academic vocabulary yet does not consistently provide relevant opportunities for students to demonstrate understanding. | Communicates inaccurate content, academic vocabulary and/or provides irrelevant opportunities for students to demonstrate understanding. |

| Standards | Advanced | Proficient | Developing | Below Standard |
|---|---|---|--|--|
| Engages students in critical thinking and collaborative problem solving Standard 5 Application of Content InTASC 5; CAEP 1.1 | Links concepts to help students make connections and engages students in applying methods of inquiry in the discipline to engage learners in critical thinking. | Links concepts to help students make connections and engages students in applying methods of inquiry in the discipline. | Links concepts to help students make connections in the discipline. | Does not assist students in making connections in the discipline. |
| Develops literacy and communication skills through content Standard 5 Application of Content InTASC 5; CAEP 1.1 | Engages students to utilize literacy and communication skills from a variety of resources and perspectives to address targeted purposes and audiences. | Engages students to utilize literacy and communication skills by accessing a variety of resources and perspectives to show understanding of content. | Engages students in developing literacy and communication skills. | Provides few opportunities for students to develop literacy and communication skills. |
| Uses classroom assessment Standard 6 Assessment InTASC 6; CAEP 1.1 | Uses classroom formative and summative assessments that match objectives and inform instructional decisions to guide implementation of differentiated instructional strategies to include designing and/or adapting interventions as a result. | Uses classroom formative and summative assessments that match objectives and inform instructional decisions to guide implementation of differentiated instructional strategies. | Uses classroom formative and summative assessments that match objectives and inform instructional decisions. | Uses classroom formative and summative assessments but may not match objectives and/or inform instructional decisions. |
| Assesses for learning Standard 6 Assessment InTASC 6; CAEP 1.1 | Uses student performance data and knowledge of students to identify interventions that support and/or advance learning through a series of differentiated assessment practices that positively impact learning. | Uses student performance data and knowledge of students to identify interventions that support and/or advance students to positively impact learning. | Uses student performance data and knowledge of students to identify interventions that support students. | Does not use student performance data and/or knowledge of students to identify interventions that support students. |
| Plans for instruction Standard 7 Planning for Instruction InTASC 7; CAEP 1.1 | Sequences learning experiences linked to the learning objectives, performance tasks and assessments to provide multiple ways for students to demonstrate knowledge and skills to include using data to adjust for recurring learning needs throughout planning. | Sequences learning experiences linked to the learning objectives, performance tasks and assessments to provide multiple ways for students to demonstrate knowledge and skills. | Sequences learning experiences linked to the learning objectives, performance tasks and assessments. | Provides little or no evidence of sequenced learning experiences and/or experiences are not linked to the learning objectives, performance tasks and/or assessments. |

| | | | | |
|--|---|---|---|---|
| Incorporates digital tools into instruction Standard 8 Instructional Strategies InTASC 8; CAEP 1.1 | Designs or adapts relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity. | Provides relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity. | Provides relevant learning experiences that incorporate digital tools to stimulate interest. | Provides learning experiences that incorporate digital tools infrequently or ineffectively. |
| Uses research-based instructional strategies Standard 8 Instructional Strategies InTASC 8; CAEP 1.1 | Uses a broad range of evidence-based strategies to support learning in the content area, poses questions that elicit student thinking about information and concepts to build critical thinking skills. | Uses evidence-based strategies to support learning in the content area and poses questions that elicit student thinking and support critical thinking skills. | Uses evidence-based strategies to support learning in the content area and poses questions that elicit student thinking. | Uses strategies and poses questions. |
| Uses engagement to enhance learning Standard 8 Instructional Strategies InTASC 8; CAEP 1.1 | Organizes and manages the learning environment for student engagement and personal accountability using strategies that provide opportunities for students to process and articulate new knowledge. | Organizes and manages the learning environment for student engagement using strategies that provide opportunities for students to process and articulate new knowledge. | Manages the learning environment for student engagement. | Attempts to manage the learning environment for student engagement. |
| Accepts critique and input regarding performance Standard 9 Professional Learning and Ethical Practice InTASC 9; CAEP 1.1 | Invites constructive feedback, responds positively, independently sets and implements goals to improve practice. | Invites constructive feedback, responds positively, with support sets and implements goals to improve practice. | Invites constructive feedback, responds positively, but inconsistently implements goals to improve practice. | May resist constructive feedback or fail to implement goals to improve practice. |
| Conveys professional demeanor Standard 10 Leadership and Collaboration InTASC 10; CAEP 1.1 | 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. | Conveys a confident, professional decorum when interacting with learners, peers, colleagues and the community in small and large group situations. | Conveys professional decorum when interacting with learners, peers, colleagues and the community in small and large group situations. Any minor lapses have been addressed. | Conveys a lack of professional decorum when interacting. |
| Uses professional communication Standard 10 Leadership and Collaboration InTASC 10; CAEP 1.1 | Demonstrates professional oral, written and electronic communication, responds to people, problems and crises effectively and communicates with families through a variety of means (i.e., notes home, emails or websites, phone calls, conferences, meetings). | Demonstrates professional oral, written and electronic communication, responds to people, problems and crises effectively. | Demonstrates professional oral, written and electronic communication, responds to people, problems and crises effectively with additional assistance. | Demonstrates unprofessional oral, written and/or electronic communication and/or responds to people, problems and crises ineffectively. |

Appendix D: Evidence Charts

| Standards | Indicators |
|--|--|
| <p>Standard 1 Learner Development (Student Needs)</p> <p>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</p> <p>Proficient: Uses data about students and their development to adjust teaching.</p> <p>*This standard is focused on the development of students within the classroom.</p> | <p>Standard 1 Learner Development (Student Needs): Indicators</p> <p>Observable candidate behaviors may include:</p> <ul style="list-style-type: none"> • Connects lessons to students' interests, personal experiences and prior knowledge <ul style="list-style-type: none"> ○ Assesses what students know, need to know, and want to know (KWL, interest inventories, etc.) • Modifies, adapts or adjusts instruction and materials for students <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ This is not always evident within a single observation and may be learned during a debriefing |
| <p>Standard 2 Learning Differences (Differentiation)</p> <p>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</p> <p>Proficient: Identifies students' needs for differentiation and responds with individualized instruction, flexible grouping and varied learning experiences.</p> <p>*This standard is focused on the development of individual students within the classroom.</p> | <p>Standard 2 Learning Differences (Differentiation): Indicators</p> <p>Observable behaviors may include:</p> <ul style="list-style-type: none"> • Implements developmentally appropriate and challenging learning experiences <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ Provides opportunities for student choice • Creates multiple ways for students to demonstrate learning <ul style="list-style-type: none"> ○ Provides opportunities for students to realize cultural significance and global perspectives ○ Encourages individual opinions during class discussions |

| Standards | Indicators |
|---|---|
| <p>Standard 3 Learning Environment (Classroom Management) 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</p> <p>Proficient: Communicates and reinforces clear task and behavior expectations to students, develops routines that support expectations for the learning environment.</p> | <p>Learning Environment (Classroom Management): Indicators Observable candidate behaviors may include: Communicates, models, and positively reinforces clear task and behavioral expectations</p> <ul style="list-style-type: none"> • Reinforces and revisits rules/expectations as needed • Acknowledges positive behaviors • Monitors the classroom climate and adjusts as needed • Communicates expectations in multiple ways (verbal, visual, nonverbal, etc.) • Exhibits mutual respect between self and students <p>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.)</p> <ul style="list-style-type: none"> • Exhibit mobility during lessons and uses proximity control • Is strategic and intentional with proximity <p>Uses strategies for transitions that minimize problems and maximize instructional time</p> <ul style="list-style-type: none"> • Engages students in smooth and non-disruptive transitions between and within lessons <ul style="list-style-type: none"> ◦ Uses age-appropriate transitions <p>Creates a positive learning environment through relationships, organization and routines through an awareness of the classroom environment</p> <ul style="list-style-type: none"> • Maintains the attention of the classroom • Adjusts for student engagement • Builds positive relationships with students • Organizes the classroom for learning |
| <p>Standard 4 Content Knowledge (Accuracy) 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</p> <p>Proficient: Communicates accurate content, uses academic vocabulary correctly, and provides relevant opportunities for students to demonstrate understanding.</p> | <p>Standard 4 Content Knowledge (Accuracy): Indicators Observable candidate behaviors may include:</p> <ul style="list-style-type: none"> • Demonstrates a clear and direct match between activities and objective(s) throughout the lesson • Addresses student questions and misconceptions accurately • Uses the academic language of the content correctly and creates opportunities for students to practice and apply academic language • Is knowledgeable of content and ensures accurate and relevant implementation • Provides students opportunities to practice/demonstrate understanding |
| <p>Standard 5 Application of Content (Critical Thinking) 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</p> <p>Proficient: Links concepts to help students make connections and engages students in applying methods of inquiry in the discipline.</p> | <p>Standard 5 Application of Content (Critical Thinking): Indicators Observable candidate behaviors may include:</p> <ul style="list-style-type: none"> • Builds upon prior knowledge and background to initiate new learning • Relates content to meaningful examples that provoke critical thinking • Uses inquiry driven instruction to engage students in meaningful ways <ul style="list-style-type: none"> ◦ Provides opportunities for students to reason, justify and provide evidence for thinking • Uses questioning to engage students to conjecture and discover key ideas • Synthesizes content across fields, making connections relevant to students |

| Standards | Indicators |
|--|--|
| <p>Standard 5 Application of Content (Communication)</p> <p>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</p> <p>Proficient: Engages students to utilize literacy and communication skills from a variety of resources and perspectives to show understanding of content.</p> | <p>Standard 5 Application of Content (Communication): Indicators</p> <p>Observable candidate behaviors:</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ○ Creates reading, writing, speaking opportunities for students to demonstrate learning |
| <p>Standard 6 Assessment (Classroom Assessment)</p> <p>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</p> <p>Proficient: Uses classroom formative and summative assessments that match objectives and inform instructional decisions to guide implementation of differentiated instructional strategies.</p> | <p>Standard 6 Assessment (Classroom Assessment): Indicators</p> <p>Observable candidate behaviors may include:</p> <ul style="list-style-type: none"> • Implements multiple assessments that measure lesson objectives • Checks for student understanding throughout the lesson <ul style="list-style-type: none"> ○ Adjustments to lesson are made based upon student responses • Uses assessments to engage student in their growth and decision making • Implements required accommodation in assessments and testing conditions • Provides a variety of opportunities to showcase learning |
| <p>Standard 6 Assessment (Impact on Student Learning)</p> <p>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</p> <p>Proficient: Uses student performance data and knowledge of students to identify interventions that support and/or advance students to positively impact learning.</p> | <p>Standard 6 Assessment (Impact on Student Learning) Indicators</p> <p>Observable candidate behaviors may include:</p> <ul style="list-style-type: none"> • 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 (i.e., 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 <ul style="list-style-type: none"> ○ Circulates and checks in on learning, using the information to clarify, reinforce, or extend learning • Reteaches and/or extends learning within a lesson • Provides on-going feedback to engage students in their own learning |

| Standards | Indicators |
|--|--|
| <p>Standard 7 Planning for Instruction (Written Lesson Plans)</p> <p>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</p> <p>Proficient: Sequences learning experiences linked to the learning objectives, performance tasks and assessments to provide multiple ways for students to demonstrate knowledge and skills.</p> <p>*This standard focuses solely on lesson planning as not to be confused with implementation (standard 8).</p> | <p>Standard 7 Planning for Instruction Indicators</p> <p>Observable candidate behaviors may include:</p> <ul style="list-style-type: none"> • Aligns objective(s) to state standards and/or district curriculum guides and resources when planning lessons • Connects objective(s) to lesson activities to include the opening and closure of the lesson • Uses a model that scaffolds learning (i.e., gradual release) to support all connections to the learning objective(s) within lesson plans • Plans, connects, and sequences common learning experience and performance tasks linked to learning objectives • Prepares necessary resources and materials to include technology • Modifies/adapts lesson plans based on student performance data and student needs |
| <p>Standard 8 Instructional Strategies (Technology)</p> <p>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</p> <p>Proficient: Provides relevant learning experiences that incorporates digital tools and resources to promote student learning and creativity.</p> | <p>Standard 8 Instructional Strategies (Technology) Indicators</p> <p>Observable candidate behaviors may include:</p> <ul style="list-style-type: none"> • Engages learners in using a range of technology tools to access, interpret, evaluate and apply information • Provides learning opportunities by utilizing technology, when appropriate, that relate to the lesson objective • Offers student choice through technology to provide experiential opportunities • Utilizes technology to form connections between content and the real world |
| <p>Standard 8 Instructional Strategies (Evidence-Based Strategies)</p> <p>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</p> <p>Proficient: Uses evidence-based strategies to support learning in the content area and poses questions that elicit student thinking and support critical thinking skills.</p> | <p>Standard 8 Instructional Strategies (Evidence-Based Strategies) Indicators</p> <p>Observable candidate behaviors may include:</p> <ul style="list-style-type: none"> • Incorporates a variety of instructional strategies that match the intended learning target • Utilizes gradual release of responsibility and pacing by varying roles within the instructional process (i.e., instructor, facilitator, coach, audience) • Includes inquiry processes that are open-ended utilizing questions that give rise to critical thinking versus absolute responses • Ensures content is accessible to each learner |
| <p>Standard 8 Instructional Strategies (Engagement)</p> <p>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</p> <p>Proficient: Organizes and manages the learning environment for student engagement using strategies that provide opportunities for students to process and articulate new knowledge.</p> | <p>Standard 8 Instructional Strategies (Engagement) Indicators</p> <p>Observable candidate behaviors may include:</p> <ul style="list-style-type: none"> • Creates a learning environment through organization, routine and structure for student engagement and learning • Provides a variety of activities that are purposeful to student learning to ensure student involvement <ul style="list-style-type: none"> ○ Directly involves students in the learning using active engagement strategies (i.e., partner work, pair share, performance tasks, Kagan strategies, Talk Moves, etc.) • Provides expectations for growth and opportunities for students to self-evaluate learning (i.e., rubrics) • Creates opportunities for students to demonstrate what they've learned through a variety of products • 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 (i.e., cooperative or collaborative learning) |

| Standards | Indicators |
|--|--|
| <p>Standard 9 Professional Learning and Ethical Practice (Accepting Feedback - Dispositions)</p> <p>The teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their 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</p> <p>Proficient: Invites constructive feedback, responds positively, with support sets and implements goals to improve practice.</p> | <p>Standard 9 Professional Learning and Ethical Practice (Accepting Feedback - Dispositions) Indicators</p> <p>Observable candidate behaviors may include:</p> <ul style="list-style-type: none"> • Seeks, accepts and implements feedback from a variety of sources including students <ul style="list-style-type: none"> ○ Schedules regular meetings for monitoring progress with classroom teacher, supervisor, peers, other teachers and asks for feedback ○ Seeks out educational opportunities to increase effectiveness as a teacher • Responds positively and proactively by setting and implementing goals for growth based on feedback to increase effectiveness <ul style="list-style-type: none"> ○ Analyzes a variety of data to evaluate outcomes of teaching to improve practice and planning ○ Utilizes research-based practices to improve practice |
| <p>Standard 10 Leadership and Collaboration (Professional Demeanor - Dispositions)</p> <p>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</p> <p>Proficient: Conveys a confident, professional decorum when interacting with learners, peers, colleagues, and the community in small and large group situations.</p> | <p>Standard 10 Leadership and Collaboration (Professional Demeanor - Dispositions) Indicators</p> <p>Observable candidate behaviors may include:</p> <ul style="list-style-type: none"> • Provides ideas/input when working with colleagues, candidate seeks suggestions and strategies from other professionals to improve practice • Collaborates with other school professionals to plan and jointly facilitate learning to meet the needs of students • Contributes to a positive school culture within and beyond the classroom (i.e., attends school and community functions and activities) • Models professionalism through punctuality, dependability, preparedness, professional dress, follow through, ethical and confidential practices <ul style="list-style-type: none"> ○ Poised, tactful and responsive and respectful to others |
| <p>Standard 10 Leadership and Collaboration (Professional Communication - Dispositions)</p> <p>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</p> <p>Proficient: Demonstrates professional oral, written, and electronic communication, responds to people, problems and crisis effectively.</p> | <p>Standard 10 Leadership and Collaboration (Professional Communication - Dispositions) Indicators</p> <p>Observable candidate behaviors may include:</p> <ul style="list-style-type: none"> • Exhibits proper grammar, punctuation, sentence structure and spelling in all forms of communication and is thoughtful before speaking and writing • Applies school policy when dealing with problems and crises • Communicates clearly, honestly, respectfully and professionally with parents and families and is ongoing throughout the experience <ul style="list-style-type: none"> ○ Chooses the right mode of communication for the circumstance (i.e., phone call vs. email, etc.) ○ Demonstrates professional nonverbal and verbal communication |

Appendix E: 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)

- VI. What is the consequence for not showing improvement (typically, extended time in placement and removal from placement)?

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: _____

Appendix F: Example of Teacher Candidate Improvement Plan

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

Name: Willy Wildcat School Placement: Washington Elementary

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

- Student teacher has struggled to submit weekly lesson plans on time as requested by school district and cooperating teacher.
- Student teacher has struggled to arrive to school on time and has often requested to leave early.
- Student teacher has had difficulty with classroom management and is not using school-wide methods for handling disruptions on a consistent basis.

Strategies/suggestions for ways teacher candidate can make improvements:

- Student will submit lesson plans for the following week of instruction on Friday morning to the cooperating teacher at 8 a.m. This will allow the cooperating teacher to examine the lesson plans and provide feedback for the plans that are due to the school principal on Monday morning at 8 a.m.
- Student teacher will arrive at school no later than 7:30 a.m. (school starts at 8 a.m.) and leave no earlier than 4 p.m. (dismissal is 3:30 p.m.) everyday Monday through Friday.
- Student teacher will utilize the school-wide responsible thinking model approach to handling disruptions. The student teacher will read the provided textbook by the cooperating teacher on this model and discuss the use each day regarding how the approach worked in handling disruptive student behavior.

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

- Lesson plans will be submitted every week on Fridays at 8 a.m. to the cooperating teacher and then revised (if needed) and submitted every week on Mondays at 8 a.m. to the school principal.
- Student teacher will display professionalism in attendance and will notify the cooperating teacher of any issues as soon as possible. No longer will the student teacher arrive late or leave early for the remainder of the placement.
- Student teacher will show marked improvement in classroom management through the consistent use of the school-wide model for promoting responsible thinking.

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

- Weekly lesson plans will be collected by the cooperating teacher and principal.
- A sign in/sign out sheet will be used for attendance.
- Classroom management will be documented on the weekly evaluation tool.

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

- Friday/Monday deadlines for lesson plan
- Daily check on attendance
- Daily discussion and weekly review for classroom management
- Plan will be in effect for the remainder of the clinical practice experience

What is the consequence for not showing improvement (typically, extended time in placement and removal from placement)?

- Failure to submit lesson plans on Friday/Monday as required can result in immediate dismissal from clinical practice.
- Any infractions of the plan for attendance can result in an extension of the placement to make up additional time and provide an opportunity to demonstrate consistency in this area. However, the teacher OR principal can decide that any further infractions may result in immediate dismissal from clinical practice.
- Failure to attempt to utilize the school's classroom management program will result in immediate dismissal from clinical practice. Difficulty with improving in this area may result in an extended placement to provide adequate time to demonstrate improvement.

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: _____

Appendix G: 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: _____

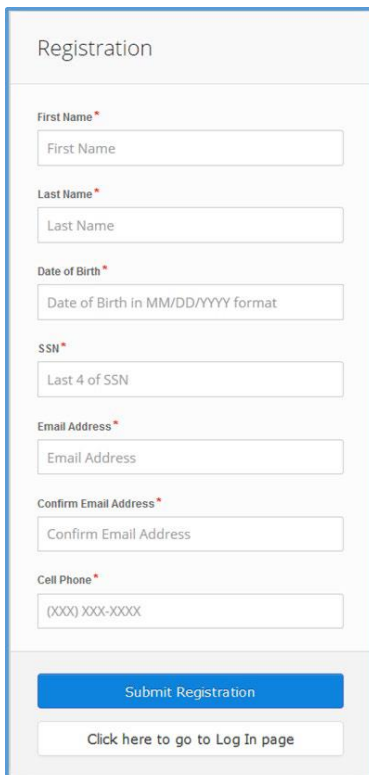
Comments – Teacher candidate:

Signature: _____ Date: _____

Appendix H: Directions on How to Apply for Certification in Nebraska

Steps for New User Registration

1. Visit the [NDE TEACH portal](https://teach.education.ne.gov) at <https://teach.education.ne.gov>
2. Select, “Click here to Register.”
3. Enter your name, date of birth, last four digits of your social security number, a personal email address and your cell phone number (see Figure 3). As school email addresses may change over a five-year or ten-year certificate cycle, it is important for us to have a way to communicate with you.



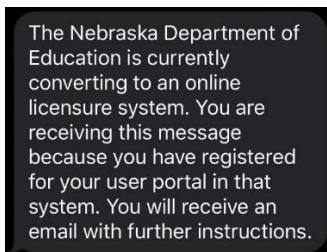
The registration form is titled "Registration" and contains the following fields:

- First Name *
- Last Name *
- Date of Birth * (Date of Birth in MM/DD/YYYY format)
- SSN * (Last 4 of SSN)
- Email Address *
- Confirm Email Address *
- Cell Phone * ((XXX) XXX-XXXX)

At the bottom of the form, there is a blue "Submit Registration" button and a link that says "Click here to go to Log In page".

Figure 3. Registration prompt.

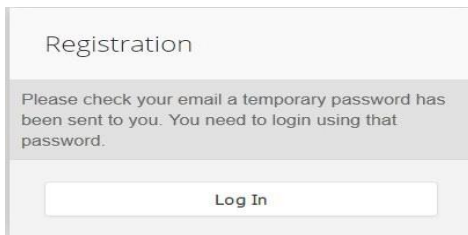
4. Once all the information is completed, click the “Submit Registration” button. A temporary password will be sent to your personal email address and a text will be sent to your cell phone similar to the following message (see Figure 4).



The Nebraska Department of Education is currently converting to an online licensure system. You are receiving this message because you have registered for your user portal in that system. You will receive an email with further instructions.

Figure 4. Text message sample reads “The Nebraska Department of Education is currently converting to an online licensure system. You are receiving this message because you have registered for your user portal in that system. You will receive an email with further instructions.”

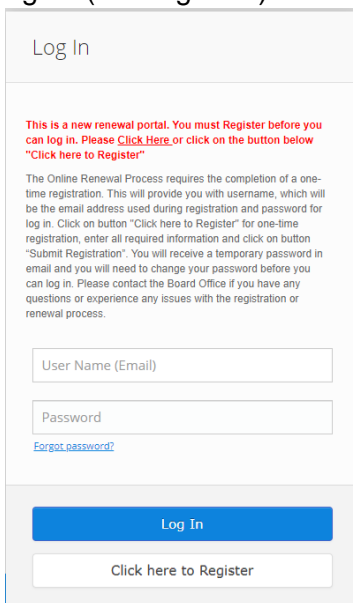
5. If you have registered successfully, you will see the following message on your screen (see Figure 5):



The image shows a registration success message. At the top, the word "Registration" is centered. Below it, a message reads: "Please check your email a temporary password has been sent to you. You need to login using that password." At the bottom of the message box is a white button with the text "Log In" centered on it.

Figure 5. Successful registration message reads “Please check your email a temporary password has been sent to you. You need to login using that password.”

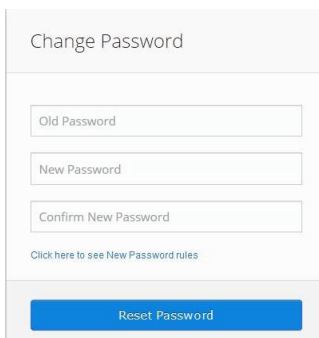
6. Hit the “Log In” button on your screen. Use your personal email address and the temporary password that was sent to your email to log in to the system by selecting the “Log In” button again (see Figure 6):



The image shows a log-in prompt. At the top, the text "Log In" is centered. Below it is a red warning message: "This is a new renewal portal. You must Register before you can log in. Please [Click Here](#) or click on the button below "Click here to Register"." This is followed by a paragraph of text explaining the one-time registration process. Below the text are two input fields: "User Name (Email)" and "Password". A blue link "Forgot password?" is located below the password field. At the bottom, there are two buttons: a blue "Log In" button and a white "Click here to Register" button.

Figure 6. Log In prompt.

7. The system will prompt you to change your password. The screen will only appear the first time you register. Note: You will only need to register one time. Type in or paste your temporary password in the “Old Password” field and choose a new password in the next two fields. Hit “Reset Password” when all the fields are completed (see Figure 7):



The image shows a change password prompt. At the top, the text "Change Password" is centered. Below it are three input fields: "Old Password", "New Password", and "Confirm New Password". Below the fields is a blue link "Click here to see New Password rules". At the bottom is a blue button with the text "Reset Password" centered on it.

Figure 7. Change password prompt.

8. Once your password has been changed, you will receive an email and text similar to the following (see Figure 8).

Thank you for using Nebraska TEACH (The Educator Application and Certification Hub). You are receiving this text because your password was changed on the site. If you did not submit this password reset request, please contact the Nebraska Department of Education immediately! Thank you, Nebraska Department of Education, Educator Certification

Figure 8. Successful password change message reads “Thank you for using Nebraska TEACH (The Educator Application and Certification Hub). You are receiving this text because your password was changed on the site. If you did not submit this password reset request, please contact the Nebraska Department of Education immediately! Thank you, Nebraska Department of Education, Educator Certification.

9. You will be directed back to the login screen one more time where you will use your personal email address and the new password you chose. Once both have been entered, hit “Log In” and you will be taken to your personal dashboard. The Dashboard will contain information about your experience, degrees, endorsements, and status of a current application (see Figure 9). This will also be where you will apply initially, a renewal, to add an endorsement, or to change a certificate type.

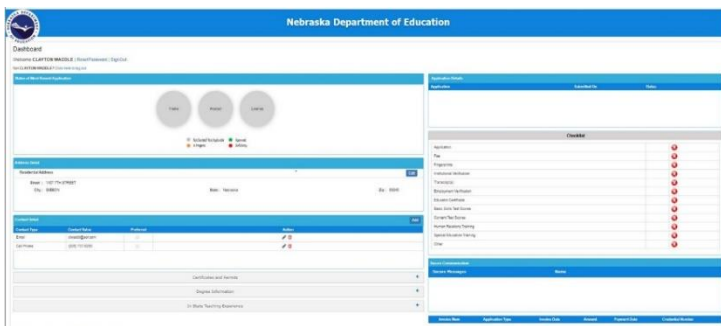


Figure 9. TEACH portal dashboard.

Applying for your Nebraska Teaching Certificate

Task Completion

Complete the following tasks any time after Oct. 1 (fall semester), or April 1 (spring semester).

1. Register as a user on the [Nebraska Department of Education's Nebraska TEACH system](#) (if haven't done previously for a sub license).
 - o Visit <https://teach.education.ne.gov>
 - o Instructions attached
2. Complete the online application (step-by-step instructions below)
 - o Pay fees with a credit/debit card
3. Order final official WSC transcript for NDE
 - o Wildcats Online account
 - o Instructions below

What Happens Next?

After graduation and after you have applied for your certificate, our office will submit verification of program completion to NDE.

Once NDE processes all of your application materials (including passing Praxis II content test scores), you will be contacted with instructions on printing your teaching certificate.

For Your Information

- Your certificate can be used for subbing **and** full-time teaching
- It is valid for five years
 - o Renew through full-time teaching **or** 6 hours of graduate level EDU courses
- Contact our office when applying for out-of-state certification

Contact Information:

WSC Certification Office

Brook Jech

brjech1@wsc.edu

402-375-7373

Instructions for online teaching certificate registration

1. **Certificate type** - After logging in, your dashboard will appear with the question, “What type of Certificate or Permit are you applying for today?” Select the “Teaching” option since you are applying for a teaching certificate, then select the green “Next” button after your selection (see Figure 10).

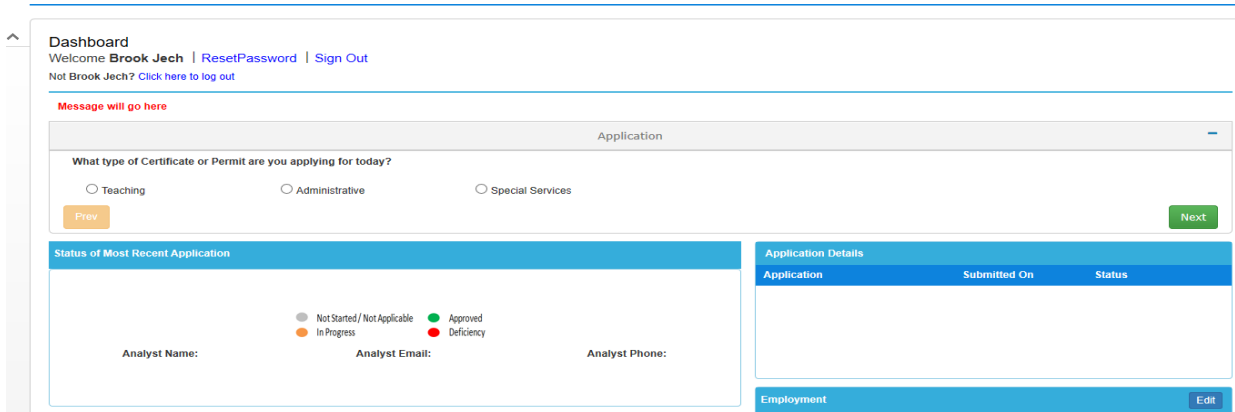


Figure 10. Choosing certificate type in the TEACH portal dashboard.

2. **Have ever held a Nebraska Teaching Certificate?**
 - a. Select “No”, then select “Next” or
 - b. If you have held a Local Sub Certificate, then select “Yes”, then “Next”. Then select “Yes” that you are making changes to certificate, and “Next” (see Figure 11). Skip to step 5.

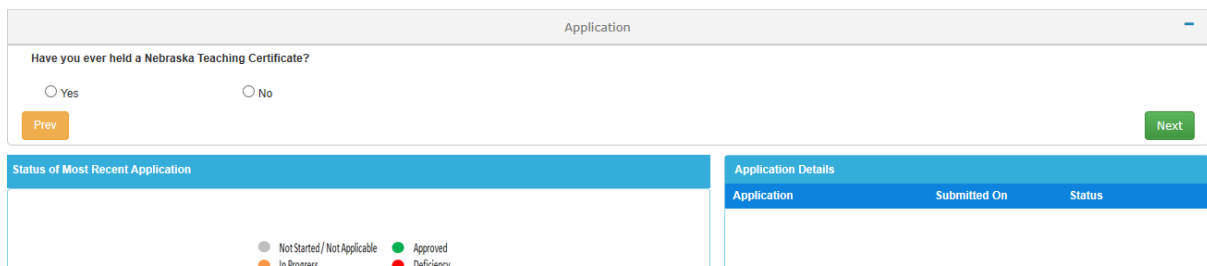


Figure 11. Have you ever held a Nebraska Teaching Certificate prompt in the TEACH portal dashboard.

3. **Initial Applicant:** The next question asks if you have ever held an educator license in another state. Select, “No”, then select “Next” (see Figure 12).

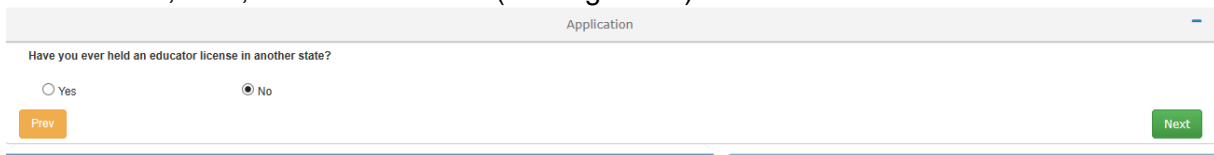


Figure 12. Initial applicant question in the TEACH portal dashboard.

- a. Next, if you are a first-time applicant:
 - Select the “First Time Application” option, then choose “INITIAL” from the drop-down menu (see Figure 13). Once complete, hit the green “Start Application” button.

 A screenshot of a web application interface titled "Application". It features a radio button selection for "First Time Applicant" which is selected. Below this is a dropdown menu currently displaying "INITIAL". At the bottom left is an orange "Prev" button, and at the bottom right is a green "Start Application" button.

Figure 13. First Time Applicant dropdown menu in the TEACH portal dashboard.

- b. If you have had a sub license previously:
 - Select “Changing Certificate Type/Level...” Choose “INITIAL” when drop down menu appears, then select “Start Application” (see Figure 14).

 A screenshot of a web application interface titled "Application". It shows three radio button options: "Added Endorsement", "Added Endorsement plus Renewal", and "Changing Certificate Type/Level (Ex. Initial to Standard) - Full App + Endorsement Tab", which is selected. Below the selected option is a dropdown menu displaying "INITIAL". At the bottom left is an orange "Prev" button, and at the bottom right is a green "Start Application" button.

Figure 14. Changing Certificate dropdown menu in the TEACH portal dashboard.

4. **Instructions** - read them carefully, then hit “Save & Next.”
5. **Certificate Type** - next you will select the certificate type. Select “All School Certificate or Permit.” There is a spot to enter if you are employed in a district. You can select a school if you have secured a job. If not, then leave it blank. Hit “Save & Next.”
6. **Personal Information** - enter your information. Be sure to double check spelling and all information for accuracy. This is important since this is a state document. The name is what will be on your certificate. All fields with a red asterisk are required. When you are done and have checked everything over, select “**Save & Next**” at the bottom right.
7. **Academic Record** - here is where you will tell NDE where you got your degree or education applicable to certification (see Figure 15).
 - a. Select “Nebraska,” and type “Wayne State College” into the box. Once you type a few letters it should appear for you to select. If you received a bachelor’s degree, then you would select Baccalaureate. If you are post-baccalaureate then you would select, “no degree.” The date of completion should be graduation day of the term or the last day of the term.
 - b. Select how you want to send transcripts. You have the option to start that process by selecting the green box if you want to send them digitally (see [transcript request directions](#) at the very end of this document). If you are post-baccalorate, you may need to send transcripts from where previous degree was earned as well as WSC.
 - c. When done, hit “Save & Next.”

Academic Record

Academic Record Instruction goes here

State : * Nebraska

College/University : * WAYNE STATE COLLEGE

Degree : BACCALAUREATE

Date Degree Conferred : * 05/09/2020

I am sending an official copy of my transcript by mail

I am sending an eScript copy of my transcript from my university

[Click here](#) if you want to order transcripts from parchment

Save Cancel

Add Education

Save & Next

Figure 15. Academic Record information within the TEACH portal.

8. **Personal and Professional Fitness** - complete the form and click “Save & Next” (see Figure 16).

Application for a Nebraska Educator Certificate or Permit
TEACHING

Personal & Professional Fitness

1. Have you ever had a professional license, certificate, permit, credential, or other document authorizing the practice of a profession* suspended, revoked, voided, denied, rejected, or voluntarily surrendered? Yes No
2. Are you currently the subject of any inquiry or investigation by any law enforcement agency, prosecutors office, governmental body, or licensing agency? Yes No
3. Is any action currently pending against you by any law enforcement agency, prosecutors office, governmental body, or licensing agency? * Yes No
4. Have you ever been found guilty of a felony or misdemeanor or entered a plea of guilty or no contest to a felony or misdemeanor in any* criminal, drug, or juvenile court? Minor traffic infractions and misdemeanor convictions for Driving Underthe Influence or Minor in Possession of Alcohol need not be reported. Yes No
5. Is an order or determination currently in effect by a court or any other governmental body which finds you 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 your property due to mental illness, mental deficiency, chronic use of drugs or chronic intoxication? Yes No
6. Are you currently an inpatient or resident in a mental health facility due to a determination by a qualified mental health professional? * Yes No

Save & Next

Figure 16. Personal & Professional Fitness screen in the TEACH portal.

9. **Testing** - if all your ETS Praxis tests show up on this page, then you can select “No.” If there are missing tests, then you need to contact ETS to have them sent to NDE. Hit “Save & Next” (see Figure 17).

Application for a Nebraska Educator Certificate or Permit
TEACHING

- Instructions ✔
- Certificate Type ✔
- Personal Information ✔
- Academic Record ✔
- Personal & Professional Fitness ✔
- Testing ✘
- Fingerprint ✘
- Declaration, Authorization and Signature ✘
- Fee and Payment ✘

Testing

Do you have any state testing which you have not previously submitted? Yes No

| Test# | Test Name | Test Date | Passed? | Action |
|-----------------|-----------|-----------|---------|--------|
| No record found | | | | |

| Document Type | Date | Status | Link | Action |
|-----------------|------|--------|------|--------|
| No Record Found | | | | |

Document Type: * -Select DocumentType-

Document: * Drop file here to upload or click here to browse and select file(s) to upload.

Click here to complete Upload
Cancel

Save & Next

Figure 17. Testing scores in the TEACH portal.

10. **Fingerprint** - read your options carefully and select the appropriate answer. Hit “Save & Next” (see Figure 18).

Application for a Nebraska Educator Certificate or Permit
TEACHING

- Instructions ✔
- Certificate Type ✔
- Personal Information ✔
- Academic Record ✔
- Personal & Professional Fitness ✔
- Testing ✔
- Fingerprint ✘
- Declaration, Authorization and Signature ✘
- Fee and Payment ✘

Fingerprint

A. I am exempt from the criminal record history check because I now hold, or at some time in the past, did hold, a Nebraska educator certificate. NOTE: If you check “A”, click SAVE & NEXT.

B. I have not held a Nebraska certificate so I am submitting a record of my residences during the past five years below. Since the record demonstrates that I have been a continuous “resident” of Nebraska for five (5) or more years from the filing date of my application form with the Nebraska Department of Education, I am exempt from the criminal record history check. “Resident” shall mean an individual who has established a home where the individual is habitually present and to which having departed therefrom, intends to return. If you are unsure of your status as a resident, call the Office of Certification Counsel at (402) 471-0730, who you have finished entering your address information for the past five (5) years, click SAVE & NEXT.

C. I have not lived in Nebraska continuously for the five (5) years immediately prior to filing this application with the Nebraska Department of Education; therefore, I am submitting two (2) complete and legible sets of my fingerprints on two (2) fingerprint cards provided by the Nebraska Department of Education. I am also submitting a fee of \$50.00 in addition to any certification processing fee. Locations will be provided at the end of this application where the fingerprint cards can be acquired. NOTE: If you check “C”, click SAVE & NEXT.

| Street | City | State | Zip | From Date | To Date | Action |
|---|------|-------|-----|-----------|---------|--------|
| Add | | | | | | |

Save & Next

Figure 18. Fingerprint prompt in the TEACH portal.

11. **Declaration, Authorization and Signature** - read, and if you agree check the box at the top. Type your name in the signature box and the date in the date box. If not, type in today’s date. Hit “Save & Next” (see Figure 19).

Application for a Nebraska Educator Certificate or Permit
TEACHING

- Instructions ✔
- Certificate Type ✔
- Personal Information ✔
- Academic Record ✔
- Personal & Professional Fitness ✔
- Testing ✔
- Fingerprint ✔
- Declaration, Authorization and Signature ✘
- Fee and Payment ✘

Declaration, Authorization and Signature

By checking this box,

I, Brook Jech, declare that the information furnished herein is true, correct, and complete to the best of my knowledge. I hereby grant the permission and authorize the release of any information that would otherwise be confidential to the Nebraska Department of Education to verify all responses contained herein, including but not limited to verification with any mental health facility, hospital or other facility that provides psychiatric or professional mental health services, including records from any commitment by any board of mental health or other agency authorized by law to order mental health commitment, or governmental agency and records maintained by any criminal justice agency, including a criminal history record information check, regarding any of my criminal charges or convictions, and to contact previous employers for information regarding the term of my employment. I hereby release, discharge, and exonerate the Nebraska Department of Education, its employees, and any person so furnishing information from any and all liability of every nature and kind arising out of the furnishing of such records and information. I understand that any material submitted in connection with this application will become the property of the State of Nebraska, will be considered a public record and will not be returned. I further understand that application status information, including application denial and underlying reason for a denial may be provided to personnel of any school district where I have applied for, being considered for employment or are currently employed by. I understand that inaccurate information submitted in support of an application shall be cause for denial or revocation of such certificate or permit.

Signature: * Type your name
Date: * 10/02/2020

Save & Next

Figure 18. Fingerprint prompt in the TEACH portal.

12. **Fee and Payment:** As with anything else, the final step is to make payment for the certificate. Be sure fingerprint fees are included if this is required for you. Enter your payment information and hit “Save” (see Figure 20). Fees are \$75.

Figure 20. Fee and Payment prompt in the TEACH portal.

After this step, you are on your own. I assume you have to submit somehow unless it does it automatically upon payment. I didn't want to pay for a certificate I am not eligible for. 😊

Getting Familiar with Dashboard and Next Steps

Pies

The circles at the top, I like to call pies, will show where your application is at in the process. As it moves from one process to the next, the pies will light up and turn green. Once you submit your application, the second pie will turn green. Once an analyst is assigned and starts working on your application, the third pie will turn green, and so on. Once an analyst is assigned, their name, email and phone will show up here too (see Figure 21).

Figure 21. Pie charts in the TEACH portal.

Checklist

At the bottom right is where the analyst will indicate receipt of any needed items (see Figure 22). Just because it is here and red, doesn't mean they need it. For instance, you may not be required to submit fingerprints.

The screenshot shows a 'Checklist' section in the TEACH portal. On the left is an 'Action' menu with 'Add' and edit/delete icons. The main area contains a checklist table with the following items and their status:

| Item | Status |
|----------------------------|--------|
| Application | Red X |
| Fee | Red X |
| Fingerprints | Red X |
| Institutional Verification | Red X |
| Transcript(s) | Red X |
| Employment Verification | Red X |
| Educator Certificate | Red X |
| Basic Skills Test Scores | Red X |
| Content Test Scores | Red X |
| Human Relations Training | Red X |
| Special Education Training | Red X |
| Other | Red X |

Figure 22. Checklist in the TEACH portal.

Deficiencies

Most of the deficiencies are your responsibility. The one I want to point out that you are not involved with is the **Institutional Verification**. This will show as a deficiency when the analyst gets to your application and starts to process it (see Figure 23). This is because the analyst has to send the verification form to the WSC Certification Office for the certification officer to complete. This is all done within the portal. **Please do not contact us unless this deficiency shows up for more than one week. Our office checks the portal 1-2 times a week. Sometimes the forms don't get dropped into our portal and we have no way of knowing it. Therefore, if it has shown a deficiency for more than one week, please email me at briech1@wsc.edu to let me know. Please send me the name and email address of your analyst so I can reach out to them and let them know the form is not in my portal.**

The screenshot shows the 'Deficiency Detail' section in the TEACH portal. It features a table with the following structure:

| Deficiency Name | Notes | Date |
|-----------------|-------|------|
| | | |

Below the table is an 'Employment' section with an 'Edit' button.

Figure 23. Deficiency details in the TEACH portal.

Transcript Request for NDE

How to Order:

1. Log in to Wildcats Online
 - a. Choose the “Academics” tab
 - b. Select “Order Official Transcript”
 - i. Send to the Nebraska Department of Education
 - Select NDE
 - Input last four digits of Social Security Number
 - ii. Order Details
 - Important! Mark box “HOLD FOR DEGREE”

Note: You must use a laptop or desktop computer - no cellphones. Chrome and Firefox are the recommended browsers for ordering transcripts.

For questions regarding transcripts, contact the Records and Registration Office at registration@wsc.edu or at 402-375-7239.