



York University Teacher Education Candidate Handbook

The Mission of York University is to transform lives through Christ-Centered education and to equip students for lifelong service to God, family and society.

TABLE OF CONTENTS

Welcome To York University Teacher Education.....	3
York University Statement of Mission and Purposes.....	3
The York University Teacher Education Program Outcomes.....	4-6
Teacher Education Policies.....	7-8
Admissions to Teacher Education Procedures.....	9-10
Student Teacher Application.....	11- 12
Felony/Misdemeanor Form.....	13
Nebraska Rule for Felony or Misdemeanor Convictions.....	14-15
Candidate Avenue of Complaint Form.....	16-17
Observation Form.....	18-1
Mid-Term/Final Evaluation.....	22-27
Bachelor Degrees Offered in the Education Department.....	28

WELCOME TO YORK UNIVERSITY TEACHER EDUCATION

The faculty of Teacher Education would like to congratulate you on your decision to consider making teacher education your career. Teaching is the noblest of all professions, which enables a person to touch the lives of countless young people.

This handbook is designed to help guide you through the Teacher Education program at York University so that you will make the most efficient use of your time on campus and be ready to enter the profession at the earliest date possible.

Please read this handbook carefully and, when you have questions, please feel free to speak to a member of the York University Teacher Education Division

YORK UNIVERSITY STATEMENT OF MISSION AND PURPOSES

Mission Statement:

The mission of York University is to transform lives through Christ-centered education and to equip students for lifelong service to God, family, and society.

Values

Transform

York University exists to support God's transformational work in the lives of people. Curricular and co-curricular programs and experiences intend to lead the entire community to a positive expression of spiritual values.

Educate

Academic discovery is a God-honoring endeavor characterized by the pursuit of truth and inquiry within the context of intellectual disciplines. The responsible handling of academic freedom provides Christian scholars opportunities to explore both a diverse world and their faith.

Equip

A rapidly changing professional, social, and technological environment dictates that each student is encouraged to apply critical thinking and knowledge integration skills, and to evaluate changing circumstances in the context of faith.

Serve

Service is the means by which people of God live out their faith. Christ calls us to lives of service expressed by faith, both locally and globally, as we respond to opportunities to the needs of others.

York University Education Program Goals

The York University Education Department goals are the InTASC standards. The InTASC standards were developed to serve as a resource for candidate education programs, candidates, and others as we develop policies and programs to prepare, license, support, evaluate today's candidates.

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

The program goals for the candidate education candidates can be described into four main areas: the learner and learning, content knowledge, instructional practices, and professional responsibility. The program goals are assessed during the candidates freshman, sophomore, junior, and senior year. They are assessed through a candidate interview, observation of teachings, and portfolios.

Standard #1: Learner Development

The candidate understands how learners grow 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 candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge

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

Standard #5: Application of Content

The candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment

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

Standard #7: Planning for Instruction

The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The candidate 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 apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice

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

Standard #10: Leadership and Collaboration

The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

York University Education Program Assessments:

The education department administers program assessments over the course of the candidate's program and post-graduation. The following is a chart indicating when assessments are completed:

Program/InTASC Standards	Freshman Watermark: Student Learning and Licensing Portfolio	Core Academic Skills for Educators	Education Interview	Sophomore Watermark: Student Learning and Licensing Portfolio	Junior Watermark: Student Learning and Licensing Portfolio	Senior Watermark: Student Learning and Licensing Portfolio	Field Experience Classes (EDU 213, 232A, 232B) Midterm Evaluation	Field Experience Classes (EDU 213, 232A, 232B) Final Evaluation	Observation Forms for Field Experiences (EDU 213, 232A, 232B)	Student Teaching Observation form	Student Teaching Midterm Evaluation	Student Teaching Final Evaluation	Praxis II Content Area Test During Student Teaching	Nebraska Employer Surveys
Standard #1: Learner Development				X	X	X	X	X	X	X	X	X		X
Standard #2: Learning Differences				X	X	X	X	X	X	X	X	X		X
Standard #3: Learning Environments			X	X	X	X	X	X	X	X	X	X		X
Standard #4: Content Knowledge (Accuracy of Content)			X	X	X	X	X	X	X	X	X	X	X	
Standard #4 Content Knowledge				X	X	X	X	X	X	X	X	X	X	X
Standard #5: Application of Content			X	X	X	X	X	X	X	X	X	X	X	X
Standard #6: Assessment				X	X	X	X	X	X	X	X	X		X
Standard #6: Assessment (Impact on Student Learning)				X	X	X	X	X	X	X	X	X		X
Standard #7: Planning for Instruction				X	X	X	X	X	X	X	X	X		
Standard #8: Instructional Strategies	X		X	X	X	X	X	X	X	X	X	X		X
Standard #8: Instructional Strategies (Student Engagement)				X	X	X	X	X	X	X	X	X		X

Standard #9: Professional Learning and Ethical Practice	X		X	X	X	X	X	X	X	X	X	X		X
Standard #10: Leadership and Collaboration	X		X	X	X	X	X	X	X	X	X	X		X

Policies

Acceptance of Transfer Credit - (See also **Transfer**, YC Catalog). A candidate must complete at least 30 semester hours at York University (15 of which must be in the senior year), be a regular student for at least one semester and be in attendance during the semester of graduation. Student Teaching must be arranged through York University.

Candidates who transfer 60 or more semester hours from other institutions, meeting GPA requirements, and another institution's equivalent of the *Introduction to Education* course and required field experience, may enroll in upper division professional education courses their first semester at York University only with permission of the Education Department Chair Person. They must apply for admission to the Teacher Education Program, meet all requirements, and be admitted before enrolling in additional professional education courses.

York University Teacher Education Electronic Growth Portfolio Requirements (Watermark: Student Learning and Licensing) - The York University Teacher Education faculty believe very strongly in the development of the knowledge, skills and dispositions of its Teacher Education Candidates as stated in the York University Teacher Education Conceptual Framework. Therefore all candidates will develop an Electronic Growth Portfolio beginning with EDU 103, *Introduction to Education*. Each candidate will be mentored throughout his/her program and will complete the Electronic Growth Portfolio as part of program completion. The following is a list of requirements for completing the Electronic Growth Portfolio.

1. Listed for each year, on the corresponding year's matrix, are the required Electronic Growth Portfolio entries. Each entry must be dated and accompanied by a reflection. Each reflection must include the following information: Title of the piece, I chose this piece because..., this shows..., and I want you to notice... Reflections should be clear, specific, cohesive, honest, and provide evidence of the candidate's growth. The candidate should check off the Candidate Proficiencies, which are appropriate for the specific entry on the Electronic Growth Portfolio Matrix. In addition to the above information, the accompanying reflection should contain language specific to the Program Outcomes (see Education Program Outcomes). Each Electronic Growth Portfolio must contain the required entries and in addition, the candidate must include additional entries, as listed on the corresponding matrix, so that each proficiency is met each year. Entries may satisfy more than one proficiency. It is expected that the degree to which each proficiency is met will increase each year.
2. At the end of each target course through the junior year, the candidate will meet with the designated mentor to present his/her Electronic Growth Portfolio. The mentor will provide feedback to the candidate and will complete the York University Teacher Education Electronic Growth Portfolio Evaluation Form. At the completion of the junior year target course, the candidate must also select one peer to complete the Electronic Growth Portfolio Evaluation Form. At the completion of EDU 491, *Student Teaching Seminar* each candidate will present his/her Electronic Growth Portfolio to a three person panel which includes the mentor and two additional persons, to be chosen by the candidate, from the following:
 - his/her Academic Advisor,
 - his/her Student Teaching Supervising Teacher,
 - his/her Student Teaching Cooperating Teacher,
 - a faculty member from Arts and Sciences, or
 - Member of the Teacher Education Council.

Each panel member will complete the York University Teacher Education Electronic Growth Portfolio Evaluation Form. At this exit presentation, the candidate will present his/her Electronic Growth Portfolio, how it shows his/her growth and how it evidences completion of the Teacher Education Goals and Candidate Proficiencies. In preparation for each Electronic Growth Portfolio presentation, the candidate will complete the York University Teacher Education Electronic Growth Portfolio Evaluation Form.

3. To successfully complete the Electronic Growth Portfolio, candidates must receive an average of 2.0 or above for the total average of the freshman and Sophomore Year Electronic Growth Portfolios, a minimum of 2.5 on the Junior Year Electronic Growth Portfolio and a minimum of a 3.0 on the Senior Year Electronic Growth

Portfolio. If a candidate scores below the acceptable targets, he/she must make modifications to the portfolio, as directed by the mentor, in order to meet or exceed the designated targets.

4. After acceptable completion of the Electronic Growth portfolio, a candidate may make additional changes to the Electronic Growth Portfolio, within the same academic year. These additions and deletions can be made by the candidate, by submitting the Request for Electronic Growth Portfolio Change form to the current mentor.

Requirements for Admission to Student Teaching - After admission to York University and to the Teacher Education Program, candidates must make application for student teaching. Student Teaching is required in order to obtain a Nebraska Teaching Certification. All Student Teachers will be placed with a 90 mile radius of York beginning April 28, 2004 Acceptance to Student teaching requires the following:

1. Formal admission to Teacher Education
2. Senior standing with a minimum cumulative GPA of 2.75
3. Completion of all professional education courses with no grade below C
4. Completion of all methods courses for each endorsement area with no grade below C
5. A minimum of 100 hours working with K-12 students

Education Placement

For placement information contact:

Bob DeHart, Field Experience Coordinator bdehart@york.edu (402) 363-5686
Education Administrative Assistant (402) 363-5694

YORK UNIVERSITY TEACHER EDUCATION NOTICE OF ADMISSIONS PROCEDURES

Requirements for Admission to Teacher Education - After admission to York University, Teacher Education candidates must be formally admitted to the Teacher Education Program. During EDU 103, *Introduction to Education*, candidates must sign a notice verifying that they have read the screening procedures for acceptance into the program. During EDU 103, candidates will make formal applications to the Teacher Education Program. In order to be considered for acceptance to the Teacher Education Program. Candidates must have on file the following:

1. A signed notice of Admission Procedures form
2. A completed Teacher Education Application for Admission form
3. A notarized Felony/Misdemeanor Statement
4. Completed Teacher Education Health Form
5. Documented proof of a minimum of 15 semester hours of credit with a cumulative GPA of 2.75 or above
6. Documented proof of successful completion (C or above) of **each** of the following courses: COM 113, EDU 103, ENG 113, and ENG 123
7. Favorable recommendations from three members of the York University faculty
(These recommendations assess reading and writing competencies, people skills, the suitability of a candidate's personality to teaching, his/her moral and personal standards, and other factors deemed important by the faculty members.)
9. Average of 2 or above for the total average of the Freshman Electronic Growth Portfolios
10. Average of 2.0 or above, and a successful rating by panel members, on the Candidate Interview (The student shall be responsible for setting up an appointment on the scheduled interview days before a panel of two Teacher Education Council members.) The interview will be completed in the Introduction to Education semester.

****Note: Elementary** – To register for more than six hours of upper-division (300 or 400 level) Education classes, a student must meet the above criteria.

Middle Grades, Secondary, and K-12 – To register for more than six hours of upper division (300 or 400 level) classes, a student must meet the above criteria.

Upon recommendation from the Teacher Education Council, the Education Division will grant formal acceptance to a candidate who meets all the above requirements.

Candidates may be placed on Program Probation or be dismissed from the program for failure to maintain the standards set forth. Reviews may take place at any time during a candidate's participation in the program. Candidates who are dismissed may be readmitted by appealing in writing, first to the Education Division, and secondly to the Education Division Chair. Each candidate will be assigned an advisor from the Teacher Education Council. Each candidate must maintain GPAs of at least 2.00 in English and **2.75 overall**. No course with a grade below "C" (2.00) may be used to satisfy any professional development or teaching field requirement.

Candidates will be notified in writing of admission or denial to Teacher Education. Any candidate may appeal the denial of admittance in writing, first to the Teacher Education Council and secondly to the Division of Education.

Please sign below and return this notice to your instructor. Your signature just assures us that you have read the information and are aware of these prerequisites for program admission. If you have any questions, see your academic advisor. Application forms are available at any time in the Education Department office.

**York University
Teacher Education
Student Teaching Application**

Name: (First, Middle, Last)	
Maiden Name:	E-mail Address:
Mail Address: (Local)	
Mailing Address: (Permanent/Summer)	
Local Phone Number:	Permanent/Summer Phone Number:

I plan to student/certify in the areas checked below		
<input type="checkbox"/> Elementary Education		
<input type="checkbox"/> Special Education K-12		
<input type="checkbox"/> Physical Education K-12		
<input type="checkbox"/> Vocal Music Education K-12		
Secondary Education:		
<input type="checkbox"/> BMIT	<input type="checkbox"/> History	<input type="checkbox"/> Social Science
<input type="checkbox"/> Coaching	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Speech
<input type="checkbox"/> English	<input type="checkbox"/> Reading & Writing	<input type="checkbox"/> Theatre

Student Teaching Semester:
Transportation Available? Yes <input type="checkbox"/> No <input type="checkbox"/>

All student teaching shall be conducted in Nebraska schools that are approved or accredited by the Nebraska Department of Education.

All Student Teachers will be placed within a 90 miles radius of York

<i>School/Grade PREFERENCES for Student Teaching</i>			
	GRADE/SUBJECT	SCHOOL NAME	TEACHER NAME
First Choice			
Second Choice			
Third Choice			

<i>I have COMPLETED the following Teacher Education requirements and have provided York University Teacher Education with the appropriate documentation.</i>	
<input type="radio"/> Formal Admission to Teacher Education	
<input type="checkbox"/> Completed Signed Notice of Admission Procedures <input type="checkbox"/> Completed Felony/Misdemeanor Statement <input type="checkbox"/> Favorable recommendation from three YC Professors	<input type="checkbox"/> Completed Teacher Education Application for Admission form <input type="checkbox"/> Completed Teacher Education Health form <input type="checkbox"/> Average of 2 or above for the total average of the Freshman and Sophomore Year Electronic Growth Portfolios <input type="checkbox"/> Documented proof of a minimum of 60 semester hours of credit with a cumulative GPA of 2.75 or above <input type="checkbox"/> Average of 2.0 or above (4-point scale), and a successful rating by panel members, on the Candidate Interview
Documented proof of successful completion (C or above) of each of the following courses: COM 113 Basic Speech <input type="checkbox"/> ENG 113 English Composition I <input type="checkbox"/> ENG 123 English Composition II <input type="checkbox"/> EDU 103 Introduction to Education	
<input type="radio"/> Senior standing with a minimum cumulative GPA of 2.75 <input type="radio"/> Completion of all professional education courses with no grade below C <input type="radio"/> Completion of all methods courses for each endorsement area with no grade below C <input type="radio"/> A minimum of 100 working hours with K-12 students <input type="radio"/> A minimum average of 2.5 or above on the Junior Year Electronic Growth Portfolio	

Additional Comments: _____

Candidate Signature: _____

Date: _____

Application Student Teaching Revised 6/20/05 #3

York University Teacher Education

FELONY/MISDEMEANOR STATEMENT
(REQUIRED BY NEBRASKA STATE LAW)

NAME: (print) _____

DATE: _____

(Sign one section only: A, B, or C)

- A. I swear or affirm under oath that I have never been convicted of a felony or misdemeanor. I understand that a conviction requires immediate notification to the Education Division Chair. Minor traffic infractions, and misdemeanor convictions for Driving Under the Influence or Minor in Possession of Alcohol need not be reported

(Legal signature of student)

or

- B. I swear or affirm under oath that I have no felony or misdemeanor convictions involving abuse, neglect, or sexual misconduct. I understand that a past or future conviction for any such offense requires that I immediately notify the Education Division Chair.

(Legal signature of student)

or

- C. I swear or affirm under oath that I have no felony convictions, and no misdemeanor convictions involving abuse, neglect, or sexual misconduct, **EXCEPT THE FOLLOWING:**

A. Criminal charge: _____ B. Criminal Charge: _____
Disposition: _____ Disposition: _____
Date: _____ Date: _____
Court Address: _____ Court Address: _____

I understand that any past or any subsequent conviction for any such offense requires that I immediately notify the Education Division Chair.

I understand that if I have been convicted of a felony or any misdemeanor involving abuse, neglect or sexual misconduct, that I must make a written PETITION FOR APPROVAL TO PARTICIPATE IN PRE-STUDENT TEACHING, FIELD, LABORATORY, AND CLASSROOM EXPERIENCES, OR STUDENT TEACHING on forms prescribed by the rules of the Nebraska Department of Education, and attach a copy of my court records and such additional information that shall be required by the Nebraska Department of Education. During the appeal process, I understand that I will not be permitted to participate in any field experience or student teaching activity.

(Legal signature of student)

Subscribed and sworn before me this _____ day of _____, _____.

NOTARY PUBLIC
SEAL:

Nebraska Rule for Felony or Misdemeanor Convictions

Candidates who are involved in either Field Experiences or Student Teaching must have on file in the Education Office a notarized statement affirming that they have had no convictions of a felony or misdemeanor:

Nebraska Department of Education Rule 20

005.07 Information Regarding Convictions

The institution shall inform all persons who apply for admission to its program that persons who have felony convictions, or misdemeanor convictions involving abuse, neglect, or sexual misconduct, as defined in Section 005.07A, are automatically rejected by the Department for certification, and may only be considered for certification, or participation in pre-student teaching field, laboratory, and classroom experiences or student teaching with the approval of the Commissioner or the Board.

005.07A The institution shall require the prospective teacher education student to provide it with a list of all criminal convictions, except traffic offenses. The institution shall require the prospective student to affirm under oath that he or she has no felony convictions, and no misdemeanor convictions involving abuse, neglect, or sexual misconduct as hereinafter defined:

005.07A1 For purposes of this Chapter, a felony conviction means any felony offense under the laws of any jurisdiction, including misdemeanor convictions in other jurisdictions that would constitute a felony if committed in Nebraska.

005.07A2 For purposes of this Chapter, a misdemeanor conviction involving abuse, neglect, or sexual misconduct means an offense under the laws of any jurisdiction, which, if committed in Nebraska, would constitute one of the following misdemeanors (with the applicable sections of the Revised Statutes of Nebraska in parenthesis):

- 005.07A2a Assault (third degree) (28-310)
- 005.07A2b Stalking (28-311.03)
- 005.07A2c Hazing (28-311.06)
- 005.07A2d False Imprisonment (28-315)
- 005.07A2e Sexual Assault (third degree) (28-705)
- 005.07A2f Abandonment of Spouse or Child (28-320)
- 005.07A2g Child Abuse (28-707)
- 005.07A2h Contributing to the Delinquency of a Child (28-709)
- 005.07A2i Prostitution (28-801)
- 005.07A2j Keeping a Place of Prostitution (28-804)
- 005.07A2k Debauching a Minor (28-805)
- 005.07A1l Public Indecency (28-806)
- 005.07A2m Sale of Obscene Material to Minor (28-808)
- 005.07A2n Obscene Motion Picture Show, Admitting Minor (28-809)
- 005.07A2o Obscene Literature Distribution (28-813)
- 005.07A2p Sexually Explicit Conduct (28-813.01)
- 005.07A2q Resisting Arrest (28-904 (1)(a)), when the conviction involves use or threat of physical force or violence against a police officer
- 005.07A2r Indecency with an Animal (28-1010)
- 005.07A2s Intimidation by Phone Call (28-1310)

005.07A3 For purposes of this Chapter, in addition to the offenses listed above, felony convictions, and misdemeanor convictions involving abuse, neglect, or sexual misconduct shall also include convictions related to such crimes, including: (with the applicable sections of the Revised Statutes of Nebraska in parenthesis)

- 005.07A3a Attempt to Commit a Crime (28-201)
- 005.07A3b Criminal Conspiracy (28-202)
- 005.07A3c Accessory to a Felony (28-204)
- 005.07A3d Aiding, Abetting, Procuring, or Causing Another to Commit an Offense (28-206)

005.07A4 Convictions which have been set aside, nullified, expunged, or pardoned shall not be considered convictions for purposes of this Chapter, unless the laws of the jurisdiction of the conviction would allow the conviction to be used as the basis for denial of permission to teach or participate in pre-student teaching field, laboratory, and classroom experiences or student teach, or for denial of a certificate to special services in schools. However, such convictions shall be listed by the student as required in Section 005.07A.

005.07B A person with a conviction as defined in Section 005.07A shall not be allowed to participate in pre-student teaching field, laboratory, and classroom experiences or student teach, without approval by the Commissioner or the Board. A person with a conviction as defined in Section 005.07A may request approval by the Commissioner or the Board by using the procedures set forth in 92 NAC 21 Section 009.02 through 009.04.

YORK UNIVERSITY
Teacher Education
Candidate Avenue of Complaint Record

Form Issued By _____

Form Due Date _____

Candidate(s) Initiating Complaint _____

Address(es) of Candidate(s) _____

Email(s) _____

Telephone Number(s) _____

Detailed Explanation/Description of Complaint: _____

Protocol:

Listed below is the protocol for resolution of a candidate complaint. This record is confidential to the parties involved. Please complete the below information for each step as needed. Once the process begins, this record should remain with the appropriate faculty and sent via York University campus mail to the next person or group as needed. The candidate is responsible for scheduling all meetings in a timely and professional manner. When resolution of the complaint has been reached, this record **MUST** be returned to the Administrative Assistant for the Education Department. This record is due 10 days after the date of issue.

1. Faculty Member

Date _____

Results _____

Signature of Faculty Member

Signature of Candidate(s)

2. Department/Division Chair

Date _____

Results _____

Signature of Department/Division Chair

Signature of Candidate(s)

3. Division of Professional Programs

Date _____

Results _____

Signature of Professional Programs Division Chair

Signature of Candidate(s)

4. Provost

Date _____

Results _____

Signature Provost

Signature of Candidate(s)

Date Received _____

Signature _____
Administrative Assistant for the Education Department

Copies Sent To _____

Date Filed _____

The following is an observation form for observing candidates in field and clinical experiences.

<i>York University Observation Form (Formative Assessment)</i>	(+) Observed with defined evidence	(/) Observed with ideas for growth	(-) Not observed or evident
Teacher Candidate: _____ School: _____ Grade: _____ Observation #: _____ Date: _____ Supervisor: _____			
Standard 1: Learner Development			
<ul style="list-style-type: none"> • Connects lesson to students' interests, personal experiences, prior knowledge • Implements developmentally appropriate and challenging learning experiences • Modifies, adapts, or adjusts instruction and/or materials • Collects data about student development and effectively uses data to adjust teaching 	Notes:		
Standard 2: Learner Differences			
<ul style="list-style-type: none"> • Uses data gathered to differentiate instruction using flexible grouping, individualized instruction, various teaching styles, and differentiated content • Includes multiple levels of activities to address varied levels of students and/or provide student choice 	Notes:		
Standard 3: Learning Environment			
<ul style="list-style-type: none"> • Communicates, models, and positively reinforces clear task and behavior expectations • Provides verbal and nonverbal signals to reinforce/redirect behavior (smiles, high fives, thumbs up, gives verbal acknowledgment, praise, uses proximity, eye contact, attention getters, signals, etc.) • Uses strategies for transition that minimize problems and maximize instructional time • Exhibits awareness of classroom environment 	Notes:		
Standard 4: Content Knowledge (Accuracy of Content)			
<ul style="list-style-type: none"> • Demonstrates a clear and direct match between activities and objective(s) throughout the lesson • Addresses student questions and misconceptions accurately • Uses the academic language of the content correctly and creates opportunities for students to practice and apply academic language • Provide student opportunities to practice demonstrate understanding 	Notes:		
Standard 4: Content Knowledge			
<ul style="list-style-type: none"> • Builds upon prior knowledge and background to initiate new learning • Relates content to meaningful examples that provoke critical thinking • Uses inquiry driven instruction to engage students in meaningful ways • Uses questioning to engage students to conjecture and discover key ideas • Synthesizes content across fields, making connections relevant to students 	Notes:		
Standard 5: Application of Content			
<ul style="list-style-type: none"> • Engages students in applying content knowledge and skills to real world contexts • Develops students' communications skills through group work and other opportunities • Guides student in gathering, organizing and evaluating information and ideas from a variety of resources and texts 	Notes:		

Standard 6: Assessment			
<ul style="list-style-type: none"> • Implements multiple assessments that measure lesson objectives • Checks for student understanding throughout the lesson • Implements required accommodation in assessments and testing conditions • Provides a variety of opportunities to showcase learning 	Notes:		
Standard 6: Assessment (Impact on Student Learning)			
<ul style="list-style-type: none"> • Provides students clear criteria and performance standards by which their work will be evaluated • Monitors student learning to guide instruction and to engage learners in their own progress (e.g. Goal setting, self-assessment, etc.) • Uses data from multiple types of assessments to draw conclusions about student progress and determine re-teaching and enrichment opportunities • Analyzes assessment data to describe patterns and/or gaps in learning • Adjusts instruction based on student performance data and provides on-going feedback 	Notes:		
Standard 7: Planning for Instruction			
<ul style="list-style-type: none"> • Aligns objective(s) to state standards and/or district curriculum guides and resources when planning • Connects objective(s) to lesson activities to include the opening and closure of the lesson • Uses a model the scaffolds learning (eg. Gradual release) to support all connections to the learning objective(s) within lesson plans • Plans, connects, and sequences learning experience and performance tasks linked to objectives • Prepares necessary resources and materials to include technology • Modifies/adapts lesson plans based on student performance data and student needs 	Notes:		
Standard 8: Instructional Strategies (Technology to Enhance Learning)			
<ul style="list-style-type: none"> • Engages learners in using a range of technology tools to access, interpret, evaluate and apply information related to the objective • Offers student choice through technology to provide experiential opportunities • Utilizes technology to form connections between content and the real world 	Notes:		
Standard 8: Instructional Strategies			
<ul style="list-style-type: none"> • Incorporates a variety of instructional strategies that match the intended learning target • Utilizes a model that scaffolds learning (e.g. Gradual release) and pacing by varying roles within the instructional process (e.g., instructor, facilitator, coach, audience) • Includes inquiry processes that are open-ended utilizing questions that give rise to critical thinking versus absolute responses • Ensures content accessible to each learner 	Notes:		

Standard 8: Instructional Strategies (Student Engagement)			
<ul style="list-style-type: none"> Creates a learning environment through organization, routine and structure for engagement and learning Provides expectations for growth and opportunities for students to self-evaluate learning (e.g. rubrics) Creates opportunities for students to demonstrate what they've learned through a variety of products Provides opportunities for students to engage in dialogue, share ideas, and form positive working and social relationships with peers and other adults (e.g. cooperative or collaborative learning) 	Notes:		
Standard 9: Professional Learning and Ethical Practice (Dispositions)			
<ul style="list-style-type: none"> Seeks, accepts and implements feedback from a variety of sources including students Responds positively and proactively by setting and implementing goals or growth based on feedback 	Notes:		
Standard 10: Leadership and collaboration (Dispositions)			
<ul style="list-style-type: none"> Provides ideas/input when working with colleagues, candidate seeks suggestions and strategies from other professionals to improve practice Collaborates with other school professionals to plan and facilitate learning to meet the needs of students Contributes to a positive school culture within and beyond the classroom (e.g. attends school and community functions and activities) Models professionalism through punctuality, dependability, preparedness, professional dress, follow through, ethical and confidential practices 	Notes:		
Standard 10: Leadership and Collaboration (Dispositions)			
<ul style="list-style-type: none"> Exhibits proper grammar, punctuation, sentence structure and spelling in all forms of communication and is thoughtful before speaking and writing Applies school policy when dealing with problems and crises Communicates clearly, honestly, respectfully, and professionally with parents and families 	Notes:		

Guiding questions to reflect on post observation:

- What was the strongest part of your lesson? Explain.
- What would you change in your lesson? Why?
- How do you know your students learned? What evidence do you have?

- How do you plan to use what you learned about your students today to plan for the next lesson? (Formative assessment/impact and responsibility for student learning)
- What specific examples do you have of growing professionally?
- How have you connected and collaborated with colleagues and families outside of the classroom?

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

Field and clinical midterm and final evaluation form:

Teacher Candidate _____ **NE Clinical Practice Evaluation Rubric** For Office use only: CT/ TC/ CS

Evaluator's Name: _____

Evaluator's Role (Please Select): Cooperating Teacher (CT) University Supervisor (CS) Teacher Candidate (TC)

Date: _____

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

	Advanced	Proficient	Developing	Below Standard
Standard 1 Learner Development	Uses data about students and their development to adjust teaching and build on student strengths resulting in student learning. InTASC 1; CAEP 1.1	Uses data about students and their development to adjust teaching. InTASC 1; CAEP 1.1	Collects data about students and their development but does not adjust teaching. InTASC 1; CAEP 1.1	Lacks evidence of data collection and use related to students and their development. InTASC 1; CAEP 1.1
Comments:				
Standard 2 Learner Differences	Identifies students' needs for differentiation and responds with individualized instruction, flexible grouping, and varied learning experiences to include bringing multiple perspectives and cultural resources to the discussion of content. InTASC 2; CAEP 1.1	Identifies students' needs for differentiation and responds with individualized instruction, flexible grouping, and varied learning experiences. InTASC 2; CAEP 1.1	Identifies students' needs for differentiation. InTASC 2; CAEP 1.1	Does not identify students' needs for differentiation. InTASC 2; CAEP 1.1
Comments:				

<p>Standard 3 Learning Environments</p>	<p>Communicates and reinforces clear task and behavior expectations to students, develops routines that support expectations and minimizes the loss of instructional time. InTASC 3; CAEP 1.1</p>	<p>Communicates and reinforces clear task and behavior expectations to students and follows routines that support expectations for the learning environment. InTASC 3; CAEP 1.1</p>	<p>Communicates and reinforces clear task and behavior expectations to students. InTASC 3; CAEP 1.1</p>	<p>Attempts to communicate and reinforces clear task and behavior expectations to students. InTASC 3; CAEP 1.1</p>
<p>Comments:</p>				
<p>Standard 4 Content Knowledge</p>	<p>Communicates accurate content, uses academic vocabulary correctly, provides relevant opportunities for students to demonstrate understanding and uses knowledge of common misconceptions to create accurate understanding in the content area. InTASC 4; CAEP 1.1</p>	<p>Communicates accurate content, uses academic vocabulary correctly and provides relevant opportunities for students to demonstrate understanding. InTASC 4; CAEP 1.1</p>	<p>Communicates content and uses academic vocabulary, yet does not consistently provide relevant opportunities for students to demonstrate understanding. InTASC 4; CAEP 1.1</p>	<p>Communicates inaccurate content, academic vocabulary and/or provides irrelevant opportunities for students to demonstrate understanding. InTASC 4; CAEP 1.1</p>
<p>Comments:</p>				
<p>Standard 5 Application of Content</p>	<p>Links concepts to help students make connections and engages students in applying methods of inquiry in the discipline to engage learners in critical thinking. InTASC 5; CAEP 1.1</p>	<p>Links concepts to help students make connections and engages students in applying methods of inquiry in the discipline. InTASC 4; CAEP 1.1</p>	<p>Links concepts to help students make connections in the discipline. InTASC 4; CAEP 1.1</p>	<p>Does not assist students in making connections in the discipline. InTASC 4; CAEP 1.1</p>
<p>Comments:</p>				

<p>Standard 5 Application of Content</p>	<p>Engages students to utilize literacy and communication skills from a variety of resources and perspectives to address targeted purposes and audiences. InTASC 5; CAEP 1.1</p>	<p>Engages students to utilize literacy and communication skills by accessing a variety of resources and perspectives to show understanding of content. InTASC 5; CAEP 1.1</p>	<p>Engages students in developing literacy and communication skills. InTASC 5; CAEP 1.1</p>	<p>Provides few opportunities for students to develop literacy and communication skills. InTASC 5; CAEP 1.1</p>
<p>Comments:</p>				
<p>Standard 6 Assessment</p>	<p>Uses classroom formative and summative assessments that match objectives and inform instructional decisions to guide implementation of differentiated instructional strategies to include designing and/or adapting interventions as a result. InTASC 6; CAEP 1.1</p>	<p>Uses classroom formative and summative assessments that match objectives and inform instructional decisions to guide implementation of differentiated instructional strategies. InTASC 6; CAEP 1.1</p>	<p>Uses classroom formative and summative assessments that match objectives and inform instructional decisions. InTASC 6; CAEP 1.1</p>	<p>Uses classroom formative and summative assessments but may not match objectives and/or inform instructional decisions. InTASC 6; CAEP 1.1</p>
<p>Comments:</p>				
<p>Standard 6 Assessment <i>Impact on Student Learning and Development</i></p>	<p>Uses student performance data and knowledge of students to identify interventions that support and/or advance learning through a series of differentiated assessment practices that positively impact learning. InTASC 6; CAEP 1.1</p>	<p>Uses student performance data and knowledge of students to identify interventions that support and/or advance students to positively impact learning. InTASC 6; CAEP 1.1</p>	<p>Uses student performance data and knowledge of students to identify interventions that support students. InTASC 6; CAEP 1.1</p>	<p>Does not use student performance data and/or knowledge of students to identify interventions that support students. InTASC 6; CAEP 1.1</p>

Comments:				
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 to include using data to adjust for recurring learning needs throughout planning. InTASC 7; CAEP 1.1	Sequences learning experiences linked to the learning objectives, performance tasks and assessments to provide multiple ways for students to demonstrate knowledge and skills. InTASC 7; CAEP 1.1	Sequences learning experiences linked to the learning objectives, performance tasks and assessments. InTASC 7; CAEP 1.1	Provides little or no evidence of sequenced learning experiences and/or experiences are not linked to the learning objectives, performance tasks and/or assessments. InTASC 7; CAEP 1.1
Comments:				
Standard 8 Instructional Strategies (Technology)	Designs or adapts relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity. InTASC 8; CAEP 1.1	Provides relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity. InTASC 8; CAEP 1.1	Provides relevant learning experiences that incorporate digital tools to stimulate interest. InTASC 8; CAEP 1.1	Provides learning experiences that incorporate digital tools infrequently or ineffectively. InTASC 8; CAEP 1.1
Comments:				
Standard 8 Instructional Strategies	Uses a broad range of evidence-based strategies to support learning in the content area, poses questions that elicit student thinking about information and concepts to build critical thinking skills. InTASC 8; CAEP 1.1	Uses evidence-based strategies to support learning in the content area and poses questions that elicit student thinking and support critical thinking skills. InTASC 8; CAEP 1.1	Uses evidence-based strategies to support learning in the content area and poses questions that elicit student thinking. InTASC 8; CAEP 1.1	Uses strategies and poses questions. InTASC 8; CAEP 1.1

Comments:				
Standard 8 Instructional Strategies	Organizes and manages the learning environment for student engagement and personal accountability using strategies that provide opportunities for students to process and articulate new knowledge. InTASC 8; CAEP 1.1	Organizes and manages the learning environment for student engagement using strategies that provide opportunities for students to process and articulate new knowledge. InTASC 8; CAEP 1.1	Manages the learning environment for student engagement. InTASC 8; CAEP 1.1	Attempts to manage the learning environment for student engagement. InTASC 8; CAEP 1.1
Comments:				
Standard 9 Professional Learning and Ethical Practice <i>Dispositions</i>	Invites constructive feedback, responds positively, independently sets and implements goals to improve practice. InTASC 9; CAEP 1.1	Invites constructive feedback, responds positively, with support sets and implements goals to improve practice. InTASC 9; CAEP 1.1	Invites constructive feedback, responds positively, but inconsistently implements goals to improve practice. InTASC 9; CAEP 1.1	May resist constructive feedback or fail to implement goals to improve practice. InTASC 9; CAEP 1.1
Comments:				
Standard 10 Leadership and Collaboration <i>Dispositions</i>	Conveys a confident, professional decorum when interacting with learners, peers, colleagues and the community in small and large group situations to include seeking out leadership opportunities in the school and/or	Conveys a confident, professional decorum when interacting with learners, peers, colleagues and the community in small and large group situations. InTASC 10; CAEP 1.1	Conveys professional decorum when interacting with learners, peers, colleagues and the community in small and large group situations. Any minor lapses have been addressed. InTASC 10; CAEP 1.1	Conveys a lack of professional decorum when interacting. InTASC 10; CAEP 1.1

	community. InTASC 10; CAEP 1.1			
Comments:				
Standard 10 Leadership and Collaboration <i>Dispositions</i>	Demonstrates professional oral, written and electronic communication, responds to people, problems and crises effectively and communicates with families through a variety of means (i.e. notes home, e-mails or websites, phone calls, conferences, meetings). InTASC 10; CAEP 1.1	Demonstrates professional oral, written and electronic communication, responds to people, problems and crises effectively. InTASC 10; CAEP 1.1	Demonstrates professional oral, written and electronic communication, responds to people, problems and crises effectively with additional assistance. InTASC 10; CAEP 1.1	Demonstrates unprofessional oral, written and/or electronic communication and/or responds to people, problems and crises ineffectively. InTASC 10; CAEP 1.1
Comments:				

*If you are completing this form for the first time, please complete training for the Clinical Practice Assessment at <https://sites.google.com/unomaha.edu/ndecp-assessment-training/online-training>

York University offers a Bachelor of Arts in Education and students can complete the following programs in education:

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- Special Education (Generalist K-12)
- Vocal Music Education (K-12)
- Secondary Education
 - Business, Marketing, and Informational Technology
 - English
 - Mathematics
 - History
 - Social Sciences
 - Speech (supplemental add on)
 - Theatre (supplemental add on)
 - Coaching (supplemental add on)