Clinical Practice Handbook

School Year 2026-2027



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

CAEP Council for the Accreditation of Educator Preparation

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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 consists 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 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.

To the Teacher Candidate:
Your professionalism and overall attitude this semester is crucial for your success 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 the children you are teaching receive the best possible education. As you read through this section, please note any questions or concerns 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 and demonstrating professional demeanor is essential and fully expected.
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 district's school administrator(s), parents, WSC faculty and staff, 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.

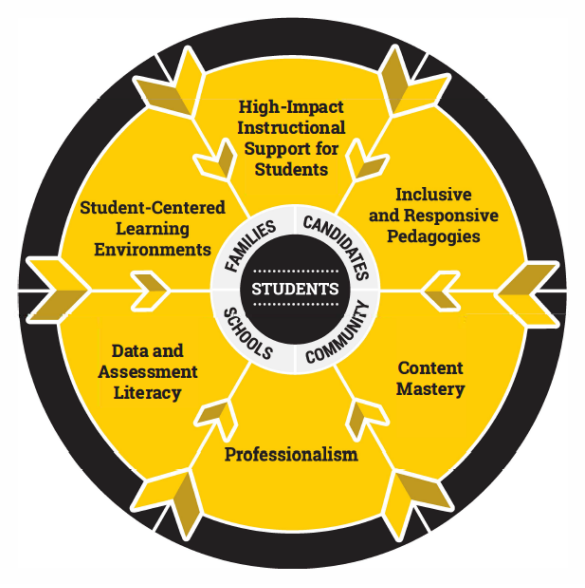
Overview of the School of Education and Behavioral Sciences

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

- *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

- *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

- *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

- *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

- *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

- *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

- *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

- *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

- *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

- *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

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

Teacher Candidate Dispositions

Demeanor (how you put yourself out there, more of a mental state)
- Shows respect and dignity
- Displays self-confidence
- Takes initiative
- Exhibits perseverance

Collaboration (this is with anybody you encounter: peers, students, cooperating teachers, school lunch staff)
- Uses professional communication (oral and written)
- Displays social awareness/skills
- Utilizes problem-solving strategies
- Creates and maintains interpersonal relationships

Dependability (what actions are being shown to show that you can behave in a dependable manner)
- Attendance and punctuality expectations are met (as per the requirements of each course/field placement)
- Assignment expectations are met
- Dresses appropriately for the setting
- Demonstrates responsibility and honesty

Learning Mindset (how do you approach learning and new ideas)
- Reflective response to feedback
- Exhibits curiosity
- Demonstrates enthusiasm for learning
- Embraces challenges

Clinical Practice Policies/Procedures

Criminal Background Check

Please note: In compliance with Nebraska Department of Education Rule, WSC requires a background check prior to entry into teacher candidacy and prior to the first field experience. Results of the background check can be made available to the school district only with permission from the teacher candidate. WSC requires students to self-disclose any criminal convictions or charges within 48 hours of the charge/conviction. Students are reminded of this requirement on their student teacher application. Some school districts hold a Memorandum of Understanding with WSC and require WSC to complete background checks within 90 days of starting their student teaching placement with them. Some school districts will require student teachers to complete their own background checks as well.

Liability Insurance During Clinical Practice

Nebraska State College System (NSCS) partners with Mercer CampusConnexions to help provide an affordable insurance option for Wayne State College students who need coverage while completing an Experiential Learning Experience such as an internship, co-op, fieldwork, practicum or job shadow experience. Some companies provide this coverage, however some do not. Therefore, students will need to obtain Professional Liability Insurance on their own to cover them should something happen during their experiential learning experience. Your employer will let you know the type and amount of coverage they will require you to carry while working at their place of business. You may also want to check with your department to see if they know of other options for liability insurance, as well as insurance companies you or your parents might use for insurance coverage to determine the most affordable source.

Instructions that will walk you through the CampusConnexions website where you can receive a free insurance quote that is based on the industry you plan on working in and the amount of coverage you need to meet your employer's requirements can be found in Appendix I.

Attendance Policy

You are expected to report to your school placement every day school is in session and to follow the same expectations as all other school faculty and staff. Avoid scheduling vacations or other major events during your clinical practice experience. Your clinical practice assignment will likely begin **at least a week before** WSC classes resume for the semester.

Teacher candidates are allowed **three grace (excused) absences** during clinical practice. An excused absence means you have notified your cooperating teacher and college supervisor beforehand that you will not be attending school that day.

Attendance category	Examples
Grace or excused absence (up to 3)	Illness, funerals, job interviews, inability to get to school due to car issues and/or road conditions where the school is open, anything not related to WSC or placement
Not considered absences	WSC Seminars, field trips, School closed due to weather or other reasons,
Unexcused absences	Absences beyond the 3.

Absence	Report to:	Submission Requirement	Submit to:
1-3	Report to cooperating teacher, college supervisor, and building office **immediately via email or phone**	• Submit absence on Clinical Practice Absence & Final Hour Log Sheet (journal) within placement • Submit sub plans	Cooperating Teacher
4+	Report to cooperating teacher, college supervisor, and building office **immediately via email or phone** Report to Academic Coordinator of Clinical Practice and Director of Education Services immediately via email	• Submit absence on Clinical Practice Absence & Final Hour Log Sheet (journal) within placement • Submit sub plans	Cooperating Teacher

Teacher candidates who miss three or more days at their assigned school will be subject to a review of their performance, resulting in one of the following: a) no further action; or b) having to make up the missed days by extending the Clinical Practice timeline with additional instructional days or c) termination of the Clinical Practice assignment due to poor performance. Please note that time cannot be made up by supervising athletic events, subbing, parent teacher conferences, grading papers, etc. The decision regarding satisfactory performance is the shared responsibility of the college supervisor, cooperating teacher, Director of Education Services, and Academic Coordinator for Clinical Practice.

Substitute Teaching —15 Days Allowed

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 in the assigned classroom for at least two weeks.
(b) You 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).
(c) You have agreed to serve as a substitute for the day.
(d) Your student performance assessments up to that point have been generally positive.
(e) The subbing is done within the placement classroom. If student is assigned to work with 2 cooperating teachers simultaneously, they can sub for one of the teachers all day if both teachers approve.

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 (exception of e).

Any requested exception to the maximum days available to substitute requires prior approval from the Director of Education Services.

Student teachers are not fully licensed; therefore, it is expected 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 your performance suffers. Employment includes coaching responsibilities. Although teachers are often also coaches, it is highly encouraged for teacher candidates to refrain from coaching duties during clinical practice so they can focus on lesson planning, grading student work, and being fully prepared each day.

Communication During Clinical Practice

The expectation is that the teacher candidates will work closely with the assigned WSC College and Content (if applicable) 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 supervisor(s). If there are any concerns regarding the teacher candidate, documentation of all communications should be made and sent to Director of Education Services for Clinical Practice and the Academic Coordinator for Clinical Practice via email.

Email will be the primary form of communication between teacher candidates and Wayne State College; however, students may also call the Academic Coordinator with any questions or concerns.

Each teacher candidate's progress throughout their Clinical Practice experience will be documented.

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.*

Length of Clinical Practice

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. For those seeking a **PK-12 or K-12 field endorsement**, clinical practice must be completed at both levels (elementary and secondary). 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.

18 weeks

WSC requires 18 weeks for one field endorsement along with an additional subject endorsement (example is Elementary and SPD K-6) or two subject endorsements in different content areas at different levels (Middle Level Math and SPD 7-12). Elementary and Early Childhood Inclusive double field endorsement candidates only complete 18 weeks of clinical practice.

Note: No additional clinical practice is required for supplemental endorsements. It is expected that knowledge related to the supplemental endorsement will be infused into the daily execution of teaching responsibilities.

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 they can best support the teacher candidates during this educational journey.

Stage	Description	Ways to Alleviate or Address
Pre-Teaching Concern	• Fear and uncertainty • "What did I get myself into?"	Student should be open and honest with cooperating teacher and supervisor Meet with cooperating teacher beforehand to "break the ice" Become familiar with school and district (learn acronyms and terminology, names of faculty and staff)
Concerns about Survival	• Overwhelmed • Idealism is dissipating • Free time is minimal	Get feedback on ways to best manage the increased responsibilities and to effectively teach throughout the day. Build relationships with other teacher candidates, especially those in the same school, district, or region Take care of yourself — have healthy outlets for stress (exercise, etc.)
Sense of Autonomy	• Finding their groove • Stress is decreasing • Deeper reflections • More accepting to feedback • Start to generally believe they will be successful teachers	
Concerns about Students	• Realize they are making an impact	Celebrate successes

Timelines for Phases of Student Teaching

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.

These timelines are shown as a suggestion and meant to be used as a guideline. The teacher candidate's role, responsibilities, and tasks will vary depending on where they are placed and on the ability of the individual. The semester timelines should represent a realistic expectation for each unique situation.

Semester timeline for 1 classroom (16 weeks)

Week	Phase 1: Orientation	Phase 2: Increasing Responsibility	Phase 3: Full Responsibility (must be at least 20 consecutive days)	Phase 4: Phase Out
1	x			
2	x			
3		x		
4		x		
5		x		
6		x		
7		x		
8*		x		
9			x	
10			x	
11			x	
12			x	
13			x	
14			x	
15			x	
16				x

** Mid-term assessment is completed during the 8th week of a 16-week experience.*

Semester timeline for 2 classrooms (16 weeks - 8 weeks per classroom)

Week	Phase 1: Orientation	Phase 2: Increasing Responsibility	Phase 3: Full Responsibility (must be at least 15 consecutive days)	Phase 4: Phase Out
1	x			
2		x		
3		x		
4			x	
5			x	
6			x	
7			x	
8*				x
9	x			
10		x		
11		x		
12			x	
13			x	
14			x	
15			x	
16				x

** Mid-term assessment is completed during the 8th week of a 16-week experience. If a student is working simultaneously with two teachers, the teachers should collaborate on completing the assessments.*

Semester timeline for 1 or 2 classrooms simultaneously (18 weeks)

Week	Phase 1: Orientation	Phase 2: Increasing Responsibility	Phase 3: Full Responsibility (must be at least 20 consecutive days)	Phase 4: Phase Out
1	x			
2	x			
3		x		
4		x		
5		x		
6		x		
7		x		
8		x		
9*			x	
10			x	
11			x	
12			x	
13			x	
14			x	
15			x	
16			x	
17			x	
18				x

** Mid-term assessment is completed during the 9th week of 18-week experiences. If student is working simultaneously with two teachers, the teachers should collaborate on completing the assessments.*

Semester timeline for 2 classrooms (18 weeks - 9 weeks per classroom)

Week	Phase 1: Orientation	Phase 2: Increasing Responsibility	Phase 3: Full Responsibility (must be at least 15 consecutive days)	Phase 4: Phase Out
1	x			
2	x			
3		x		
4		x		
5			x	
6			x	
7			x	
8			x	
9*				x
10	x			
11	x			
12		x		
13		x		
14			x	
15			x	
16			x	
17			x	
18				x

** Mid-term assessment is completed during the 9th week of 18-week experiences. If student is working simultaneously with two teachers, the teachers should collaborate on completing the assessments.*

General Responsibilities

Teacher Candidate

Teacher candidates are expected to uphold the highest professional standards in conduct, communication, and preparation throughout the clinical practice experience.

Professional Conduct

- Check WSC email regularly and attend all required seminars. Contact the Academic Coordinator prior to any absence.
- Regard yourself as part of the cooperating teacher's team, accepting their decisions and respecting their legal authority in the classroom.
- Maintain professional demeanor and attire, exhibit good moral character, and demonstrate respect, equity, and inclusivity at all times.
- Communicate openly and regularly with the cooperating teacher and college supervisor, following the communication chain: cooperating teacher/building administrator → college supervisor → Academic Coordinator.
- Participate in faculty meetings, professional activities, and when possible, extra-curricular events.
- View yourself as a contributing member of the school community — be proactive, dependable, and seek ways to assist.
- Accept and apply feedback with humility and professionalism.

Classroom Responsibilities

- Place students' learning and well-being first; personal matters should not interfere with professional duties.
- 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 students' names, needs, and backgrounds while maintaining confidentiality.
- Prepare thoroughly for instruction and submit lesson plans to the cooperating teacher at least two days before teaching.
- Observe student behavior when you are not teaching, so you are able to anticipate behavioral problems and plan appropriate action.
- Utilize diverse instructional methods and technology in the classroom to meet varied learning styles and needs.
- Maintain accurate records, assess student progress, and provide lesson plans/materials when absent.
- Adhere to all school and district procedures, including emergency and assessment protocols.

Teacher Candidate Responsibilities Related to Curriculum, Instruction, and Assessment

- Follow all district and state standards relevant to the teaching location.
- Develop lesson plans in detail early in the semester using an approved format. As competence grows, plans may become less detailed but must always reflect thoughtful preparation (note must always meet whatever requirements have been established by the building administrator for all teachers in the building).
- Provide a complete lesson plan for each college supervisor observation in the format they have requested.
- Collaborate with the cooperating teacher on unit and curriculum planning; written plans must always be accessible to both.
- Use assessment data to guide instruction and differentiate assessments as appropriate.

- 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
- See Appendix G
- 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 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.

Teacher Candidate Responsibilities to the Supervisor

- Respond promptly and professionally to supervisor communication.
- Maintain up-to-date lesson plans for each scheduled observation.
- Submit weekly reflective journals through Anthology by the expected deadline. Journals serve as confidential reflections to analyze experiences, seek guidance, and build reflective habits.
- Journals should be concise yet meaningful, written in proper grammar, and completed outside of teaching time.

Cooperating Teacher

The cooperating teacher serves as mentor, model, and guide, helping the teacher candidate transition from student to professional educator.:

- Model effective teaching, professionalism, and reflective practice.
- Provide ongoing open and honest, formative feedback and structured support.
- Conduct regular conference, at least one every three weeks, to keep the teacher candidate informed of their progress; make suggestions and constructive criticisms as necessary, and complete required assessments.
- Review and approve lesson plans before instruction and ensure candidates are adequately prepared to teach.
- Facilitate co-teaching opportunities when appropriate.
- Treat the teacher candidate as a valued colleague; handle sensitive issues privately.
- Complete midterm and final evaluations and discuss results with the candidate and college supervisor.
- 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.
  - 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.

College Supervisor

- Serve as a liaison between and among the teacher candidate, the cooperating teacher, building administrator, and WSC.
- Communicate WSC's expectations, philosophy, and requirements to all participants.
- Conduct an initial on-site meeting, regular observations, and timely evaluations.
- Provide ongoing feedback through conferences and written communication.
- Review journals weekly and offer reflective feedback.
- Ensure college and state standards are met and documentation is completed.

- Remain accessible for support and guidance throughout the experience.
- Assist the cooperating teacher and teacher candidate in filling out required college forms.

Phase-Specific Responsibilities

Prior to Start of Experience

Teacher Candidate

- Please read the Clinical Practice Handbook and Rule 27

Cooperating Teacher

- Review WSC Clinical Practice Handbook and your teacher candidate's profile information (resume and questions sent to you by the candidate),
- Provide workspace, materials, and introductions to staff and students.
- Meet with the candidate before placement to review routines, curriculum, policies, emergency procedures, and classroom management expectations.

  Items to complete and discuss at initial meeting with teacher candidate:
  - 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 the K-12 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 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.

College Supervisor

- Conduct introductory meeting with candidate and cooperating teacher to review expectations, lesson planning, observation procedures, absences, and evaluation tools.
- Review and discuss all the requirements for the teacher candidate.

Orientation Phase

Teacher Candidate

- Submit Emergency Contact Form in Anthology on the first day of placement.
- Submit Weekly Schedule to supervisor via email by the end of the first week of the placement. Please be as detailed as possible and update when changes are made.
- Learn building layout, routines, and student information.
- Observe, assist, and gradually assume classroom responsibilities.
- Participate in meetings and school events as appropriate.

Cooperating Teacher

- Orient candidate to classroom procedures, routines, and school operations.
- Share long-range plans, expectations, and teaching standards.
- Begin increasing candidate's involvement based on readiness.
- Conducts weekly formal conferences with the teacher candidate to discuss on-going progress.

College Supervisor

- May conduct initial observation and post-observation conference with teacher candidate.

Increasing Responsibility Phase

Teacher Candidate

- Gradually assume larger instructional responsibilities and daily classroom duties--- adding one subject, period, or preparation, etc. - every one to two weeks as teaching proficiency increases. By week 3 or 4 instructs in a limited sense (administering tests, tutoring, conducting short, informal segments of the lesson or conducting mini lessons)
- Continue developing instructional materials and seeking feedback.
- Maintain weekly reflective journals and professional communication.
- Increase efforts to identify any special class characteristics and relate instruction to individual students (meet with individual students having problems, determine utilization of special student talents).
- Continue participating in staff meetings, parent-teacher conferences, PTA meetings, etc.

Cooperating Teacher

- Plan 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.
- Conduct weekly conferences (Weekly Conference Form is found in Appendix B) to discuss teacher candidate's level of competency in instruction and classroom management so the teacher candidate can gain confidence before assuming additional responsibilities.
- Model a variety of instructional techniques so the teacher candidate develops a comfort level for a broad spectrum of teaching activities.
- Complete the midterm Evaluation Rubric (Summative Evaluation) online; discuss with teacher candidate.

College Supervisor

- Conduct at least two observations of and conferences with teacher candidate using Observation Form (Formative Assessment)
- Complete the midterm Evaluation Rubric (Summative Evaluation) online.
- Continue to provide feedback through journals.

Full Responsibility Phase

Teacher Candidate

- Assume primary responsibility for planning, instruction, and evaluation.
- Implement effective management and communication with families when appropriate.
- Seek feedback from administrators and refine instructional techniques.
- Maintain weekly reflective journals and professional communication.

Cooperating Teacher

- Examine, critique and provide necessary approval of teacher candidate's plans for instruction and evaluation.
- Continue observing and assessing the teacher candidate's lessons and provide appropriate evaluation and feedback.
- Conduct weekly conferences (Weekly Conference Form is found in Appendix B) to discuss progress and areas where growth is needed.
- Contribute to the class instruction in ways that are complementary to the general class presentation under the direction of the teacher candidate.
- Complete final Evaluation Rubric (Summative Evaluation) online; discuss final evaluation with teacher candidate.

College Supervisor

- Conducts at least two final observations of and conferences with teacher candidate.
- Complete final Evaluation Rubric (Summative Evaluation) online.
- Continue providing feedback through journals.

Phase Out (last week)

Teacher Candidate

- Transition teaching duties back to the cooperating teacher.
- Return all materials and observe other classrooms as available.
- Submit final reflections and express gratitude to those who supported your experience.

Cooperating Teacher and College Supervisor

- Complete final evaluations and, at their discretion, letters of recommendation.
- Support an appropriate closure for the teacher candidate's experience.

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 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 Education Services 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 Coordinator

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:

- Lead orientation sessions for upcoming clinical practice students.
- Organize and run all Clinical Practice seminars throughout the semester
- Communicate with all college supervisors and cooperating teachers throughout the semester in coordination with the Director of Education Services.
- Lead training for all college supervisors and cooperating teachers regarding assessment practices.

The secondary role of the Academic Coordinator for 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 and work towards ensuring 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.

College Supervisor(s) Information

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

Content	Supervisors	Visits
Elementary, ECIE, SPD, Music, BMIT, Outside 150 Miles	College Supervisor	Meet & Greet + 5 observations
Health and PE, Science, Math, FCS, STS,	College Supervisor Faculty Supervisor	Meet & Greet + 3 observations Meet & Greet + 2 observations
Middle Level or Secondary 2 Subjects	College Supervisor Faculty Supervisor 1 Faculty Supervisor 2	Meet & Greet + 3 observations 1 observation 1 observation

Additional observations will be made whenever it is deemed necessary by the cooperating teacher, college supervisor, or Academic Coordinator.

Suggested Timeline for Supervision

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. If applicable, please maintain regular communication with the other college supervisor so 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. *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 or situations that may occur 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: 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 completes 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 completes 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 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 to make 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.

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 **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
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, and submit with journal in Anthology at least once every 3 weeks
Formative Evaluation	College supervisor (can collaborate with cooperating teacher)	for each observation visit made	via Anthology Portfolio
Summative Evaluation	Cooperating teacher and college supervisor individually	Mid-term and end-of-term	via Anthology Portfolio

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). Candidates are required to submit at least one every 3 weeks to their college supervisor.

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 prior to the visit.
- 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 for 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. There is no need for you to access them until you need them. 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 Driving Miles of Wayne** - you can only access the assessments from the emails sent to you from Anthology. When you go into the assessment portfolio, ensure 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 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 evaluation should reflect what has been observed, what has been read in the journal (reflections, other observations), and what has been learned through dialogue 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. Following all WSC guidelines regarding the use of the assessment tools is expected. If there are any questions, contact the Director of Education Services. It is expected that you will provide feedback daily to your teacher candidate. Ideally, after each lesson, schedule 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 by the deadline for remedying the area of concern, or if you have any questions about the process, please contact the Director of Education Services immediately.

Effective communication between the cooperating teachers and the college supervisor(s) to discuss the progress of the teacher candidate 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, but if the same mistake or concern comes up more than once, then college personnel should be notified.

You should familiarize yourself with the part of this handbook that describes supervision of a struggling teacher candidate, prior to beginning your supervisory duties.

Contact the college supervisor or the Academic Coordinator, with any clinical practice concerns. We are here to provide support for this experience to both 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

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.

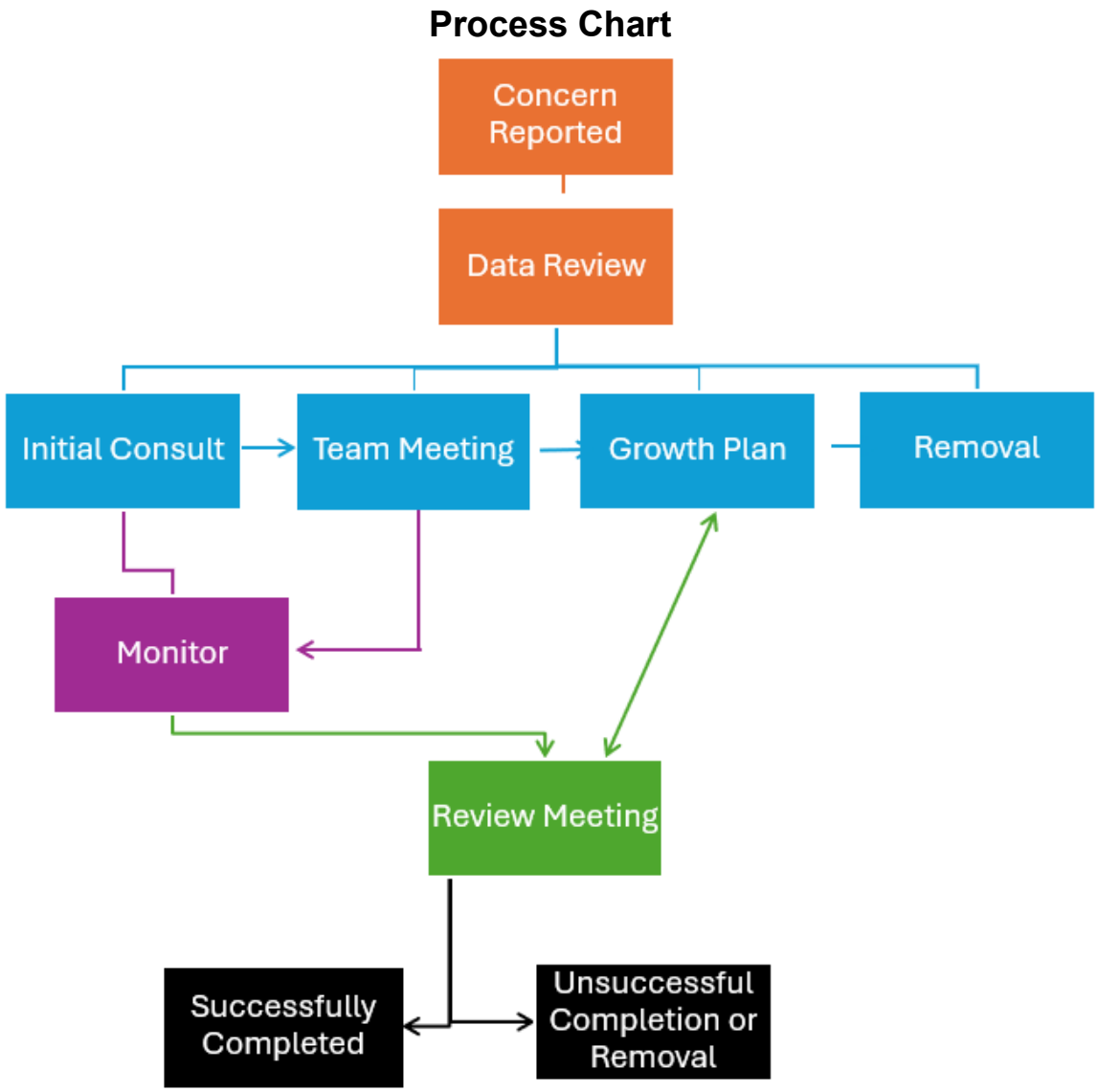
1. The Academic Coordinator and Director of Education Services is to be **notified immediately** when a teacher candidate does not appear to be progressing at a rate to allow for successful completion of the clinical practice experience.
2. If the situation demands that the teacher candidate be removed immediately, the Academic Coordinator or Director of Education Services will notify the cooperating teacher, building administrator, college supervisors, and the Dean of Education regarding the decision.
3. If the situation does not require the immediate removal of the teacher candidate, the Academic Coordinator will work with the Director of Education Services to determine the necessary level of remediation, and their decision will be communicated to the teacher candidate, college supervisor, and cooperating teacher. Depending on the level of remediation, it may be necessary to also communicate with the building administrator and Dean of Education at this time. Data used in the determination of 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, cooperating teacher(s), and WSC supervisor. See Process Chart Below.
4. Depending on the level of remediation, a Growth Plan may be developed that identifies areas of needed improvement and strategies for implementation.
5. The Growth Plan will be developed by the Academic Coordinator and Director of Education Services, utilizing the data and feedback from the cooperating teacher and WSC/faculty supervisors, and presented to the teacher candidate. The plan will include:
    a. identification of standards/areas where improvement is needed
    b. specific strategies to implement Growth 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 Education Office.

6. During the period specified for demonstrating professional or classroom improvement by the teacher candidate, the college supervisor may be asked to complete additional evaluations of the teacher candidate's performance. 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 Growth 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 and Director of Education Services may choose to edit the Growth Plan accordingly, or either extend the experience at the same location or assign the student to a different location during the same or a subsequent semester. If the experience is extended beyond the end of the semester, an incomplete grade may be assigned until the experience is completed. Additional coursework may be required.

- The teacher candidate may voluntarily withdraw from clinical practice if there are extenuating circumstances beyond the candidate's control (see page 29). This decision must be approved by the Academic Coordinator and Director of Education.
- 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 supervisor(s), Director of Education Services, Academic Coordinator, and possibly the district administrator(s). 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 removed from their clinical practice experience, they must request permission from the Professional Progress Committee for a second chance in a subsequent semester. The PPC may require additional coursework and/or practical experiences in a learning environment that would increase the teacher candidate's potential for success. The teacher candidate has two years from the semester of removal to attempt completion of their program, with the understanding that a second attempt at clinical practice is subject to the approval of the Professional Progress Committee and Dean of Education.

See the Policies section of this manual for the Removal of a Teacher Candidate Policy.



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 a Growth 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 from the clinical practice process:

1. Stakeholder(s) (cooperating teacher, college and/or content supervisor, or district 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 meeting typically includes the candidate, the Academic Coordinator, and/or Director of Education Services; however, the cooperating teacher(s), college and/or content supervisor(s), and district administrator(s) may be in attendance as well.
3. Following the meeting, the Director of Education Services will notify the candidate, in writing, and provide information about 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 (i.e. illness, death in family, etc.). This decision must be approved by the Academic Coordinator and Director of Education Services. The candidate may apply to complete clinical practice within two years of voluntary removal. 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 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 teacher 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.

Appeal Process for Removal from Teacher Education and/or Clinical Practice

Candidates have the right to appeal their removal from Clinical Practice or the Teacher Education Program. Candidates seeking consideration for a future Clinical Practice placement must successfully complete the appeal process. **Failure to complete any of the following steps by the established deadline may result in dismissal of the appeal.**

Step 1: Submit an Appeal

Within five (5) academic days of receiving the appeal process notification via email, the candidate must:

- Submit the Appeal Form (see Appendix H) through Anthology.
- Include all relevant supporting documentation and evidence related to the appeal.

Step 2: Contact Director to Receive PPC Meeting Date and Schedule Reflection.

Within two (2) academic days of Appeal Form submission, the candidate will:

- contact the Director of Education Services to receive the date, time, and location of appeal meeting with the Professional Progress Committee (PPC) and directions on how to schedule their reflection appointment.
- Schedule a reflection session with the Education and Behavioral Sciences (EBS) Office.

Step 2: Complete a Reflection

Within five (5) academic days prior to the scheduled PPC meeting, the candidate will:

- Complete a handwritten reflection addressing the circumstances leading to the removal, lessons learned, and readiness for future clinical practice.

Step 3: Meet with the Professional Progress Committee (PPC)

The Professional Progress Committee (PPC) will provide the candidate an opportunity to present information, clarify concerns, and answer questions before a recommendation is made.

In reviewing the appeal, the PPC will consider:

- The nature and circumstances that contributed to the removal.
- The grounds identified in the appeal.
- Documentation and evidence provided by the candidate.
- The candidate's reflection and demonstrated accountability.
- Evidence of professional growth and readiness for a future placement.
- Any additional factors relevant to the candidate's potential for success as an educator.

The PPC will submit a recommendation to the Dean within five (5) academic days following the meeting.

Possible PPC Recommendations

The PPC may recommend one of the following:

1. **Approval of Appeal Without Conditions**
   - The candidate remains eligible to continue in Teacher Education.
   - The candidate may reapply for Clinical Practice placement.
2. **Approval of Appeal with Conditions**
   The candidate remains eligible to continue in Teacher Education but must satisfy specific conditions established by the PPC and approved by the Dean.

Conditions may include, but are not limited to:

- Completion of a professional growth plan.
- Participation in remediation activities or professional development.
- Demonstration of specific competencies or dispositions.
- Additional monitoring or support requirements.

For Clinical Practice removals, the PPC may also recommend:

- A specific timeline for a future placement.
- A specific replacement location.

3. **Denial of Appeal**
   - The candidate is removed from the Teacher Education Program.
   - The candidate is no longer eligible for future Clinical Practice placements through the program.

Dean's Review and Final Decision

The Dean, in consultation with the Director of Education Services and/or the Academic Coordinator (coordinator only involved in clinical practice removals), will:

- Review all related documentation, appeal materials and supporting evidence.
- Consider the recommendation of the PPC.
- Make the final decision regarding the appeal.

The candidate will be notified of the Dean's decision in writing (via email).
If the appeal is approved with conditions, the decision letter will include:

- A detailed explanation of the required conditions.
- Expectations for continued participation in Teacher Education.
- Any requirements related to future Clinical Practice placement.

Candidates whose Clinical Practice appeals are approved, with or without conditions, must reapply for Clinical Practice placement.

Appeal to the Vice President for Academic Affairs

If the candidate disagrees with the Dean's decision, the candidate may submit a final appeal to the Vice President for Academic Affairs (VPAA).

Within ten (10) academic days of receiving the Dean's decision, the candidate must:

- Submit a written appeal to the VPAA.
- Deliver the appeal by hand, email, or first-class mail.
  - Dr. Jason Pierce, Hahn 204A, japierc1@wsc.edu

Upon receipt of the appeal, the VPAA will:

- Meet with the candidate within ten (10) academic days.
- Review the appeal and supporting information.
- Issue a written decision within three (3) academic days following the meeting.

The VPAA's decision is final.

Additional Support

Candidates who are members of the Student Education Association of Nebraska (SEAN) may wish to contact the Nebraska State Education Association (NSEA) for guidance or support during the appeal process.

Appendix of Resources

Appendix A: Emergency File Information Now in Anthology as Survey

Form is completed as a Survey in Anthology Portfolio that comes via email or Anthology Notifications the first day of the placement.

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) _____

Appendix B: Weekly Conference Form

May be completed digitally. Student is required to attach one Weekly Conference Form at least once every 3 weeks in Anthology Portfolio.

Teacher candidate: _____ Cooperating Teacher: _____

Week of: _____ Absences: _____ Times Tardy: _____

Strengths Discussed:

Goals for Growth Discussed:

Additional Comment:

At the end of this conference, cooperating teacher:
☐ will NOT contact WSC Coordinator and Director about student concerns
☐ WILL contact WSC Coordinator and Director about student concerns (contact should be made in a timely manner)

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 and Director of Education Services.

Standards	Advanced	Proficient	Developing	Below Standard
Uses knowledge of students to meet needs **Standard 1** Learner Development InTASC 1; CAEP 1.1	Uses data/information about students and their development to adjust teaching and build on student strengths resulting in student learning.	Uses data/information about students and their development to adjust teaching.	Collects data/information 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 varied learning experiences to include bringing multiple perspectives and cultural resources to the discussion of content.	Identifies students' needs for differentiation and responds with 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 to include relationship building with and between students.	Communicates and reinforces clear task and behavior expectations to students and follows routines that support expectations for the learning environment to include relationship building with and between students.	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 foundational literacy and communication skills through content **Standard 5** Application of Content InTASC 5; CAEP 1.1	Engages students to utilize evidence-based literacy strategies and communication skills from a variety of resources and perspectives to address targeted purposes and audiences.	Engages students to utilize evidence-based literacy strategies and communication skills by accessing a variety of resources and perspectives to show understanding of content.	Engages students in developing evidence-based literacy strategies and communication skills.	Provides few opportunities for students to develop evidence-based literacy strategies and communication skills.
Uses classroom assessment **Standard 6** Assessment InTASC 6; CAEP 1.1	Uses timely 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 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 learning experiences into instruction **Standard 8** Instructional Strategies InTASC 8; CAEP 1.1	Designs or adapts relevant learning experiences that incorporate digital learning experiences and resources to promote student learning and creativity.	Provides relevant learning experiences that incorporate digital learning experiences and resources to promote student learning and creativity.	Provides relevant learning experiences that incorporate digital learning experiences to stimulate interest.	Provides learning experiences that incorporate digital learning experiences 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 the learning community (i.e, learners, families, teachers, administrator, etc.) in small and large group situations to include exchanging information and resources with families and colleagues.	Conveys a confident, professional decorum when interacting with the learning community (i.e, learners, families, teachers, administrator, etc.) in small and large group situations.	Conveys professional decorum when interacting with the learning community (i.e, learners, families, teachers, administrator, etc.) in small and large group situations.	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
Standard 1 Learner Development (Student Needs) The teacher understands how learners grow and develop, recognizing that patterns of learning development vary individually within and across cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. InTASC 1; CAEP 1.1 Proficient: Uses data/information about students and their development to adjust teaching. *This standard is focused on the development of students within the classroom.	**Standard 1 Learner Development (Student Needs): Indicators** Observable candidate behaviors may include: ● Connects lessons and creates opportunities to use and build on to students' interests, personal experiences and prior knowledge ● Assesses what students know, need to know, and want to know (KWL, interest inventories, etc.) ● Modifies, adapts or adjusts instruction and materials for students based on developmental readiness ● Varies learning experiences and activities within a lesson ● Collects and records data/information about student development and effectively uses the data to adjust teaching
Standard 2 Learning Differences (Differentiation) The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive environments that enable each learner to meet high standards. InTASC 2; CAEP 1.1 Proficient: Identifies students' needs for differentiation and responds with varied learning experiences. *This standard is focused on the development of individual students within the classroom.	**Standard 2 Learning Differences (Differentiation): Indicators** Observable behaviors may include: ● Differentiates learning experiences, questions, and activities within a lesson to meet individual students' needs ● Includes strategies for making content and academic language accessible to linguistically diverse students ● Asks varying levels of questions to promote interactive class discussions ● Uses data gathered to differentiate instruction using flexible grouping, individualized instruction, various teaching styles, and differentiated content ● Creates multiple ways for students to demonstrate learning and/or provide student choice ● Adapts materials and instruction to meet individual student needs ● Provides opportunities for students to realize cultural significance and global perspectives

Standards	Indicators
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 Proficient: Communicates and reinforces clear task and behavior expectations to students, develops routines that support expectations for the learning environment to include relationship building with and between students.	**Learning Environment (Classroom Management): Indicators** Observable candidate behaviors may include: ● Teaches, reinforces, and revisits rules/expectations as needed ● Monitors the classroom climate and adjusts as needed ● Exhibits mutual respect between self and students ● Provides verbal and nonverbal signals to reinforce/redirect behavior (smiles, high fives, thumbs up, gives verbal acknowledgement, praise, eye contact, attention getters, signals, etc.) ● Is strategic and intentional with proximity ● Teaches and consistently uses developmentally appropriate strategies for transitions that minimize problems and maximize instructional time ● Creates a positive learning environment through relationships, organization and routines ● Adjusts for student engagement by changing pace and/or format of lessons ● Organizes the classroom for learning
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 Proficient: Communicates accurate content, uses academic vocabulary correctly, and provides relevant opportunities for students to demonstrate understanding.	**Standard 4 Content Knowledge (Accuracy): Indicators** Observable candidate behaviors may include: ● Demonstrates a clear and direct match between activities and lesson/unit objective(s) throughout the lesson ● Addresses student misconceptions accurately ● Answers student questions accurately and in a timely manner ● Uses the academic language of the content correctly and creates opportunities for students to practice and apply academic language ● Demonstrates knowledge of content and ensures accurate and relevant implementation ● Provides students opportunities to practice/demonstrate understanding
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 Proficient: Links concepts to help students make connections and engages students in applying methods of inquiry in the discipline.	**Standard 5 Application of Content (Critical Thinking): Indicators** Observable candidate behaviors may include: ● Builds upon prior knowledge and background to initiate new learning ● Relates content to meaningful examples that provoke critical thinking ● Uses a variety of instructional strategies to engage students and promote divergent thinking ● Provides opportunities for students to reason, justify and provide evidence for thinking ● Uses questioning to engage students and promote critical thinking ● Synthesizes content across fields, making connections relevant to students

Standards	Indicators
Standard 5 Application of Content (Communication) The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and problem solving related to authentic local and global issues. InTASC 5; CAEP 1.1 Proficient: Engages students to utilize evidence-based literacy strategies and communication skills from a variety of resources and perspectives to show understanding of content.	**Standard 5 Application of Content (Communication): Indicators** Observable candidate behaviors: ● Engages students in applying content knowledge and skills to real world contexts ● Develops students' communications skills by engaging them in meaningful group interactions and cooperative learning experiences ● Guides students in gathering, organizing and evaluating information and ideas from a variety of high-quality resources and texts ● Provides opportunities for students to demonstrate and communicate their knowledge ● Purposefully engages and challenges students towards higher level thinking from Bloom's taxonomy: remember, understand, apply, analyze, evaluate, synthesize, and create ● Creates content appropriate reading, writing, and/or speaking opportunities for students to demonstrate and communicate their content knowledge
Standard 6 Assessment (Classroom Assessment) The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's ad learner's decision making. InTASC 6; CAEP 1.1 Proficient: Uses classroom formative and summative assessments that match objectives and inform instructional decisions to guide implementation of instructional strategies.	**Standard 6 Assessment (Classroom Assessment): Indicators** Observable candidate behaviors may include: ● Implements multiple assessments that measure lesson and unit objectives ● Checks for student understanding throughout the lesson ● Adjustments to lesson are made based upon student responses ● Uses assessments to engage student in his/her growth and decision-making ● Implements required accommodation in assessments and testing conditions ● Provides multiple opportunities for students to showcase learning
Standard 6 Assessment (Impact on Student Learning) The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. InTASC 6; CAEP 1.1 Proficient: Uses student performance data and knowledge of students to identify interventions that support and/or advance students to positively impact learning.	**Standard 6 Assessment (Impact on Student Learning) Indicators** Observable candidate behaviors may include: ● Provides students clear criteria and performance standards by which their work will be evaluated ● Monitors student learning to guide instruction and to engage learners in their own progress (eg. goal setting, uses questioning, probing to seek student understanding, self-assessment, etc.) ● Uses data from multiple types of assessments to draw conclusions about student progress and determine reteaching and enrichment opportunities ● Uses data gathered from classroom formative and summative assessments that match objectives to inform instructional decisions and guide implementation of differentiated instructional strategies. ● Analyzes assessment data to find and address patterns and/or gaps in learning and provides one or more examples of how analysis guided planning and instruction ● Adjusts instruction based on student performance data ● Circulates and checks in on learning, using the information to clarify, reinforce, or extend learning ● Reteaches and/or extends learning during or following a lesson as needed ● Provides on-going feedback to engage students in their own learning

Standards	Indicators
Standard 7 Planning for Instruction (Written Lesson Plans) 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 Proficient: Sequences learning experiences linked to the learning objectives, performance tasks and assessments to provide multiple ways for students to demonstrate knowledge and skills. *This standard focuses solely on lesson planning as not to be confused with implementation (standard 8).	**Standard 7 Planning for Instruction Indicators** Observable candidate behaviors may include: ● Aligns objective(s) to state standards and/or district curriculum guides and resources when planning lessons ● Clearly states learning intentions and defines student success factors for each lesson and unit. ● Connects objective(s) to lesson activities to include the beginning, middle, and end of the lesson ● Scaffolds learning (eg. gradual release) to support all connections to the learning objective(s) within lesson plans ● Plans, connects, and sequences varied and engaging activities and tasks linked to learning objectives ● Prepares necessary high-quality resources and materials (e.g. technology, books, podcasts, articles, handouts, graphic organizers, etc.)
Standard 8 Instructional Strategies (Technology) 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 Proficient: Provides relevant learning experiences that incorporates digital learning experiences and resources to promote student learning and creativity.	**Standard 8 Instructional Strategies (Technology) Indicators** Observable candidate behaviors may include: ● Engages learners in using a range of technology tools that clearly connect to learning objectives ● Offers student choice through technology to promote student learning and creativity ● Utilizes technology to form connections between content and the real world
Standard 8 Instructional Strategies (Evidence-Based Strategies) 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 Proficient: Uses evidence-based strategies to support learning in the content area and poses questions that elicit student thinking and support critical thinking skills.	**Standard 8 Instructional Strategies (Evidence-Based Strategies) Indicators** Observable candidate behaviors may include: ● Incorporates a variety of evidence-based instructional practices that match the intended learning target ● Utilizes gradual release of responsibility and pacing by varying roles within the instructional process (e.g., instructor, facilitator, coach, audience) ● Includes inquiry processes that use evidence to support central ideas in grade-level texts and tasks ● Ensures content is accessible to each learner
Standard 8 Instructional Strategies (Engagement) 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 Proficient: Organizes and manages the learning environment for student engagement using strategies that provide opportunities for students to process and articulate new knowledge.	**Standard 8 Instructional Strategies (Engagement) Indicators** Observable candidate behaviors may include: ● Creates a learning environment through organization, routine and structure for student engagement and learning ● Utilize a variety of activities that engage learners and promote student learning ● Directly involves students in the learning using active engagement strategies (e.g. partner work, pair share, performance tasks, cooperative learning, etc.) ● Provides multiple opportunities for students to demonstrate concepts and skills (e.g. exit tickets, formative assessments, discussions, non-linguistic representation, etc.) ● Provides opportunities for students to self-evaluate learning/growth

Standards	Indicators
Standard 9 Professional Learning and Ethical Practice (Accepting Feedback - Dispositions) 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 Proficient: Invites constructive feedback, responds positively, with support sets and implements goals to improve practice.	**Standard 9 Professional Learning and Ethical Practice (Accepting Feedback - Dispositions) Indicators** Observable candidate behaviors may include: ● Seeks, accepts and implements feedback from a variety of sources including students ● Actively participates in regular meetings for monitoring progress with cooperating teacher and supervisor ● Responds positively and proactively by setting and implementing goals for growth based on feedback to increase effectiveness ● Reflects on coaching conversations to shape goals and monitor progress ● Independently engages in reflective practice based on feedback
Standard 10 Leadership and Collaboration (Professional Demeanor - Dispositions) The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. InTASC 10; CAEP 1.1 Proficient: Conveys a confident, professional decorum when interacting with the learning community (i.e, learners, families, teachers, administrator, etc) in small and large group situations.	**Standard 10 Leadership and Collaboration (Professional Demeanor - Dispositions) Indicators** Observable candidate behaviors may include: ● 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 ● Models professionalism through punctuality, dependability, preparedness, professional dress, follow through, ethical and confidential practices ● Poised, tactful ,responsive and respectful to others through both verbal and nonverbal interactions.
Standard 10 Leadership and Collaboration (Professional Communication - Dispositions) The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. InTASC 10; CAEP 1.1 Proficient: Demonstrates professional oral, written, and electronic communication, responds to people, problems and crisis effectively.	**Standard 10 Leadership and Collaboration (Professional Communication - Dispositions) Indicators** Observable candidate behaviors may include: ● Utilizes professional tone, proper grammar, and discernment before and during communication with stakeholders ● Adheres to school policy ● Collaborates with cooperating teacher to engage in ongoing partnership with families as appropriate

Appendix E: Teacher Candidate Growth Plan

NAME: SCHOOL PLACEMENT:

I. Areas of Strength:

II. **Areas for Growth** (*InTASC Standards and/or evidence*):

II. **Goals/Strategies/Expectations to Address Areas for Growth** (can list websites for strategy suggestions):

Goals	Strategies	Expectations
1.		**Timeline: By**
2.		**Timeline: By**
3.		**Timeline: By**
4.		**Timeline: By**
5.		**Timeline: By**

III. **Outcome/Measure/Timeline**—*should be no more than five – need to be attainable in a reasonable timeframe*:

Requirement or Outcome	Measure	Time Frame

Goal 1: DATES			
Who	**What**	**Where**	**When**
Student			
Cooperating Teacher(s)			
College Supervisor			
Content Supervisor			
Coordinator/Director			
Goal 2: DATES			
Student			
Cooperating Teacher(s)			
College Supervisor			
Content Supervisor			
Coordinator/Director			

Goal 3: DATES			
Student			
Cooperating Teacher(s)			
College Supervisor			
Content Supervisor			
Coordinator/Director			
Goal 4: DATES			
Student			
Cooperating Teacher(s)			
College Supervisor			
Content Supervisor			
Coordinator/Director			
Goal 5: DATES			
Student			
Cooperating Teacher(s)			
College Supervisor			
Content Supervisor			
Coordinator/Director			

PLEASE NOTE: The consequences of not completing the desired outcomes on time and/or adequately may result in removal from student teaching.

_____ _____

Student Signature Date Cooperating Teacher Signature Date

_____ _____

College Supervisor Signature Date Building Principal Signature Date

Student Signature: _____ Date: _____

Cooperating Teacher Signature: _____ Date: _____

College Supervisor Signature: _____ Date: _____

Building Principal Signature: _____ Date: _____

Academic Coordinator Signature: _____ Date: _____

Appendix F: 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.

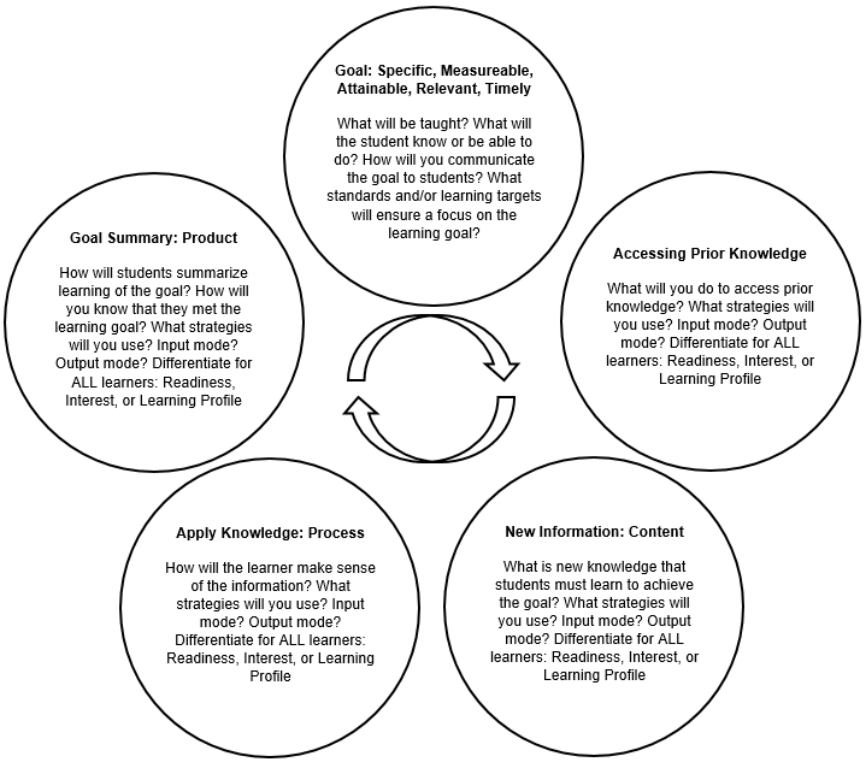
11. **Should the teacher candidate prepare materials to be used by the cooperating teaching?**
    Answer: The intent of the Clinical Practice experience is for the teacher candidate to practice instructional skills and classroom management. Use your discretion.

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.

Appendix G: Instructional Planning Diagram



Appendix H: Professional Progress Committee Appeal Form (submitted in Anthology)

Submitting this form indicates the candidate's desire to appear before the Professional Progress Committee to present their case for a) readmission to Teacher Education and/or b) another opportunity to successfully complete clinical practice.

Student Name: _____

Student ID: _____

Endorsements: _____

Advisor: _____

Date of Appeal Submission: _____

Appealing: ☐ **Removal from program**

☐ **Removal from clinical practice**

Purpose of Appeal

This appeal process is intended to review whether the decision to remove a student from student teaching was made in accordance with established procedures, supported by relevant facts, and consistent with published standards and professional judgment.

The Professional Progress Committee does not automatically reconsider all aspects of the original decision. Appeals must be based upon one or more of the approved grounds listed below.

Grounds for Appeal

Check all that apply:

☐ **Procedural Appeal:** The student believes that established policies, procedures, or equired documentation were not followed appropriately during the removal process.

Examples may include:

- Required procedures were not followed.
- Required documentation was incomplete or missing.
- Policies were applied inconsistently.

Provide a detailed explanation:

☐ **Factual Appeal** The student believes relevant facts were overlooked, irrelevant facts were considered, or new information is available that was not reasonably available at the time of the original decision.

Examples may include:

- Significant relevant information was not considered.
- Incorrect information influenced the decision.
- New evidence has become available.

Provide a detailed explanation:

☐ **Discretionary Appeal** The student believes the decision was affected by a conflict of interest, inconsistent application of published standards, unclear standards, or an arbitrary/capricious decision-making process.
Examples may include:

- Conflict of interest.
- Published standards were not followed.
- Expectations were unclear.
- Decision lacked reasonable justification.

Provide a detailed explanation:

Supporting Documentation

Please list all supporting documents attached to this appeal.

Student Certification

I certify that the information provided in this appeal is accurate and complete to the best of my knowledge. I understand that submission of an appeal does not guarantee reinstatement or a new student teaching placement.

Student Signature: _____
Date: _____

Next Step: Within two (2) academic days of Appeal Form submission, the candidate will contact the Director of Education Services to receive the date, time, and location of appeal meeting with the Professional Progress Committee (PPC) and directions on how to schedule their reflection appointment.

Appendix I: Professional Liability Insurance

How to obtain Professional Liability Insurance

Nebraska State College System (NSCS) partners with Mercer CampusConnexions to help provide an affordable insurance option for Wayne State College students who need coverage while completing an Experiential Learning Experience such as an internship, co-op, fieldwork, practicum or job shadow experience. Some companies provide this coverage, however some do not. Therefore, students will need to obtain Professional Liability Insurance on their own to cover them should something happen during their experiential learning experience. Your employer will let you know the type and amount of coverage they will require you to carry while working at their place of business. You may also want to check with your department to see if they know of other options for liability insurance, as well as insurance companies you or your parents might use for insurance coverage to determine the most affordable source.

Below are instructions that will walk you through the CampusConnexions website where you can receive a free insurance quote that is based on the industry you plan on working in and the amount of coverage you need to meet your employer's requirements.

Get a FREE Quote

1. Go to: https://nscs.campusconnexions.com/
2. Scroll to bottom until you see **FIND YOUR SCHOOL**. Type in Wayne State and a new page will open
3. On the top of the page click on **Professional Liability**.
4. Scroll down and click on **Get A Quote**. Once the page opens – select the Business tab and then select a Educators: Birth to Grade 12 – then click **View Coverage Options.**
5. On the next page click **Apply Now**.
6. Complete the form, then click **Continue** or **Submit**; and a quick quote will open with a few options based on the amount of coverage you need
7. From there you can apply and pay for the coverage you need online or you can print out an application and mail it in with a check.

If you have questions or need assistance, you can reach out to Mercer CampusConnexions through their 866-838-9536 number or by email at plsdsteam.service@mercer.com.