



COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES
OFFICE OF FIELD EXPERIENCES



CLINICAL PRACTICE HANDBOOK | 2023-2024

Preparing graduates who are **Dedicated Professionals,**
Reflective Scholars, and **Responsible Citizens.**



COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES

Welcome to UNO and the Clinical Practice Experience!

Thank you in advance for your professional commitment and dedication to student learning! The quality experience all clinical practice candidates will receive this semester will help ensure success as future educators.

UNO encourages a collaborative approach to clinical practice. The model utilizes instructional coaching and co-teaching throughout the experience. In collaborating to meet the needs of students, the cooperating teacher and the teacher candidate share responsibility for planning, instruction, and assessment. This allows for increased collaboration and reflection on teaching and learning. Coaching is strategically embedded throughout the experience by the university supervisor with support from the cooperating teacher.

Foundational to this model is the Team Development Workshop. This is an opportunity for the cooperating teacher, the teacher candidate, and the university supervisor to learn more about the model, get to know each other and start planning for the semester. Professionalizing the relationship among team members sets the foundation for a successful shared classroom.

The influence of a developing teacher working alongside an experienced and effective educator will result in a positive overall impact on students and their overall success in school. Thank you for your contributions towards education.

Sincerely,

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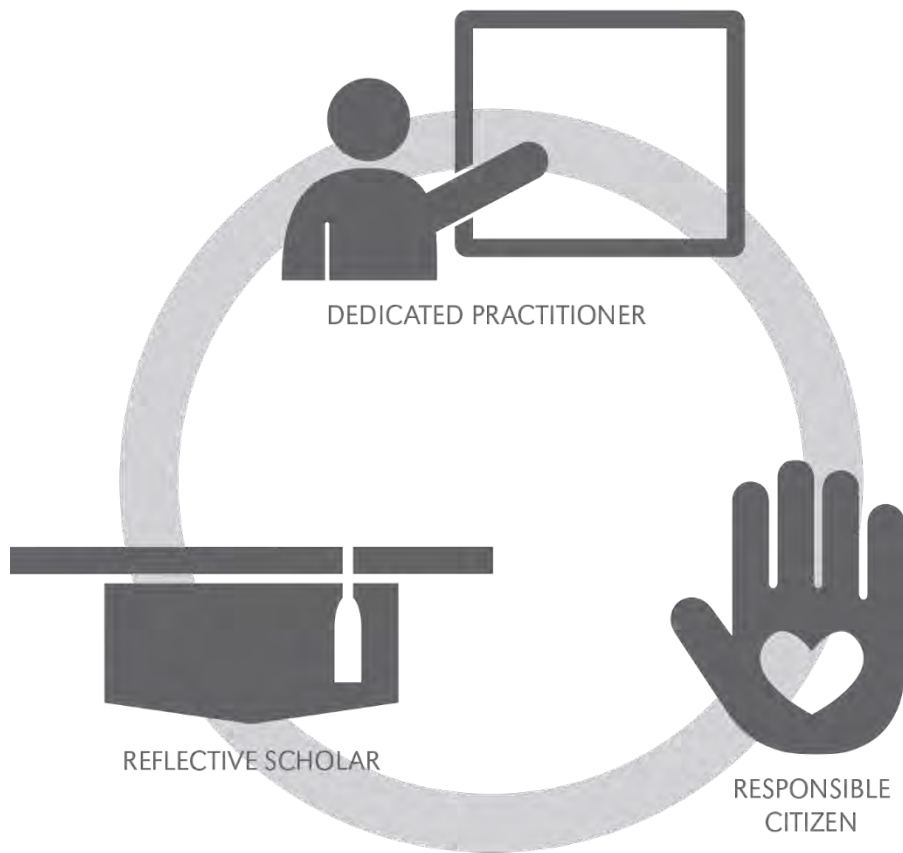
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Conceptual Framework



PHILOSOPHY, PURPOSE, AND GOALS

The philosophy and purpose of the College of Education, Health, and Human Sciences are grounded in the central principles identified by the faculty for preparing graduates who are dedicated practitioners, reflective scholars, and responsible citizens. Each of these central principles is described in this document. The descriptions focus on the knowledge, skills, and dispositions associated with each principle. Goals/outcomes related to these central principles are presented after each principle has been described.

Central Principle #1 - Dedicated Practitioners

As dedicated practitioners, our candidates integrate content knowledge, evidence-based practice, and learning theory to develop problem solving and critical thinking skills. This is an essential foundation for our candidates who engage in their professions, pursue life-long learning, and actively serve their communities.

As Dedicated Practitioners, our candidates...

Knowledge:

- have comprehensive knowledge of the content in their disciplines;
- know effective strategies and techniques in their disciplines;
- understand cognitive processes associated with learning, movement, and knowledge construction;
- understand best practices in assessments;

Skills:

- design instruction and interventions that are developmentally appropriate;
- apply multiple strategies and techniques to create opportunities for diverse learners;
- model problem solving, reflection, and critical thinking skills;
- use assessment and evaluation to inform best practice;

Dispositions:

- believe all individuals can learn, grow, change, and succeed;
- assume responsibility for their own learning and provide opportunities for others to do the same;
- model professionalism, responsibility, and reflection.

Central Principle #2 - Reflective Scholars

As reflective scholars, our candidates learn to appreciate the continuity between theory and application and develop the ability to critique, analyze, conduct, and apply research to generate and incorporate sustainable best practice. Candidates use a diverse array of inquiry methods to develop and determine their place within their evolving disciplines and changing communities. Our candidates use inquiry and reflection to make informed decisions and to recognize and articulate the ethical ramifications of research, inquiry, and practice.

As Reflective Scholars, our candidates . . .

Knowledge:

- understand methods of inquiry as tools for self- assessment, problem-solving, and decision-making;
- are cognizant of research and inquiry resources available on their campus, in their community, and within their discipline that support professional learning and development;
- understand the legal and ethical responsibilities of inquiry within their discipline;

Skills:

- make conscientious, explicit, and judicious use of research in their discipline;
- take part in critical examinations of tools and processes that help practitioners assess outcomes;
- use observation, information, inquiry, and reflection as sources for evaluating and implementing best practice;

- make connections to other fields of study relevant to their own discipline;
- use diverse methods of inquiry to address issues of social justice and become leaders and agents of change;
- evaluate and perform research in emerging new disciplines;

Dispositions:

- believe inquiry and reflection are life-long learning activities necessary for the improvement of practice;
- are committed to the learning, assessment, and reflection necessary for informed decision making;
- are able to identify and articulate their changing perceptions of themselves and their world as a result of inquiry and reflection;
- conduct themselves as professionals according to the legal and ethical standards of their disciplines.

Central Principle #3 - Responsible Citizens

As responsible citizens, our candidates understand that diversity encompasses all community environments, cultural backgrounds, and exceptional learning needs. Our candidates seek out multiple perspectives and act as advocates for equity through self-awareness, inclusive values, and cultural competence. Our candidates create and implement plans of action that positively impact their local, national, and global communities.

As Responsible Citizens, our candidates . . .

Knowledge

- recognize the importance of the social, historical, and political contexts in which they live, learn, and practice;
- understand organizations and their roles within the local, national, and global communities;
- comprehend how context, culture, and power impact learning needs in diverse communities;

Skills

- analyze and reflect on contemporary issues in light of the historical, philosophical, and sociological foundations of their disciplines;
- collaborate with individuals, families, cultural groups, and organizations to make informed and equitable decisions;
- participate actively in diverse professional and community organizations
- engage in programs and projects aimed at improving social conditions;

Dispositions

- are committed to democratic ideals and social justice;
- model sensitivity to all persons regardless of ability, race, ethnicity, cultural beliefs, socioeconomic status, gender, age, religion, or sexual orientation;
- appreciate the unique contributions of individuals, families, cultural groups, and organizations;
- believe they can make a positive difference.

InTASC STANDARDS

In addition to the Conceptual Framework, the UNO teacher candidate will demonstrate the core teaching standards as outlined by the Interstate Teacher Assessment and Support Consortium (InTASC). Those standards are grouped into four broad categories and are listed below. Candidates can review detailed explanations of the standards at:

<http://www.ccsso.org/>

The Learner and Learning:

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

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.

Standard #3: Learning Environments. The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.

Content:

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

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

Instructional Practice:

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, and to inform the teacher's ongoing planning and instruction.

Standard #7: Planning for Instruction. The teacher draws upon knowledge of content areas, cross-disciplinary skills, learners, the community, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to access and appropriately apply information.

Professional Responsibilities:

Standard #9: Reflection and Continuous Growth. The teacher is a reflective practitioner who uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, and other professionals in the learning community), and adapts practice to meet the needs of each learner.

Standard #10: Collaboration. The teacher collaborates with students, families, colleagues, other professionals, and community members to share responsibility for student growth and development, learning, and well-being.

Collaborative Teaching Model

What is it?

The collaborative teaching model is an alternative approach to the traditional clinical practice (student teaching) model. It applies the **best practices related to coaching and co-teaching**.

Why Collaborative Teaching?

Collaborative teaching establishes a model for field experiences and clinical practice that is responsive to the evolving relationships between PK-12 education and educator preparation programs.

- Cooperating teachers maintain their role as classroom leader; responsible for content, implementation, and management (curriculum fidelity)
- Administrators are assured that cooperating teachers retain control of instruction (accountability)
- Reduced student/teacher ratio better meets the teaching/learning needs in today's diverse classrooms
- PK-12 student performance improves (statistically significant gains in four years of research)
- Partnerships between cooperating teachers and teacher candidates are strengthened
- Teacher candidates gain more skills and confidence in preparation for their first year of teaching
- Cooperating teachers provide guidance and quality feedback through co-planning and implementation of instruction

Goals for Collaborative Teaching

1. To enhance learning experiences for teacher candidates, cooperating teachers, and PK-12 students
2. To create a culture of shared responsibility (between the university and school districts) for student achievement (meaning the teacher candidate AND PK-12 students)
3. To maximize placement resources
4. To improve the readiness of the first-year teacher

Who is involved?

- **Cooperating Teacher**—a classroom teacher who will support, assess, and provide feedback to help the teacher candidate grow.
- **Teacher Candidate**—a student in educator preparation.
- **University Supervisor**—a coach from the university who will support, assess, and provide feedback on the teacher candidate's growth.

Strategy	Co-Teaching Strategies
<p>One Teach, One Observe</p>	<p>Definition: One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to ensure the teacher doing the observation is monitoring specific behaviors.</p> <p>Example: One teacher observes students for their understanding of directions while the other leads.</p> <p>Benefit: Candidates have the ability to synthesize the actions of the cooperating teacher and discuss the actions as they happen. The initial structure of the observation builds background in addition to setting the foundation for relationship building and reflection.</p>
<p>One Teach, One Assist</p>	<p>Definition: One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, and/or assists with formative assessments.</p> <p>Example: While one teacher has the instructional lead, the person assisting can be the “voice” for the students when they do not understand or are having difficulties.</p> <p>Benefit: An additional educator circulates throughout the room to provide assistance as needed.</p>
<p>Station Teaching</p>	<p>Definition: The co-teaching pair divides the instructional content into parts. Each teacher instructs one of the groups. Groups then rotate or spend a designated amount of time at each station, often an independent station will be used along with the teacher-led stations.</p> <p>Example: One teacher leads a station where the students play a money math game, and then students rotate to the other teacher to purchase items and make change at a mock store.</p> <p>Benefit: Students can strategically be placed into groups. With smaller groups sizes and two teachers, more content can be covered in the same amount of time. This allows more time for guided practice and direct instruction.</p>
<p>Parallel Teaching</p>	<p>Definition: Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy.</p> <p>Example: Both teachers are leading a discussion on specific current events and the impact they have on our economy.</p> <p>Benefit: The greatest benefit to this approach is the reduction of student to teacher ratio. It gives both teachers active but separate instructional roles in the classroom and allows for intensive work with smaller groups of students.</p>
<p>Supplemental Teaching</p>	<p>Definition: This strategy allows one teacher to work with a large group of students, while the other teacher works with the rest of the students who need the information and/or materials retaught, extended, or remediated.</p> <p>Example: One teacher may work with students who need reteaching of a concept while the other teacher works with the rest of the students on enrichment.</p> <p>Benefit: This strategy allows one teacher to work with students at grade level, while the other teacher works with those students who need the information and/or materials retaught, extended, or remediated.</p>
<p>Alternative/ Differentiated Teaching</p>	<p>Definition: This strategy provides two different approaches to teaching the same information. The learning outcome is the same for all students, however; the instructional methodology is different.</p> <p>Example: One teacher leads a station where the students write a persuasive piece on recycling and the other teacher has the students orally debate the benefits.</p> <p>Benefit: With smaller groups sizes and two teachers, teaching strategies can be specifically designed for learning styles and needs.</p>
<p>Team Teaching</p>	<p>Definition: Well-planned, team-taught lessons exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From the students’ perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.</p> <p>Example: Both instructors can share the reading of a story or text so that the students are hearing two voices.</p> <p>Benefit: With this strategy, students benefit from the combined knowledge and strengths of both teachers. Due to the relationship and the collaboration, students no longer recognize the difference between the cooperating teacher and teacher candidate. Students receive the most effective instruction, allowing both instructors to accept responsibility for student growth.</p>
<p>Solo Teaching</p>	<p>Ultimately, teacher candidates become the lead of the classroom for a <u>minimum of two weeks</u>, but cooperating teachers remain actively engaged as co-teachers. When this occurs, the cooperating teacher continues to partner with the teacher candidate (providing feedback and guidance) rather than “giving away” the responsibility. This enhances the learning opportunities for PK-12 students, combines the knowledge and strengths of both teachers, and models a positive adult working relationship.</p>

Comparing and Contrasting Similar Practices

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

Co-Teaching in Special Education	Commonalities	Co-Teaching during Clinical Practice
What is the purpose of the structure?		
To deliver special education services	To support all students	To support and coach an apprentice teacher into the field of education
Who is involved?		
Two experienced educators; a classroom teacher and a special education teacher	Two teachers sharing one classroom	One experienced educator (cooperating teacher) with one inexperienced educator (teacher candidate) A university supervisor provides support for the cooperating teacher and coaches the teacher candidate throughout the experience. A final grade is assigned by the university supervisor
What is the structure?		
<p>The structure, time, and placement are based on student needs. Timeframes vary from set periods to all day and may last an entire school year or longer.</p> <p>There may or may not be training provided for the co-teaching team.</p>	<p>Co-teaching strategies are used throughout the experience in addition to solo teaching.</p> <ul style="list-style-type: none"> • One teach, one observe • One teach, one assist • Station teaching • Parallel teaching • Supplemental teaching • Alternative/Differentiated teaching • Team teaching • <u>Solo teaching</u> <p>Co-planning, co-teaching and co-assessing occur throughout the experience allowing for reflective conversations.</p>	<p>The structure, time, and duration are based on the parameters of the placement; for example all day, every day for an entire semester</p> <p>The triad (university supervisor, candidate, and cooperating teacher) attends a team development workshop. During initial meetings, focus is on developing the relationship between the triad members, creating the foundation for communication, collaboration, and planning for the upcoming semester.</p> <p>During solo teaching time (20-25% of the time), cooperating teachers may use this as an opportunity for constructive feedback and reflective conversations after the lesson.</p>
How does it benefit those involved?		
	<ul style="list-style-type: none"> • Greater student participation and engagement • Additional instructional resources for diverse needs • Enhanced collaboration skills • Reduce student/teacher ratio • Enhanced classroom management • Increased student achievement • Increased collaboration skills 	

Teacher Actions During Co-Teaching

TQE Strategies (2005) along with Adaptations from Murawski & Dieker (2004)

*Co-Teaching is an attitude... an attitude of sharing the classroom and students.
Co-teachers must always be thinking – we're both teaching!*

<p>If one teacher is leading instruction . . .</p>	<p>The other can be doing this...</p>
	<p><u>Observing:</u></p> <ul style="list-style-type: none"> • Student understanding and/or questions (through body language, facial expressions, etc.) • Specific types of questions asked by instructing teacher • Specific student interactions and behaviors • Teacher movement • Specific teacher behaviors • Specific student or group behaviors
	<p><u>Charting:</u></p> <ul style="list-style-type: none"> • Where questions are directed within the classroom • Gender of responders • On-task/off-task behavior • Teacher wait time • Specific teacher behaviors or movements • Specific student or group behaviors
	<p><u>Circulating:</u></p> <ul style="list-style-type: none"> • Checking for comprehension • Using proximity control for behavior management • Providing one-on-one support as needed
	<p>Collecting and reviewing last night's homework</p>
	<p>Introducing a social or study skill</p>
	<p>Taking roll</p>
	<p>Reviewing directions; modeling first problem on the assignment</p>
	<p>Writing down instructions on board</p>
	<p>Repeating or clarifying any difficult concepts</p>
	<p>Passing out papers</p>
	<p>Giving instructions orally</p>
	<p>Facilitating a silent activity</p>
	<p>Introducing a new concept to whole group</p>
<p>Asking clarifying questions</p>	

If one teacher is...	The other can be doing this...
Reading a test aloud to a group of students	Proctoring a test silently with a group of students
Explaining a new concept through discussion	Introducing a new concept through role play or modeling;
Providing enriching or extended activities on a concept already discussed in class	Reteaching or reviewing an old concept with students who didn't understand it
Providing enriching or extended activities related to items on a test	Reteaching or reviewing those concepts or questions that were missed on an exam with those students who missed those questions on the exam
Predicting what will happen next (in book or text) by brainstorming with a group of students using the projector	Predicting what will happen next (in a book or text) by showing objects that have already been introduced in the story and using them to predict what happens next
Reteaching or pre-teaching with a small group	Monitoring large group as they work on practice materials
Facilitating sustained silent reading	Reading aloud quietly with a small group
Lecturing	Modeling note taking on the board/overhead
Running last minute copies or errands	Reviewing homework; providing a study or test-taking strategy
Prepping half of the class for one side of a debate	Prepping the other half of the class for the opposing side of the debate
Checking for understanding (reviewing a chapter, etc.) by leading a discussion with half of the class	Checking of understanding (reviewing a chapter, etc.) by leading a discussion with half of the class
Facilitating a station or group	Facilitating a station or group

The focus in using co-teaching strategies is to find ways to keep both teachers actively engaged with students and their learning.

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Research Funded by a US Department of Education, Teacher Quality Enhancement Center Grant

Sharing Responsibilities

Cooperating Teacher and Teacher Candidate

Planning:

The teacher candidate and cooperating teacher will share:

- What content to teach and what co-teaching strategies to use
- Ideas for modifications and accommodations (differentiation)
- Ideas for enrichment activities (differentiation)
- How to assess student learning
- Materials and resources

Throughout the year, both will share the planning and delivery of instruction.

- Early in the experience the cooperating teacher typically takes the lead in co-planning and presenting instruction, while the teacher candidate assists, working with small groups of students.
- As the experience progresses, the teacher candidate assumes more responsibility for shared planning and teaching activities.
- As the experience continues, the pair seamlessly alternates between assisting and/or leading the planning, teaching, and evaluation. This includes solo planning for the teacher candidate. At this time, a cooperating teacher may review plans and offer suggestions as the candidate takes the lead responsibility for planning.

Before planning sessions:

- Decide what lesson(s) you will plan during your hour of planning time.
- Determine who will lead the planning time or if parts will be shared. Usually the cooperating teacher will lead in the beginning of the semester, and the teacher candidate will lead as the semester progresses.
- Decide the materials that you will need and don't take on too much.
- Bring ideas for modifications and accommodations.
- Bring ideas for enrichment activities.
- When the teacher candidate is ready to take the lead in a subject/period, let him/her know ahead of time that he/she will be leading the planning time for that lesson. The teacher candidate should preview what he/she will be teaching and come to the planning time prepared with ideas and lessons where co-teaching could occur.

During co-planning (remember this time is to plan for collaborative teaching):

- Spend a few minutes communicating about questions or issues.
- Share what will be collaboratively taught and ideas from curriculum.
- Decide when you will collaboratively teach and solo teach.
- Discuss the collaborative strategies that will best meet the needs of the students.
- Eventually, **try to incorporate all the co-teaching strategies at least twice.**
- Outline questions to be used for parallel, station, etc.
- Discuss a variety of assessment strategies.
- Determine what each of you need to do when you leave the planning session (tasks, gathering resources, copying, etc.).
- Discuss, if any, changes that you need to make to the layout or organization of the classroom.

After co-planning:

- Teacher candidate writes up their own lesson plans for each lesson showing each person's teaching role. It is not acceptable for a candidate to simply photocopy the cooperating teacher's lesson plans and teach from those. Each candidate is responsible for his/her own plans even when supporting instruction; a candidate needs to think through his/her role.

Instruction:

While co-teaching, the teacher candidate and cooperating teacher will:

- Share leadership in the classroom
- Be seen as equal partners in the eyes of students, parents, and other staff
- Manage the classroom together
- Work with all students
- Use a variety of collaborative teaching approaches
 - ✓ No sequential order or hierarchy of strategies
 - ✓ Strategies selected according to students' needs and curriculum
 - ✓ Try *each* strategy at least twice per semester
- Adapt/change lessons as needed
- Dedicate at least 20% of time to solo teaching to include planning and assessment

Assessment:

While co-assessing, the teacher candidate and cooperating teacher will:

- Both participate in the assessment of the students
- Utilize a variety of assessment strategies (both formative and summative)
- Share the workload of daily grading and feedback. This includes solo assessing for the teacher candidate. At this time, a cooperating teacher may review work graded by the candidate and offer suggestions, while the candidate is responsible for grading all student work.
- Jointly determine summative grades

Encourage an attitude that we are both TEACHING!

Planning is VERY important. Use the planning time wisely, focusing lessons on co-teaching. Prioritize the time and do not allow outside distractions to take over.

The goal is to have the cooperating teacher and teacher candidate ***actively engaged with students as much as possible***. However, EVERY teacher candidate DOES need time to manage the classroom on his/her own.

Full-time responsibility means the teacher candidate leads all aspect of the classroom, including how the cooperating teacher and other adults will be involved with instruction and students.

SOLO Teaching

Ultimately, teacher candidates become the lead of the classroom for a minimum of two weeks (and often more), but cooperating teachers remain actively engaged as co-teachers. There may be times when the cooperating teacher may feel the candidate needs time to develop their teaching and management skills. If this occurs, the cooperating teacher continues to partner with the teacher candidate behind the scenes (e.g., developing lesson plans, evaluating student performance, providing feedback on lessons taught) and allows the candidate to take the lead of the classroom. This enhances the learning opportunities for PK-12 students, combines the knowledge and strengths of both teachers, and models a positive adult working relationship.

University supervisors ARE prepared in collaborative teaching and should observe co-taught lessons. When they do, they will observe and evaluate only the teacher candidate.

Selecting a Collaborative Teaching Approach

Collaborative teaching is most effective when the approach used is deliberately selected. Here are four factors to weigh in selecting a collaborative approach.

1. Student characteristics and needs

The first consideration in thinking about co-teaching approaches is student characteristics and needs. For example, if students tend to become disruptive during transitions, an approach should be selected that minimizes transitions. Conversely, if students need extra motivation, an approach with frequent changes might be preferred.

2. Teacher characteristics and needs

Collaborative teaching will be different in different classrooms and at different times of the school year based on teacher characteristics and needs. For example, if co-teachers vary significantly in their teaching styles, it might be best to select approaches that enable them to teach independently, such as station or alternative teaching. Alternatively, if co-teachers work easily together, a more shared approach might be appropriate.

3. Curriculum, including content and instructional strategies

The content to be taught and the instructional strategies that are most effective for addressing the content are additional considerations in selecting co-teaching approaches. Highly structured content and procedures, such as teaching steps in a process, would require one approach while less structured content, such as a discussion of ideas, would suggest another approach.

4. Pragmatic Considerations

The preference for collaborative teaching approaches should also be tempered by the pragmatics of the setting. For example, in an open school, noise is a consideration in selecting an approach. In a crowded classroom, an approach not particularly dependent on space might be the best choice.

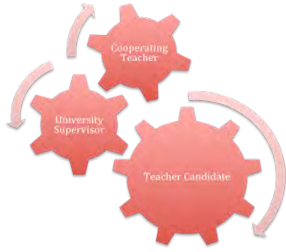
PARITY, PARITY, PARITY

How do you and your collaborative teaching partner convey to students that your teaching relationship is truly collaborative, that it is a partnership based on parity? The following checklist might help you to think through ideas about how you, your teaching partner, and students observe parity or its absence! NOTE: Do keep in mind that how many of the following parity signals pertain to your situation depends on many factors.

1. Both teachers' names on the board
2. Both teachers with space for personal belongings
3. Both teachers with adult-sized furniture
4. Both teachers with a lead role in the classroom
5. Both teachers talk during instruction
6. Both teachers give directions or permission without checking with the other teacher
7. Both teachers work with all students
8. Both teachers are considered teachers by the students

From *Co-teaching: Using co-teaching strategies to enhance & improve learner outcomes during the student teaching field experience*. (2011). Phyllis J. Washington College of Education & Human Sciences. University of Montana

THE TEAM



The clinical practice experience brings together a team of people. Each person has a critical role in the success of the teacher candidate. The roles of teacher candidate, cooperating teacher, university supervisor, principal, and human resource personnel are complex and unique to each situation. They are summarized below.

Teacher Candidate Role:

- Come ready to learn; be enthusiastic and show initiative
- Introduce yourself to team members, school personnel, and families
- Ask questions and discuss professional issues
- Share ideas and work cooperatively; be flexible
- Help with all classroom responsibilities . . . record keeping, grading, etc.
- Know your content and be a continuous learner
- Plan engaging, standards-based lessons
- Know and implement collaborative teaching strategies
- Accept feedback and put suggestions for improvement into practice
- Be proactive in initiating communication with your cooperating teacher and university supervisor
- Demonstrate respectful behaviors
- Be reflective about your practice
- Be patient with yourself and your cooperating teacher
- Be a sponge; learn all you can from everyone in the building
- Set up a time to meet with administration and schedule an observation
- Make time available for conferences and daily planning with the cooperating teacher and/or university supervisor
- Follow the schedule of your cooperating teacher to include participating in extra-curricular activities, professional activities, and parent-teacher conferences
- Participate in school activities, clubs, sporting events, etc.
- Off your seat and on your feet!
- Complete all clinical practice assignments such as self-assessments, journal entries, etc.

Cooperating Teacher Role:

- Model effective teaching strategies and professionalism (e.g. small group instruction, reading/math groups, conferencing, inquiry-based lessons)
- Observe and provide quality constructive feedback
- Understand and implement co-teaching strategies
- Encourage and use new ideas and strategies
- Meet daily to discuss lesson effectiveness, provide feedback, plan, and reflect
- Provide ongoing and open communication on performance and student success
- Attend Team Development Workshop
- Co-plan, co-teach, co-assess with the teacher candidate
- Complete midterm and final assessment on teacher candidate.
- Work in tandem with university supervisor to ensure teacher candidate growth and success
- Provide copies of necessary curriculum materials, school policies, and procedures
- Set aside time to plan for co-teaching with the teacher candidate and time to talk with the supervisor after observations

University Supervisor Role:

- Supervise 4-8 teacher candidates per semester (numbers may fluctuate due to need).
- Provide a systematic and consistent presence during the clinical practice experience; communicate with cooperating teacher and candidate during visits and in between visits.
- Provide program information to the cooperating teacher and the teacher candidate.
- Be knowledgeable in and supportive of the use of co-teaching strategies; assist and guide as necessary.
- Set clear expectations; be honest about candidate's performance and, when necessary, provide steps for improvement.
- Observe and provide written feedback and effective strategies for growth to teacher candidate a minimum of five times throughout the semester (minimum two times prior to midterm evaluation)
- Log each observation/visit in LiveText by using the observation form provided
- Meet with candidate and cooperating teacher following each observation.
 - Collaboratively reflect on the lesson observed, highlighting strengths and areas to improve.
 - Identify and discuss effectiveness of the co-teaching strategies used; plan for the use of co-teaching in future lessons.
 - Discuss strategies for growth, set goal(s) with teacher candidate and cooperating teacher.
 - Collect two written feedback forms from cooperating teacher before midterm and two before finals.
- Read and respond to candidate journals via LiveText.
- Attend and assist with seminars and participate in planning.
- Complete midterm and final evaluation of candidate via LiveText.
- Guide candidate through creation of Strategies Presentation.
- Attend and participate in supervisor professional development workshops, trainings, and seminars.
- Evaluate Strategies Presentations of candidates other than their own.
- Provide feedback at the conclusion of the semester.

Principal Role:

- Identify key staff that will be effective cooperating teachers for co-teaching model
- Provide coaching feedback to candidates
- Clarify co-teaching and role of teacher candidate to parents, staff, and community as needed
- Communicate issues concerning teacher candidate to university supervisor
- Work out scheduling between cooperating teacher and teacher candidate
- Allow cooperating teacher to attend required Team Development Workshop

Human Resource Role:

- Coordinate placements
- Monitor placements
- Collaborate for improvement

"Before you are a leader, success is all about growing yourself. When you become a leader, success is all about growing others." Jack Welch

Team Feedback Form

Candidates will be asked to complete both sections of the feedback form below as part of Journal entry #4. Cooperating teachers and university supervisors will be asked to complete this at the end of the semester via an electronic form.

At UNO, in the College of Education, Health, and Human Sciences, we are constantly looking for ways to improve. Clinical practice is a critical part of every candidate's growth as an educator. We have greatly appreciated your help this semester in hosting a clinical practice candidate and want to ensure that all involved had the best experience possible! Specifically, we are looking to assess the collaborative model and the effectiveness of the partnership. This information will be used for program improvement and in future planning. The following six areas will be addressed:

	University Supervisor	Cooperating Teacher
Communication:	The university supervisor was available to answer questions, address concerns, and provide guidance.	The cooperating teacher was available to answer questions, address concerns, and provide guidance.
Positive Commitment:	The university supervisor was approachable and positive.	The cooperating teacher was approachable and positive.
	The university supervisor cared about the candidate and encouraged development.	The cooperating teacher cared about the candidate and encouraged development.
Support:	The university supervisor listened and responded to needs and concerns.	The cooperating teacher listened and responded to needs and concerns.
	The university supervisor offered support and resources when needed.	The cooperating teacher offered support and resources when needed.
	The university supervisor encouraged new ideas and supported the candidate in trying new things.	The cooperating teacher encouraged new ideas and supported the candidate in trying new things.
Professionalism:	The university supervisor modeled professional actions and ethical practice.	The cooperating teacher modeled professional actions and ethical practice.
Knowledge:	The university supervisor demonstrated knowledge of best practice and was a valuable resource.	The cooperating teacher demonstrated knowledge of best practice and was a valuable resource.
Feedback:	The university supervisor provided feedback on the teacher candidate's strengths and areas for growth (verbal, written or electronic, to include LiveText assessments).	The cooperating teacher provided feedback on the teacher candidate's strengths and areas for growth (verbal, written or electronic, to include LiveText assessments).

Comments:

COLLABORATIVE MODEL

Students received more individualized attention.				
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Students experienced different teaching methods and perspectives.				
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Student learning was positively impacted.				
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Student engagement increased.				
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The model enhanced my collaboration skills.				
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I grew as a reflective practitioner.				
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Candidates are better equipped to manage a classroom.				
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Candidates had more guidance and support throughout the experience.				
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My confidence in teaching and developing others has increased.				
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Comments: Is there anything you wish you would have known prior to starting the semester?

Co-Teaching Calendar

Teacher candidates should be off their seat and on their feet! They are expected to be engaged at all times and proactive in accomplishing the items below.

Team Development Workshop

The Team Development Workshop is an opportunity for the cooperating teacher, the teacher candidate, and the university supervisor to learn more about the model, get to know each other, and start planning for the semester. Professionalizing the relationship among team members sets the foundation for a shared classroom. This also allows time for coaching guidance and to build a common understanding of the assessment expectations.

Teacher candidates report to assigned schools according to the ***district calendar***. Please note—this can be as early as July in the fall and December in the spring. Workshops and seminars are a required component of clinical practice and attendance is required. **See Clinical Practice calendar for due dates.**

Use this guide for unit and weekly planning of lessons. Include summative assessments in your planning.

WEEKS 1-2:CO-TEACHING PLANNING GUIDE (Typically August / January) For 8/9 week placements – Week 1		
TOGETHER	COOPERATING TEACHER	TEACHER CANDIDATE
<ul style="list-style-type: none"> Share leadership in the classroom Manage classroom together Work with all students Discuss/clarify as needed <i>Orientation Competencies</i> 	<ul style="list-style-type: none"> Introduce the candidate to teammates and the principal(s), provide a tour of the building, and share teaching resources necessary for the semester Lead /model effective co-planning Lead/model effective co-teaching strategies Lead/model effective co-assessing (formative and summative) Provide ongoing communication and feedback with candidate and set aside time to meet regularly 	<ul style="list-style-type: none"> Complete detailed daily lesson plans for all subjects/classes (include co-teaching strategies) Co-plan, co-teach, co-assess following co-teacher’s lead Take initiative to ask questions, share ideas, provide input, and to be open to feedback and suggestions Work with individuals and small groups of students Attend seminar Complete Policies and Responsibilities, Universal Precautions, and the Guided Observation
<u>UNIVERSITY SUPERVISOR</u> <ul style="list-style-type: none"> Review expectations with candidates and cooperating teacher, answer any questions, and determine the best mode of communication. Review the elements and strategies of the collaborative model, answer any questions or clarify misconceptions. Schedule a due date for the guided observation. During the guided observation, candidates reflect on transitions, how directions are provided, ways to get students’ attention, lesson flow, what to do when expectations are not met, etc. The focus is on routines, procedures, and overall classroom management strategies to include engagement in lessons. Introduce self to office staff and principal. Attend and assist with seminars. Check in to see how everything is going with cooperating teacher and candidate. 		

WEEKS 3-4: CO-TEACHING PLANNING GUIDE

(Typically August - September/ January - February)

For 8/9 week placements – Week 2

TOGETHER	COOPERATING TEACHER	TEACHER CANDIDATE
<ul style="list-style-type: none"> • Share leadership in the classroom • Manage classroom together • Work with all students • Adapt/change lessons as needed • Utilize variety of instructional strategies • Utilize variety of assessment strategies • Share workload of grading and feedback (cooperating teacher may just review) • Jointly determine student feedback/summative grades 	<ul style="list-style-type: none"> • Alternate between modeling, guiding, assisting, and leading co-planning, co-teaching, and co-assessing • Provide ongoing communication and feedback with candidate and meet regularly • Share unit and daily plans and materials • Use co-teaching strategies when instructing 	<ul style="list-style-type: none"> • Complete daily lesson plans for all subjects/classes (include specific roles of both co-teachers and co-teaching strategies) • Alternate between assisting, co-leading, and leading co-planning, co-teaching, and co-assessing • Take initiative to add to unit and daily plans and materials • Use/document co-teaching strategies when instructing • Ask questions, share ideas, provide input, be open to suggestions/feedback • Work with whole group, small groups, and individuals • Attend seminar • Submit journal entry

UNIVERSITY SUPERVISOR

- Attend and assist with seminars.
- Collect and review competencies from candidates. Address any concerns that arise.
- Check in to see how everything is going with cooperating teacher and candidate. Be available for advice and support.
- Log observations in LiveText. Debrief with candidate and cooperating teacher before/after each visit.
- Assist in developing Strategies Project plan.

WEEKS 5-6: CO-TEACHING PLANNING GUIDE

(Typically September/ February)

For 8/9 week placements – Week 3

TOGETHER	COOPERATING TEACHER	TEACHER CANDIDATE
<ul style="list-style-type: none"> • Share leadership in the classroom • Manage classroom together • Work with all students • Adapt/change lessons as needed • Utilize variety of instructional strategies • Utilize variety of assessment strategies • Share workload of grading and feedback (cooperating teacher may just review) • Jointly determine student feedback/summative grades 	<ul style="list-style-type: none"> • Alternate between modeling, assisting, and leading co-planning, co-teaching, and co-assessing • Provide ongoing communication/feedback with candidate and meet regularly • Share unit & daily plans, materials, and assessments • Guide and provide suggestions with the planning process for instruction and assessment when TC is taking the lead • Use co-teaching strategies when instructing • Complete collaborative observation with the university supervisor using the standard observation form 	<ul style="list-style-type: none"> • Complete detailed daily lesson plans for all subjects/classes (include specific roles of both co-teachers and identify co-teaching strategies) • Alternate between assisting and leading co-planning, co-teaching, and co-assessing • Create plans, materials, and assessments for review by cooperating teacher (do <u>NOT</u> copy cooperating teacher's) • Use/document co-teaching strategies when instructing • Ask questions, share ideas, provide input, and be open to suggestions/feedback • Solo teach 20-25% of the time

UNIVERSITY SUPERVISOR

- Respond to journal entry.
- Attend and assist with seminars.
- Check in to see how everything is going with cooperating teacher and candidate. Be available for advice and support.
- Log observations in LiveText. Debrief with candidate and cooperating teacher before/after each visit.
- Assist in developing Strategies Project plan.
- Complete collaborative observation with the cooperating teacher using the standard observation form and facilitate a reflective feedback conversation with all three parties following the observation.

WEEKS 7-8: CO-TEACHING PLANNING GUIDE

(Typically September/ February)
For 8/9 week placements – Week 4

TOGETHER	COOPERATING TEACHER	TEACHER CANDIDATE
<ul style="list-style-type: none">• Share leadership in the classroom• Manage classroom together• Work with all students• Adapt/change lessons as needed• Utilize variety of instructional strategies• Utilize variety of assessment strategies• Share workload of grading and feedback (cooperating teacher may just review)• Jointly determine student feedback/summative grades	<ul style="list-style-type: none">• Alternate between modeling, assisting, and leading co-planning, co-teaching, and co-assessing• Provide ongoing communication/feedback with candidate and meet regularly• Share unit and daily plans, materials, and assessments• Guide and provide suggestions with the planning process for instruction and assessment when TC is taking the lead• Use co-teaching strategies when instructing• Complete observation form 1 collaboratively with the University Supervisor	<ul style="list-style-type: none">• Complete detailed daily lesson plans for all subjects/classes (include specific roles of both co-teachers and identify co-teaching strategies)• Alternate between assisting and leading co-planning, co-teaching, and co-assessing• Create plans, materials, and assessments for review by cooperating teacher (do <u>NOT</u> copy cooperating teacher's)• Use/document co-teaching strategies when instructing• Ask questions, share ideas, provide input, and be open to suggestions/feedback• Solo teach 20-25% of the time• Attend seminar

UNIVERSITY SUPERVISOR

- Attend and assist with seminars.
- Check in to see how everything is going with cooperating teacher and candidate. Be available for advice and support.
- Complete observation form collaboratively with the cooperating teacher.
- Log observations in LiveText. Debrief with candidate and cooperating teacher before/after each visit.
- Assist in developing Strategies Project plan.

WEEKS 9-10: CO-TEACHING PLANNING GUIDE

(Typically September – October / February - March)
For 8/9 week placements – Week 5

TOGETHER	COOPERATING TEACHER	TEACHER CANDIDATE
<ul style="list-style-type: none">• Share leadership in the classroom• Manage classroom together• Work with all students• Adapt/change lessons as needed• Utilize variety of instructional strategies• Utilize variety of assessment strategies	<ul style="list-style-type: none">• Co-plan, co-teach, and co-assess following teacher candidate's lead• Provide ongoing communication/feedback with candidate and meet regularly• Share unit and daily plans, materials, and assessments• Guide and provide suggestions with the planning process for	<ul style="list-style-type: none">• Complete detailed daily lesson plans for all subjects/classes (include specific roles of both co-teachers and identify co-teaching strategies)• Lead co-planning, co-teaching, and co-assessing• Create plans, materials, and assessments for review by cooperating teacher (do <u>NOT</u> copy cooperating teacher's)

<ul style="list-style-type: none"> • Share workload of grading and feedback (cooperating teacher may just review) • Jointly determine student feedback/summative grades • Participate in three-way conference to set goals for the remainder of the semester 	<p>instruction and assessment when TC is taking the lead</p> <ul style="list-style-type: none"> • Use co-teaching strategies when instructing • Complete midterm assessment. SPED dual endorsement will complete final. 	<ul style="list-style-type: none"> • Use/document co-teaching strategies when instructing • Ask questions, share ideas, provide input, and be open to suggestions/feedback • Solo teach 20-25% of the time • Complete midterm self-assessment. SPED dual endorsement will complete final. • Switch to second 8-week placement unless otherwise arranged
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<p><u>UNIVERSITY SUPERVISOR</u></p> <ul style="list-style-type: none"> • Attend and assist with seminars. • Check in to see how everything is going with cooperating teacher and candidate. Be available for advice and support. • Assist in developing Strategies Project plan. • Conduct at least two observations prior to midterm/8-week transition. Debrief with candidate and cooperating teacher before/after each visit. • Log observations in LiveText. • Complete and conduct a three-way conference with both the teacher candidate and cooperating teacher about the midterm assessment. Set goals for the remainder of the semester. SPED dual endorsement will complete final.
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<p>WEEKS 11-12: CO-TEACHING PLANNING GUIDE (Typically October / March) <i>For 8/9 week placements – Week 6</i></p>

TOGETHER	COOPERATING TEACHER	TEACHER CANDIDATE
<ul style="list-style-type: none"> • Share leadership in the classroom • Manage classroom together • Work with all students • Adapt/change lessons as needed • Utilize variety of instructional strategies • Utilize variety of assessment strategies • Share workload of grading and feedback (cooperating teacher may just review) • Jointly determine student feedback/summative grades 	<ul style="list-style-type: none"> • Co-plan, co-teach, and co-assess following teacher candidate's lead • Guide and provide suggestions with the planning process for instruction and assessment when TC is taking the lead • Use co-teaching strategies when instructing • Provide ongoing communication/feedback with candidate and meet regularly 	<ul style="list-style-type: none"> • Complete daily lesson plans for all subjects/classes (include specific roles of both co-teachers and identify co-teaching strategies) • Lead co-planning, co-teaching, and co-assessing • Create plans, materials, and assessments for review by cooperating teacher • Use/document co-teaching strategies when instructing • Ask questions, share ideas, provide input, and be open to suggestions/feedback • Solo teach 20-25% of the time • Complete journal entry - video analysis

<p><u>UNIVERSITY SUPERVISOR</u></p> <ul style="list-style-type: none"> • Check in to see how everything is going with cooperating teacher and candidate. Be available for advice and support. • Assist in developing Strategies Project plan. Conduct one seminar to provide MOCK presentation opportunity. • Log observations in LiveText. Debrief with candidate and cooperating teacher before/after each visit. • Respond to journal entry
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WEEKS 13-14: CO-TEACHING PLANNING GUIDE

(Typically October - November / March - April)

For 8/9 week placements – Week 7

TOGETHER	COOPERATING TEACHER	TEACHER CANDIDATE
<ul style="list-style-type: none"> • Share leadership in the classroom • Manage classroom together • Work with all students • Adapt/change lessons as needed • Utilize variety of instructional strategies • Utilize variety of assessment strategies • Share workload of grading and feedback (cooperating teacher may just review) • Jointly determine student feedback/summative grades 	<ul style="list-style-type: none"> • Co-plan, co-teach, and co-assess following teacher candidate's lead • Guide and provide suggestions with the planning process for instruction and assessment when TC is taking the lead • Use co-teaching strategies when instructing • Provide ongoing communication/feedback with candidate and meet regularly 	<ul style="list-style-type: none"> • Complete daily lesson plans for all subjects/classes (include specific roles of both co-teachers and identify co-teaching strategies) • Lead co-planning, co-teaching, and co-assessing • Create plans, materials, and assessments for review by cooperating teacher • Use/document co-teaching strategies when instructing • Ask questions, share ideas, provide input, and be open to suggestions/feedback • Solo teach 20-25% of the time • Successfully complete Strategies Project
<p>UNIVERSITY SUPERVISOR</p> <ul style="list-style-type: none"> • Check in to see how everything is going with cooperating teacher and candidate. Be available for advice and support. • Assist in developing Strategies Project plan. Conduct one seminar to provide MOCK presentation opportunity. • Log observations in LiveText. Debrief with candidate and cooperating teacher before/after each visit. • Evaluate Strategies Presentations. 		

WEEKS 15-16: CO-TEACHING PLANNING GUIDE

(Typically November / April)

For 8/9 week placements – Week 8

TOGETHER	COOPERATING TEACHER	TEACHER CANDIDATE
<ul style="list-style-type: none"> • Share leadership in the classroom • Manage classroom together • Work with all students • Adapt/change lessons as needed • Utilize variety of instructional strategies • Utilize variety of assessment strategies • Share workload of grading and feedback (cooperating teacher may just review) • Jointly determine student feedback/summative grades 	<ul style="list-style-type: none"> • Co-plan, co-teach, and co-assess following teacher candidate's lead • Guide and provide suggestions with the planning process for instruction and assessment when TC is taking the lead • Use co-teaching strategies when instructing • Provide ongoing communication/feedback w/candidate & meet regularly • Complete collaborative observation with the university supervisor using the standard observation form 	<ul style="list-style-type: none"> • Complete daily lesson plans for all subjects/classes (include specific roles of both co-teachers and identify co-teaching strategies) • Lead co-planning, co-teaching, and co-assessing • Create plans, materials, and assessments for review by cooperating teacher • Use/document co-teaching strategies when instructing • Ask questions, share ideas, provide input, and be open to suggestions/feedback • Solo teach 20-25% of the time • Successfully complete Strategies Project
<p>UNIVERSITY SUPERVISOR</p>		

- Check in to see how everything is going with cooperating teacher and candidate. Be available for advice and support.
- Log observations in LiveText. Debrief with candidate and cooperating teacher before/after each visit.
- Evaluate Strategies Project.
- Complete collaborative observation with the cooperating teacher using the standard observation form and facilitate a reflective feedback conversation with all three parties following the observation.

WEEKS 17-18: CO-TEACHING PLANNING GUIDE

(Typically December / May)

For 8/9 week placements – Week 8/9

TOGETHER	COOPERATING TEACHER	TEACHER CANDIDATE
<ul style="list-style-type: none"> • Share leadership in the classroom • Manage classroom together • Work with all students • Adapt/change lessons as needed • Utilize variety of instructional strategies • Utilize variety of assessment strategies • Share workload of grading and feedback (cooperating teacher may just review) • Jointly determine student feedback/summative grades • Complete final assessment • Debrief with the team on the semester 	<ul style="list-style-type: none"> • Gradually take back the lead in co-planning, co-teaching, and co-assessing • Assist in setting up observations of other teachers in the building or district • Provide ongoing communication and feedback with candidate and set aside time to meet regularly • Complete final assessment • Complete feedback form 	<ul style="list-style-type: none"> • Complete daily lesson plans for all subjects/classes (include specific roles of both co-teachers and co-teaching strategies) • Co-plan, co-teach, and co-assess following co-teacher's lead • Ask questions, share ideas, provide input, and be open to suggestions/feedback • Work with individuals, whole group and small groups of students • May observe other teachers within building or district • Complete journal entry • Complete final assessment

UNIVERSITY SUPERVISOR

- Check in to see how everything is going with cooperating teacher and candidate. Be available for advice and support.
- Log observations in LiveText. Debrief with candidate and cooperating teacher before/after each visit.
- Thank the cooperating teacher and principal for hosting a clinical practice candidate.
- Debrief with cooperating teacher and candidate on final assessment.
- Complete final assessment and submit grade to director of field experiences.
- Complete team feedback form.

Lesson Plans

“Tell me and I forget, teach me and I may remember, involve me and I learn.” Ben Franklin

A variety of lesson plan formats may be used. **Often, candidates will utilize the district lesson plan format for which they are assigned.** Plans should include co-teaching roles when utilized and will be different than the cooperating teacher’s plans. Photocopies of another’s plans are not acceptable. **Each candidate is responsible for writing lesson plans for the role he/she will take during instruction for each lesson each week.** The following components must be included on all lesson plans.

1. Standards
2. Objective(s)
3. Anticipatory Set
4. Procedure (gradual release or a similar structure based on content and timing)
5. Assessment
6. Closure
7. Differentiation (this can be identified within the procedure)
8. Materials/Technology
9. Co-Teaching Role (when applicable)

Planning enables you to think about your teaching in a systematic way before you begin.

What are you doing? What are the students doing? What will the instruction look like?

Lesson Plan Template	Timing/ Pacing	Candidate Role	Cooperating Teacher Role
<p><u>Standards:</u> What is the concept that the students are expected to know?</p> <p><u>Objective:</u> What do you want the students to learn today?</p> <p><u>Anticipatory set:</u></p> <ul style="list-style-type: none"> ○ How will you begin the lesson? ○ How will you get the students interested? ○ Where will they sit? ○ What materials will they start with? ○ How long will it take? <p><u>Procedure (gradual release of responsibility):</u></p> <ul style="list-style-type: none"> ● Direct instruction: Instructional input and modeling (I do/We do) <ul style="list-style-type: none"> ○ What materials will they start with? ○ Where will they sit? ○ What will you say to model the concept? What will you do? ○ What will the students do? ○ How will you keep the students actively involved? ○ How will you know when it’s time to move on? ● Guided practice (You do it together) <ul style="list-style-type: none"> ○ How will the students be actively involved? ○ How will you scaffold from direct instruction to guided practice to independence? 			

<ul style="list-style-type: none"> ○ How will you help individual students? ○ How will you check to see if students understand or are able to do the activity? ○ What will you do if they “aren’t getting it”? ● Independent practice (You do it alone) <ul style="list-style-type: none"> ○ What will they do? ○ How will you check it? ○ Where will the materials go? ○ What if they didn’t understand and need to be retaught? ○ What will they do when they are finished and others are still working? ● Assessment <ul style="list-style-type: none"> ○ How will you know if the students achieved what your objective was? Will what happened today change the lesson for tomorrow? ● Closure <ul style="list-style-type: none"> ○ How will you pull the lesson together? ○ How will you have the students review or share what they have learned? ○ How will you transition from this lesson to the next? ● Materials/Technology <ul style="list-style-type: none"> ○ What will you need? ○ What will the students need? ○ How will materials be passed out and picked up? ● Differentiation (may be within procedure) <ul style="list-style-type: none"> ○ How have you accommodated for different learning needs? ○ How have you adapted the content, product or procedure? ○ What if they didn’t understand and need to be retaught? ○ What will they do when they are finished and others are still working? 			
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*The better prepared the teacher is, the more likely she/he will be able to handle whatever unexpectedly happens in the lesson. **Another variation of the format above is to consider what you’re doing vs. what the students are doing.***

Questions to consider when co-planning:

One Teach, One Observe

- What will be observed?

One Teach, One Assist

- What will be the focus?
- What form of assistance?

Stations Teaching

- How will you determine groups?
- What will your timing/pacing be?
- What will your room setup be?
- What are students who are not meeting with a group doing?

Parallel Teaching

- How will you determine groups?
- What will your timing/pacing be?
- How will you utilize space?

Alternative/Differentiated Teaching

- What data will you use to determine groups?
- What are students who are not meeting with a group doing?
- What resources will you utilize?

Supplemental

- What data will you use to determine groups?
- What resources will you utilize?

Clinical Practice Competencies

The Clinical Practice Competencies summarize critical topics connected to the clinical practice semester. During this time, you will be participating in collaboratively planning and teaching classes as you become acquainted with your university supervisor, building administrators, faculty, staff, and students. In addition, this is a time to learn the policies and procedures of the classroom, building, district, and university regarding this experience.

The **Competencies Checklist** is designed to highlight each indicator of the Nebraska Clinical Practice Evaluation (InTASC Standards) as seen throughout this experience. Teacher candidates should be familiar with and understand each of these competencies and to seek out clarity when needed. This document is another tool that can be used to unpack the intended meaning of each standard and is a working document to help guide conversations throughout the semester.

Standard One – Student Development

The teacher candidate will:

Date Observed/Discussed

Understand how students grow and develop and establish positive and appropriate rapport with all students:

- Learn who all students are as people both academically and personally.
- Learn students' names; exhibit a genuine interest in children and interact comfortably with students.

Standard Two – Learning Differences

The teacher candidate will:

Date Observed/Discussed

Understand individual differences:

- Act in an equitable manner to all persons regardless of race, ethnicity cultural beliefs, socioeconomic status, gender, age, religion, sexual orientation, or disabling condition.
- Research and collaborate with others about atypical students.

Be knowledgeable of timelines and procedural safeguards to protect the rights of students with special needs and their families.

Be knowledgeable about various strategies to use in working with students who are non-native speakers or require alternative communication devices/technology, as well as students who need behavior success plans.

Standard Three – Learning Environments

The teacher candidate will: _____ **Date Observed/Discussed**

Understand and utilize classroom management while creating a supportive environment:

- Discuss and utilize the opening/dismissal practices, transitions, and other procedures as agreed on by teacher candidate and cooperating teacher.
- Communicate clear/fair expectations and directions to the students.
- Use a classroom behavior plan created with the cooperating teacher.
- Provide positive reinforcement to motivate students.
- Know how to effectively redirect off-task behavior.
- Exhibit proximity control and movement about the classroom.
- Discuss and write down responses for each item on the Routines, Procedures, and Practices form.

Know the policies and procedures pertaining to discipline and classroom management including the steps in a discipline referral.

Begin to review the Routines, Procedures, and Practices (pgs. 32&33)
Complete the Guided Observation (pgs. 34&35) and attach a copy.

Standard Four – Content Knowledge

The teacher candidate will: _____ **Date Observed/Discussed**

Possess and utilize necessary content knowledge:

- Demonstrate an appropriate knowledge base for the grade level/subject area.
- Demonstrate ability to elaborate on text-based content being taught.
- Correctly use academic vocabulary throughout a lesson.
- Accurately answer or locate answers to student questions about content area.
- Communicate what students will know and be able to do by the end of a lesson.

Demonstrate sufficient knowledge of professional, state, and district content standards.

Standard Five – Application of Content

The teacher candidate will: _____ **Date Observed/Discussed**

Understand how to connect concepts to engage students in critical thinking:

- Make connections from content to real-world for the students during instruction.
- Choose developmentally appropriate activities.

Standard Six - Assessment

The teacher candidate will: _____ **Date Observed/Discussed**

Understand and be able to plan effective formative assessment to monitor student progress.

Use multiple methods of assessment to engage students in their own growth and to monitor student progress.

Use reflection to determine when student learning has occurred and be able to make adjustments in lesson delivery as needed for optimal learning.

Discuss and document student progress with cooperating teacher.

Understand and be able to utilize assessment instruments in determining strengths and weaknesses of students (special education, high ability, ELL, etc.).

Design plans and/or collaborate with specialists to make future decisions appropriate to individual student needs to:

- Develop appropriate progress monitoring tools.
- Collect individual student data.
- Interpret the data to make future decisions appropriate to individual student's goals (e.g., progress monitoring, SAT teams, IEPs, success plans, behavior plans, etc.).

Standard Seven – Planning for Instruction

The teacher candidate will:

Date Observed/Discussed

Establish a collaborative lesson plan format with cooperating teacher.

Share a copy of your format with your university supervisor.

Plan well-ahead of lesson delivery; instruction reflects collaboration and thorough thinking processes. Lesson plans should be turned in weekly for cooperating teacher review. *List the day and time these will be turned in each week.*

Ask for input and suggestions from cooperating teacher and supervisor regarding lesson plan design to ensure success in delivery.

Follow district pacing/curriculum guides and locate/utilize other appropriate planning resources, including state standards and teacher manuals, to enhance lessons.

Establish a regular meeting time with cooperating teacher to discuss and debrief on planning, instruction and assessment. *List agreed upon meeting time in the box.*

Co-plan with cooperating teacher to write effective lesson plans that are engaging and promote varied levels of thinking, meeting needs of all learners.

Standard Eight – Instructional Strategies

The teacher candidate will:

Date Observed/Discussed

Understand a variety of instructional strategies.

Use a variety of instructional strategies to encourage student engagement and understanding.

Utilize available technology for instruction and assessment.

Standard Nine – Professional Learning and Ethical Practice

The teacher candidate will:

Date Observed/Discussed

Model ethical behavior in the classroom (ex: honesty, hard work, respect) and respect all stakeholders.

Maintain confidentiality on all issues regarding students, families, and staff.

Display basic skills

- Use acceptable handwriting and spelling; use acceptable grammar in written and spoken communications.
- Accept feedback if errors are made; be conscientious about proof reading.
- Model competent reading and oral fluency.
- Use appropriate eye-contact, posture, and space to convey a message.

Demonstrate professionalism:

- Complete assignments/duties on or before due date.

- Understand that regular attendance/punctuality is critical to a successful experience and know steps to follow when an absence is unavoidable.
- Follow the district professional dress code expectations.

Reflect continually on performance and regularly discuss progress and seek feedback from cooperating teacher and supervisor.

Protect the privacy of student/family information.

Understand and demonstrate ethical uses of technology including no postings of student photos, work, videos, etc. and not using social media for personal uses while at school.

Understand the technology necessary to monitor and document student progress and growth such as online grading, progress monitoring, etc.

**Special education teachers - IEP electronic systems and forms related to permission, placement, and accommodations or modifications of instruction and IDEA.*

Understand the emergency procedures for the building.

Standard Ten – Leadership and Collaboration

The teacher candidate will: Date Observed/Discussed

Work effectively with cooperating teacher, other building staff, and administrators.

Understand how cooperating teacher establishes effective communication with families, and emulate this process of positive home/school partnerships when appropriate.

Attend and participate in “school/building activities” within and outside of the school day as appropriate.

Participate in professional meetings such as IEP’s, team meetings, PLC’s, department meetings, parent meetings, etc.

Routines, Procedures, and Practices to Discuss

There is a wide range of processes that veteran teachers have in place to manage students, to organize classroom materials and spaces, and to ensure optimal learning can be achieved. Many of these practices are part of the automatic thinking process for experienced teachers, but are not so obvious for our clinical candidates. Please take some time to go over the items listed below and discuss how you address these while setting clear expectations for students in order to provide a productive classroom learning environment.

Item to Discuss	Explanation
Arrival to classroom/Bell work	
Seating arrangements	
Daily Schedule	
Objectives/learning targets	
Assignments/homework	
Working with partners/small groups	
Material distribution/organization	
Absentees/tardies	
Movement/mobility in class	
Direct instruction expectations	
Independent work expectations	
Classroom noise level	
Consumable materials (pencils...)	
Hands-on/non-consumables	
Attention getters/signals	
Behavior Expectations (PBIS, BIST...)	
Early finishers	
Turning in assignments/materials	
Incomplete/missed work	
Hallway expectations	
Lunchroom expectations	
Recess procedures	

(Continued from previous page)

Item to Discuss	Explanation
Snacks, gum, water/drinks in class	
Participation expectations	
Work quality expectations	
Students on behavior plans/IEP's	
Noncompliant students	
Restroom procedures	
Transitions between activities/classes	
Office visit procedure	
Health office procedure	
Student cell phone usage	
Teacher cell phone usage	
Staff meetings	
PLC/Grade level meeting/Department meeting expectations	
Planning expectations	
Communication to families	
Technology devices (usage and care)	
State/standardized testing	
Student storage/locker expectations	
Severe weather drill procedure	
Fire drill procedure	
Lockdown/lockout/intruder drills	
Dismissal expectations/procedures	

Guided Observation

(One teach, One observe)

This form is designed to help candidates identify teaching techniques, routines, and procedures used in the classroom. After the observation, discuss the observation with the cooperating teacher and turn in to the university supervisor.

1. How does the teacher focus students' attention for learning? What words and actions does the teacher use?
2. What routines/procedures are used to begin each lesson?
3. What does the teacher say and do to reinforce positive student academic and social behaviors?
4. What materials, technology, and techniques help the students learn the course material?
5. What routines are used to transition students from one activity to another?
6. How does the teacher encourage active student participation?
7. How does the teacher manage homework, assignments, and student paperwork?
8. How was the learning objective stated, posted, and revisited throughout the lesson?
9. What questions are asked during the lesson? (wait time, level of questioning, critical thinking, etc.)
10. How does the teacher bring closure to a lesson?
11. How does the teacher address individual learning differences?
12. What specific techniques and/or routines will you incorporate in your teaching?

What is the teacher doing and saying?

What are the students doing and saying?

Observations

University supervisors are asked to formally observe five complete lessons for each teacher candidate. Prior to the first observation the teacher candidate should complete a **guided observation form** found on the preceding pages while observing the cooperating teacher. The teacher candidate observes to identify specific student and cooperating teacher behaviors that aid in the management of the classroom as well as provides a model for effective instructional and assessment strategies.

Two observations are made collaboratively with both the university supervisor and cooperating teacher observing the candidate while she/he teaches a full lesson. One collaborative observation will occur prior to midterm and one will occur prior to final. Both will provide written feedback and a reflective (three-way) conversation will happen afterwards to help the candidate realize the strengths of the lesson as well as suggestions for improvement in future teaching. Supervisors and cooperating teachers are to use the standard observation form found on pages 39-40 to provide specific feedback about the candidate's performance and set a goal(s) for future teaching.

Observations should be scheduled in advance. Subsequent observations should be spread throughout the semester (once a month). There may be times when a visit is coordinated between the cooperating teacher and the university supervisor. Written feedback and discussion with both the cooperating teacher and teacher candidate should follow each observation. Supervisors will submit observation forms to LiveText.

Supervisors may use various methods to facilitate the observation process. The College of Education, Health, and Human Sciences has a standard observation form to be completed during each observation. The observation form is found on the following pages. Supervisors enter observations into LiveText within one week of each observation.

When Supervisors Observe the Teacher Candidate:

- Choose situations carefully to maximize the feedback to be provided. It is not acceptable to schedule on a day when teacher candidate is not actively teaching. Giving a test or showing a video are not active teaching situations. University supervisors are also expected to schedule observations in different subject areas/class periods to provide a broader view of the teacher candidate's progress.
- Ask the cooperating teacher if there is anything specific he or she would like to be noted during the observation.
- Use the observation form to collect evidence seen during the observation. When applicable, supervisors may take sketches of the classroom to inform the teacher candidate.
- Debrief with both the teacher candidate and cooperating teacher. Discuss lesson specifically and the use of the co-teaching strategies observed (if applicable). It is optimal to have time to discuss observation feedback with each person individually and to also have a subsequent, joint discussion with the cooperating teacher and teacher candidate.
- Set goals and date for the next observation.
- Candidates are expected:
 - to upload the weekly plans for the subject being observed along with a detailed lesson plan of the specific lesson by 9:00 p.m. the day prior to the observation
 - This weekly lesson plan gives an overview as to what has led up to the observation as well as the intended direction after.
 - to use detailed lesson plan format for day's observation lesson
 - This includes the **nine** components listed in the lesson plan section on page 26 and gives the details of the specific lesson.

Observation Form (Formative Assessment)		(+) Observed with defined evidence	(/) Observed with ideas for growth	(-) Not observed or evident	Not applicable to the lesson (NA)
Teacher Candidate: _____ School: _____ Grade/Topic: _____					
Observation #: _____ Date: _____ Supervisor: _____					
The Learner and Learning					
Standard 1 Learner Development (Student Needs)					
1. Connects lessons to students' interests, personal experiences and prior knowledge by modifying, adapting or adjusting instruction and materials for students					
2. Collects data about student development and effectively uses the data to adjust teaching					
Standard 2 Learner Differences (Differentiation)					
3. Implements multiple developmentally appropriate and challenging learning experiences					
4. Uses data gathered to differentiate instruction using flexible grouping, individualized instruction, various teaching styles, and differentiated content					
Standard 3 Learning Environment (Classroom Management)					
5. Communicates, models, and positively reinforces or redirects clear task and behavioral expectations through verbal and nonverbal signals (smiles, high fives, thumbs up, gives verbal acknowledgement, praise, uses proximity, eye contact, attention getters, signals, etc.)					
6. Uses strategies for transitions that minimize problems and maximize instructional time					
7. Creates a positive learning environment through relationships, organization and routines through an awareness of the classroom environment					
Comments on the Learner and Learning					
Content Knowledge					
Standard 4 Content Knowledge (Accuracy)					
8. Uses the academic language of the content correctly and creates relevant opportunities for students to practice and apply academic language and practice/demonstrate understanding					
Standard 5 Application of Content (Critical Thinking)					
9. Relates content to meaningful examples that provoke critical thinking and inquiry (within and across content fields)					
10. Uses questioning and activities to engage students to conjecture and discover key ideas					
Standard 5 Application of Content (Communication)					
11. Engages students in applying content knowledge and literacy skills to real world contexts by gathering, organizing and evaluating information and ideas from a variety of resources and texts					
12. Creates content appropriate learning opportunities to develop students' communications skills by providing opportunities for students to engage in dialogue, share ideas, and form positive relationships					
Comments on Content Knowledge					
Instructional Practice					
Standard 6 Assessment (Classroom Assessment)					
13. Implements multiple assessments that measure lesson objectives and check for student understanding throughout the lesson					
14. Uses assessments to engage student in his/her growth and decision making and implements required accommodations as necessary					
Standard 6 Assessment (Impact on Student Learning)					
15. Provides students clear criteria and performance standards by which their work will be evaluated					
16. Monitors student learning to guide instruction and provides ongoing feedback to engage learners in their own progress (e.g., goal setting, self-assessment, etc.)					
17. Analyzes and uses assessment data to draw conclusions and describe patterns and/or gaps in learning to guide planning and adjust instruction (within and after lessons)					
Standard 7 Planning for Instruction (Written Lesson Plans)					
18. Plans and sequences common learning experiences and performance tasks linked to learning objectives aligned with state standards and/or district curriculum					
19. Prepares necessary resources and materials					
20. Modifies/adapts lesson plans based on student performance data and student needs					

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

Guiding questions to reflect on post observation:

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

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

TC Signature _____

CT / US Signature _____

Assessment of the Teacher Candidate

(from formative to summative)

Formative: Ongoing feedback

Cooperating teachers provide ongoing feedback to their teacher candidate **at least once weekly**. Written feedback will be given at least twice before midterm evaluations (one should be the collaborative observation) and twice before the final evaluation of candidates (one should be the second collaborative observation). The observation form should be used once before and once after midterm (during the collaborative observations). Throughout the clinical practice experience, the teacher candidate will look for guidance and constructive feedback.

- Utilize the One Teach-One Observe co-teaching strategy to demonstrate and model effective practice for the teacher candidate.
- Share your thinking behind the instructional choices made during co-planning, co-instruction, and co-assessment. Use the lesson plan prompts for support in sharing your thinking.
- Utilize the One Teach-One Observe co-teaching strategy to provide valuable feedback on teacher candidate performance. This can be used in conjunction with solo teaching.

Communication is what is heard, not what is said . . .

Al Ritter, 100/0Principle

Use one of the two methods on the following pages to provide guidance and feedback to your teacher candidate.

1. Plus Delta

2. Observation Form - This is the form used during observations to inform the midterm and final assessment, including the collaborative observations.

*** Review the results with your teacher candidate making sure to use specific examples and creating a goal(s) for future instruction.**

Do not take on the candidate's responsibility . . . Ask yourself, is he/she asking you to solve his/her problem? Is your candidate showing evidence of a reflective practitioner?

How can you guide without leading? Try a coaching conversation . . .

1. *On a scale of 1-10 (10 being your ideal), how close was the lesson to your ideal?*
2. *What were the strengths of your lesson?*
3. *What would you have to change or modify to make your lesson a 10?*
4. *How do you know your students learned?*
5. *What have we not talked about that you would like to talk about?*

Set a goal for future lessons based on the conversation

Plus Delta Feedback Form

A plus delta is a holistic look at behaviors exhibited in a classroom. It helps teachers reflect on their practice and foster improved teaching and learning. The observer notes positive elements of the lesson and notes suggestions for change. At times, the suggestions for change can be guiding questions for the post observation conference. After the observation, the information is analyzed and discussed.

Plus Delta

Date/Time:

Content area/subject:

What went well... +	Suggestions for change... Δ
Based on this experience I plan to:	

Formative: Evidence-Based Journals

Beyond formal and informal feedback, each teacher candidate will complete three structured journal entries via LiveText for review by the university supervisor. *Candidates will be asked to complete two sections of a feedback form as part of Journal entry #4 via LiveText.* Journaling promotes reflective thinking for the novice teacher and provides teacher candidates a means of recording successes and concerns. Journals also keep supervisors connected to the candidates between visits and help follow up on previous goals/conversations. The following outlines the minimum journaling requirements for teacher candidates during the clinical practice experience (university supervisors may have additional journaling requirements). University Supervisors will provide written feedback for the first three journal entries. The quality of the first two journal entries must meet the minimum requirements as outlined in the grading checklist.

Evidence-based Journal Entry #1 will outline the evidence-based instructional strategy the candidate has chosen to research. The journal entry should be a maximum of 800 words and must include:

Descriptive writing (approximately 40 percent of total entry)

Descriptive writing answers the question, "What?" In this type of writing, candidates will state, list, tell, or define information. The purpose of descriptive writing is to create a picture of the chosen strategy for the reader.

- One instructional strategy supported by two or more research articles published in peer-reviewed journals within the last 10 years
- Two accurate citations of the articles in APA format
- A brief description of the chosen strategy and the context in which it is used in the articles including its impact and effectiveness.

Analytical writing (approximately 20 percent of total entry)

Analytical writing answers the question, "Why?" In this type of writing, candidates will explain, connect, interpret, diagnose, or propose insights. The purpose of analytical writing is to make the candidate's thinking and rationale for action evident to the reader.

- Justify why you feel the strategy will meet the needs of your students.
- How does the strategy connect to or extend previous strategies you have used or plan to use with your students?

Reflective writing (approximately 40 percent of total entry)

Reflective writing answers the question, "So what?" In this type of writing, candidates will contemplate future action, identify new knowledge, or reach a conclusion. The purpose of reflective writing is to communicate to the reader how the candidate will change and improve his or her practice.

Reflect on the effectiveness of the strategy

- How did the use of the strategy influence your planning, instruction, and/or assessment?
- How did students respond?
- How did it impact engagement?
- How did it impact learning?
- Would you use it again? If so, how? If not, how would you modify it to increase the effectiveness?

Journal #1 will be submitted via LiveText for feedback from the university supervisor.

Evidence-based Journal Entry #2 will outline the evidence-based assessment strategy the candidate has chosen to research. The journal entry should be a maximum of 800 words and must include:

Descriptive writing (approximately 40 percent of total entry)

Descriptive writing answers the question, "What?" In this type of writing, candidates will state, list, tell, or define information. The purpose of descriptive writing is to create a picture of the chosen strategy for the reader.

- One assessment strategy supported by two or more research articles published in peer-reviewed journals within the last 10 years
- Two accurate citations of the articles in APA format
- A brief description of the chosen strategy and the context in which it is used in the articles including its impact and effectiveness.

Analytical writing (approximately 20 percent of total entry)

Analytical writing answers the question, “Why?” In this type of writing, candidates will explain, connect, interpret, diagnose, or propose insights. The purpose of analytical writing is to make the candidate’s thinking and rationale for action evident to the reader.

- Justify why you feel the strategy will meet the needs of your students.
- How does the strategy connect to or extend previous strategies you have used or plan to use with your students?

Reflective writing (approximately 40 percent of total entry)

Reflective writing answers the question, “So what?” In this type of writing, candidates will contemplate future action, identify new knowledge, or reach a conclusion. The purpose of reflective writing is to communicate to the reader how the candidate will change and improve his or her practice.

Reflect on the effectiveness of the strategy

- How did the use of the strategy influence your planning, instruction, and/or assessment?
- How did students respond?
- How did it impact engagement?
- How did it impact learning?
- Would you use it again? If so, how? If not, how would you modify it to increase the effectiveness?

Journal #2 will be submitted via LiveText for feedback from the university supervisor.

Evidence-based Journal Entries grading checklist:

All items below must be evident and meet professional rigor or journal will require resubmission

- **Two research articles** of a single instructional strategy (Journal #1) **and** assessment strategy (Journal #2) published in a peer-review journal within last 10 years
- Correct citations of each of the two articles using APA format
<https://owl.english.purdue.edu/owl/resource/560/05/>

Descriptive Writing (40% of the journal) (Answered the question “What?”)

- Overall summary of the chosen instructional strategy and/or assessment strategy
- The context in which the strategies are used within the articles

Analytical Writing (20% of the journal) (Answered the question “Why?”)

- Why you feel the strategy meets/does not meet the needs of your students?
- How does this strategy connect or extend what previous strategies you used or plan to use with your students?
- How will this help your students learn the content and/or build skills?
- What are the pros and cons of using the strategy?

Reflective Writing (40% of the journal) (Answered the question “So what?”)

- How did the use of the strategy influence your planning, instruction, and/or assessment?
- How did students respond?

- How did it impact engagement?
- How did it impact learning?
- Would you use it again? If so, how? If not, how would you modify it to increase the effectiveness?

Data and Analysis Journal #3

- Journal three includes a graphic representation of data and a **description of the data** presented. You will need to describe and explain the data points represented in the graph(s) and how this data collected relates to the overall objectives or targets during instruction
- Journal three includes an **analysis of the data** represented. You will need to thoroughly reflect and answer the following critical questions:
 - What did the data tell you about students who already knew the information? What did you do differently with these students during daily instruction?
 - What did the data tell you about students who struggled with certain concepts? What adaptations did you make for these students during daily instruction?
 - What does the data tell you about the instructional strategies you used during the series of lessons? Which strategies were most effective and how do you know this?
- Journal three must include a **reflection of teacher actions** and the impact they have on student learning. Be able to reflect on the questions, “What would you have done differently to ensure all students learned the information they needed to be successful with this unit or series of lessons? What overall impact did your actions as a teacher have on student achievement?”
- Journal #3 will be submitted via LiveText for feedback from the University Supervisor. In addition, be prepared to share and discuss your journal entry with your supervisor group at Seminar #3 in preparation for the upcoming Strategies Project.

Journal Entry #4 Reflection

- Journal four is utilized to provide feedback for program improvement. Each team member will be asked for personal feedback via LiveText.

Summative: Strategies Project

- All elementary, secondary, early childhood, and K-12 candidates will be required to give a Strategies Presentation. The presentation will demonstrate candidate knowledge of assessment and instructional strategies and candidate impact on K-12 student learning. Candidates must meet minimum scoring requirements to pass clinical practice.

Strategies Project

Administration of the Assessment

Initial certification candidates complete the Strategies Project during clinical practice. Each candidate is assessed by two professional educators who are not the candidate's mentor teacher or university supervisor.

Purpose of the Assessment

Candidates demonstrate the ability to use evidence-based instructional and assessment practices as well as technology to inform instruction and assessment during a sequence of lessons.

Designated Proficiency

Based on the Strategies Project Rubric, candidates must be assessed as:

- "Target" on at least eight of ten rubric indicators
- No indicators assessed as "Below Target"

Scoring

- The project will be scored by two evaluators using the Strategies Project Rubric.
- When performance level scores of the two evaluators are below the criteria for passing, a third evaluator will score the project.
- Candidates access rubric scores and evaluator comments in *LiveText*.
- Evaluators complete training.

Scores below the Designated Proficiency

- Candidates assessed below the designated proficiency meet with the director of field experiences or designee to review their scores, plan remediation, and schedule a second project completion date.
- Inability to meet the designated proficiency on the second attempt results in an unsatisfactory grade in clinical practice.

Definitions

Instructional Strategies: models, approaches, and/or practices teachers use to engage students in the learning process

Assessment Strategies: models, approaches, and/or practices teachers use to formatively and summatively monitor learning

Evidenced-based Practice: strategy supported by two or more research articles published in peer-reviewed journals within the last 10 years

Technology: tools and techniques available through a computer, the internet, telecommunications, and/or multimedia

Required Elements

- Successful completion of three journal entries: two related to evidenced-based strategies as presented in research articles and one in which data related to student learning is presented, defined, analyzed and reflected upon
- Three-page written summary using the required template
- Presentation not to exceed 20 minutes, includes a maximum of ten *PowerPoint* slides, and data demonstrating candidate impact on student learning
- Digital copies of all above elements uploaded to *LiveText*
- If one or more required elements is absent in the Strategies Project, candidates are not scored and have not met the designated proficiency.

Preparation: Overview for Candidates

- Review the **instructions and rubric** available in the teacher candidate handbook. See Strategies Project Planning Guide on page 52 and rubric on pages 57--61.
- Choose a **sequence of lessons** from clinical practice to use in the project. The sequence of lessons must include the use of technology in one or more of the lessons.
- Select one instructional strategy and one assessment strategy used during the sequence of lessons. Find at least two **research articles** supporting the selected instructional strategies.
- Complete three required journal entries, two on evidence-based practices related to the above articles and one graphing and analyzing student pre/post performance data from your sequence of lesson. These are assessed by supervisors and due prior to the presentation component of the project.
- Determine how **technology** supported student learning and assessment of student learning during the sequence of lessons and provide evidence of this in the presentation and/or written summary as well as the *PowerPoint* slides. Technology supported student learning and assessment can be evidenced through a candidate's use of technology to plan, deliver, and assess the sequence of lessons. Technology should also be used to communicate assessment results to parents, students, and colleagues.
- Prepare a **written summary**.
- Create a *PowerPoint* which will be used during the presentation.

Preparation: Details for Candidates

Written Summary Requirements (three-page maximum):

Written summary should be prepared on the **required template** on pages 53-55 and include:

- 1) Your name
- 2) Grade level and/or content area for the clinical practice semester
- 3) Objectives and/or state or district standards for the sequence of lessons
- 4) Description of the various instructional strategies used during the sequence of lessons which
 - a) Supported content
 - b) Engaged learners
- 5) Identification of the instructional strategy featured in the evidence-based journal entry
 - a. APA citations for each instructional strategy article
 - b. 100 word summary of the instructional strategy featured
- 6) Description of the various assessment strategies used during the sequence of lessons which guided planning and instruction
 - a) Monitored and engaged learners
 - b) Measured learner progress
- 7) Identification of the assessment strategy featured in the evidence-based journal entry
 - a. APA citations for each assessment strategy article
 - b. 100 word summary of the assessment strategy featured
- 8) 100 word description of how technology supported student learning and the assessment of student learning as well as how it was used to communicate data related to student learning during the sequence of lessons
- 9) Demonstration of candidate impact on student learning
 - a. Represented in graphs or tables. Data should clearly represent the impact on students. Candidates can use pre/post data or report benchmark/baseline data related to the content in the selected series of lessons.
 - b. 200 word analysis of the above data

Presentation Requirements (20 minute maximum)

Presentation should be based on a sequence of lessons and include:

- 1) Thorough description of the instructional and assessment strategies
- 2) **Maximum of Ten PowerPoint slides**
- 3) Rationale and explanation for selecting instructional and assessment strategies which could include how the strategy:
 - a. Guided planning and informed instruction
 - b. Supported content
 - c. Engaged learners
 - d. Led to differentiation
 - e. Measured or monitored progress
 - f. Was supported by research
- 4) Explanation of how technology supported student learning and the assessment of student learning. Explanation must address how technology supported instructional and assessment strategies and was used to communicate data related to student learning.

- 5) Discussion of data which demonstrates candidate impact on student learning. Data should be visually represented and clearly show impact on student growth.
- 6) Analysis of the effectiveness of instructional and assessment strategies and how they would inform future planning and instruction.

Procedural Requirements

For the virtual presentation format, teacher candidates use the following procedural requirements:

- 1) To be eligible to present, candidates must complete the evidence-based journal entry by the established deadline (prior to the presentations and assessed by their university supervisor).
- 2) No P-12 student names should appear on any digital or paper documents, slides, videos, or artifacts.
- 3) Digital files of the summary, and a voiceover presentation (same 20 minute and 10 slide limits) must be uploaded to *LiveText* one week prior to the scheduled presentation date found on the clinical practice schedule.
- 4) Evaluators will submit scores to LiveText by 4:00 PM on the date indicated on the clinical practice calendar. If scores are not received by that time, candidates need to contact Jackie Proctor at jjproctor@unomaha.edu.

There is evidence that during a sequence of lessons, the candidate uses:

	Target	Approaching Target	Below Target
<p>1. Instruction to support content INTASC 8 AAQEP 1.a AAQEP 1.b</p>	<p>Applies and identifies a variety of instructional strategies through which students can learn content and/or build skills.</p> <p><i>Behaviors may include, but are not limited to:</i></p> <ul style="list-style-type: none"> • Candidate provided students multiple and varied practice opportunities • Candidate aligned strategies with objectives that represented varied cognitive levels • Candidate connected content to students' existing knowledge • During the presentation, candidate explained the strategy shown in the video 	<p>Identifies a variety of instructional strategies through which students can learn content and/or build skills.</p>	<p>Identifies a variety of instructional strategies some of which are not well-matched to content or skills being taught.</p>
<p>2. Instruction to engage learners INTASC 8 AAQEP 1.a AAQEP 1.b</p>	<p>Adapts and applies a variety of instructional strategies to engage learners.</p> <p><i>Behaviors may include, but are not limited to:</i></p> <ul style="list-style-type: none"> • Candidate provided students choice within the lesson sequence • Students applied content to real-world scenarios/examples • Students discussed content with each other • Candidate differentiated examples to be relevant for students in his/her classroom • Candidate purposefully grouped students to maximize collaborative learning opportunities 	<p>Applies a variety of instructional strategies to engage learners.</p>	<p>Identifies a variety of instructional strategies to engage learners.</p>

<p>3. Assessment for planning & instruction INTASC 6 AAQEP 1.d</p>	<p>Analyzes assessment data to describe patterns and/or gaps in learning and provides one or more examples of how analysis guided planning and instruction.</p> <p><i>Behaviors may include, but are not limited to:</i></p> <ul style="list-style-type: none"> • Candidate used a pre-test or other method to determine students' existing knowledge • Candidate analyzed data from multiple perspectives to determine how to plan instruction for the class and individual students • During the presentation, the candidate gave explicit student examples – noted how teaching was planned and delivered to meet a specific student need • During the presentation, the candidate gave explicit content examples – noted how instruction was planned and delivered to address objectives of the lesson sequence 	<p>Applies assessment data to describe patterns and/or gaps in learning but provides no examples of how data guided planning or instruction.</p>	<p>Reviews assessment data but provides no examples of how data guided planning or instruction.</p>
<p>4. Research-supported instruction INTASC 8 AAQEP 1.a AAQEP 1.b</p>	<p>Implements and articulates evidence-based instructional strategies.</p> <p><i>Behaviors may include, but are not limited to:</i> During the presentation the candidate:</p> <ul style="list-style-type: none"> • Stated the specific instructional strategy • Described the strategy as presented in the research • Described how the strategy was adapted within the context of the specific lesson sequence 	<p>Articulates evidence-based instructional strategies.</p>	<p>Fails to articulate evidence-based instructional strategies or implements strategies which are not based in research.</p>

<p>5. Technology-supported instruction</p> <p>INTASC 8 AAQEP 1.a AAQEP 1.b</p>	<p>Uses multiple technology tools to enhance student learning during the planning and/or delivery instruction.</p> <p><i>Behaviors may include, but are not limited to:</i></p> <ul style="list-style-type: none"> • Candidate and/or students accessed content via technology • Students interacted with content via technology • Students completed learning tasks using technology • Students collaborated with other via technology to complete learning task 	<p>Uses at least one technology tool to enhance student learning during the planning and/or delivery of instruction.</p>	<p>Uses technology in a manner which distracts from student learning or does not use technology.</p>
<p>6. Assessment to measure learner progress</p> <p>INTASC 6 AAQEP 1.d</p>	<p>Applies multiple assessment measures to identify impact on student learning and student progress within differentiated learning experiences.</p> <p><i>Behaviors may include, but are not limited to:</i></p> <ul style="list-style-type: none"> • Candidate described how formative assessments were used in each lesson • Candidate compared baseline student performance information with data from assessments during and at the completion of the lesson sequence • During the presentations, candidate described why assessments were appropriate to individual students and specific objectives 	<p>Applies multiple assessment measures to identify student progress.</p>	<p>Applies a single or no assessment measure to identify student progress.</p>
<p>7. Assessment to monitor & engage learners</p> <p>INTASC 6 AAQEP 1.d</p>	<p>Monitors impact on student learning to guide instruction and to engage learners in their own progress.</p> <p><i>Behaviors may include, but are not limited to:</i></p>	<p>Monitors student learning and uses it to guide instruction.</p>	<p>Monitors student learning.</p>

	<ul style="list-style-type: none"> • Candidate provided summative assessment criteria to students at the beginning of lesson sequence • Candidate provided specific feedback to individual students • Assessment tool provided feedback to student • Students engaged in creating assessment • Students engaged in peer or self-assessment • Candidate systematically recorded student progress 		
8. Research-supported assessment INTASC 6 AAQEP 1.d	Implements and articulates evidence-based assessment strategies. <i>Behaviors may include, but are not limited to:</i> During the presentation, the candidate: <ul style="list-style-type: none"> • Stated the specific assessment strategy • Described the strategy as presented in the research • Described how the strategy was adapted within the context of the specific lesson sequence 	Articulates evidence-based assessment strategies.	Fails to articulate evidence base of the assessment strategies used or implements strategies which are not based in research.
9. Technology to monitor student learning INTASC 6 AAQEP 1.d	Uses technology to track data related to student learning before, during, and after instruction and uses this to make instructional decisions. <i>Behaviors may include, but are not limited to:</i> <ul style="list-style-type: none"> • Candidate recorded performance data in a digital format • Candidate used technology to analyze patterns or gaps in student learning and described how teaching was adjusted based on this 	Uses technology to track data related to student learning before, during and/or after instruction.	Uses technology to track data, but data gathered is insufficient to monitor student learning.

<p>10. Technology to communicate assessment results</p> <p>INTASC 6 AAQEP 1.d</p>	<p>Uses technology to illustrate and convey data representing student learning with parents, students, or colleagues.</p> <p><i>Behaviors may include, but are not limited to:</i></p> <ul style="list-style-type: none"> • During the presentation, candidate provided graphic representations of student performance • Students or parents accessed assessment results via technology 	<p>Uses technology to illustrate data representing student learning.</p>	<p>Uses technology to illustrate data in a manner which misrepresents student learning.</p>
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Strategies Project Planning Guide

What unit, content area, or lessons will be your focus?

What is your timeline? Start with the end in mind....

What instructional strategies will you use to support the content and to engage students?

What instructional strategy will you research?

How will you check for student understanding throughout the unit? (Formative assessments)

What assessment strategy will you research?

What will you use as the summative assessment?

How will you adjust your instruction throughout?

- How will you differentiate?
- How will you use formative assessment data?
- How will you involve the students?

How will you use technology during this unit? (During instruction, tracking student learning, communicating results)

Strategies Project: Written Summary

Teacher Candidate Name
Grade Level/Content Area

1. **Objective(s):** *List the objective(s) of your sequence of lessons. These can be your own objectives, state standards or district standards.*

2. **Instructional Strategies:**

a. Description of the various instructional strategies used during the sequence of lessons:

b. Instructional strategy featured in the Evidence-based Journal Entry:

c. Citations for instructional strategy articles featured in the Evidence-based Journal Entry:
(APA format: Remove following example before adding citations)

Sample, M. L., Citation, S., & Remove, K. (2014). Providing models of citation. *Journal of Citation Samples*, 4(3), 101–114.

d. Summary of the instructional strategy featured in the Evidenced-based Journal Entry:
(100 word limit)

3. **Assessment Strategies:**

a. Description of the *various* assessment strategies used during the sequence of lessons:

b. Assessment strategy featured in the Evidence-based Journal Entry:

c. Citations for assessment strategy articles featured in the Evidence-based Journal Entry:

(APA format: Remove following example before adding citations)

Sample, M. L., Citation, S., & Remove, K. (2014). Providing models of citation. *Journal of Citation Samples*, 4(3), 101–114.

d. Summary of the assessment strategy featured in the Evidence-based Journal Entry:

(100 word limit)

4. **Technology-Supported Student Learning: Summary** *(100 word limit)*

5. Impact on Student Learning

a. Graphic representation of data showing impact on student learning.

b. Analysis of above data *(200 word limit)*

Summative: Midterm and Final Assessment

- The teacher candidate, cooperating teacher and university supervisor complete two formal assessments (midterm and final) of the teacher candidate: one at the midpoint of the experience and one at the conclusion of the experience. The assessments are completed online through LiveText.
- When assessing the teacher candidate, please assess his or her performance based on expectations for a **beginning teacher and criteria defined on the evaluation rubric**. It is important to be direct, honest, and fair. This provides the teacher candidate with the information needed to continue to improve and enhance his or her classroom skills throughout clinical practice.
- Assessments are **not** an opportunity to reveal concerns that have not been previously discussed with the teacher candidate. If the teacher candidate's performance or attitude is of concern, the first responsibility is to share the concerns with the teacher candidate and the rest of the collaborative team. If you continue to have concerns, it is appropriate and necessary for you to document those on the midterm and final assessments.
- Complete the assessment by selecting, for each item, the descriptor that most accurately reflects the teacher candidate's development. Comments can be made for each indicator and/or overall performance and are expected. A copy of the assessment is on the next page.

Nebraska Clinical Practice Evaluation Rubric

Teacher Candidate:

For Office use only: CT/ TC/ US

Evaluator's Name:

Evaluator's Role:

Date:

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

	Advanced	Proficient	Developing	Below Standard
<p><i>Uses knowledge of students to meet needs</i></p> <p style="text-align: center;">Standard 1</p> <p>Learner Development InTASC 1; AAQEP 1.d</p>	Uses data about students and their development to adjust teaching and build on student strengths resulting in student learning. InTASC 1; AAQEP 1.d	Uses data about students and their development to adjust teaching. InTASC 1; AAQEP 1.d	Collects data about students and their development but does not adjust teaching. InTASC 1; AAQEP 1.d	Lacks evidence of data collection and use related to students and their development. InTASC 1; AAQEP 1.d
Comments:				
<p><i>Differentiates instruction to meet student needs</i></p> <p style="text-align: center;">Standard 2</p> <p>Learner Differences InTASC 2; AAQEP 1.b; AAQEP 1.c</p>	Identifies students' needs for differentiation and responds with individualized instruction, flexible grouping, and varied learning experiences to include bringing multiple perspectives and cultural resources to the discussion of content. InTASC 2; AAQEP 1.b; AAQEP 1.c	Identifies students' needs for differentiation and responds with individualized instruction, flexible grouping, and varied learning experiences. InTASC 2; AAQEP 1.b; AAQEP 1.c	Identifies students' needs for differentiation. InTASC 2; AAQEP 1.b; AAQEP 1.c	Does not Identify students' needs for differentiation. InTASC 2; AAQEP 1.b; AAQEP 1.c
Comments:				
<p><i>Promotes a positive classroom environment through clear expectations</i></p>	Communicates and reinforces clear task and behavior expectations to students, develops routines that support	Communicates and reinforces clear task and behavior expectations to students and follows routines that support	Communicates and reinforces clear task and behavior expectations to students. InTASC 3; AAQEP 1.e	Attempts to communicate and reinforces clear task and behavior expectations to students. InTASC 3; AAQEP 1.e

<p>Standard 3 Learning Environments InTASC 3; AAQEP 1.e</p>	<p>expectations and minimizes the loss of instructional time. InTASC 3; AAQEP 1.e</p>	<p>expectations for the learning environment. InTASC 3; AAQEP 1.e</p>		
<p>Comments:</p>				
<p><i>Uses accurate content and academic vocabulary</i></p> <p>Standard 4 Content Knowledge InTASC 4; AAQEP 1.a</p>	<p>Communicates accurate content, uses academic vocabulary correctly, provides relevant opportunities for students to demonstrate understanding and uses knowledge of common misconceptions to create accurate understanding in the content area. InTASC 4; AAQEP 1.a</p>	<p>Communicates accurate content, uses academic vocabulary correctly and provides relevant opportunities for students to demonstrate understanding. InTASC 4; AAQEP 1.a</p>	<p>Communicates content and uses academic vocabulary, yet does not consistently provide relevant opportunities for students to demonstrate understanding. InTASC 4; AAQEP 1.a</p>	<p>Communicates inaccurate content, academic vocabulary and/or provides irrelevant opportunities for students to demonstrate understanding. InTASC 4; AAQEP 1.a</p>
<p>Comments:</p>				
<p><i>Engages students in critical thinking and collaborative problem solving</i></p> <p>Standard 5 Application of Content InTASC 5; AAQEP 1.a; AAQEP 1.b</p>	<p>Links concepts to help students make connections and engages students in applying methods of inquiry in the discipline to engage learners in critical thinking. InTASC 5; AAQEP 1.a; AAQEP 1.b</p>	<p>Links concepts to help students make connections and engages students in applying methods of inquiry in the discipline. InTASC 5; AAQEP 1.a; AAQEP 1.b</p>	<p>Links concepts to help students make connections in the discipline. InTASC 5; AAQEP 1.a; AAQEP 1.b</p>	<p>Does not assist students in making connections in the discipline. InTASC 5; AAQEP 1.a; AAQEP 1.b</p>
<p>Comments:</p>				
<p><i>Develops literacy and communication skills through content</i></p> <p>Standard 5 Application of Content InTASC 5; AAQEP 1.a; AAQEP 1.b</p>	<p>Engages students to utilize literacy and communication skills from a variety of resources and perspectives to address targeted purposes and audiences. InTASC 5; AAQEP 1.a; AAQEP 1.b</p>	<p>Engages students to utilize literacy and communication skills by accessing a variety of resources and perspectives to show understanding of content. InTASC 5; AAQEP 1.a; AAQEP 1.b</p>	<p>Engages students in developing literacy and communication skills. InTASC 5; AAQEP 1.a; AAQEP 1.b</p>	<p>Provides few opportunities for students to develop literacy and communication skills. InTASC 5; AAQEP 1.a; AAQEP 1.b</p>

Comments:				
<p><i>Uses classroom assessment</i></p> <p>Standard 6 Assessment InTASC 6; AAQEP 1.d</p>	<p>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. InTASC 6; AAQEP 1.d</p>	<p>Uses classroom formative and summative assessments that match objectives and inform instructional decisions to guide implementation of differentiated instructional strategies. InTASC 6; AAQEP 1.d</p>	<p>Uses classroom formative and summative assessments that match objectives and inform instructional decisions. InTASC 6; AAQEP 1.d</p>	<p>Uses classroom formative and summative assessments but may not match objectives and/or inform instructional decisions. InTASC 6; AAQEP 1.d</p>
Comments:				
<p><i>Assesses for learning</i></p> <p>Standard 6 Assessment InTASC 6; AAQEP 1.d</p>	<p>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. InTASC 6; AAQEP 1.d</p>	<p>Uses student performance data and knowledge of students to identify interventions that support and/or advance students to positively impact learning. InTASC 6; AAQEP 1.d</p>	<p>Uses student performance data and knowledge of students to identify interventions that support students. InTASC 6; AAQEP 1.d</p>	<p>Does not use student performance data and/or knowledge of students to identify interventions that support students. InTASC 6; AAQEP 1.d</p>
Comments:				
<p><i>Plans for instruction</i></p> <p>Standard 7 Planning for Instruction InTASC 7; AAQEP 1.a; AAQEP 1.b</p>	<p>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. InTASC 7; AAQEP 1.a; AAQEP 1.b</p>	<p>Sequences learning experiences linked to the learning objectives, performance tasks and assessments to provide multiple ways for students to demonstrate knowledge and skills. InTASC 7; AAQEP 1.a; AAQEP 1.b</p>	<p>Sequences learning experiences linked to the learning objectives, performance tasks and assessments. InTASC 7; AAQEP 1.a; AAQEP 1.b</p>	<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. InTASC 7; AAQEP 1.a; AAQEP 1.b</p>

Comments:				
<p><i>Incorporates digital tools into instruction</i></p> <p>Standard 8 Instructional Strategies InTASC 8; AAQEP 1.a; AAQEP 1.b</p>	<p>Designs or adapts relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity. InTASC 8; AAQEP 1.a; AAQEP 1.b</p>	<p>Provides relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity. InTASC 8; AAQEP 1.a; AAQEP 1.b</p>	<p>Provides relevant learning experiences that incorporate digital tools to stimulate interest. InTASC 8; AAQEP 1.a; AAQEP 1.b</p>	<p>Provides learning experiences that incorporate digital tools infrequently or ineffectively. InTASC 8; AAQEP 1.a; AAQEP 1.b</p>
Comments:				
<p><i>Uses research-based instructional strategies</i></p> <p>Standard 8 Instructional Strategies InTASC 8; AAQEP 1.a; AAQEP 1.b</p>	<p>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. InTASC 8; AAQEP 1.a; AAQEP 1.b</p>	<p>Uses evidence-based strategies to support learning in the content area and poses questions that elicit student thinking and support critical thinking skills. InTASC 8; AAQEP 1.a; AAQEP 1.b</p>	<p>Uses evidence-based strategies to support learning in the content area and poses questions that elicit student thinking. InTASC 8; AAQEP 1.a; AAQEP 1.b</p>	<p>Uses strategies and poses questions. InTASC 8; AAQEP 1.a; AAQEP 1.b</p>
Comments:				
<p><i>Uses engagement to enhance learning</i></p> <p>Standard 8 Instructional Strategies InTASC 8; AAQEP 1.a; AAQEP 1.b</p>	<p>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. InTASC 8; AAQEP 1.a; AAQEP 1.b</p>	<p>Organizes and manages the learning environment for student engagement using strategies that provide opportunities for students to process and articulate new knowledge. InTASC 8; AAQEP 1.a; AAQEP 1.b</p>	<p>Manages the learning environment for student engagement. InTASC 8; AAQEP 1.a; AAQEP 1.b</p>	<p>Attempts to manage the learning environment for student engagement. InTASC 8; AAQEP 1.a; AAQEP 1.b</p>
Comments:				

<p><i>Accepts critique and input regarding performance</i></p> <p>Standard 9 Professional Learning and Ethical Practice InTASC 9; AAQEP 1.f</p>	<p>Invites constructive feedback, responds positively, independently sets and implements goals to improve practice. InTASC 9; AAQEP 1.f</p>	<p>Invites constructive feedback, responds positively, with support sets and implements goals to improve practice. InTASC 9; AAQEP 1.f</p>	<p>Invites constructive feedback, responds positively, but inconsistently implements goals to improve practice. InTASC 9; AAQEP 1.f</p>	<p>May resist constructive feedback or fail to implement goals to improve practice. InTASC 9; AAQEP 1.f</p>
<p>Comments:</p>				
<p><i>Conveys professional demeanor</i></p> <p>Standard 10 Leadership and Collaboration InTASC 10; AAQEP 1.f</p>	<p>Conveys a confident, professional decorum when interacting with learners, peers, colleagues and the community in small and large group situations to include seeking out leadership opportunities in the school and/or community. InTASC 10; AAQEP 1.f</p>	<p>Conveys a confident, professional decorum when interacting with learners, peers, colleagues and the community in small and large group situations. InTASC 10; AAQEP 1.f</p>	<p>Conveys professional decorum when interacting with learners, peers, colleagues and the community in small and large group situations. Any minor lapses have been addressed. InTASC 10; AAQEP 1.f</p>	<p>Conveys a lack of professional decorum when interacting. InTASC 10; AAQEP 1.f</p>
<p>Comments:</p>				
<p><i>Uses professional communication</i></p> <p>Standard 10 Leadership and Collaboration InTASC 10; AAQEP 1.e; AAQEP 1.f</p>	<p>Demonstrates professional oral, written and electronic communication, responds to people, problems and crises effectively and communicates with families through a variety of means (i.e. notes home, e-mails or websites, phone calls, conferences, meetings). InTASC 10; AAQEP 1.e; AAQEP 1.f</p>	<p>Demonstrates professional oral, written and electronic communication, responds to people, problems and crises effectively. InTASC 10; AAQEP 1.e; AAQEP 1.f</p>	<p>Demonstrates professional oral, written and electronic communication, responds to people, problems and crises effectively with additional assistance. InTASC 10; AAQEP 1.e; AAQEP 1.f</p>	<p>Demonstrates unprofessional oral, written and/or electronic communication and/or responds to people, problems and crises ineffectively. InTASC 10; AAQEP 1.e; AAQEP 1.f</p>
<p>Comments:</p>				

The expectation is that teacher candidates will be at a 3.0 average (LiveText score of 45 points/75%) on the NE clinical practice rubric by the end of the semester. Any candidate at or below a 2.8 average at midterm will have additional supports added to assist in their success. Both the university supervisor's score and the cooperating teacher's score will be used to calculate this average.

Evidence Charts

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

Standard 3

Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. InTASC 3; AAQEP 1.e

Proficient:

Communicates and reinforces clear task and behavior expectations to students, develops routines that support expectations for the learning environment.

Observable candidate behaviors may include:

- Communicates, models, and positively reinforces clear task and behavioral expectations
 - Reinforces and revisits rules/expectations as needed
 - Acknowledges positive behaviors
 - Monitors the classroom climate and adjusts as needed
 - Communicates expectations in multiple ways (verbal, visual, nonverbal, etc.)
 - Exhibits mutual respect between self and students
- 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.)
 - Exhibits mobility during lessons and uses proximity control
 - Is strategic and intentional with proximity
- Uses strategies for transitions that minimize problems and maximize instructional time
 - Engages students in smooth and non-disruptive transitions between and within lessons
 - Uses age-appropriate transitions
- Exhibits awareness of the classroom environment
 - Maintains the attention of the classroom
 - Adjusts for student engagement

Standard 4

Content Knowledge (Accuracy)

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. InTASC 4; AAQEP 1.a

Proficient:

Communicates accurate content, uses academic vocabulary correctly, and provides relevant opportunities for students to demonstrate understanding.

Observable candidate behaviors may include:

- Demonstrates a clear and direct match between activities and objective(s) throughout the lesson
- Addresses student questions and misconceptions accurately
- Uses the academic language of the content correctly and creates opportunities for students to practice and apply academic language
- Is knowledgeable of content and ensures accurate and relevant implementation
- Provides students opportunities to practice/demonstrate understanding

Standard 5	
Application of Content	
<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> InTASC 5; AAQEP 1.a; AAQEP 1.b</p> <p style="text-align: center;"><u>Proficient:</u></p> <p style="text-align: center;">Links concepts to help students make connections and engages students in applying methods of inquiry in the discipline.</p>	<p><u>Observable candidate behaviors may include:</u></p> <ul style="list-style-type: none"> • Builds upon prior knowledge and background to initiate new learning • Relates content to meaningful examples that provoke critical thinking • Uses inquiry driven instruction to engage students in meaningful ways <ul style="list-style-type: none"> ○ Provides opportunities for students to reason, justify, and provide evidence for thinking • Uses questioning to engage students to conjecture and discover key ideas • Synthesizes content across fields, making connections relevant to students
Standard 5	
Application of Content	
<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> InTASC 5; AAQEP 1.a; AAQEP 1.b</p> <p style="text-align: center;"><u>Proficient:</u></p> <p style="text-align: center;">Engages students to utilize literacy and communication skills from a variety of resources and perspectives to show understanding of content.</p>	<p><u>Observable candidate behaviors:</u></p> <ul style="list-style-type: none"> • Engages students in applying content knowledge and skills to real world contexts • Develops students' communications skills through group work • Guides students in gathering, organizing, and evaluating information and ideas from a variety of resources and texts • Creates authentic writing assignments • Provides opportunities for students to display and communicate their knowledge in a variety of ways <ul style="list-style-type: none"> ○ Creates reading, writing, and speaking opportunities for students to demonstrate learning
Standard 6	
Assessment	
<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> InTASC 6; AAQEP 1.d</p> <p style="text-align: center;"><u>Proficient:</u></p> <p style="text-align: center;">Uses classroom formative and summative assessments that match objectives and inform instructional decisions to guide implementation of differentiated instructional strategies.</p>	<p><u>Observable candidate behaviors may include:</u></p> <ul style="list-style-type: none"> ○ Implements multiple assessments that measure lesson objectives ○ Checks for student understanding throughout the lesson <ul style="list-style-type: none"> ○ Adjustments to lesson are made based upon student responses ○ Uses assessments to engage student in his/her growth and decision making ○ Implements required accommodation in assessments and testing conditions ○ Provides a variety of opportunities to showcase learning

Standard 6

Assessment (Student Learning)

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

InTASC 6; AAQEP 1.d

Proficient:

Uses student performance data and knowledge of students to identify interventions that support and/or advance students to positively impact learning.

Observable candidate behaviors may include:

- Provides students clear criteria and performance standards by which their work will be evaluated
- Monitors student learning to guide instruction and to engage learners in their own progress (e.g. goal setting, self-assessment, etc.)
- Uses data from multiple types of assessments to draw conclusions about student progress and determine re-teaching and enrichment opportunities
- Analyzes assessment data to describe patterns and/or gaps in learning and provides one or more examples of how analysis guided planning and instruction (questions in debrief after)
- Adjusts instruction based on student performance data
 - Circulates and checks in on learning, using the information to clarify, reinforce, or extend learning
- Reteaches and/or extends learning within a lesson
- Provides ongoing feedback to engage students in their own learning

Standard 7

Planning for Instruction

The teacher plans instruction that promotes every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. InTASC 7; AAQEP 1.a; AAQEP 1.b

Proficient:

Sequences learning experiences linked to the learning objectives, performance tasks and assessments to provide multiple ways for students to demonstrate knowledge and skills.

**This standard focuses solely on lesson planning as not to be confused with implementation (standard 8).*

Observable candidate behaviors may include:

- Aligns objective(s) to state standards and/or district curriculum guides and resources when planning lessons
- Connects objective(s) to lesson activities to include the opening and closure of the lesson
- Uses a model that scaffolds learning (e.g. gradual release) to support all connections to the learning objective(s) within lesson plans
- Plans, connects, and sequences common learning experience and performance tasks linked to learning objectives
- Prepares necessary resources and materials to include technology
- Modifies/adapts lesson plans based on student performance data and student needs

Standard 8
Instructional Strategies (Technology)

The teacher understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. InTASC 8; AAQEP 1.a; AAQEP 1.b

Proficient:
Provides relevant learning experiences that incorporates digital tools and resources to promote student learning and creativity.

- Observable candidate behaviors may include:
- Engages learners in using a range of technology tools to access, interpret, evaluate, and apply information
 - Provides learning opportunities by utilizing technology, when appropriate, that relate to the lesson objective
 - Offers student choice through technology to provide experiential opportunities
 - Utilizes technology to form connections between content and the real world

Standard 8
Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. InTASC 8; AAQEP 1.a; AAQEP 1.b

Proficient:
Uses evidence-based strategies to support learning in the content area and poses questions that elicit student thinking and support critical thinking skills.

- Observable candidate behaviors may include:
- Incorporates a variety of instructional strategies that match the intended learning target
 - Utilizes gradual release of responsibility and pacing by varying roles within the instructional process (e.g., instructor, facilitator, coach, audience)
 - Includes inquiry processes that are open-ended utilizing questions that give rise to critical thinking versus absolute responses
 - Ensures content is accessible to each learner

Standard 8
Instructional Strategies (Engagement)

The teacher understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. InTASC 8; AAQEP 1.a; AAQEP 1.b

Proficient:
Organizes and manages the learning environment for student engagement using strategies that provide opportunities for students to process and articulate new knowledge.

- Observable candidate behaviors may include:
- Creates a learning environment through organization, routine, and structure for student engagement and learning
 - Provides a variety of activities that are purposeful to student learning to ensure student involvement
 - Directly involves students in the learning using active engagement strategies (e.g. partner work, pair share, performance tasks, Kagan strategies, Talk Moves, etc.)
 - Provides expectations for growth and opportunities for students to self-evaluate learning (e.g. rubrics)
 - Creates opportunities for students to demonstrate what they've learned through a variety of products
 - Provides opportunities for students to engage in dialogue, share ideas, and form positive working and social relationships with peers, other adults, and/or guests to the classroom/school (e.g. cooperative or collaborative learning)

Standard 9

Professional Learning and Ethical Practice (Dispositions)

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
InTASC 9; AAQEP 1.f

Proficient:

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

Observable candidate behaviors may include:

- Seeks, accepts, and implements feedback from a variety of sources including students
 - Schedules regular meetings for monitoring progress with classroom teacher, supervisor, peers, and/or other teachers and asks for feedback
 - Seeks out educational opportunities to increase effectiveness as a teacher
- Responds positively and proactively by setting and implementing goals for growth based on feedback to increase effectiveness
 - Analyzes a variety of data to evaluate outcomes of teaching to improve practice and planning
 - Utilizes research-based practices to improve practice

Standard 10

Leadership and Collaboration (Dispositions)

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. InTASC 10; AAQEP 1.f

Proficient:

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

Observable candidate behaviors may include:

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

Standard 10

Leadership and Collaboration (Professional Communications)

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. InTASC 10; AAQEP 1.e; AAQEP 1.f

Proficient:

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

Observable candidate behaviors may include:

- Exhibits proper grammar, punctuation, sentence structure, and spelling in all forms of communication and is thoughtful before speaking and writing
- Applies school policy when dealing with problems and crises
- Communicates clearly, honestly, respectfully, and professionally with parents and families and is ongoing throughout the experience
 - Chooses the right mode of communication for the circumstance (i.e., phone call vs. email, etc.)
 - Demonstrates professional nonverbal and verbal communication

IF YOU HAVE CONCERNS

The College of Education, Health, and Human Sciences at UNO supports its teacher candidates and their cooperating teachers and university supervisors. If at any time in the semester, supervisors or cooperating teachers have concerns regarding the performance or attitude of a teacher candidate, they should contact the director of field experiences. If concerns persist, continue to share your concerns with the teacher candidate and university supervisor. **Please document your conversation dates and topics.**

Do not wait to make contact. The sooner concerns are noted, the sooner the University can support the teacher candidate, cooperating teacher, and university supervisor. The College of Education, Health, and Human Sciences will intervene and take the necessary measures to provide additional support and resources to any teacher candidate who may be struggling. **The intervention is not punitive in nature. Rather, it will focus on increasing the likelihood of success.**

If supervisors have concerns, the following suggestions are provided as a guide:

1. Discuss the concern with the teacher candidate, being as specific as possible
2. Share the concern with the cooperating teacher
3. Document the concern in writing in order to monitor progress
4. If the concern persists, consult with the cooperating teacher and the building principal
5. Supervisors may suggest one or more of the following:
 - a. Increasing the number of observations
 - b. Requesting observations by other professionals
 - c. Videotaping the performance of the teacher candidate
 - d. Conferencing with the teacher candidate and the cooperating teacher
 - e. Consulting with the director of field experiences
 - f. Drafting a formal assistance plan

If a formal assistance plan is necessary, the director of field experiences will ask the supervisor to fill out a form highlighting the combined concerns of the cooperating teacher, administration (if needed) and his/her concerns as the supervisor. A meeting will be scheduled to discuss the items outlined and what behaviors are necessary to show progress in the areas indicated. All parties, including the teacher candidate, can add to the plan. The final draft of the assistance plan will document concerns, identify the assistance to be provided, and outline specific follow-up actions. Progress checks will be done throughout the course of the plan. This document will be shared with all involved parties and re-evaluated as outlined. If the concern persists after the plan is put in place, the University – with input from those involved – will re-evaluate the assignment of the teacher candidate.

Intervention is not an indication of failure on the part of the teacher candidate, cooperating teacher, or university supervisor. Many times, interventions have addressed the noted concerns and the teacher candidates have successfully completed the semester. If a teacher candidate is on an assistance plan, the following are suggestions for supervisors:

- Carefully read the assistance plan.
- Be sure to remember the significant dates in the plan.
- Stay in communication with the cooperating teacher and share any concerns with him or her.
- Observe the teacher candidate regularly and provide feedback verbally and in writing.
- Focus on the areas of concern (from the plan) during observations – note improvement as well as ongoing concerns.

- Save all observation notes, e-mails, and other written communication – documentation is very important in these situations.
- Summarize verbal communications in writing.
- Be supportive yet expect to see a strong effort by the teacher candidate to improve his or her teaching skills.
- Observe to see if the teacher candidate carries out suggestions.
- Ask the teacher candidate to observe and take notes as the cooperating teacher models the teaching skills on which the teacher candidate needs to focus.
- Conference with the teacher candidate about the notes they have taken – hold them accountable for doing this.
- Feel free to have the teacher candidate observe other teachers in the building who have strong skills in the focus areas.
- Always assess if the teacher candidate has a mission for becoming a quality teacher.

*Please be informed that failure to successfully complete the assistance plan, as determined by the cooperating teacher, university supervisor, and director of field experiences, may result in withdrawal from the clinical practice experience and a grade of "Unsatisfactory" in the course.

Candidate Support and Assistance

INTRODUCTION

Teaching is a very complex endeavor. In order to be successful teachers, candidates complete a carefully designed program of coursework and integrated learning experiences that build their content knowledge, pedagogical knowledge, skills, competencies, and professional dispositions. The preparation program's learning outcomes are aligned with the following:

1. The Interstate Teachers Assessment and Support Consortium (InTASC) Principles
2. The Nebraska Department of Education Standards (Rules 20, 21, and 25, Code of Ethics)
3. The Nebraska Teacher Framework and Principal Frameworks
4. Standards promulgated by various professional organizations within specific discipline areas

The outcomes and expectations of the program are described in the Conceptual Framework and are incorporated into the assessment and evaluation of candidate performance. University, college, and program policies govern the operation of the programs. The National Council accredits educator preparation programs for Accreditation of Teacher Education and the Nebraska Department of Education.

PURPOSE

The complexity of teaching is well recognized, and this complexity extends over several aspects of the preparation program. Meeting the knowledge, skills, and disposition expectations at each level is necessary for success in the program. Candidate support and assistance are provided to candidates who experience challenges in demonstrating the knowledge, skills, competencies, and the requisite personal and professional characteristics as they progress through their courses and field experiences in preparation for a career in education.

CANDIDATE SUPPORT

Personal Attention

From academic advising to coursework and field experience, the faculty/staff/administration of the College of Education, Health, and Human Sciences strives to provide each candidate support for success. Maintaining and establishing clear communication across advisors, faculty, supervisors, staff, administration, and candidates is a key element in progressing through the preparation.

Support and Assistance

At times, candidates may experience challenges in their preparation program. Support and assistance are available for candidates. The nature and type of support and assistance varies depending on candidate needs. Gaining support hinges on recognizing, identifying, and communicating needs or concerns. The College has established concern/resolution protocols to assist candidates who are in jeopardy of not successfully completing coursework or field experiences.

Conference Report Form

The Conference Report Form (CRF) is a mechanism to support candidates who experience challenges in acquiring, developing, and demonstrating the knowledge, skills, competencies, and personal and professional characteristics needed to be an effective teacher while completing their coursework. In a collaborative process, candidates and instructors (as well as administrators or staff) are able to identify behaviors, which may be of concern and, then, initiate plans for addressing those concerns.

Field Experience Assistance Plan

The Field Experience Assistance Plan (FEAP) protocol is designed to assist candidates who encounter challenges in demonstrating the knowledge, skills, competencies, and personal and professional characteristics needed to be an effective teacher during field experiences. The field experiences may be an integral part of a course or may be a separate experience such as clinical practice (formerly, student teaching). The protocol identifies the concerns and determines the actions to address/resolve the concerns. The FEAP is developed in a consultative process involving some or all of the following, as appropriate: faculty, instructional coaches, university supervisor, cooperating teacher, candidate, special field experience liaison, and the director of field experiences working to support the candidate in meeting the requirements and expectations of the experience(s).

FIELD PLACEMENT ASSISTANCE PLAN

Candidate Name: _____ NUID# _____
Meeting Date: _____ Course: _____
Faculty of Record: _____ School/District: _____
Cooperating Teacher/Clinician: _____ Grade/Endorsement Area: _____
University Supervisor/Instructional Coach: _____ Supervisor Liaison: _____

Concern(s)

From the list of standards/expectations below, select the specific areas in which there are concerns.

InTASC Standards
<i>Standard 1: Student Development</i>
Uses data about students and their development to adjust teaching.
<i>Standard 2: Learning Differences</i>
Identifies students' needs for differentiation and responds with individualized instruction, flexible grouping, and varied learning experiences.
<i>Standard 3: Learning Environments</i>
Communicates and reinforces clear task and behavior expectations to students and follows routines that support expectations for the learning environment.
<i>Standard 4: Content Knowledge</i>
Communicates accurate content, uses academic vocabulary correctly and provides relevant opportunities for students to demonstrate understanding.
<i>Standard 5: Application of Content</i>
Links concepts to help students make connections and engages students in applying methods of inquiry in the discipline.
Engages students to utilize literacy and communication skills by accessing a variety of resources and perspectives to show understanding of content.
<i>Standard 6: Assessment</i>
Uses classroom formative and summative assessments that match objectives and inform instructional decisions to guide implementation of differentiated instructional strategies.
Uses student performance data and knowledge of students to identify interventions that support and/or advance students to positively impact learning.

Standard 7: Planning for Instruction
Sequences learning experiences linked to the learning objectives, performance tasks and assessments to provide multiple ways for students to demonstrate knowledge and skills.
Provides relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
Standard 8: Instructional Strategies
Uses evidence-based strategies to support learning in the content area and poses questions that elicit student thinking and support critical thinking skills.
Organizes and manages the learning environment for student engagement using strategies that provide opportunities for students to process and articulate new knowledge.
Standard 9: Professional Learning and Ethical Practice
Invites constructive feedback, responds positively, with support sets and implements goals to improve practice.
Standard 10: Leadership and Collaboration
Conveys a confident, professional decorum when interacting with learners, peers, colleagues and the community in small and large group situations.
Demonstrates professional oral, written and electronic communication, responds to people, problems and crises effectively.

Observed performance leading to the concerns:

[Describe the cause(s) for concern. Be direct, using concrete descriptions of observed performance or lack of performance. The descriptions should relate to the concern area(s) identified above.]

Strategies, actions, expectations for addressing the concerns:

[Provide a list of specific expectations/indicators for each identified concern. Provide detailed, observable behaviors so that all understand the issue and the expected behavior to address the concern(s).]

Student input/response to the concerns and expectations:

Why did this happen? What will you do to meet the expectations in the future? [Student may write on this form and/or use additional sheets of paper if needed.]

Evaluation-Outcomes

The assistance plan will be monitored for progress. Involved parties will evaluate progress in LiveText and provide feedback as scheduled. Candidate will provide self-evaluation of progress on the same schedule. While the plan is intended to support the candidate's efforts to demonstrate the expected behaviors, failure to fulfill the expectations and resolve the concerns may result in removal from a field experience and/or failing the course.

Progress Check Schedule

Provide the schedule, time interval, and progress-reporting scheme to all. Indicate meeting times to review progress with the candidate. Indicate, by name and role, who will be involved in supporting, evaluating and providing feedback on the candidate's progress.

The individuals involved in implementing the Field Placement Assistance Plan (who evaluate and provide feedback on the candidate's progress) are:

Name	Title	Contact Information

*Once the indicators have been met, the level of performance will be maintained through the duration of the practicum, internship, or clinical practice. Failure to meet the expectations may result in lowering of the candidate's grade and/or dismissal from the placement.

Acknowledgement

I have had the opportunity to discuss the concerns, state my views, and provide input to the development of the Field Placement Assistance Plan. I will work with the above individuals to address the concerns as described in the plan. I understand the expectations for actions I need to take and the consequences if I do not meet the expectations.

Candidate Signature

Date

CEHHS Signature

Date

Printed Name

Title

Disclosures

The University of Nebraska at Omaha is committed to maintaining an environment for all students, faculty, staff and visitors that is fair and responsible--an environment which is based on one's ability to meet the necessary performance indicators. To that end, it is the policy of the University of Nebraska at Omaha that any form of discrimination because of race, color, ethnicity, national origin, sex, pregnancy, sexual orientation, gender identity, religion, disability, age, genetic information, veteran status, marital status, and/or political affiliation in its programs, activities, or employment shall not be tolerated. In keeping with this commitment, the University also will not tolerate discrimination prohibited under this policy against students, faculty, staff, and visitors by anyone acting on behalf of the University of Nebraska at Omaha.

Appropriate accommodations are provided for students who are registered with the Accessibility Services Center and make their requests sufficiently in advance. For more information, contact Accessibility Services Center (MBSC 126, Phone: 554-2872, unodisability@unomaha.edu) or visit unomaha.edu/disability.

Requests for Reasonable Accommodation in Field Placements

The University of Nebraska at Omaha (UNO) supports students with disabilities and encourages their full participation in all academic programs, including field placements of all kinds. “Field placements” for the purpose of this document include any practicum, field experience, clinical practice, internship, training, clinic, or work experiences (or similar) conducted for academic credit. In accordance with Section II of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, UNO’s Accessibility Services Center is the designated office to work with students with disabilities to provide reasonable accommodation so they may enjoy the same benefits, experiences, and opportunities as persons without disabilities.

As in all academic programs at UNO, programs that provide field placements must assess students on the basis of their abilities rather than on their status as individuals with disabilities. Students with disabilities who are assigned to field placements must be able to perform the “essential functions” or meet the essential eligibility requirements of the experiences with or without reasonable accommodation. Pre-placement inquiries as to whether a person has a disability are not permitted; however, a field placement program must determine the essential functions or essential eligibility requirements of its own training program so that students can request reasonable accommodation if needed.

Site Selection

The selection of a field site is a key factor in providing an optimal environment for academic and professional development. It is important to choose a field site with an environment that maximizes the strengths of each student with a disability and can provide reasonable accommodation. Students, in collaboration with the Accessibility Services Center, are responsible for identifying the most critical factor(s) in determining an optimal placement. For example, a student with traumatic brain injury may need a setting that allows more time to become familiar with the site and routine before being expected to interact at the site. In addition, a reasonable accommodation may include identifying a specific site which meets a student’s accommodation needs, such as accommodations related to mobility, transportation, time of day, etc.

Application/Interview Process (If Applicable)

If an application or interview process is required prior to acceptance into a field placement, students with disabilities may request accommodations during the application/interview process. Should a student need a reasonable accommodation to participate in the application/interview process (e.g. a sign language interpreter for any required interviews), the student is responsible for making the accommodation request to the Accessibility Services Center as soon as reasonably practicable in order for arrangements to be made.

Request for Accommodation in Field Placements

Students with disabilities are not required to declare, nor may an institution inquire about, the presence of a disability unless they are seeking reasonable accommodation, as discussed below. In addition, students are not required to inform the director of field experiences or other staff about their disabilities at any time before, during, or after the site selection process.

However, students with disabilities who will be requesting accommodation in field placements must be registered with the Accessibility Services Center. The Accessibility Services Center is responsible for managing an interactive process between the student and the University, including those who are directly involved in administratively facilitating the field placement (e.g., director of field experiences, department faculty, or supervisors) and the field site (persons at the field site responsible for implementing reasonable accommodations). The process of providing reasonable accommodation should proceed in an individualized and systematic fashion.

In addition to accommodations in the classroom, the Accessibility Services Center (ASC) helps coordinate accommodations for students with disabilities at any practicum, internship, service learning experience or other field placement. If you require such accommodation, it is important that you speak with an ASC representative early in the site selection process. Please make an appointment with the ASC, Phone (402) 554-2872, E-mail unoaccessibility@unomaha.edu, well in advance of the placement to ensure that reasonable accommodations can be made for the placement.

Student Responsibilities

- First, make an appointment with the Accessibility Services Center, Phone (402) 554-2872, E-mail unoaccessibility@unomaha.edu, H&K 104, as soon as reasonably practicable after you know that you will be taking a course that includes a field placement in order to discuss your accommodations.
- Second, attend a meeting with the Accessibility Services Center and the faculty member and/or others familiar with the field placement site, as soon as reasonably practicable, to formulate a reasonable accommodation plan for that specific site.
- If you have an existing accommodation plan for accommodations in the classroom and you choose not to seek accommodations for field placements – that is your right to do. However, neither your grade nor performance in field placements can be reversed based on a late declaration of need for accommodation in field placements. You will be accommodated from the point in time that you request accommodation but no alterations will be made for performance before the request is made.

If a field placement site is unable or unwilling to make a requested reasonable accommodation or you do not believe your accommodation plan is adequate, contact the Accessibility Services Center immediately, Phone (402) 554-2872, E-mail unoaccessibility@unomaha.edu, H&K 104, to facilitate resolution to the issue. The Accessibility Services Center will provide an informal grievance process, if necessary. If a site is unable or unwilling to make accommodations, UNO will work with you to provide alternatives for your field placement.

Accessibility Services Center Staff Responsibilities

- Meet with the student to discuss possible accommodations for the student's field placement.
- Coordinate a meeting with the student and the faculty member and/or others familiar with the field placement site, as soon as reasonably practicable, to formulate a reasonable accommodation plan for that specific site.
- Be available to accompany the faculty member and the student to visit the assigned site if requested by the student or the faculty member.
- Provide consultation services to the faculty, site personnel, and student during the field placement when adjustments to the accommodation plan may be required or questions arise concerning what is reasonable accommodation.

University Field Placement Staff and Faculty Responsibilities

- Add the following to any syllabus with field placements: "If you have a disability and use accommodations in the classroom, please make an appointment with the Accessibility Services Center, Phone (402) 554-2872, E-mail unoaccessibility@unomaha.edu, H&K 104, as soon as reasonably practicable prior to the first day of your placement in the field to ensure that reasonable accommodations can be made for your field placement."
- Add the disability nondiscrimination statement to field placement agreements (if applicable).
- Ensure that all students that receive accommodations in the classroom are informed that they are eligible for accommodations in their field placements and that those accommodations may be very different than their classroom accommodations.

- Participate with the Accessibility Services Center in considering the specific needs of the student and the essential functions or essential eligibility requirements of the placement to determine what reasonable accommodation can be made and assist in developing an accommodation plan in consultation with the student and Disability Services.
- Provide the details of reasonable accommodation only to those who need to know, including those at the field site, in order to facilitate the accommodation request, while also respecting the confidentiality rights of the student with a disability. Even if a student has disclosed information about his/her disability or medical condition, that information cannot be shared with others. It is appropriate to discuss only the accommodations that are necessary to help the student succeed in the field placement. Classroom accommodations ordinarily should not be shared with a site unless they relate to field accommodations. Remember that there are ramifications to the improper disclosure of a student's disability information, including the potential to impact future employment with the site.
- Monitor student progress and contact the Accessibility Services Center as necessary for advice in adjusting existing accommodations or providing new accommodation strategies.
- Discuss accommodation with the cooperating field site supervisors. If a supervisor seems unwilling or unable to respond to the University's legally mandated requirements, remember that ultimately UNO has the responsibility to accommodate the student, which may require an alternative placement for the student.
- If the student has any discrimination concerns, please provide the student information about the ADA/504 Grievance Policy, available at <http://www.unomaha.edu/student-life/accessibility/>.

Clinical Practice Overview

The capstone experience for teacher candidates in the College of Education, Health, and Human Sciences is **clinical practice**. Clinical practice is an opportunity for candidates to apply their learning and demonstrate their readiness for the classroom. This 16-week, all-day experience immerses teacher candidates in the K-12 environment. Working closely with a cooperating teacher and university supervisor, the teacher candidates implement the knowledge, skills, and dispositions they have acquired in their preparation program.

Candidates are formally observed and provided written feedback a minimum of five times by the university supervisor. Seminars and journals bridge the gap between visits increasing communication, reflection, and progress checks throughout the semester. Candidates will demonstrate knowledge of assessment strategies and impact on K-12 student learning in a Strategies Project. A formal three-way evaluation with a university supervisor and the cooperating teacher is expected at midterm and the conclusion of the experience. During these evaluation conferences, candidates receive formal written feedback aligned to a comprehensive set of state and national professional competencies.

Associated Courses

TED 4600 – Clinical Practice and Orientation for elementary and secondary candidates

TED 4640 – Clinical Practice and Orientation for K-12 candidates

TED 4650/SPED 4700 – Clinical Practice and Orientation for elementary/special education dual endorsement

SPED 4720 – Clinical Practice and Orientation for special education candidates

TED 4630 – Inservice Clinical Practice

Required Text

University of Nebraska Omaha Clinical Practice Handbook

Accommodations

If you have a disability and use accommodations in the classroom, please make an appointment with the Accessibility Services Center, Phone (402) 554-2872, E-mail unoaccessibility@unomaha.edu, H&K 104, as soon as reasonably practicable prior to the first day of your placement in the field to ensure that reasonable accommodations can be made for your field placement.

In addition to accommodations in the classroom, the Accessibility Services Center (ASC) helps coordinate accommodations for students with disabilities at any practicum, internship, service learning experience or other field placement. If you require such accommodation, it is important that you speak with an ASC representative early in the site selection process. Please make an appointment with the ASC, Phone (402) 554-2872, E-mail unoaccessibility@unomaha.edu, well in advance of the placement to ensure that reasonable accommodations can be made for the placement.

Eligibility and General Requirements

- Application for the clinical practice must be made during the fall or spring term prior to the semester of the clinical practice. Admission to the clinical practice is by application only. Teacher candidates cannot be considered for assignment unless all application materials are completed and returned by the posted deadlines.
- Teacher candidates must have completed all coursework prior to starting clinical practice.
- Teacher candidates must have a minimum overall GPA of 2.75 in order to be eligible for clinical practice.
- A grade of "C" or better (2.0) is required in those courses listed on the teacher candidate's program of study as professional education courses, teaching area courses for secondary students, and specialization or academic concentration courses for elementary students.
- Incompletes or grades below a "C" must be removed prior to clinical practice in all coursework listed on the teacher candidate's program of study as professional education, teaching areas for secondary teacher candidates,

and specialization/academic concentration areas for elementary teacher candidates. Teacher candidates receiving incompletes or grades below a "C" are responsible for contacting the advising office upon receiving said grades if they are planning to participate in clinical practice the following semester. No clinical practice application will be forwarded for assignment until all deficiencies are removed.

- **All elementary and secondary teacher candidates will be required to complete one semester of full-day clinical practice for a total of 12 credit hours. Candidates will begin with the cooperating teacher at the start of the school year and typically complete the experience the Wednesday before graduation. As district calendars vary, candidates should plan on beginning with cooperating teachers as early as December or July.**
- Teacher candidates completing a dual endorsement with special education will be required to complete 10 weeks of clinical practice at the elementary or secondary level and 10 weeks of special education during the same semester. This only applies to two endorsement areas with one being special education. It does not apply to three endorsement areas, e.g., K-12 candidates.
- Elementary and secondary candidates doing only special education will complete one semester of clinical practice.
- All elementary and secondary education teacher candidates receiving endorsement in school library will complete two semesters of clinical practice, one semester in either the elementary setting or secondary subject area and one in a school library. Each semester will be an all-day experience.
- Teacher candidates who receive a grade of Incomplete, Unsatisfactory, or below a "C" who are withdrawn from any laboratory or clinical experience (including the clinical practice), or who voluntarily withdraw after being identified as a teacher candidate in jeopardy, must petition the Academic Review Committee if they wish to continue their professional preparation program.

Application Procedures

The teacher candidate must complete an application process prior to the posted deadline to be considered for a clinical practice assignment. The application elements completed via LiveText consists of the following:

- Personal and Professional Fitness Form
- Professional Dispositions Statement
- Clinical Practice Information Sheet
- Clinical Practice Teaching Application
- Unofficial Transcripts
- Professional Resume

An email will be sent prior to application deadlines with instructions and a link to the appropriate forms.

After completing the application, the teacher candidate must contact the Office of Advising to schedule a clinical practice interview. The application materials will be reviewed during the clinical practice interview.

As part of the application process, teacher candidates must also complete a background check conducted by a University-selected vendor. Background check fees are the responsibility of the teacher candidate. Background checks are screened using the Nebraska Department of Education's (NDE) Rule 20 and Rule 21 guidelines. Based on the NDE guidelines, a teacher candidate may be ineligible for the clinical practice based on information revealed in a background check.

Teacher candidates have the right to review their background check reports. Background check data is maintained on the vendor's secured servers. Background check reports are reviewed by the director of field experiences or designated representative and held confidential in the College of Education, Health, and Human Sciences. Background check reports are not shared with parties outside the University.

As part of the application process, the teacher candidate can list preferences for his/her clinical practice assignment. *Preferences will be taken into consideration, but are not guaranteed.*

Assignment Procedures

Coordination with School Districts and Buildings:

Because assignments must meet various criteria established by the NDE, the UNO College of Education, Health, and Human Sciences, school districts, and various accreditation bodies, all clinical practice assignments are arranged through the director of field experiences. The teacher candidate should refrain from soliciting assignment.

The teacher candidate's Clinical Practice Application, transcripts, and professional resume will be forwarded to a potential district/school. Large school districts require the applications be sent to their central office for processing. Smaller districts or private schools often process applications at the building level.

In most cases, the application is forwarded to one of the teacher candidate's preferences (as indicated on the Clinical Practice Information Sheet) for consideration. After review, the district or school contacts the director of field experiences regarding the availability of the requested assignment.

If a district or school is not able to accommodate a request, the director of field experiences will make subsequent requests to other available sites, which may or may not be the teacher candidate's preference (as indicated on the Clinical Practice Information Sheet).

Assignment Notification:

Assignments are finalized several months after the application deadlines. The director of field experiences will inform the teacher candidate of his or her clinical practice assignment.

Teacher Candidate Expectations

Contact with the School and Cooperating Teacher

Once assignment information has been received, the teacher candidate should contact both the building principal and cooperating teacher. The teacher candidate should:

- introduce himself/herself
- thank the principal and cooperating teacher for the opportunity
- provide the cooperating teacher with contact information
- offer to visit the classroom or meet the cooperating teacher as soon as possible

Professional Requirements

- Wear your UNO ID badge or the school's ID badge while in the school.
- Complete assignments and all duties on or before due date to include weekly lesson plans.
- Be regular in attendance and punctual always.
- Follow the district professional dress code expectations.
- Reflect continually on performance and regularly discuss progress. Seek, accept, and implement feedback from cooperating teacher, administration, and your university supervisor.
- Protect the privacy of student/family information.
- Know the emergency procedures within the building.

Attendance & Punctuality

- Follow the contracted hours of the school day.
- Participate in necessary conversations and planning to meet student needs beyond the school day.
- Attend outside school events.
- UNO allows only two excused absences during the semester. An excused absence may include illness, a family emergency, or a job interview. Any other absence will need to be discussed with the University Supervisor and will be handled on a case by case basis. Plan your personal calendar to accommodate your clinical practice calendar and schedule.
- Tardies are unacceptable and early dismissals are not allowed, unless required by UNO or the district.
- You will follow the school district calendar, not the UNO calendar. For example, fall and spring break at UNO are not observed during clinical practice.

Communication

- Check your UNO email daily and respond within 48 hours.
- Follow a proper business format for all emails. These are not personal emails. Here is an example of the format you should follow:

Salutation: Dr. Smith,

Body: I appreciate your work on... and I look forward to... and so forth
and so on...

**Complimentary
Close:** Thanks again,

Signature Line: Peter Jones

Team Development Workshop

The Team Development Workshop is an opportunity for the cooperating teacher, the teacher candidate, and the university supervisor to learn more about the model, get to know each other, and start planning for the semester. Professionalizing the relationship among team members sets the foundation for a shared classroom. Attendance is mandatory.

Clinical Practice Competencies

The Clinical Practice Competencies summarize the first few weeks of critical topics connected to the clinical practice semester. During this time, you will be participating in collaboratively planning and teaching classes as you become acquainted with your university supervisor, building administrators, faculty, staff, and students. In addition, this is a time to learn the policies and procedures of the classroom, building, district, and university regarding this experience.

The **Competencies Checklist** is designed to highlight each indicator of the Nebraska Clinical Practice Evaluation (InTASC Standards) as seen within the first few weeks of this experience. Teacher candidates should work with cooperating teachers to indicate when each competency is observed, discussed, and/or completed. This is a working document to help guide conversations throughout the semester.

Universal Precautions and UNO College of Education, Health, and Human Sciences Policies and Responsibilities

Teacher candidates are also required to view a *PowerPoint* presentation on Universal Precautions and pass a short quiz to assess their understanding of these safety measures. The *PowerPoint* presentation and the quiz are available on Canvas. They are also asked to sign off on the UNO College of Education, Health, and Human Sciences Policies and Responsibilities on LiveText. These are due during the first two weeks. Teacher candidates who do not complete this requirement may be removed from their assignment.

Lesson Plan

Lesson plans are to be submitted weekly for review by the cooperating teacher. University supervisors may also request a copy beyond the expectations for observational visits.

Observations

University supervisors are asked to observe five complete lessons for each teacher candidate. Two observations are made collaboratively with both the university supervisor and cooperating teacher observing the candidate while she/he teaches a full lesson. Other observations may be unannounced and should be spread throughout the semester (once a month). Supervisors may use various methods to facilitate the observation process. The College of Education, Health, and Human Sciences has a standard observation form to be completed by the supervisor during each observation. The observation form is found on pages 37-38. Observations must be entered by the supervisor in LiveText within one week of each observation. Written feedback and discussions with both the cooperating teacher and teacher candidate should follow each observation.

Ongoing assessment

Candidates often receive ongoing, informal assessment and feedback from their cooperating teachers and supervisors. Throughout the clinical practice experience, cooperating teachers often:

- Utilize the One Teach-One Observe co-teaching strategy in order to demonstrate and model effective practice for the teacher candidate.
- Share their thinking behind the instructional choices made during co-planning, co-instruction and co-assessment.
- Utilize the One Teach-One Observe co-teaching strategy in order to provide valuable feedback on teacher candidate performance.
- Provide ongoing input and guidance during planning sessions.

Seminars

Three seminars will be a collaborative effort of all university supervisors to provide an opportunity to synthesize clinical practice and move the teacher candidate towards teaching at a professional level. Seminars address best practice with an emphasis on teaching methods, classroom management, and assessment. The last section of these three seminars will be structured so the University Supervisor can unpack the information provided in the presentation with the teacher candidate and facilitate discussions of clinical practice experiences. The teacher candidate often finds his or herself in a setting that is challenging both personally and professionally. These seminars offer an opportunity for the teacher candidate to process the experience and connect with his or her university supervisor.

The fourth seminar will be held for candidates only to discuss graduation, certification, and job hunting resources.

A fifth seminar will be held with the university supervisor's group of teacher candidates. **Teacher candidate attendance is required.** The agenda for this final seminar will be for each candidate to experience a "mock Strategies Project presentation" in front of peers. Teacher candidates should come prepared to present with finished *PowerPoint* and lesson plan summary. Final adjustments to presentations can be made after feedback provided by peers and supervisor. Seminars must be held in a location that preserves the confidentiality of the discussions associated with clinical practice.

Journals

Journaling promotes reflective thinking for the novice teacher and provides teacher candidates a means of communicating successes and concerns. Each teacher candidate will be asked to complete four structured journal entries via LiveText.

Midterm Assessment

At the midpoint of the clinical practice experience, the teacher candidate, the cooperating teacher, and the university supervisor will complete a parallel, midterm assessment via LiveText. The midterm instrument should be completed by all parties and used to facilitate discussion of the teacher candidate's progress to date and set expectations for the remainder of the experience. The assessment forms are used as a progress report among the cooperating teacher, the teacher candidate, the university supervisor, and the director of field experiences.

Strategies Project

All elementary, secondary, early childhood, and K-12 candidates will be required to give a Strategies Project presentation. The presentation will demonstrate candidate knowledge of assessment and instructional strategies and candidate impact on K-12 student learning.

Final Assessment

At the conclusion of the clinical practice experience, the teacher candidate, the cooperating teacher, and university supervisor will complete a final assessment using the same instrument and process as was completed at the time of the midterm.

Grading

Successful completion of clinical practice is a requisite for teacher licensure in Nebraska. Completion with a grade of "S", satisfactory, is demonstration to the candidate that he/she is ready for graduation and his/her own teaching position. A grade will be posted for the clinical practice experience at the end of the experience. The teacher candidate's transcripts will reflect "Satisfactory", "Unsatisfactory", "Incomplete" or "Withdraw." The following minimum requirements must be met to receive a passing grade. An inability to meet the minimum requirement will jeopardize the candidate's opportunity to successfully complete the semester. Obviously, a statement of this nature cannot cover every contingency and students are accountable to all existing policies of the university, college and department. This statement clarifies certain areas of responsibility and accountability.

- Read and fully understand the policies and responsibilities regarding clinical practice as described and agree to any and all provisions as outlined in the:
 - Clinical Practice Policies
 - University of Nebraska, College of Education, Health, and Human Sciences, Code of Ethics
 - University of Nebraska, College of Education, Health, and Human Sciences, Professional Disposition Statement
 - State of Nebraska Department of Education, Standards of Conduct and Ethics for Holders of Public School Certificates
 - Clinical Practice Handbook
- Demonstrate professional relationships and responsibilities from the start of the semester and consistently throughout
- Implement guidance, instruction and direction given
- Keep the contractual schedules/hours of the cooperating teacher(s) and be on time
- Assume all the contractual responsibilities and expectations the school/district has of their teachers
- Contact university supervisor and cooperating teacher in the event of absences PRIOR to the absence; provide all lesson plans and materials necessary for the day's lessons; complete the absence form and turn in to the university supervisor (see page 89).
- Attend and engage in all seminar discussions and the Team Development Workshop
- Professionally complete the clinical practice competencies on time
- Professionally complete and reflect on journal entries on time
- Plan engaging, standards based lessons in advance of actual classroom teaching and submit such plans to the cooperating teacher and university supervisor as required for review
- Meet minimum scoring requirements on the Strategies Project
- Demonstrate consistent growth and meet the performance expectations on the midterm and final assessment
 - *When a candidate's overall score is "Rarely" or "Occasionally" on the midterm evaluation from the cooperating teacher or the university supervisor, a formal assistance plan will be started. An inability to complete the assistance plan as outlined may result in withdrawal from clinical practice and/or a grade of "Unsatisfactory."*
 - *When a candidate's overall score is "Rarely" or "Occasionally" on the final evaluation from both the cooperating teacher and the university supervisor, it results in a grade of "Unsatisfactory". If there is a discrepancy between the two, the final grade will be determined by the university based on the candidate's performance throughout the semester.*

Transportation

This course includes a field experience that will require students to participate in professional activities at an area school or similar educational site. Students are reminded to be responsible citizens in arranging their own transportation to get to the location and to drive safely around locations such as area schools. Field experience locations such as school buildings often have many buses, cars, children, parents, and other individuals within the vicinity. Driving in such dynamic environments requires special attention to ensure safety. Students are reminded to give themselves plenty of time to find the field experience location, navigate parking challenges, sign in at the front desk, and report to the required location within the building.

Use of Social Media

Read the district/building policy on the use of social media in and out of the classroom. Candidates only use social media for instruction and go through school/district approved sites. Candidates are not to post student photos, work, etc. or use social media for personal use while at school.

Cell Phone Use

Candidates are not to use cell phones for personal use while at school. If the phone is tied directly to an instructional activity and approved by the cooperating teacher, use is appropriate.

Video

Candidates are not to share videos recorded in teaching situations or school buildings. This is to protect the children who may appear in the video. All videos must be deleted from recording devices once uploaded to LiveText, which is a password protected, secure site.

Withdraw

Candidates who are withdrawn from any clinical practice placement, or who voluntarily withdraw after being identified as a candidate in jeopardy must petition the Academic Review Committee if they wish to continue in their professional preparation program.

Graduation

Teacher candidates should consult the University catalog and/or the Office of the Registrar regarding graduation and commencement requirements.

Insurance

The University of Nebraska at Omaha assumes no financial responsibility or liability for its teacher candidates; therefore, it is highly recommended that liability protection be acquired by all students during their entire clinical practice program. Teacher candidates may obtain an independent liability policy or may obtain liability insurance through membership in the Student Education Association of Nebraska (SEAN) by clicking this link: <https://www.unomaha.edu/college-of-education/student-involvement/index.php#sean>. If you choose to join SEAN, electronic enrollment is preferred, however, if needing to pay the enrollment fee by check instead of credit card, you may pick up a paper application in Roskens Hall 204.

Certification

In order to fulfill a teaching contract, a prospective teacher must be certified by the state in which he/she is to be employed. Certification by the state is not an automatic event upon graduation and must be initiated by the teacher candidate. Information on how to apply for certification and ordering transcripts is on *Canvas* in your modules folder. If you have questions, email unocertification@unomaha.edu. Issuance of a teaching certificate in many states is based upon the certificate received in the home state. It is strongly recommended that the Nebraska Teaching Certificate be acquired even though the teacher candidate may not plan to use it at this time. If application is not made upon graduation, the teacher candidate is subject to any new requirements in place at the time of application.

Career Services

Teacher candidates have opportunities to address their career development throughout the educator preparation program. The Academic and Career Development Center (<http://www.unomaha.edu/careercenter/>) offers teacher candidates assistance in writing resumes and cover letters, preparing for interviews, and establishing professional portfolios. In addition, Career Services provides information regarding job postings, job fairs, and other employment-related information.

Status of Teacher Candidate

Nebraska School Laws

RRS 875. AN ACT relating to education; to define terms; to provide for teacher candidates or interns as prescribed; and to provide duties.

Be it enacted by the people of the State of Nebraska.

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

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

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

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

Access to Files

79.4,156. Any teacher, administrator, or full-time employee of any public school district shall, upon his request, have access to his personnel file maintained by the district and shall have the right to attach a written response to any item in such file, and he may in writing authorize any other person to have access to such file, which authorization shall be honored by the district. Such access and right to attach a written response shall not be granted with respect to any letters of recommendation solicited by the employer which appear in the personnel file. No other person except school officials while engaged in their professional duties shall be granted access to such file nor shall the contents thereof be divulged in any manner to an unauthorized person.

79-4,157. Any pupil in any public school, his parents, guardians, teachers, counselors, or school administrators shall have access to the school's files or records maintained concerning him. No other person shall have access thereto nor shall the contents thereof be divulged in any manner to any unauthorized person. All such files or records shall be so maintained as to separate academic and disciplinary matters and all disciplinary material shall be removed and destroyed upon the pupil's graduation or after his continuous absence from the school for a period of three years, and after.

University of Nebraska at Omaha, College of Education, Health, and Human Sciences Clinical Practice Policies

The College of Education, Health, and Human Sciences Office of Field Experiences will accept clinical practice applications from eligible teacher candidates. The teacher candidate will complete and submit an application. Based on the application, the director of field experiences will coordinate with school and district personnel to make appropriate assignments.

Because of the special nature of clinical practice (it represents an educational experience for the teacher candidate and also affects the education and well-being of the PK-12 students in the classroom), the possibility exists for a teacher candidate to be involuntarily removed from clinical practice. When an involuntary removal occurs at the request of the cooperating teacher or any other official of the school or school district, the University of Nebraska at Omaha can assume no responsibility for the action or for its consequences. The teacher candidate is responsible for following the standards established by the cooperating teacher, the school, and the school district. The teacher candidate must understand that conduct which is considered harmful to the students by the cooperating teacher, principal, or other school district officials will be a basis for involuntarily removing the teacher candidate. Examples of such conduct would include, but not necessarily be limited to: tardiness, absences (where unexcused for emergencies by the appropriate person), insubordination, unprofessional conduct (including conduct within the school environment, outside the school environment, and/or in an electronic or digital context), ineffectiveness in the teaching environment, inability to manage the classroom, and/or personal appearance which does not meet the standards established by the school or district.

If an involuntary removal is initiated by the university supervisor or any other individual, department or committee, acting as an agent of the University of Nebraska at Omaha, the teacher candidate shall be afforded rights of appeal and due process within the University from actions taken which are construed by the teacher candidate as arbitrary or capricious. Such hearings will be conducted in the manner prescribed by the Department and the College of Education, Health, and Human Sciences and shall safeguard the rights of the teacher candidate, the students in the classroom, the school, the school district, and the University. Ordinarily, the teacher candidate will be advised that his/her conduct is likely to lead to an involuntary removal, and the teacher candidate may be given an opportunity to 1) correct the deficiencies under the guidance of an assistance or intervention plan or 2) voluntarily remove himself/herself from the experience. However, an involuntary removal may also be initiated without prior warning.

In the event of either voluntary or involuntary removal, no University credit will be given nor will the teacher candidate be recommended for certification. No refund of tuition or fees will be made other than those stated in the University of Nebraska at Omaha catalog, which policy governs all University course withdrawals. When a teacher candidate is involuntarily removed from a school or school district by either the district's officials or by the University, there is no University obligation to assign the teacher candidate in a different school or school district. Teacher candidates should note that the College of Education, Health, and Human Sciences must provide a recommendation for certification in order for a student to obtain his/her teaching certificate. Thus, a voluntary or involuntary removal may jeopardize a teacher candidate's educational goals at UNO as well as his/her professional goals including the ability to become a certified teacher.

Teacher candidates are urged to read and understand the rules and regulations of the cooperating school and its district. Some school systems may require liability insurance. Since the University assumes no financial responsibility or liability for its teacher candidates, it is highly recommended that liability protection be acquired by all teacher candidates during their clinical practice.

Obviously, a statement of this nature cannot cover every contingency and teacher candidates are accountable to all existing policies of the University, College, and Department. This statement clarifies certain areas of responsibility and accountability.

Professional Dispositions Statement

Teaching is a profession that requires its potential candidates to be individuals of integrity. Prospective teachers must be able to demonstrate that they are individuals of strong moral character who can make mature decisions for themselves and for the students whom they will teach. Teachers are responsible for the education, safety, and well-being of anyone in their charge. The University of Nebraska at Omaha College of Education, Health, and Human Sciences prepares future teachers who show a high degree of moral character and the ability to act responsibly inside and outside the classroom. These individuals must be able to serve as representatives of the College and the University and must demonstrate the personal and professional dispositions of the teaching profession.

Inappropriate behaviors on the part of the candidates, which in the College's reasonable judgment, violate the University's Student Code of Conduct, establish a lack of integrity or moral/ethical character, or demonstrate conduct or patterns of behavior inconsistent with the personal and professional dispositions expected in the teaching profession, shall be sufficient grounds for 1) denial of admission to or enrollment in educator preparation programs, 2) dismissal or removal from programs, courses, observations, field experiences, practica, clinical practice, and similar field-based experiences, and 3) withholding institutional recommendation for certification. Such behaviors could be evidenced within the University or PK-12 school environment, outside the University or PK-12 school environment, and/or in an electronic or digital context. Displays or patterns of behaviors may be established by any credible means including, but not limited to, the facts surrounding a record of arrests or convictions or information obtained by the University directly from a school or district official. Teacher candidates should note that the College of Education, Health, and Human Sciences must provide a recommendation for certification in order for a student to obtain his/her teaching certificate. Accordingly, inappropriate behaviors by candidates could jeopardize not only their educational goals at UNO but also their professional goals including the ability to become a certified teacher.

Candidates who exhibit inappropriate behaviors may be referred for a Conference of Concern to formally identify the unsuitable behaviors, recommend corrective action(s), and determine the candidate's suitability for continuing in educator preparation. Candidates who have convictions outlined in the Nebraska Department of Education's Rule 20, Section 005.07A, will be allowed to continue in the educator preparation program or referred for certification only through an appeal to the Commissioner or State Board of Education.

College of Education, Health, and Human Sciences Candidate Code of Ethics

All teacher candidates, and especially those participating in field experiences, are asked to read, affirm and accept the Code of Ethics found below. Teacher candidates should also carefully review the statement concerning moral character – also referred to as the Professional Dispositions Statement. In addition, teacher candidates may be asked to complete and sign the Personal and Professional Fitness form prior to field experiences.

Candidate Code of Ethics

We, the teacher candidates in educator preparation programs in the College of Education, Health, and Human Sciences, affirm and accept our responsibility to complete our professional preparation according to the highest ethical standards. We will exert every effort to raise educational standards, to improve our service and to achieve conditions which attract persons worthy of trust.

Aware of the value of a united effort, we will contribute actively to the development and growth of our intellectual and moral capacities. In fulfilling our obligation to the profession, we:

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

STANDARDS OF CONDUCT AND ETHICS

PREAMBLE

In 1967, the Legislature declared that teaching and the related services including administrative and supervisory services are a profession, and that this profession shall possess all the rights, responsibilities, and privileges accorded all other recognized professions. In accordance with this declaration, the State Board of Education has adopted standards of professional conduct and ethics for teachers and administrators who hold Nebraska school certificates issued by the Nebraska Department of Education. This pamphlet will briefly set forth the minimum standards required by Nebraska public school certificate holders. It is the responsibility of all certificate holders to know and apply the standards during the duration of their certificate. Failure to abide by the standards may subject a certificate holder to disciplinary action by the Commissioner of Education, the Professional Practices Commission, or the State Board of Education.

A complete set of the standards of conduct and ethics is set forth in Title 92, Nebraska Administrative Code, Chapter 27. A copy of these standards is available and will be provided upon request by contacting the General Counsel's Office as listed at the end of this pamphlet. If a certificate holder is employed in a nonpublic school, that context shall be taken into account in the application of these standards.

DEFINITIONS

Admonishment shall mean a private sanction to an educator that further unprofessional or unethical conduct may result in more serious action, including the suspension or revocation of a certificate. This sanction may be imposed by the Commissioner, Commission, or Board.

Board shall mean the Nebraska State Board of Education.

Commissioner shall mean the Nebraska State Commissioner of Education.

Educator shall mean a holder of a public or nonpublic teaching, administrative, or special services certificate issued pursuant to 92 NAC 21.

Reprimand shall mean a public sanction criticizing or rebuking an educator for unprofessional or unethical conduct. This sanction may be imposed by the Commissioner, Commission, or Board.

Revocation shall mean a public sanction canceling an educator's certificate for a certain period of time. At the expiration of the revocation period, the former educator may apply for reinstatement in accordance with 92 NAC 29. This sanction may be imposed by the Board.

Suspension shall mean a public sanction withdrawing an educator's certificate for a certain period of time. The certificate is automatically reinstated at the expiration of the suspension period if it has not expired during the period of suspension. This sanction may be imposed by the Board.

PRINCIPLE I

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

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

PRINCIPLE II

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

acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. In fulfillment of the obligation to the student, the educator:

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

PRINCIPLE III

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

- ❑ Shall not misrepresent an institution with which the educator is affiliated, and shall take added precautions to distinguish between the educator's personal and institutional views.
- ❑ Shall not use institutional privileges for private gain or to promote political candidates, political issues, or partisan political activities.
- ❑ Shall neither offer nor accept gifts or favors that will impair professional judgment.
- ❑ Shall support the principle of due process and protect the political, citizenship, and natural rights of all individuals.
- ❑ Shall not commit any act of moral turpitude 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.*
- ❑ Shall, with reasonable diligence, attend to the duties of his or her professional position.

PRINCIPLE IV

In the belief that the quality of the services to the education profession directly influences the nation and

its citizens, the educator shall exert every effort to raise professional standards, to improve service, to promote a climate in which the exercise of professional judgment is encouraged, and to achieve conditions which attract persons worthy of the trust to careers in education. The educator shall believe that sound professional relationships with colleagues are built upon personal integrity, dignity, and mutual respect. In fulfillment of the obligation to the profession, the educator:

- ❑ Shall provide, upon the request of an aggrieved party, a written statement of specific reasons for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
- ❑ Shall not misrepresent his or her professional qualifications, nor those of colleagues.*
- ❑ Shall practice the profession only with proper certification, and shall actively oppose the practice of the profession by persons known to be unqualified.
- ❑ 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.

PRINCIPLE V

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

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

Record of Absence During Clinical Practice

This form must be submitted to your university supervisor via email each time you are absent.

Name of Teacher Candidate:	
Date and Time of Absence:	
University Supervisor:	
Cooperating Teacher & School:	

Reason for Absence: (Please check and describe)

	Illness/Medical:
	Family Emergency:
	Other:

UNO allows only two excused absences during the semester. An excused absence may include illness, a family emergency, or a job interview. Any other absence will need to be discussed with the University Supervisor and will be handled on a case by case basis. Plan your personal calendar to accommodate your clinical practice calendar and schedule.

Even if you are absent 1 hour, you will need to fill out this form.

University Supervisor Job Description

A university supervisor is faculty from the University of Nebraska Omaha who evaluates and coaches the teacher candidate throughout clinical practice.

Expectations:

- Supervise 4-8 teacher candidates per semester (numbers may fluctuate due to need).
- Provide a systematic and consistent presence during the clinical practice experience; communicate with cooperating teacher and candidate during visits and in between visits.
- Provide program information to the cooperating teacher and the teacher candidate.
- Be knowledgeable in and supportive of the use of co-teaching strategies; assist and guide as necessary.
- Set clear expectations; be honest about candidate's performance and, when necessary, provide steps for improvement.
- Observe and provide written feedback and effective strategies for growth to teacher candidate a minimum of five times throughout the semester (minimum two times prior to midterm evaluation)
- Log each observation/visit in LiveText by using the observation form provided
- Meet with candidate and cooperating teacher following each observation.
 - Collaboratively reflect on the lesson observed, highlighting strengths and areas to improve.
 - Identify and discuss effectiveness of the co-teaching strategies used; plan for the use of co-teaching in future lessons.
 - Discuss strategies for growth, set goal(s) with teacher candidate and cooperating teacher.
 - Collect two written feedback forms from cooperating teacher before midterm and two before finals.
- Read and respond to candidate journals via LiveText.
- Attend and assist with seminars and participate in planning.
- Complete midterm and final evaluation of candidate via LiveText.
- Guide candidate through creation of Strategies Project.
- Attend and participate in supervisor professional development workshops, trainings, and seminars.
- Evaluate Strategies Project presentations of candidates other than their own.
- Provide feedback at the conclusion of the semester.

Absences

Teacher candidates are required to contact their university supervisor if he/she is going to be absent from their assignment for any reason (see Record of Absence on page 89). At other times, he/she may have questions for the university supervisor. Although university supervisors will receive contact information regarding their teacher candidates from the College of Education, Health, and Human Sciences, they should exchange and verify telephone numbers and e-mails with the teacher candidates to facilitate effective and efficient communication during the semester.

Team Development Workshop

The Team Development Workshop is an opportunity for the cooperating teacher, the teacher candidate, and the university supervisor to learn more about the model, get to know each other, and start planning for the semester. Professionalizing the relationship among team members sets the foundation for a shared classroom.

Clinical Practice Competencies

The Clinical Practice Competencies summarize the first few weeks of critical topics connected to the clinical practice semester. During this time, the candidate will be participating in co-planning and teaching classes to become acquainted with the building administrators, faculty, staff, and students. In addition, this is a time to learn the policies and procedures of the classroom, building, district, and university regarding this experience.

The **Competencies Checklist** is designed to highlight each indicator of the clinical practice assessment as seen within the first few weeks of this experience. Teacher candidates should work with cooperating teachers to indicate when each competency is observed, discussed, and/or completed. The completed list will be collected, along with the guided

observation form. These will be discussed with the university supervisor within the first three weeks of the semester. See pages 28-34.

Other requirements within the first two weeks for teacher candidates

Teacher candidates are also required to view a *PowerPoint* presentation on Universal Precautions and pass a short quiz to assess their understanding of these safety measures. The *PowerPoint* presentation and quiz are available on Canvas. They are also asked to sign off on the UNO College of Education, Health, and Human Sciences Policies and Responsibilities on LiveText. These are due during the first two weeks. University supervisors have no role in the completion of these. Teacher candidates who do not complete this requirement may be removed from their assignment.

Observations

University supervisors are asked to observe five complete lessons for each teacher candidate. Initial observations should be scheduled in advance. Subsequent observations may be unannounced and should be spread throughout the semester (once a month). Written feedback and discussions with both the cooperating teacher and teacher candidate should follow each observation. See additional information on page 36. Supervisors may use various methods to facilitate the observation process. The College of Education, Health, and Human Sciences has a standard observation form to be completed during each observation. The observation form is found on pages 37-38. Observations should be entered into LiveText by the supervisor within one week of each observation.

Attend and Assist with Monthly Seminars

Three seminars will be a collaborative effort of all university supervisors to provide an opportunity to synthesize clinical practice and move the teacher candidate towards teaching at a professional level. Seminars address best practice with an emphasis on teaching methods, classroom management, and assessment. The last section of the first three seminars will be structured so the university supervisor can unpack the information provided in the presentation with the teacher candidate and facilitate discussions of clinical practice experiences. The teacher candidate often finds his or herself in a setting that is challenging both personally and professionally. Seminars offer an opportunity for the teacher candidate to process the experience and connect with his or her university supervisor. One seminar will be held with the university supervisor's group of teacher candidates. Teacher candidate attendance is required. The agenda for the final seminar will be for each candidate to experience a "mock Strategies Project presentation" in front of peers. Teacher candidates should come prepared to present with a finished *PowerPoint* and lesson plan summary. Final adjustments to presentations can be made after feedback provided by peers and supervisor. If a supervisor chooses to hold this seminar on campus, the Office of Field Experiences (402-554-3482) can assist with room reservations. Seminars must be held in a location that preserves the confidentiality of the discussions associated with clinical practice. **Under no circumstances is alcohol permitted.**

Respond to Teacher Candidate Journals

Journaling promotes reflective thinking for the novice teacher and provides teacher candidates a means of recording successes and concerns. Journals also keep supervisors connected to the candidates between visits and help follow-up on previous goals/conversations. University supervisors will provide written feedback to journals one and two.

Evaluate Strategies Project Presentations

All Teacher Education Department teacher candidates complete a Strategies Project. Guidelines are in the handbook. University supervisors will coordinate and facilitate a mock presentation (practice session) during seminar five.

University supervisors assist candidates to prepare for these presentations and on the day of the presentations serve as an evaluator. Supervisors are not asked to evaluate their own students

Provide Closure

Building administrators and cooperating teachers have invested time and energy into the clinical practice experience. Please thank the principal and cooperating teacher for hosting a candidate from the College of Education, Health, and Human Sciences. Thank you cards can be requested from the Office of Field Experiences. Thank you gifts are provided at the start of the semester.

Some supervisors choose to give these at the beginning and a card at the end. Others choose to save them both for the end of the experience.

Recommend Grades

University supervisors submit a recommendation for a grade either of “Satisfactory” or “Unsatisfactory” for each teacher candidate to the director of field experiences. University supervisors should email recommendations to the director of field experiences.

Letters of Recommendation

The teacher candidate may ask you to write a letter of recommendation that he or she will share with prospective employers. UNO does not require that you write a letter, but strongly encourages you to do so. School administrators have shared with us that your letter is one of the most valued letters a candidate can share with a district.

The following are guidelines for your letter of recommendation:

- Compose the letter on school or district letterhead.
- Limit the length of the letter to one or two pages.
- Summarize the clinical practice assignment (grade, subject area, etc.).
- Describe characteristics such as enthusiasm, creativity, student rapport, work ethic, etc.
- Describe skills in planning, organization, student motivation, instructional strategies, classroom management, differentiation, assessment, etc.
- Summarize the overall performance of your teacher candidate.
- Give indication of your prediction of success of your teacher candidate in a full-time position.
- If you are willing to be contacted by employers, include your contact information.

Once your letter is written, provide the original document to your teacher candidate. He or she will add this to the Professional Portfolio that will be shared with employers. You may want to retain a copy for your records as well.

The following suggestions are offered to assist you in writing a letter of recommendation:

Qualifying words are important in distinguishing performance.

Examples: usually - often - sometimes - occasionally - may - with (conditions) - probably - shows the potential to

STRONG PERFORMANCE	Miss Smith demonstrated excellent rapport with students.
QUALIFIED PERFORMANCE	Miss Smith usually demonstrated excellent rapport with students
STRONG PERFORMANCE	Miss Smith managed incidents of classroom misbehavior appropriately and fairly
QUALIFIED PERFORMANCE	Miss Smith often managed incidents of classroom behavior appropriately and fairly.
STRONG PERFORMANCE	Miss Smith will do well in future teaching.
QUALIFIED PERFORMANCE	Miss Smith may do well in future teaching. Miss Smith may do well in future teaching if provided with strong guidance and supervision.

UNIVERSITY OF NEBRASKA AT OMAHA

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