

# Student Teaching Handbook

Doane Teacher Education Program

2024 - 2025



*Learn. Challenge. Empower. Transform.*



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## COLLEGE OF EDUCATION

### Mission of the Unit:

*Learn. Challenge. Empower. Transform.*

### Belief Statements:

The College of Education of Doane University is a community that pursues and celebrates excellence. In this pursuit:

- We foster a vibrant intellectual community that values learning, collaboration, curiosity, inquiry and scholarship.
- We create connections and meaningful relationships.
- We cultivate a culture where all individuals are affirmed, challenged, and empowered.
- We advocate for diversity, equity and service through the support of socially just policies and practices.
- We promote the process of development and honor the journey that is individually and systemically transformative.

### Guiding Principles:

- The teacher education programs utilize historical, philosophical and practical knowledge as the foundation for understanding educational purposes and values.
- All teacher education students have a strong foundation in pedagogical knowledge, skills, and dispositions. Emphasis is placed on learning content in context through collaboration and reflection.
- The teacher education faculty engages key stakeholders in intentional processes and reflection on data and practices that lead to continuous improvement of the programs.
- The teacher education programs design and revise certification areas based on current theory, research, applied practice, state and national requirements and program review.
- The teacher education programs provide leadership opportunities for students to engage in meaningful dialogue and experiences concerning issues of diversity, equity and inclusion.
- The teacher education program makes intentional its commitment to the principles of diversity, equity and inclusion by encouraging all stakeholders in continual growth and reflection. This is evident in the growth of personal and professional understanding and practical application in all aspects of teaching and learning.
- The teacher education faculty and pre-service and in-service teachers engage in meaningful exploration and dialogue about the world of practice to enhance contextual understanding.
- The teacher education faculty utilizes authentic forms of assessment, including performance assessment, and traditional forms of assessment to evaluate students and programs.
- All early childhood, elementary, ESL, middle school, secondary and special education pre-service teachers demonstrate competency in their respective academic areas and complete practica in their certification area(s).

- The teacher education programs integrate practicums and internships throughout the student experience designed to participate in the real world of teaching. Simultaneously and with intentionality, students analyze local and global issues through on campus course work designed to intersect with the varied real world experiences of Pre K-12 students, families and communities.
- The teacher education programs pledge the competence of their program completers to the employing school. This pledge assures that beginning teachers enter the professional work force with adequate knowledge, skills and dispositions to successfully fulfill responsibilities of the teaching profession or the teacher education programs will provide in-service education for the graduate.
- The teacher education program continues to support program completers through their first year of teaching with mentoring efforts in the schools, along with optional guided seminar sessions.

## INTRODUCTION INFORMATION

This handbook is designed to serve as a guide for all individuals involved in the student teaching experience. It is intended that the information within this handbook might answer the most frequently asked questions of student teachers and cooperating teachers.

Doane views Practicum III - Student Teaching as the capstone experience in each student's preparation. It follows intensive study and the development of strong teaching competencies through the **Doane Teacher Education Program (DTEP)** in Practicum I and II. Each of the students entering the student teaching semester have been carefully screened and has demonstrated the prerequisite skills necessary to be a successful teacher. Each of the students has spent in excess of two-hundred hours of field experience in one's major field of preparation. Beyond these experiences in Practicum I, the experiences in Practicum II are designed to supplement the pre-service teacher's knowledge base in the content area, to further develop and refine teaching skills, and to enhance the pre-service teacher's interpersonal skills before entering the profession. Practicum III-Student Teaching enables these selected pre-service teachers to meet the daily challenges of the teaching profession in a supportive setting where competent and experienced educators can assist them.

### Notice of Nondiscrimination

Applicants for admission and employment or professional agreements with the University are hereby notified that this institution does not discriminate on the basis of race, color, religion, sex, genetic information, national origin, disability, age, marital status, sexual orientation or any other protected class recognized by state or federal law in admission or access to, or treatment, or employment in its programs and activities. Sexual harassment and sexual violence are prohibited forms of sex discrimination.

Any person having inquiries concerning the University's compliance with the regulations implementing Title VI, of the Civil Rights Act 1964, Section 504 of the Rehabilitation Act of 1973, is directed to contact Director of Human Resources. For inquiries concerning compliance with the regulations Title IX of the Education Amendment of 1972, is directed to contact the Title IX Coordinator at [titleIX@doane.edu](mailto:titleIX@doane.edu). Any person may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education, regarding the institution's compliance with the Regulations implementing Title VI, Title IX, or Section 504.

### Commitment to diversity, equity and inclusion

Committed teachers have played a defining role in working towards equity for all children and being an advocate for diverse groups in schools. The professional teacher is expected to view every child or youth as someone with potential and makes intentional efforts to provide quality educational experiences to meet the needs of all students. Professional educators must exhibit commitment to providing the best opportunities and learning environment for every child. Teachers and students alike benefit from the contributions of all and in working with and learning from people of different gender, class, ability, race, religion, sexual orientation or culture. Designing curriculum and creating classrooms should be based on diversity, equity and inclusion as an intentional effort to build on diverse strengths to meet the needs of and contribute to an ever changing global society.



## ADMINISTRATION OF THE STUDENT TEACHING PROGRAM

### Admission

Admission to the student teaching program is granted to the pre-service teacher after meeting the requirements. The criteria for admission to student teaching are based on scholarship, performance in major area of specialization, competence in the sequence of professional education courses, any performance in previous professional experiences, and dispositions of the candidate.

**INITIAL PROGRAM:** The application process is started in March; forms are circulated and recommendations received during April and May; the Teacher Education Committee meets in June/July to act on all applications. Applicants are informed of the Committee's decision by mail in June/July.

**INITIAL PROGRAM AT THE ADVANCED LEVEL:** The application process is started after the pre-service teacher completes Practicum I field experiences. The completion of field experiences vary depending on certification area. Recommendations are received at the end of field experiences and applicants are then submitted to the Teacher Education Committee. Applicants are then informed of the Committee's decision.

### Selection of Cooperating Schools and Teachers

Doane University makes student teaching placement only in school districts or institutions which are fully accredited by the Nebraska Department of Education. (Nebraska Department of Education, NAC 92, Rule 20, 005.03B2 and 006.02C).; All Practicum III placements are made with cooperating teachers who are selected jointly by the cooperating school and Doane University and who meet the criteria established by the Nebraska Department of Education (NDE) and Council for Accreditation of Educator Preparation (CAEP). These criteria are: (a) a standard Teaching Certificate (NAC 92, Rule 20, 004.02D); (b) endorsed in area of supervision; (c) at least three years of successful teaching experience (NAC 92, Rule 20, 004.02D); (d) a good performance record and show professional growth; (e) the temperament, desire, and ability to work with a student teacher; (f) perform as a professional and encourage the development of a professional attitude on the part of the student teacher.

Doane University collaboratively works with school districts for the development of an effective student teaching experience. After the pre-service teacher's application for student teaching has been approved by the Teacher Education Committee, the Program Director will place the pre-service teacher in a classroom in the teaching area of specialization and at the grade level of the endorsement. Many factors affect the placement of the student teacher: an appropriate teaching environment which matches the skills of the student teacher; the availability of a qualified cooperating teacher in the student teacher's certification area; and the willingness of a cooperating teacher to accept the additional responsibility of guiding a student teacher. Doane University enters into a contractual agreement with each of the cooperating schools which carefully delineates the responsibilities of each party. Refer to Appendix E.

In the elementary grades it is the usual practice to assign a student teacher to one cooperating teacher and grade level for the entire student teaching period. (This does not preclude a second experience in another classroom for a period of time which is arranged by the cooperating teacher.) In the secondary school the subjects exert considerable influence upon the student teacher's schedule, and sometimes more than one cooperating teacher will work with the student. For those students in a K-12 program there will be a cooperating teacher(s) at each level of their student teaching. In special education, one cooperating teacher may supervise the entire K-12 experience, or supervision may be divided between an elementary level cooperating teacher and a secondary level cooperating teacher. However, in any case, the student teacher should have a schedule of preparation no greater than a regular teacher's teaching load.

During the student teaching semester the university supervisor will make a minimum of 5 on-site visits to each student teacher.

If the placement is deemed unsatisfactory by joint counsel with the student teacher, cooperating teacher, principal, and supervising teacher, reassignment will be made.

### **Clinical Field Experience Policy and Procedures for Alternative Student Teaching Experience**

\*\*Applicable to Undergraduate Program

The importance of a quality student teaching experience is crucial for successful transition into the role of a professional teacher. As such, Doane University's Clinical Field Experience Committee will carefully review district-proposed alternative student teaching arrangements in conjunction with student factors to determine whether or not the student will be granted permission for the proposed role.

Additional considerations are necessary if a district would like to hire an undergraduate student who is or will be student teaching. Refer to Appendix E for **Policy and Procedures for Alternative Student Teaching Experience**.

### **Length of Student Teaching Assignment**

Doane requires a student teaching experience of at least a full-day for one semester (at least 14 – 16 weeks)\* for secondary majors. A minimum of ten weeks\*\* full-day is required for each experience of two field endorsements OR field endorsement with a subject endorsement. (e.g. Two field endorsements: Elementary/Special Education OR field/subject: Elementary/Early Childhood)

\* Secondary student teachers teach for 14 – 16 weeks beginning in the fall to coincide with each school systems starting dates and end in December (typically coincides with holiday break).

### **Orientation**

Orientation to the student teaching assignment includes an introductory meeting with the cooperating teacher. The introductory meeting is often preceded by a dinner in which the cooperating teacher, student teacher, Doane University supervisor attend. This provides a relaxed atmosphere in which the student teacher is most familiar with the surroundings. It also gives the cooperating teacher an appreciation of the Doane environment and teaching resources. The introductory meeting may also be

held in the assigned public school. This allows the student teacher to observe the cooperating teacher in the natural classroom setting, and to also meet building administrators and other faculty.

A second part of orientation is the on-site visit (s) to the classroom. The visit (s) occurs prior to the actual start of the student teaching experience. It may be an extended time following the introductory meeting. During the orientation process, the student teacher should become familiar with class assignments, the school's daily schedule, the faculty and student handbooks, the curriculum materials to be used during student teaching, and the general atmosphere of the school. During these visits, the cooperating teacher may be able to provide the student teacher with textbooks and other curriculum materials to be used.

The student teacher should make arrangements to meet with the cooperating teacher (s) early on the first day of student teaching. At this time, the introduction to the various classes and other pertinent first day data can be discussed.

### **Recognition to the Cooperating School**

Doane University appreciates the effort of the public school administrators and staff in providing a setting for effective student teaching. Doane University recognizes these efforts by providing consultative services to the cooperating school, free of charge, in areas where it is possible and desirable; by providing free admission for cooperating teachers to any workshop held on the Doane Campus and by providing cooperating teachers with a voucher redeemable for one free graduate credit hour. School administrators are encouraged to contact the Teacher Education Faculty for consulting services. Cooperating teachers are able to apply the voucher toward graduate tuition.

Scholarships for future teachers from Doane are also provided in appreciation for the support of cooperating school districts. A cooperating school district is entitled to one scholarship for each 20 student teachers. The number served may be accumulated over a period of years. If a school is eligible to award a scholarship and no student takes the scholarship, it may carry over for one year. The award entitles the recipient to \$375.00 for each academic year for four years. The local cooperating school district may recommend up to three students for consideration. Students recommended must be in the upper 25% of their graduating class. The student must meet the requirements of his/her academic scholarship to remain eligible for the Cooperating School Future Teacher Honor Award.



## THE STUDENT TEACHER

Practicum III - Student Teaching provides the student teacher with the opportunity to demonstrate the attitudes, skills and knowledge which have been developed in the campus setting. The increased responsibility for the student learning while immersed in the daily routine of the public school setting allows the student teacher to demonstrate teaching strengths and competence yet receive the

### PROFESSIONAL and EXPECTATIONS

#### Code of Ethics

The teaching profession has designed a code of ethics which governs individuals within the profession. Student teachers are subject to the guidelines of this code and to the implications that teachers must always be guided by the highest ethical and social standards. Refer to Appendix B and C to review standards.

#### Mental/Emotional Health

As required by the Nebraska Department of Education (NAC 92, Rule 21, 003.10) , preservice teachers are required to affirm under oath they do not have an order or determination currently in affect by a court or any other governmental body which finds the student to be any of the following: a mentally ill and dangerous person, mentally incompetent to stand trial, acquitted of criminal charges because of insanity an incapacitated person in need of a guardian, or unable to manage one's property due to mental illness, mental deficiency, chronic use of drugs or chronic intoxication; or is currently an inpatient or resident in a mental health facility due to a determination by a qualified mental health professional. In compliance with this rule, students must affirm yearly, prior to student assisting or teaching in any practicum methods class or student teaching/internship experience, they have not been convicted of a felony or misdemeanor involving moral turpitude. Furthermore, it is the student's responsibility to report any change in status regarding this rule. Preservice teachers not meeting this standard are not allowed to participate in K-12 activities until they have received permission to proceed by the State Board.

#### Confidentiality

The student teacher will normally follow the school's policy governing confidential information. This private information must never be the subject of casual discussion in the faculty workroom or lounge or anywhere outside of school. Throughout the student teaching period, it is desirable for the cooperating teacher to share pertinent information concerning the pupils with the student teacher. Such information is to be regarded as a confidence.

## **Communication**

An effective classroom teacher is a skilled listener, a dynamic speaker and an effective writer. These skills must be given daily attention. Student teachers will be expected to demonstrate these effectively communication skills within the classroom.

The student teacher needs to communicate openly with the cooperating teacher, and with the supervising teacher. Open and frank communication in these relationships will keep small problems from developing into difficult and complex issues. The student teacher must sometimes initiate and always respond to opportunities for informal conferences with the cooperating teacher. During these casual discussions, and during the meetings to discuss the completed evaluations, the student teacher should remain relaxed, receptive to constructive criticisms, attentive to the positive aspects of teaching skills, and should avoid a defensive attitude about performance. The student teacher should also prepare to have questions for the cooperating teacher about revisions and modifications in planning and implementing the learning activities.

During the regular visits of the supervising teacher, the student teacher should not hesitate to express areas of concern or to request assistance for a particular area of instruction. The supervising teacher can be of invaluable assistance to the student teaching experience. Maximum benefit from Practicum III will be achieved only if the student teacher considers the supervising teacher to be a part of the support personnel to the student teaching experience upon regular school visits or at other times of particular need.

## **Classroom Management**

Discipline is frequently a prime concern of the student teacher. Because the philosophy and methods of discipline and classroom management vary widely between school districts and classes, the student teacher will conform to the disciplinary code of the cooperating school.

## **Absences**

Whenever possible, the student teacher will give advance notification of anticipated absences for family emergencies, job interviews, or participation in important athletic events. In all cases of personal illness the student teacher must notify the cooperating teacher and supervising teacher as soon as it is obvious one is not be able to teach. The student teacher will follow the procedures of the local school district to report illness. In cases of extended illness or an unusually great number of absences for other reasons, the student teacher may be asked to extend the student teaching time beyond that of the original schedule.

## **Appearance**

Student teachers are responsible to the school system in which they are doing their student teaching. Regulations in dress vary greatly from school to school. The student teacher will comply with the school's stated Board Policies regarding appropriate dress, personal hygiene, and professional appearance.

## **Calendar**

During the student teaching experience, the student teacher will follow the vacation schedule of the assigned local school district.

## **STUDENT TEACHING BEST PRACTICES**

### **Planning**

Comprehensive unit and lesson planning is vital to effective teaching. The cooperating teacher, supervising teacher, and the student teacher shall determine, according to the unique factors in each placement, the number of units to be written by the student teacher. In some instances, the student teacher may follow existing units of study and will be expected to make complete lesson plans as the student teacher assumes classroom control and full teaching responsibility. All lesson plans will be consistent with the practices of the cooperating teacher. Special attention should be given to providing for individual differences among students.

### **Teaching Methods**

The student teacher should realize that the cooperating teacher has been successful in the role of a teacher for several years and possesses first-hand knowledge of effective methods, evaluation, discipline, pupil's attitudes and classroom climate. In keeping with the student teacher's general role, methods and activities planned by the student teacher should be consistent with those used by the cooperating teacher. This does not restrict the student teacher from planning a wide variety of experiences, with the cooperating teacher's approval, in order to further explore the student teacher's personal teaching style, and to promote the learning of a wide range of student abilities, interests and cultural backgrounds. Methods should be selected which afford the opportunity to enhance the professional learning of the student teacher and the subject area learning of the public school student.

### **Assuming Classroom Control**

The Doane University Education Faculty does not set any arbitrary time limits on the student teacher's assumption of responsibility within the classroom. Because student teachers enter Practicum III with varying levels of skills, and because teaching skills are refined at equally varying rates during the experience, flexibility in the use of established guidelines is necessary.

During the initial phase (in most cases this will be approximately one week), the student teacher may observe the cooperating teacher, become familiar with curriculum materials, review cumulative folders, and perhaps be involved in teacher-designed materials preparation. The student teacher may also be responsible for teaching small groups or individuals according to the cooperating teacher's plans for portions of the school day.

During the second phase of Practicum III (usually beginning in the second week), the student teacher plans and implements lessons. This phase is a gradual transition, beginning with one class and moving to all classes over a period of three or four weeks. The student teacher would normally expect the

cooperating teacher to remain in the classroom for most of the time early in the experience and to do periodic evaluations later in the experience.

During the third phase, the student teacher is responsible for the full teaching load of the cooperating teacher. New units may be created during this time, or the student teacher may follow the curriculum sequencing and materials of the cooperating teacher. The cooperating teacher may be absent from the room as frequently or infrequently as appropriate. The classroom students should view the student teacher as “the teacher” during this phase. The cooperating teacher should always be informed about the anticipated activities of each class. Although the cooperating teacher is not involved in direct teaching activity with students, the cooperating teacher remains a member of the educational team responsible for the instruction of the students.

The final segment of student teaching is a transition phase with the cooperating teacher moving back into the position of full teaching responsibility. A gradual transition will benefit both the students and the teachers who are involved in the process. As the student teacher has less demands for teaching activities, the student teacher may observe teaching in other classrooms and special areas within the school.

## THE COOPERATING TEACHER

The cooperating teacher is selected according to the criteria listed in the Selection of Cooperating Teachers and Schools section of this handbook. The responsibilities of the cooperating teacher include many activities which are summarized in four main areas: Orientation, Communication, Planning and Evaluation.

### Orientation

The cooperating teacher will want to make the student teacher feel as welcome and comfortable as possible. A warm, genuine anticipation of the student's initial nervousness and a series of frequent conferences and directed observations will help the student to lose that self-consciousness. As soon as possible, the cooperating teacher should introduce the student teacher to the school staff, provide a full tour of facilities, and invite the student teacher to all faculty, department, PTA, and education association meetings. The cooperating teacher should also help the student teacher establish appropriate social relations in the school and in the community.

### Communication

The early weeks are the most important in the communication process between the cooperating teacher and the student teacher. The cooperating teacher needs to communicate openly with the student teacher, and with the supervisor. Open and frank communication in these relationships will keep small problems from developing into difficult and complex issues. The cooperating teacher should initiate and always respond to opportunities for informal conferences with the student teacher. During these casual discussions, and during the meetings to discuss the completed evaluations, the cooperating teacher provide constructive criticisms, be attentive to the positive aspects of teaching skills, and should provide explicit feedback that leads to opportunities for professional growth. It is extremely important that the cooperating teacher have daily communication with the student teacher to provide constructive feedback relating to the total role within the classroom and school. Too frequently cooperating teachers fail to provide this feedback until late in the student teaching experience. At that point there is little to alter the role significantly of the student teacher.

It is important that the cooperating teacher convey to the PreK-12 classroom students the impression that the student teacher is a co-worker of considerable competence, not a subordinate whose directions are of no importance. This can be communicated to the students in numerous ways.

### Planning

Planning skills, while "learned" in the university classroom, are frequently not second nature to the student teacher. The cooperating teacher should give special attention to this aspect of the student teacher's growth during the early weeks of student teaching. The cooperating teacher should specify if original units are to be prepared by the student teacher. The cooperating teacher should also indicate which components of the total daily lesson plan need to be submitted on a regular basis. The cooperating teacher should allow and encourage the student teacher to try different teaching strategies

without threat of failure and be willing to evaluate the effectiveness of these strategies. The cooperating teacher should also indicate whether to review lesson plans before they are implemented, and the time line for review and possible revision. Such revisions will normally occur more frequently during the early weeks in the student teaching assignment. Cooperative long-range planning will help the student teacher to feel more a part of the class, will help to reduce the initial nervousness, and will contribute to the student teacher being a more effective member of the team.

## Evaluation

The cooperating teacher spends many more class hours observing and analyzing the teaching skills of the student teacher than does either the principal or the supervising teacher. The information obtained during these observations should be honestly shared in a variety of settings. The cooperating teacher should attempt a daily casual conference with the student teacher during which time specific bits of information about the lessons and student achievements may be shared. On a weekly basis, it is recommended that a conference be held to note the development of teaching skills which has occurred and the expected classroom duties of the student teacher for the following week. The importance of frequent and on-going verbal communications between the student teacher and the cooperating teacher cannot be over-emphasized.

The regularly scheduled visits of the supervising teacher are planned to allow a free exchange of information. The cooperating teacher should be willing to give an honest and truthful evaluation of the student teacher's performance. The supervising teacher should also provide to the cooperating teacher the written evaluations to be completed at designated intervals of the student teaching experience. These written evaluations will assist the cooperating teacher to identify strengths of the student teacher and areas which need greater development in the remaining weeks of the assignment. The final written evaluation completed by the cooperating teacher is placed in the student teacher's credential file. Refer to Appendix F.

Cooperating teacher's evaluations throughout the student teaching experience provide a basis for the final university grade assigned for Practicum III. The final grade, however, is determined by the supervisor from Doane University who is directly responsible for reporting that grade to the University Registrar.

## Assessments

The Teacher Education Program uses data collected from students, supervisors, and cooperating teachers to foster the continuous improvement of the program. Data is collected from a variety of sources including: cooperating teachers, field experience supervisors, faculty, pre-service teachers, and students. Feedback from assessment and evaluation tools is used to help support pre-service teachers' professional growth as well as provide reflective data for faculty and administrators to consider areas for program refinement. Evaluation tools are based on the Doane Teacher Education Program Standards. The Doane standards are based on the INTASC standards and Enhancing Professional Practice: A Framework for Teaching, Charlotte Danielson, 1996 and Evaluation of Student Teachers Guidebook, Phi Delta Kappa International & Ball State University, 2000

## Rubrics

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Rubrics are available to provide specific descriptors for each of the Doane Teacher Education Standards and Nebraska Clinical Practice Standards. The cooperating teacher should refer to the rubrics before completing the evaluation form. Refer to Appendix D and F.

## Evaluation Form

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The score recorded on the evaluations should represent the overall evaluation of each standard. The following descriptions of the terms used on the Doane Teacher Education and Nebraska Clinical Practice evaluation forms will be useful in completing the student teaching form:

### Doane Teacher Education Standards

<b>Novice (Needs Improvement)</b>	Performance needs more time, practice, and support to begin moving in a positive direction.
<b>Distinguished (Exceeds standards)</b>	Performance is strong, demonstrating command of area.
<b>Proficient (Meets standards)</b>	Performance is consistently positive.
<b>Progressing (Making progress)</b>	Performance is developing, moving in a positive direction.

### Nebraska Clinical Practice Standards

<b>Below Standard</b>
<b>Developing</b>
<b>Proficient</b>
<b>Advanced</b>



# Student Teaching Appendix

## Doane Teacher Education Program

Appendix A: Field Experience Engagement Strategies

Appendix B: Standards of Ethical and Professional Performance

Appendix C. Model Code of Ethics for Educators (MCEE) --- © NASDTEC 2015

Appendix D. Doane University Education Standards and Rubrics

Appendix E: Agreements

A Student Agreement Between Doane University and  
Cooperating Public Schools

Supplemental Agreement – Long Term Substitutes

Clinical Field Experience Policy and Procedures for

Alternative Student Teaching Experience

Alternative Student Teaching Proposal

Alternative Student Teaching District Proposal

Appendix F. Evaluation and Assessment Forms:

Teacher Identity Development

Field Experience Rubric

Doane University Student Teaching Evaluation

Nebraska Clinical Practice Evaluation

Nebraska Clinical Practice Evaluation Guidelines



**FIELD EXPERIENCE ENGAGEMENT STRATEGIES****Strategies**

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1. Become a member of the team in spirit as well as in name.
2. Strive for consistent approach in working with students. Follow the lead of the teacher.
3. Build up the teacher in the eyes of the students. The teacher must come first in their thinking; remember, you are the helper.
4. Do not allow students to circumvent the cooperating teacher's directions
5. Remember that schooling attempts to help youth grow in independence as well as in knowledge.
6. Maintain an attitude of encouragement with students. Each student needs success experiences and each wants to be important.
7. Refer to each student by name.
8. Work positively in the area of behavior.
9. Do not discipline the students. This is the responsibility of the cooperating teacher. It is proper for you to stop a hostile action, such as a fight; but, then take the students to the teacher for discipline.
10. Plan ahead, try to foresee and prevent trouble before it happens.
11. Be slow to anger. When students are disagreeable to you, it is not generally meant for you personally. They are more often frustrated by the world as they see it.
12. Work with students in such a way that the student is not exposed to unnecessary embarrassment.
13. Treat all information about students and families in strictest confidence. Do not discuss the students with anyone but the staff of the school. This includes the student's parents. Parents' questions should be directed to the teacher. If they start a conversation with you about their child, get out of the conversation.
14. Take a little time each day to discuss with the teacher your role in the class in future class work.
15. Do not assume responsibility for planning or for working with any students without teacher direction. If the teacher asks you to use your own skills, then go ahead on your own.
16. Ask frequently, "What do you want me to do?" Then do it as the teacher sees it, not as you see it.
17. Be alert to opportunities such as cleaning up the room and, in elementary, helping children with coats and overshoes.

18. Take time to dress neatly even if you will be at the school for only a short time.
19. Be on time. Every interruption disturbs the class. And be reliable in attendance. Failure to let your cooperating teacher know of absences could result in your being dropped from the program.

Remember:

- **Initial Program only:** If you cannot attend because of serious illness, you must go see the nurse at Doane. Be sure to tell the nurse you are an education student. The nurse will notify the education office and your cooperating teacher if necessary.
- If you have a death in the family, call the teacher or the principal's office as soon as possible.
- If you know ahead of time that you will not be able to come, tell the teacher as far ahead of time as possible so that arrangements can be made.

### **School Rules and Handbooks**

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It is recommended to obtain a copy of the teacher and student handbooks. Study them carefully, as you will meet situations that require knowledge of school rules and the rights and responsibilities of teachers and students.

### **Insurance**

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A fee for joining the Student Education Association of Nebraska (SEAN) will be paid on an annual basis. The fee provides preservice teachers membership in the local, state and national associations as well as insurance for field experiences and student teaching/internship.

Preservice teachers will not be an employee of the school where their field experience occurs, so will not be covered by its health or accident insurance. For this reason, they must be covered by liability insurance either through membership in SEAN or through a personal/professional liability insurance. When supervising PreK-12 students, always keep the teacher informed and call attention to any questionable situations immediately.

### **Unsatisfactory Performance in the Field Experience**

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The field experience including Practicum and Student Teaching/Internship are integral elements of quality teacher preparation and are at the heart of quality teacher preparation. As such, successful performance and effort are expected in each placement and unsatisfactory performance is a serious concern that could jeopardize admittance to or retention in the program. Unsatisfactory performance includes poor attendance and communication, failure to prepare and develop needed materials and lesson plans, and unprofessionalism in conduct, appearance and interactions. Instances of unsatisfactory performance may result in removal from the field experience and possible removal from the Teacher Education Program.

## APPENDIX B

### Standards of Ethical and Professional Performance for Holders of Public School Certificates

#### RULE 27

#### REGULATIONS AND STANDARDS FOR PROFESSIONAL PRACTICES CRITERIA

#### TITLE 92, NEBRASKA ADMINISTRATIVE CODE, CHAPTER 27

Effective Date: November 12, 2003

### **004 Standards of Ethical and Professional Performance for Holders of Public School Certificates**

The following standards apply to all holders of public school certificates.

#### **004.01 Preamble:**

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

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

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

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

#### **004.02 Principle I-Commitment as a Professional Educator:**

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

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

**004.02A** Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, colleagues, parents, school patrons, or school board members.

**004.02B** Shall not discriminate on the basis of race, color, creed, gender, marital status, age, national origin, ethnic background, or disability.

**004.02C** Shall not use coercive means, or promise or provide special treatment to students, colleagues, school patrons, or school board members in order to influence professional decisions.

**004.02D** Shall not make any fraudulent statement or fail to disclose a material fact for which the educator is responsible.

**004.02E** Shall not exploit professional relationships with students, colleagues, parents, school patrons, or school board members for personal gain or private advantage.

**004.02F** Shall not sexually harass students, parents or school patrons, employees, or board members.

**004.02G** Shall not have had revoked for cause of a teaching certificate, administrative certificate, or any certificate enabling a person to engage in any of the activities for which a special services certificate is issued in Nebraska.

**004.02H** Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties.

**004.02I** Shall report to the Commissioner any known violation of Sections 004.02G, 004.04E, or 004.05B of this chapter.

**004.02J** Shall seek no reprisal against any individual who has reported a violation of this chapter.

**004.03 Principle II-Commitment to the Student:**

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

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

**004.03A** Shall permit the student to pursue reasonable independent scholastic effort, and shall permit the student access to varying points of view.

**004.03B** Shall not deliberately suppress or distort subject matter for which the educator is responsible.

**004.03C** Shall make reasonable effort to protect the student from conditions which interfere with the learning process or are harmful to health or safety.

**004.03D** Shall conduct professional educational activities in accordance with sound educational practices that are in the best interest of the student.

**004.03E** Shall keep in confidence personally identifiable information that has been obtained in the course of professional service, unless disclosure serves professional purposes, or is required by law.

**004.03F** Shall not tutor for remuneration students assigned to his or her classes unless approved by the local board of education.

**004.03G** Shall not discipline students using corporal punishment.

**004.04 Principle III-Commitment to the Public:**

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

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

**004.04A** Shall not misrepresent an institution with which the educator is affiliated, and shall take added precautions to distinguish between the educator's personal and institutional views.

**004.04B** Shall not use institutional privileges for private gain or to promote political candidates, political issues, or partisan political activities.

**004.04C** Shall neither offer nor accept gifts or favors that will impair professional judgment.

**004.04D** Shall support the principle of due process and protect the political, citizenship, and natural rights of all individuals.

**004.04E** Shall not commit any act of moral turpitude or any felony under the laws of the United States or any state or territory, and shall not have a misdemeanor conviction involving abuse, neglect, or sexual misconduct as defined in Sections 003.12 through 003.14 of 92 NAC 21.

**004.04F** Shall, with reasonable diligence, attend to the duties of his or her professional position.

**004.05 Principle IV-Commitment to the Profession:**

In the belief that the quality of the services to the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to improve service, to promote a climate in which the exercise of professional judgment is encouraged, and to achieve conditions which attract persons worthy of the trust to careers in education. The educator shall believe

that sound professional relationships with colleagues are built upon personal integrity, dignity, and mutual respect.

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

**004.05A** Shall provide upon the request of an aggrieved party, a written statement of specific reasons for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.

**004.05B** Shall not misrepresent his or her professional qualifications, nor those of colleagues.

**004.05C** Shall practice the profession only with proper certification, and shall actively oppose the practice of the profession by persons known to be unqualified.

**004.06 Principle V-Commitment to Professional Employment Practices:**

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

In fulfillment of the obligation to professional employment practices, the educator:

**004.06A** Shall apply for, accept, offer, or assign a position or responsibility on the basis of professional preparation and legal qualifications.

**004.06B** Shall not knowingly withhold information regarding a position from an applicant or employer, or misrepresent an assignment or conditions of employment.

**004.06C** Shall give prompt notice to the employer of any change in availability of service.

**004.06D** Shall conduct professional business through designated procedures, when available, that have been approved by the employing agency.

**004.06E** Shall not assign to unqualified personnel, tasks for which an educator is responsible.

**004.06F** Shall permit no commercial or personal exploitation of his or her professional position.

**004.06G** Shall use time on duty and leave time for the purpose for which intended.

**006 Standards for Continuance in Professional Service for all Certificate Holders**

Continuance in professional service requires the maintenance of a valid teaching, administrative, or special services certificate in accordance with the laws of the State of Nebraska.

**007 Standards for Contractual Obligations for all Certificate Holders**

Educators shall adhere fully to the terms of a contract or appointment.

**Summary**

Teaching in the public schools of Nebraska and related administrative and supervisory services are recognized as a profession by the Legislature.





**Principle I: Responsibility to the Profession**

The professional educator is aware that trust in the profession depends upon a level of professional conduct and responsibility that may be higher than required by law. This entails holding one and other educators to the same ethical standards.

*A. The professional educator demonstrates responsibility to oneself as an ethical professional by:*

1. Acknowledging that lack of awareness, knowledge, or understanding of the Code is not, in itself, a defense to a charge of unethical conduct;
2. Knowing and upholding the procedures, policies, laws and regulations relevant to professional practice regardless of personal views;
3. Holding oneself responsible for ethical conduct;
4. Monitoring and maintaining sound mental, physical, and emotional health necessary to perform duties and services of any professional assignment; and taking appropriate measures when personal or health-related issues may interfere with work-related duties;
5. Refraining from professional or personal activity that may lead to reducing one's effectiveness within the school community;
6. Avoiding the use of one's position for personal gain and avoiding the appearance of impropriety;
7. Taking responsibility and credit only for work actually performed or produced, and acknowledging the work and contributions made by others.

*B. The professional educator fulfills the obligation to address and attempt to resolve ethical issues by:*

1. Confronting and taking reasonable steps to resolve conflicts between the Code and the implicit or explicit demands of a person or organization;
2. Maintaining fidelity to the Code by taking proactive steps when having reason to believe that another educator may be approaching or involved in an ethically compromising situation;
3. Neither discriminating nor retaliating against a person on the basis of having made an ethical complaint;
4. Neither filing nor encouraging frivolous ethical complaints solely to harm or retaliate.
5. Cooperating fully during ethics investigations and proceedings

*C. The professional educator promotes and advances the profession within and beyond the school community by:*

1. Influencing and supporting decisions and actions that positively impact teaching and learning, educational leadership and student services;
2. Engaging in respectful discourse regarding issues that impact the profession;
3. Enhancing one's professional effectiveness by staying current with ethical principles and decisions from relevant sources including professional organizations;
4. Actively participating in educational and professional organizations and associations; and
5. Advocating for adequate resources and facilities to ensure equitable opportunities for all students.

**Principle II: Responsibility for Professional Competence**

The professional educator is committed to the highest levels of professional and ethical practice, including demonstration of the knowledge, skills and dispositions required for professional competence.

- A. *The professional educator demonstrates commitment to high standards of practice through:*
1. Incorporating into one's practice state and national standards, including those specific to one's discipline;
  2. Using the *Model Code of Educator Ethics* and other ethics codes unique to one's discipline to guide and frame educational decision-making;
  3. Advocating for equitable educational opportunities for all students;
  4. Accepting the responsibilities, performing duties and providing services corresponding to the area of certification, licensure, and training of one's position;
  5. Reflecting upon and assessing one's professional skills, content knowledge, and competency on an ongoing basis; and
  6. Committing to ongoing professional learning.
- B. *The professional educator demonstrates responsible use of data, materials, research and assessment by:*
1. Appropriately recognizing others' work by citing data or materials from published, unpublished, or electronic sources when disseminating information;
  2. Using developmentally appropriate assessments for the purposes for which they are intended and for which they have been validated to guide educational decisions;
  3. Conducting research in an ethical and responsible manner with appropriate permission and supervision;
  4. Seeking and using evidence, instructional data, research, and professional knowledge to inform practice;
  5. Creating, maintaining, disseminating, storing, retaining and disposing of records and data relating to one's research and practice, in accordance with district policy, state and federal laws; and
  6. Using data, data sources, or findings accurately and reliably.
- C. *The professional educator acts in the best interest of all students by:*
1. Increasing students' access to the curriculum, activities, and resources in order to provide a quality and equitable educational experience.
  2. Working to engage the school community to close achievement, opportunity, and attainment gaps; and
  3. Protecting students from any practice that harms or has the potential to harm students.

**Principle III: Responsibility to Students**

The professional educator has a primary obligation to treat students with dignity and respect. The professional educator promotes the health, safety and well being of students by establishing and maintaining appropriate verbal, physical, emotional and social boundaries.

- A. *The professional educator respects the rights and dignity of students by:*
1. Respecting students by taking into account their age, gender, culture, setting and socioeconomic context;
  2. Interacting with students with transparency and in appropriate settings;
  3. Communicating with students in a clear, respectful, and culturally sensitive manner;
  4. Taking into account how appearance and dress can affect one's interactions and relationships with students;
  5. Considering the implication of accepting gifts from or giving gifts to students;
  6. Engaging in physical contact with students only when there is a clearly defined purpose that benefits the student and continually keeps the safety and well-being of the student in mind;

7. Avoiding multiple relationships with students which might impair objectivity and increase the risk of harm to student learning or well-being or decrease educator effectiveness;
  8. Acknowledging that there are no circumstances that allow for educators to engage in romantic or sexual relationships with students; and
  9. Considering the ramifications of entering into an adult relationship of any kind with a former student, including but not limited to, any potential harm to the former student, public perception, and the possible impact on the educator's career. The professional educator ensures that the adult relationship was not started while the former student was in school.
- B. *The professional educator demonstrates an ethic of care through:*
1. Seeking to understand students' educational, academic, personal and social needs as well as students' values, beliefs, and cultural background;
  2. Respecting the dignity, worth, and uniqueness of each individual student including, but not limited to, actual and perceived gender, gender expression, gender identity, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity, socio-economic status, and culture; and
  3. Establishing and maintaining an environment that promotes the emotional, intellectual, physical, and sexual safety of all students.
- C. *The professional educator maintains student trust and confidentiality when interacting with students in a developmentally appropriate manner and within appropriate limits by:*
1. Respecting the privacy of students and the need to hold in confidence certain forms of student communication, documents, or information obtained in the course of professional practice;
  2. Upholding parents'/guardians' legal rights, as well as any legal requirements to reveal information related to legitimate concerns for the well-being of a student; and
  3. Protecting the confidentiality of student records and releasing personal data in accordance with prescribed state and federal laws and local policies.

**Principle IV: Responsibility to the School Community**

The professional educator promotes positive relationships and effective interactions, with members of the school community, while maintaining professional boundaries.

- A. *The professional educator promotes effective and appropriate relationships with parents/guardians by:*
1. Communicating with parents/guardians in a timely and respectful manner that represents the students' best interests;
  2. Demonstrating a commitment to equality, equity, and inclusion as well as respecting and accommodating diversity among members of the school community;
  3. Considering the implication of accepting gifts from or giving gifts to parents/guardians; and
  4. Maintaining appropriate confidentiality with respect to student information disclosed by or to parents/guardians unless required by law.
- B. *The professional educator promotes effective and appropriate relationships with colleagues by:*
1. Respecting colleagues as fellow professionals and maintaining civility when differences arise;
  2. Resolving conflicts, whenever possible, privately and respectfully and in accordance with district policy;
  3. Keeping student safety, education, and health paramount by maintaining and sharing educational records appropriately and objectively in accordance with local policies and state and federal laws;
  4. Collaborating with colleagues in a manner that supports academic achievement and related goals that promote the best interests of students;
  5. Enhancing the professional growth and development of new educators by supporting effective field experiences, mentoring or induction activities across the career continuum;

6. Ensuring that educators who are assigned to participate as mentors for new educators, cooperating teachers, or other teacher leadership positions are prepared and supervised to assume these roles;
7. Ensuring that educators are assigned to positions in accordance with their educational credentials, preparation, and experience in order to maximize students' opportunities and achievement; and
8. Working to ensure a workplace environment that is free from harassment.

C. *The professional educator promotes effective and appropriate relationships with the community and other stakeholders by:*

1. Advocating for policies and laws that the educator supports as promoting the education and well-being of students and families;
2. Collaborating with community agencies, organizations, and individuals in order to advance students' best interests without regard to personal reward or remuneration; and
3. Maintaining the highest professional standards of accuracy, honesty, and appropriate disclosure of information when representing the school or district within the community and in public communications.

D. *The professional educator promotes effective and appropriate relationships with employers by:*

1. Using property, facilities, materials, and resources in accordance with local policies and state and federal laws;
2. Respecting intellectual property ownership rights (e.g. original lesson plans, district level curricula, syllabi, gradebooks, etc.) when sharing materials;
3. Exhibiting personal and professional conduct that is in the best interest of the organization, learning community, school community, and profession; and
4. Considering the implications of offering or accepting gifts and/or preferential treatment by vendors or an individual in a position of professional influence or power.

E. *The professional educator understands the problematic nature of multiple relationships by:*

1. Considering the risks that multiple relationships might impair objectivity and increase the likelihood of harm to students' learning and well-being or diminish educator effectiveness;
2. Considering the risks and benefits of a professional relationship with someone with whom the educator has had a past personal relationship and vice versa;
3. Considering the implications and possible ramifications of engaging in a personal or professional relationship with parents and guardians, student teachers, colleagues, and supervisors; and
4. Ensuring that professional responsibilities to students, their learning, and well-being.

### **Principle V: Responsible and Ethical Use of Technology**

The professional educator considers the impact of consuming, creating, distributing and communicating information through all technologies. The ethical educator is vigilant to ensure appropriate boundaries of time, place and role are maintained when using electronic communication.

A. *The professional educator uses technology in a responsible manner by:*

1. Using social media responsibly, transparently, and primarily for purposes of teaching and learning per school and district policy. The professional educator considers the ramifications of using social media and direct communication via technology on one's interactions with students, colleagues, and the general public;
2. Staying abreast of current trends and uses of school technology;
3. Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members;
4. Knowing how to access, document and use proprietary materials and understanding how to recognize and prevent plagiarism by students and educators;
5. Understanding and abiding by the district's policy on the use of technology and communication;

6. Recognizing that some electronic communications are records under the Freedom of Information Act (FOIA) and state public access laws and should consider the implications of sharing sensitive information electronically either via professional or personal devices/accounts; and
  7. Exercising prudence in maintaining separate and professional virtual profiles, keeping personal and professional lives distinct.
- B. *The professional educator ensures students' safety and well-being when using technology by:*
1. Being vigilant in identifying, addressing and reporting (when appropriate and in accordance with local district, state, and federal policy) inappropriate and illegal materials/images in electronic or other forms;
  2. Respecting the privacy of students' presence on social media unless given consent to view such information or if there is a possibility of evidence of a risk of harm to the student or others; and
  3. Monitoring to the extent practical and appropriately reporting information concerning possible cyber bullying incidents and their potential impact on the student learning environment.
- C. *The professional educator maintains confidentiality in the use of technology by:*
1. Taking appropriate and reasonable measures to maintain confidentiality of student information and educational records stored or transmitted through the use of electronic or computer technology;
  2. Understanding the intent of Federal Educational Rights to Privacy Act (FERPA) and how it applies to sharing electronic student records; and
  3. Ensuring that the rights of third parties, including the right of privacy, are not violated via the use of technologies.
- D. *The professional educator promotes the appropriate use of technology in educational settings by:*
1. Advocating for equal access to technology for all students, especially those historically underserved;
  2. Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members; and
  3. Promoting technological applications (a) that are appropriate for students' individual needs, (b) that students understand how to use and (c) that assist and enhance the teaching and learning process.

## **MCEE Glossary**

**Boundaries:** The verbal, physical, emotional and social distances that an educator must maintain in order to ensure structure, security, and predictability in an educational environment. Most often, the boundaries that are transgressed relate to role, time and place. By respecting contracted roles, appropriate working hours, and the location of the learning environment, secure boundaries are in place for all members of the schooling community.

**District/school district:** This is often referred to as a “local education agency.” A “district” in this document is defined as a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools. This can include charter schools, magnet schools, virtual magnet schools, regional educational school districts, or other entities falling under the definition above.

**Culture:** The customary beliefs, social forms, and material traits of a racial, religious, or social group, including the characteristic features of everyday existence shared by people in a place or time<sup>1</sup>.

**Educator:** Educators are the target audience for the MCEE, and are defined as licensed educators. These include paraprofessionals, teachers, teacher leaders, student support personnel and administrators. However, others who interact with students who are not under the auspices of an education-related licensing organization such as coaches, school secretaries, custodians or other school staff are encouraged to adopt or adapt this *Model Code of Educator Ethics*. See a separate definition for “professional educator.”

**Ethic of care:** Responding with compassion to the needs of students.

**Ethical Decision-Making Model:** A framework utilized by educators to guide decision-making which includes professional dispositions; applicable laws, statutes, and policies; the *Model Code of Educator Ethics*; and other guidelines that have been adopted and endorsed by educational organizations.

**Fiduciary relationship:** A fiduciary relationship is one in which a person justifiably places confidence in another whose aid, advice, or protection is assumed. Inherent in such fiduciary relationships is an imbalance of power. Educators have a unique responsibility, as the relationship between student and teacher differs from other professional/client relationships (e.g., attorneys, physicians, clergy). Educators are entrusted with the safety and welfare of students during and after school hours and serve “in loco parentis.”

**Implicit or Explicit Demands of an Organization:** Implicit demands are often subjective or implied and reflect the culture of the schooling environment. Explicit demands are clearly articulated through mandates, policies, or statutes.

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<sup>1</sup> <http://www.merriam-webster.com/dictionary/culture>

**Harm:** The impairment of learning or any potential action which may lead to physical, emotional, psychological, sexual, or intellectual damage to a student or a member of the school community.

**Learning Community:** A group of educators who work with one another to achieve the shared goals of their school and engage in collaborative professional learning to strengthen practice and increase student results.<sup>1</sup>

**Multiple Relationships:** Multiple relationships occur when the educator is in a professional role with one or more members of the school community and also has a personal relationship with that person or a member of that person's family. Multiple relationships have the potential to impair objectivity, competence, or effectiveness in performing his or her functions as an educator.

**New Educators:** New educators include individuals in an educator preparation program or newly employed in the education profession, including paraprofessionals, teachers, administrators, and student support personnel.

**Professional educator:** A licensed educator who demonstrates the highest standards of ethical and professionally competent practice and is committed to advancing the interests, achievement and well-being of students. The professional educator is also committed to supporting the school community and the education profession.

**Proprietary materials:** Materials that are protected from unauthorized use by copyright or other forms of intellectual property rights.

**Safe environments/Safety and well-being:** A school setting which promotes the well-being of all members of the school community and is characterized by the absence of physical, psychological, sexual or emotional harm

**School Community:** This term usually refers to those stakeholders invested in the welfare of a school and its community. A school community includes school administrators, teachers, school staff members, students, their parents and families, school board members and other community members.<sup>2</sup>

**Sensitive Information:** This includes but is not limited to student information and educational records, including medical or counseling records.

**Student:** A learner attending a P-12 school.

**Technology:** Tools, systems, applications and processes that can include, but are not limited to, electronic communications networks such as the internet and electronic devices such as computers, laptops, phones and other hardware/software that deliver text, audio, images, animation, and streaming video.

**Transparency:** Openness and accountability with respect to one's behaviors, actions and communications as an educator.

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<sup>1</sup> <http://learningforward.org/standards/learning-communities#.VTVerkv7Q3Y>

<sup>2</sup> <http://edglossary.org/school-community/>



## Doane University Education Standards and Rubrics

### 1. Understands Content

**The developing professional understands the content knowledge of the discipline(s).**

(CAEP 2022 R1.2; INTASC 4)

- 1) Demonstrates knowledge of content central to discipline, changing global perspectives, and digital work with discipline.
- 2) Incorporates content knowledge to facilitate P-12 student learning.
- 3) Links content knowledge to local, state and national standards.
- 4) Establishes interdisciplinary connections bringing multiple perspectives to the discussion of content.
- 5) Facilitates students' ability to develop diverse and cultural perspectives.

<b>1 - Novice Needs Improvement</b>	<b>2 - Progressing Making Progress</b>	<b>3 - Proficient Meets Standard</b>	<b>4 - Distinguished Exceeds Standard</b>
Teacher's content knowledge is limited, making content errors. Teacher sees content as a set of separate facts.	Teacher sees content as a set of separate facts and cannot make global connections or connections within the discipline or with other disciplines.	Teacher displays content knowledge and makes connections between the content and other parts of the discipline and other disciplines. A global perspective is minimal.	Teacher displays extensive content knowledge, connecting the content to other parts of the discipline, other disciplines, everyday life and global perspectives.
Teacher displays little enthusiasm for content, suggesting content is not important.	Teacher communicates importance of content but with little enthusiasm, conviction, or global perspective.	Teacher conveys enthusiasm for the content, but has minimal understanding of global perspective.	Teacher conveys genuine enthusiasm and conviction for the content and includes a global perspective in teaching.
Teacher's knowledge of standards is limited.	Teacher understands standards, but does not connect to discipline.	Teacher understands standards, making connections to the discipline.	Standards provide guidance for learning in the discipline.

### 2. Understands Development

**The developing professional understands how children learn and develop, and provides opportunities supporting intellectual, social, and personal growth.**

(CAEP 2022 R1.1; INTASC 1, 2)

- 1) Demonstrates knowledge of students' developmental characteristics.
- 2) Uses learning theories to make informed educational decisions.
- 3) Selects developmentally appropriate objectives, instruction and activities.

<b>1 - Novice Needs Improvement</b>	<b>2 - Progressing Making Progress</b>	<b>3 - Proficient Meets Standard</b>	<b>4 - Distinguished Exceeds Standard</b>
Teacher displays minimal knowledge of developmental characteristics of students based upon age, individual appropriateness and social and cultural contexts.	Teacher displays general knowledge of developmental characteristics of students based upon age, individual appropriateness and social and cultural contexts.	Teacher displays a strong understanding of typical developmental characteristics of students based upon age, individual appropriateness and social and cultural contexts.	Teacher displays strong understanding of typical developmental characteristics of students based upon age, individual appropriateness and social and cultural contexts as well as exceptions to the general patterns.
Teacher displays minimal knowledge of learning theories that impact educational decisions.	Teacher displays general knowledge of learning theories that impact educational decisions.	Teacher displays an understanding of learning theories that impact educational decisions.	Teacher displays strong understanding of learning theories that impact educational decisions.
Teacher's instruction is not always designed to meet the general characteristics of the age group and to promote learning.	Teacher's instruction meets the general characteristics of the age group and promotes learning.	Teacher's instruction meets the general characteristics of the age group with some variations included to meet differing needs and abilities present in the classroom while promoting learning.	Teacher's instruction is designed to meet the wide variety of developmental needs present in the classroom, with an emphasis on promoting active learning and building on strengths.

### 3. Understands Differences

**The developing professional recognizes and provides for individual differences and diversity.**

(CAEP 2022 R1.1; INTASC 2)

- 1) Analyzes each student's needs to ensure fairness and equitable opportunity for students to learn.
- 2) Infuses appreciation and awareness of race, gender, class, culture, religion, language, family, and community to acknowledge students' identities and enhance learning.
- 3) Fosters attitudes that value diversity and social awareness within the community.

<b>1 - Novice Needs Improvement</b>	<b>2 - Progressing Making Progress</b>	<b>3 - Proficient Meets Standard</b>	<b>4 - Distinguished Exceeds Standard</b>
Teacher displays little knowledge of student differences in skill levels and learning styles.	Teacher is aware of differences in skill levels and learning styles of individuals, but focuses on the class as a whole. Little accommodation takes place.	Teacher is aware of differences in skill levels and learning styles and provides some accommodation to meet individual needs.	Teacher consistently addresses skill levels and learning style differences individualizing to meet the needs of most students.
Teacher displays little knowledge of diversity and equitable opportunity to learn.	Teacher is developing an awareness of students' diversity and equitable opportunities to learn, but addresses only the dominant culture.	Teacher recognizes the value of understanding the diversity of each student and an equitable opportunity to learn.	Teacher facilitates understanding and values the diversity of each student in the classroom and bridges this understanding to the broader community. Teacher designs instruction to provide for an equitable opportunity to learn.
Teacher does not model respectful behavior and tolerates student behavior (bullying/teasing) that does not respect differences.	Teacher understands the importance of differences but displays discomfort when correcting students' negative behaviors toward others.	Teacher models positive behavior and fairness.	Teacher understands the importance of differences and models positive behavior and fairness.

### 4. Designs Instructional Strategies

**The developing professional uses a variety of instructional strategies to encourage students' development of skills and strategies for critical thinking and problem solving.**

(CAEP 2022 R1.3; INTASC 8)

- 1) Uses a variety of teaching and learning strategies to actively engage students in authentic learning experiences.
- 2) Enhances learning through the use of a wide variety of resources, including those of technology and the community.
- 3) Continually monitors and adjusts the teaching process in response to the learner's ideas and needs.
- 4) Differentiates instruction based upon process, product, content and environment to meet each student's needs.
- 5) Provides multiple models and representations of concepts and skills.
- 6) Engages students in learning experiences in discipline(s) that encourage students to understand, question, and analyze ideas from diverse perspectives while thinking analytically, critically and creatively.

<b>1 - Novice Needs Improvement</b>	<b>2 - Progressing Making Progress</b>	<b>3 - Proficient Meets Standard</b>	<b>4 - Distinguished Exceeds Standard</b>
Teacher uses materials only from the teacher's guide or items that do not support instruction.	Teacher occasionally uses supplemental materials and displays limited awareness and/or use of resources available.	Teacher seeks out resources for teaching and selects those most appropriate.	Teacher seeks out resources for teaching, selects those most appropriate, and fully integrates the materials into the teaching.
Teacher focuses mostly on teacher centered instruction. Teacher does not provide models for student learning. Teacher does not engage students in the learning process.	Teacher uses more than one strategy within a lesson and a variety of approaches over time. Teacher provides some models for student learning. Teacher sometimes engages students in the learning process.	Teacher uses more than one strategy in a lesson and a variety of approaches over time. Teacher provides models for student learning. Teacher engages students in the learning process.	Teacher uses multiple instructional strategies based on the subject matter and selected to meet the needs of the students. Students are actively and meaningfully engaged in the instruction.
Teacher follows plan rigidly, even when a change would clearly improve instruction.	Teacher monitors instruction and attempts to adjust instruction in response to students, with mixed results.	Teacher monitors instruction and makes adjustments to instruction based on student response using some models.	Teacher monitors instruction and successfully makes adjustments and differentiates instruction based on students' needs and interests utilizing multiple models and representation of concepts.

Teacher fails to incorporate higher level thinking skills.	Teacher's attempts to incorporate higher level thinking skills are limited.	Teacher incorporates higher level thinking skills in the classroom that encourage questioning and analysis of material.	Teacher incorporates and models higher level thinking skills with expectations for student use that encourage students to question and analyze while thinking analytically, critically and creatively.
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## 5. Motivates and Manages

**The developing professional creates a positive learning environment utilizing motivational strategies and classroom management.**

(CAEP 2022 R1.1, R1.2; INTASC 3, 5)

- 1) Conveys high expectations and provides support for individual student achievement to ensure success for all.
- 2) Applies knowledge of motivation and behavior to develop strategies for organizing and supporting individual and group work.
- 3) Uses a variety of effective classroom management strategies to promote learning and to create a climate of openness, fairness, mutual respect and inquiry.

<b>1 – Novice Needs Improvement</b>	<b>2 – Progressing Making Progress</b>	<b>3 – Proficient Meets Standard</b>	<b>4 – Distinguished Exceeds Standard</b>
Classroom management relies on teacher direction. Students have no voice in classroom practices.	Classroom management involves teacher direction with minimal student involvement.	Multiple classroom management strategies are incorporated based on the subject matter and needs of the students. Teacher uses fair and equitable classroom procedures.	Multiple classroom management strategies are used that include a blend of teacher and student ideas. Students and teachers are actively engaged in monitoring behavior and employing fair and equitable classroom practices.
Teacher lacks knowledge of motivation and behavior to develop strategies for organizing and supporting individual and group work.	Teacher demonstrates some knowledge of motivation and behavior to develop strategies for organizing and supporting individual and group work. Variety in instructional grouping is minimal or unsuitable.	Teacher utilizes knowledge of motivation and behavior to develop strategies for organizing and supporting individual and group work. Instructional grouping is varied and matches the differing needs of students and classroom goals.	Teacher utilizes knowledge of motivation and behavior to develop strategies for organizing and supporting individual and group work. Instructional grouping is varied and matches the differing needs of students and classroom goals. Students are given choice in different patterns of instructional grouping.
Instructional goals and activities do not convey clear expectations for student achievement.	Instructional goals and activities convey low or inconsistent expectations for student achievement.	Instructional goals and activities convey consistent expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey high expectations and support for student achievement.

## 6. Communicates

**The developing professional applies knowledge of effective communication techniques.**

(CAEP 2022 R1.2, 1.3; INTASC 5, 7)

- 1) Demonstrates effective oral, written and nonverbal communication and listening skills to convey ideas and information with all audiences.
- 2) Communicates with sensitivity.
- 3) Models a variety of digital age work to enrich learning and communication.
- 4) Advocates, models, and teaches safe, legal and ethical use of information and technology.

<b>1 – Novice Needs Improvement</b>	<b>2 – Progressing Making Progress</b>	<b>3 – Proficient Meets Standard</b>	<b>4 – Distinguished Exceeds Standard</b>
Teacher's oral, written and nonverbal language contains many errors. Vocabulary may cause confusion. Listening skills are not utilized.	Teacher's oral, written and nonverbal language may contain a few errors. Vocabulary is correct but limited. Interactive discussions are limited.	Teacher's oral, written and nonverbal language is clear and correct. Vocabulary is appropriate. Teacher is developing listening skills.	Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches communication. Listening skills are strong.
Teacher communication or interactions are infrequent and may be inappropriate or disrespectful.	Teacher communication or interactions are generally appropriate but remain infrequent.	Teacher communication or interactions are appropriate, respectful, and timely.	Teacher communication or interactions are appropriate, respectful, timely and include input from students.

There is no use of media and/or technology to enrich learning and communication.	There is minimal use of media and/or technology to enhance learning and communication.	Appropriate use of media and/or technology enhances learning and communication.	A variety of media and/or technology is utilized to enhance learning and communication.
There is no mention of safe, legal, and ethical use of information and technology.	There is minimal discussion of safe, legal, and ethical use of information and technology.	Teacher models safe, legal and ethical use of information and technology.	Teacher models safe, legal and ethical use of information and technology.

## 7. Plans

### The developing professional utilizes effective planning techniques.

(CAEP 2022 R1.2, 1.3; INTASC 6)

- 1) Designs appropriate instructional plans that align with curriculum goals and standards.
- 2) Utilizes principles of effective instruction when creating learning experiences.
- 3) Designs learning experiences including digital age learning to meet student's developmental stages, intelligences, learning styles, strengths and needs.
- 4) Selects appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of students.
- 5) Evaluates and modifies instructional resources and curriculum materials.

<b>1 - Novice Needs Improvement</b>	<b>2 - Progressing Making Progress</b>	<b>3 - Proficient Meets Standard</b>	<b>4 - Distinguished Exceeds Standard</b>
Learning experiences are not appropriate for students and do not reflect curriculum goals and standards.	Some of the learning experiences are appropriate for students but inconsistently reflect curriculum goals and standards.	Most of the learning experiences are appropriate for students and an attempt has been made to connect them to curriculum goals and standards.	Learning experiences are relevant and appropriate for students and reflect curriculum goals and standards.
Principles of effective instruction including technology are not considered when creating learning experiences.	Teacher centered principles of instruction including technology are utilized. These principles do not promote differentiation of learning experiences for all students.	Teacher and student centered principles of instruction including technology are utilized when creating differentiated learning experiences that lead to success for most students.	Teacher and student-centered principles of instruction including technology are utilized when creating differentiated learning experiences that lead to success for each student.
The same materials are used for all students with no differentiation of instruction.	Appropriate strategies are used but no differentiation of instruction takes place.	Some different strategies are used with minimal differentiation.	Teacher uses appropriate strategies and differentiates curriculum for all students.
Teacher makes no attempt to evaluate or modify instructional resources or materials.	Some of the teaching materials are evaluated for appropriate use. No modifications are made.	Most of the teaching materials are evaluated and modified for a variety of instructional practices.	Teacher appropriately evaluates and modifies all instructional materials.

## 8. Assesses

### The developing professional understands the assessment processes.

(CAEP 2022 R1.3; INTASC 6)

- 1) Designs assessment criteria and performance levels that match learning objectives with assessment methods and minimizes sources of bias.
- 2) Selects and implements culturally and developmentally appropriate assessment strategies by engaging students in multiple ways of demonstrating knowledge.
- 3) Conducts ongoing informal and formal assessment strategies in the instructional process.
- 4) Uses assessment data and technology tools to plan for student learning.

<b>1 - Novice Needs Improvement</b>	<b>2 - Progressing Making Progress</b>	<b>3 - Proficient Meets Standard</b>	<b>4 - Distinguished Exceeds Standard</b>
Teacher selects assessment criteria and strategies that do not match instructional goals/processes. Bias is not recognized.	Teacher selects assessment criteria and strategies that partially assess instructional goals/processes providing limited data. No effort is made to minimize bias.	Teacher selects appropriate criteria and strategies for summative assessment of instructional goals/processes. Data provided are helpful, but not fully utilized. Teacher understands the importance of minimizing bias in instruction.	Teacher selects ongoing assessment criteria and strategies matching all instructional goals/processes both in content and type. Data provided are extremely beneficial and formative in nature. Bias is recognized and appropriately addressed.

Assessment contains no clear criteria or performance levels.	Assessment criteria and performance levels are evident, but not clearly developed.	Assessment criteria and performance levels are appropriate and have been clearly communicated.	Assessment criteria and performance levels are appropriate and have been clearly communicated to students. Students have been involved in the development.
Teacher conducts only summative assessments.	Teacher conducts some information assessment.	Teacher conducts formal and informal assessment strategies.	Teacher conducts formal and informal strategies and includes the student in the assessment strategies.
Assessment results minimally affect planning for students.	Teacher uses assessment results to plan for the class as a whole.	Teacher uses assessment results to plan for individuals and groups of students.	Teacher uses assessment results to plan for individuals. Students are involved in planning the next steps of instruction.

## 9. Reflects on Practice and Teacher Preparation

**The developing professional is a reflective practitioner who actively seeks opportunities to grow professionally.**

(CAEP 2022 R1.4; INTASC 9, 10)

- 1) Views self as a learner continually growing and changing.
- 2) Reflects on personal and professional growth.
- 3) Accepts, reflects, and initiates change based upon feedback.
- 4) Explores innovative practices for student learning.
- 5) Reflects on personal biases and accesses resources and experiences to deepen understanding of cultural, ethnic, gender, and learning differences.

<b>1 – Novice Needs Improvement</b>	<b>2 – Progressing Making Progress</b>	<b>3 – Proficient Meets Standard</b>	<b>4 – Distinguished Exceeds Standard</b>
Teacher engages in no reflection to enhance knowledge or skills.	Teacher participates in reflective activities to a limited extent, identifying general suggestions or improvements.	Teacher seeks reflective opportunities to enhance teaching skills.	Teacher seeks reflective opportunities to enhance teaching skills, identifying goals for the future.
Teacher rejects feedback and constructive criticism provided.	Teacher accepts and reflects on feedback and constructive criticism, but no change is evident.	Teacher accepts, reflects, and implements change based upon feedback and constructive criticism.	Teacher seeks feedback and constructive criticism, reflecting and implementing change based upon the feedback.
Teacher does not explore innovative practices for student learning.	Teacher is aware of innovative practices but does not utilize them in instruction.	Teacher utilizes some innovative strategies.	Teacher actively designs and utilizes appropriate innovative practices in instruction.
Teacher does not reflect on personal bias.	Teacher reflects on personal bias, but does not include instructional strategies to lesson the impact of bias.	Teacher reflects on personal bias and includes strategies in most instruction that minimizes bias.	Teacher reflects on personal bias and designs strategies to promote cultural, ethical and gender appropriate learning.

## 10. Participates in the Professional Community

**The developing professional fosters relationships with school colleagues, families, and agencies in the larger community to support students' learning and well being.**

(CAEP 2022 R1.4; INTASC 9, 10)

- 1) Acts as an advocate for students.
- 2) Initiates and maintains collegial relationships.
- 3) Seeks leadership and professional growth opportunities in the educational community.
- 4) Models and promotes professional behaviors and digital citizenship.

<b>1 - Novice Needs Improvement</b>	<b>2 - Progressing Making Progress</b>	<b>3 - Proficient Meets Standard</b>	<b>4 - Distinguished Exceeds Standard</b>
Teacher is not aware of students' needs or potential.	Teacher's attempt to serve as an advocate for students is inconsistent. Teacher finds advocates for students.	Teacher sees student potential and serves as an advocate for students.	Teacher is proactive, seeing the potential of students. Teacher serves as an advocate for students seeking out resources when necessary.

Teacher's relationships with colleagues are limited or poor.	Teacher maintains cordial relationships with colleagues.	Teacher supports and cooperates with colleagues.	Teacher supports and cooperates with colleagues. Given the opportunity teacher takes initiative in assuming leadership.
Teacher makes no effort to seek out professional growth opportunities.	Teacher seeks out limited professional growth opportunities.	Teacher participates in professional growth opportunities that are readily available.	Teacher participates in and initiates professional growth opportunities.
Teacher does not model professional behavior or digital citizenship.	Teacher exhibits professional behavior and digital citizenship to a limited extent.	Teacher participates in professional activities that are provided to promote professional behavior and digital citizenship.	Teacher seeks opportunities for professional development to enhance professional behavior and digital citizenship.

The above rubrics were adapted from the following sources:

Enhancing Professional Practice: A Framework for Teaching, Charlotte Danielson, 1996

Evaluation of Student Teachers Guidebook, Phi Delta Kappa International & Ball State University, 2000

**A STUDENT AGREEMENT BETWEEN DOANE UNIVERSITY AND  
COOPERATING PUBLIC SCHOOLS**

The following agreement between Doane University and the \_\_\_\_\_ Public Schools is to clarify the responsibilities of the cooperating school, the teacher, and the University regarding the student teacher preparation program.

**Doane University assumes the following responsibilities in student teaching to:**

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1. Select and approve schools with which it cooperates;
2. Establish and maintain good rapport with the personnel of the cooperating school;
3. Arrange with the school administrators for all things that may be necessary to insure successful conduct of the student teaching program;
4. Provide all pertinent information to the officers of the school and cooperating teachers in face-to-face meetings as well as in writing;
5. Prepare, select, assign and orient the student teachers in the program;
6. Supervise the student teaching activities through competent supervisors, who will (1) make a minimum of five supervisory visits, and who are on call for special visits; (2) counsel with the cooperating teacher, the student and others concerned; (3) give additional assistance as needed;
7. Evaluate the work of the student teacher in consultation with the cooperating teacher and the principal on the basis of their oral and written reports as well as the personal observation of the supervisor;
8. Re-assign student teachers for cause;
9. Agree with the local school systems as to how many students may be placed with the cooperating teacher for a year;
10. Provide suitable recognition to the cooperating teacher or school for services rendered to student teaching;
11. Provide consultation services to the school when requested in such areas where this is possible and desirable;
12. Provide in-service training for cooperating teachers through planned conferences between cooperating teachers and university supervisors;
13. Supply the cooperating teacher with personnel and educational data on students well in advance of their arrival at the school, and plan some form of induction conference with the principal, student and cooperating teacher.

**The Cooperating School and Teacher assume responsibility for:**

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1. Receiving the student as a teacher-in-training;
2. Careful induction into the art of teaching;
3. Acquainting the student with the auxiliary personnel and services in the school;
4. Supervising the student's experience through formative and summative evaluation;
5. Providing opportunity to put the student on his/her own;
6. Demonstrating effective teaching methods and techniques;
7. Passing along professional information;
8. Creating a positive attitude towards teaching;
9. Completing evaluation forms at designated intervals;
10. Making helpful suggestions in student teaching to the university supervisors.

Doane University does not discriminate in any of its academic or nonacademic programs or in its hiring policy on the basis of sex as required by Title IX. It is also the policy of Doane to be assured that no school with which it is cooperating discriminates in any of its programs or hiring policies on the basis of sex. Signing this agreement indicates that the school with whom Doane is cooperating is in full compliance with Title IX.

**Doane University Education Department**

The above agreement was discussed and signed on \_\_\_\_\_, 20\_\_\_\_.

\_\_\_\_\_

**Tim Frey, Ph. D.**  
**Dean, College of Education**  
Doane University Representative

**Cooperating School**

The above agreement was discussed and signed on \_\_\_\_\_, 20\_\_\_\_.

\_\_\_\_\_

**Printed Name**  
Cooperating School Representative

\_\_\_\_\_

**Signature**  
Cooperating School Representative

## **SUPPLEMENTAL AGREEMENT BETWEEN DOANE UNIVERSITY AND COOPERATING PUBLIC SCHOOLS FOR STUDENT TEACHERS AS LONG TERM SUBSTITUTE TEACHERS**

The following agreement between Doane University and the \_\_\_\_\_ Public Schools is to clarify the responsibilities of the cooperating school, the teacher, and the University regarding the student teacher preparation program.

### **Supplemental Requirements for Student Teachers as Long Term Substitute Teachers**

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In addition to the points covered in “A Student Agreement between Doane University and Cooperating Public Schools” additional considerations are necessary if an undergraduate student is hired as a long-term substitute teacher during the student-teaching experience.

The importance of a quality student teaching experience is crucial for successful transition into the role of a professional teacher. As such, Doane University will grant permission to accept a “student teaching placement as a long-term substitute teacher” only upon recommendation of the faculty in the Initial Certification Program. Such an arrangement will be considered in extreme circumstances and is not the preferred experience for Doane preservice teachers.

The following Doane requirements from the hiring districts are in place to support the success of the undergraduate preservice student teacher serving as a long term substitute:

1. Such an arrangement will be considered when the cooperating teacher is leaving part way through the year/semester (or at conclusion of their student teaching experience).
2. The long term substitute teaching situation must be conducive to “successful teaching.” The circumstances should be appropriate for a student-teacher trying to be a full-time teacher. It should not be so full of unmanageable issues that even an experienced teacher would struggle for success.
3. The student teacher hired as a long term substitute will need two release days (per semester) for site observations of other colleagues.
4. The student teacher hired as a long term substitute will need to be released to attend the “pull-back days” on site at Doane University.
5. The hiring district will need to pay for the extra Doane supervision necessary to assist the student-teacher. Doane Supervisors will agree to serve beyond the general requirements for a traditional student-teaching placement.
6. The hiring district will need to assign a cooperating teacher willing to engage in needed support or feedback. Doane expects weekly classroom observations and formative feedback from the cooperating teacher to the student teacher.
7. The hiring district will need to provide Instructional support throughout the student-teaching semester. Such support might include helping the student teacher hired as a long term substitute align instruction with required district assessments or classroom management protocols.

Doane University does not discriminate in any of its academic or nonacademic programs or in its hiring policy on the basis of sex as required by Title IX. It is also the policy of Doane to be assured that no school with which it is cooperating discriminates in any of its programs or hiring policies on the basis of sex. Signing this agreement indicates that the school with whom Doane is cooperating is in full compliance with Title IX.

**Doane University Education Department**

The above agreement was discussed and signed on \_\_\_\_\_, 20\_\_\_\_.

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**Tim Frey, Ph. D.**  
**Dean, College of Education**  
Doane University Representative

**Cooperating School**

The above agreement was discussed and signed on \_\_\_\_\_, 20\_\_\_\_.

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**Printed Name**  
Cooperating School Representative

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**Signature**  
Cooperating School Representative

## **Clinical Field Experience Policy and Procedures for Alternative Student Teaching Experience**

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In addition to the points covered in “A Student Teacher Agreement between Doane University and Cooperating Public Schools” additional considerations are necessary if a district would like to hire an undergraduate student who is or will be student teaching.

The importance of a quality student teaching experience is crucial for successful transition into the role of a professional teacher. As such, Doane University’s Clinical Field Experience Committee will carefully review district-proposed alternative student teaching arrangements in conjunction with student factors to determine whether or not the student will be granted permission for the proposed role.

### **Clinical Field Experience Committee Procedures**

1. The district will contact the Doane University director of the program of study to inquire about alternative student teaching arrangements. The director will provide the potential hiring administrator with a [district proposal form](#) to be completed by the hiring district and submitted to the Clinical Field Experience Committee for review.
2. The director will gather information regarding the student, including but not limited to clinical field experience evaluations, teacher identity development progress, grades, and attendance for the committee to review.
3. The student will submit a [student proposal form](#) for an Alternative Student Teaching Experience to the Clinical Field Experience Committee indicating their commitment to the field of education and an action plan regarding how they will balance professional responsibility with extracurriculars and other personal responsibilities.
4. The Clinical Field Experience Committee will meet to review the proposal and determine whether to accept, deny, or propose adjustments to the request.
5. A letter will be distributed to the district representative following the decision.

### **Clinical Field Request Considerations**

1. Student readiness factors including, but not limited to, practicum evaluations, teacher identity development assessment data, grades, attendance, and additional responsibilities.
2. District support factors including, but not limited to, the provision of a cooperating/mentor teacher, opportunities to observe other teachers, regular observations of the student teacher with specific feedback, release from responsibilities to attend Doane classes, instructional support or coaching, and proximity to Doane supervision.
3. Commitments already made with other cooperating teachers and/or school districts for student teaching

Doane University does not discriminate in any of its academic or nonacademic programs or in its hiring policy on the basis of sex as required by Title IX. It is also the policy of Doane to be assured that no school with which it is cooperating discriminates in any of its programs or hiring policies on the basis of sex. Signing this agreement indicates that the school with whom Doane is cooperating is in full compliance with Title IX.

**Doane University Education Department**

A Doane representative will monitor the implementation and success of the Alternative Student Teaching Plan. If agreed-upon supports by the district are not implemented and/or the environment is not conducive to successful learning and development of the student teacher, it could result in a discontinuation of the alternative student teaching experience.

The above agreement was discussed and signed on \_\_\_\_\_, 20\_\_\_\_.

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**Tim Frey, Ph. D.**  
**Dean, College of Education**  
Doane University Representative

The above agreement was discussed and signed on \_\_\_\_\_, 20\_\_\_\_.

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**Printed Name**  
Cooperating School Representative

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**Signature**  
Cooperating School Representative

## Alternative Student Teaching Student Proposal

Please complete the following questions to submit to the Student Teaching Committee for review.

Name:

School/district request:

Position:

### Responsibilities

Please list the extracurricular activities you participate in.

Please explain your employment responsibilities.

Please explain any caregiving responsibilities you have.

Please list all courses you are/will be enrolled in during this placement.

Please explain any other outside commitments you have.

### Plan for Success

Write a thorough narrative/description indicating how you plan to successfully manage all of your commitments.

Write a thorough narrative indicating the activities and experiences you have engaged in outside of practicum and coursework to demonstrate your readiness for this alternative student teaching placement.

Write a thorough narrative identifying the actions you will take to support your professional growth to demonstrate your commitment to this alternative student teaching placement.

### References

Please provide the name, position, phone number, and email address of two references who can speak on behalf of your readiness as a teacher. Preferred references would include cooperating teachers or employers who have seen you in a teaching capacity. Doane faculty cannot be used as a reference since their input will already be considered.

Reference 1 (Be sure to include: name, position, phone number, and email address)

Reference 2 (Be sure to include: name, position, phone number, and email address)

## Alternative Student Teaching District Proposal

Please complete the following questions to submit to the Student Teaching Committee for review.

\*Indicates required question

Email\*:

Student Name or Area of Certification for which you are seeking a student:

School/District:

Position/Responsibilities:

Dates:

Compensation plan (local sub, alternative contract, etc.):

Name and Email for District Contact Person:

### Plan for Support

Identify the plan for mentorship/cooperating teacher.

What is the district's plan to provide regular observations of the student teacher with specific feedback?

What opportunities will the district provide for the student teacher to observe other teachers in their area of study?

How will the district accommodate the student teacher's release from duties to attend Doane courses (some students are in courses that require them to meet on campus between 5-10 days)?

What are other ways in which the district will support the student teacher's success given the alternative student teach arrangement (instruction, classroom management, etc.)?

**EVALUATIONS and ASSESSMENTS**

The Teacher Education Program uses data collected from students, supervisors, and cooperating teachers to foster the continuous improvement of the program. Data is collected from a variety of sources including: cooperating teachers, field experience supervisors, faculty, pre-service teachers, and students. Feedback from assessment and evaluation tools is used to help support pre-service teachers’ professional growth as well as provide reflective data for faculty and administrators to consider areas for program refinement. Evaluation tools are based on the Doane Teacher Education Program Standards. The Doane standards are based on the INTASC standards and Enhancing Professional Practice: A Framework for Teaching, Charlotte Danielson, 1996 and Evaluation of Student Teachers Guidebook, Phi Delta Kappa International & Ball State University, 2000

**Benchmark scoring guide for all assessments.**

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All assessments are rated on a 4 point rubric.

1. **Novice** – Needs Improvement – Performance needs more time, practice, and support to begin moving in a positive direction.
2. **Progressing** – Making progress: Performance is developing; moving in a positive direction.
3. **Proficient** – Meets Standard: performance is consistently positive;
4. **Distinguished** – Exceeds Standard: Performance is strong, demonstrating command of area.

Cut Scores:

<b>Novice - 1</b>	<b>Progressing - 2</b>	<b>Proficient - 3</b>	<b>Distinguished - 4</b>
<b>Practicum I (EDU211/221) 1.0 to 2.0</b>	<b>Practicum 1 (EDU 321/341 &amp; Initial Program at the Advanced Level) 2.0 to 3.0</b>	<b>Practicum III (Student Teaching) 3.0 to 4.0</b>	<b>Practicum III (Student Teaching)</b>
	<b>2.5 to 3.0 EDU 321, 341, Initial Program at the Advanced Level</b>		

Each of the areas in the rubrics identifies the behaviors to be observed and the levels at which the candidates must perform.

**The following overall assessments are used for all initial program candidates.**

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**1. Field Experience Rubric**

The Doane Field Experience Rubric is used in all preservice teacher field experiences. Rubrics are completed by both the Cooperating Teacher and Field experience supervisor. The rubric provides feedback to the preservice teacher on their growth in each of the Doane Teacher Education Program Standards. The assessment is filled out at the end of the semesters through a portal to the assessment software by the cooperating teacher and supervising teacher.

Students must receive a satisfactory rating of 2 according to the benchmarks for progression through the program. Should a candidate not make a 2, they will be placed on probation, dismissed or counseled out of the program through action by the teacher education committee and faculty.

At the beginning of the semester to ensure consistency in rating, cooperating teachers are introduced through correspondence from Doane Teacher Education Department and the practicum faculty. Also, the school based faculty may watch the on-line training video concerning filling out assessments for Doane University.

## **2. Disposition Data Rubric**

The College of Education developed a dispositional assessment form referred to as “Teacher Identity Development.” Faculty and cooperating teachers will fill out the form via an assessment software portal throughout the pre-service teacher’s program. This form will be used in two different formats.

During the pre-service teachers’ practicums, there are no values, but instead a word rating scale is connected as options to the Teacher Identity Development form. The word rating scale options are: Rarely, Sometimes, Frequently, Consistently, or Not observed in this setting. The information is used formatively to help pre-service teachers learn and grow. In addition, the individual results are not shared with the pre-service teacher or used as a summative assessments, rather the students’ view results on how their behaviors are perceived across contexts. Students who do not receive favorable or acceptable results, are counseled out of the program or are remediated by their practicum instructors or advisors.

During the pre-service teachers’ student teaching/internship(s) experience, the Teacher Identity Development form will be utilized to provide evidence of the CAEP 2022 Standards. The Teacher Identity Development form is tagged to the following CAEP 2022 Standards: Standard 1 Content Pedagogical Knowledge. More specifically to R1.1, R1.2, R1.3 and R1.4. In addition, the Teacher Identity Development form meets the CAEP 2022 Standard 3.2 Monitoring and supporting Candidate Progression requirements.

In addition, during the student teaching experience, the pre-service teacher is assessed on the State of Nebraska’s Clinical rubrics. Both rubrics are completed by the cooperating teacher and supervising instructor.

The two scores on both forms are then compared. Students who are not meeting favorable or acceptable dispositions at student teaching are counseled out of the program.

## **3. Student Teaching Evaluation**

Student teaching evaluation is provided through two methods. (1) the Doane University student teaching rubric designed with the Doane University standards and (2) the State of Nebraska Rubric. Both of these instruments are based on the INTASC standards. Both Rubrics are explained to students in the seminar prior to student teaching. The rubric is also explained to the cooperating

teachers and supervising teachers at the meeting and dinner held prior to student teaching. If a person cannot attend, the Doane faculty in charge of the student teaching group (Elem, Sec, Middle, Early, SpEd), contacts the cooperating teacher. Supervising teachers also receive training about the rubrics at meetings with the Doane faculty in charge of the area. Cooperating teachers and supervising teachers may also watch the video about our rubrics and what to look for on our website.

**4. Critical Piece Assessments**

There are three Critical Piece assessments. The purpose of the critical pieces is to document the growth of the student in becoming a teacher in the areas of designing a philosophy of education, providing a classroom management platform, and designing a lesson plan. Each one is developed in a different practicum experience. Each assessment has its own rubric for scoring. Each critical piece provides a benchmark students must meet to move to the next level. Students who do not meet the standard for each critical piece are counseled out of the program or are remediated by an IHE faculty. The critical pieces are introduced in the practicum experience or class that is associated with them. The students are given an introduction and information on how to complete the assignment. Each assignment is a topic that the class discusses and reflects on. Reliability and validity are calculated on the critical pieces as well as interrater reliability. The critical pieces are placed in the portfolio. The critical pieces are as follows:

Philosophy of Education	Must score at least a 2
Lesson Plan	Must score at least a 3
Classroom Management Platform	Must score at least a 3

**5. Impact on Student Learning**

The impact on student learning assessment (Teacher Work Sample) is one of the assessments used to document program impact by our students. The purpose of the TWS is to provide insight into the ability of students to teach and be effective in the teaching. Each student completes a student learning project that includes the following: Classroom context; Instruction planning on the project; assessment strategies to be used while teaching the unit; analysis of the assessments; summary; interpretation and conclusions of documentation of the impact on students' learning; implications for the future; and overall reflection of the teaching experience. The project is assigned and discussed in course work prior to student teaching. The student completes the course work during student teaching and the project is due at the end of the student teaching semester. Failure to complete the Teacher Work Sample results in not being recommended for certification. Remediation, if needed, occurs in the summer prior to certification.

## Teacher Identity Development

### Commitment to Professionalism

*Demonstrates a commitment to being a professional teacher that is dedicated to strengthening the community goals.*

<b>1. Exhibits a strong work ethic.</b> (CAEP 2022 R1.4, R3.2; INTASC 3, 9, 10) Circle:    Rarely    Sometimes    Frequently    Consistently    Not observed in this setting	
<u>Possible Indicators of Observed Behavior:</u> <ul style="list-style-type: none"> <li>Arrives punctually and fully prepared</li> <li>Maintains professional levels of attendance</li> <li>Follows through on commitment</li> <li>Demonstrates a willingness to go above and beyond</li> <li>Takes the initiative</li> <li>Organizes in a way that supports efficiency and reliability</li> <li>Demonstrates accountability</li> <li>Perseveres through difficulty</li> </ul>	Comments:
<b>2. Utilizes effective and professional communication skills (speaking, listening, writing, body language).</b> (CAEP 2022 R1.4, R3.2; INTASC 3, 10) Circle:    Rarely    Sometimes    Frequently    Consistently    Not observed in this setting	
<u>Possible Indicators of Observed Behavior:</u> <ul style="list-style-type: none"> <li>Speaks clearly, courteously, and respectfully</li> <li>Shifts language usage/style according to the context and the individual(s)</li> <li>Listens thoughtfully and responsively</li> <li>Uses inviting body language and facial expressions</li> <li>Written communication, including email, is appropriate and timely</li> </ul>	Comments:
<b>3. Demonstrates a professional presence.</b> (CAEP 2022 R1.4, R3.2; INTASC 3, 10) Circle:    Rarely    Sometimes    Frequently    Consistently    Not observed in this setting	
<u>Possible Indicators of Observed Behavior:</u> <ul style="list-style-type: none"> <li>Portrays a positive attitude and outlook</li> <li>Exhibits flexibility when changes occur</li> <li>Conveys interest/engagement across contexts (e.g. asking questions, taking notes, nodding)</li> <li>Participates actively and appropriately in conversations and tasks</li> <li>Uses technology appropriately, for instructional purposes and responsibilities</li> <li>Displays a polished appearance and dress</li> </ul>	Comments:
<b>4. Displays self and contextual awareness.</b> (CAEP 2022 R1.4, R3.2) Circle:    Rarely    Sometimes    Frequently    Consistently    Not observed in this setting	
<u>Possible Indicators of Observed Behavior:</u> <ul style="list-style-type: none"> <li>Demonstrates awareness of self as a student in relation to professionals</li> <li>Displays appropriate interpersonal boundaries with children and adults</li> <li>Adapts behavior to appropriately match a variety of contexts</li> <li>Acts as a role model in public settings, including social media</li> <li>Represents self as an emerging professional</li> <li>Behaves sensitively to school culture and climate</li> </ul>	Comments:

## Commitment to Relationships

*Demonstrates a commitment to establishing and maintaining relationships that foster genuine collaboration*

### 5. Exhibits nurturing attributes when working with others (CAEP 2022 R1.4, R3.2; INTASC 1, 7, 9)

Circle:    Rarely    Sometimes    Frequently    Consistently    Not observed in this setting

Possible Indicators of Observed Behavior:

- Shows care and kindness to each and every student and adult
- Provides help to others in a variety of ways
- Demonstrates empathy
- Exhibits behaviors that are friendly, collegial, and courteous
- Treats each person with respect
- Demonstrates patience with others and gives grace while providing accountability

Comments:

### 6. Displays a collaborative spirit that fosters community building (CAEP 2022 R1.4, R3.2; INTASC 1, 3, 7)

Circle:    Rarely    Sometimes    Frequently    Consistently    Not observed in this setting

Possible Indicators of Observed Behavior:

- Contributes to building a positive culture and climate (e.g. greets others, smiles, initiates conversations, gets to know others, etc.)
- Contributes to collaborative conversations
- Takes time to encourage others and celebrate their successes
- Participates actively on a team and by working to meet shared goals
- Positively impacts the success of others via personal actions
- Shares and welcomes ideas, materials, and resources
- Recognizes personal strengths and those of others

Comments:

### 7. Displays a willingness to put the good of others ahead of one's self (CAEP 2022 R1.4, R3.2)

Circle:    Rarely    Sometimes    Frequently    Consistently    Not observed in this setting

Possible Indicators of Observed Behavior:

- Demonstrates humility
- Exudes courage by doing the right things for the right reasons
- Practices vulnerability
- Acts in ways that illustrate a student-centered belief system
- Demonstrates integrity by being trustworthy and honest
- Demonstrates selflessness in service to others and the profession

Comments:

### 8. Engages with others in ways that promote diversity, equity, and inclusion (CAEP 2022 R1.1, R1.2, R1.3, R1.4, R3.2; INTASC 2, 9)

Circle:    Rarely    Sometimes    Frequently    Consistently    Not observed in this setting

Possible Indicators of Observed Behavior:

- Demonstrates value and respect for others with diverse backgrounds, lived experiences, and worldviews
- Invites and considers the perspectives of others
- Implements equitable practices to ensure all students are highly engaged
- Balances the knowledge of culture/care with high expectations
- Takes actionable steps to promote inclusive educational practices
- Confronts negative stereotypes and language that further suppresses marginalized populations
- Actively seeks to disrupt rather than maintain inequitable power structures

Comments:

## Commitment to Learning

*Demonstrates a commitment to personal and professional self-growth*

### 9. Displays characteristics of a self-directed learner (CAEP 2022 R1.1, R1.3, R1.4, R3.2; INTASC 4, 7, 8, 9, 10)

Circle:    Rarely    Sometimes    Frequently    Consistently    Not observed in this setting

Possible Indicators of Observed Behavior:

- Effectively works to improve upon essential teaching competencies
- Identifies areas of strength and areas of growth
- Uses effective and reflective goal-setting
- Monitors and evaluates progress on set goals and adjusts goals as needed
- Applies new learning in future work
- Exhibits a growth mindset

Comments:

### 10. Demonstrates an eagerness to learn from others (CAEP 2022 R1.4, R3.2; INTASC 1, 3, 4, 5, 8, 9)

Circle:    Rarely    Sometimes    Frequently    Consistently    Not observed in this setting

Possible Indicators of Observed Behavior:

- Actively seeks feedback
- Utilizes constructive feedback to support growth
- Asks for help or advice from professionals in the field
- Proactively seeks out opportunities/resources to support learning
- Respects the knowledge and experience of in-service teachers, leaders, and course instructors to support personal/professional development
- Shows appreciation for the opportunities provided
- Engages in networking opportunities and activities

Comments:

### 11. Exhibits the characteristics of a *critical thinker* in the field of education (CAEP 2022 R1.1, R1.2, R1.3, R1.4, R3.2; INTASC 1, 3, 4, 5, 6, 7, 8, 10)

Circle:    Rarely    Sometimes    Frequently    Consistently    Not observed in this setting

Possible Indicators of Observed Behavior:

- Demonstrates a curiosity about teaching and learning
- Makes purposeful, thoughtful decisions to best meet students' needs
- Asks complex questions to stimulate thinking and isn't satisfied with easy answers
- Seeks out research to inform thinking and answer questions
- Make autonomous decisions based on professional judgment and resources
- Thinks creatively to support the learning process
- Takes risks by learning and trying new things
- Works towards innovative solutions to problems in the field

Comments:

### 12. Works to deconstruct personal biases to advocate for inclusivity (CAEP 2022 R1.1, R1.2, R1.3, R1.4, R3.2; INTASC 2, 3, 4, 5, 6, 7, 8)

Circle:    Rarely    Sometimes    Frequently    Consistently    Not observed in this setting

Possible Indicators of Observed Behavior:

- Examines how personal experiences may influence beliefs
- Develops an awareness of one's own cultural biases
- Displays an open mind by viewing a situation/topic from multiple perspectives
- Seeks out new ideas/information to expand understanding of topics related to diversity, equity, and inclusion
- Acknowledges and acts on one's responsibility in working towards a more equitable reality for all students
- Critically considers how privilege and power influence schooling

Comments:

## Teacher Identity Development

Open-Ended Questions:

1. What are two strengths you feel this teacher has developed?
2. What are two suggestions you have for this preservice teacher to grow their identity?

# Field Experience Rubric

**1. Understands Content: The developing professional understands the content knowledge of the discipline(s).**  
(CAEP 2022 R1.2; INTASC 4)

N/O	1	2	3	4
	<ul style="list-style-type: none"> <li>-Content knowledge limited, makes content errors</li> <li>-Little enthusiasm for content</li> <li>-Knowledge of content standards limited</li> </ul>	<ul style="list-style-type: none"> <li>-Content knowledge seen as separate facts</li> <li>-Little enthusiasm for content</li> <li>-Standards not connected to discipline</li> </ul>	<ul style="list-style-type: none"> <li>-Exhibits strong content knowledge</li> <li>-Conveys enthusiasm for content</li> <li>-Understands content standards and connects to teaching</li> <li>-Minimally understands global perspectives</li> </ul>	<ul style="list-style-type: none"> <li>-Displays extensive content knowledge</li> <li>-Conveys enthusiasm, conviction for content</li> <li>-Standards provide guidance for learning</li> <li>-Understands global perspectives</li> </ul>

**2. Understands Development: The developing professional understands how children learn and develop, and provides opportunities supporting intellectual, social, and personal growth.** (CAEP 2022 R1.1; INTASC 1, 2)

N/O	1	2	3	4
	<ul style="list-style-type: none"> <li>-Minimal knowledge of development</li> <li>-Minimal knowledge of learning theory as applied to teaching</li> <li>-Instruction inappropriate for age group</li> </ul>	<ul style="list-style-type: none"> <li>-General knowledge of development</li> <li>-General knowledge of learning theory as applied to teaching</li> <li>-Instruction appropriate for age group</li> </ul>	<ul style="list-style-type: none"> <li>-Strong understanding of and exceptions to general development</li> <li>-Understands learning theory as applied to teaching</li> <li>-Modifies instructions for students</li> </ul>	<ul style="list-style-type: none"> <li>-Extensive understanding of and exceptions to general development</li> <li>-Instruction utilizing learning theory meets wide variety of needs</li> <li>-modifies instructions for each student</li> </ul>

**3. Understands Differences: The developing professional recognizes and provides for individual differences and diversity.**  
(CAEP 2022 R1.1; INTASC 2)

N/O	1	2	3	4
	<ul style="list-style-type: none"> <li>-Little knowledge of student differences, learning styles, skills and cultural heritage</li> <li>-Does not model respectful behavior</li> <li>-Tolerates disrespectful behavior to others</li> </ul>	<ul style="list-style-type: none"> <li>-Displays awareness of student differences, learning styles, skills and cultural heritage</li> <li>-Displays discomfort when correcting negative attitudes toward others</li> </ul>	<ul style="list-style-type: none"> <li>-Differentiates instruction to meet individual needs of most students</li> <li>-Ensures students receive fair opportunity to succeed</li> <li>-Creates environment that ensures all students feel safe in school</li> </ul>	<ul style="list-style-type: none"> <li>-Differentiates instruction to meet individual needs of all students</li> <li>-Ensures students receive fair opportunity to succeed</li> <li>-Challenges negative attitudes ensuring a safe environment</li> </ul>

**4. Designs Instructional Strategies: The developing professional uses a variety of instructional strategies to encourage students' development of skills and strategies for critical thinking and problem solving.** (CAEP 2022 R1.3; INTASC 8)

N/O	1	2	3	4
	<ul style="list-style-type: none"> <li>-Focuses on teacher-centered instruction</li> <li>-Uses materials only from teacher's guide</li> <li>-Follows plans rigidly</li> <li>-Fails to incorporate higher-level thinking skills</li> </ul>	<ul style="list-style-type: none"> <li>-Limited focus on student-centered instruction</li> <li>-Limited use of additional materials</li> <li>-Monitors and attempts to adjust instruction</li> <li>-Attempts to incorporate higher-level thinking skills</li> </ul>	<ul style="list-style-type: none"> <li>-Utilizes resources for teaching</li> <li>-Uses multiple instructional strategies</li> <li>-Teacher monitors and adjusts instruction</li> <li>-Incorporates higher level-thinking skills</li> </ul>	<ul style="list-style-type: none"> <li>-Integrates resources into lessons</li> <li>-Instructional strategies ensure engagement of all students</li> <li>-Monitors and adjusts instruction based on individual student needs</li> <li>-Higher-level thinking skills are modeled</li> </ul>

**5. Motivates and Manages: The developing professional creates a positive learning environment utilizing motivational strategies and classroom management.** (CAEP 2022 R1.1, R1.2; INTASC 3, 5)

N/O	1	2	3	4
	<ul style="list-style-type: none"> <li>-Management is teacher directed</li> <li>-Unable to develop strategies to support group or individual work</li> <li>-Student expectations are unclear</li> </ul>	<ul style="list-style-type: none"> <li>-Classroom management minimally involves students</li> <li>-Develops few strategies to support group or individual work</li> <li>-Goals convey low or inconsistent expectations for students</li> </ul>	<ul style="list-style-type: none"> <li>-Incorporates multiple management and motivational strategies</li> <li>-Instructional grouping is varied</li> <li>-Displays consistent expectations for student achievement</li> </ul>	<ul style="list-style-type: none"> <li>-Management and motivational strategies include student and teacher input</li> <li>-Instructional grouping is individually varied to meet student needs</li> <li>-Displays high expectations for student achievement</li> </ul>

**6. Communicates: The developing professional uses knowledge of effective communication techniques.**

(CAEP 2022 R1.2, R1.3; INTASC 5, 7)

N/O	1	2	3	4
	<ul style="list-style-type: none"> <li>-Poor oral, written, nonverbal and listening skills</li> <li>-Communication is infrequent or inappropriate</li> <li>-No use of media or technology</li> <li>-No mention of safe, legal, or ethical use of information and technology</li> </ul>	<ul style="list-style-type: none"> <li>-Oral, written, nonverbal and listening skills contain few errors</li> <li>-Communication is appropriate, but infrequent</li> <li>-Limited use of media or technology</li> <li>-Minimal discussion of safe, legal, or ethical use of information and technology</li> </ul>	<ul style="list-style-type: none"> <li>-Oral, written, nonverbal and listening skills are clear</li> <li>-Communication is appropriate and frequent</li> <li>-Uses media and technology</li> <li>-Models safe, legal, and ethical practices using information and technology</li> </ul>	<ul style="list-style-type: none"> <li>-Oral, written, nonverbal and listening skills enrich communication</li> <li>-Communication is appropriate, respectful, frequent and collaborative</li> <li>-Variety of media and technology used</li> <li>-Students and teacher model safe, legal and ethical practices using information and technology</li> </ul>

**7. Plans: The developing professional utilizes effective planning techniques.** (CAEP 2022 R1.2, R1.3; INTASC 5, 7)

N/O	1	2	3	4
	<ul style="list-style-type: none"> <li>-Learning experiences designed for instruction are inappropriate</li> </ul>	<ul style="list-style-type: none"> <li>-Some learning experiences designed for instruction are appropriate</li> <li>-Teacher-centered principles of instruction primarily are utilized</li> </ul>	<ul style="list-style-type: none"> <li>-Most learning experiences are appropriate and connected to curriculum standards</li> <li>-Creates differentiated learning experiences for most student</li> </ul>	<ul style="list-style-type: none"> <li>-Learning experiences are appropriate and reflect curriculum goals</li> <li>-Creates differentiated learning experiences for each student</li> </ul>

**8. Assesses: The developing professional understands the assessment processes.** (CAEP 2022 R1.3; INTASC 6)

N/O	1	2	3	4
	<ul style="list-style-type: none"> <li>-Assessment strategies are inappropriate, do not contain clear criteria; results minimally affect planning</li> <li>-Bias and assessment not recognized</li> </ul>	<ul style="list-style-type: none"> <li>-Assessment strategies partially assess instruction</li> <li>-No effort to minimize bias and assessment</li> </ul>	<ul style="list-style-type: none"> <li>-Assessment strategies assess instruction and data are helpful for planning</li> <li>-Attempts to minimize bias and assessment</li> </ul>	<ul style="list-style-type: none"> <li>-Assessment strategies match goals and data provided is used in planning</li> <li>-Bias is recognized and appropriately addressed</li> </ul>

**9. Reflects on Practice and Teacher Preparation: The developing professional is a reflective practitioner who actively seeks opportunities to grow professionally.**(CAEP 2022 R1.4; INTASC 9, 10)

N/O	1	2	3	4
	<ul style="list-style-type: none"> <li>-No reflection is evident</li> <li>-Teacher rejects feedback</li> </ul>	<ul style="list-style-type: none"> <li>-Reflection is limited</li> <li>-Teacher accepts feedback, but no change is evident</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher seeks reflective opportunities</li> <li>-Teacher implements change based on feedback</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher identifies goals based on reflection</li> <li>-Teacher seeks feedback and implements change</li> </ul>

**10. Participates in the Professional Community: The developing professional fosters relationships with school colleagues, families, and agencies in the larger community to support students' learning and well being.** (CAEP 2022 R1.4, INTASC 9, 10)

N/O	1	2	3	4
	<ul style="list-style-type: none"> <li>-Relationships with colleagues are limited</li> <li>-No effort to engage in professional activities</li> <li>-Makes no effort to assume professional responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>-Cordial collegial relationships are maintained</li> <li>-Engages in limited professional activities</li> <li>-Exhibits limited professional behaviors</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher supports colleagues</li> <li>-Teacher participates in professional activities</li> <li>-Teacher exhibits professional behavior</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher advocates for students and seeks out school resources</li> <li>-Teacher collaborates with others</li> <li>-Teacher seeks out opportunities for professional activities</li> <li>-Teacher exhibits professional behavior</li> </ul>

**Learn.  
Challenge.  
Empower.  
Transform.**

# Student Teaching Evaluation



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Confidential  Non-Confidential

This recommendation comes from the following perspective:

Elementary	Secondary	Art/PE/Music	English as a Second Language	Special Education	Middle School	Early Childhood

The scale for this rating is as follows:

- N/O - Not Observed: No observation has been made in relation to this characteristic;
- 1) Novice - Needs Improvement: Performance needs more time, practice, and support to begin moving in a positive direction;
- 2) Progressing - Making Progress: Performance is developing, moving in a positive direction;
- 3) Proficient - Meets Standard: Performance is consistently positive;
- 4) Distinguished - Exceeds Standard: Performance is strong, demonstrating command of area.

	N/O	1	2	3	4
<b>1. Understands Content</b> Understands the content knowledge of the discipline(s)					
<b>2. Understands Development</b> Understands how children learn and develop, and provides opportunities supporting intellectual, social, and personal growth					
<b>3. Understands Differences</b> Recognizes and provides for individual differences and diversity					
<b>4. Designs Instructional Strategies</b> Uses a variety of instructional strategies to encourage students' development of skills and strategies for critical thinking and problem solving					
<b>5. Motivates and Manages</b> Uses motivational strategies and classroom management to create a positive learning environment					

	N/O	1	2	3	4
<b>6. Communicates</b> Uses knowledge of effective communication techniques					
<b>7. Plans</b> Utilizes effective planning techniques					
<b>8. Assesses</b> Understands assessment processes					
<b>9. Reflects on Practice and Teacher Preparation</b> Is a reflective practitioner who actively seeks opportunities to grow professionally					
<b>10. Participates in the Professional Community</b> Fosters relationships with school colleagues, families, and agencies in the larger community to support students' learning and well being					

**\*\*Refer to Doane Standards Rubric**

Comments:

1st Eval	<input type="text"/>
2nd Eval	<input type="text"/>
Final Eval	<input type="text"/>

Signature: \_\_\_\_\_  
 Position: \_\_\_\_\_  
 Home Phone: \_\_\_\_\_

School Name: \_\_\_\_\_  
 School Address: \_\_\_\_\_  
 School Phone: \_\_\_\_\_

**Nebraska Clinical Practice Rubric**

Teacher Candidate: \_\_\_\_\_

Evaluator's Name: \_\_\_\_\_

Evaluator's Role: \_\_\_\_\_

Date: \_\_\_\_\_

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 coordinator of field experiences.

	<b>Below Standard</b>	<b>Developing</b>	<b>Proficient</b>	<b>Advanced</b>
<p><i>Uses knowledge of students to meet needs</i></p> <p><b>Standard 1</b> Learner Development (CAEP 2022 R1.1; InTASC 1)</p>	Lacks evidence of data collection and use related to students and their development.	Collects data about students and their development but does not adjust teaching.	Uses data about students and their development to adjust teaching.	Uses data about students and their development to adjust teaching and build on student strengths resulting in student learning.
<p><i>Differentiates instruction to meet student needs</i></p> <p><b>Standard 2</b> Learner Differences (CAEP 2022 R1.1; InTASC 2)</p>	Does not identify students' needs for differentiation.	Identifies students' needs for differentiation.	Identifies students' needs for differentiation and responds with individualized instruction, flexible grouping, and varied learning experiences.	Identifies students' needs for differentiation and responds with individualized instruction, flexible grouping, and varied learning experiences to include bringing multiple perspectives and cultural resources to the discussion of content.
<p><i>Promotes a positive classroom environment through clear expectations</i></p> <p><b>Standard 3</b> Learning Environments (CAEP 2022 R1.1; InTASC 3)</p>	Attempts to communicate and reinforces clear task and behavior expectations to students.	Communicates and reinforces clear task and behavior expectations to students.	Communicates and reinforces clear task and behavior expectations to students and follows routines that support expectations for the learning environment.	Communicates and reinforces clear task and behavior expectations to students, develops routines that support expectations and minimizes the loss of instructional time.
<p><i>Uses accurate content and academic vocabulary</i></p> <p><b>Standard 4</b> Content Knowledge (CAEP 2022 R1.2; InTASC 4)</p>	Communicates inaccurate content, academic vocabulary and/or provides irrelevant 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 accurate content, uses academic vocabulary correctly and provides relevant opportunities for students to demonstrate understanding.	Communicates accurate content, uses academic vocabulary correctly, provides relevant opportunities for students to demonstrate understanding and uses knowledge of common misconceptions to create accurate understanding in the content area.

<p><b>Engages students in critical thinking and collaborative problem solving</b></p> <p><b>Standard 5</b> Application of Content (CAEP 2022 R1.2; InTASC 5)</p>	Does not assist students in making connections in the discipline.	Links concepts to help students make connections in the discipline.	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 and engages students in applying methods of inquiry in the discipline to engage learners in critical thinking.
<p><b>Develops literacy and communication skills through content</b></p> <p><b>Standard 5</b> Application of Content (CAEP 2022 R1.2; InTASC 5)</p>	Provides few opportunities for students to develop literacy and communication skills.	Engages students in developing literacy and communication skills.	Engages students to utilize literacy and communication skills by accessing a variety of resources and perspectives to show understanding of content.	Engages students to utilize literacy and communication skills from a variety of resources and perspectives to address targeted purposes and audiences.
<p><b>Uses classroom assessment</b></p> <p><b>Standard 6</b> Assessment (CAEP 2022 R1.3; InTASC 6)</p>	Uses classroom formative and summative assessments but may not match objectives and/or inform instructional decisions.	Uses classroom formative and summative assessments that match objectives and inform instructional decisions.	Uses classroom formative and summative assessments that match objectives and inform instructional decisions to guide implementation of differentiated instructional strategies.	Uses classroom formative and summative assessments that match objectives and inform instructional decisions to guide implementation of differentiated instructional strategies to include designing and/or adapting interventions as a result.
<p><b>Assesses for learning</b></p> <p><b>Standard 6</b> Assessment (CAEP 2022 R1.3; InTASC 6)</p>	Does not use student performance data and/or knowledge of students to identify interventions that support students.	Uses student performance data and knowledge of students to identify interventions that support students.	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 and/or advance learning through a series of differentiated assessment practices that positively impact learning.
<p><b>Plans for instruction</b></p> <p><b>Standard 7</b> Planning for Instruction (CAEP 2022 R1.3; InTASC 7)</p>	Provides little or no evidence of sequenced learning experiences and/or experiences are not linked to the learning objectives, performance tasks and/or assessments.	Sequences learning experiences linked to the learning objectives, performance tasks and assessments.	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 to provide multiple ways for students to demonstrate knowledge and skills to include using data to adjust for recurring learning needs throughout planning.

<p><b><i>Incorporates digital tools into instruction</i></b></p> <p><b>Standard 8</b> Instructional Strategies (CAEP 2022 R1.3; InTASC 8)</p>	Provides learning experiences that incorporate digital tools infrequently or ineffectively.	Provides relevant learning experiences that incorporate digital tools to stimulate interest.	Provides relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.	Designs or adapts relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
<p><b><i>Uses research-based instructional strategies</i></b></p> <p><b>Standard 8</b> Instructional Strategies (CAEP 2022 R1.3; InTASC 8)</p>	Uses strategies and poses questions.	Uses evidence-based strategies to support learning in the content area and poses questions that elicit student thinking.	Uses evidence-based strategies to support learning in the content area and poses questions that elicit student thinking and support critical thinking skills.	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.
<p><b><i>Uses engagement to enhance learning</i></b></p> <p><b>Standard 8</b> Instructional Strategies (CAEP 2022 R1.3; InTASC 8)</p>	Attempts to manage the learning environment for student engagement.	Manages the learning environment for student engagement.	Organizes and manages the learning environment for student engagement using strategies that provide opportunities for students to process and articulate new knowledge.	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.
<p><b><i>Accepts critique and input regarding performance</i></b></p> <p><b>Standard 9</b> Professional Learning and Ethical Practice (CAEP 2022 R1.4; InTASC 9)</p>	May resist constructive feedback or fail to implement goals to improve practice.	Invites constructive feedback, responds positively, but inconsistently implements goals to improve practice.	Invites constructive feedback, responds positively, with support sets and implements goals to improve practice.	Invites constructive feedback, responds positively, independently sets and implements goals to improve practice.
<p><b><i>Conveys professional demeanor</i></b></p> <p><b>Standard 10</b> Leadership and Collaboration (CAEP 2022 R1.4; InTASC 10)</p>	Conveys a lack of professional decorum when interacting.	Conveys professional decorum when interacting with learners, peers, colleagues and the community in small and large group situations. Any minor lapses have been addressed.	Conveys a confident, professional decorum when interacting with learners, peers, colleagues and the community in small and large group situations.	Conveys a confident, professional decorum when interacting with learners, peers, colleagues and the community in small and large group situations to include seeking out leadership opportunities in the school and/or community.
<p><b><i>Uses professional communication</i></b></p> <p><b>Standard 10</b> Leadership and Collaboration (CAEP 2022 R1.4; InTASC 10)</p>	Demonstrates unprofessional oral, written and/or electronic communication and/or responds to people, problems and crises ineffectively.	Demonstrates professional oral, written and electronic communication, responds to people, problems and crises effectively with additional assistance.	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 and communicates with families through a variety of means (i.e. notes home, e-mails or websites, phone calls, conferences, meetings).

Standard 1 Learner Development (Student Needs)	
<p><i>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.</i> (CAEP 2022 R1.1; InTASC 1)</p> <p style="text-align: center;"><b>Proficient:</b> <b>Uses data about students and their development to adjust teaching.</b></p> <p style="text-align: center;"><i>*This standard is focused on the development of students within the classroom.</i></p>	<p><b>Observable candidate behaviors may include:</b></p> <ul style="list-style-type: none"> <li>● Connects lessons to students’ interests, personal experiences and prior knowledge               <ul style="list-style-type: none"> <li>○ Assesses what students know, need to know, and want to know (KWL, interest inventories, etc.)</li> </ul> </li> <li>● Modifies, adapts or adjusts instruction and materials for students               <ul style="list-style-type: none"> <li>○ Varies learning experiences and activities within a lesson</li> <li>○ Uses flexible groupings</li> <li>○ Makes appropriate and timely adjustments within lessons based upon students’ responses</li> </ul> </li> <li>● Collects data about student development and effectively uses the data to adjust teaching               <ul style="list-style-type: none"> <li>○ Data collected includes information about student interests, backgrounds, strengths needs, etc.</li> <li>○ Takes notes or keeps records on student learning to determine next steps for instruction</li> </ul> </li> <li>● Creates opportunities to use and build on student strengths               <ul style="list-style-type: none"> <li>○ This is not always evident within a single observation and may be learned during a debriefing</li> </ul> </li> </ul>
Standard 2 Learning Differences (Differentiation)	
<p><i>The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive environments that enable each learner to meet high standards.</i> (CAEP 2022 R1.1; InTASC 2)</p> <p style="text-align: center;"><b>Proficient:</b> <b>Identifies students’ needs for differentiation and responds with individualized instruction, flexible grouping and varied learning experiences.</b></p> <p style="text-align: center;"><i>*This standard is focused on the development of individual students within the classroom.</i></p>	<p><b>Observable behaviors may include:</b></p> <ul style="list-style-type: none"> <li>● Implements developmentally appropriate and challenging learning experiences               <ul style="list-style-type: none"> <li>○ Varies learning experiences and activities within a lesson to meet individual students’ needs</li> <li>○ Includes strategies for making content and academic language accessible to linguistically diverse students</li> <li>○ Asks varying levels of questions to promote interactive class discussions</li> </ul> </li> <li>● Uses data gathered to differentiate instruction using flexible grouping, individualized instruction, various teaching styles, and differentiated content               <ul style="list-style-type: none"> <li>○ Creates multiple ways for students to demonstrate learning</li> <li>○ Adapts materials and instruction to meet individual student needs</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>● Includes multiple levels of activities to address varied levels of students and/or provide student choice <ul style="list-style-type: none"> <li>○ Provides opportunities for student choice</li> </ul> </li> <li>● Creates multiple ways for students to demonstrate learning <ul style="list-style-type: none"> <li>○ Provides opportunities for students to realize cultural significance and global perspectives</li> <li>○ Encourages individual opinions during class discussions</li> </ul> </li> </ul>
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<b>Standard 3</b> <b>Learning Environment (Classroom Management)</b>
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<p><i>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.</i> (CAEP 2022 R1.1; InTASC 3)</p> <p style="text-align: center;"><b><u>Proficient:</u></b>  <b>Communicates and reinforces clear task and behavior expectations to students, develops routines that support expectations for the learning environment.</b></p>	<p><b><i>Observable candidate behaviors may include:</i></b></p> <p><b>Communicates, models, and positively reinforces clear task and behavioral expectations</b></p> <ul style="list-style-type: none"> <li>● Reinforces and revisits rules/expectations as needed</li> <li>● Acknowledges positive behaviors</li> <li>● Monitors the classroom climate and adjusts as needed</li> <li>● Communicates expectations in multiple ways (verbal, visual, nonverbal, etc.)</li> <li>● Exhibits mutual respect between self and students</li> </ul> <p><b>Provides verbal and nonverbal signals to reinforce/redirect behavior (smiles, high fives, thumbs up, gives verbal acknowledgement, praise, uses proximity, eye contact, attention getters, signals, etc.)</b></p> <ul style="list-style-type: none"> <li>● Exhibit mobility during lessons and uses proximity control</li> <li>● Is strategic and intentional with proximity</li> </ul> <p><b>Uses strategies for transitions that minimize problems and maximize instructional time</b></p> <ul style="list-style-type: none"> <li>● Engages students in smooth and non-disruptive transitions between and within lessons <ul style="list-style-type: none"> <li>○ Uses age-appropriate transitions</li> </ul> </li> </ul> <p><b>Creates a positive learning environment through relationships, organization and routines through an awareness of the classroom environment</b></p> <ul style="list-style-type: none"> <li>● Maintains the attention of the classroom</li> <li>● Adjusts for student engagement</li> <li>● Builds positive relationships with students</li> <li>● Organizes the classroom for learning</li> </ul>
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<b>Standard 4 Content Knowledge (Accuracy)</b>	
<p>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. (CAEP 2022 R1.2; InTASC 4)</p> <p style="text-align: center;"><b>Proficient:</b> <b>Communicates accurate content, uses academic vocabulary correctly, and provides relevant opportunities for students to demonstrate understanding.</b></p>	<p><b>Observable candidate behaviors may include:</b></p> <ul style="list-style-type: none"> <li>● Demonstrates a clear and direct match between activities and objective(s) throughout the lesson</li> <li>● Addresses student questions and misconceptions accurately</li> <li>● Uses the academic language of the content correctly and creates opportunities for students to practice and apply academic language</li> <li>● Is knowledgeable of content and ensures accurate and relevant implementation</li> <li>● Provides students opportunities to practice/demonstrate understanding</li> </ul>
<b>Standard 5 Application of Content (Critical Thinking)</b>	
<p><i>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.</i> (CAEP 2022 R1.2; InTASC 4)</p> <p style="text-align: center;"><b>Proficient:</b> <b>Links concepts to help students make connections and engages students in applying methods of inquiry in the discipline.</b></p>	<p><b>Observable candidate behaviors may include:</b></p> <ul style="list-style-type: none"> <li>● Builds upon prior knowledge and background to initiate new learning</li> <li>● Relates content to meaningful examples that provoke critical thinking</li> <li>● Uses inquiry driven instruction to engage students in meaningful ways <ul style="list-style-type: none"> <li>○ Provides opportunities for students to reason, justify and provide evidence for thinking</li> </ul> </li> <li>● Uses questioning to engage students to conjecture and discover key ideas</li> <li>● Synthesizes content across fields, making connections relevant to students</li> </ul>
<b>Standard 5 Application of Content (Communication)</b>	
<p><i>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.</i> (CAEP 2022 R1.2; InTASC 4)</p> <p style="text-align: center;"><b>Proficient:</b> <b>Engages students to utilize literacy and communication skills from a variety of resources and perspectives to show understanding of content.</b></p>	<p><b>Observable candidate behaviors:</b></p> <ul style="list-style-type: none"> <li>● Engages students in applying content knowledge and skills to real world contexts</li> <li>● Develops students' communications skills through group work</li> <li>● Guides students in gathering, organizing and evaluating information and ideas from a variety of resources and texts</li> <li>● Creates authentic writing assignments</li> <li>● Provides opportunities for students to display and communicate their knowledge in a variety of ways <ul style="list-style-type: none"> <li>○ Creates reading, writing, speaking opportunities for students to demonstrate learning</li> </ul> </li> </ul>

<b>Standard 6 Assessment (Classroom Assessment)</b>	
<p><i>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.</i> (CAEP 2022 R1.3; InTASC 6)</p> <p style="text-align: center;"><b><u>Proficient:</u></b> <b>Uses classroom formative and summative assessments that match objectives and inform instructional decisions to guide implementation of differentiated instructional strategies.</b></p>	<p><b><i>Observable candidate behaviors may include:</i></b></p> <ul style="list-style-type: none"> <li>● Implements multiple assessments that measure lesson objectives</li> <li>● Checks for student understanding throughout the lesson <ul style="list-style-type: none"> <li>○ Adjustments to lesson are made based upon student responses</li> </ul> </li> <li>● Uses assessments to engage student in his/her growth and decision making</li> <li>● Implements required accommodation in assessments and testing conditions</li> <li>● Provides a variety of opportunities to showcase learning</li> </ul>
<b>Standard 6 Assessment (Impact on Student Learning)</b>	
<p><i>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.</i> (CAEP 2022 R1.3; InTASC 6)</p> <p style="text-align: center;"><b><u>Proficient:</u></b> <b>Uses student performance data and knowledge of students to identify interventions that support and/or advance students to positively impact learning.</b></p>	<p><b><i>Observable candidate behaviors may include:</i></b></p> <ul style="list-style-type: none"> <li>● Provides students clear criteria and performance standards by which their work will be evaluated</li> <li>● Monitors student learning to guide instruction and to engage learners in their own progress (eg. goal setting, self-assessment, etc.)</li> <li>● Uses data from multiple types of assessments to draw conclusions about student progress and determine re-teaching and enrichment opportunities</li> <li>● Analyzes assessment data to describe patterns and/or gaps in learning and provides one or more examples of how analysis guided planning and instruction (questions in debrief after)</li> <li>● Adjusts instruction based on student performance data <ul style="list-style-type: none"> <li>○ Circulates and checks in on learning, using the information to clarify, reinforce, or extend learning</li> </ul> </li> <li>● Reteaches and/or extends learning within a lesson</li> <li>● Provides on-going feedback to engage students in their own learning</li> </ul>

<b>Standard 7</b>	
<b>Planning for Instruction (Written Lesson Plans)</b>	
<p><i>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.</i> (CAEP 2022 R1.3; InTASC 7)</p> <p style="text-align: center;"><b><u>Proficient:</u></b></p> <p><b>Sequences learning experiences linked to the learning objectives, performance tasks and assessments to provide multiple ways for students to demonstrate knowledge and skills.</b></p> <p><i>*This standard focuses solely on lesson planning as not to be confused with implementation (standard 8).</i></p>	<p><b><i>Observable candidate behaviors may include:</i></b></p> <ul style="list-style-type: none"> <li>● Aligns objective(s) to state standards and/or district curriculum guides and resources when planning lessons</li> <li>● Connects objective(s) to lesson activities to include the opening and closure of the lesson</li> <li>● Uses a model that scaffolds learning (eg. gradual release) to support all connections to the learning objective(s) within lesson plans</li> <li>● Plans, connects, and sequences common learning experience and performance tasks linked to learning objectives</li> <li>● Prepares necessary resources and materials to include technology</li> <li>● Modifies/adapts lesson plans based on student performance data and student needs</li> </ul>
<b>Standard 8</b>	
<b>Instructional Strategies (Technology)</b>	
<p>The teacher understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (CAEP 2022 R1.3; InTASC 8)</p> <p style="text-align: center;"><b><u>Proficient:</u></b></p> <p><b>Provides relevant learning experiences that incorporates digital tools and resources to promote student learning and creativity.</b></p>	<p><b><i>Observable candidate behaviors may include:</i></b></p> <ul style="list-style-type: none"> <li>● Engages learners in using a range of technology tools to access, interpret, evaluate and apply information</li> <li>● Provides learning opportunities by utilizing technology, when appropriate, that relate to the lesson objective</li> <li>● Offers student choice through technology to provide experiential opportunities</li> <li>● Utilizes technology to form connections between content and the real world</li> </ul>
<b>Standard 8</b>	
<b>Instructional Strategies (Evidence-Based Strategies)</b>	
<p><i>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.</i> (CAEP 2022 R1.3; InTASC 8)</p> <p style="text-align: center;"><b><u>Proficient:</u></b></p> <p><b>Uses evidence-based strategies to support learning in the content area and poses questions that elicit student thinking and support critical thinking skills.</b></p>	<p><b><i>Observable candidate behaviors may include:</i></b></p> <ul style="list-style-type: none"> <li>● Incorporates a variety of instructional strategies that match the intended learning target</li> <li>● Utilizes gradual release of responsibility and pacing by varying roles within the instructional process (e.g., instructor, facilitator, coach, audience)</li> <li>● Includes inquiry processes that are open-ended utilizing questions that give rise to critical thinking versus absolute responses</li> <li>● Ensures content is accessible to each learner</li> </ul>

<b>Standard 8 Instructional Strategies (Engagement)</b>	
<p><i>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.</i> (CAEP 2022 R1.3; InTASC 8)</p> <p style="text-align: center;"><b><u>Proficient:</u></b> <b>Organizes and manages the learning environment for student engagement using strategies that provide opportunities for students to process and articulate new knowledge.</b></p>	<p><b><i>Observable candidate behaviors may include:</i></b></p> <ul style="list-style-type: none"> <li>● Creates a learning environment through organization, routine and structure for student engagement and learning</li> <li>● Provides a variety of activities that are purposeful to student learning to ensure student involvement <ul style="list-style-type: none"> <li>○ Directly involves students in the learning using active engagement strategies (e.g. partner work, pair share, performance tasks, Kagan strategies, Talk Moves, etc.)</li> </ul> </li> <li>● Provides expectations for growth and opportunities for students to self-evaluate learning (eg. rubrics)</li> <li>● Creates opportunities for students to demonstrate what they've learned through a variety of products</li> <li>● Provides opportunities for students to engage in dialogue, share ideas, and form positive working and social relationships with peers, other adults, guests to the classroom/school (eg. cooperative or collaborative learning)</li> </ul>
<b>Standard 9 Professional Learning and Ethical Practice (Accepting Feedback - Dispositions)</b>	
<p><i>The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</i> (CAEP 2022 R1.4; InTASC 9)</p> <p style="text-align: center;"><b><u>Proficient:</u></b> <b>Invites constructive feedback, responds positively, with support sets and implements goals to improve practice.</b></p>	<p><b><i>Observable candidate behaviors may include:</i></b></p> <ul style="list-style-type: none"> <li>● Seeks, accepts and implements feedback from a variety of sources including students <ul style="list-style-type: none"> <li>○ Schedules regular meetings for monitoring progress with classroom teacher, supervisor, peers, other teachers and asks for feedback</li> <li>○ Seeks out educational opportunities to increase effectiveness as a teacher</li> </ul> </li> <li>● Responds positively and proactively by setting and implementing goals for growth based on feedback to increase effectiveness <ul style="list-style-type: none"> <li>○ Analyzes a variety of data to evaluate outcomes of teaching to improve practice and planning</li> <li>○ Utilizes research-based practices to improve practice</li> </ul> </li> </ul>

<b>Standard 10</b>	
<b>Leadership and Collaboration (Professional Demeanor - Dispositions)</b>	
<p><i>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.</i> (CAEP 2022 R1.4; InTASC 10)</p> <p style="text-align: center;"><b><u>Proficient:</u></b> <b>Conveys a confident, professional decorum when interacting with learners, peers, colleagues, and the community in small and large group situations.</b></p>	<p><b><i>Observable candidate behaviors may include:</i></b></p> <ul style="list-style-type: none"> <li>● Provides ideas/input when working with colleagues, candidate seeks suggestions and strategies from other professionals to improve practice</li> <li>● Collaborates with other school professionals to plan and jointly facilitate learning to meet the needs of students</li> <li>● Contributes to a positive school culture within and beyond the classroom (eg. attends school and community functions and activities)</li> <li>● Models professionalism through punctuality, dependability, preparedness, professional dress, follow through, ethical and confidential practices <ul style="list-style-type: none"> <li>○ Poised, tactful and responsive and respectful to others</li> </ul> </li> </ul>
<b>Standard 10</b>	
<b>Leadership and Collaboration (Professional Communication - Dispositions)</b>	
<p><i>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.</i> (CAEP 2022 R1.4; InTASC 10)</p> <p style="text-align: center;"><b><u>Proficient:</u></b> <b>Demonstrates professional oral, written, and electronic communication, responds to people, problems and crisis effectively.</b></p>	<p><b><i>Observable candidate behaviors may include:</i></b></p> <ul style="list-style-type: none"> <li>● Exhibits proper grammar, punctuation, sentence structure and spelling in all forms of communication and is thoughtful before speaking and writing</li> <li>● Applies school policy when dealing with problems and crises</li> <li>● Communicates clearly, honestly, respectfully and professionally with parents and families and is ongoing throughout the experience <ul style="list-style-type: none"> <li>○ Chooses the right mode of communication for the circumstance (i.e., phone call vs. email, etc.)</li> <li>○ Demonstrates professional nonverbal and verbal communication</li> </ul> </li> </ul>

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# Evaluation of Cooperating Teacher



college of  
**EDUCATION**

Doane Cooperating Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

This evaluation comes from: \_\_\_\_\_ Student Teacher \_\_\_\_\_ Supervising Teacher

This recommendation comes from the following perspective:

Elementary	Secondary	Art/PE/Music	English as a Second Language	Special Education	Middle School	Early Childhood

The scale for this rating is as follows:

- C - Consistently** – Demonstrates behavior **consistently** throughout the semester
- O - Occasionally** - Demonstrates behavior **occasionally** throughout the semester
- R - Rarely** - Demonstrates behavior **rarely** throughout the semester
- NO – Not Observed** – No observation has been made in relation to this behavior

<b>General Expectations:</b>	<b>C</b>	<b>O</b>	<b>R</b>	<b>N/O</b>
1. Informs student teacher and/or supervising teacher of upcoming dates in advance				
2. Demonstrates professionalism				
3. Maintains good rapport with student teacher and supervising teacher				
<b>Interaction with the Student Teacher</b>	<b>C</b>	<b>O</b>	<b>R</b>	<b>N/O</b>
4. Observes the student teacher teaching in a variety of situations				
5. Models and provides guidance while releasing responsibility to the student teacher.				
6. Provides constructive criticism and feedback concerning the student teacher's performance/teaching				
7. Offers suggestions to the student teacher in areas needing growth				
8. Demonstrates effective listening strategies with the student teacher				
9. Provides written feedback for the student teacher				
10. Sets goals with the student teacher for improving performance				
11. Encourages the student teacher				
<b>Interaction with the Supervising Teacher</b>	<b>C</b>	<b>O</b>	<b>R</b>	<b>N/O</b>
12. Collaborates with the supervising teacher to understand/develop the phase-in plan				
13. Helps supervising teacher understand the student teacher's ratings on the rubric				
14. Communicates with the supervising teacher to identify strengths and growth areas of the student teacher				
15. Demonstrates effective listening strategies with the supervising teacher				
16. Answers supervising teacher's questions and addresses concerns				
17. Provides resources and information for the supervising teacher when requested				

**Please take a moment to write any specific comments on the back of this form.  
Thank you in advance for completing this.**

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# Evaluation of Supervising Teacher



college of  
**EDUCATION**

Doane Supervising Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

This evaluation comes from: \_\_\_\_\_ Student Teacher \_\_\_\_\_ Cooperating Teacher

This recommendation comes from the following perspective:  
This recommendation comes from the following perspective:

Elementary	Secondary	Art/PE/Music	English as a Second Language	Special Education	Middle School	Early Childhood

The scale for this rating is as follows:

- C - Consistently** – Demonstrates behavior **consistently** throughout the semester
- O - Occasionally** - Demonstrates behavior **occasionally** throughout the semester
- R - Rarely** - Demonstrates behavior **rarely** throughout the semester
- NO – Not Observed** – No observation has been made in relation to this behavior

<b>General Expectations:</b>	<b>C</b>	<b>O</b>	<b>R</b>	<b>N/O</b>
1. Informs student teacher and/or cooperating teacher of upcoming visits in advance or makes prior visitation arrangements				
2. Demonstrates professionalism during visits				
3. Maintains good rapport with personnel of the cooperating school				
<b>Interaction with the Student Teacher</b>	<b>C</b>	<b>O</b>	<b>R</b>	<b>N/O</b>
4. Observes the student teacher teaching in a variety of situations				
5. Provides constructive criticism and feedback concerning the student teacher's performance/teaching				
6. Offers suggestions to the student teacher in areas needing growth				
7. Demonstrates effective listening strategies with the student teacher				
8. Provides written feedback for the student teacher				
9. Sets goals with the student teacher for the next visit				
10. Encourages the student teacher				
<b>Interaction with the Cooperating Teacher</b>	<b>C</b>	<b>O</b>	<b>R</b>	<b>N/O</b>
11. Collaborates with the cooperating teacher to understand/develop the phase-in plan				
12. Helps cooperating teacher understand the evaluation forms and rubrics				
13. Communicates with the cooperating teacher to identify strengths and growth areas of the student teacher				
14. Demonstrates effective listening strategies with the cooperating teacher				
15. Answers cooperating teacher's questions and addresses concerns				
16. Provides resources and information for the cooperating teacher when requested				

**Please take a moment to write any specific comments on the back of this form.  
Thank you in advance for completing this.**

# IMPACT ON STUDENT LEARNING

Name: \_\_\_\_\_

Task: \_\_\_\_\_

	<b>Progressing - 2 Making progress</b>	<b>Proficient - 3 Meets criteria</b>	<b>Distinguished - 4 Exceeds criteria</b>	<b>N/A</b>
<b>Classroom context description is provided.</b>  (CAEP 2022 R1.1, R1.2, R1.3; INTASC 1-8; Doane Standard 1, 4, 5, 7, 8, 9)	Limited description of classroom characteristics and student characteristics that may affect learning. Links between characteristics, instruction and assessment are missing, limited or inappropriate.	Description of classroom characteristics and student characteristics that may affect learning. Identifies links between the characteristics, instruction and assessment strategies used.	Detailed description of classroom characteristics and specific characteristics of students that may affect learning. Explains how the characteristics were used to inform instruction and assessment.	.
<b>Instructional planning is scaffolded and planning complete.</b>  (CAEP 2022 R1.1, R1.2, R1.3; INTASC 1-8; Doane Standard 1, 4, 5, 7, 8, 9)	Learning experiences are out of place, clearly not scaffolded or seemingly random in structure and order.	Most of the learning experiences are sequenced and scaffolded, but an experience may appear out of place.	Learning experiences are sequenced and scaffolded in an even and consistent manner.	
	Instruction has limited connections to contextual factors. Plans include learning activities, materials and resources, without a focus on the diverse needs of the students.	Instruction has been designed with some connections to contextual factors. Plans include learning activities, materials and resources that may be suitable for diverse learners.	Instruction has been designed with connections to contextual factors. Plans include learning activities, materials and resources suitable for learners, with differentiation to meet diverse students' needs.	
	Many materials are lacking to support the plans. Materials need to be created in order to implement the plans.	An attempt was made to include some of the materials needed for implementation.	All materials that are needed for implementation are included and fully developed.	
<b>Assessment strategies are planned.</b>  (CAEP 2022 R1.1, R1.2, R1.3; INTASC 1-8; Doane Standard 1, 4, 5, 7, 8, 9)	Assessment is limited or lacking in ongoing assessment, formal or informal, and may not assess all objectives.	Assessment is on-going but lacks multiple assessment strategies, but assesses all objectives.	Assessment is on-going and includes multiple assessment strategies, both formal and informal and assesses all objectives.	
	Selects assessment strategies that at times do not measure progress toward the objectives. Actual strategies are limited, missing or confusing.	Selects assessment strategies that are aligned with instruction and measure progress toward the objectives. Strategies are included.	Selects and/or designs assessment strategies that are aligned with instruction and measure progress towards the objectives. Actual strategies are included, ready for use.	
<b>The assessment analysis is aligned with objectives.</b>  (CAEP 2022 R1.1, R1.2, R1.3; INTASC 1-8; Doane Standard 1, 4, 5, 7, 8, 9)	Some of the objectives are analyzed for student learning in terms of progress toward meeting the objectives.	Most of the objectives are analyzed for student learning in terms of progress toward meeting the objectives.	All objectives are analyzed for student learning in terms of progress toward meeting the objectives.	

	<b>Progressing - 2 Making progress</b>	<b>Proficient - 3 Meets criteria</b>	<b>Distinguished - 4 Exceeds criteria</b>	<b>NA</b>
<p><b>The assessment – data representation includes</b></p> <ul style="list-style-type: none"> <li>▪ <b>Graphs</b></li> <li>▪ <b>Spreadsheets</b></li> <li>▪ <b>Statistics</b></li> </ul> <p>(Matched to objectives)</p> <p>(CAEP 2022 R1.1, R1.2, R1.3; INTASC 1-8; Doane Standard 1, 4, 5, 7, 8, 9)</p>	Data representation is limited and needs help in organization, causing difficulty understanding student progress. It will be hard to make decisions based upon how the data are presented.	Data are represented and organized in a way to help to understand student progress. Decisions can be made based upon how the data are presented.	Data are represented accurately, organized and broken down into information that is clearly helpful and useful. Decisions can be easily made based upon on how the data are presented. Student progress is easily understood.	
<p><b>Assessment analysis includes:</b></p> <p><b>Summary, Interpretation Conclusions</b></p> <p><b>Documentation of impact on students' learning is included.</b></p> <p>(CAEP 2022 R1.1, R1.2, R1.3; INTASC 1-8; Doane Standard 1, 4, 5, 7, 8, 9)</p>	<p>Evidence of instructional adjustments was provided for the group. Examples were general and provided limited evidence to support conclusions drawn.</p> <p>The summary and interpretation of data is limited or unclear. Little evidence is used to support conclusions. Information is or may not be linked to objectives and assessments. Next steps are limited or vague. Examples of students' assessments may be included but not connected to the summary.</p>	<p>Evidence was provided of instructional adjustments during or after instruction for the group and/or individuals. Provided some examples of evidence to support conclusions drawn.</p> <p>The summary and interpretation of data is clear with conclusions supported by evidence based on each objective and assessments. Possible next steps may be identified, but not clearly defined. Examples of students' assessments are included and connected to the summary.</p>	<p>Analysis highlighted decisions made during and after instruction for individuals and the group. Provided specific examples of the adjustments and evidence to support conclusions drawn.</p> <p>Detailed summary and interpretations of data with conclusions supported by multiple sources of evidence based on each objective and matching assessments are provided. Reflections are included concerning the students' possible next steps. Examples of students' assessments are included and connected to the summary.</p>	
<p><b>Implications for future teaching are included.</b></p> <p>(CAEP 2022 R1.1, R1.2, R1.3; INTASC 1-8; Doane Standard 1, 4, 5, 7, 8, 9)</p>	Provides limited to no ideas or inappropriate ideas for redesigning instruction and assessment.	Provides ideas for redesigning instruction and assessment but does not explain why these modifications would improve student learning.	Provides ideas for redesigning instruction and assessment and explains why these modifications would improve student learning.	
<p><b>Overall reflection of teaching experience is provided.</b></p> <p>(CAEP 2022 R1.1, R1.2, R1.3; INTASC 1-8; Doane Standard 1, 4, 5, 7, 8, 9)</p>	Simplistic, limited discussion of what went well, what was learned and what could have been done differently. Limited evaluation of own teaching.	Reflection discusses what went well, what was learned and what could have been done differently. Evaluates strengths and weaknesses of own teaching.	Reflection discusses specific examples in depth as to what went well, what was learned and what could have been done differently. Evaluates strengths and weaknesses of own teaching and identifies areas for professional growth.	

**Comments:**



