

Practicum Handbook 2024-2025



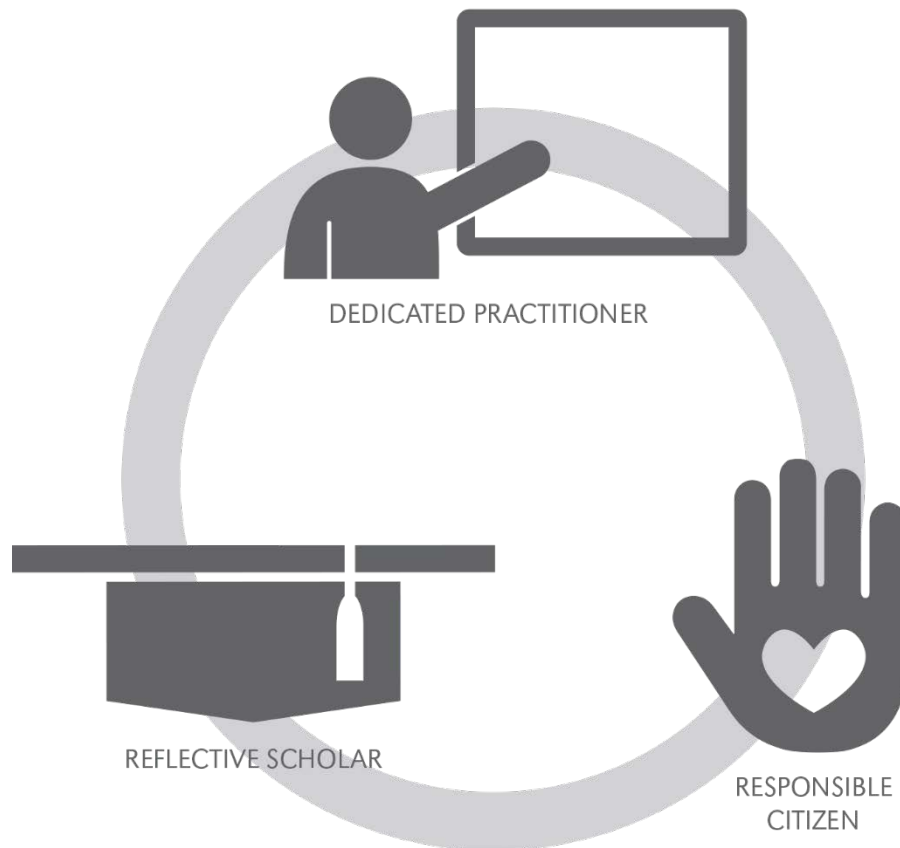
The University of Nebraska does not discriminate based on race, color, ethnicity, national origin, sex, pregnancy, sexual orientation, gender identity, religion, disability, age, genetic information, veteran status, marital status, and/or political affiliation in its programs, activities, or employment.

The University of Nebraska at Omaha is an equal opportunity educator and employer with a comprehensive plan for diversity.

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Conceptual Framework



PHILOSOPHY, PURPOSE, AND GOALS

The College of Education, Health, and Human Sciences' philosophy and purpose 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 and 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, conduct, and use 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 teacher candidate from UNO will be able to evidence 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.

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 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 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, & 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.

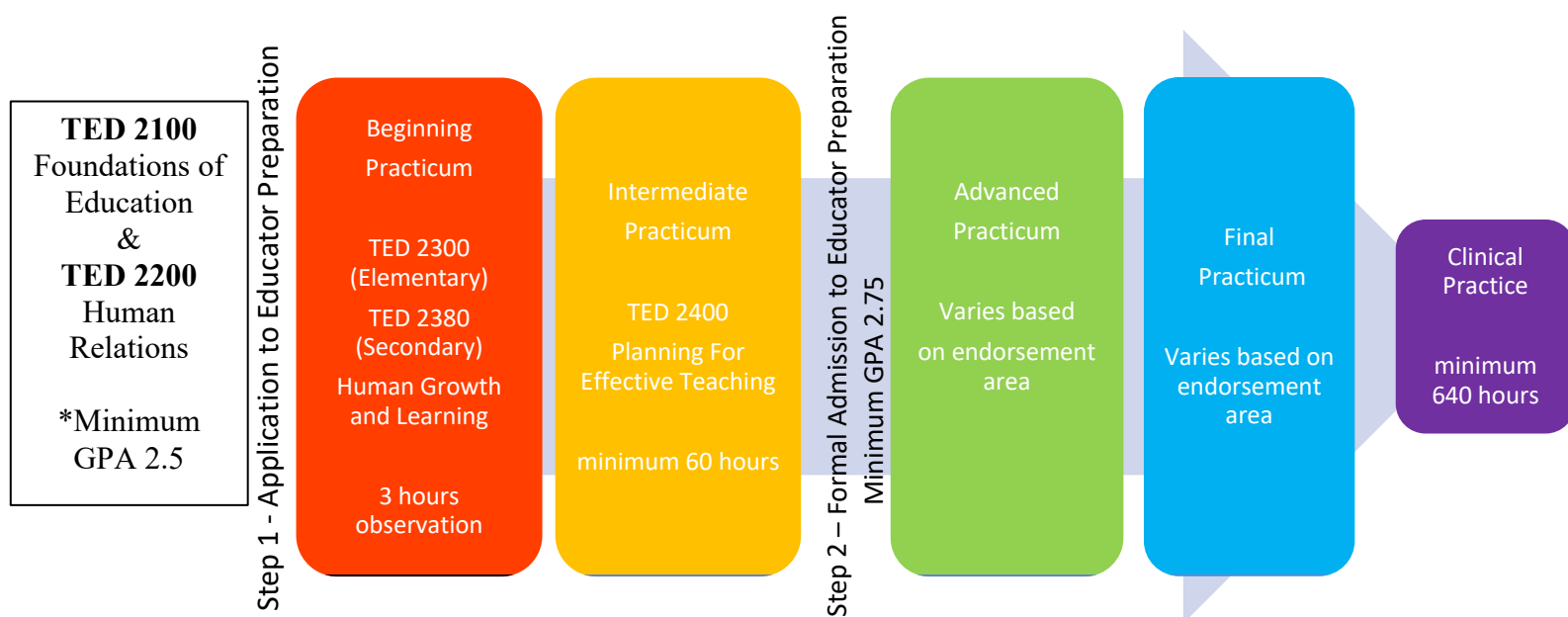
Candidate Code of Ethics

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.

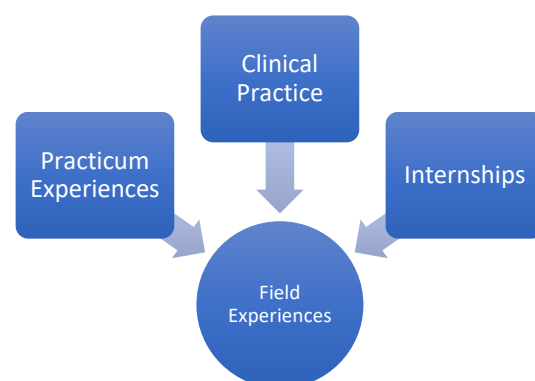
Field Experience Scope and Sequence



Mission Statement

The Office of Field Experiences facilitates opportunities for candidates to master the knowledge, skills, and dispositions necessary to become dedicated practitioners, reflective scholars, and responsible citizens by providing rigorous, cumulative, performance-based field experiences for PK-12 teaching candidates with diverse student populations in varied settings.

At the University of Nebraska Omaha, we believe that teaching is a practice and candidates need practice. Field experiences bridge the gap between theory and practice. These experiences are an integral component of our educator preparation program built on strong collaboration between school district partners and the University. These relationships continually inform and improve practice, allowing for rigorous and cumulative experiences for candidates. Candidates understand teaching and have the opportunity to implement and evaluate effective practices with diverse student populations in classrooms throughout the metropolitan area. As a result, candidates master the knowledge, skills, and dispositions necessary to become dedicated practitioners, reflective scholars, and responsible citizens.



Field Experience Time

Candidates engage in a minimum of 135 hours of practicum work prior to beginning clinical practice. Field Experiences build in complexity and each level is a prerequisite for the next. Performance assessments have been scaled back from the one used at clinical practice, so the language and expectations stay consistent. Performance assessments are associated with each level.

Practicum experiences have been designed to meet the requirements of national accrediting agencies as well as those for teacher certification in Nebraska. UNO teacher candidates will participate in Beginning Practicum (TED 2300 or TED 2380) and Intermediate Practicum (TED 2400). Advanced Practicum and Final Practicum vary by endorsement. The final field experience is clinical practice.

The following undergraduate courses require candidates to be in the field and are supported by the Office of Field Experiences. **Please note that these experiences often require candidates to provide their own transportation to the location. Field experiences are scheduled during standard PK-12 school hours. Waivers of the field experience will not be granted.**

*** Click on the overview to see the scope and sequence of your endorsement area. Click on individual courses to see the expectations associated with that course.*

Information can also be found at

<http://www.unomaha.edu/college-of-education/student-services/field-experiences/index.php>

All Endorsements	Physical Education
<ul style="list-style-type: none"> TED 2300 (Elem.) & TED 2380 (Secondary) TED 2400 	<ul style="list-style-type: none"> KINS 3060 KINS 3300 KINS 3350 KINS 4150 KINS 4000
Elementary Endorsement	Early Childhood Education
<ul style="list-style-type: none"> Elementary Overview TED 3350, 4340 & 4330 TED 4350 & 4320 	<ul style="list-style-type: none"> Early Childhood Overview Early Childhood Inclusive Overview TED 4250 TED 4260 TED 4280 TED 4220 SPED 4870
Middle Level Endorsement	
<ul style="list-style-type: none"> Middle Level Overview 	
Secondary Endorsement	Music Education
<ul style="list-style-type: none"> Secondary Overview TED 3550 & 3690 TED 4000 	<ul style="list-style-type: none"> Music K-12 Overview MUS 3600 MUS 3610 MUS 3630 MUS 3640
Special Education	ESL
<ul style="list-style-type: none"> SPED Elementary Endorsement Overview SPED Secondary Endorsement Overview SPED Elementary Stand-Alone Overview SPED Secondary Stand-Alone Overview SPED 3020 & 4640 	<ul style="list-style-type: none"> ESL Elementary Overview ESL Secondary Overview TED 3050 TED 4000
Art Education	
<ul style="list-style-type: none"> Art K-12 Overview ART 3300 ART 4300 	

**Adjustments may need to be made in the calendar and/or expectations based on school district needs or at the discretion of the instructor. The Office of Field Experiences will communicate with candidates via UNO email. Please check your UNO email daily.*

Professional Responsibilities

**This list is not all-inclusive*

Attire

You must wear your UNO ID badge or the school's ID badge while in the school

Follow the school's dress code. Suggestions include:

- No flip flops
- No athletic shoes
- No yoga pants or the like
- No jeans—on spirit days, you can wear a shirt with khakis.
- Tops must cover your torso
- Use the reach & bend test—reach your arms over your head and bend over to touch your toes. Anything that shows—rethink what you are wearing.
- Body art and piercings cannot distract from your teaching
- Practice appropriate hygiene

Attendance & Punctuality

- Follow assigned time and schedule as set by UNO
- The UNO instructor must approve changes ahead of time. Your mentor teacher cannot approve schedule changes.
- Field is part of your class and attendance is expected. Any time missed in the field is considered an absence from class and class attendance policies apply.
- You must log the minimum hours required for the practicum. Any time missed due to parent/teacher conferences, the school's fall break, professional development days, etc... must be made up.
- If you will be absent, for whatever reason, you will email your UNO instructor, Instructional coach, and mentor teacher in one email explaining the reason for the absence.
- Being late is unacceptable and you are not allowed to leave early.
- If you are sick and must be absent more than one day, you must provide a doctor's note and make up the time.

Field Experience Attendance Statement - Updated August 2020

Field experiences are a crucial part of the development of a future teacher. These experiences allow teacher candidates to apply the content learned in coursework with the support of UNO faculty and mentor teachers. Attendance during field experiences is expected and shows your professionalism and dedication to the students and teachers with whom you are working. The attendance policy during courses with associated practicum experiences allows one absence before a candidate's grade is impacted negatively. The attendance policy during Clinical Practice (student teaching) allows for two absences before time will need to be made up to successfully complete the experience. We understand, especially during these times, that there may be situations that prevent a candidate's ability to consistently attend their field experience in person. Each case will be handled on an individual basis, and it is up to the candidate to be in constant communication with UNO faculty if there are circumstances impacting attendance.

Communication

- Check your UNO email daily during the field experience.
- Keep everyone informed—send one email to all three people—your instructor, the instructional coach, and your mentor teacher.
- Be proactive. Do not wait until after you have missed your field experience to communicate.
- Follow a proper business format for all emails to UNO Instructors, Instructional coaches, and mentor teachers. 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*

Assessment in the Field

Ongoing formative assessment

- The classroom teacher and university faculty provide formative assessment and feedback to the teacher candidate throughout the experience.

Summative assessment

- The teacher candidate, classroom teacher and course instructor complete a final assessment of the teacher candidate's performance during the practicum.
- 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. Detailed comments are appreciated, as they give the teacher candidate and faculty valuable feedback on performance in the field. The descriptors and the corresponding definitions are on the next page.
- Candidates, who receive a grade below "C" or an "I"; or who voluntarily withdraw from any laboratory or field experience after being identified as a student in jeopardy; or who are withdrawn from a field experience must petition the Academic Review Committee to continue in the program.

Intermediate Practicum Field Performance Rubric

Behavioral examples are provided, but decisions are made based on a preponderance of evidence and the professional judgment of faculty and mentor teachers. The rubric is cumulative in nature. If a candidate performs at TARGET, it is assumed that they have demonstrated the positive behaviors listed in approaching and below.

	Intermediate Level Expectations Target	Approaching Target	Below Target
Uses knowledge of students and their development to make instructional decisions (Learner Development InTASC 1)	Gathers information about students to use in planning Behaviors may include: <ul style="list-style-type: none"> Engages in conversations to learn more about students Determines what student know, need to know, and want to know (KWL, interest inventories, etc.) Recognizes learning styles and interests, needs or abilities 	Gathers information about students but there is no evidence of use in planning and/or during instruction Behaviors may include: <ul style="list-style-type: none"> Engages in conversations to learn more about students 	Does not gather data about students Behaviors may include: <ul style="list-style-type: none"> Lacks sufficient data about students
Differentiates instruction to meet student needs (Learner Differences InTASC 2)	Uses UDL (Universal Design for Learning) to differentiate instruction Behaviors may include: <ul style="list-style-type: none"> Presents information in multiple ways (what) Varies the ways that students express what they know (how) Provides rationale for the lesson to the students (why) 	Uses UDL (Universal Design for Learning) to differentiate instruction insufficiently Behaviors may include: <ul style="list-style-type: none"> Presents information in one way Allows student to express what they know in a single way 	Teaches without evidence of UDL (Universal Design for Learning) and/or within lesson plans Behaviors may include: <ul style="list-style-type: none"> Lacks elements of UDL in planning and/or instruction
Uses varied perspectives and cultural resources to enhance instruction (Learner Differences InTASC 2)	Delivers multiple perspectives and cultural resources (experiences and expertise) to the discussion of content Behaviors may include:	Plans to bring multiple perspectives and cultural resources (experiences and expertise) to the discussion of content Behaviors may include:	Plans and/or teaching do not reflect multiple perspectives and/or cultural resources (experiences and expertise) Behaviors may include: <ul style="list-style-type: none"> Shows bias (eg. calling on only females, using only sporting

	<ul style="list-style-type: none"> Shows evidence in planning of a connection to student cultures and demographics Addresses students' diverse learning strengths Uses student names Makes connections to students' cultures, lives and/or demographics Establishes high expectations for all students 	<ul style="list-style-type: none"> Shows evidence in planning of a connection to students' cultures and/or demographics Plans instruction to address each student's diverse learning strengths Uses student names 	<p>references, having different expectations for different students based on assumptions or generalizations)</p> <ul style="list-style-type: none"> Generalizes based on stereotypes Does not know student names
Demonstrates awareness of the learning environment <i>(Learning Environment InTASC 3)</i>	<p>Demonstrates an awareness of student needs and behaviors in the classroom environment</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> Notices off task behavior Uses proximity control Scans the room Acknowledges positive behavior 	<p>Teaches despite student needs and behaviors</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> Continues to teach when students are talking or off task Remains in one place Looks at materials rather than students Unaware of off task behavior Focuses on negative behavior 	<p>Unaware of student needs and behaviors</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> Teaches without awareness Teaches without recognizing instructional disruptions
Uses transitions during instruction <i>(Learning Environment InTASC 3)</i>	<p>Uses relevant transitions during instruction</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> Manages materials throughout the lesson Organizes students for grouping Structures transitions before, during and after the lesson Preserves instructional time Organizes students for grouping 	<p>Plans for transitions</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> Manages materials throughout the lesson Organizes students for grouping 	<p>Uses transitions insufficiently and/or transitions are missing</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> Appears disorganized and instructional time is lost Appears that there are no established procedures for distributing and collecting materials

			<ul style="list-style-type: none"> <i>Loses time due to off task behaviors or because of unclear procedures</i>
Communicates verbally and nonverbally <i>(Learning Environment InTASC 3)</i>	<p>Communicates verbally and nonverbally in ways that show respect to students</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> <i>Uses voice variation and projects voice</i> <i>Uses effective body posture and facial expressions</i> <i>Provides for wait time, but it may be too short or too long</i> <i>Maintains the attention of the classroom</i> 	<p>Communicates ineffectively with students</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> <i>Uses voice variation and projects voice</i> <i>Uses effective body posture and facial expressions</i> <i>Vocabulary is too easy or too hard</i> 	<p>Does not communicate or is disrespectful to students</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> <i>Ignores disruptive student behavior</i> <i>Disrespects students</i>
Communicates task and behavior expectations <i>(Learning Environment InTASC 3)</i>	<p>Communicates clear task and behavior expectations to students</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> <i>Provides directions that students follow as intended</i> <i>Communicates expectations clearly and in multiple ways (verbal, visual, nonverbal, etc.)</i> 	<p>Communicates task or behavior expectations in an unclear or vague manner</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> <i>Behavior expectations are unclear or vague</i> <i>Communication is unclear or vague</i> 	<p>Does not communicate expectations to students</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> <i>Teaches without communicating with students</i>

<p>Uses accurate content and academic vocabulary (Content Knowledge InTASC 4)</p>	<p>Presents accurate content including content vocabulary and provides opportunities for students to demonstrate understanding</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • <i>Uses accurate academic vocabulary and within the correct context</i> • <i>Models for students</i> • <i>Provides opportunities for students to practice</i> • <i>Assists students in making connections</i> 	<p>Presents accurate content including content vocabulary</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • <i>Uses accurate academic vocabulary and within the correct context</i> 	<p>Communicates inaccurate content and/or uses incorrect vocabulary</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • <i>Uses inaccurate academic vocabulary and/or within the incorrect context</i>
<p>Aligns objectives to standards (Content Knowledge InTASC 4)</p>	<p>States and/or visually displays aligned objective(s) during instruction</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • <i>Aligns objective to the most appropriate standard</i> • <i>States and/or posts objectives</i> 	<p>Aligns the objective(s) to the appropriate state standards</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • <i>Aligns objective to the most appropriate standard</i> 	<p>Lacks alignment and/or connections of the objective to the appropriate state standards</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • <i>Missing alignment and/or connection between the standards and objectives</i>
<p>Engages students in critical thinking and collaborative problem solving (Application of Content InTASC 5)</p>	<p>Connects content in a manner that engages students in critical thinking or collaboration in the discipline</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • <i>Plans interactions among students to support learning</i> • <i>Encourages students to ask questions</i> • <i>Facilitates collaborative problem solving</i> 	<p>Plans for learning activities that engage student in critical thinking or collaboration</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • <i>Plans interactions among students to support learning</i> 	<p>Lacks evidence of planned critical thinking activities or collaboration activities</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • <i>Does not include critical thinking or collaboration activities as part of the lesson plans or within instruction</i>

Uses assessments to inform instruction <i>(Assessment InTASC 6)</i> <i>*formal and informal was thought to further clarify for mentor teachers</i>	<p>Uses a minimum of one formative assessment (formal and informal) that matches the objective(s)</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> Matches the formative assessment to the objective(s) Checks for student understanding throughout the lesson Monitors individual student understanding 	<p>Uses a technique that does not assess individual students</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> Assessment is generalized, not allowing for additional information - Thumbs up, thumbs down / Does everyone understand? 	<p>Lacks formative assessments during instruction and/or in planning</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> Does not use and/or plan for formative assessments
Plans for instruction <i>(Planning for Instruction InTASC 7)</i> <i>This assesses only the lesson plans, not the implementation.</i>	<p>Lesson plans align learning objective(s) with strategies or assessment(s)</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> Lesson plans align strategies and activities to the content and objective(s) Lesson plans scaffold learning experiences 	<p>Lesson plans lack alignment to objective(s) and assessments</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> Lesson plans do not align strategies and activities within a lesson to the objective 	<p>Lacks lesson plans</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> Does not have lesson plans Does not consistently prepare lesson plans
Uses research-based instructional strategies <i>(Instructional Strategies InTASC 8)</i>	<p>Uses evidence-based instructional strategies that allow students to apply content area concepts</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> Evidences components of gradual release (or a similar structure that supports learning) 	<p>Uses evidence-based instructional strategies</p> <p>Behaviors may include:</p>	<p>Lacks the use of evidence-based instructional strategies</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> Uses activities throughout the lesson, but no evidence based

	<ul style="list-style-type: none"> • <i>Chooses strategies that support learning and fit the content</i> • <i>Involves students in the learning using active engagement strategies (e.g. Kagan, Marzano, Cooperative Learning, etc.)</i> 	<ul style="list-style-type: none"> • <i>Evidences components of gradual release (or a similar structure that supports learning)</i> • <i>Chooses strategies that support learning and fit the content</i> 	<i>strategies that support content and/or learning</i>
Accepts critique and input regarding performance <i>(Professional Learning and Ethical Practice InTASC 9)</i>	<p>Accepts constructive feedback, responds positively; with support sets and implements goals to improve practice based on the feedback</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • <i>Reflects on lessons and views teaching as a learning process</i> • <i>Accepts and applies feedback from previous teaching experiences to demonstrate growth and understanding</i> • <i>Needs guidance to set and implement goals</i> 	<p>Accepts constructive feedback and input regarding performance</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • <i>Reflects on lessons and views teaching as a learning process</i> • <i>Accepts feedback from prior conversations or experiences</i> 	<p>Resists feedback within his/her practice or may respond, but not in a positive manner</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • <i>Gets angry when provided feedback</i> • <i>Argues when provided feedback</i> • <i>Responds inappropriately when feedback is provided</i>
Conveys professional decorum <i>(Leadership and Collaboration InTASC 10)</i>	<p>Conveys professional decorum when interacting with students, peers, and colleagues</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • <i>Models ethical practice</i> • <i>Demonstrates tactfulness and/or confidentiality</i> • <i>Meets deadlines, keeps professional commitments to colleagues and students</i> • <i>Maintains the professional appearance required for the setting</i> 	<p>Lacks professional decorum in certain situations</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • <i>Lacks ethical practice, tactfulness and/or confidentiality on a select occasion</i> • <i>Lacks the professional appearance required for the setting on a select occasion</i> • <i>Did not meet a deadline and/or kept a professional commitment on a select occasion</i> 	<p>Lacks professional decorum</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • <i>Lacks ethical practice</i> • <i>Lacks tactfulness and/or confidentiality</i> • <i>Fails to meet deadlines and/or keep professional commitments to colleagues and students</i> • <i>Fails to maintain the professional appearance required for the setting</i>

Advanced Practicum Field Performance Rubric

Behavioral examples are provided, but decisions are made based on a preponderance of evidence and the professional judgment of faculty and mentor teachers. The rubric is cumulative in nature. If a candidate performs at TARGET, it is assumed that they have demonstrated the positive behaviors listed in approaching and below.

	Advanced Level Expectations Target	Intermediate Level Expectations Approaching Target	Below Target
Uses knowledge of students and their development to make instructional decisions <i>(Learner Development InTASC 1)</i>	<p>Uses information from at least one source about students to plan for and adjust teaching</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> Engages in conversations to learn more about students Determines what student know, need to know, and want to know (KWL, interest inventories, etc.) Recognizes learning styles and interests, needs or abilities Connects lessons to students' personal experiences, backgrounds or topics of interest to make instructional decisions Uses information about students to support student learning 	<p>Gathers information about students to use in planning</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> Engages in conversations to learn more about students Determines what student know, need to know, and want to know (KWL, interest inventories, etc.) Recognizes learning styles and interests, needs or abilities 	<p>Gathers information about students but there is no evidence of use in planning and/or during instruction</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> Engages in conversations to learn more about students
Differentiates instruction to meet student needs <i>(Learner Differences InTASC 2)</i>	<p>Uses UDL (Universal Design for Learning) to differentiate instruction to meet student needs</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> Presents information in multiple ways (what) Varies the ways that students express what they know (how) Provides rationale for the lesson to the students (why) 	<p>Uses UDL (Universal Design for Learning) to differentiate instruction</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> Presents information in multiple ways (what) Varies the ways that students express what they know (how) Provides rationale for the lesson to the students (why) 	<p>Uses UDL (Universal Design for Learning) to differentiate instruction insufficiently</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> Presents information in one way Allows student to express what they know in a single way

	<ul style="list-style-type: none"> • <i>Responds to identified student needs</i> • <i>Activates prior knowledge</i> 		
Demonstrates awareness of the learning environment <i>(Learning Environment InTASC 3)</i>	<p>Demonstrates an awareness of student needs and behaviors in the classroom environment and adjusts instruction in response to student needs and behaviors</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • <i>Notices off task behavior</i> • <i>Uses proximity with intentionality</i> • <i>Scans the room and makes eye contact with students</i> • <i>Acknowledges positive behavior</i> • <i>Addresses behavioral concerns</i> • <i>Redirects students using nonverbal and verbal cues</i> • <i>Adjusts the pacing of the lesson</i> • <i>Rephrases as necessary</i> • <i>Revisits rules as needed</i> 	<p>Demonstrates an awareness of student needs and behaviors in the classroom environment</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • <i>Notices off task behavior</i> • <i>Uses proximity control</i> • <i>Scans the room</i> • <i>Acknowledges positive behavior</i> 	<p>Teaches despite student needs and behaviors</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • <i>Continues to teach when students are talking or off task</i> • <i>Remains in one place</i> • <i>Looks at materials rather than students</i> • <i>Unaware of off task behavior</i> • <i>Focuses on negative behavior</i>
Uses transitions during instruction <i>(Learning Environment InTASC 3)</i>	<p>Uses transitions to maximize instructional time</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • <i>Manages materials efficiently throughout the lesson</i> • <i>Organizes students for grouping</i> • <i>Structures transitions before, during and after the lesson</i> • <i>Preserves instructional time</i> • <i>Plans for and organizes students for grouping</i> 	<p>Uses relevant transitions during instruction</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • <i>Manages materials throughout the lesson</i> • <i>Organizes students for grouping</i> • <i>Structures transitions before, during and after the lesson</i> • <i>Preserves instructional time</i> • <i>Organizes students for grouping</i> 	<p>Plans for transitions</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • <i>Manages materials throughout the lesson</i> • <i>Organizes students for grouping</i>
Communicates effectively verbally and nonverbally	<p>Communicates verbally and nonverbally in ways that show respect and responsiveness to students</p>	<p>Communicates verbally and nonverbally in ways that show respect to students</p>	<p>Communicates ineffectively with students</p>

<p><i>(Learning Environment InTASC 3)</i></p>	<p>Behaviors may include:</p> <ul style="list-style-type: none"> • <i>Uses voice variation and projects voice</i> • <i>Effective use of body posture and facial expressions</i> • <i>Allows for adequate wait time</i> • <i>Maintains the attention of the classroom</i> • <i>Responds with confidence and control and considers the needs of individual students</i> • <i>Engages students with actions and movement</i> 	<p>Behaviors may include:</p> <ul style="list-style-type: none"> • <i>Uses voice variation and projects voice</i> • <i>Uses effective body posture and facial expressions</i> • <i>Provides for wait time, but it may be too short or too long</i> • <i>Maintains the attention of the classroom</i> 	<p>Behaviors may include:</p> <ul style="list-style-type: none"> • <i>Uses voice variation and projects voice</i> • <i>Uses effective body posture and facial expressions</i> • <i>Vocabulary is too easy or too hard</i>
<p>Communicates task and behavior expectations <i>(Learning Environment InTASC 3)</i></p>	<p>Communicates and reinforces clear task and behavior expectations to students</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • <i>Provides directions that lead to student response</i> • <i>Communicates expectations clearly and in multiple ways (verbal, visual, nonverbal, etc.)</i> • <i>Reinforces expectations for student behavior</i> • <i>Communicates when students are on and off task</i> 	<p>Communicates clear task and behaviors expectations to students</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • <i>Provides directions that students follow as intended</i> • <i>Communicates expectations clearly and in multiple ways (verbal, visual, nonverbal, etc.)</i> 	<p>Communicates task or behavior expectations in an unclear or vague manner</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • <i>Behavior expectations are unclear or vague</i> • <i>Communication is unclear or vague</i>

<p>Uses accurate content and academic vocabulary to promote learning (Content Knowledge InTASC 4)</p>	<p>Communicates accurate content, uses appropriate content vocabulary and provides opportunities for students to demonstrate understanding</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • <i>Uses accurate academic vocabulary and within the correct context</i> • <i>Models for students</i> • <i>Provides opportunities for students to practice</i> • <i>Assists students in making connections</i> • <i>Recognizes and attempts to address when students lack understanding</i> 	<p>Presents accurate content including content vocabulary and provides opportunities for students to demonstrate understanding</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • <i>Uses accurate academic vocabulary and within the correct context</i> • <i>Models for students</i> • <i>Provides opportunities for students to practice</i> • <i>Assists students in making connections</i> 	<p>Presents accurate content including content vocabulary</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • <i>Uses accurate academic vocabulary and within the correct context</i>
<p>Aligns objectives to standards (Content Knowledge InTASC 4)</p>	<p>Aligns and connects the objective(s) to the appropriate state standards and lesson learning experiences</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • <i>Aligns objective to the most appropriate standard</i> • <i>States and/or posts objectives</i> • <i>Aligns objective to the learning experiences</i> 	<p>States and/or visually displays aligned objective(s) during instruction</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • <i>Aligns objective to the most appropriate standard</i> • <i>States and/or posts objectives</i> 	<p>Aligns the objective(s) to the appropriate state standards</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • <i>Aligns objective to the most appropriate standard</i>

<p>Engages students in critical thinking or collaborative problem solving (Application of Content InTASC 5)</p>	<p>Connects developmentally appropriate content in a manner that engages students in collaboration or critical thinking in the discipline</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> Plans interactions among students to support learning Encourages students to ask questions Facilitates collaborative problem solving Offers differing approaches to solving problems (ie. model making, visual illustration, metaphor, choice boards, analogies, journals, etc.) Provides reading and writing opportunities across content areas 	<p>Connects content in a manner that engages students in critical thinking or collaboration in the discipline</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> Plans interactions among students to support learning Encourages students to ask questions Facilitates collaborative problem solving 	<p>Plans for learning activities that engage student in critical thinking or collaboration</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> Plans interactions among students to support learning
<p>Uses assessment to inform instruction (Assessment InTASC 6)</p> <p><i>*formal and informal was thought to further clarify for mentor teachers</i></p>	<p>Uses multiple formative assessments (formal and informal) that match objective(s) throughout the lesson</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> Matches the formative assessment to the objective(s) Checks for student understanding throughout the lesson Monitors individual student understanding through multiple practice opportunities 	<p>Uses a minimum of one formative assessment (formal and informal) that matches the objective(s)</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> Matches the formative assessment to the objective(s) Checks for student understanding throughout the lesson Monitors individual student understanding 	<p>Uses a technique that does not assess individual students</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> Assessment is generalized, not allowing for additional information - Thumbs up, thumbs down / Does everyone understand?

	<ul style="list-style-type: none"> • <i>Uses multiple formative assessments to assess objectives throughout the lesson</i> • <i>Tracks individual student understanding</i> 		
<p>Plans for instruction (Planning for Instruction InTASC 7)</p> <p><i>This assesses only the lesson plans, not the implementation.</i></p>	<p>Lesson plans align learning objective(s), instructional strategies, and assessments</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • <i>Lesson plans align strategies and activities to the content and objective(s)</i> • <i>Lesson plans scaffold learning experiences</i> • <i>Learning experiences and instructional strategies within the lesson plan match the same cognitive demands as the objective</i> • <i>Lesson plans include transitions and management strategies to support the objective</i> 	<p>Lesson plans align learning objective(s) with strategies or assessment(s)</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • <i>Lesson plans align strategies and activities to the content and objective(s)</i> • <i>Lesson plans scaffold learning experiences</i> 	<p>Lesson plans lack alignment to objective(s) and assessments</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • <i>Lesson plans do not align strategies and activities within a lesson to the objective</i>
<p>Uses research-based instructional strategies (Instructional Strategies InTASC 8)</p>	<p>Uses relevant evidence-based instructional strategies that allow students to apply content area concepts</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • <i>Evidences components of gradual release (or a similar structure that supports learning)</i> • <i>Chooses strategies that support learning and fit the content</i> • <i>Involves students in the learning using active engagement strategies (e.g. Kagan, Marzano, Cooperative Learning, etc.)</i> 	<p>Uses evidence-based instructional strategies that allow students to apply content area concepts</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • <i>Evidences components of gradual release (or a similar structure that supports learning)</i> • <i>Chooses strategies that support learning and fit the content</i> • <i>Involves students in the learning using active engagement strategies (e.g. Kagan, Marzano, Cooperative Learning, etc.)</i> 	<p>Uses evidence-based instructional strategies</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • <i>Evidences components of gradual release (or a similar structure that supports learning)</i> • <i>Chooses strategies that support learning and fit the content</i>

	<ul style="list-style-type: none"> Asks varied levels of questions to assess student understanding (eg. Socratic Method, Blooms, Spiraled Questioning, Revoicing, etc.) 		
Accepts critique and input regarding performance <i>(Professional Learning and Ethical Practice InTASC 9)</i>	<p>Accepts constructive feedback, responds positively, sets and implements goals to improve practice based on the feedback</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> Reflects on lessons and views teaching as a learning process Accepts and applies feedback from previous teaching experiences in a positive manner to demonstrate growth and understanding Sets and implements goals independently 	<p>Accepts constructive feedback, responds positively; with support sets and implements goals to improve practice based on the feedback</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> Reflects on lessons and views teaching as a learning process Accepts and applies feedback from previous teaching experiences to demonstrate growth and understanding Needs guidance to set and implement goals 	<p>Accepts constructive feedback and input regarding performance</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> Reflects on lessons and views teaching as a learning process Accepts feedback from prior conversations or experiences
Conveys professional decorum <i>(Leadership and Collaboration InTASC 10)</i>	<p>Conveys a confident, professional decorum when interacting with students, peers, and colleagues</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> Models ethical practice Demonstrates tactfulness and/or confidentiality 	<p>Conveys professional decorum when interacting with students, peers, and colleagues</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> Models ethical practice Demonstrates tactfulness and/or confidentiality 	<p>Lacks professional decorum in certain situations</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> Lacks ethical practice, tactfulness and/or confidentiality on a select occasion

	<ul style="list-style-type: none"> • <i>Meets deadlines, keeps professional commitments to colleagues and students</i> • <i>Maintains the professional appearance required for the setting</i> • <i>Speaks and acts in a professional manner and makes appropriate adjustments per audience (ie. grammar, tone, etc.)</i> • <i>Displays confidence when interacting with learners, peers, and colleagues in small and large group situations</i> 	<ul style="list-style-type: none"> • <i>Meets deadlines, keeps professional commitments to colleagues and students</i> • <i>Maintains the professional appearance required for the setting</i> 	<ul style="list-style-type: none"> • <i>Lacks the professional appearance required for the setting on a select occasion</i> • <i>Did not meet a deadline and/or kept a professional commitment on a select occasion</i>
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Final Practicum Field Performance Rubric

Behavioral examples are provided, but decisions are made based on a preponderance of evidence and the professional judgment of faculty and mentor teachers. The rubric is cumulative in nature. If a candidate performs at TARGET, it is assumed that they have demonstrated the positive behaviors listed in approaching and below.

	Final Level Expectations Target	Advanced Level Expectations Approaching Target	Intermediate Level Expectations Below Target
Uses knowledge of students and their development to make instructional decisions <i>(Learner Development InTASC 1)</i>	<p>Uses multiple data sources about students and their development to plan for and adjust teaching</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> Engages in conversations to learn more about students Determines what student know, need to know, and want to know (KWL, interest inventories, etc.) Recognizes learning styles and interests, needs or abilities Connects lessons to students' personal experiences, backgrounds or topics of interest to make instructional decisions Uses information about students to support student learning Matches learning styles to the teaching strategy Uses information from mentor teachers Uses formative assessment to plan and adjust teaching 	<p>Uses information from at least one source about students to plan for and adjust teaching</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> Engages in conversations to learn more about students Determines what student know, need to know, and want to know (KWL, interest inventories, etc.) Recognizes learning styles and interests, needs or abilities Connects lessons to students' personal experiences, backgrounds or topics of interest to make instructional decisions Uses information about students to support student learning 	<p>Gathers data about students to use in planning</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> Engages in conversations to learn more about students Determines what student know, need to know, and want to know (KWL, interest inventories, etc.) Recognizes learning styles and interests, needs or abilities
Differentiates instruction to meet student needs <i>(Learner Differences InTASC 2)</i>	<p>Identifies needs in order to plan for and use UDL (Universal Design for Learning) to differentiate instruction to meet student needs</p> <p>Behaviors may include:</p>	<p>Uses UDL (Universal Design for Learning) to differentiate instruction to meet student needs</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> Presents information in multiple ways (what) 	<p>Uses UDL (Universal Design for Learning) to differentiate instruction</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> Presents information in multiple ways (what)

	<ul style="list-style-type: none"> • <i>Presents information in multiple ways (what)</i> • <i>Varies the ways that students express what they know (how)</i> • <i>Provides rationale for the lesson to the students (why)</i> • <i>Adjusts teaching in response to student needs</i> • <i>Activates prior knowledge</i> 	<ul style="list-style-type: none"> • <i>Varies the ways that students express what they know (how)</i> • <i>Provides rationale for the lesson to the students (why)</i> • <i>Responds to identified student needs</i> • <i>Activates prior knowledge</i> 	<ul style="list-style-type: none"> • <i>Varies the ways that students express what they know (how)</i> • <i>Provides rationale for the lesson to the students (why)</i>
Uses varied perspectives and cultural resources to enhance instruction <i>(Learner Differences InTASC 2)</i>	<p>Delivers instruction to address students' diverse learning strengths and incorporates multiple perspectives to the discussion of content and makes connections to the classroom experience to acknowledge and build upon student cultures and backgrounds</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • <i>Makes connections beyond the content to students' cultures, lives and/or demographics</i> • <i>Establishes high expectations for all students</i> • <i>Shows evidence in planning of a connection to student cultures and demographics</i> • <i>Addresses students' diverse learning strengths</i> • <i>Uses student names</i> • <i>Creates relevance for learning</i> • <i>Learns about students, their community and cultures to better meet needs and plan for instruction</i> 	<p>Delivers instruction to address students' diverse learning strengths and incorporates multiple perspectives to the discussion of content</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • <i>Makes connections beyond the content to students' cultures, lives and/or demographics</i> • <i>Establishes expectations for all students</i> • <i>Shows evidence in planning of a connection to student cultures and demographics</i> • <i>Addresses students' diverse learning strengths</i> • <i>Uses student names</i> 	<p>Plans to bring multiple perspectives and cultural resources (experiences and expertise) to the discussion of content</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • <i>Shows evidence in planning of a connection to student cultures and demographics</i> • <i>Plans instruction to address each student's diverse learning strengths</i> • <i>Uses student names</i>
Demonstrates awareness in the	<p>Demonstrates an awareness of student needs and behaviors in the classroom environment, plans based on student</p>	<p>Demonstrates an awareness of student needs and behaviors in the classroom</p>	<p>Demonstrates an awareness of student needs and behaviors in the classroom environment</p>

classroom environment <i>(Learning Environment InTASC 3)</i>	<p>needs and behaviors, and adjusts when necessary</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • Notices off task behavior • Acknowledges positive behavior • Uses proximity with intentionality • Scans the room and makes eye contact with students • Addresses behavioral concerns • Redirects students using nonverbal and verbal cues • Adjusts the pacing of the lesson • Rephrases as necessary • Revisits rules as needed • Proactively monitors the learning environment 	<p>environment and adjusts instruction in response to student needs and behaviors</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • Notices off task behavior • Acknowledges positive behavior • Uses proximity with intentionality • Scans the room and makes eye contact with students • Addresses behavioral concerns • Redirects students using nonverbal and verbal cues • Adjusts the pacing of the lesson • Rephrases as necessary • Revisits rules as needed 	<p>Behaviors may include:</p> <ul style="list-style-type: none"> • Notices off task behavior • Acknowledges positive behavior • Uses proximity control • Scans the room
Uses transitions during instruction <i>(Learning Environment InTASC 3)</i>	<p>Uses transitions to maximize instructional time; therefore, minimizing behavioral concerns and attending to individual students who might need further accommodation</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • Manages materials efficiently throughout the lesson • Organizes students for grouping • Structures transitions before, during and after the lesson • Preserves instructional time • Plans for and organizes students for grouping • Plans for movement in the classroom • Uses attention getters 	<p>Uses transitions to maximize instructional time</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • Manages materials efficiently throughout the lesson • Organizes students for grouping • Structures transitions before, during and after the lesson • Preserves instructional time • Plans for and organizes students for grouping 	<p>Uses relevant transitions during instruction</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • Manages materials throughout the lesson • Organizes students for grouping • Structures transitions before, during and after the lesson • Preserves instructional time • Organizes students for grouping

	<ul style="list-style-type: none"> Addresses individual students as necessary to support their success during transitions 		
Communicates verbally and nonverbally <i>(Learning Environment InTASC 3)</i>	<p>Communicates verbally and nonverbally in ways that show respect and responsiveness to students; facilitating discussion as necessary</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> Uses voice variation and projects voice Effective use of body posture and facial expressions Uses adequate wait time Maintains the attention of the classroom Responds with confidence and control and considers the needs of individual students Engages students with actions and movement Facilitates group and/or individual conversations as needed 	<p>Communicates verbally and nonverbally in ways that show respect and responsiveness to students</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> Uses voice variation and projects voice Effective use of body posture and facial expressions Allows for adequate wait time Maintains the attention of the classroom Responds with confidence and control and considers the needs of individual students Engages students with actions and movement 	<p>Communicates verbally and nonverbally in ways that show respect to students</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> Uses voice variation and projects voice Uses effective body posture and facial expressions Provides for wait time, but it may be too short or too long Maintains the attention of the classroom
Communicates task and behavior expectations <i>(Learning Environment InTASC 3)</i>	<p>Communicates and reinforces clear task and behavior expectations and holds students accountable for actions that support the expectations in the learning environment</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> Provides directions that students follow as intended Communicates expectations clearly and in multiple ways (verbal, visual, nonverbal, etc.) Reinforces expectations for student behavior 	<p>Communicates and reinforces clear task and behavior expectations to students</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> Provides directions that lead to student response Communicates expectations clearly and in multiple ways (verbal, visual, nonverbal, etc.) Reinforces expectations for student behavior Communicates when students are on and off task 	<p>Communicates clear task and behavior expectations to students</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> Provides directions that students follow as intended Communicates expectations in clearly and in multiple ways (verbal, visual, nonverbal, etc.)

	<ul style="list-style-type: none"> • <i>Recognizes when students are on or off task</i> • <i>Enforces consequences as necessary and appropriate for a teacher candidate</i> 		
Uses accurate content and academic vocabulary <i>(Content Knowledge InTASC 4)</i>	<p>Communicates accurate content, uses appropriate content vocabulary, provides opportunities for students to demonstrate understanding and uses knowledge of common misconceptions to enhance understanding</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • <i>Uses accurate academic vocabulary and within the correct context</i> • <i>Models for students</i> • <i>Provides opportunities for students to practice</i> • <i>Assists students in making connections</i> • <i>Recognizes and addresses students' misconceptions that interfere with learning</i> • <i>Plans for content-related misconceptions</i> • <i>Refines instruction as a result of misconceptions</i> 	<p>Communicates accurate content, uses appropriate content vocabulary and provides opportunities for students to demonstrate understanding</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • <i>Uses accurate academic vocabulary and within the correct context</i> • <i>Models for students</i> • <i>Provides opportunities for students to practice</i> • <i>Assists students in making connections</i> • <i>Recognizes and attempts to address when students lack understanding</i> 	<p>Presents accurate content including content vocabulary and provides opportunities for students to demonstrate understanding by</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • <i>Uses accurate academic vocabulary and within the correct context</i> • <i>Models for students</i> • <i>Provides opportunities for students to practice</i> • <i>Assists students in making connections</i>
Aligns objectives to standards <i>(Content Knowledge InTASC 4)</i>	<p>Aligns and connects the objective(s) to the appropriate state standards and states and/or visually displays it during instruction; adds relevance for students</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • <i>Aligns objective to the most appropriate standard</i> 	<p>Aligns and connects the objective(s) to the appropriate state standards and lesson learning experiences</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • <i>Aligns objective to the most appropriate standard</i> • <i>States and/or posts objectives</i> 	<p>States and/or visually displays aligned objective(s) during instruction</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • <i>Aligns objective to the most appropriate standard</i> • <i>States and/or posts objectives</i>

	<ul style="list-style-type: none"> • States and/or posts objectives • Aligns objective to the learning experiences • Connects content to previous or future learning to support student understanding • Makes objectives relevant to students 	<ul style="list-style-type: none"> • Aligns objective to the learning experiences 	
Engages students in critical thinking and collaborative problem solving <i>(Application of Content InTASC 5)</i>	<p>Connects developmentally appropriate content in a manner that engages students in collaboration, critical thinking, and inquiry in the discipline</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • Plans interactions among students to support learning • Encourages students to ask questions • Facilitates collaborative problem solving • Offers differing approaches to solving problems (ie. model making, visual illustration, metaphor, choice boards, analogies, journals, etc.) • Provides reading and writing opportunities across content areas • Engages learners in applying content knowledge to real world problems or provides a connection for students • Provides cross-curricular connections • Provides relevant opportunities for collaboration, critical thinking and inquiry 	<p>Connects developmentally appropriate content in a manner that engages students in collaboration or critical thinking in the discipline</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • Plans interactions among students to support learning • Encourages students to ask questions • Facilitates collaborative problem solving • Offers differing approaches to solving problems (ie. model making, visual illustration, metaphor, choice boards, analogies, journals, etc.) • Provides reading and writing opportunities across content areas 	<p>Connects content in a manner that engages students in critical thinking or collaboration in the discipline</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • Plans interactions among students to support learning • Encourages students to ask questions • Facilitates collaborative problem solving

<p>Uses assessment to inform instruction (Assessment InTASC 6)</p> <p><i>*formal and informal was thought to further clarify for mentor teachers</i></p>	<p>Uses multiple formative assessments (formal and informal) that match objective(s) to inform instructional decisions throughout the lesson</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • Matches the formative assessment to the objective(s) • Checks for student understanding throughout the lesson • Monitors individual student understanding through multiple practice opportunities • Uses multiple formative assessments to assess objectives throughout the lesson • Tracks individual student understanding • Makes adjustment while teaching based on assessments 	<p>Uses multiple formative assessments (formal and informal) that match objective(s) throughout the lesson</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • Matches the formative assessment to the objective(s) • Checks for student understanding throughout the lesson • Monitors individual student understanding through multiple practice opportunities • Uses multiple formative assessments to assess objectives throughout the lesson • Tracks individual student understanding 	<p>Uses a minimum of one formative assessment (formal and informal) that matches the objective(s)</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • Matches the formative assessment to the objective(s) • Checks for student understanding throughout the lesson • Monitors individual student understanding
<p>Plans for instruction (Planning for Instruction InTASC 7)</p> <p><i>This assesses only the lesson plans, not the implementation.</i></p>	<p>Lesson plans sequence instructional strategies linked to learning objective(s), instructional strategies, assessments, and engagement with content</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • Lesson plans align strategies and activities to the content and objective(s) • Lesson plans scaffold learning experiences • Learning experiences and instructional strategies within the lesson plan match the same 	<p>Lesson plans align learning objective(s), instructional strategies, and assessments</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • Lesson plans align strategies and activities to the content and objective(s) • Lesson plans scaffold learning experiences • Learning experiences and instructional strategies within the lesson plan match the same cognitive demands as the objective 	<p>Lesson plans align learning objective(s) with strategies or assessment(s)</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • Lesson plans align strategies and activities to the content and objective(s) • Lesson plans scaffold learning experiences

	<p><i>cognitive demands as the objective</i></p> <ul style="list-style-type: none"> • Lesson plans include transitions and management strategies to support the objective • Lesson plans sequence experiences in a meaningful way • Lesson plans reflect multiple ways for students to engage in content 	<ul style="list-style-type: none"> • Lesson plans include transitions and management strategies to support the objective 	
<p>Uses research-based instructional strategies (Instructional Strategies InTASC 8)</p>	<p>Uses evidence-based instructional strategies to enhance teaching, allows students to apply content area concepts, and provides opportunities for students to process and articulate this new knowledge</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • Evidences components of gradual release (or a similar structure that supports learning) • Chooses strategies that support learning and fit the content • Involves students in the learning using active engagement strategies (e.g. Kagan, Marzano, Cooperative Learning, etc.) • Asks varied levels of questions to assess student understanding (eg. Socratic Method, Blooms, Spiraled Questioning, Revoicing, etc.) • Organizes and implements in ways that allow students to practice skills and demonstrate understanding 	<p>Uses relevant evidence-based instructional strategies that allow students to apply content area concepts</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • Evidences components of gradual release (or a similar structure that supports learning) • Chooses strategies that support learning and fit the content • Involves students in the learning using active engagement strategies (e.g. Kagan, Marzano, Cooperative Learning, etc.) • Asks varied levels of questions to assess student understanding (eg. Socratic Method, Blooms, Spiraled Questioning, Revoicing, etc.) 	<p>Uses evidence-based instructional strategies that allow students to apply content area concepts</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • Evidences components of gradual release (or a similar structure that supports learning) • Chooses strategies support learning and fit the content • Involves students in the learning using active engagement strategies (e.g. Kagan, Marzano, Cooperative Learning, etc.)

<p>Accepts critique and input regarding performance (Leadership and Collaboration InTASC 9)</p>	<p>Invites constructive feedback, responds positively; sets, implements and reflects on goals to improve practice</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • <i>Reflects on lessons and views teaching as a learning process</i> • <i>Seeks, accepts, and applies feedback from previous teaching experiences in a positive manner to demonstrate growth and understanding</i> • <i>Sets and implements goals independently</i> 	<p>Accepts constructive feedback, responds positively; sets and implements goals to improve practice based on the feedback</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • <i>Reflects on lessons and views teaching as a learning process</i> • <i>Accepts and applies feedback from previous teaching experiences in a positive manner to demonstrate growth and understanding</i> • <i>Sets and implements goals independently</i> 	<p>Accepts constructive feedback, responds positively; with support sets and implements goals to improve practice based on the feedback</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • <i>Reflects on lessons and views teaching as a learning process</i> • <i>Accepts and applies feedback from previous teaching experiences to demonstrate growth and understanding</i> • <i>Needs guidance to set and implement goals</i>
<p>Conveys professional decorum (Professional Learning and Ethical Practice InTASC 10)</p>	<p>Conveys a responsive, confident, and professional decorum when interacting with students, peers, and colleagues in small and large group situations</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • <i>Models ethical practice</i> • <i>Demonstrates tactfulness and/or confidentiality</i> • <i>Meets deadlines, keeps professional commitments to colleagues and students</i> 	<p>Conveys a confident, professional decorum when interacting with students, peers, and colleagues</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • <i>Models ethical practice</i> • <i>Demonstrates tactfulness and/or confidentiality</i> • <i>Meets deadlines, keeps professional commitments to colleagues and students</i> • <i>Maintains the professional appearance required for the setting</i> 	<p>Conveys professional decorum when interacting with students, peers, and colleagues</p> <p>Behaviors may include:</p> <ul style="list-style-type: none"> • <i>Models ethical practice</i> • <i>Demonstrates tactfulness and/or confidentiality</i> • <i>Meets deadlines, keeps professional commitments to colleagues and students</i> • <i>Maintains the professional appearance required for the setting</i>

	<ul style="list-style-type: none"> • <i>Maintains the professional appearance required for the setting</i> • <i>Speaks and acts in a professional manner and makes appropriate adjustments per audience (ie. grammar, tone, etc.)</i> • <i>Displays confidence and competence when interacting with learners, peers, and colleagues in small and large group situations</i> • <i>Shows awareness of and responsiveness to learner, peer and colleague needs</i> 	<ul style="list-style-type: none"> • <i>Speaks and acts in a professional manner and makes appropriate adjustments per audience (ie. grammar, tone, etc.)</i> • <i>Displays confidence when interacting with learners, peers, and colleagues in small and large group situations</i> 	
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Instructional Coaches

Instructional Coaches are in the field with candidates for intermediate and advanced practicum. The model provides for immediate guidance and feedback for candidates, additional support for classroom teachers, and models best practice.

Within practicum experiences and clinical practice, coaches also support the use of co-teaching strategies. This is in direct response to district needs.

- Classroom teachers maintain their role as classroom leader and are in the room working side-by-side with the candidate, ensuring curriculum fidelity and accountability.
- The reduced student/teacher ratio better meets the teaching/learning needs in today's diverse classrooms.
- Teacher candidates gain more skills and confidence in preparation for their first year of teaching.
- Four years of research show a positive impact on student achievement.

The relationship fostered during these experiences becomes a learning opportunity for the teacher candidate and for the classroom teacher, through sharing of the latest techniques and technologies, all while positively impacting PK-12 students' learning.

What Coaches Can Do

- Individualize coaching to meet the diverse needs of each student
- Push you to do your best
- Model or provide instructional strategies
- Connect theory to practice using guided observation
- Offer constructive advice and suggestions
- Provide verbal/written feedback on lesson plans and instruction
- Provide research-based resources to supplement instruction
- Assist in setting goals
- Help trouble-shoot lessons prior to instruction
- Advocate for practicum students
- Communicate with mentor teachers
- Be a sounding board
- Guide you in creating a professional reputation
- Uphold the requirements of the University
- Communicate with your instructors about:
 - Progress
 - Clarify questions
 - Concerns

What Coaches Can't Do

- Evaluate
- Formally assess
- Keep information from your instructor
- Change field placements

Candidate expectations when working with coaches

- Build a professional reputation in the field by building positive relationships with your coach, mentor teacher, instructor, and other professionals at the school
- Accept feedback in a professional manner
- Invite your coach to model or help problem solve during instruction
- Provide lesson plans to your coach and instructor before you teach
- Ask for feedback on your plans and your instruction
- Learn student names and make connections with the students
- Be proactive and positive
- Initiate conversations seeking advice, help, and instructional strategies
- Identify your areas of improvement
- Set goals for growth and improvement with your coach
- Elicit questions that promote growth and learning
- Communicate with your coach, instructor, and mentor teacher about attendance issues ahead of time
- Be culturally responsive and open to learning about different cultures
- Act in an equitable manner to all persons regardless of race, ethnicity, cultural beliefs, socioeconomic status, gender, age, religion, sexual orientation, gender expression, or disabling condition
- Respond to emails within 24 hours
- Maintain appropriate boundaries with students, coaches, instructors, mentor teachers
- Uphold the requirements of the University

Coaching Feedback

Teacher Candidate:		Date:
Coach:		School:
Lesson:		

Indicators:	(+)	Well Done	(Δ)	Needs Improvement	(NA)	Not Applicable
Learner and Learning						
Engagement	+		Δ		<input type="checkbox"/>	NA
Rapport	+		Δ		<input type="checkbox"/>	NA
CRT Classroom Management	+		Δ		<input type="checkbox"/>	NA
Transitions	+		Δ		<input type="checkbox"/>	NA
	+		Δ		<input type="checkbox"/>	NA
Content Knowledge	+		Δ		<input type="checkbox"/>	NA
	+		Δ		<input type="checkbox"/>	NA
Instructional Practice						
Planning						
Objective		+		Δ		<input type="checkbox"/>
Assessment		+		Δ		<input type="checkbox"/>
Instructional Strategies		+		Δ		<input type="checkbox"/>
		+		Δ		<input type="checkbox"/>
Professional Responsibility						
		+		Δ		<input type="checkbox"/>
Observation notes:						
Coach's Comment						
Teacher Candidate: Date:						

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. Goal(s) for next time:
6. What have we not talked about that you would like to talk about?

Other Resources Suggested:

Co-teaching During Practicum Placements

UNO encourages a collaborative approach to practicum placements. The use of co-teaching strategies and collaboration between the classroom teacher and the teacher candidate is encouraged to meet the needs of students in the classroom. Candidates are expected to be off their seat and on their feet while in the classroom.

Co-teaching:

- Increases instructional options for all students
- Addresses diversity and size of today's classrooms
- Enhances classroom management
- Provides mentoring and guidance throughout the experience
- Creates an opportunity to plan, teach and evaluate as a team
- Helps develop knowledge, skills, and dispositions for teaching
- Improves the academic performance of students in the classroom

Co-Teaching Strategies

Strategy	
One Teach, One Observe	<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 focus the observation – where the teacher doing the observation is observing specific behaviors.</p> <p>Example: One teacher can observe 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>
One Teach, One Assist	<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 don’t understand or are having difficulties.</p> <p>Benefit: An additional educator circulates throughout the room to provide assistance as needed.</p>
Station Teaching	<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 might lead 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>
Parallel Teaching	<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 a smaller groups of students.</p>
Supplemental Teaching	<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 re-teaching 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 re-taught, extended or remediated.</p>
Alternative/ Differentiated Teaching	<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 could lead a station where the students write a persuasive piece on recycling and the other teacher could have 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>
Team Teaching	<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 developed and the collaboration, students no longer recognize the difference between the cooperating teacher and teacher candidate. Students receive the most effective instruction, allowing both to accept responsibility for the growth of student learning, development, and achievement.</p>

These 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.

Practicum Placement Expectations

Cell Phone Use

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

Dress Code for Teacher Candidates

Candidates are expected to dress professionally during practicum. Candidates are expected to follow the district policies concerning professional appearance.

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 field experience. 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.

Partnerships

Placing candidates in the field is a joint effort between the university, district partnerships and partner schools. Districts identify master teachers based on the expectations outlined for the practicum. The collaboration between school district partners and the University continually informs and improves practice, allowing for rigorous and cumulative experiences for candidates.

The College of Education, Health, and Human Sciences at UNO is fortunate to have professional partnerships with area schools which allow for interactive learning situations for teacher candidates. As guests in our partner schools, UNO teacher candidates should approach these experiences with enthusiasm and professionalism.

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.

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 a UNO password protected, secure site.

Status of the 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 does 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.

Withdraw

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

Practicum Checklist

- ☐ Check your UNO email daily for announcements outlining required paperwork and important information from the Office of Field Experiences.
- ☐ Review the field experience handbook prior to every practicum experience.
- ☐ Check to see if there is a field experience calendar available for your practicum. If so, review the field experience calendar and note the dates:
<https://www.unomaha.edu/college-of-education-health-and-human-sciences/student-services/field-experiences/calendar.php>
- ☐ Complete a self-assessment by the required due date.

Candidate Support and Assistance

INTRODUCTION

Teaching is a very complex endeavor. Candidates preparing to be teachers complete a carefully designed program of coursework and integrated learning experiences that build the content knowledge, pedagogical knowledge, skills, competencies, and professional dispositions to be successful. The preparation program 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 Framework
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 educator preparation program is accredited by the National Council 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 strive 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.

Plan of Support Form

The Plan of Support Form 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) will identify areas of strength, along with opportunities for growth, and then initiate plans to help the teacher candidate be successful.

Field Experience Assistance Plan

The Field Experience Assistance Plan 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 plan is developed in a consultative process involving some or all the following, as appropriate: faculty, instructional coaches, university supervisor, cooperating teacher, candidate, special field experience liaison, and the field experience coordinator 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.

Standard 2: Learning Differences
Identifies students' needs for differentiation and responds with individualized instruction, flexible grouping, and varied learning experiences.
Standard 3: Learning Environments
Communicates and reinforces clear task and behavior expectations to students and follows routines that support expectations for the learning environment.
Standard 4: Content Knowledge
Communicates accurate content, uses academic vocabulary correctly and provides relevant opportunities for students to demonstrate understanding.
Standard 5: Application of Content
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.
Standard 6: Assessment
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.]

Name	Title	Contact Information

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

*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, unoaccessibility@unomaha.edu) or visit unomaha.edu/student-life/accessibility/.

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 (a sign language interpreter for any required interviews, for example), 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

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, Email unoaccessibility@unomaha.edu, well in advance of the placement to ensure that reasonable accommodations can be made for the placement.

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 field placement coordinator 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., field placement coordinator, 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.

Student Responsibilities

- First, make an appointment with the Accessibility Services Center, Phone (402) 554-2872, Email unoaccessibility@unomaha.edu, MBSC 126, 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, Email unoaccessibility@unomaha.edu, MBSC 126, 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 a 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, MBSC 126, 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 Accessibility 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 advise the student to contact UNO's ADA/504 Compliance Officer, Charlotte Russell, Phone (402) 554-3490, Email crussell@unomaha.edu, 207B Eppley Administration Building, and/or provide the student information about the ADA/504 Grievance Policy, available at <http://www.unomaha.edu/diversity/>.