



Creighton UNIVERSITY

Clinical Practice (Student Teaching) Handbook

Fall 2017 and Spring 2018

Developing Effective, Ethical, and Reflective Practitioners

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INTRODUCTION

This handbook has been designed to assist the candidate in understanding the roles and responsibilities of the clinical practice/student teaching experience of Creighton University. Terms frequently and interchangeably used include clinical practice candidate, teacher candidate, and student teacher. The contents are a combination of ideas from public and private school personnel in the Omaha area, department faculty, other educational personnel throughout the country, and current literature on student teaching.

Much gratitude goes to all individuals who have contributed to the success of Creighton's clinical practice tradition. Continued input from everyone involved in the program is encouraged in order that we may better serve the needs of students, candidates, cooperating teachers, supervisors, and the profession.

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In addition to informational items included in this handbook, there are specific pages that should be completed by the teacher candidate and/or the cooperating teacher. **Please discuss concerns, questions, and evaluations with each other before submitting anything to the Office of Field Experiences.**

Forms to be completed by the teacher candidate include:

- Third Week of Student Contact - Student Progress Report (Due at first campus seminar)
- Clinical Practice Schedule (Long Range or Unit Plans) (Due at first campus seminar)
- Teacher Candidate Self - Evaluation (**Midterm**)
- Teacher Candidate Self - Evaluation (**Final**)
- Teacher Candidate's Evaluation of Cooperating Teacher (**due at end of experience**)
- Teacher Candidate's Evaluation of University Supervisor (**due at end of experience**)
- A Reflection on a Semester of Clinical Practice (**due at end of semester**)
- Program Evaluations (**due at the end of semester**)

Forms to be completed by the cooperating teacher and given (emailed, faxed, or mailed) to the Director of Field Experiences include:

- Third Week of Student Contact - Student Progress Report
- Clinical Practice Evaluation (**Midterm**)
- Clinical Practice Evaluation (**Final**)

ALL REQUIRED FORMS MUST BE ON FILE PRIOR TO ISSUING MIDTERM OR FINAL GRADES.

Creighton UNIVERSITY

EDUCATION DEPARTMENT

FALL 2017- SPRING 2018

CLINICAL PRACTICE ATTENDANCE REGULATIONS

1. Clinical Practice officially begins, when Creighton's fall or spring semester begins. However, student teaching candidates begin clinical practice as soon as their cooperating teachers first return to their schools or districts for professional development and/or other duties. When placements are received, student teaching candidates must be in contact with their cooperating teachers to set up the initial meeting, obtain information about "their" school calendar, and arrange their schedules to accommodate. Although candidates begin clinical practice before the start of the Creighton University semester, they are required to observe the official ending dates identified in this document.
2. The calendar of the cooperating school/district will be followed. Illness is the only excused absence. In case of such absence, candidates are expected to notify their cooperating teacher/school and their university supervisor. If candidates miss more than a total of **three** days during the semester, such time will have to be made up. Teacher candidates are expected to be of service for the full teaching day.
3. Fall Clinical Practice will end on Friday, **December 8, 2017.**
Spring Clinical Practice will end on Friday, **May 4, 2018.**

SECTION I

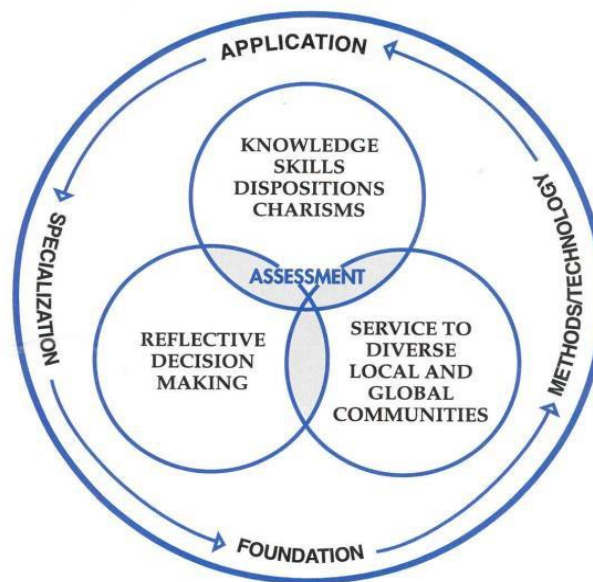
**CREIGHTON UNIVERSITY EDUCATION DEPARTMENT'S
PHILOSOPHY, EXPECTATIONS, AND CLINICAL PRACTICE
OVERVIEW**

EDUCATION DEPARTMENT MISSION

The mission of Creighton University's Education Department is to empower undergraduate and graduate students to become effective, caring teachers, school administrators, and counselors who desire to work with students and families in schools and agencies.

True to the Jesuit tradition of preparing teachers in education, the department focuses on developing critical thinking, reflective decision-making, and service orientation to promote the general welfare of individuals in the local and global communities. Through collaborative planning and research, the department pursues a future in which educational institutions become communities of inspired leaders.

Creighton's pre-service education students participate in a liberal arts and a professional studies program. The liberal arts provide a broad knowledge base, establish values, and instill an appreciation of cultures. The professional studies programs develop competence, wisdom, and compassion.



EFFECTIVE LEADERS IN THE JESUIT TRADITION

DESCRIPTION OF THE CONCEPTUAL FRAMEWORK

“Effective Leaders in the Jesuit Tradition”

The Education Department has summarized its conceptual framework with the above theme. Creighton University, as a Jesuit institution, promotes excellence and the pursuit of truth. There is an intent to educate the whole person and to promote justice. In addition, Creighton describes its purposes as contributing to the betterment of society and providing ethical perspectives for dealing with issues in an increasingly complex world. It is the unit’s belief that these ideals direct the development of leadership as a means of advocating for and changing of communities. Teachers, as leaders first in their classrooms, must be advocates and change agents. Achievement of this endeavor depends upon the acquisition of appropriate knowledge, skills, dispositions, charisms, reflective decision making, and service to diverse local and global communities. Effective, authentic assessment activities ensure these are achieved.

The unit’s conceptual framework, first conceived in 1995, articulates the professional education curriculum, design, delivery, and assessment that occurs at Creighton University. The unit’s review and revision of the conceptual framework has continued since that time. In 2000, the unit’s members renewed efforts to integrate charisms, technology, and authentic assessment practices across all programs.

The philosophy underlying the conceptual framework is constructivist, for unit members believe that the learning process is dynamic, rather than passive. Each learner must actively be engaged, build or “construct” meaning based on prior knowledge, skills, and dispositions. Following a constructivist philosophy, unit members share the view that education should be designed to create a sense of self-awareness, since self-awareness is the first step toward becoming a reflective practitioner. This reflective process places the candidate in a position of observing, reflecting, and making critical, reflective decisions (Eby, 1997) in order to solve problems. This would then imply that training programs, in order to be appropriately designed, must be developmental in nature and sequenced in a manner that will allow candidates to acquire knowledge, skills, dispositions (Morrison, 2000) and charisms. In addition, these experiences should be fostered through campus classroom and P-12 experiences. True to this premise, the unit has had partnerships with several metropolitan schools since 1997, including, but not limited to, Sacred Heart Grade School, St. Cecilia’s Grade School, All Saints Grade School, Lothrop Academy, Central High School, and South High School. Constructivism also offers an alternative to a behaviorist’s approach to student learning. The philosophy recognizes the social setting of classrooms and schools where a student’s thoughts, actions, and construction of knowledge are influenced by other learners and social activity of the setting. Students become actively engaged in the learning process and develop critical thinking and problem solving skills within their learning community – the classroom. This means that teacher education candidates must be observant and resourceful in utilizing the community developed in the classroom.

Essential to effective leaders are knowledge and skills in pedagogy, diversity, and technology. Working from a framework that emphasizes reflective decision making, candidates learn pedagogical strategies and best practices in the methods classes of respective programs. The unit’s commitment to prepare candidates to serve diverse local and global communities began with the recognition that the population is changing and candidates often do not resemble the students in their classrooms (Sadker & Sadker, 2003; Ryan & Cooper, 2013; Morrison, 2000). This has culminated in the belief that an understanding of multicultural education and its importance to national unity should be advocated (Banks & Banks, 2000; Gollnick & Chinn, 2013). True to this belief is the endeavor that field experiences should provide opportunities for candidates to work with diverse students (ethnic, socioeconomic, religious, etc.) in diverse settings (urban, suburban, public, and private).

With rapid changes in technology for teaching, learning, and general cultural survival, it is vital that candidates have knowledge and skills for its use as well as valuing the place of technology in schooling and society. Candidates should understand technology’s impact on student learning; its use as a cognitive or communication tool, as a means of facilitating instruction, and as a way of assisting special needs students (Morrison, 2000). The role of the teacher is that of a facilitator and guide. Several issues that concern the unit, although not different from society in general, are suitable infrastructure, rising maintenance costs, technology education of supervising on-site teachers, and equity.

Although difficult to delineate into discrete components, the conceptual framework is comprised of three interconnected circles: Knowledge, Skills, Dispositions, Charisms; Reflective Decision Making; and Service to

Diverse Local and Global Communities. Assessment lies at the center of the model to indicate the unit's commitment to ongoing evaluation of candidate growth, student learning, and program effectiveness.

Knowledge, Skills, Dispositions, Charisms

The programs within the Education Department are based upon constructivist philosophy in which effective leaders “construct” learning and understanding from previous knowledge, skills, dispositions, charisms and experiences. These effective leaders acquire knowledge and skills in content and pedagogy (including professional orientation) while facilitating learning for all students. This accomplishment illustrates their attainment of professional dispositions and Ignatian charisms: *cura personalis*, *magis*, men and women for and with others, and contemplation in action. *Cura personalis* refers to a personal care of the whole individual – caring relationships. *Magis* means – “the more” – striving toward excellence. Men and women for and with others specifies service – building community and all-inclusive classrooms. Contemplation in action indicates a faith-based process of reflection and prayerful moral and ethical decision making that moves one to action. Teacher education candidates complete this process developmentally by participating first in foundational courses, then methods courses integrated with technology, and finally, application and specialization courses.

Initial preparation programs within the unit have identified and aligned dispositions associated with INTASC standards. Advanced preparation programs have reviewed their respective professional standards and those identified by the state and institution for inclusion within their programs. All preparation programs within the Education Department have adopted four “charisms” as foundational to the set of dispositions identified within our conceptual framework.

Charisms, drawn from Ignatian core values, are defined as special gifts of the Holy Spirit, or God-given graces, which characterize a person or group and are used to contribute to the common good and glorify God in the Church and world. There are several ways to envision charisms. They can be viewed as faith-based core values; individual or group gifts freely given by God to be used for the good of others, not for personal good; found in the Church *and* the secular world; and used as a means to glorify God. The charisms adopted by the Education Department are based on Ignatian vision and Jesuit Educational Tradition. Those selected for inclusion within the curriculum and educational experiences are: *Cura Personalis*, *Magis*, Men and Women for and with Others, and Contemplation in Action.

Effective leaders in the Jesuit Tradition
Revised March 27, 2012

CURA PERSONALIS

Latin for “care of the person,” cura personalis refers to personal concern for the individual and “education of the whole person.” Believing that education takes place within the context of caring relationships, our students are encouraged to develop an ethic of care that promotes personal interaction and respect for others. An educator who demonstrates cura personalis utilizes a variety of educational strategies and personal approaches to develop the whole student - body, mind, heart, and spirit. In the public or private school setting, our students embrace character education, while in the Catholic or other faith school setting our students actively participate in the faith formation of students.

MAGIS

Magis is a Latin term coined by St. Ignatius of Loyola that means “the more” and challenges each person to do things better, seek the greatest good, and ask what more can I do ad maiorem Dei gloriam “for the greater glory of God” (Jesuit motto). Our students demonstrate magis in many ways: by striving for excellence, having high expectations, fulfilling their potential by developing gifts and talents, and by recognizing that human persons need solitude and freedom from overwork in order to know what is the greater good. Educators who live magis have chosen to place their gifts and talents in God’s service to develop young people and help bring about positive change in our world.

MEN AND WOMEN FOR AND WITH OTHERS

This charism emphasizes service, inclusive community, and “faith that does justice.” Educators demonstrate this charism by volunteering, by educating students to help others in the spirit of solidarity and mutual learning, and by building inclusive classroom and school communities where equality, equity, human rights, and human dignity are fostered. As men and women for and with others, our students are motivated by faith to act justly and work for justice on key educational issues such as student assessment, discipline policies, and school funding. Jesus was the man for others, and he inspires us all to make our world a more caring and just place.

CONTEMPLATION IN ACTION

Contemplation in action promotes prayerful reflection and ethical decision making. It fosters the examination of one’s personal and professional life that can lead to changes in behavior. Discernment, which is a faith-based process of decision-making that is prayerful and seeks “to find God in all things,” is an important part of this charism. Educators demonstrate this charism by examining their personal interactions, daily activities, and professional practice in a thoughtful and prayerful manner in order to make changes where they are needed, and by making difficult decisions in light of prayer and faith-based values.

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PROGRAM PHILOSOPHY

The program philosophy is based on practical assumptions.

- The first assumption is that prospective teachers learn in a developmental manner and that courses should build upon prior knowledge and skills.
- The second assumption is that teacher candidates should reflect on the philosophy and goals to guide their efforts and choice of instructional models, approaches, and strategies.
- The third assumption is that teacher candidates need to be prepared to work in a variety of settings and adapt approaches and strategies to student characteristics in order to serve all.
- The last assumption is that teacher candidates need to be familiar with the research literature and with the advancing technology that will enhance their work as professional and educational leaders.

PRE-REQUISITES FOR CLINICAL PRACTICE

Prior to the clinical practice semester, teacher candidates must have successfully completed the following:

- background check from the approved company
- all education courses for their program of study
- minimum 100 hours of field experience
- minimum 2.75 grade point average (no grade of “D” or “F” in education courses)
- registration date for the Praxis II
- application for clinical practice

“All candidates applying for certification in Nebraska must provide evidence they have taken the required content test and received the required passing score to have the endorsement placed on their Nebraska teaching certificate.” (Nebraska Department of Education, Rule 24, effective September 1, 2015)

A PHILOSOPHY FOR CLINICAL PRACTICE

The ultimate goal of the Clinical Practice Experience at Creighton University is to prepare beginning teachers to function effectively in their first professional setting. We believe the role of the teacher is to provide an educational setting of experiences where students learn to function and participate in a society in order to protect our freedoms and perpetuate a true democratic society. The setting must take care of both the content and the processes necessary for encouraging the educated person to be an active participant.

The liberal arts core required at Creighton University has the intent of increasing one’s professional commitments that express concerns for human, moral and ethical values, as well as one’s religious convictions. The courses in the areas of humanities, value consciousness, scientific inquiry, and communications and inquiry are the foundation for developing decision-makers who are people-oriented and those who serve others. Those courses, together with other instruction and field experiences in teacher education programs, have brought you to the threshold where you can now practice the knowledge, skills and attitudes that you have observed and presented during your preparation.

During this clinical practice experience, you will be observed in the areas of and your ability to:

- diagnosing the needs of students and planning in order to meet those needs;
- communicating both visually and orally;
- selecting appropriate methods and techniques most appropriate for a variety of students and situations;
- motivating students while enhancing their self-concepts and expectations;
- preparing instruments for measuring the progress of students;
- organizing and managing the classroom in a productive and humane manner; and
- working cooperatively with the professional staff and environment in which you work.

EDU 591: CLINICAL PRACTICE/STUDENT TEACHING

GOALS OF THE COURSE/PROGRAM

To provide the candidate with direct teaching experience in an actual school setting under the supervision and guidance of a highly qualified classroom teacher in the area the teacher candidate is seeking endorsement(s).

OBJECTIVES

The focus of the program is on the teacher candidate. The teacher candidate is expected to accept and discharge his/her assigned responsibilities. This will include such activities as:

- classroom planning;
- securing necessary materials and equipment;
- classroom instruction;
- diagnosis and evaluation of students;
- supervision of the students and the classroom.

In addition, s/he is expected to become acquainted with the school and its personnel, participate in school and community activities, and attend individual and group conferences at the school and at the university.

EVALUATION OF CLINICAL PRACTICE

The evaluation of a teacher candidate is a continuous process during the student's experiences. Conferences are held regularly with the university supervisor and with the cooperating on-site teacher. Strengths, weaknesses, and changes are suggested and/or reinforced as a result of the observations. Midterm and final formal evaluations are conducted and shared with the teacher candidate.

The teacher candidate has the opportunity at the conclusion of the experience to evaluate the effectiveness of both the cooperating on-site teacher and the university supervisor. Such data have become useful in judging the kinds of things that we ask him/her to do, his/her reaction to different personalities, and, on rare occasions, an assignment change. As the clinical practice experience is completed, each teacher candidate also will complete a self-evaluation of the experience and reflect on their semester-long journey.

COURSE/PROGRAM STRUCTURE

In this course/program, there are 16 weeks of full-day student teaching. Each teacher candidate receives an assignment for a full semester in one or more of his/her endorsement areas. Regardless of the program, the teacher candidate follows the academic calendar of the school to which s/he has been assigned (16 weeks = 640 hours).

Students are screened by the Selection and Retention Committee, and, if eligible, are placed in a recognized or accredited school under the guidance of a qualified master teacher. University supervisors, all having direct classroom experience, visit the teacher candidates' classrooms a minimum of seven times during the semester for observation and visitation with the teacher candidates and their cooperating teachers. At least six of these visits must be documented observations/evaluations with reflections by the student teacher and the university supervisor. The other visit(s) may consist of the introductory visit within the first weeks of the placement, the midterm evaluation, and/or the final evaluation/closing visit during the last week the placement.

The grade for Clinical Practice is determined by:

- classroom performance (as evaluated by the cooperating on-site teacher and university supervisor),
- attendance at scheduled meetings,
- written responsibilities (actual grade is given by the university supervisor),
- evaluation of supervision by the student teacher and self-evaluation.

THE NATURE OF THE CLINICAL PRACTICE EXPERIENCE

The primary goal of a sound clinical practice program is to provide a realistic experience in which prospective teachers might crystallize ideas and methods under professional guidance. The clinical practice program is planned and structured in such a manner that this goal may be achieved.

The clinical practice experience requires a great deal of the teacher candidate. It is necessary for the teacher candidate to engage in many new activities that are both mental and physical in nature. S/He has the primary responsibility for planning and executing daily and long-range plans. The teacher candidate needs to establish and maintain a close subordinate-supervisor relationship with a premium placed on ingenuity and creativity. This takes place in a context of interpersonal relationships with a number of people, resulting in new learning experiences for the teacher candidate both inside and outside the traditional classroom setting.

An effective clinical practice experience is a tremendous challenge, one much greater than the student usually anticipates, even with forewarnings and preparatory course work. This is a new experience for the student, a very comprehensive and important period, and, as such, it may be an unsettling transition period. Fortunately, administrators in the cooperating schools make this transition somewhat easier by enlisting the aid of the most dedicated and highly recommended cooperating teachers.

In the clinical practice program at Creighton University, a teacher candidate teaches full days for one semester. The most commonly asked question from both the cooperating teacher and the teacher candidate during the experience centers around the problem of timing and the student's assumption of responsibility; in other words, how much and how soon? In the paragraphs that follow, a series of sequentially staged experiences is discussed. These steps may serve as a working outline. However, cooperating teachers may find that each of the steps may be compressed or extended according to the readiness of the particular teacher candidate.

STEP I: INDUCTION

The teacher candidate becomes familiar with the classroom procedures and routines. Some of these activities might include: learning the names of the students, observing the students and their reactions during class, transitions from one classroom activity to another, specific techniques of presentation, demonstration, supervision and discipline. On a separate page entitled "Information for Cooperating Teachers," there is a list of informational ideas a cooperating teacher may wish to share with the teacher candidate. During this time, frequent conferences are indispensable to establishing a close, forthright relationship between the cooperating teacher and the teacher candidate.

STEP II: CLASSROOM INTEGRATION

Generally, after a short time, the teacher candidate is ready to assume a few of the administrative and procedural tasks of the classroom. Such chores as roll-taking, grade recording, assisting in other routines, and non-instructional activities will bring the teacher candidate into closer contact with the pupils and will serve to build his/her self-confidence. Also, during this time, the teacher candidate should be ready to assume "bit-teaching" responsibilities. In bit-teaching situations, the teacher candidate is responsible for leading brief, instructional sessions in a specific learning activity. Bit-teaching determines readiness to assume full-time teaching responsibility.

During this phase, the teacher candidate and the cooperating teacher(s) should plan cooperatively both bit-teaching and the first teaching units for which the student will be responsible. This planning also should include some long-range plans for the teacher candidate so that s/he can develop a perspective of his/her overall progression.

STEP III: INITIAL TEACHING

As soon as readiness is judged to be adequate, the teacher candidate is directed carefully in taking over responsible, full-time teaching with detailed planning and frequent cooperative evaluation. The cooperating teacher(s) should allot ample time for a very thorough, advance discussion of the teacher candidate's lesson plans prior to their presentation.

After these tentative trials and an intensive evaluation, the teacher candidate should begin to assume responsibility for teaching a subject (elementary) or a class session (secondary). It is recommended that subjects and classes be added to the teacher candidate's load only after s/he has gained command of the first responsibilities. The cooperating teacher(s) continue(s) to provide the necessary support in the form of approval of lesson plans, advance discussions, observation and evaluation, and constructive encouragement and criticism on a pre-established basis.

STEP IV: FULL TEACHING

Hopefully, within seven to eight weeks, but varying according to individual readiness, the student should assume a full teaching load within his/her schedule. As the term "full load" implies, the teacher candidate should perform all of the activities that surround the ongoing program of instruction, class management, and pupil observation.

During this stage of clinical practice, both the cooperating teacher(s) and the teacher candidate should engage in frequent, highly specific evaluation sessions. Sometimes the cooperating teacher(s) hesitate(s) to offer suggestions to the teacher candidate for fear of shaking his/her self-confidence, and likewise, the teacher candidate may tend to resent suggestions when s/he is "on his/her own." However, the teacher candidate should actively invite constructive criticism by encouraging the cooperating teacher to critique methods, planning and management.

STEP V: PHASE-OUT

When a few days remain before the clinical practice ends, and depending upon the desires of all parties, the teacher candidate might enter other areas of experience.

A teacher candidate may wish to experiment with new instructional methods. If so, s/he and the cooperating teacher may agree upon a series of experiences which will contribute to the growth of the teacher candidate and the pupils.

The teacher candidate also may wish to pursue activities outside the assigned classroom by a structured program of observation or other activities that have been developed cooperatively which will aid in the candidate's growth.

EDU 593: CLINICAL PRACTICE SEMINAR

EDU 593 is the Education Department's required designated ethics course. Taken in conjunction with Clinical Practice, EDU 593 consists of a series of assignments and on-campus seminars. Under the guidance of a master practitioner, candidates analyze, reflect on, and problem solve ethical issues that emerge in their clinical practice settings. Each seminar provides candidates a forum for reflecting on their professional development as well as exploring topics such as communicating with families, learning new technology, and achieving balance/wellness amid full-time teaching demands. Career preparation, which includes managing one's credential files, interviewing for jobs, and applying for certification, is also covered during seminars.

EDU 593 requires candidates to engage in ongoing, structured reflections of their clinical practice experiences. Each week, teacher candidates submit reflective journals to their university supervisors, and at the last seminar, candidates present a case study about one ethical issue they encountered during clinical practice.

WHAT IT MEANS TO BE A REFLECTIVE PRACTITIONER

In 1933, John Dewey made an important distinction in conceptualizing teachers' practices when he identified routine and reflective action. He defined routine action as teaching acts characterized by authority, impulse and tradition. Persons who teach from this perspective openly accept the defined practices of schools and set about to find the most efficient and effective way to carry out these practices. They overlook the possibility that other, if not more desirable, options exist. For example, day-to-day school practices (e.g., the goals, problems, and methods of solving problems) are dealt with routinely. To the extent that every day practices continue in prescribed ways without major interruption, schooling practices are viewed typically as non-problematic, not warranting examination or change.

Conversely, Dewey defines reflective action ". . . as behavior which involves active, persistent, and careful consideration of any belief or practice in light of the grounds that support it and the future consequences to which it leads." (Grant and Zeichner, 1984, p. 4). Reflective action involves meeting and responding to problems. Persons who teach from this perspective analyze actively their teaching practices and the educational, social, democratic and political contexts in which their teaching is embedded. For example, traditional planning practices are examined and alternative planning methods are explored.

Dewey refers to three attitudes as prerequisite to reflective action as follows:

1. open-mindedness,
2. responsibility, and
3. wholeheartedness.

Dewey's concept of **open-mindedness** refers to an active desire to consider more than one perspective, to give full attention to alternate possibilities, and to recognize the possibility of error, even in the beliefs that are dearest to us. To be open-minded implies that alternate solutions to existing practices can and probably should be explored. Reflective teaching means that teachers hold attitudes that are characterized by open-mindedness about the content, methods and procedures used in the classroom and will critically analyze traditional practices. (Apple and King, 1977; Zeichner, 1981.)

An attitude of **responsibility**, involves thorough consideration of the consequences resulting from their teaching action. Responsibility requires teachers to ask themselves why they are doing various things in the classroom. Teachers have an obligation to consider the consequences of their decisions in relation to the lives of the students whom they teach. According to Dewey, reflective teaching means that teachers have, and demonstrate, responsible attitudes.

The final attitude of **wholeheartedness** implies that open-mindedness and responsibility are central to the lives of reflective teachers who vigorously seek out and assume responsibility for the education of their students. An attitude of wholeheartedness requires a dedicated and committed approach to teaching all students, not just a few, and impels the teacher to learn about the uniqueness of each student so that optimal educational experiences can be supplied.

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SECTION II

ROLES AND RESPONSIBILITIES

THE CLINICAL PRACTICE CANDIDATE'S ROLE AND RESPONSIBILITIES

Clinical practice candidates are upper-level Education students who have successfully completed pre-requisite courses and earned the opportunity to experience the full role and meaning of teaching in a school setting. Teacher candidates share with cooperating teachers the instructional responsibilities of a classroom, which includes working with colleagues, parents, and administrators as well as P – 12 students. They work under the guidance of cooperating teachers and with the supervision of university supervisors.

RESPONSIBILITIES OF THE TEACHER CANDIDATE

The clinical practice experience at Creighton University places priority on developing teacher candidates' abilities to become **reflective practitioners**. As a required field experience for teacher education students, the program will provide a time for learning, experimentation, critical analysis, and professional practice. In so doing, the student teacher will have certain responsibilities as outlined below.

KNOWLEDGE – The candidate will:

- bring to the teaching experience adequate knowledge in the areas of basic subject matter, human growth and development, and teaching strategies and procedures.
- develop an understanding of the role of administrators, teachers, lay people, support staff, and the board of education in determining school policies and in decision making.
- read the school policy manual to become familiar with essential information in order to comply with all school, system, and building regulations including the school calendar which regularly employed teachers are expected to observe.
- analyze classroom interaction in order to determine the degree of participation by the various members of the class and alter such interaction if deemed appropriate.
- observe a variety of classes (unique programs, exemplary teachers, varied levels, etc.). Check with the cooperating teacher and/or the building principal as to whom you might observe.

DISPOSITIONS – The candidate will:

- display a highly professional attitude with respect to confidential information about children and youth and with respect to relationships and practices with colleagues and the respective educational systems.
- adhere to the code of ethics of the education profession.
- display enthusiasm and interest in all phases of the teaching experience.
- abide by patterns of conduct expected of professional personnel.
- be punctual; report on time for all school appointments and duties including school meetings and functions required of other teachers and staff.
- place teaching duties and responsibilities ahead of personal desires.
- strive to exemplify the attitudes and actions of a teacher rather than those of a student.
- demonstrate responsibility in accepting and completing assigned tasks.
- dress appropriately for a professional person.
- accept constructive feedback and engage in regular self-appraisal.

- contact cooperating teacher and university supervisor if illness prevents attendance, and turn in appropriate form to the university supervisor.
- remember that the cooperating teacher is legally responsible for the class and that the student teacher should assume no authority that has not been delegated by the cooperating teacher.

SKILLS – The candidate will:

- plan all work and submit plans to the cooperating teacher and the university supervisor (if required) prior to teaching a lesson. Include, when necessary, safety rules for the pupils to follow and any accommodations.
- attempt a variety of teaching techniques (discovery, problem solving, lecture, simulations, discussion, independent learning, games, demonstrations, etc.) in an effort to discover and develop a personal style of teaching. If needed, set short-term goals for improvement of communication skills (voice quality and projection, non-verbal skills, use of media, opening motivators and closure, etc.).
- experience the use of varied media in the instructional process. Prepare bulletin boards and displays to accompany and enhance ongoing classroom work.
- participate in one or more extra-curricular activities including parent-teacher conferences, if available. If given an opportunity, share in the preparation of formal pupil progress reports to parents.
- assume responsibilities in identifying student needs. If necessary, provide alternative methods for non-readers or other special needs children so they may obtain the required information from the printed page.
- design varied tests and/or evaluation procedures. Then select, use, and interpret objective data and records in understanding and guiding pupil growth. Follow up with appropriate remedial or “challenge” lessons.
- complete other tasks and activities as directed by the cooperating teacher and/or university supervisor which are appropriate for a particular student teaching situation.
- assume supervisory responsibilities (playground, corridors, lunchrooms, buses, school events, etc.) along with the cooperating teacher.
- interact with non-teaching personnel (custodians, secretaries, nurses, cooks, etc.), and discover how all must relate effectively within the school setting.
- interact with pupils in informal situations (playgrounds, corridors, school functions, library, study hall, lunchroom, etc.).

THE COOPERATING TEACHER'S ROLE

Cooperating teachers are responsible for the direct supervision of teacher education students assigned to them. They provide appropriate professional experience for their teacher candidates and help gather objective data on their teaching effectiveness. Cooperating teachers share their expertise in teaching as they guide the teacher candidate. The cooperating teachers and university supervisors are members of a team that facilitates professional laboratory experiences for the teacher candidate.

The role of the cooperating teacher cannot be taken too lightly. The cooperating teacher is the initial, and often the indirect lifelong, mentor of the teacher candidate during the clinical practice. The cooperating teacher is a practiced master teacher who teaches children/youth and guides and supervises a teacher candidate in all professional experiences. The tasks and responsibilities detailed below are not intended to be all-inclusive but only representative.

The cooperating teacher should:

- be willing to work with a teacher candidate as part of an instructional team.
- confer frequently with the teacher candidate concerning evaluation of his/her work and future plans.
- help the teacher candidate relate the theory to practice.
- clarify the philosophy and goals of teaching with the teacher candidate. Explain how classroom management is governed according to this philosophy.
- prepare tentative short-range and long-range plans for the teacher candidate to assume full classroom responsibilities.
- allow the teacher candidate to first work with individual students and small groups and gradually assume the responsibility for the entire class. (In a sixteen-week placement, it is suggested that the responsibility for teaching the entire class would encompass a period of four to six weeks.)
- share helpful information about each student, including the cultural background of his/her students.
- discuss with the teacher candidate the expected appropriate behaviors within his/her respective classrooms, school buildings, and in conjunction with the responsibilities described in the teacher candidate section.
- write a letter to the parents providing the teacher candidate's name and the necessity and function of the clinical experience.
- prepare his/her pupils for the arrival of the teacher candidate emphasizing the fact that this will be a teaching team with the teacher candidate having an authoritative position.
- help establish good rapport between the teacher candidate and other school personnel.
- orient the teacher candidate to the school building, regulations, use of machines, materials and supplies.
- orient the teacher candidate to expected mannerisms within the school and among faculty/staff members.
- describe the racial make-up of the school, the economic and social conditions of the neighborhood, specific accommodations within the school, busing schedule, etc.
- assist the teacher candidate during the first full week when observation is the norm by providing an observation guide and/or specific items to observe that will help make this time valuable.
- provide the teacher candidate with seating charts or some means for him/her to become familiar with the names of the students with whom s/he will be working.

- orient the teacher candidate to general classroom management.
- acquaint the teacher candidate with audio-visual equipment in the school, the procedures for securing the same, and give the necessary help to ensure effective use.
- discuss the type of lesson plan desired.
- provide a desk, file drawer space, and a secure place for coats and belongings.
- set up specific procedures for conferencing.
- encourage the teacher candidate to observe ways in which to enrich the curriculum by bringing outside materials from the curriculum laboratory or other sources into the classroom.
- inform the principal and the university supervisor **promptly** should the teacher candidate encounter serious problems so we can work together towards a possible resolution.
- prepare the necessary evaluations of the teacher candidate's performance.
- complete other forms as requested by the university.

THE PRINCIPAL'S ROLE

The principal is the administrator for a given building or buildings. S/He is responsible for what happens in her/his respective building(s). S/He works directly with the teachers and the staff in her/his respective building(s). A teacher candidate should be considered as another teacher in his/her building(s) and should be expected to function in a similar capacity.

Regarding teacher candidates per se, the principal should:

- approve or reject any cooperating teacher or teacher candidate assigned to the school.
- orient the professional and support staff and the school community to the teacher candidates and facilitate the acceptance of teacher candidates by the faculty of the school they are doing their clinical practice.
- confer with teacher candidates individually or in groups concerning the philosophy of the school and provide them with appropriate school district policy and/or procedure manuals.
- explain all school policies thoroughly, including the philosophy of the school, disciplinary responsibilities, liability provisions and insurance protection, staffing and referral procedures, special teachers, length of the school day, holidays, parent conferences and the reasons for them, the duties of the department chairs (if appropriate), fire drills, tornado drills, cafeteria procedures, etc.
- acquaint teacher candidates with special services provided for pupils.
- indicate which staff meetings, professional meetings, and committee meetings are open to teacher candidates and invite them to attend.
- encourage teacher candidates to attend parent-teacher conferences and similar meetings.
- make possible a program of direct experiences for teacher candidates through which they may be guided toward a better understanding of what constitutes good teaching.
- provide for a sharing of experiences giving teacher candidates an overall view of the total school program.
- remain informed about the progress of the teacher candidates through visits with cooperating teachers and/or university supervisors.

UNIVERSITY SUPERVISOR'S ROLE

University supervisors of teacher candidates are faculty members at Creighton University. They spend time in school settings working with teacher education students, and they share, with cooperating teachers, the responsibility for the professional growth of teacher candidates. The university supervisor works collaboratively with school personnel in designing and implementing the most appropriate and effective experiences for each student teacher.

The university supervisor has the responsibility to:

- maintain open communication and good personal relationships with the teacher candidate and the cooperating teacher(s).
- inform the cooperating teacher(s) of any university expectations, including due dates for reports, conferences, and/or evaluations.
- assist the cooperating teacher(s) in planning learning experiences and performing other supervisory responsibilities when necessary.
- observe the teacher candidate in school activities and keep informed of the student's progress. University supervisors, all having direct classroom experience, visit the teacher candidates' classrooms a minimum of seven times during the semester for observation and conversation with the student teachers and their cooperating teachers. At least six of these visits must be documented observations/evaluations with reflections by the student teacher and the university supervisor. The other visit may consist of the introductory visit within the first weeks of the placement, the midterm evaluation, and/or the final evaluation/closing visit during the last week of the placement. **The use of one or two electronic observations may be piloted during the semester.**
- participate in at least one conference with the teacher candidate and his/her cooperating teacher(s) as a follow-up to a school visit.
- write a visitation report after each visit and/or observation reporting on the strengths and/or weaknesses of the teacher candidate.
- serve as a resource to the cooperating teacher, teacher candidate, principal and other building personnel.

SECTION III

LEGAL, ETHICAL, AND GENERAL INFORMATION FOR THE TEACHER CANDIDATE

LEGAL STATUS OF THE TEACHER CANDIDATE IN NEBRASKA

LEGISLATIVE BILL 175

Approved by the Governor, March 1, 1971

Introduced by Fern Hubberd Orme, 29th District; Gerald Stromer, 36th District

AN ACT relating to education; to define terms; to provide for the student teachers or interns as prescribed; and to provide duties.

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

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

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

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

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

SELECTED NEBRASKA SCHOOL LAW (ACCESS TO FILES)

79-4, 156. Any teacher, administrator, or full-time employee of any public school district shall, upon his request, have access to his personnel file maintained by the district and shall have the right to attach a written response to any item in such file, and he may in writing authorize any other person to have access to such file, which authorization shall be honored by the district. Such access and right to attach a written response shall not be granted with respect to letters of recommendation solicited by the employer which appear in the personnel file. No other person shall be granted access to such file nor shall the contents thereof be divulged in any manner to any authorized person.

79-4, 157. Any pupil in any public school, his parents, guardians, teachers, counselors, or school administrators shall have access to the school's files or records maintained concerning him. No other person shall have access thereto nor shall the contents thereof be divulged in any manner to any unauthorized person. All such files or records shall be so maintained as to separate academic and disciplinary matters and all disciplinary material shall be removed and destroyed upon the pupil's graduation or after his continuous absence from the school for a period of three years, and after authorization, is given by the State Records Board pursuant to section 84-1201 to 84-1220.

STANDARDS OF ETHICAL PROFESSIONAL PRACTICE

TITLE 92, NEBRASKA ADMINISTRATIVE CODE, CHAPTER 27

Section 004 Standards of Ethical and Professional Performance for Holders of Public School Certificates

The following standards apply to all holders of public school certificates.

27.02 Preamble: The educator shall believe in the worth and dignity of human beings.

Recognizing the supreme importance of the pursuit of truth, the devotion to excellence and the nurture of democratic citizenship, the educator shall regard as essential to these goals the protection of the freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator shall accept the responsibility to practice the procession to these ethical standards.

The educator shall recognize the magnitude of the responsibility he or she has accepted in choosing a career in education, and engages, individually and collectively with other educators, to judge his or her colleagues, and to be judged by them, in accordance with the provisions of this chapter.

The standards listed in this section are held to be generally accepted minimal standards for public school certificate holders in Nebraska with respect to ethical and professional conduct and are, therefore, declared to be the criteria of ethical and professional performance adopted pursuant to the provisions of Section 79-1282 R.R.S. for holders of public school certificates.

If the certificate holder is employed in a nonpublic school, that context shall be taken into account in the application of these standards.

004.02 – Principle I – Commitment as Professional Educator: Fundamental to the pursuit of high educational standards is the maintenance of a professional 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:

004.02A Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, colleagues, parents, school patrons, or school board members.

004.02B Shall not discriminate on the basis of race, color, creed, sex, marital status, age, national origin, ethnic background, or handicapping condition.

004.02C 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.

004.02D Shall not make any fraudulent statement or fail to disclose a material fact for which the educator is responsible.

004.02E Shall not exploit professional relationships with students, colleagues, parents, school patrons, or school board members for personal gain or private advantage.

004.02F Shall not sexually harass students, parents or school patrons, employees, or board members.

004.02G 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.

004.02H Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties.

004.02I Shall report to the Commissioner any known violation of 004.02G, 004.04E, or 004.05B of this chapter.

004.02J Shall seek no reprisal against any individual who has reported a violation of this chapter.

004.03 – Principle II – Commitment to the Student: 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:

004.03A Shall permit the student to pursue reasonable independent scholastic effort, and shall permit the student access to varying points of view.

004.03B Shall not deliberately suppress or distort subject matter for which the educator is responsible.

004.03C Shall make reasonable effort to protect the student from conditions which interfere with the learning process or are harmful to health or safety.

004.03D Shall conduct professional educational activities in accordance with sound educational practices that are in the best interest of the student.

004.03E 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.

004.03F Shall not tutor for remuneration students assigned to his or her classes unless approved by the local board of education.

004.03G Shall not discipline students using corporal punishment.

004.04 Principle III – Commitment to the Public: 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:

004.04A 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.

004.04B Shall not use institutional privileges for private gain or to promote political candidates, political issues, or partisan political activities.

004.04C Shall neither offer nor accept gifts or favors that will impair professional judgment.

004.04D Shall support the principle of due process and protect the political, citizenship, and natural rights of all individuals.

004.04E Shall not commit any act of moral turpitude, nor commit any felony under the laws of the United States or any state or territory.

004.04F Shall, with reasonable diligence, attend to the duties of his or her professional position.

004.05 Principle IV – Commitment to the Profession: In the belief that the quality of the services to the education professional directly influences the nation and its citizens, the educator shall exert very 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:

004.05A 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.

004.05B Shall not misrepresent his or her professional qualifications, nor those of colleagues.

004.05C Shall practice the profession only with proper certification, and shall actively oppose the practice of the profession by persons known to be unqualified.

004.06 Principle V – Commitment to the Professional Employment Practices: 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:

004.06A Shall apply for, accept, offer, or assign a position or responsibility on the basis of professional preparation and legal qualifications.

004.06B Shall not knowingly withhold information regarding a position from an applicant or employer, or misrepresent an assignment or conditions of employment.

004.06C Shall give prompt notice to the employer of any change in availability of service.

004.06D Shall conduct professional business through designated procedures, when available, that have been approved by the employing agency.

004.06E Shall not assign to unqualified personnel, tasks for which an educator is responsible.

004.06F Shall permit no commercial or personal exploitation of his or her professional position.

004.06G Shall use time on duty and leave time for the purpose for which intended.

PREAMBLE

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of the democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than the one specifically designated by the NEA or its affiliates.

PRINCIPLE I. . . Commitment to the Student

The educator measures his/her success by the progress of each student toward realization of his/her potential as a worthy and effective citizen. The educator, therefore, works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. The educator. . .

1. Shall not without just cause restrain the students from independent action in his/her pursuit of learning, and shall not without just cause deny the student access to varying points of view.
2. Shall not deliberately suppress or distort subject matter for which s/he bears responsibility.
3. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
4. Shall conduct professional business in such a way that s/he does not expose the student to unnecessary embarrassment or disparagement.
5. Shall not on the grounds of race, color, creed, or national origin exclude any student from participation in or deny him/her benefits under any program, nor grant any discriminatory consideration or advantage.
6. Shall not use professional relationships with students for private advantage.
7. Shall keep in confidence information that has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.
8. Shall not tutor for remuneration students assigned to his/her classes, unless no other qualified teacher is reasonably available.

PRINCIPLE II. . . Commitment to the Public

The educator believes that patriotism in its highest form requires dedication to the principles of our democratic heritage. S/He shares with all other citizens the responsibility for the development of sound public policy and assumes full political and citizenship responsibilities. The educator bears particular responsibility for the development of policy relating to the extension of educational opportunities for all and for interpreting educational programs and policies to the public. The educator. . .

1. Shall not misrepresent an institution or organization with which s/he is affiliated, and shall take adequate precautions to distinguish between his/her personal and institutional or organizational views.
2. Shall not knowingly distort or misrepresent the facts concerning educational matters in direct and indirect public expression.
3. Shall not interfere with a colleague's exercise of political and citizenship rights and responsibilities.
4. Shall not use institutional privileges for private gain or to promote political candidates or partisan political activities.
5. Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, or offer any favor, service, or thing of value to obtain special advantage.

PRINCIPLE III. . . Commitment to the Profession

The educator believes that the quality of the services of the education professional directly influences the nation and its citizens. S/He, therefore, exerts every effort to raise professional standards, to improve his/her 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. Aware of the value of united effort, s/he contributes actively to the support, planning and programs of professional organizations. The educator. . .

1. Shall not discriminate on the grounds of race, color, creed or national origin for membership in professional organizations nor interfere with the free participation of colleagues in the affairs of their association.
2. Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities.
3. Shall not use coercive means or promise special treatment in order to influence professional decisions of colleagues.
4. Shall withhold and safeguard information inquired about colleagues in the course of employment, unless disclosure serves professional purposes.
5. Shall not refuse to participate in a professional inquiry when requested by an appropriate professional association.
6. Shall provide upon the request of the aggrieved party a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
7. Shall not misrepresent his/her professional qualifications.
8. Shall not knowingly distort evaluations of colleagues.

PRINCIPLE IV. . . Commitment to Professional Employment Practices

The educator regards the employment agreement as a pledge to be executed both in spirit and in fact in a manner consistent with the highest ideals of professional service. S/He believes that sound professional personnel relationships with governing boards are built upon personal integrity, dignity, mutual respect. The educator discourages the practice of his/her profession by unqualified persons. The educator. . .

1. Shall apply for, accept, offer, or assign a position or responsibility on the basis of professional preparation and legal qualifications.
2. Shall apply for a specific position only when it is known to be vacant and shall refrain from underbidding or commenting adversely about other candidates.
3. Shall not knowingly withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment.
4. Shall give prompt notice to the employing agency of any change in availability or nature of a position.
5. Shall not accept a position when so requested by the appropriate professional organization.
6. Shall adhere to the terms of a contract or appointment unless these are altered by a unilateral action of the employing agency.
7. Shall conduct professional business through channels, when available, that have been jointly approved by the professional organization and the employing agency.
8. Shall not delegate assigned tasks to unqualified personnel.
9. Shall permit no commercial exploitation of his/her professional position.
10. Shall use time granted for the purpose for which it is intended.

CODE OF ETHICS FOR THE CATHOLIC SCHOOL TEACHER

The professional conduct of every educator affects attitudes about the teaching profession and Catholic education. Aware of the importance of maintaining the confidence of students, parents, colleagues, and the Church community, Catholic educators strive to sustain the highest degree of ethical conduct.

COMMITMENT TO STUDENTS

Catholic education is an expression of the mission entrusted by Jesus to the Church He founded. Through education the Church seeks to prepare its members to proclaim the Good News and to translate this proclamation into action. Since the Christian vocation is a call to transform oneself and society with God's help, the educational efforts of the Church must encompass the twin purposes of personal sanctification and social reform in light of Christian Values.

(To Teach as Jesus Did)

The Catholic educator makes the well-being of students the foundation of all decisions and actions. Therefore, the Catholic educator:

- Provides educational assistance with respect and reverence for each student.
- Preserves the student's right to privacy by judiciously protecting information that is confidential.
- Protects students when their well-being is threatened by unsafe, incompetent, unethical, or illegal actions of any person – student or adult.

COMMITMENT TO THE MINISTRY OF TEACHING

Education is one of the most important ways by which the Church fulfills its commitment to the dignity of the person and building of community. Community is central to educational ministry both as a necessary condition and an ardently desired goal. The educational efforts of the Church must therefore be directed to forming persons-in-community; for the education of the individual Christian is important not only to his (or her) solitary destiny but also the destinies of the many communities in which he (or she) lives.

(To Teach as Jesus Did)

The Catholic educator performs teaching responsibilities with diligence and integrity. Therefore, the Catholic educator:

- Enhances self-competence by continuing education to increase knowledge and skills.
- Fosters a philosophy of education which encourages lifelong learning.
- Promotes professionalism by respecting and preserving the privacy and dignity of colleagues.
- Upholds the authority of the parish when communicating with parents, students, and the community.

COMMITMENT TO THE COMMUNITY

The success of the Church's educational mission will also be judged by how well it helps the Catholic community to see the dignity of human life with the vision of Jesus and involve itself in the search for solutions to the pressing problems of society. Christians are obliged to seek justice and peace in the world. Catholics individually and collectively should join wherever possible with all persons of good will in the effort to solve problems in ways which constantly reflect Gospel values.

(To Teach as Jesus Did)

The Catholic educator believes the Catholic community is both an agent of appropriate change and a preserver of basic tradition. Therefore, the Catholic school educator:

- Regards the learning community as an integral part of the parish and a vital force for preparing future Church and civic leaders.
- Develops peacemaking strategies that reflect Christian problem-solving techniques.
- Designs and develops age-appropriate activities that foster leadership within the school community.
- Challenges students to respond to the needs of the time and live out their Christian virtues.

[Code of Ethics developed by the Department of Elementary Schools, National Catholic Educational Association, through the special efforts of Chairperson Ms. Ann Pizelo, Sr. Mary Theo O'Meara, B.V.M., Mrs. Mary Piotrowski, and Sr. Mary Peter Traviss, O.P.] 1999 National Catholic Education Association, Department of Elementary Schools, 1077 30th Street, N.W., Suite 100, Washington, D.C. 20007-3852.

DEMONSTRATING PROFESSIONALISM

Being professional has many meanings and can be demonstrated in countless ways. Clinical practice candidates should not only adhere to legal and ethical professional standards but also strive to model exemplary attitudes and behavior in all aspects of their lives. Among key concepts related to professionalism are the following:

Commitment	Courage	Enthusiasm
Respect	Engagement	Participation
Integrity	Confidentiality	Initiative
Maturity	Confidence	Advocacy
Planning	Reflection	Organization
Flexibility	Discernment	Resilience
Responsibility	Collaboration	Curiosity

ATTENDANCE POLICIES

VACATIONS

Teacher candidates will begin when their cooperating teachers begin their school year and follow their assigned school and/or district schedules once the clinical practice experience begins.

ABSENCES

Teacher candidates are responsible for notifying the cooperating on-site teacher(s), university supervisor, and, if necessary, the building principal when they are unable to meet their student teaching assignments. If the teacher candidate is forced to be absent from his/her assignment and knows in advance, every effort must be made to make necessary arrangements. Excessive absences must be made up by the teacher candidate. Generally, no more than three absences will be allowed. If poor attendance should become a concern, the result could be removal from the clinical experience site and a failing grade for EDU 591.

JOB INTERVIEWS

Candidates are encouraged to make arrangements for late afternoon (after school hours) interviews during the clinical experience professional semester.

EXTRA-CURRICULAR PARTICIPATION

Candidates participating in extra-curricular activities such as athletics must do their clinical practice in the "off-semester," i.e., baseball in spring, soccer in fall. When the activity encompasses two semesters, the student must decide which semester will be used.

INITIAL INFORMATION TEACHER CANDIDATES SHOULD SEEK ABOUT THEIR PLACEMENTS

The following list should not be construed to be all-inclusive nor that all items are appropriate for all situations.

I. **Introduction**

- A. Share information about teacher candidate's background with school personnel
- B. Ask professional information about the cooperating teacher and other "colleagues"

II. **School**

- A. Mission
- B. Rules and administrative procedures: reporting/learning time, bus times, budget, etc.
- C. Floor plan
- D. Faculty
- E. Paraprofessionals and other personnel
- F. Fire, tornado, and other safety drills
- G. Daily schedules
- H. Assembly schedules

III. **Class(es)**

- A. Curriculum goals and objectives
- B. Classroom rules and procedures
- C. Routine practices
- D. Instructional materials
- E. Technology resources
- F. Daily teaching schedule
- G. Schedule of special responsibilities
- H. Parent-teacher conferences
- I. Extra-curricular and out-of-classroom duties

IV. **Community**

- A. Background
- B. Parent expectations from and interactions with the school
- C. Resources and opportunities
- D. Challenges and initiatives to address them

SECTION IV

OBSERVATION AND EVALUATION OF TEACHER CANDIDATES

ONGOING DEVELOPMENTAL PROCESS

Creighton University's clinical practice experience is built around the concept of continuous evaluation. It is extremely important that the cooperating teacher and the university supervisor share in the continuous evaluation of the teacher candidate. Objective, defensible and growth-promoting evaluation is based on the process of data collection. Gathering and using information that will be helpful to the teacher candidate requires diligent professional attention that will be given to the supervisory conference cycle. This all-important cycle begins with formal and informal observations of the student teacher in action. Through the use of a variety of data collection tools, the university supervisor and the cooperating teacher can collect objective information that can be extremely valuable in helping the teacher candidate grow. The supervisory conference cycle is completed when a formal or informal conference is held to discuss what has been observed.

Systematically observing, analyzing and reflecting on collected data, and providing feedback to the teacher candidate are the most important responsibilities that a cooperating teacher has during clinical practice experience. By meeting observation and conference responsibilities, the cooperating teacher helps the teacher candidate reflect on teaching effectiveness and the development of self-evaluation skills. The cooperating teacher should hold weekly conferences in addition to daily informal conversations. The university supervisor should hold similar conferences before and after a formal observation.

Information sharing between the cooperating teacher and the university supervisor regarding the teacher candidate's progress is critical. Such communication can occur during three-way or two-way face-to-face conferences or during conversations driven by technology such as Skype, FaceTime, or telephone.

The following tips will help to ensure effective conferences:

- Maintain and use observation notes during conference to stimulate recall of teacher candidate's performance.
 - Each person approach the conference with an open-mind, ready to share and listen to various viewpoints.
 - Maintain mutual trust and respect between those involved.
 - Clearly define purposes for the conference.
 - Examine and discuss progress from conference to conference.
 - Ensure conferences are private and conducted out of the presence of pupils and/or other faculty.
- Confidentiality is professional and necessary for establishing the mutual trust and respect previously mentioned.

Feedback, then, is a primary tool in helping the teacher candidate grow. Throughout the entire supervisory conference cycle, the teacher candidate should be apprised of his/her progress and performance both verbally and in writing. These practices should facilitate the final evaluation process. Cooperating teachers are encouraged to pay particular attention to the information on mid-term and final evaluations. It is extremely helpful to the continuous evaluation process if the cooperating teacher is fully aware of and understands all the evaluation criteria.

GRADING GUIDELINES FOR UNIVERSITY SUPERVISORS OF TEACHER CANDIDATES

RATIONALE:

The university supervisor is the individual who assigns the midterm and final grade. The supervisor evaluates the teacher candidate's performance, planning skills, promptness, professional demeanor, acceptance of responsibilities, and other indicators of professional knowledge, skills, and dispositions in order to assign grades.

The midterm grade will be based on the teacher candidate's performance during the first eight weeks. The final grade will be based on overall clinical practice performance and the final evaluation process. The Clinical Practice **midterm and final evaluation** are to be completed by the teacher candidate, cooperating teacher and the university supervisor.

The evaluation of a teacher candidate is a continuous process during the student's experiences. Conferences are held regularly with the university supervisor and with the cooperating on-site teacher. **Strengths, weaknesses, and changes are suggested and/or reinforced as a result of the observations and conferences.** **Midterm and final** formal evaluations are conducted and shared with teacher candidate. The grade is determined by classroom performance judged by the cooperating on-site teacher and university supervisor.

Undergraduate Grading Levels

A	Outstanding Achievement
B+	High Degree of Proficiency
B	Proficient
C+	Above Average
C	Average
D	Improvement Needed
F	Failing

Graduate Grading Levels

A	Outstanding Achievement
B	Proficient
C	Average
D	Improvement Needed
F	Failing

Creighton University Education Department Teacher Candidate Observation Form*

Name: _____ Date: _____ Time: _____ Grade: _____ Topic: _____ (Page 1 of 2)

Student Development

- _____ Takes into account students' prior learning, learning needs, interests, and student diversity
- _____ Considers educational theory, child development, history, philosophical foundations and classroom dimensions as teaching occurs
- _____ Uses vocabulary appropriate to students' age, background and interests

Learning Differences

- _____ Is culturally sensitive in communication and instruction
- _____ Changes pace as appropriate
- _____ Uses materials and multicultural perspectives and respects all groups
- _____ Employs differentiation strategies
- _____ Uses names and areas of interest to stimulate participation

Learning Environment

- _____ Uses physical movement/proximity control
- _____ Reinforces positive behavior
- _____ Implements established behavior management system
- _____ Transitions between activities smoothly
- _____ Meets unusual situations with a calm demeanor

Content Knowledge

- _____ Demonstrates knowledge and skills in the subject matter
- _____ Incorporates a variety of appropriate resources and instructional strategies
- _____ Organizes content into appropriate instructional components and sequences

Application of Content

- _____ Understands how to connect concepts and use differing perspectives
- _____ Structures lessons to support and deepen learning
- _____ Engages critical thinking, creativity, and collaborative problem solving related to authentic local and global issues

Assessment

- _____ Assesses student learning using both formative and summative measures
- _____ Offers positive/constructive criticism
- _____ Checks for understanding frequently
- _____ Provides timely and effective feedback

Planning for Instruction

- _____ Prepares detailed lesson plans for all lessons taught
- _____ Obtains and organizes equipment/materials
- _____ Selects and organizes material so planning and purpose are evident
- _____ Integrates technology into the lesson
- _____ Uses student performance data over time to inform decisions to meet their needs

Instructional Strategies

- _____ States purpose/objective of lesson clearly
- _____ Uses clear, fluent, correct spoken and written language
- _____ Displays clear, articulates agenda for lesson
- _____ Provides closure and plan for follow-up
- _____ Provides clear directions, instructions, and explanations
- _____ Uses technology for instruction, assessment and reporting
- _____ Uses relevant, interesting subject matter and activities
- _____ Asks effective questions at different cognitive levels
- _____ Varies grouping formats (small, whole, flex, independent practice)

Professional Learning and Ethical Practices

- _____ Demonstrates flexibility and adaptability in daily practices
- _____ Displays maturity and professional judgment
- _____ Uses professional, community, and technology resources, in and out of school
- _____ Accepts and acts upon constructive feedback
- _____ Exemplifies professional decorum (punctuality, confidentiality, attire, speech, etc.)

Leadership and Collaboration

- _____ Establishes positive relationships and a classroom climate based on mutual trust and respect
- _____ Assumes responsibility for and directs student learning toward high expectations
- _____ Participates in collaborative opportunities and uses advice and support to meet students' needs
- _____ Uses ongoing communication with families and community to support student development
- _____ Contributes to a positive school culture by developing relationships with colleagues

Ignatian/Jesuit Charisms

- _____ Is aware of individual differences and strategies to reduce inequity _____ Strives toward excellence in self and others
- _____ Models compassion for the physical, emotional, and social well-being of others _____ Makes effective moral and ethical decisions

Feedback on Professional Growth (Page 2 of 2)*General Observations of the lesson:****Strengths:****Suggestions/Areas for Growth:**_____
Teacher Candidate's Signature_____
Supervisor's Signature_____
Date**School:** _____ **Observation #** _____ **Date of next observation:** _____

*This form is modified for the handbook. The actual one is two pages, both on no-carbon required (NCR) paper so supervisors leave copies of their notes with candidates after each regular or routine observation.

Teacher Candidate _____

NE Clinical Practice Evaluation Rubric (MIDTERM)

For Office use only: CT/ TC/ US

Evaluator's Name: _____

Evaluator's Role (Please Select): Cooperating Teacher (CT)

University Supervisor (US)

Teacher Candidate (TC)

Date: _____

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

	Advanced	Proficient	Developing	Below Standard
Standard 1 Learner Development	Uses data about students and their development to adjust teaching and build on student strengths resulting in student learning. InTASC 1; CAEP 1.1	Uses data about students and their development to adjust teaching. InTASC 1; CAEP 1.1	Collects data about students and their development but does not adjust teaching. InTASC 1; CAEP 1.1	Lacks evidence of data collection and use related to students and their development. InTASC 1; CAEP 1.1
Comments:				
Standard 2 Learner Differences	Identifies students' needs for differentiation and responds with individualized instruction, flexible grouping, and varied learning experiences to include bringing multiple perspectives and cultural resources to the discussion of content. InTASC 2; CAEP 1.1	Identifies students' needs for differentiation and responds with individualized instruction, flexible grouping, and varied learning experiences. InTASC 2; CAEP 1.1	Identifies students' needs for differentiation. InTASC 2; CAEP 1.1	Does not Identify students' needs for differentiation. InTASC 2; CAEP 1.1
Comments:				
Standard 3 Learning Environments	Communicates and reinforces clear task and behavior expectations to students, develops routines that support expectations and minimizes the loss of instructional time. InTASC 3; CAEP 1.1	Communicates and reinforces clear task and behavior expectations to students and follows routines that support expectations for the learning environment. InTASC 3; CAEP 1.1	Communicates and reinforces clear task and behavior expectations to students. InTASC 3; CAEP 1.1	Attempts to communicate and reinforces clear task and behavior expectations to students. InTASC 3; CAEP 1.1
Comments:				
Standard 4 Content Knowledge	Communicates accurate content, uses academic vocabulary correctly, provides relevant opportunities for students to demonstrate understanding and uses knowledge of common misconceptions to create accurate understanding in the content area. InTASC 4; CAEP 1.1	Communicates accurate content, uses academic vocabulary correctly and provides relevant opportunities for students to demonstrate understanding. InTASC 4; CAEP 1.1	Communicates content and uses academic vocabulary, yet does not consistently provide relevant opportunities for students to demonstrate understanding. InTASC 4; CAEP 1.1	Communicates inaccurate content, academic vocabulary and/or provides irrelevant opportunities for students to demonstrate understanding. InTASC 4; CAEP 1.1
Comments:				
Standard 5 Application of Content	Links concepts to help students make connections and engages students in applying methods of inquiry in the discipline to engage learners in critical thinking. InTASC 4; CAEP 1.1	Links concepts to help students make connections and engages students in applying methods of inquiry in the discipline. InTASC 4; CAEP 1.1	Links concepts to help students make connections in the discipline. InTASC 4; CAEP 1.1	Does not assist students in making connections in the discipline. InTASC 4; CAEP 1.1

Comments:				
Standard 5 Application of Content	Engages students in developing literacy and communication skills to help them recognize the disciplinary expectations for reading different types of text and for writing for targeted purposes and audiences. InTASC 5; CAEP 1.1	Engages students in developing literacy and communication skills for reading different types of text and for writing for targeted purposes and audiences. InTASC 5; CAEP 1.1	Engages students in developing literacy and communication skills. InTASC 5; CAEP 1.1	Provides few opportunities for students to develop literacy and communication skills. InTASC 5; CAEP 1.1
Comments:				
Standard 6 Assessment	Uses classroom formative and summative assessments that match objectives and inform instructional decisions to guide implementation of differentiated instructional strategies to include designing and/or adapting interventions as a result. InTASC 6; CAEP 1.1	Uses classroom formative and summative assessments that match objectives and inform instructional decisions to guide implementation of differentiated instructional strategies. InTASC 6; CAEP 1.1	Uses classroom formative and summative assessments that match objectives and inform instructional decisions. InTASC 6; CAEP 1.1	Uses classroom formative and summative assessments but may not match objectives and/or inform instructional decisions. InTASC 6; CAEP 1.1
Comments:				
Standard 6 Assessment <i>Impact on Student Learning and Development</i>	Uses student performance data and knowledge of students to identify interventions that support and/or advance learning through a series of differentiated assessment practices that positively impact learning. InTASC 6; CAEP 1.1	Uses student performance data and knowledge of students to identify interventions that support and/or advance students to positively impact learning. InTASC 6; CAEP 1.1	Uses student performance data and knowledge of students to identify interventions that support students. InTASC 6; CAEP 1.1	Does not use student performance data and/or knowledge of students to identify interventions that support students. InTASC 6; CAEP 1.1
Comments:				
Standard 7 Planning for Instruction	Sequences learning experiences linked to the learning objectives, performance tasks and assessments to provide multiple ways for students to demonstrate knowledge and skills to include using data to adjust for recurring learning needs throughout planning. InTASC 7; CAEP 1.1	Sequences learning experiences linked to the learning objectives, performance tasks and assessments to provide multiple ways for students to demonstrate knowledge and skills. InTASC 7; CAEP 1.1	Sequences learning experiences linked to the learning objectives, performance tasks and assessments. InTASC 7; CAEP 1.1	Provides little or no evidence of sequenced learning experiences and/or experiences are not linked to the learning objectives, performance tasks and/or assessments. InTASC 7; CAEP 1.1
Comments:				
Standard 7 Planning for Instruction	Designs or adapts relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity. InTASC 7; CAEP 1.1	Provides relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity. InTASC 7; CAEP 1.1	Provides relevant learning experiences that incorporate digital tools to stimulate interest. InTASC 7; CAEP 1.1	Provides learning experiences that incorporate digital tools infrequently or ineffectively. InTASC 7; CAEP 1.1
Comments:				

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

Teacher Candidate _____

NE Clinical Practice Evaluation Rubric (FINAL)

For Office use only: CT/ TC/ US

Evaluator's Name: _____

Evaluator's Role (Please Select): Cooperating Teacher (CT)

University Supervisor (US)

Teacher Candidate (TC)

Date: _____

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

	Advanced	Proficient	Developing	Below Standard
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Comments:				

SECTION V

APPENDICES

APPENDIX I: FREQUENTLY ASKED QUESTIONS

1. *How quickly should the teacher candidate be “worked” into teaching?*

The clinical practice experience is intended for teacher candidates to obtain actual teaching experience in the field. The more opportunities teacher candidates have to teach and work in their field placements, the more rewarding the experience. Thus, teacher candidates should be assigned some responsibilities initially and then gradually work up to the point where they are assuming the responsibilities of the cooperating teacher. Full responsibilities (solo teaching) normally occur somewhere between the tenth through fifteenth weeks of the student teaching experience depending on the readiness of the teacher candidate.

2. *For what length of time should the teacher candidate assume all or most of the teaching responsibility?*

It is suggested that teacher candidates assume full responsibility for the classroom for a minimum of four and a maximum of six weeks. It is important that students do not feel overwhelmed initially by classroom duties. As a result, it is suggested that the takeover of instructional responsibilities be a gradual process resulting in greater initiative on the teacher candidate’s part.

3. *Is the teacher candidate required to turn in lesson plans?*

All teaching should be based on some previously planned written objectives. Lesson plans are considered to be a “given.” They need not be turned into the university supervisor, but at times, the university supervisor may ask to review them. Teacher candidates should consult with both the university supervisor and the cooperating teacher as to the format to follow for lesson plans. For each lesson taught, there should be some objective and some purpose to be achieved.

4. *Should the teacher candidate be required to teach a unit?*

The clinical practice experience is more satisfying when the teacher candidate can see the beginning and ending of a series or related lessons. Teaching a unit can often meet this need. Developing, planning, and teaching a unit are recommended if the university supervisor requires the candidate to do so, and circumstances make this feasible.

5. *Do teacher candidates receive a grade?*

Teacher candidates receive a letter grade. Clinical practice evaluations become part of the candidates’ academic records in The Teacher Education Program.

6. *Is it required for teacher candidates to attend the all-day monthly seminars?*

The seminars are mandatory, an integral part of the clinical practice/student teaching experience. They cover topics such as professional ethics, instructional strategies, assessment, classroom management, and the certification process. Seminars also provide candidates an opportunity to collaborate, problem solve, and engage in structured activities designed to support their professional development throughout the semester.

7. *Can the cooperating teacher require certain activities of the teacher candidate?*

The cooperating teacher is a certified specialist who will assign activities to enhance the overall experience of the teacher candidate. In the past, cooperating teachers have asked teacher candidates to organize field trips, create activity files, keep a journal of the clinical practice experience, interact with parents, assist with bus duties, supervise playground and lunchroom activities, etc. These types of experiences are a part of education and/or the school day and are certainly in order for the teacher candidate.

8. *How important is the role of the cooperating teacher?*

The cooperating teacher plays an important role in refining, reinforcing, and shaping the competencies necessary for the teacher candidate to achieve his/her highest level of achievement. The role of the cooperating teacher cannot be overstated. The cooperating teacher can be considered a member of Creighton's Teacher Education clinical practice faculty

9. *How can the cooperating teacher help the teacher candidate improve?*

Providing the teacher candidate with frequent, specific verbal feedback on what and how s/he is doing is extremely important. Formally meeting with the teacher candidate and/or providing him/her with written critiques also are very beneficial. Videotaping the candidate teaching a lesson and analyzing it together can promote reflection and improvement.

10. *If the teacher candidate has some shortcomings and/or difficulties in the classroom setting, what should the cooperating teacher do?*

The cooperating teacher should contact the university supervisor. Specific remedial actions can then be determined through consultation between the university supervisor, the cooperating teacher, and if deemed necessary, the teacher candidate. Specific guidelines for implementation of such remediation can be identified and put into place. Follow-up by the university supervisor will occur with midterm and final evaluations indicating the progress of the teacher candidate.

11. *Will supervising a teacher candidate allow the cooperating teacher extra time to devote to other endeavors?*

Supervising a teacher candidate is not easy and often increases a cooperating teacher's overall responsibilities. Because you are helping to train the teacher candidate to assume many of your responsibilities, your time will be used differently. Whereas your teaching duties may be lessened, time spent supervising will be increased.

12. *Can a teacher candidate be used as a substitute teacher if the cooperating teacher is absent from the classroom?*

No. Teacher candidates are not certified teachers and should not be given this responsibility. If the cooperating teacher is absent from the classroom, the teacher candidate can do most or all of the teaching for the day. However, there needs to be a certified substitute teacher in the room to maintain a sense of liability for the school system.

13. *What is the responsibility of the teacher candidate if s/he must be absent from the classroom? How many absences are acceptable?*

Teacher candidates may miss school days due to the same reasons identified for absences by regular classroom teachers. However, if a teacher candidate misses more than a total of three days due to illness, personal injury, or bereavement, then s/he may have to make up these days depending on the circumstances.

Unplanned absences, however, do happen. In such cases, the teacher candidate notifies his/her cooperating teacher and university supervisor no later than 7:00 a.m. If the absence occurs during a time when the teacher candidate is responsible for teaching, lesson plans for all presentations must be available and sufficiently detailed so that the cooperating teacher and/or a substitute teacher can take over the teaching. The cooperating teacher and supervisor will identify the preferred method of notification.

14. *What are the advantages of working with teacher candidates?*

- Supervising a teacher candidate enables one to refine, reinforce, or reshape his/her own teaching skills due to the fact that s/he is serving as a model.
- Working with a teacher candidate can serve as an experience for personal growth and self-renewal.
- Assisting a teacher candidate provides a sense of achievement for having played a significant role in shaping the potential of a new teacher.
- This experience provides a feeling of promoting exemplary education.
- By supporting a teacher candidate, one is embracing an opportunity to “give back to the profession.”

15. *How will the teacher candidate be evaluated?*

Evaluation is a continuous process. As the teacher candidate progresses, s/he will develop skills of self-evaluation. In the meantime, ongoing supervision is achieved through daily and weekly conferences with the cooperating teacher, through on-site visits by the university supervisor, and through written evaluation.

APPENDIX II: SUGGESTED WEEKLY SCHEDULE

The clinical practice experience can be broken down into three vital areas: observation, participation, and teaching. The rate at which a teacher candidate progresses through each stage is an individual matter based completely on the student. Some candidates, out of necessity, need to work longer in observation and participation than do others. There is no set length of time before a teacher candidate is “ready” to start actual teaching. It is recommended that a minimum of four and a maximum of six weeks be spent in the full teaching phase. However, the cooperating teacher should use his/her professional judgment as to the length of time spent in the full teaching phase.

A closer look at what each of the three areas involves may help in aiding the teacher candidate’s progress. These areas are being applied to the following potential sixteen-week student teaching plan.

Week One – Observation

- I. Purpose
 - a. To understand the particular classroom situation.
 - b. To understand the role of the teacher in specific classroom situations.
 - c. To develop an awareness of individual qualities of pupils in order to clearly understand the classroom atmosphere.
 - d. To have time to learn the students’ names and begin to sense their personal learning styles as well as to analyze individual differences.
 - e. To identify available materials/resources in the classroom and how they may be used.
 - f. To enable the teacher candidate the time to adjust to the classroom so that as s/he moves into the teaching phase, s/he will not upset the learning process.
- II. Observing the teaching process
 - a. To determine the teacher’s purpose for the particular lesson.
 - b. To observe the motivation process.
 - c. To note pupil response and interest in the materials used.
 - d. To visualize the lesson as a part of the overall unit and to observe the evidence of planning for this lesson.
 - e. To observe the cooperating teacher for relevant modeling.
- III. Observation of all elements that affect the class disposition
 - a. To develop a sensitivity to particular situations which may arise in the daily routine and which have a direct effect on individuals within the class.
 - b. To observe how the transition is made from one subject area to another.
 - c. To attempt to analyze techniques and principles which lead to effective classroom management.

Week Two – Participation

- I. Purpose
 - a. To have a transitional period between observation and actual teaching.
 - b. To provide activities that enhance the observation process, provide a greater understanding of teaching, and allow the student teacher to become more familiar with the clinical practice experience.
- II. Opportunities for sharing non-teaching materials
 - a. To assist with the assembling and preparing of materials for a particular lesson.
 - b. To assist with non-teaching routines of the school.
 - c. To assist the cooperating teacher in preparing a specific lesson plan. This might include a daily plan as well as a unit plan.

Week Three, Four, and Five – Participation/Teaching

- I. Purpose
 - a. To provide a period of cooperative teaching with the cooperating teacher.
 - b. To continue to develop lesson plans with the cooperating teacher.
 - c. To collect and/or prepare materials to be used in the teaching of a lesson or unit.

Week Six through Fifteen – Teaching (Partial, Full and back to partial)

- I. Purpose
 - a. To provide a period where additional cooperative teaching can be achieved.
 - b. To provide a time period where the student teacher will teach the class(es).
 - c. To provide a time period where the lesson plans are the personal development of the student teacher.
 - d. To provide for individual differences through careful selection of materials and procedures to meet varying learning capabilities.
- II. Methods to make the plan work
 - a. stimulating interest through questions that require in-depth attention.
 - b. utilizing all opportunities for effective use of visual aids.
 - c. recognizing that teaching must fit within the framework of the prescribed course of study.
 - d. providing for a smooth transition from one activity to another.
 - e. developing flexibility in carrying out plans.
 - f. summarizing the lesson to assure understanding.
 - g. to produce an evaluation instrument to measure learning.

Week Sixteen– Participation/Observation

- I. Purpose
 - a. To bring closure to the student teaching experience.
 - b. To enable the cooperating teacher to reclaim the classroom and further demonstrate models of teaching.
 - c. To observe other notable teachers and/or programs.

APPENDIX III: LESSON PLANNING

Lesson planning is essential to effective teaching and should be viewed as evidence of accountability in the teacher candidate's effort to gain maximum benefit from the experience. Lesson plans are verification of advance preparation and provide an outline of objectives and activities to guide learning experiences. The teacher candidate needs to plan in greater detail than does an experienced teacher. The cooperating teacher must have an opportunity to read and react to the teacher candidate's lesson plans to be assured that the teacher candidate demonstrates the essentials of effective planning, and the progress of pupils is not jeopardized.

Lesson plans vary according to school, cooperating teacher and content area. It is common for teacher candidates to experiment with several lesson plan forms. By the second week, the teacher candidate should have begun using the appropriate lesson plan format of the cooperating school. The following are some guidelines for working with your teacher candidate on planning. It is important to remember there will be much variation within these guidelines.

First weeks of the clinical practice experience

Frequently, the teacher candidate begins teaching from the cooperating teacher's plans. In this case, the cooperating teacher should have a detailed lesson plan prepared so the teacher candidate can see the connection between careful planning and effective lessons.

Following a conference with the cooperating teacher in which the proposed content, activities, and strategies are discussed, the teacher candidate independently prepares the lesson plan. The plan is then made available to the cooperating teacher for further suggestions and approval. The cooperating teacher should see lesson plans well in advance so that ample time for improvement is available and a successful learning experience can be anticipated. It is important for the cooperating teacher and the teacher candidate to thoroughly analyze initial lessons so that optimal learning can be ensured.

Middle weeks of the clinical practice experience

As the teacher candidate assumes more teaching responsibility, the cooperating teacher should continue to...

- discuss proposed content, activities, and strategies,
- review and respond to lesson plans well in advance of instruction, and
- conference with the teacher candidate regarding the connection between quality of the lesson plans and success of lessons.

Full-time teaching weeks

The detail of lesson plans may decrease slightly as you become convinced of your teacher candidate's ability to organize and implement effective plans. As you are apt to be absent (yet available) from the classroom during portions of this time period, it is essential that you know exactly what is happening in your classroom.

APPENDIX IV: SUGGESTED QUESTIONS FOR REVIEWING LESSON PLANS

I. Objectives

- a. Are the objectives specific?
- b. Have they been identified as concepts, skills, symbols, habits and feelings?
- c. Will their attainment help pupils to help themselves? Help others?
- d. Are the objectives realistic in terms of the needs and abilities of pupils?
- e. Is thinking encouraged at appropriate cognitive levels?

II. Materials

- a. Are the materials and technology clearly identified and available?
- b. Has it been indicated when and how the materials and technology will be used?
- c. What can be done if the materials or technology needed are not present or do not work?

III. Motivation

- a. Is the plan designed to appeal to the students' interests and developmental tasks?
- b. Does the plan show how the work is related to their lives or to the lives of others?
- c. Does the plan help answer the questions, "Why?", "So what?", "What's the point?", etc.
- d. How might this lesson be related to previous class work, future class work or to areas of importance in the pupils' personal lives?

IV. Methods

- a. Has the probable time been estimated appropriately?
- b. Are the methods suitable to carrying out the stated objectives?
- c. Do they provide, at least in part, for the range of interests and abilities in this particular class?
- d. Have sufficient examples been included to demonstrate the idea or procedure?
- e. Do the methods lead to some conclusion(s)?
- f. Have opportunities been provided for pupils to make suggestions?
- g. If questions are to be used in the lesson, have leading questions been formulated?
- h. Is enough work planned to keep pupils engaged in productive tasks suited to their capacities?
- i. What problems in discipline might occur? How can these problems be prevented?
- j. Where in the lesson should the homework be assigned?

V. Assignments

- a. Is the assignment clear and concise?
- b. Do the pupils know what they are to do? Why it is being assigned? How it is to be done?
- c. Has time been allowed to discuss the assignment with the pupils?
- d. Have provisions been made for individual differences?

APPENDIX V: HUNTER'S LESSON PLAN DESIGN

There are basic elements to be considered when designing a lesson. For decades, Madeline Hunter, a highly respected scholar and researcher, identified the essential elements of effective instruction. The elements below serve as a reference but may be used where appropriate and when agreed upon by the cooperating teacher, university supervisor, and the teacher candidate. It is offered here only as a possible guide.

Readiness:

Anticipatory Set

Focus

Review previous learning

Create a mental set

Objective or Purpose

Tell/show students what they will learn

Explain the "why" for students

Instruction:

Input

Various techniques based on learner style and content

Simplest, clearest, most understandable form

Use a model to show process or product, if appropriate

Modeling

Accurate, clear, concise

Model the process as well as the expected outcomes

Model can be concrete, symbolic, or written/verbal

Assessment:

Checking for Understanding

Signaled answers

Choral responses

Sample individual response

Guided Practice

Practice under teacher supervision

All students have access to direct, immediate feedback

Independent Practice

Practice alone or with group on similar assignment

(NOTE: Not all steps will be used in every lesson plan.)

APPENDIX VI: SAMPLE LESSON PLAN DESIGN

Lesson Content :
Materials Needed :
Estimated Time for Lesson:

Readiness:

Anticipatory Set

Objectives or Purpose

Instruction:

Input

Modeling

Assessment:

Checking for understanding

Guided practice

Independent practice

APPENDIX VII: CLINICAL PRACTICE SCHEDULE FOR LONG RANGE PLANS

Directions: Use the space below to indicate your long-range plans for taking on responsibilities during your clinical practice experience. Indicate when you will take over classes, when you will teach your unit, and when your cooperating teacher(s) will take back the teaching responsibilities. This planning should be completed with your cooperating teacher. It should be somewhat reflective of the sixteen-week prescription identified in this handbook.

Share this outline with your university supervisor once the schedule is completed.

WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1					
2					
3					
4					
5					
6					
7					
8					

Clinical Practice Schedule for Long Range Plans Continued

Directions: Use the space below to indicate your long-range plans for taking on responsibilities during your clinical practice experience. Indicate when you will take over classes, when you will teach your unit, and when your cooperating teacher(s) will take back the teaching responsibilities. This planning should be completed with your cooperating teacher. It should be somewhat reflective of the sixteen-week prescription identified in this handbook.

Share this outline with your university supervisor once the schedule is completed.

WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9					
10					
11					
12					
13					
14					
15					
16					

APPENDIX VIII: SAMPLE SCHEDULES

Sample of long-range plan for Elementary Education setting (CT = Cooperating Teacher; TC = Teacher Candidate)

Week	Responsibilities
1	Observe
2	Observe plus small tasks
3	English (CT plans English)
4	English + Writing (CT plans Writing, TC plans English)
5	English + Writing + Spelling (CT plans Spelling, TC plans English and Writing)
6	English + Writing + Spelling + Reading (CT plans Rdg., TC plans Eng., Writing, and Spelling)
7	English + Writing + Spelling + Reading + Math (CT plans Math, TC plans Eng, Writing, Sp. and Rdg.)
8	English + Writing + Spelling + Reading + Math + Science (CT plans Science, TC plans other)
9	All Subjects (CT plans Social Studies, TC plans all other)
10	All Subjects (CT and TC plan together)
11	All Subjects (TC does all planning)
12	All Subjects (TC does all planning)
13	Give back Science and Social Studies (Shared planning)
14	Give back Math and Reading (Shared planning)
15	Give back English and Writing (Shared planning)
16	Observe other classes and teachers

Sample of long-range plan for Secondary Education setting. (CT = Cooperating Teacher; TC = Teacher Candidate)

Week	Responsibilities
1	Observe
2	Observe and assist with planning for 1 st period
3	Teach 1 period (TC teaches one period after CT teaches other periods)
4	Teach multiple periods (TC plans and teaches all periods of same material)
5	Teach multiple periods (TC plans and teaches all periods of same material)
6	Teach 1 period of 2 nd Curriculum Section (TC teaches one period after observing CT teaching other periods) TC continues planning teaching previous sections
7	Teach multiple periods of 2 nd Curriculum Section (TC plans and teaches all periods of same material for two curriculum sections)
8	Teach 1 period of 3 rd Curriculum Section (TC teaches one period after observing CT teaching other periods) TC continues planning teaching previous sections
9	Plan and teach all periods and curriculum sections
10	Plan and teach all periods and curriculum sections
11	Plan and teach all periods and curriculum sections
12	Plan and teach all periods and curriculum sections
13	Plan and teach all periods and curriculum sections
14	Plan and teach two full curriculum sections (CT resumes teaching of one section)
15	Plan and teach one full curriculum section (CT resumes teaching of two sections)
16	All sections handed back and observe other classrooms

APPENDIX IX: DRESS AND PERSONAL APPEARANCE GUIDELINES FOR TEACHER CANDIDATES

Professional dress is often a matter of perception and judgment; therefore, the following standards are in effect for teacher candidates while in the public/private classrooms:

Appropriate Dress Examples

Female: slacks, skirts and dresses of modest length, sweaters, polo shirts, dressy shoes or sandals. Shirts and tops without collars are acceptable as long as they complement other attire being worn and are not too casual. Capri or cropped pants must be worn with a jacket or sleeved top and appropriate shoes. NO LEGGINGS, NO FLIP-FLOPS

Male: dress shirts or sport shirts with collars, polo shirts, sweaters, slacks and shoes. Shirts should be tucked into pants and ties are encouraged. NO FLIP-FLOPS

Inappropriate Dress Examples

Shorts or skorts
 Flip-flops
 Athletic shoes with professional outfits
 Caps or hats of any kind
 Leggings
 Jeans (exception: school spirit days)
 T-shirts with slogans and/or pictures (exception: school spirit wear)
 Work-out clothes (track suits/sweat suits) of any kind
 Overalls
 Gaping shirts or revealing necklines
 Visible body piercing (exception of earrings)
 Offensive and/or distracting tattoos words/images
 See-through clothing
 Halter tops, midriff tops, muscle shirts, leotards and tank tops
 Clothing which exposes the back, waist or midriff or allows undergarments to be visible
 Clothing that is wrinkled, soiled, excessively worn, baggy, or too tight

APPENDIX X: DISPOSITIONS CONCERN FORM

**Creighton University
Department of Education
Educator Dispositions Concern Form**

Educators share common traits, habits, and attitudes about teaching and learning, and hold similar values about individuals and society that we call “dispositions.” The following is a list of dispositions that Creighton University’s Education Department expects teacher education candidates to demonstrate.

Any appropriate individual, such as a faculty member, college supervisor, cooperating teacher, administrator, or campus authority, can submit this form. Please complete this form **ONLY** if a teacher education candidate demonstrates a deficiency in one or more of these dispositions **to the extent that it impacts the candidate’s admission to, and/or retention in, Teacher Education.**

Candidate Name _____ **Program:** _____

Indicate which dispositions are serious concerns and provide an explanation for each below, or as an attachment.

Level of Concern			Dispositions
Grave Concern	Strong Concern	Minor Concern	
			<i>Cura personalis</i> -The candidate displays a personal concern and respect for others.
			The candidate demonstrates respect and professionalism in attentiveness, communication and appearance.
			The candidate demonstrates an ethic of care, and is responsive to student needs.
			<i>Magis</i> - The candidate strives toward excellence, setting high expectations for him/herself.
			<i>Men and Women for and with Others</i> - The candidate demonstrates valuing of service, acts justly, and builds inclusive community.
			The candidate demonstrates professionalism by maintaining a positive attitude conducive to harmony and cooperation in the classroom and practicum.
			The candidate’s decisions, interactions, and behaviors positively impact the culture and climate of the learning environment.
			The candidate values collaborative, cooperative, and inclusive learning environments.
			The candidate maintains appropriate professional boundaries with students.
			The candidate uses appropriate strategies for classroom management.
			<i>Contemplation in Action</i> -The candidate practices reflective and critical thinking.
			The candidate demonstrates the traits, habits, and attitudes of a professional educator.
			The candidate values and demonstrates professional preparedness through organization, planning, and goal setting.
			The candidate fulfills responsibilities in a timely manner.
			The candidate is punctual and dependable.
			The candidate demonstrates honesty and integrity.
			The candidate follows the Nebraska Regulations and Standards for Professional Practices Criteria, Title 92, Administrative Code, Chapter 27 (Found in program handbooks).

Explanation:

Name of Evaluator (Print)

Signature of Evaluator

Date

By signing this document, I signify that the Creighton faculty or staff member discussed the contents of this form with me. I understand that I may submit a letter to be attached to this document, if I so choose.

Name of Teacher Education Candidate (Print)

Signature of Candidate

Date

Copies: Candidate, Candidate's Department File
Rev. 11/30/16

ACTIONS/CONSEQUENCES

As the form indicates, the person who completes the Concern Form discusses it with the student. The first deficiency form is a "heads up" to the candidate. The department chair and/or the chair of the Selection and Retention Committee is notified and the information is filed, but no action is taken.

Once a second deficiency form is received from a second individual (to ensure there isn't just a personality conflict taking place), the concern (and/or the candidate) must go to the Selection and Retention Committee. Selection and Retention will warn and follow up with the candidate, and no further action may be required if no additional deficiencies are submitted; however, the severity of the action may warrant immediate removal from the program, regardless of where that candidate is in the program.

Creighton's pre-professional education programs have the legal right to terminate candidates as seen unfit for professional reasons.

APPENDIX XI: REFLECTION ON THE CLINICAL PRACTICE EXPERIENCE

1. I introduced the following new techniques in my teaching this semester:
2. I tried to improve pupils' reading skills in this manner:
3. I used these major visual aids during the school year (names of films, videos, recordings):
4. I made use of these resources (people, places, things) from the neighborhood and community:
5. I asked for my cooperating teacher's help in these areas:
6. I asked for my university supervisor's help in these areas:
7. I tried to get to know each child better by:
8. I was able to identify these children with exceptional skills (first name and ability):
9. I was able to identify these children with learning difficulties (first name of child and nature of the difficulty):
10. I had disciplinary issues such as (first name of child and nature of problem):
11. My disciplinary situations arose because:
12. As I reflect, I am most pleased with those teaching activities that:
13. As I reflect, I probably need to work to improve the following:
14. My greatest contribution to my class as a whole was:

Teacher Candidate's name: _____

 Elementary Secondary Special Education

1. My cooperating teacher's name was _____.
2. All things considered, I rate my cooperating teacher as: _____excellent _____good _____poor
3. Please provide the rationale for your rating:

4. What did you especially appreciate about this **cooperating teacher**? What did this teacher do particularly well?

5. What did you **not** appreciate about this **cooperating teacher**? In what ways could the cooperating teacher improve as an effective partner and evaluator?

Please return this form to the Director of Field Experiences when completed.

APPENDIX XIII: CANDIDATE'S EVALUATION OF UNIVERSITY SUPERVISOR

University Supervisor: _____ Semester: Fall ____ Spring ____ Year _____

Instructions: For each of the following statements, please indicate the level of the university supervisor's effectiveness by circling the most appropriate number in the box to the left of the statement

Rating Scale					Supporting Statements
Very Effective	Effective	Moderately Effective	Somewhat Effective	Ineffective	
5	4	3	2	1	1. The supervisor arrived to observe my teaching as scheduled.
5	4	3	2	1	2. The supervisor was prepared for observations of my teaching.
5	4	3	2	1	3. The supervisor provided clear and understandable post-observation critiques of my teaching.
5	4	3	2	1	4. The supervisor used clear examples of my teaching behaviors during the post-observation critiques of my teaching.
5	4	3	2	1	5. The supervisor observed my teaching at least six times during the semester.
5	4	3	2	1	6. The supervisor was respectful, helpful and responsive to my questions and concerns.
5	4	3	2	1	7. The supervisor was available to help me via text, phone call, email, or in person during my student teaching experience.
5	4	3	2	1	8. The supervisor demonstrated each of the charism values to me during my student teaching experience. i.e. <i>"cura personalis, magis, person for and with others, service of faith and promotion of justice, and contemplation in action."</i>
5	4	3	2	1	9. The supervisor demonstrated valuing of "leadership" by encouraging me to be the leader in my classroom.
5	4	3	2	1	10. Overall evaluation of my supervisor.

Please add any comments you would like to share about your supervisor:

APPENDIX XIV: CERTIFICATION, CREDENTIAL FILES, AND JOB CAREER SUPPORT

CERTIFICATION

In order to fulfill a teaching contract, a prospective teacher must be certified by the state in which he or she will be employed. Certification by the state is **not** an automatic event upon graduation, and it must be initiated by the student. If you desire certification by the State of Nebraska, you must follow the state requirements and instructions found online and obtain the necessary forms from the Education and Registrar Departments at Creighton University.

If you wish to obtain certification from another state, you must meet its requirements, which may differ from those of Nebraska. For example, you may need a different Praxis score or need to take a different Praxis test, develop an instructional unit, or submit videotaped samples of your teaching. Please check your desired state's department of education website and discuss the requirements with the Certification Officer/Director of Field Experiences by the first clinical practice/student teaching seminar.

CREDENTIAL FILES AND CAREER SUPPORT

The Certification Officer/Director of Field Experiences **assists** teacher candidates with applying for certification and creating and managing their own credential files to support initial and subsequent job searches. The director collaborates with Creighton University Career Center personnel to help students revise their resumes and practice mock interviews in preparation for the Education Department's annual Teacher Career Fair, which is attended by area school and district administrators as well as other employers. Throughout the year, candidates receive information about school or district vacancies and support in their efforts to acquire positions. It is ultimately the student's responsibility to maintain accurate credential files.