



COLLEGE OF EDUCATION,  
HEALTH, AND HUMAN SCIENCES

# Practicum Handbook 2025-2026

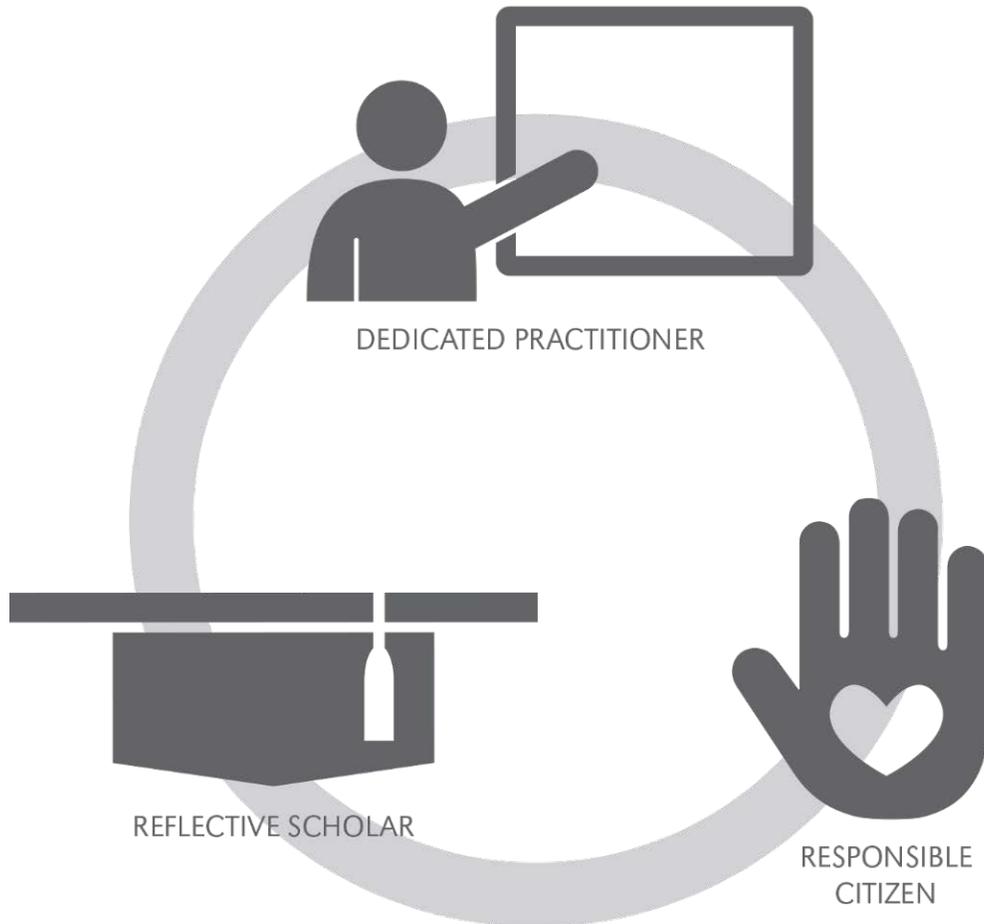


*The University of Nebraska does not discriminate based on race, color, ethnicity, national origin, sex, pregnancy, sexual orientation, gender identity, religion, disability, age, genetic information, veteran status, marital status, and/or political affiliation in its programs, activities, or employment.*

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

# 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.ccssso.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 their 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 disciplines they teach and create 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 their practice, particularly the effects of their 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, Health, and Human Sciences [CEHHS] 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 CEHHS and must demonstrate the personal and professional dispositions of the teaching profession.

Inappropriate behaviors on the part of the candidates, which in CEHHS'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, practicums, clinical practice, and similar field-based experiences, and 3) withholding institutional recommendation for certification. Such behaviors could be evidenced within the University or PK-12 school environment, outside the University or PK-12 school environment, and/or in an electronic or digital context. Displays or patterns of behaviors may be established by any credible means including, but not limited to, the facts surrounding a record of arrests or convictions or information obtained by the University directly from a school or district official. Teacher candidates should note that the College of Education, Health, and Human Sciences must provide a recommendation for certification in order for a student to obtain their 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 Plan of Support 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 people 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.

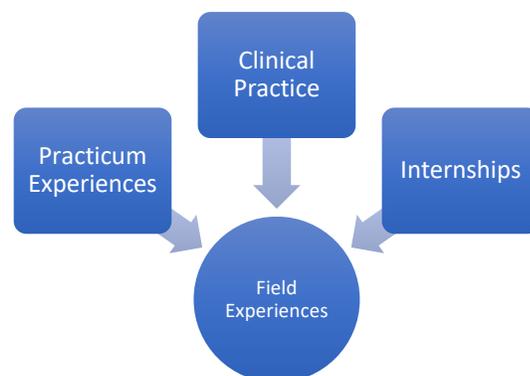
### **Mission Statement**

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 120 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. Please work with your district, assigned mentor teacher, and UNO instructor to ensure you accumulate and log the necessary practicum hours and complete course requirements.

*Additional information can also be found at:*

<https://www.unomaha.edu/college-of-education-health-and-human-sciences/student-services/field-experiences/index.php>

*\*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**

### **Attire**

Please adhere to the school district dress code. Your UNO instructor will provide more guidance on appropriate attire based on your school setting. Wear your UNO nametag or district-provided school badge.

### **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 meet the minimum hours required for the practicum. Please work with your UNO instructor to make up any missed time.
- 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 to UNO Accessibility Services Center and make up the time ([unoaccessibility@unomaha.edu](mailto:unoaccessibility@unomaha.edu)).

### **Field Experience Attendance Statement**

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. Please adhere to the attendance policy outlined by your instructors of your field experience course. Your practicum and clinical practice schedule are designed to ensure that minimum time requirements are met for certification by the Nebraska Department of Education. We understand there may be situations that prevent a candidate's ability to consistently attend their field experience. Each case will be handled on an individual basis, and it is up to the candidate to proactively communicate with UNO faculty if there are circumstances impacting attendance.

All candidates will be required to complete a field experience associated with this course. This field experience provides candidates an opportunity to observe and be an involved participant within a classroom setting.

Candidates must understand that we are guests in these classrooms and exhibit professionalism *at all times*. The following are requirements for successful completion of the field experience:

- Check your UNO email daily and consult the practicum calendars found on the UNO College of Education, Health, and Human Sciences website.
- Review the field experience handbook.
- Collaborate proactively with the course instructor, Office of Field Experiences, UNO Accessibility Services, instructional coaches, and school sites to ensure that accessibility needs are addressed in practicum placement assignments.

NOTE: Completion of the field experience is required and a significant part of the course grade. Failure to satisfactorily complete the field experience, or being removed from a field experience, shall be sufficient reason for failing the course.

### **Communication**

- Check your UNO email daily during the field experience.
- When you are absent, please ensure you are proactively communicating with impacted individuals (principal, mentor teacher, and UNO instructor). 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. Please keep communication (emails, text, etc.) professional. 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.
- Candidates who receive a "C" grade or below, receive an "I", who withdraw, or are removed from any field experience must petition the Academic Review Committee to continue in the program.

### **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 supports 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 student 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 UNO

### 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	
<b>One Teach, One Observe</b>	<p><b>Definition:</b> 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><b>Example:</b> One teacher can observe students for their understanding of directions while the other leads.</p> <p><b>Benefit:</b> 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>
<b>One Teach, One Assist</b>	<p><b>Definition:</b> One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, and/or assists with formative assessments.</p> <p><b>Example:</b> 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><b>Benefit:</b> An additional educator circulates throughout the room to provide assistance as needed.</p>
<b>Station Teaching</b>	<p><b>Definition:</b> 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><b>Example:</b> 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><b>Benefit:</b> 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</p>

	instruction.
<b>Parallel Teaching</b>	<p><b>Definition:</b> 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><b>Example:</b> Both teachers are leading a discussion on specific current events and the impact they have on our economy.</p> <p><b>Benefit:</b> 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>
<b>Supplemental Teaching</b>	<p><b>Definition:</b> 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><b>Example:</b> 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><b>Benefit:</b> 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>
<b>Alternative/ Differentiated Teaching</b>	<p><b>Definition:</b> 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><b>Example:</b> 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><b>Benefit:</b> With smaller groups sizes and two teachers, teaching strategies can be specifically designed for learning styles and needs.</p>
<b>Team Teaching</b>	<p><b>Definition:</b> 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><b>Example:</b> Both instructors can share the reading of a story or text so that the students are hearing two voices.</p> <p><b>Benefit:</b> 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 national membership in NEA Educators. The Nebraska chapter, NSEA - Aspiring Educators, provides professional resources and support to teachers in training. NSEA - Aspiring Educators chapters are located on Nebraska college and university campuses, with a combined statewide membership of more than 1,500 and growing. Dues for membership in NSEA - Aspiring Educators/NSEA/NEA are \$30 annually. Membership provides students with important liability insurance coverage while student teaching, as well as many of the same benefits as active teachers/members. <https://www.nsea.org/AspiringEducators>

### **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. School buildings often have many busses, 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. If you have unique issues related to transportation, please let your UNO instructor know and/or contact the Office of Field Experiences.

### **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. Videos must be recorded on a UNO or district-provided device. 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: Student teacher or intern, defined.

For purposes of sections [79-875](#) to [79-878](#), student teacher or intern means a student who is enrolled in a postsecondary educational institution approved by the State Board of Education for teacher training and who is jointly assigned by such institution and a board of education to student-teach or intern under the direction of a regularly employed certificated teacher, principal, or other administrator. Student teaching may include duties granted to a certificated teacher under the rules and regulations of such board and any other part of the school program for which either the cooperating teacher or the principal is responsible.

### **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, must petition the Academic 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**

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.

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.

## **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. UNO has established concern/resolution protocols to assist candidates who are in jeopardy of not successfully completing coursework or field experiences.

## [TED Plan of Support](#)

## **Other Resources**

### ***Health & Well-Being***

- [Counseling and Psychological Services \(CAPS\)](#)
- [Health Services](#)
- [Maverick Food Pantry](#)
- [Additional Resources | Food Insecurity & MavRide Bus Pass](#)
- [Maverick Covid Response](#)

### ***Educational Resources***

- [Math-Science Learning Center](#)
- [Military & Veteran Services](#)
- [Speech Center](#)
- [Writing Center](#)
- [Academic & Career Development Center](#)
- [Keep Learning](#)
- [MavTECH Help Center](#)

### ***Technology Resources***

- [ITS Student Technology Check-Out Page](#)
- [Strategies for Success in Online Learning](#)
- [Identify the Right Technology for the Task](#)
- [Cybersecurity](#)
- [Zoom Web Conferencing](#)

## **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 (402-554-2872, [unoaccessibility@unomaha.edu](mailto:unoaccessibility@unomaha.edu)).

### **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. For the purpose of this document, field placements can include any practicum, field experience, clinical practice, internship, training, clinic, or work experiences 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 based on 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 factors in determining an optimal placement.

#### **Application/Interview Process**

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 (ie. a sign language interpreter for any required interviews), the student is responsible for making the accommodation request to the Accessibility Services Center as soon as reasonably possible 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 (402-554-2872, [unoaccessibility@unomaha.edu](mailto: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 (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 (402-554-2872, [unoaccessibility@unomaha.edu](mailto:unoaccessibility@unomaha.edu)) as soon as possible after you know 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 possible, to formulate a reasonable accommodation plan for that specific site.
- If you have an existing 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 (402-554-2872, [unoaccessibility@unomaha.edu](mailto:unoaccessibility@unomaha.edu)) 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 possible, 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 reasonable accommodations.

### ***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 (402-554-2872, [unoaccessibility@unomaha.edu](mailto:unoaccessibility@unomaha.edu)) as soon as possible 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, 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 their 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 UNO'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 after discussing with their UNO instructor/field experience office, please advise the student to contact UNO's Accessibility Services (402-554-2872, [unoaccessibility@unomaha.edu](mailto:unoaccessibility@unomaha.edu)).

Please visit UNO's [Accessibility Services Center](#) website to stay updated on the most current policies and procedures.

