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WELCOME TO TEACHER EDUCATION

Welcome to the College of Saint Mary Teacher Education Department. The faculty, with the cooperation of partner schools and other education agencies, prepares women as leaders, practitioners and scholars in education. Students are prepared to teach in a future that is ever changing and exciting because of rapid developments, advancements and innovations taking place in society and technology. We are dedicated to instruction that provides students with the knowledge, strategies, skills and attitudes that will prepare them to be teachers and learners, able to meet the needs of all students in the twenty-first century. Commitment to service learning engages CSM students in projects that develop social responsibility and prepares them to be involved citizens in a democratic society.

This handbook is designed to provide Teacher Education students with all information necessary to successfully complete their programs in preparation for teacher certification. The handbook is distributed to students early in the first semester at the university to assure that they are informed of requirements throughout their course of study. All education students are obligated to abide by the requirements in this handbook.

Acknowledgements
This handbook was designed by the Teacher Education Committee with suggestions from students to provide information to pre-service teachers during their professional preparation programs and make it available in one publication. If you encounter omissions or have ideas to add to future additions of the handbook, please give them to an education faculty member for consideration by the committee.

Dee Acklie, PhD.
Teacher Education Program Director
dacklie@csm.edu
402-399-2606
INTRODUCTION

The purpose of this handbook is to provide a guide for you as you proceed through the College of Saint Mary Teacher Education Program. General information and specific requirements are included to assist you in planning and directing your individual journey toward a career in education. Course requirements are available on program of study sheets in the online catalog (http://www.csm.edu/academics/catalog) and are provided by advisors for individual programs. Students schedule appointments and discuss their progress with their advisors each semester. Sequence sheets for each program area are also available from advisors. That way, you will be able to use them in planning your courses each term. Education Department faculty are ready to counsel students at any time.

It is essential that education students view the undergraduate teacher community site frequently to keep informed of important information and announcements. https://my.csm.edu/communities/undergradted/default.aspx

COLLEGE OF SAINT MARY - MISSION STATEMENT

College of Saint Mary is a Catholic university providing access to education for women in an environment that calls forth potential and fosters leadership. Consistent with the works, values, and aspirations of the Sisters of Mercy, this mission inspires us to:

† Academic excellence, scholarship, and lifelong learning
† Respect for the dignity of each person
† Development of mind, body, and spirit; and,
† Commitment to compassionate service
CONCEPTUAL FRAMEWORK

TEACHER EDUCATION PROGRAMS AT CSM

College of Saint Mary Teacher Education graduates are recognized for their understanding of all learners and the five elements that circle the globe in our conceptual framework above. CSM educated teachers are reflective practitioners who embrace and integrate 21st Century technology as they exhibit the knowledge, skills and dispositions expected of highly qualified education professionals. Through liberal arts instruction and field experiences candidates apply pedagogy and provide service to diverse populations of P-12 students. Candidates recognize that they will continue to evolve as educators throughout their careers and attend to continued development of mind, body and spirit.

CSM prepared educators are encouraged to become leaders in education who embrace change and are committed to lifelong learning, social justice, professional collaboration and high standards of ethical practice.
TEACHER EDUCATION DEPARTMENT POSITION STATEMENTS

We are committed to a college culture that promotes the mission of College of Saint Mary for all students, and while a Catholic heritage for women is evident, our education programs follow affirmative action guidelines and are extended to people of all races, religions, cultures, ages, and handicapping conditions.

We accept the challenge of providing education programs that emphasize the acquisition of knowledge, skills, values, and attitudes that will motivate and inspire students to examine, clarify, make choices, and communicate their knowledge, skills, values, and attitudes.

We are committed to instruction and interactions that provide opportunities for students and faculty to question, clarify, and communicate principles and concepts in knowledge areas, skills, values, and attitudes in a non-threatening and productive environment.

We believe our students must value inclusiveness and strive for responsible decision making and concern for others regardless of racial, cultural, religious, ethnic, ability, age, or gender differences.

We affirm that faculty, staff, and students should be actively involved in planning, implementing, assessing, and improving College of Saint Mary programs in education in order for these programs to serve students who will teach effectively in the 21st Century.
**PERSONNEL TO ASSIST STUDENTS**

**Teacher Education Department**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Office/Phone/E-Mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Deanna Acklie</td>
<td>Education Department Chair, Special Education - Director, Certification Officer</td>
<td>WAB 335 399-2606 <a href="mailto:dackie@csm.edu">dackie@csm.edu</a></td>
</tr>
<tr>
<td>Dr. Melanie Felton</td>
<td>Early Childhood Education - Director</td>
<td>WAB 327 399-2625 <a href="mailto:mfelton@csm.edu">mfelton@csm.edu</a></td>
</tr>
<tr>
<td>Dr. Merryellen Towey Schulz</td>
<td>Master of Science in Teaching - Director</td>
<td>WAB 323 399-2432 <a href="mailto:mschulz@csm.edu">mschulz@csm.edu</a></td>
</tr>
<tr>
<td>Dr. Claudia Wickham</td>
<td>Master of Arts in Teaching - Director</td>
<td>WAB 331 399-2630 <a href="mailto:cwickham@CSM.edu">cwickham@CSM.edu</a></td>
</tr>
<tr>
<td>Dr. Jennifer Rose-Woodward</td>
<td>Master of Arts in Teaching - Assistant Director</td>
<td>WAB 333 399-2495 <a href="mailto:JRose-Woodward@CSM.edu">JRose-Woodward@CSM.edu</a></td>
</tr>
<tr>
<td>Mrs. Caroline Rice</td>
<td>Supervisor of Clinical Practice and Instructor</td>
<td>402-297-4263 <a href="mailto:crice@csm.edu">crice@csm.edu</a></td>
</tr>
<tr>
<td>Liz Horton</td>
<td>Coordinator of Field Experience and Clinical Practice, Praxis</td>
<td>WAB 329 399-2666 <a href="mailto:EHorton@CSM.edu">EHorton@CSM.edu</a></td>
</tr>
</tbody>
</table>

**College of Saint Mary Staff**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Office/Phone/E-Mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Britiany Daugherty</td>
<td>Faculty Secretary</td>
<td>WAB 325 399-2469 <a href="mailto:BDaugherty@CSM.edu">BDaugherty@CSM.edu</a></td>
</tr>
<tr>
<td>Amanda Klinzing</td>
<td>Information Center</td>
<td>Walsh Hall 399-2463 <a href="mailto:aklinzing@CSM.edu">aklinzing@CSM.edu</a></td>
</tr>
<tr>
<td>Angela Fernandez</td>
<td>Achievement Center</td>
<td>HLC 120 399-2634 <a href="mailto:afernandez@CSM.edu">afernandez@CSM.edu</a></td>
</tr>
<tr>
<td>Sara Williams</td>
<td>Library</td>
<td>Library 399-2467 <a href="mailto:swilliams@CSM.edu">swilliams@CSM.edu</a></td>
</tr>
</tbody>
</table>
The Teacher Education Committee consists of faculty members who monitor teacher education programs and govern the admission and retention policies for students within the Teacher Education Program. The membership of the committee consists of all faculty members in the Teacher Education Department and faculty members representing areas that provide programs resulting in certification. This committee meets twice a year to review student teacher applications, conduct admission interviews and review applications for admission into Teacher Education. Additional meetings may be scheduled to address other actions or concerns.
EDUCATION PROGRAM

Accreditation & Certification
Core Curriculum Education
Teaching Endorsement Options
Basic Course Outline
Courses Not Offered Annually
ACCREDITATION AND CERTIFICATION

Academic programs at College of Saint Mary are accredited by Higher Learning Commission of the North Central Association. Teacher education programs are reviewed and accredited by the Nebraska State Department of Education. The College of Saint Mary Teacher Education program complies with all rules and regulations set forth by the Nebraska State Department of Education.

Teacher Education students applying for certification must have completed a bachelor’s degree and the specific requirements established by the College of Saint Mary Teacher Education department. Education students who complete a bachelors program at College of Saint Mary are required to fulfill 47 hours in core curriculum. These courses are described in the college catalog.

All candidates seeking certification must have completed a program leading to endorsement in a teaching field or subject. Completion of a program does not guarantee certification. College of Saint Mary prepares teachers for Nebraska certification in the following fields or subjects:

<table>
<thead>
<tr>
<th>Field Endorsements</th>
<th>Grade Level</th>
<th>Subject Endorsements</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>K – 12</td>
<td>Biology</td>
<td>7 – 12</td>
</tr>
<tr>
<td>Business, Marketing, and Information Technology</td>
<td>6 – 12</td>
<td>Chemistry</td>
<td>7 – 12</td>
</tr>
<tr>
<td>Early Childhood Inclusive</td>
<td>Birth – 3rd</td>
<td>Religion</td>
<td>K – 12</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>K – 6</td>
<td>Spanish</td>
<td>7 – 12</td>
</tr>
<tr>
<td>English Language Arts</td>
<td>7 – 12</td>
<td>Special Education</td>
<td>K – 6, 7 – 12</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>PK – 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>6 – 12</td>
<td>Supplemental Endorsements</td>
<td></td>
</tr>
<tr>
<td>Middle Level</td>
<td>4 – 9</td>
<td>Coaching</td>
<td>7 – 12</td>
</tr>
<tr>
<td>(must have 2 content areas)</td>
<td></td>
<td>Early Childhood</td>
<td>PK – 3</td>
</tr>
<tr>
<td>Science</td>
<td>7 – 12</td>
<td>English as a Second Language</td>
<td>PK – 12</td>
</tr>
<tr>
<td>Social Science</td>
<td>7 – 12</td>
<td>Information Technology</td>
<td>PK – 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading and Writing</td>
<td>7 – 12</td>
</tr>
</tbody>
</table>
GENERAL EDUCATION CURRICULUM

As noted in the college catalog: “the general education requirements provide a strong liberal arts component in the student’s overall education and are consistent with the mission of the College of Saint Mary.” In these courses, students learn valuable skills to supplement their professional courses.

The program addresses dimensions of theology, history, science, literature, fine arts, and social science. After a student has completed 47 or more Core Curriculum hours, she will have a broad-based foundation upon which to build her professional program. The end result for the student will be a fully integrated and comprehensive course of study.
PROGRAM TEACHING ENDORSEMENT OPTIONS

The following pages outline the course of study for each of these endorsement areas:

Elementary Education
Early Childhood Inclusive
Special Education K – 6, 7 – 12
Middle Level Education
Secondary Education
Supplemental Endorsements

Students should meet with the respective directors of their specialties of study in the first semester of their freshman year to verify the four-year course sequence.

BASIC COURSE OUTLINES

Early Childhood Inclusive, Elementary, Middle, and Special Education K – 6
All students majoring in one of the above areas are required to take the following basic education courses in addition to the courses listed in the appropriate specialty area on the following pages:

Basic Education Courses
EDU/ECE 101 Introduction to Education
SPE 101 Introduction to Special Education
EDU 200 Child Psychology
EDU 201 Technology in the Classroom OR SPE 201 Adaptive Technology in the Classroom
SPE 240 Guidance & Management
EDU 312 Educational Psychology
EDU 315 Assessment of Learners
EDU 342 Children’s Literature
EDU 350 Teaching Reading and Language Arts
EDU 353 Teaching Natural and Social Sciences: Elementary and Middle
EDU 355 Teaching Mathematics: Elementary and Middle
EDU 372 Integrating Fine Arts Instruction into the Classroom
PED 357 Health & Physical Education Methods OR PED 360 Adaptive PE
EDU 375 Human Relations in a Multi-Cultural Society
EDU 427 History, Philosophy & Trends in Education
SPE 430 Diagnosis and Evaluation of Reading
EDU 470 Clinical Practice: Primary OR EDU 471 Clinical Practice: Elementary & Middle OR SPE 470/471 Clinical Practice
EDU 495 Clinical Practice Seminar
EDU 496 Research Seminar
Elementary Education - Course Sequence
All basic education courses listed above

Special Education K-6 - Course Sequence
Dr. Dee Acklie, Director
All basic education courses listed above, in addition to:
SPE 201 Adaptive Technology in the Classroom
SPE 220 Learners with Mild/Moderate Handicapping Conditions
SPE 222 Assessment Techniques for Diverse Learners
SPE 331 Instruction Strategies: Inclusion Practicum
SPE 333 Legal & Ethical Issues in Special Education
SPE 373 Critical Issues in Special Education
PED 360 Adapted Physical Education

Early Childhood Inclusive - Course Sequence
Dr. Melanie Felton, Director
All basic education courses, in addition to:
ECE 231 Play, Create & Artistic Development in ECE
ECE 232 Language Arts in ECE
ECE 233 Health, Safety and Nutrition in ECE
ECE 234 Math, Science & Social Studies in ECE
ECE 235 Observation & Assessment in ECE
ECE 236 Physical Development & Creative Movement
ECE 242 Administering ECE Programs
ECE 334 Curriculum Planning in ECE
ECE 343 History and Trends in ECE
SPE 220 Learners with Mild/Moderate Handicapping Conditions
SPE 221 Foundations in ECE Special Education
SPE 330 Inclusion in Early Childhood Classrooms
SPE 372 Practicum: Inclusive Early Childhood Classroom

Middle Level - Course Sequence
All basic education courses listed above, in addition to:
ENG 262 Literature for Young Adults
PSY 203 Adolescent Psychology
EDU 360 Teaching Middle and Secondary School (recommended)

Two subject or field areas of specialization with 24 credit hours in each
See Appendix for specific specialization requirements
Secondary Education
All students majoring in a secondary education are required to take the following basic education courses:

Course Sequence
- EDU 101 Introduction to Education
- SPE 101 Introduction to Special Education
- EDU 201 Teaching & Instructional Materials in Classroom
- EDU 203 Adolescent Psychology
- SPE 240 Guidance and Classroom Management
- EDU 312 Educational Psychology & Measurement
- EDU 315 Assessment of Learners
- EDU 351 Teaching Reading Middle/Secondary School
- EDU 360 Teaching Middle and Secondary Students
- EDU 375 Human Relations in a Multicultural Society
- EDU 427 History, Philosophy & Trends in Education
- EDU 472 Clinical Practice: Secondary
- EDU 495 Clinical Practice Seminar

In addition to core curriculum, professional education and secondary education requirements, each secondary education student must complete two subject endorsements or one field endorsement. College of Saint Mary offers endorsement in these areas in secondary education:

<table>
<thead>
<tr>
<th>Teaching Field Endorsements</th>
<th>Teaching Subject Endorsements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art (54 hours of content)</td>
<td>Biology (36 hours of content)</td>
</tr>
<tr>
<td>Business, Marketing, and IT (48 hours of content)</td>
<td>Chemistry (40 hours of content)</td>
</tr>
<tr>
<td>English Language Arts (65 hours of content)</td>
<td>English (33 hours of content)</td>
</tr>
<tr>
<td>Health and Physical Education (46 hours of content)</td>
<td>Religion (36 hours of content)</td>
</tr>
<tr>
<td>Mathematics (37 hours of content)</td>
<td>Spanish (36 hours of content)</td>
</tr>
<tr>
<td>Science (51 hours of content)</td>
<td>Special Education (45 hours SPE)</td>
</tr>
<tr>
<td>Social Science (60 hours of content)</td>
<td></td>
</tr>
</tbody>
</table>
Supplemental Endorsements

Early Childhood Education
(must be taken in conjunction with Elementary Education Major)
Dr. Melanie Felton, Director

ECE 231 Play, Create & Artistic Development in ECE
ECE 232 Language Arts in ECE
ECE 233 Health, Safety and Nutrition in ECE
ECE 234 Math, Science & Social Studies in ECE
ECE 235 Observation & Assessment in ECE
ECE 236 Physical Development & Creative Movement
ECE 242 Administering ECE Programs
ECE 334 Curriculum Planning in ECE
ECE 343 History and Trends in ECE

ESL K-12
EDU 415/515 Teaching ESL
EDU 425/525 Assessment of ESL Learners
ENG 320/520 Linguistics for Teachers
COM 306/ELA 306/506 Intercultural Communication
EDU 375/575 Human Relations in a Multi-Cultural Society
EDU 473/573 ESL Practicum

Reading and Writing 7-12
EDU 351 Teaching Reading: Middle and Secondary
EDU 490 Directed Readings: Reading and Writing
ENG 262 Literature for Young Adults
ENG 320 Linguistics for Teachers
ENG 312 Creative Writing II
SPE 430 Diagnosis and Evaluation of Reading
**COURSES NOT OFFERED ANNUALLY**

It is important to recognize the following courses are not regularly offered annually. For example, some are offered only in the spring of odd numbered years (noted below as spring-odd). It is the responsibility of the student to enroll in the class when it is offered.

<table>
<thead>
<tr>
<th>Course</th>
<th>Offering</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 242 Administering EC Programs</td>
<td>Fall - odd</td>
</tr>
<tr>
<td>ECE 334 Curriculum Planning</td>
<td>Spring - even</td>
</tr>
<tr>
<td>ECE 343 History &amp; Trends in ECE</td>
<td>Spring - odd</td>
</tr>
<tr>
<td>SPE 222 Assessment Techniques for Diverse Learners</td>
<td>Spring - odd</td>
</tr>
<tr>
<td>SPE 331 Instructional Strategies: Inclusive Practices</td>
<td>Spring - even</td>
</tr>
<tr>
<td>SPE 333 Special Education Law and Ethics</td>
<td>Spring - even</td>
</tr>
<tr>
<td>SPE 373 Special Education Practicum: Critical Issues in Special Education I</td>
<td>Spring - odd</td>
</tr>
<tr>
<td>SPE 375 Special Education Practicum: Critical Issues in Special Education II</td>
<td>Spring - even</td>
</tr>
<tr>
<td>SPE 360 Transitions and Life Skills</td>
<td>Spring - even</td>
</tr>
</tbody>
</table>

The following courses are offered as needed, per registration numbers:

- SPE 221 Foundations EC Special Education
- SPE 330 Inclusion in Early Childhood Classrooms
- SPE 372 Practicum in the Inclusive Early Childhood Classroom
PROGRESSION THROUGH THE EDUCATION PROGRAM

Four Year Plan
S.E.A.N.
Admission to Teacher Education Program
Transfer Students
Praxis Series Assessments
Four Year Cumulative Professional Portfolio
Senior Research Project

Inspiring Excellence
FOUR YEAR PLAN

Freshman
☐ With advisor assistance, student will select courses from core curriculum and academic concentration and major courses that apply to all programs each term of the year.
☐ 2 main courses in which to enroll: EDU 101: Intro to Education and SPE 101: Intro to Special Education
☐ Begin professional ePortfolio
☐ Become involved in SEAN
☐ Register for Praxis CORE Academic Skills Test by end of second semester

Sophomore
☐ With advisor assistance, select courses from core curriculum and academic concentration and major courses that apply to all programs
☐ Complete Praxis CORE Academic Skills Test in the fall semester
☐ Complete required field experiences
☐ Continue work on professional ePortfolio
☐ Submit Admission to Teacher Education Application and Professional Dispositions Reflection by March 1
☐ Complete application interview
☐ Start thinking about possible topics for your senior presentation
☐ Remain involved in SEAN

Junior
☐ With advisor assistance, select courses from general education and academic concentration and major courses that apply to all programs
☐ Complete required field experiences
☐ Complete application for clinical practice by October 1 (if clinical practice is in the spring) or February 1 (if clinical practice is in the fall)
☐ Continue work on professional ePortfolio
☐ Remain involved in SEAN

Senior
☐ Make clinical practice your priority!
☐ Register for relevant Praxis II Content test(s) by end of semester prior to clinical practice
☐ Revise ePortfolio from program to hiring portfolio
☐ Complete professional ePortfolio (ECE and Special Education majors)
☐ Complete and present senior research project
☐ Remain involved in SEAN
☐ Complete application for graduation by September 1 if graduating in December or by November 1 if graduating in May
☐ Complete application for teacher certification after training during Clinical Practice Seminar
☐ Apply for teaching positions in the middle of the last term
S.E.A.N. (Student Education Association of Nebraska)

**What is SEAN?**
The Student Education Association of Nebraska (SEAN) is a pre-professional organization for education students. SEAN is an affiliate of the National Education Association (NEA) and the Nebraska State Education Association (NSEA). The purposes of the association are:

- To assist prospective educators in understanding the education profession
- To provide a unified student voice for members in professional matters
- To influence the preparation of prospective educators
- To enhance the interests and welfare of students preparing for careers in education
- To promote and protect human and civil rights
- To simulate the highest ideals of professional ethics, standards and attitudes

**What can SEAN do for me?**
- Receive **liability insurance** (this is needed for all field experiences)
- Gain additional knowledge about chosen profession
- Receive two professional publications
- Meet to discuss issues that affect profession with professionals and other students
- Demonstrate campus leadership and support varied projects including service projects
- Enjoy social activities and interactions
- Make connections with schools, educators, and other professionals in education
- Offer leadership opportunities at the local, state and national levels
- Discount Card

Check out the College of Saint Mary SEAN website:
https://my.csm.edu/communities/Student-Orgs/SEAN/default.aspx

To enroll and for more information, visit the SEAN website:
http://www.nsea.org/SEAN
FORMAL ADMISSION TO TEACHER EDUCATION PROGRAM

Students are eligible to seek formal admission into the Teacher Education Program in the second semester of the sophomore year. Criteria for candidacy are:

- Successful completion of initial experiences
- Introductory Courses (EDU 101 & SPE 101)
- Participation in student professional organization (SEAN)
- Field Experiences
- Technology Competency
- Submission of ePortfolio demonstrating progress in program (URL)
- Developed professional dispositions for teaching - Complete Professional Dispositions Reflection as part of application for admission
- Minimum passing scores on a Praxis Series Assessment:
  - CORE Academic Skills
  - 156 in Reading
  - 150 in Mathematics
  - 162 in Writing
  - PPST (prior to September 1, 2014)
  - 170 in Reading
  - 171 in Mathematics
  - 172 in Writing
- Minimum grade point average of 2.65
- Recommendation of candidate’s advisor
- Formal interview with Education Committee
- (See next page for definition of levels of admission.)

Submit Admission to Teacher Education Application by **October 1 or March 1**

APPLICATION INFORMATION

Prospective applicants must provide the following:

**Application:** The application form is posted under Links on the Teacher Education web site or accessed [HERE](#). The application is a Google Doc. It is submitted to the teacher education department by emailing the completed form to Liz Horton at [EHorton@csm.edu](mailto:EHorton@csm.edu). As part of the application form, you will be asked to complete a reflection on the Professional Dispositions. Please be specific in your reflection on the dispositions.

**Completed formal background check:** Each student is required to complete a One Source Background Check to assure that she has no felony convictions and no misdemeanor convictions involving abuse, neglect or sexual misconduct. ([See page 35](#))

**Applications must demonstrate professional presentation with correct spelling, grammar, syntax and punctuation.**
THREE LEVELS OF APPROVAL PROCESS

The Teacher Education Committee meets during the spring and fall semesters to consider candidates. Letters are sent to candidates by mail informing them of their status.

Approved for Admission
Full acceptance is granted to students who successfully meet designated criteria. Full acceptance is required for students to complete the education program and to be eligible for clinical practice. A student will be required to appear for and successfully complete an interview before the Teacher Education Committee as a condition for full acceptance. Full acceptance does not guarantee continued participation in the program if a student fails to meet the standards as she progresses.

Provisional Acceptance
Students have met the following criteria (listed below) but will need to remove areas of deficiency. These students must meet with advisors to present a plan for removal of deficiencies and review admission criteria. The plan will be voted on by the Teacher Education Committee. If the student is accepted they may proceed with coursework for one semester.

- Successful completion of Education 101 and SPE 101 or equivalent experiences
- Proof of minimum scores on at least one of the Praxis Core or PPST Series subtests. Failure to pass remaining subtest(s) in one semester will result in a change to non-approved status.
- Minimum grade point average of 2.65
- Recommendation of candidate’s advisor

Provisional Acceptance is not guaranteed. If student is not granted provisional One-Time Waiver they move to Non-Approved status.

Non-Approved for Admission
Students have not achieved minimal standards for admission to the College of Saint Mary Teacher Education Program. These students must meet with advisors to discuss their non-approved status and to consider course work alternatives. Students who are refused admission will not be allowed to enroll in additional Teacher Education courses. Students may reapply upon successful completion of all admission requirements.

One-Time Waiver Provision
If you do not meet the minimum requirements for admission to the Teacher Education Program, but desire to be given special consideration, you may be invited to submit a request for a one-time waiver of requirements so that you can register for education courses. Your request for a waiver will be reviewed by the Teacher Education Committee at its next regularly scheduled meeting and a decision will be made based on your responses to questions on the request form.
and your classroom and college performance. You will be notified of the committee's decision within a week of the meeting. See your advisor to obtain a Request for Waiver form.

Appeal Procedures
Students have the right to appeal provisional and non-approved admission status into Teacher Education. Appeal procedures are:

- Student reviews all information used to make decisions and determine whether to accept or reject the decision.
- Student requests a formal hearing and appears before the Teacher Education Committee to answer questions prior to hearing vote.
- Student may further appeal decisions of the Teacher Education Committee through college-designated channels described in the academic catalog.

TRANSFER STUDENTS

Transfer students are required to meet the established standards for admission to the teacher education program and clinical practice. Transfer students entering in fall semesters (after their freshman year) must submit an application to the Teacher Education Program by March 1 of their first academic year at CSM. Transfer students entering in spring semesters must submit an application to the Teacher Education Program by October 1 during their second semester at CSM.

Transfer students must complete a minimum of 30 credit hours at College of Saint Mary before they are accepted into clinical practice. These hours must include education courses and course work in identified teaching areas (for secondary and PK-12 endorsements) in order for faculty to fairly evaluate and make recommendations for admission to clinical practice.
PRAXIS SERIES ASSESSMENTS

In accordance with Nebraska law, education students must take the Praxis Series Assessments, known as the Core Academic Skills for Educators Test and Praxis II Content tests. For a description of the tests, please see the ETS website http://www.ets.org/praxis.

(For more information about Nebraska testing requirements, visit http://www.education.ne.gov/EducatorPrep/TopPages/SkillsTesting.html)

For assistance with any Praxis related questions, please contact Liz Horton, Coordinator of Field Experience and Clinical, at EHorton@csm.edu or at 399-2666.

Praxis Core Academic Skills Test for Educators

Teacher education students must take the Praxis Core Skills Test for Educators. This requirement must be completed before students are accepted into teacher education programs at College of Saint Mary or any other college in Nebraska. Students entering as first time, full-time students must provide proof of registration for the test by the end of their second semester. These students must have passing scores on the tests by March 1 of the sophomore year.

Transfer students entering with fewer than 30 credit hours must provide proof of registration for the test by the end of their second semester. These students must have passing scores on the tests by March 1 of the sophomore or second academic year.

Transfer students entering with 30 or more credit hours must show proof of registration for the test by the end of their first semester. Transfer students entering in fall semesters must have passing scores on the tests by March 1 of their first academic year at CSM. Transfer students entering in spring semesters must have passing scores by October 1 during their second semester at CSM.

Praxis Core Academic Skills tests are available for continuous testing. Students may take this test at UNO, Prometric Learning Center, or other colleges. Students must register for the tests at least five weeks in advance and pay the fees at the time of registration. To find test dates, visit: http://www.ets.org/praxis/register/centers_dates/.

Minimum passing scores established by the state of Nebraska for the Core Academic Skills Test are:
- 156 in reading
- 162 in writing
- 150 in mathematics
Praxis II Content Series Tests

To be identified as an NCLB Qualified Teacher in Nebraska, *elementary, early childhood, special education (K–6 & 7–12), and ALL content area* teacher candidates must pass a Praxis II Exam with a minimum score. Praxis II Content Tests must be passed in order to become certified through the Nebraska Department of Education.

Praxis II Content tests must be taken no later than the semester prior to the semester of Clinical Practice (Student Teaching). Passing scores must be achieved by the end of the Clinical Practice semester for students to be recommended for certification.

Any student who fails to achieve a passing score on the Praxis II Content test will be allowed to complete her degree program; however, the student will not be recommended for certification unless evidence of a minimum passing score is provided.

The following are the required content tests and minimum passing scores, as established by the state of Nebraska, for endorsement programs offered by College of Saint Mary:

<table>
<thead>
<tr>
<th>To Be Certified in</th>
<th>You Need to Take</th>
<th>Test Code</th>
<th>Qualifying Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Art: Content Knowledge</td>
<td>5134</td>
<td>158</td>
</tr>
<tr>
<td>Biology</td>
<td>Biology: Content Knowledge</td>
<td>5235</td>
<td>148</td>
</tr>
<tr>
<td>Business, Marketing, Information Technology (BMIT)</td>
<td>Business Education: Content Knowledge</td>
<td>5101</td>
<td>154</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Chemistry: Content Knowledge</td>
<td>5245</td>
<td>140</td>
</tr>
<tr>
<td>Early Childhood Inclusive</td>
<td>Education of Young Children</td>
<td>5024</td>
<td>160</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>Elementary Education: Curriculum and Instruction Assessment</td>
<td>5017</td>
<td>153</td>
</tr>
<tr>
<td>English Language Arts or Secondary English</td>
<td>English Language Arts: Content and Analysis</td>
<td>5039</td>
<td>168</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>Health and Physical Education: Content Knowledge</td>
<td>5857</td>
<td>160</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics: Content Knowledge</td>
<td>5161</td>
<td>146</td>
</tr>
<tr>
<td>Science</td>
<td>General Science: Content Knowledge</td>
<td>5435</td>
<td>148</td>
</tr>
<tr>
<td>Social Science</td>
<td>Social Studies: Content Knowledge</td>
<td>5081</td>
<td>154</td>
</tr>
<tr>
<td>Spanish</td>
<td>Spanish: World Language</td>
<td>5195</td>
<td>156</td>
</tr>
<tr>
<td>Special Education</td>
<td>Special Education: Core Knowledge and Applications</td>
<td>5354</td>
<td>151</td>
</tr>
<tr>
<td>Religious Education AND Middle Level Education</td>
<td>Currently NO TEST required</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Registration and Testing Sites

Praxis Core tests are available continuously; however the Praxis II Content Series tests are only available during specific windows. Students must register for the tests at least five weeks in advance and pay the fees at the time of registration. To find test dates, visit: http://www.education.ne.gov/EducatorPrep/IHE/SkillsTesting/PraxisTestSchedule.pdf.

You can register at http://www.ets.org/praxis/register/. If you test in Nebraska your scores will automatically be sent to the Nebraska Department of Education. Please be sure to identify CSM as your attending institution when you register and have scores sent to us as well.

The two most common sites for testing are UNO and Prometric Testing Center.
UNO Testing Center (code APCN-7577) 6001 Dodge
Prometric Testing Center (code APCN-3800) 15606 Elm Street Suite 104

Score Reports
Scores are reported online at the ETS portal. They are available for one year. You must download your score report and save it in your files. After one year, ETS will charge $40 for your score report. CSM will receive an Institutional Score Report which will be recorded in our database.

Test Preparation
Praxis preparation materials are available online through the ETS at http://www.ets.org/praxis/prepare/materials. The Achievement Center also has test taking materials available for students to check out.

Accommodations
Students with disabilities or health related needs may request test-taking accommodations (ie. paper/pencil). Since requests for accommodations must be approved through ETS, eligible students should begin this process one semester prior to scheduling the test. For more information see the ETS website http://www.ets.org/praxis/register/disabilities.

Fee Waiver
Fee waivers are available if you qualify for financial aid at CSM. Applications for a waiver must be received 1-3 months before you intend to take the test and can be found on the ETS website http://www.ets.org/praxis/about/fees/fee_waivers/.
FOUR YEAR CUMULATIVE DIGITAL ePORTFOLIO

What is a digital ePortfolio?

- An e-portfolio is a collection of artifacts that demonstrate an individual’s professional accomplishments and intentions.
- The portfolio can be used as an authentic assessment tool or an employment tool.
- An effective portfolio includes reflection and notation regarding the selection of items contained within.
- A digital portfolio consists of the same elements as any portfolio, but collects them on a website.

What do I include in my Teaching and Learning ePortfolio?

- Philosophy of Teaching
- Resume
- Evidence of Student Learning
- Evidence of Teacher Learning
- Lesson Plans
- Scholarly Work (your senior paper!)
- Children’s Work (collected from field work experiences)
- Technology Projects
- Awards & Honors
- Plans for the Future
- Reflections

On the following page are lists of projects recommended for inclusion in your digital portfolio, which will be reviewed annually, and evaluated upon application to the Teacher Education Program and clinical practice. Inclusion of the suggested work will provide evidence of your growth as an educator and scholar. A reflection of your learning and that of your students, where appropriate, should be included. Photos and/or video clips of practicum teaching experiences and service learning projects will provide further evidence of your progress.
<table>
<thead>
<tr>
<th>ALL Education Majors</th>
<th>Elementary Education Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EDU 101</strong> Paper, Why I Want to Become a Teacher and Student Characteristics Paper</td>
<td><strong>EDU 352</strong> Language Arts Lesson Plans</td>
</tr>
<tr>
<td><strong>EDU 201</strong> All Projects on Web Site</td>
<td><strong>EDU 353</strong> Science/Social Studies</td>
</tr>
<tr>
<td><strong>EDU 312</strong> Position Paper, Reflections on Observations</td>
<td><strong>EDU 355</strong> Lesson Plans, Assessment Project &amp; Case Study/Reflections</td>
</tr>
<tr>
<td><strong>EDU 342</strong> Integrated Literature Project</td>
<td><strong>EDU 350/430</strong> Case Study</td>
</tr>
<tr>
<td><strong>EDU 372</strong>: Integrated Lesson Plans/Unit; Creative Component Plan/Pictures</td>
<td></td>
</tr>
<tr>
<td><strong>EDU 375</strong> Reflections/Unit</td>
<td></td>
</tr>
<tr>
<td><strong>EDU 427/496</strong> Research Paper and Presentation</td>
<td></td>
</tr>
<tr>
<td><strong>SPE 101</strong> Classroom Practicum &amp; Reflections</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Early Childhood Majors</th>
<th>Special Education Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ECE 231</strong>: Lesson Plans (Art, Music, Drama); Dramatic Play Center Profile/Picture</td>
<td><strong>SPE 101</strong> Reflections</td>
</tr>
<tr>
<td><strong>ECE 232</strong>: Lesson Plans (Language Arts); Unit Topic Web</td>
<td><strong>SPE 220</strong> Disability Awareness Presentation</td>
</tr>
<tr>
<td><strong>ECE 233</strong> Lesson Plans; Menu Plan; Picture of Recipe Chart</td>
<td><strong>SPE 222</strong> Case Study</td>
</tr>
<tr>
<td><strong>ECE 234</strong>: Lesson Plans (Math; Science; Social Studies); Learning Center Profile/Picture</td>
<td><strong>SPE 240</strong> Philosophy Paper</td>
</tr>
<tr>
<td><strong>ECE 235</strong>: Observations; Student Portfolio/Summary Report</td>
<td><strong>SPE 331</strong> Pamphlets on Specific disability</td>
</tr>
<tr>
<td><strong>ECE 236</strong>: Lesson Plans (Physical Development)</td>
<td><strong>SPE 333</strong> Case Study</td>
</tr>
<tr>
<td><strong>ECE 242</strong>: Handbook of Projects; Oral Presentation Slides</td>
<td><strong>SPE 373</strong> Reflections</td>
</tr>
<tr>
<td><strong>ECE 243</strong>: Position Papers/Handouts/Presentation</td>
<td><strong>SPE 430</strong> Case Study</td>
</tr>
<tr>
<td><strong>ECE 334</strong>: Curriculum Project; Bulletin Board Plan/Picture</td>
<td><strong>PED 360</strong> Lesson Plans</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Secondary Majors</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Include all items under All Education Majors and papers or projects from courses in your major subject area that represent your growth as a teacher and scholar.</td>
<td></td>
</tr>
</tbody>
</table>
Digital Portfolio Structure

You will find information on how to start your digital portfolio and some examples of completed portfolios on the Education Department Community site on MyCSM.

Reflective Learning
Add paragraphs reflecting on your experiences and explaining why you chose specific material to include in your portfolio.

SENIOR RESEARCH
The senior research project, created in EDU 496, Research Seminar, is a capstone endeavor that provides an opportunity for education students to conduct and present authentic action research. With faculty guidance students choose relevant topics in education, evaluate existing research, design, and conduct a study and present results to the college community. This is a unique opportunity for students to demonstrate teacher-scholar skills they have developed throughout the professional program.
PROGRAM INFORMATION

Dispositional Behaviors that Support Effective Teaching
Policy for Academic Honesty
Learning and Career Development Support
Student Outcomes

Inspiring Excellence
PROFESSIONAL DISPOSITIONS THAT SUPPORT EFFECTIVE TEACHING

Definition of Disposition
Natural mental or emotional outlook or mood; characteristic attitude. Disposition is the natural or prevailing aspect of one’s mind as shown in behavior and in relationships with others.

Webster’s New Universal Unabridged Dictionary, 1996, p. 568

Teachers have complex relationships with students, parents, colleagues, administrators and the community. The Education Department is obligated to educate teachers who are prepared in every way to meet professional responsibilities to all these groups. Therefore, in addition to the requirements stated for admission to the Teacher Education Program, your performance will be guided by the following criteria.

Dispositional behaviors provide evidence of:
- intrinsic motivation, initiative and passion for learning
- self-regulation in personal and professional interactions and responsibilities
- healthy helping relationships with children and/or youth
- effort to understand and appreciate various dimensions of human diversity
- creativity and/or divergent thinking
- preparedness as illustrated by organization and planning, goal setting, time management, follow-through, and regular as well as punctual attendance
- engagement in and promotion of positive social interaction
- effective and professional communication
- collegiality in classroom interactions, committee work, cooperative groups and field experiences
- honesty and integrity in personal and professional communication
- altruistic desire to recognize and encourage and/or facilitate growth in others
- capacity for reflection and self-improvement
- engagement in professional organizations and conferences
- professional appearance in field experiences*

Evidence supporting the presence of these dispositions should be found in:
- Recommendations of faculty members;
- Supervisor/instructor evaluations from field experiences;
- A possible interview with the Education Program Director and/or the Education Committee.

*Casual business attire: slacks (no jeans or low-rise apparel), skirt (not more than 3 inches above knee), blouse or loose fitting T-shirt with midriff and cleavage covered.
POLICY FOR ACADEMIC HONESTY

Academic dishonesty is a serious offense. It is a form of theft and will be treated as such. In keeping with its mission, College of Saint Mary seeks to prepare its students to be knowledgeable, forthright and honest. It expects academic honesty from all its members. Academic honesty includes adherence to guidelines established by the instructor in a given course and prohibits, among other things, plagiarism, cheating, tampering with the work of other students or knowingly furnishing false information.

Plagiarism is the representation of another person's words or ideas as if they were one's own. Examples of plagiarism include submitting a paper in one's own name that was written by someone else, including in a paper sentences or ideas taken from a source without giving credit to that source. Cheating is giving or receiving information or using materials in exams, assignments, and projects when it is not allowed. Examples of cheating include copying from another person during an exam, and submitting a laboratory or practicum report based on data not obtained by the student in the manner indicated by the instructor. Collusion is working together with another person in the preparation of work that the instructor expects to be accomplished by the student alone.

The following procedure will be followed upon discovery of academic dishonesty:

- Penalties for academic dishonesty will be imposed by the instructor and may include a grade of "F" on the work in question or for the entire course.
- The instructor will fill out the Academic Dishonesty Form and send a copy to the student and to the student’s advisor for inclusion in the student’s file.
- Upon receipt of one or more Academic Dishonesty Form for the same student, the Registrar shall report the violation(s) to the Vice President for Academic Affairs. The Vice President for Academic Affairs may expel a student for repeated instances of academic dishonesty or upon the recommendation of the student’s program director.

A student penalized for academic dishonesty has the right to appeal a judgment the student believes to be in error. In making this appeal, the student should follow the steps outlined in the Academic Appeals Board procedure. A copy of this procedure may be obtained from the Office of the Vice President for Academic Affairs.

LEARNING and CAREER DEVELOPMENT SUPPORT

Several options are provided for students needing remediation or counseling:

- academic advising,
- course repetition,
- independent study,
- tutoring,
- counseling,
- and the Achievement Center.
**The Achievement Center** provides the following services:
- Basic skills instruction in writing and math
- Study skills instruction on such topics as reading comprehension, concentration, note taking, test-taking skills, and anxiety reduction.
- Tutoring and instructional support for content areas.

**Career Services** are available to assist students in resume writing, networking processes, and interviewing techniques. A specific session on these techniques is provided during EDU 495 Student Teaching Seminar. Additional experiences in practicing and preparing for interviews are scheduled within the seminar.

### STUDENT OUTCOMES

The student outcomes for the Teacher Education Department of College of Saint Mary were revised in June, 2012 to align with the new INTASC (Interstate Teacher Assessment and Support Consortium) Standards. They are consistent with the mission of the College and with the knowledge, applications, and values representative of the basic structure of our education program. The outcomes represent a hierarchy that builds on the foundation of knowledge, skills and dispositions.

<table>
<thead>
<tr>
<th>CSM Outcomes Aligned with INTASC Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CSM Outcomes Aligned with INTASC Standards</strong></td>
</tr>
<tr>
<td>INTASC</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td><strong>The Learner and Learning</strong></td>
</tr>
</tbody>
</table>
| Standard 1 | 1.1 Know characteristics of all learners  
1.2 Identify developmental levels of all learners |
| Learner Development |
| Standard 2 | 2.1 Adapt instruction to all learners.  
2.2 Use appropriate instructional strategies to meet the needs of diverse learners. |
| Learning Differences |
| Standard 3 | 3.1 Affirm and support students in positive social interactions, active engagement in learning and self-motivation.  
3.2 Organize and manage learning environments to optimize engaged time.  
3.3 Respond productively to student behaviors.  
3.4 Organize and manage collaborative learning groups  
3.5 Integrate principles of Universal Design for Learning (UDL) in designing instruction. |
| Learning Environments |
| **Content Knowledge** |
| Standard 4 | 4.1 Demonstrate mastery of the disciplines that s/he teaches.  
4.2 Use appropriate instructional strategies to meet the needs of diverse learners. |
| Content Knowledge |

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<table>
<thead>
<tr>
<th>Standard 5</th>
<th>Application of Content</th>
</tr>
</thead>
</table>
|           | 5.1 Communicate structure of knowledge and purposes for learning to students.  
|           | 5.2 Create learning opportunities that engage learners in critical thinking.  
|           | 5.3 Create learning opportunities that promote creativity and collaborative problem solving. |

<table>
<thead>
<tr>
<th>Instructional Practice</th>
</tr>
</thead>
</table>
| 6.1 Communicate structure of knowledge and purposes for learning to students.  
| 6.2 Use multiple methods of assessment to collect and analyze student data.  
| 6.3 Design formative and/or summative measures that link accurately to learning objectives.  
| 6.4 Utilize state standards to select and adapt curricula based on the needs of all learners.  
| 6.5 Design developmentally appropriate learning activities.  
| 6.6 Create effective lesson plans that address student learning objectives in daily lesson plans, unit plans, long-range plans and goal-setting. |

<table>
<thead>
<tr>
<th>Standard 6</th>
<th>Assessment</th>
</tr>
</thead>
</table>
|           | 6.1 Communicate structure of knowledge and purposes for learning to students.  
|           | 6.2 Use multiple methods of assessment to collect and analyze student data.  
|           | 6.3 Design formative and/or summative measures that link accurately to learning objectives.  
|           | 6.4 Utilize state standards to select and adapt curricula based on the needs of all learners.  
|           | 6.5 Design developmentally appropriate learning activities.  
|           | 6.6 Create effective lesson plans that address student learning objectives in daily lesson plans, unit plans, long-range plans and goal-setting. |

<table>
<thead>
<tr>
<th>Standard 7</th>
<th>Planning for Instruction</th>
</tr>
</thead>
</table>
|           | 1.1 Know characteristics of all learners  
|           | 2.1 Adapt instruction to all learners.  
|           | 3.5 Integrate principles of Universal Design for Learning (UDL) in designing instruction.  
|           | 5.2 Create learning opportunities that engage learners in critical thinking  
|           | 6.4 Utilize state standards to select and adapt curricula based on the needs of all learners.  
|           | 6.5 Design developmentally appropriate learning activities.  
|           | 6.6 Create effective lesson plans that address student learning objectives in daily lesson plans, unit plans, long-range plans and goal-setting. |

<table>
<thead>
<tr>
<th>Standard 8</th>
<th>Instructional Strategies</th>
</tr>
</thead>
</table>
|           | 2.2 Use appropriate instructional strategies to meet the needs of diverse learners.  
|           | 7.1 Use and integrate appropriate technologies |

<table>
<thead>
<tr>
<th>Professional Responsibility</th>
</tr>
</thead>
</table>
| 9.1 Attend professional meetings and participate in professional opportunities  
| 9.2 Demonstrate commitment to ethical practices of the teaching profession.  
| 9.3 Demonstrate professional responsibility in accordance with the the CSM Teacher Education Professional Dispositions.  
| 9.4 Develop a philosophy of teaching based on existing educational philosophies. |

<table>
<thead>
<tr>
<th>Standard 10</th>
<th>Leadership and Collaboration</th>
</tr>
</thead>
</table>
|             | 10.1 Provide effective feedback to inform stakeholders of learner progress  
|             | 10.2 Use professional written and oral language in communication with peers, learners, parents, administrators and the community. |

*Revised June, 2012*
FIELD EXPERIENCES

Pre-Clinical Field Experiences
Field Experience Requirements
Unique Field Experience Programs
PRE-CLINICAL FIELD EXPERIENCES

Each student requesting a clinical (student teaching) placement must have completed at least 100 hours in pre-clinical teaching experiences (field experience). These experiences are required and provided within course structures that meet clinical practice requirements.

Courses requiring field experience / practicum hours are:

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Field Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU/ECE 101</td>
<td>Intro to Education</td>
<td>10 hrs.</td>
</tr>
<tr>
<td>EDU 312</td>
<td>Educational Psychology and Measurement</td>
<td>20 hrs.</td>
</tr>
<tr>
<td>EDU 342/ECE 342</td>
<td>Children’s Literature</td>
<td>20 hrs., service learning</td>
</tr>
<tr>
<td>EDU 350</td>
<td>Teaching Reading and Language Arts</td>
<td>40 hrs., L.I.F.E.*</td>
</tr>
<tr>
<td>EDU 351</td>
<td>Teaching Reading: Middle and Secondary Schools</td>
<td>40 hrs.</td>
</tr>
<tr>
<td>EDU 353</td>
<td>Teaching Natural and Social Sciences: Elementary and Middle</td>
<td>32 hrs., S.M.A.R.T.*</td>
</tr>
<tr>
<td>EDU 355</td>
<td>Teaching Mathematics: Elementary and Middle</td>
<td>32 hrs. S.M.A.R.T.*</td>
</tr>
<tr>
<td>EDU 360</td>
<td>Teaching Middle School and Secondary Students</td>
<td>40 hrs.</td>
</tr>
<tr>
<td>EDU 375</td>
<td>Human Relations in a Multicultural Society</td>
<td>10 hrs., Crestview*</td>
</tr>
<tr>
<td>EDU 473</td>
<td>ESL/K-12 Practicum</td>
<td>50 hrs.</td>
</tr>
<tr>
<td>ECE 231</td>
<td>Play, Creativity, and Artistic Development in Early Childhood Ed</td>
<td>10 hrs.</td>
</tr>
<tr>
<td>ECE 232</td>
<td>Language Arts in Early Childhood Education</td>
<td>10 hrs.</td>
</tr>
<tr>
<td>ECE 233</td>
<td>Health, Safety, and Nutrition in Early Childhood Education</td>
<td>10 hrs.</td>
</tr>
<tr>
<td>ECE 235</td>
<td>Observation and Assessment in ECE</td>
<td>10 hrs.</td>
</tr>
<tr>
<td>ECE 236</td>
<td>Physical Development and Creative Movement</td>
<td>10 hrs.</td>
</tr>
<tr>
<td>ENG 262</td>
<td>Literature for Young Adults for Teachers</td>
<td>20 hrs.</td>
</tr>
<tr>
<td>SPE 101</td>
<td>Intro to Special Education</td>
<td>10 hrs.</td>
</tr>
<tr>
<td>SPE 221</td>
<td>Foundations in ECE Special Education</td>
<td>10 hrs.</td>
</tr>
<tr>
<td>SPE 240</td>
<td>Guidance and Classroom Management</td>
<td>20 hrs., Crestview*</td>
</tr>
<tr>
<td>SPE 372</td>
<td>Practicum in the Inclusive Early Childhood Classroom</td>
<td>40 hrs.</td>
</tr>
<tr>
<td>SPE 373</td>
<td>Critical Issues in Special Education</td>
<td>40 hrs.</td>
</tr>
<tr>
<td>SPE 375</td>
<td>Critical Issues II in Secondary Alternative Programs</td>
<td>40 hrs.</td>
</tr>
<tr>
<td>SPE 430</td>
<td>Diagnosis and Evaluation of Reading</td>
<td>40 hrs., L.I.F.E.*</td>
</tr>
<tr>
<td>PED 357</td>
<td>Teaching Elementary Health and PE</td>
<td>10 hrs.</td>
</tr>
<tr>
<td>PED 358</td>
<td>Teaching Secondary Health and PE (Practicum)</td>
<td>40 hrs.</td>
</tr>
<tr>
<td>PED 360</td>
<td>Adapted Physical Education</td>
<td>10 hrs.</td>
</tr>
<tr>
<td>PED 470</td>
<td>Physical Education Practicum</td>
<td>10 hrs.</td>
</tr>
</tbody>
</table>

* See page 36 for more information
REQUIREMENTS FOR FIELD EXPERIENCES

Liability Insurance
Every student participating in any field experience, practicum, or lab must have professional liability insurance. SEAN membership includes this insurance. Students must show proof of current SEAN membership or coverage by another insurance carrier prior to participating in any field experience (see pg. 17 for more information).

Background Check
In accordance with Nebraska State law, before participating in any field experience, students must complete a background check. This should be completed your first semester on campus and again 90 days prior to clinical (student teaching).

We have arranged with One Source: The Background Check Company to perform this service for you. The fee for this service is $26.75. The arrangement we have made with One Source allows only you and CSM Teacher Education Department personnel to see your report. We will then provide information to the districts confirming your legal status to be in contact with students. To complete your Background Check online, please go to the following web site https://www08.8f7.com/4DACTION/WebAppOrderEntryOneSource/CSM1598.

Some community sites (like those used for ECE courses) may ask for background information as well. CSM can release the information from One Source with your permission. Please use the release of information form found under the Resources Section on https://my.csm.edu/communities/undergradted/default.aspx to give us permission to release your background check. Please note that community sites may require additional information.

Personal and Professional Fitness Statements
Students must read, complete and sign a Personal and Professional Fitness Statement when they begin education courses at College of Saint Mary. These statements are kept on file in the Teacher Education Department and must be updated if there is a change in status.

Field Experience Hours Log
A Record of Field Experiences log sheet is included in this handbook (see Appendix). It is the responsibility of the student to log hours and have the sheet signed by cooperating teachers or administrators for each field experience they complete. A complete list of all field experience school sites, cooperating teachers and hours must be submitted at the time a student applies for clinical practice. Use the Record of All Field Experiences (see Appendix) to keep track of your field experiences.

Field experiences are an essential element in teacher development. A poor performance evaluation or dismissal from a field experience site may also result in dismissal from the Teacher Education Program and College of Saint Mary.
UNIQUE FIELD EXPERIENCE PROGRAMS

**Operation S.M.A.R.T:** Operation S.M.A.R.T. (Science, Math, And Relevant Technology) is a joint venture between Girls, Inc. of Omaha and College of Saint Mary. The mission of Girls, Inc. is to serve girls and young women in career choices, employment opportunities and development of leadership roles that have historically been denied them. Within Operation S.M.A.R.T., first through sixth grade girls from Girls, Inc. come to the campus in an after-school program twice a week for instructional activities that emphasize “hands-on” natural and social science, math and technology as well as addressing gender equity. Students enrolled in teaching math, science/social science, and technology courses provide instruction and complete 32 practicum hours each term with the Operation S.M.A.R.T. experience.

**L.I.F.E.** (Literacy Influences Future Experiences) is the field experience in both Teaching Reading and Reading Diagnosis and Assessment. Students enrolled in these courses provide instruction to Kindergarten through eighth grade learners in reading literacy and diagnose and assess learners’ performances. The L.I.F.E. program is a partnership with local elementary and middle schools. Students complete 40 - 80 practicum hours within the L.I.F.E. program.

**Crestview Homework Club** is a service learning field experience between College of Saint Mary and Mercy Housing. The mission is to serve children from diverse backgrounds and help them through tutoring. CSM students go to Crestview, a Mercy Housing site, for an afterschool program. Tutoring is provided for elementary and middle school children in the areas of reading and mathematics, as well as other enrichment activities. Students enrolled in Guidance and Management and Human Relations complete a total of 30 hours over two terms with this experience.
CLINICAL PRACTICE, GRADUATION, & CERTIFICATION

Admission to Clinical Practice (Student Teaching)
Clinical Practice Guidelines
Procedures for Applying for Certification
Certification in Other States
ADMISSION TO CLINICAL PRACTICE

Students apply for clinical practice after they have met the following criteria:

- Application is submitted electronically using the following Google form.
- Submitted applications must demonstrate professionalism
- Confirmation of minimum passing scores on Praxis I Core Academic Skills Test for Educators or Praxis PPST
- Confirmation of minimum passing scores on Praxis II Content Test required for each endorsement as specified by NDE OR evidence of registration for the Praxis II Content Test scheduled by the end of the semester prior to Clinical Practice
- Successful completion of all professional courses in skills and methodology
- Completion of a minimum of 100 hours in pre-service teaching and/or observational experiences
- Minimum grade point average of 2.75
- Academic department approval in teaching fields (7 – 12 or K – 12).
- Recommendation of candidate’s advisor and another faculty member on the Teacher Education Committee
- Proof of liability insurance
- Completion of formal background check (90 days prior to clinical)
CLINICAL PRACTICE GUIDELINES

Calendar and Schedule
In compliance with Rule 20 of Nebraska law, College of Saint Mary requires teacher candidates to teach full days, 16-20 weeks, in one or two placements, depending on area of endorsement. If students have two placements, they change schools, grade levels, and content areas of special assignments at the end of 8 or 10 weeks. All teacher candidates teach in fields or subjects for which they will be endorsed. Students pursuing special education endorsements complete one experience in a special education setting. Students securing early childhood education endorsements are placed in a PK-third grade elementary setting. Students securing elementary endorsements are placed in a primary or upper elementary setting. Students seeking a secondary education endorsement are placed in a high school in their respective fields or subjects.

Students follow the calendar and schedule of the placement school during their clinical practice experiences. This includes times of arrival and departure, lunch, study hall, and/or playground duties, parent conferences, faculty meetings, in-services and other activities that teachers are expected to attend.

Expected Outcomes for Clinical Practice
Clinical practice is the culminating experience of pre-service professional education. In a carefully planned environment, students demonstrate knowledge, skills, and attitudes developed in the pre-service education program. Clinical practice is a time to learn and grow from experiences that will enable the student to transcend from student to teaching professional.

- The primary responsibilities of cooperating teachers are their students. Teacher candidates need to understand the implications of these obligations.
- Cooperating teachers are in legal control of the class and are legally responsible for the activities and students. Teacher candidates should not assume authority that has not been assigned by the cooperating teacher.
- All student records are confidential.
- Teacher candidates need to devote themselves totally to the responsibilities of clinical practice without the burdens of excessive additional or outside jobs.
- Few college supervisors, cooperating teachers, or principals will agree on what clinical practice experiences should include. All clinical practice experiences are not the same.
- Clinical practice should be a meaningful experience for everyone. Cooperating teachers and teacher candidates will grow together.

Responsibilities of Teacher Candidates
Planning
- Prepare adequate lesson plans in advance of teaching. Submit to cooperating teachers, building principals and/or college supervisors as required early enough to permit evaluation, suggestions, and additions and deletions.
Follow class schedules and daily programs as suggested by cooperating teachers.
Perform necessary tasks for classroom, such as roll taking, attendance records, preparing bulletin boards, room arrangements, securing equipment, and planning and developing teaching materials.
Discuss and coordinate decisions of materials, methods, and classroom management with cooperating teachers.

Instruction
- Present curricular content in a comprehensible and organized manner.
- Identify curricular content presented within the school term in each of the curricular areas presented by cooperating teachers.
- Direct learning experiences consistent with stated objectives.
- Present sequential learning experiences following steps that enhance learner involvement.
- Adapt instruction to varied learners.
- Provide productive information to students’ questions; present multi-level questions; and encourage varied levels of involvement and thinking.
- Require learners to implement problem solving strategies.
- Provide guided and independent practice.
- Provide closure enabling students to draw conclusions and make connections.
- Consult with cooperating teachers and present acceptable techniques of classroom management that encourage student independence, self-control, and secure and safe environments.

Evaluation
- Use sources of information, school records, and effective observation to become informed on varied aspects of the learners from whom you are responsible.
- Evaluate student development through daily observation, conferences, and other appropriate methods of assessment.
- Employ a variety of evaluative techniques related to instructional objectives and varied observational and assessment procedures unrelated to curriculum.
- Implement effective feedback to inform learners and parents of short term and long term progress.
- Refer all parental requests for pupil data and evaluation to cooperating teachers.
- Identify and use information on all forms, records, and reports available in cooperating schools.

School and Community
- Assume duties related to playground, study hall, lunchroom, and library as assigned by cooperating teachers.
- Utilize library services, physical facilities and other resources available within the school or school system, such as audio-visual materials, technology equipment, professional libraries, and community resources related to clinical practice assignments.
- Attend faculty meetings and other professional meetings conducted by cooperating schools or recommended by cooperating teachers.
- Participate in school functions including clubs, plays, dances, parent meetings, and open house programs and actively support community functions. Provide supervision and participation in planning whenever possible.

**Personal Development**

- Observe standards of conduct as determined by professional ethics.
- Observe rules and regulations as determined by cooperating teachers and cooperating schools.
- Meet assignments and attend school activities unless prevented by illness. Follow standards for reporting absences to cooperating teachers and College of Saint Mary supervisors.
- Dress and perform in a manner appropriate for teachers. Models reflected in cooperating school faculty will provide standards.
- Investigate and secure liability insurance. This may be acquired through the Student Education Association (SEAN) at College of Saint Mary. (See page 18)

**Responsibilities of Cooperating Teachers**

**Selection**

Cooperating teachers are experienced teachers who are certified and experienced in the areas they are teaching. They have been selected because of their teaching excellence, demonstrated strengths, and willingness to mentor teacher candidates. Cooperating teachers are selected according to the guidelines of the Nebraska Department of Education.

**General Responsibilities**

- Schedule a conference as early as possible in order to clarify expectations and roles of student teacher in the classroom. Emphasize curricular development and classroom management.
- Inform teacher candidates of rules and regulations applicable to students and teachers in school.
- Plan progression of involvement with teacher candidates. Teacher candidates should move from limited involvement to extensive involvement during their placements. Responsibilities should gradually be increased. This progression should be related to the characteristics and developmental levels that the teacher candidate presents.
- Teacher candidates need nurturing and warm understanding and should feel wanted and accepted by cooperating teachers.

**Orientation**

- Provide teacher candidates with information regarding school facilities and rules, regulations, and policies of the school. Provide teacher candidates with a copy of the school handbook.
Introduce teacher candidates to faculty members and other school personnel.
Provide teacher candidates with a workspace that will be available to them during the duration of clinical practice and preferably belonging to them.
Introduce teacher candidates to students as teachers and emphasize the role of responsibility and authority students teachers will have.
Provide teacher candidates with an overview of the structure of the curriculum, overall schedules, and any special characteristics that will affect their success.

Communication
- Schedule and facilitate conferences with teacher candidates as early as possible.
- Provide periodic conferencing related to planning, scheduling, and varied relationships, such as students, faculty, parents, resource personnel and responsibilities and progress.
- Clarify time lines and responsibilities related to planning, organizing content and material, and evaluating.

Planning and Programming
- Provide teacher candidates with opportunities to observe instructional practices that are appropriate to their needs.
- Guide teacher candidates’ initial preparation of lesson plans, selection of materials and implementation of instructional activities.
- Provide teacher candidates with gradual induction into all facets of classroom instruction and activities. Teacher candidates should be able to provide instruction in all areas before culminating these experiences.
- Advise teacher candidates well in advance when responsibilities for instruction are expected.

Modeling
- Demonstrate effective instructional techniques and classroom management strategies.
- Demonstrate professional attitudes in contacts with students and parents and in school and community.
- Provide leadership in understanding of ethics within the teaching profession.

Evaluating
- Evaluating should be an ongoing process by teacher candidates, cooperating teachers, and college supervisors.
- Student teacher performance should be consistently evaluated. Make suggestions and provide concrete feedback throughout the placement.
- Remain in the classroom as necessary to evaluate and ensure adequate supervision of teacher candidates.
- Provide evaluative conferences when cooperating teachers and teacher candidates are free from classroom responsibilities.
- Discuss written evaluations with teacher candidates and provide college supervisor with written assessments. (See Clinical Evaluation in Appendix)
- Inform college supervisors immediately of any serious problems or potential problems.
- Provide structure that will enable teacher candidates to self-evaluate, develop their own characteristics, and monitor their own progress.

Responsibilities of Coordinating School Principal and School District Administration

- Sign agreement for teacher candidates and assist in the selection of cooperating teachers. (See Clinical Practice Agreement in Appendix)
- Invite teacher candidates to faculty meetings and school functions.
- Provide appropriate experiences for cooperating teachers and administrators through conferences, courses, and specifically planned activities.
- Assist in the orientation of teacher candidates to personnel, services, and facilities.
- Create positive environments related to placement and monitoring of teacher candidates.

Responsibilities of College and College Supervisors

Organization
- Provide a liaison between the college and coordinating schools.
- Provide coordinating schools with appropriate data on teacher candidates.
- Coordinate information regarding expectations for schools and with cooperating teachers through conferences, visitations, and materials such as the student teacher handbook.
- Designate credit and grading procedures for teacher candidates.
- Provide weekly clinical practice seminars

Supervision
- Provide consultation to teacher candidates regarding all facets of clinical practice.
- Make a minimum of five visitations to coordinating schools to observe teacher candidates.
- Provide conferences with teacher candidates as soon as possible related to the school visitation
- Coordinate written evaluations of teacher candidates
- Assist in reassignments of teacher candidates if necessary
- Practice professional ethics in relationships with coordinating schools
## Suggested Clinical Practice Schedule – 16 week
(For students completing one 16-week placement)

<table>
<thead>
<tr>
<th>Week</th>
<th>Expectations</th>
</tr>
</thead>
</table>
| 1    | Learn student names  
Become familiar with classroom procedures and management plans  
Work with individual students  
**Invite Supervisor for introductory visit**  
Using CT’s plans teach small group  
Discuss long range plans with CT (curriculum) |
| 2    | Plan lessons for one subject with CT’s assistance  
Teach subject and reflect on each lesson  
Assist CT with all teaching  
Take over travel at least once a day (lunch, specials, recess, etc.) |
| 3    | Plan lessons for last week’s subject yourself and submit to CT for approval and advice.  
Teach subject and reflect on lessons.  
Plan lessons for additional subject with CT’s assistance.  
Teach subject and reflect on lessons.  
Assist CT with all other teaching.  
Take on additional transition/travel responsibilities |
| 4    | Take responsibility for planning and teaching two subjects other than and/or in addition to those previously taught  
This is a good time to step back and observe the CT teaching subjects you have taught.  
Observation is very meaningful now that you have taught. |
| 5    | Take full responsibility for at least 50 percent of the school day.  
Reflect and adjust your teaching. |
| 6    | Take full responsibility for either entire morning or afternoon.  
Reflect and adjust your teaching. |
| 7    | Take full responsibility for classroom.  
Reflect and adjust your teaching. |
| 8    | Continue with full responsibility for classroom.  
**Midterm evaluation report due** |
| 9-15 | Continue with full responsibility for classroom.  
Reflect and adjust your teaching. |
| 16   | Finish full responsibility for the classroom.  
Return to observing and assisting CT.  
**Final evaluation report due last week**  
**Final evaluation conference.** |

- CT may revise this schedule in any way that s/he determines best for meeting the needs of the classroom and the student teacher.
- Schedule at least two observations in other classrooms during each period.
## Suggested Clinical Practice Schedule – 10 week
(For students completing two 10-week placements)

<table>
<thead>
<tr>
<th>Week</th>
<th>Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Learn student names&lt;br&gt;Become familiar with classroom procedures and management plans&lt;br&gt;Work with individual students&lt;br&gt;&lt;strong&gt;Invite Supervisor for introductory visit&lt;/strong&gt;&lt;br&gt;Using CT's plans teach small group&lt;br&gt;Discuss long range plans with CT (curriculum)</td>
</tr>
<tr>
<td>2</td>
<td>Plan lessons for one subject with CT’s assistance&lt;br&gt;Teach subject and reflect on each lesson&lt;br&gt;Assist CT with all teaching&lt;br&gt;Take over travel at least once a day (lunch, specials, recess, etc.)</td>
</tr>
<tr>
<td>3</td>
<td>Plan lessons for last week’s subject yourself and submit to CT for approval and advice.&lt;br&gt;Teach subject and reflect on lessons.&lt;br&gt;Plan lessons for additional subject with CT’s assistance.&lt;br&gt;Teach subject and reflect on lessons.&lt;br&gt;Assist CT with all other teaching.&lt;br&gt;Take on additional transition/travel responsibilities</td>
</tr>
<tr>
<td>4</td>
<td>Take responsibility for planning and teaching two subjects other than and/or in addition to those previously taught&lt;br&gt;This is a good time to step back and observe the CT teaching subjects you have taught.&lt;br&gt;Observation is very meaningful now that you have taught.</td>
</tr>
<tr>
<td>5</td>
<td>Take full responsibility for at least 50 percent of the school day.&lt;br&gt;Reflect and adjust your teaching.&lt;br&gt;&lt;strong&gt;Midterm evaluation report due&lt;/strong&gt;</td>
</tr>
<tr>
<td>6</td>
<td>Take full responsibility for either entire morning or afternoon.&lt;br&gt;Reflect and adjust your teaching.</td>
</tr>
<tr>
<td>7</td>
<td>Take full responsibility for classroom.&lt;br&gt;Reflect and adjust your teaching.</td>
</tr>
<tr>
<td>8</td>
<td>Continue with full responsibility for classroom.&lt;br&gt;Reflect and adjust your teaching.</td>
</tr>
<tr>
<td>9</td>
<td>Continue with full responsibility for classroom.&lt;br&gt;Reflect and adjust your teaching.</td>
</tr>
<tr>
<td>10</td>
<td>Finish full responsibility for the classroom.&lt;br&gt;Return to observing and assisting CT.&lt;br&gt;&lt;strong&gt;Final evaluation report due last week&lt;/strong&gt;&lt;br&gt;&lt;strong&gt;Final evaluation conference.&lt;/strong&gt;</td>
</tr>
</tbody>
</table>

- CT may revise this schedule in any way that s/he determines best for meeting the needs of the classroom and the student teacher.
- Schedule at least two observations in other classrooms during each period.
Suggested Clinical Practice Schedule – 8 week
(For students completing two 8-week placements)

<table>
<thead>
<tr>
<th>Week</th>
<th>Expectations</th>
</tr>
</thead>
</table>
| 1    | Learn student names  
      | Become familiar with classroom procedures and management plans  
      | Work with individual students  
      | **Invite Supervisor for introductory visit**  
      | Using CT's plans teach small group  
      | Discuss long range plans with CT (curriculum) |
| 2    | Plan lessons for one subject with CT's assistance  
      | Teach subject and reflect on each lesson  
      | Assist CT with all teaching  
      | Take over travel at least once a day (lunch, specials, recess, etc.) |
| 3    | Plan lessons for last week's subject yourself and submit to CT for approval and advice.  
      | Teach subject and reflect on lessons.  
      | Plan lessons for additional subject with CT's assistance.  
      | Teach subject and reflect on lessons.  
      | Assist CT with all other teaching.  
      | Take on additional transition/travel responsibilities |
| 4    | Take responsibility for planning and teaching two subjects other than and/or in addition to those previously taught  
      | This is a good time to step back and observe the CT teaching subjects you have taught.  
      | Observation is very meaningful now that you have taught.  
      | **Midterm evaluation report due** |
| 5    | Take full responsibility for at least 50 percent of the school day.  
      | Reflect and adjust your teaching. |
| 6    | Take full responsibility for either entire morning or afternoon.  
      | Reflect and adjust your teaching. |
| 7    | Take full responsibility for classroom.  
      | Reflect and adjust your teaching. |
| 8    | Return to observing and assisting CT  
      | Reflect and adjust your teaching.  
      | **Final evaluation report due last week**  
      | **Final evaluation conference.** |

- CT may revise this schedule in any way that s/he determines best for meeting the needs of the classroom and the student teacher.  
- Schedule at least two observations in other classrooms during each period.
Title 92 – Nebraska Department of Education
Chapter 20 – Approval of Teacher Education Programs

005.03A2 Clinical Practice. The institution shall require a clinical practice experience for initial teacher certification in which candidates demonstrate knowledge, skills, and professional dispositions by assuming responsibility for whole class instruction in the area of the endorsement and within the grade level for which they are preparing.

005.03A2a The institution shall have a clear statement of policies and procedures relating to clinical practice which shall be made available, together with the Standards for Professional Practices Criteria in 92 NAC 27, to all persons involved in the clinical practice experience.

005.03A2b All clinical practice shall be conducted in a Nebraska school system, or in an approved, accredited or otherwise legally operated school in another state or an English-speaking school in another country where teachers and administrators in the school are required by law or regulation to be certificated by the state or nation’s educational authority.

005.03A2c The institution shall engage with school partners on a regular and ongoing basis to develop and communicate the roles and responsibilities of candidates, college supervisors, cooperating educators, and other school personnel; to provide opportunities for school partners to provide input to the program regarding candidate placements, candidate performance, and program improvement; and to develop opportunities for faculty and school-based educators to work collaboratively to enhance candidate development.

005.03A2c1 The institution shall negotiate written agreements delineating the roles and responsibilities of candidates in clinical practice, college supervisors, and the cooperating educators.

005.03A2d The institution shall require a clinical practice experience equivalent to:

005.03A2d1 A minimum of one (1) semester (at least fourteen (14) full-day weeks) for one (1) field endorsement; one (1) field endorsement and one (1) subject endorsement which is a content area specified in the field endorsement and is at the same grade level; or up to two (2) subject endorsements at the same grade level;

005.03A2d2 A minimum of eighteen (18) full-day weeks for two (2) field endorsements; one (1) field endorsement and one (1) subject endorsement which is not a content area specified in the field endorsement; one (1) field endorsement and one (1) subject endorsement which is a content area specified
in the field endorsement but is not at the same grade level; or two (2) subject endorsements which are not at the same grade level; 

005.03A2d3 A minimum of an additional nine (9) full-day weeks for each field or subject endorsement added to those described in Section 005.03A2d1 or Section 005.03A2d2 of this chapter.

005.03A2e The institution shall ensure that a minimum of five (5) formal observations by faculty shall be conducted during clinical practice for candidates preparing for initial level teaching certification. Three (3) observations must be onsite and two (2) of the observations may be conducted utilizing technology which allows for visual contact between the parties.

Professional Ethics for Student Teachers

Student teachers should be proud to be entering the teaching profession and will want to act appropriately, embracing and accepting the responsibility to adhere to the highest ethical standard. Adherence to the following Standards of Conduct and Ethics for Holders of Public School Certificates, published by the State of Nebraska Department of Education is a basic requirement for all student teachers.

PRINCIPLE I

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

- Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, colleagues, parents, school patrons, or school board members.
- Shall not discriminate on the basis of race, color, creed, sex, marital status, age, national origin, ethnic background, or handicapping condition.
- Shall not use coercive means, or promise or provide special treatment to students, colleagues, school patrons, or school board members in order to influence professional decisions.
- Shall not make any fraudulent statement or fail to disclose a material fact for which the educator is responsible.
- Shall not exploit professional relationships with students, colleagues, parents, school patrons, or school board members for personal gain or private advantage.
- Shall not sexually harass students, parents or school patrons, employees, or board members.
- Shall not have had revoked for cause in another state a teaching certificate, administrative certificate, or any certificate enabling a person to engage in any of the activities for which a special services counseling certificate is issued in Nebraska.*
Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties.

Shall report to the Commissioner any known violation of the standards designated by an asterisk (*).

Shall seek no reprisal against any individual who has reported a violation of these standards.

PRINCIPLE II

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

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

PRINCIPLE III

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

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

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

- Shall believe that sound professional relationships with colleagues are built upon personal integrity, dignity, and mutual respect. In fulfillment of the obligation to the profession, the educator:
- Shall provide, upon the request of an aggrieved party, a written statement of specific reasons for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
- Shall not misrepresent his or her professional qualifications, nor those of colleagues.*
- Shall practice the profession only with proper certification, and shall actively oppose the practice of the profession by persons known to be unqualified.
- Shall, in the continuance of professional service, maintain a valid teaching certificate in accordance with the laws of the State of Nebraska.

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

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

Administrative and Supervisory Requirements: Educators must possess the abilities and skills necessary to accomplish the designated task. Each educator shall:

- Keep records for which he or she is responsible in accordance with law and policies of the school system;
- Supervise others in accordance with law and policies of the school system;
- Recognize the role and function of community agencies and groups as they relate to the school and to his or her position, including but not limited to health and social services, employment services, community teaching resources, cultural opportunities, educational advisory committees, and parent organizations.

Each teacher and special services provider shall:

- Utilize available instructional materials and equipment necessary to accomplish the designated task;
- Adhere to and enforce written and dated administrative policy of the school which has been communicated to the teacher or special services provider; Use channels of communication when interacting with administrators, community agencies, and groups, in accordance with school policy.

Each administrator shall:

- Use available instructional personnel, materials and equipment necessary to accomplish the designated task;
- Adhere to and enforce school law, state board regulation, and written and dated school board policy which has been communicated to the administrator;
- Use channels of communication when interacting with teachers, community agencies and groups in accordance with school policy.

Analysis of Individual Needs and Individual Potential: The educator shall utilize or promote the utilization of diagnostic techniques to analyze the needs and the potential of individuals. These may include but need not necessarily be limited to:

- Personal observation;
- Analysis of individual performance and achievement;
- Specific performance testing.

Instructional Procedures: Each educator shall seek accomplishment of the designated task through selection and utilization of appropriate instructional procedures. Each educator shall:

- Create an atmosphere which fosters interest and enthusiasm for learning and teaching;
- Use procedures appropriate to accomplish the designated task;
- Encourage expressions of ideas, opinions and feelings.
Each teacher shall:
- Create interest through the use of materials and techniques appropriate to the varying abilities and background of students;
- Consider individual student interests and abilities when planning and implementing instruction.

Each administrator shall:
- Support the creation of interest by providing the materials, equipment and encouragement necessary for the teacher to accomplish the designated task;
- Make reasonable assignment of tasks and duties in light of individual abilities and specialties and available personnel resources.

Communication Skills: In communicating with students and other educators, each educator, within the limits prescribed by his or her assignment and role, shall:
- Utilize information and materials that are relevant to the designated task;
- Use language and terminology which are relevant to the designated task;
- Use language which reflects an understanding of the ability of the individual or group;
- Assure that the designated task is understood;
- Use feedback techniques which are relevant to the designated task;
- Consider the entire context of the statements of others when making judgments about what others have said;
- Encourage each individual to state his ideas clearly.

Management techniques: The educator shall:
- Resolve discipline problems in accordance with law, school board policy, and administrative regulations and policies;
- Maintain consistency in the application of policy and practice;
- Use management techniques which are appropriate to the particular setting such as group work, seat work, lecture, discussion, individual projects and others;
- Develop and maintain positive standards of conduct.

Competence in Specialization: Each educator shall:
- Possess knowledge, within his or her area of specialization, consistent with his or her record of professional preparation;
- Be aware of current developments in his or her field;
- Possess knowledge of resources which may be utilized in improving instruction in his or her area of specialization.
Evaluation of Learning and Goal Achievement: An educator shall accept responsibility commensurate with delegated authority to evaluate learning and goals achievement. Each educator shall:

- Utilize several types of evaluation techniques;
- Provide frequent and prompt feedback concerning the success of learning and goal achievement efforts;
- Analyze and interpret effectively the results of evaluation for judging instruction, the achievement of stated goals, or the need for further diagnosis;
- Utilize the results of evaluation for planning, counseling and program modification;
- Explain methods and procedures of evaluation to those concerned.

Human and Interpersonal Relationships: Educators shall possess effective human and interpersonal relations skills. Each educator shall:

- Allow others who hold and express differing opinions or ideas to freely express such ideas;
- Not knowingly misinterpret the statement of others;
- Not show disrespect for or lack of acceptance of others;
- Provide leadership and direction for others by appropriate example;
- Offer constructive criticism when necessary;
- Comply with reasonable requests and orders given by and with proper authority;
- Not assign unreasonable tasks;
- Demonstrate self-confidence and self-sufficiency in exercising authority.

Personal Requirements: In assessing the mental or physical health of educators, no decision adverse to the educator shall be made except on the advice or testimony of personnel competent to make such judgment by reason of training, licensure and experience. However, certain behaviors are held to be probable cause to examine, and each educator within the scope of delegated authority shall:

- Be able to engage in physical activity appropriate to the designated task except for temporary disability;
- Be able to communicate so effectively as to accomplish the designated task;
- Appropriately control his or her emotions;
- Possess and demonstrate sufficient intellectual ability to perform designated tasks.
APPLYING FOR TEACHER CERTIFICATION

☐ Complete online application form at http://www.nde.state.ne.us/TCERT/
☐ Print two copies of application. Keep one for your personal file and send one to the Certification Officer.
☐ Submit application electronically at NDE website
☐ Pay online by credit card
☐ Transcripts for CSM will be sent in by the Certification Officer. Transcripts from any other institution need to be sent to NDE and are the responsibility of the individual student.
☐ The Chair of the Teacher Education Department has responsibility in reporting specific information, such as Praxis Series Assessment scores and Praxis II scores.

Information and forms are available at the Nebraska Department of Education website: http://www.education.ne.gov/tcert/.

CERTIFICATION IN OTHER STATES

Although the educational programs at College of Saint Mary and certification requirements are generally accepted for certification by other states, College of Saint Mary graduates are responsible to investigate the certification requirements in states in which they are seeking certification. Investigate certification requirements in other states by locating the states’ certification or licensure pages on State Department of Education web sites. Graduates will receive assistance in obtaining this information from the College of Saint Mary Teacher Education Department from the Certification Officer.
APPENDIX

Professional Dispositions Self Reflection Form
Four Year Plan Worksheet
Record of Advisor Contacts
Record of Field Experiences
DIRECTIONS

- Please read and reflect on each of the Professional Dispositions listed below. Consider behaviors that you display in classes and field experiences/practicum settings and interactions with instructors, supervisors, classmates and other professionals.
- Describe what you believe indicates either 1) evidence of professional behaviors and dispositions or 2) evidence that indicates an area for growth and change.
- Write plans for maintaining or improving each of the professional dispositions.

<table>
<thead>
<tr>
<th>Professional Disposition</th>
<th>Evidence</th>
<th>Plans for maintaining or improving positive professional dispositions</th>
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</thead>
<tbody>
<tr>
<td>intrinsic motivation, initiative and passion for learning</td>
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<td>healthy helping relationships with children and/or youth</td>
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<td>effort to understand and appreciate various dimensions of human diversity</td>
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<td>creativity and/or divergent thinking</td>
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<td>preparedness as illustrated by organization and planning, goal setting, time management, follow-through</td>
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<td>regular, punctual, and respectful attendance and participation</td>
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<td>Professional Disposition</td>
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<tr>
<td>Engagement in and promotion of positive social interaction including social media</td>
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<tr>
<td>Effective and professional communication including social media</td>
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<tr>
<td>Collegiality in classroom interactions, committee work, cooperative groups and field experiences</td>
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<td>Honesty and integrity in personal and professional communication including social media</td>
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<tr>
<td>Altruistic desire to recognize and encourage and/or facilitate growth in others</td>
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<tr>
<td>Self-regulation in personal and professional interactions and responsibilities</td>
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<td>Capacity for reflection and self-improvement</td>
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<td>Engagement in professional organizations and conferences</td>
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<tr>
<td>Professional appearance in field experiences</td>
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**ADDITIONAL COMMENTS:** (Please feel free to add comments that will describe or explain any of the evidence or plans for achieving professional dispositions.)
FOUR YEAR ACADEMIC PLAN WORKSHEET

Name ________________________________________  Date ______________

Use this guide to plan your coursework. Review your plan each term prior to visiting your advisor to register for classes for the following term.

### Year One

#### First Semester

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<tr>
<th>Course #</th>
<th>Title</th>
<th>Credit Hours</th>
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<td><strong>Second Semester</strong></td>
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</table>
Advising is a partnership in which the student and the adviser work together to help the student meet her academic goals at College of Saint Mary. An ideal advising partnership is one of mutual engagement, responsiveness, and dedication. Regular advising conversations enable an adviser to serve as a resource of knowledge and a source of referrals - so that students may plan and prepare for success during their years at the university.

Use this page to record advising contacts you have with your advisor or other Teacher Education Faculty. *Types of contacts* can include appointments, drop-in visits, email, text messages or any other type of communication you may have with an advisor. *Purposes* may include semester or long range planning, registration, goal setting, academic concerns, or any other reasons you might have for consulting an advisor.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TYPE OF CONTACT</th>
<th>PURPOSE</th>
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</table>
Throughout the Teacher Education Program you will complete pre-clinical field experiences to observe practicing teachers and to practice the skills and pedagogy learned in coursework. Some field experiences, such as Operation SMART are embedded in courses and some are assigned.

Use this page to list all of the field experiences you complete for your Teacher Education Program. You will record field experience hours and duties on the Field Experiences Hours log form (available from instructors and online at [https://my.csm.edu/communities/undergradted](https://my.csm.edu/communities/undergradted)).

<table>
<thead>
<tr>
<th>Dates (From/To)</th>
<th>District/School</th>
<th>Cooperating Teacher</th>
<th>Grade Level/Subject</th>
<th>Overall Duties</th>
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Nebraska Clinical Practice Evaluation

Name of Teacher Candidate: _________________________  Date of Evaluation: _________  Endorsement Area: ____________________

Name of College/Univ Supervisor: _____________________  Name of Cooperating Teacher/Mentor: _______________________

Directions: Please indicate your rating of the teacher candidate’s ability to effectively demonstrate each standard, including qualitative comments to support your ratings. Use the following performance descriptors to complete the evaluation:

Consistent  The teacher candidate consistently demonstrates the Standard.
Frequent  The teacher candidate frequently demonstrates the Standard.
Occasional  The teacher candidate occasionally demonstrates the Standard.
Rare  The teacher candidate rarely demonstrates the Standard.

<table>
<thead>
<tr>
<th>Standards*</th>
<th>Consistent</th>
<th>Frequent</th>
<th>Occasional</th>
<th>Rare</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 1: Student Development</strong></td>
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<tr>
<td>Standard 1.1: The teacher candidate understands how students grow and develop.</td>
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<tr>
<td>Standard 1.2: The teacher candidate recognizes that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.</td>
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<td>Standard 1.3: The teacher candidate implements developmentally appropriate and challenging learning experiences.</td>
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<td><strong>Standard 2: Learning Differences.</strong></td>
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<tr>
<td>Standard 2.1: The teacher candidate understands individual differences and diverse cultures and communities.</td>
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<tr>
<td>Standard 2.2: The teacher candidate ensures inclusive learning environments that enable each student to meet high standards.</td>
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<tr>
<td><strong>Standard 3: Learning Environments</strong></td>
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<tr>
<td>Standard 3.1: The teacher candidate works with others to create environments that support individual and collaborative learning.</td>
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<tr>
<td>Standard 3.2: The teacher candidate creates environments that encourage positive social interaction, active engagement in learning, and self-motivation.</td>
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<tr>
<td>Standard 3.3: The teacher candidate manages student behavior to promote a positive learning environment.</td>
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<tr>
<td><strong>Standard 4: Content Knowledge</strong></td>
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<tr>
<td>Standard 4.1: The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.</td>
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<tr>
<td>Standard 4.2: The teacher candidate creates learning experiences that make these aspects of the discipline accessible and meaningful for students to assure mastery of the content.</td>
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<tr>
<td>Standard 4.3: The teacher candidate integrates Nebraska Content Standards and/or professional standards within instruction.</td>
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<td><strong>Standard 5: Application of Content</strong></td>
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<tr>
<td>Standard 5.1: The teacher candidate understands how to connect concepts across disciplines.</td>
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<td>Standard 5.2: The teacher candidate uses differing perspectives to engage students in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</td>
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<tr>
<td>Standards *</td>
<td>Consistent</td>
<td>Frequent</td>
<td>Occasional</td>
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<tr>
<td><strong>Standard 6: Assessment</strong></td>
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<tr>
<td>Standard 6.2: The teacher candidate uses multiple methods of assessment to engage students in their own growth, to monitor student progress, and to guide the teacher candidate’s and student’s decision making.</td>
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<td><strong>Standard 7: Planning for Instruction</strong></td>
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<tr>
<td>Standard 7.1: The teacher candidate plans instruction that supports every student in meeting rigorous learning goals.</td>
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<td>Standard 7.2: The teacher candidate draws upon knowledge of content areas, curriculum, cross-disciplinary skills, technology, and pedagogy.</td>
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<tr>
<td>Standard 7.3: The teacher candidate draws upon knowledge of students and the community context.</td>
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<td><strong>Standard 8: Instructional Strategies</strong></td>
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<tr>
<td>Standard 8.1: The teacher candidate understands a variety of instructional strategies.</td>
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<tr>
<td>Standard 8.2: The teacher candidate uses a variety of instructional strategies to encourage students to develop deep understanding of content areas and their connection and to build skills to apply knowledge in meaningful ways.</td>
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<tr>
<td>Standard 8.3: The teacher candidate utilizes available technology for instruction and assessment.</td>
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<td><strong>Standard 9: Professional Learning and Ethical Practice</strong></td>
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<td>Standard 9.2: The teacher candidate models ethical professional practice.</td>
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<tr>
<td>Standard 9.3: The teacher candidate uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, other professionals, and the community), and adapts practice to meet the needs of each student.</td>
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<tr>
<td>Standard 9.4: The teacher candidate models professional dispositions for teaching.</td>
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<td><strong>Standard 10: Leadership and Collaboration</strong></td>
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<td>Standard 10.1: The teacher candidate seeks opportunities to take responsibility for student learning.</td>
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<tr>
<td>Standard 10.2: The teacher candidate seeks opportunities, including appropriate technology, to collaborate with students, families, colleagues, and other school professionals, and community members to ensure student growth.</td>
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<td><strong>Standard 11: Impact on Student Learning and Development</strong></td>
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<tr>
<td>Standard 11.1: The teacher candidate works to positively impact the learning and development for all students.</td>
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*Evaluation standards listed are based on Council of Chief State School Officers Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards, 2011.

Comments (if any)
Teacher Education Program
CLINICAL PRACTICE AGREEMENT

It is agreed that the following considerations will serve as the basis for a working agreement between the two participating institutions of this program.

I. The College of Saint Mary agrees to the following for the clinical practice experience:
   1. To assign only students who have satisfactorily completed the necessary academic and professional training program to meet the requirements of a clinical practice placement:
      a. Overall grade point average of 2.75
      b. Grade point average in teaching field of 2.75
      c. Completion of at least 100 hours in pre-service field experience
      d. Oriented to policies and procedures of College of Saint Mary clinical practice handbook
   2. To require each clinical practice candidate has, and maintains at all times during which the student is participating under this agreement, professional liability insurance. Since the clinical practice candidate is not an employee of the Cooperating School/District, neither shall have any financial or other obligation to provide any insurance to the candidate.
   3. To require each student has completed a criminal background check no more than 90 days prior to the start of Clinical Practice.
   4. Immediately address and resolve any concerns brought up by the cooperating teacher(s) and other school personnel regarding a student’s performance and/or professionalism.

II. The Cooperating School and/or District agrees to the following for the clinical practice experience:
   1. Allow College of Saint Mary students a clinical placement in a classroom for:
      a. 16 weeks if seeking one field endorsement
      b. 10 weeks + 10 weeks if seeking two field endorsements
      c. 8 weeks + 8 weeks if seeking two subject endorsements
   2. The clinical practice must be completed under the direct supervision of the cooperating teacher chosen by the appropriate administrator. Cooperating teachers must:
      a. Hold a valid teaching endorsement in his/her current teaching position.
      b. Have at least three years of successful teaching experiences.
      c. Have at least one year of experience in present position.
      d. When necessary, multiple cooperating teachers may be assigned to work with a student.
3. The school/district agrees to provide qualified cooperating teachers who will:
   a. Orient the clinical practice candidate to the building and teacher expectations
   b. Permit the candidate to assist in classroom routines, supervision and teaching assignments until the student is ready to complete tasks independently.
   c. Provide feedback and mentoring to the candidate to document growth in teaching.

III. The College of Saint Mary Supervisor agrees to the following for the clinical practice experience:
   1. To make 5 formal visits during the clinical practice semester. If the clinical practice candidate is performing unsatisfactorily, the college supervisor will make more frequent visits until the problems are resolved or the candidate has been removed.
   2. Provide regular communication with cooperating teachers.
   3. Coordinate clinical practice candidate evaluations with the cooperating teacher.
   4. Submit final grade for the clinical practice candidate.

IV. Additional Provisions
   1. Each party agrees to indemnify, defend, and hold harmless the other from and against any and all claims, costs, actions, suits judgments, damages, liabilities, losses, or expenses including, without limitation, reasonable attorneys' fees and the reasonable fees of expert witnesses and other consultants), which arise or are asserted against or imposed upon or incurred by the party seeking indemnification as a consequence of any negligent or wrongful act or omission by the party from whom indemnification is sought or any of its employees, agents, or contractors. This provision shall survive termination of this Agreement.

This agreement was signed on ______________________________.

Deanna S. Acklie
Signed College Representative
(electronic signature)

Signed Cooperating District/School representative:

College of Saint Mary
Department of Teacher Education
7000 Mercy Road
Omaha, NE 68106
402-399-2606
dacklie@csm.edu
PERSONAL AND PROFESSIONAL FITNESS STATEMENTS
Teacher Education Program 2015-2016

Student Name: ____________________________________________

NOTE: In accordance with policies and procedures of the Nebraska Department of Education, prior to participation in your first field-based experience and the beginning of clinical practice, each CSM teacher candidate must sign a statement of personal and professional fitness addressing requirements in the areas of criminal convictions, moral character, and emotional/mental capacity.

ITEM 1- PERSONAL AND PROFESSIONAL FITNESS

1. Have you ever had a professional license, certificate, permit, credential, or other document authorizing the practice of a profession suspended, revoked, voided, denied, rejected, or voluntarily surrendered?  □ Yes  □ No
   If yes, attach a written statement that fully explains the facts and where this occurred.

2. Are you currently the subject of any inquiry of investigation by any law enforcement agency, prosecutor’s office, governmental body, or licensing agency?  □ Yes  □ No
   If yes, attach a written statement that fully explains the facts and where this is occurring.

3. Is any action currently pending against you by any law enforcement agency, prosecutor’s office, governmental body, or licensing agency?  □ Yes  □ No
   If yes, attach a written statement that fully explains the facts and where this is occurring.

4. Have you ever been found guilty of a felony or misdemeanor or entered a plea of guilty or no contest to a felony or misdemeanor in any criminal, drug, or juvenile court? The ONLY exceptions are speeding and parking violations.*  □ Yes  □ No
   If yes, complete Criminal Charges Self-Reporting Form and provide court papers to the Office of Student Services.

5. Is an order or determination currently in effect by a court or any other governmental body which finds you to be any of the following: a mentally ill and dangerous person; mentally incompetent to stand trial; acquitted of criminal charges because of insanity; an incapacitated person in need of a guardian; or unable to manage your property due to mental illness, mental deficiency, chronic use of drugs or chronic intoxication?  □ Yes  □ No
   If yes, attach a copy of the order and a written statement that fully explains the facts and where this occurred.

6. Are you currently an inpatient or resident in a mental health facility due to a determination by a qualified mental health professional?  □ Yes  □ No
   If yes, attach a written statement that fully explains the facts and where this is occurring.

*If you answered "yes" to any of these questions, make an appointment to see Dr. Dee Acklie, Teacher Education Program Director at 402-399-2606 immediately. If you previously answered "yes" on this form, discussed the conviction(s) with Dr. Acklie, and your status has not changed, you do not need to make an appointment.

** A Social Security Number is required when you apply for a background check and for a Nebraska Teaching Certificate. If you do not have a Social Security Number, please contact Dr. Dee Acklie, Certification Officer at 402-399-2606 for assistance.
ITEM 2 – FIELD EXPERIENCE REQUIREMENTS

DIRECTIONS: Read and mark each box to confirm that you understand the requirements for field experience:

1. I understand that I must complete a criminal background check through One Source before I can begin required field experience hours for any Teacher Education course. □ Yes □ No

2. I understand that I must provide CSM with copies of court records if requested, documenting any convictions reported in the criminal background check. □ Yes □ No

3. I agree that if I am convicted of any misdemeanors or felonies in the future, I will immediately contact Dr. Dee Acklie, CSM Teacher Certification Officer, to report my change in conviction status and provide copies of court records at my own expense. □ Yes □ No

4. I understand that I must carry professional liability insurance for each academic school year that I participate in field experience. (This is available through an annual SEAN membership or through proof of personal professional liability policy) □ Yes □ No

I declare that the information furnished herein is true, correct, and complete to the best of my knowledge. I hereby grant the permission and authorize College of Saint Mary (CSM) to verify all responses with any mental health facility or governmental agency and to obtain and review all records maintained by any criminal justice agency, including a criminal history record information check, regarding any of my criminal charges or convictions. I hereby release, discharge, and exonerate CSM, its employees, and any person so furnishing information from any and all liability of every nature and kind arising out of the furnishing of such records and information. I understand that any material submitted in connection with this application will become the property of CSM. I understand that inaccurate information submitted shall be cause for denial or removal from an educator preparation program.

___________________________________________________  __________________
Legal Signature of Student                          Date