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# RECERTIFICATION STUDENT TEACHING HANDBOOK

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GUIDELINES FOR  
RECERTIFICATION STUDENT TEACHERS  
AND THEIR  
COOPERATING TEACHERS AND  
COLLEGE SUPERVISORS

2016-2017  
Academic Year

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OVERVIEW

The recertification student teaching is a component of the Nebraska recency requirement for in-state or out-of-state teacher-certification applicants whose teaching certificate has expired for five or more years. The recency requirement includes fifteen semester credit hours as follows: (a) a course in instructional techniques; (b) *a practicum consisting of one hundred or more clock hours of contact with students in the classroom setting, fifty percent of which shall consist of performing instructional duties*; (c) a course or courses which address current issues in education, including but not limited to, special education, gifted education, reading and writing in the content area, and school law; and (d) remaining course work directly related to the applicant’s area of endorsement on his or her expired certificate (Department of Education Publications, 2011).

Recertification student teaching involves a minimum of 15 consecutive days (all day for 3 weeks) of recertification student teaching experience in an accredited or approved school. This experience must be overseen by an experienced teacher (with a minimum of three years’ teaching experience) and must be done in a classroom within the grade range and field or subject of previous endorsement. It is begun after completion of the required twelve (12) credit hours of graduate coursework.

If the candidate has a valid substitute certificate, this recertification student teaching may be accomplished in the role of long-term substitute, provided the assignment is for 3 weeks in the same classroom and at the grade level and area of certification. In the event that the candidate is teaching on a provisional teaching permit or as a long-term substitute, the school principal or another school representative may act in the capacity of cooperating teacher for purposes of evaluation.

It is recommended that the candidate observe the cooperating teacher for a short period of time (one or two days) and then begin to become actively involved in the classroom. It is expected that, by the end of the 3 weeks, the candidate will have planned and taught lessons and preferably have taken control of the regular day’s schedule.

*The purpose of this recertification student teaching is to provide an experienced teacher -- whose certificate has been expired for five or more years -- fresh experience in the classroom and thereby prepare him/her to reenter the profession. Active involvement in the classroom is critical.*

Application for certification may be made after all coursework and the recertification student teaching have been completed.

INTRODUCTION

The Peru State College Teacher Education program faculty view the teacher as a rational and effective decision-maker. The effective decision-maker in the K-12 setting must have a solid cognitive knowledge base in such areas as learning theory, child and adolescent growth, educational planning, educationally diverse groups, exceptional learners, culturally diverse groups, educational technology, curriculum development and human relations.

The candidate for recertification will be prepared to carry out the instructional role of professional decision-maker in a personal, caring manner. We believe that the effective instructional decision-maker will be prepared to carry out the following teaching functions:

1. Select curricula based on student needs.
2. Actively listen to student concerns and expressed needs.
3. Establish academic focus.
4. Communicate to students the structure of the knowledge being studied.
5. Challenge and motivate students to higher learning goals.
6. Select appropriate learning activities based on student needs and the learning situation.
7. Check for student comprehension; provide student feedback.
8. Help students reflect on their thoughts and ideas.
9. Affirm and support students in their learning efforts.
10. Organize and manage the classroom to optimize academically engaged time.
11. Develop analytical and evaluative processes in students.

The Peru State College School of Education is indebted to the public and private schools which accommodate our students and provide a laboratory for this most important phase of our program. This cooperative effort is imperative for a successful teacher education program.

This handbook is intended to be a guide for all those involved in a Peru State College recertification student teaching experience. It was developed to provide recertification candidates, cooperating teachers, college supervisors, and all others the necessary information for a successful recertification student teaching. Suggestions for the improvement of this handbook may be forwarded to the School of Education.

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**RECERTIFICATION STUDENT TEACHING**

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**COURSE DESCRIPTION**

EDUC 509 Recertification Student Teaching: This course is designed for those persons whose teaching certificate has expired for more than five years. The course will provide the opportunity for the person to spend a minimum of three weeks in a K-12 classroom to become reacquainted with students and classroom procedures. EDUC 509 will fulfill the State Department of Education practicum requirement for renewal of an expired certificate.

**RATIONALE**

The recertification student teaching provides an opportunity for the teacher who has been away from teaching for an extended period of time to refresh his/her professional skills before seeking employment in a school. The candidate is assigned to a school, under the competent guidance of a cooperating teacher, for three full weeks, after having completed the course work required for recency. The candidate is expected to take a major part in actual classroom experiences. The candidate participates by observing, teaching, and evaluating the same activities as the regular classroom teacher.

**OBJECTIVES**

In keeping with the overall goal of the teacher education program at Peru State College, the candidate for recertification should be a teacher who can (a) analyze content and curriculum from a scholarly perspective, (b) assess/diagnose students' needs from a cultural perspective, (c) plan instruction that is scholarly, appropriate for the student's developmental level, and interesting, (d) implement instruction using effective teaching skills, and (e) evaluate instruction and communicate learning progress to students and their parents. In addition, the candidate should have a professional disposition to be a life-long learner and role model.

The following objectives provide direction for reentry preparations. The candidate should be fully prepared to:

1. Select curricula based on student needs;
2. Actively listen to student concerns and expressed needs;
3. Establish academic focus;
4. Communicate to students the structure of the knowledge being studied;
5. Challenge and motivate students to higher learning goals;
6. Select appropriate learning activities based on student needs and the learning situation;
7. Check for student comprehension; provide student feedback;
8. Help students reflect on their thoughts and ideas;
9. Affirm and support students in their learning efforts;
10. Organize and manage the classroom to optimize academically engaged time;
11. Develop analytical and evaluative processes in students.

As the recertification candidate and cooperating teacher prepare for, implement, and assess the recertification student teaching, these objectives guide them in their planning and decision making in order to guarantee the best possible professional refresher.

**TERMINOLOGY**

**RECERTIFICATION CANDIDATE**- a teacher whose certificate has expired five or more years and who is taking the necessary steps to establish recency as set forth by the Nebraska Department of Education.

COOPERATING TEACHER- a fully qualified, experienced (3 or more years), state-certified teacher (or administrator) in a public or private school who guides the development of and assists with the supervision and evaluation of a recertification candidate

COLLEGE SUPERVISOR- a professionally qualified representative of Peru State College serving in the capacity of either full-time or adjunct faculty member who visits, consults with, and evaluates the progress of a recertification candidate during the recertification student teaching in the cooperating school

COOPERATING SCHOOL- a fully accredited public or private school that works jointly with Peru State College to direct the teaching activities of a recertification candidate

RECERTIFICATION STUDENT TEACHING- a period of directed teaching experience under the guidance of a cooperating teacher and college supervisor.

### ADMISSION TO RECERTIFICATION STUDENT TEACHING

Candidates must submit an application for admission to EDUC 509 at least two (2) weeks prior to the start of the semester during which the student teaching will be completed. Candidates may apply up to six (6) months in advance. The application form is included in this handbook. To qualify to do the recertification student teaching, the candidate must have completed the following :

1. A course in instructional techniques
2. A course or courses which address current issues in education, including but not limited to, special education, gifted education, reading and writing in the content area, and school law
3. Any remaining coursework needed to meet the required twelve (12) semester credit, to be chosen from the list of courses on the Credit Approval Form.

**NOTE: It is highly recommended that the recertification student teacher have professional liability insurance. The Director of Field Experiences has information about professional liability insurance for any recertification student teacher who does not have his/her own policy.**

### SELECTION OF PLACEMENT SITES

Recertification student teaching placement assignments are made through the combined efforts of the Peru State College Director of Field Experiences and representatives of fully accredited public and private schools. **The application for recertification student teaching process must be submitted at least two (2) weeks prior to the start of the semester in order to allow time for confirmation of placement, registration for EDUC 509, and the hiring of a college supervisor. Those who plan to student teach during the first month of the fall or spring semester should apply eight (8) or more weeks prior to the start of the semester to allow time for placement.**

Applicants for recertification student teaching are asked to indicate their school district/building preference. The Director of Field Experiences will make arrangements for the experience based on preferences listed on the application. In making recertification student teaching assignments, first consideration will be given to obtaining a location that will provide the best possible experience for the recertification candidate. In addition, applicants for the recertification student teaching who are requesting out-of-area (outside of Nebraska and more than 100 miles from Peru NE) must provide all demographic information necessary to allow contacts to be made by the Director of Field Experiences. They must also provide information that will help facilitate the hiring of a college supervisor. If the cooperating teacher requires payment for his/her work with the recertification candidate, the recertification student teacher will be required to pay the cooperating teacher. If the college supervisor requires payment beyond what Peru State College normally pays, then that too will be the responsibility of the recertification student teacher completing the experience out of the area.

Requests for school placements in a school building that the recertification student teacher attended will not be considered. Likewise, requests for placement in school buildings where close relatives of the applicant are students, faculty, staff, school board members, or administrators will not be considered. If this situation is determined to exist after the placement is made, or even after the recertification student teaching experience has begun, the Director of Field Experiences may require the recertification student teacher to withdraw and complete the experience at another school and, possibly, in another semester.

Those applicants who desire special consideration in these matters should consult with the Director of Field Experiences before making application for admission to recertification student teaching. This is especially applicable when the recertification student teacher is completing this experience under provisional/conditional permit.

### **SELECTION OF COOPERATING TEACHERS**

Through the efforts of Peru State College personnel and cooperating school personnel as well as requests from recertification student teachers, cooperating teachers who will best facilitate the recertification student teaching are selected. A cooperating teacher is an experienced teacher who has volunteered to accept this particular recertification student teacher. The cooperating teacher must have at least three years of teaching experience in the subject area/grade level of the recertification student teaching experience.

Cooperating teachers are asked to review the responsibilities of a cooperating teacher, as presented in this handbook.

### **FIELD-PLACEMENT (PRACTICUM OR STUDENT TEACHING) TERMINATION POLICY**

The following procedures will be used when a Peru State College teacher candidate is removed from a clinical field experience. At the request of a Peru State College Supervisor, the cooperating teacher, the principal, or the Director of Field Experiences, a request for removal from a clinical experience may be initiated. A request for removal may be initiated in the event a teacher candidate fails to exhibit the dispositions and behaviors appropriate to the profession.

When one or more of the above mentioned individuals have made a determination that a major concern exists, a conference or telephone consultation by the Director of Field Experiences is held with the teacher candidate and other involved parties. During this conference, the differing views of the situation will be discussed and a determination will be made whether or not the teacher candidate will be removed from the field placement. The Director of Field Experiences is ultimately responsible for the final decision regarding continuation in a field placement setting.

If the decision is to leave the teacher candidate in the classroom, a written list of recommendations and/or requirements for improvement and a timeline for implementing these recommendations and/or requirements will be provided to the teacher candidate. If these improvements are made during the timeline that is established, the clinical field experience may be considered a success.

If the decision is made to remove the teacher candidate at that time, the steps to be followed are listed below in the “Removal from Field Placement” section. The practicum candidate or student teacher will be provided with the reasons for the removal in writing.

If the cooperating teacher and college supervisor feel that additional time is needed to verify the teacher candidate has met the requirements, the practicum or student teaching experience may be extended for an appropriate period of time. If it is judged by the cooperating teacher and the college supervisor that improvement is not being made, the decision will be made to remove the teacher candidate from the assignment. The teacher candidate will be provided with the reasons for the removal in writing.

#### **Removal from Field Placement (Initial Certification)**

If a teacher candidate is removed from his/her field placement, the Teacher Education Admission and Retention Committee will formally meet to evaluate the candidate’s ability to continue in teacher education.

The Director of Field Experiences and/or school personnel will provide the committee with written documentation of the concern(s) that has/have resulted in removal from the clinical field experience. The Director will also make a recommendation to the committee about the teacher candidate’s status in teacher education and the candidate’s eligibility for a second placement.

A letter from the chairperson of the Teacher Education Admission and Retention Committee shall inform the teacher candidate when and where the meeting will be held. The teacher candidate may choose to attend the meeting and provide information he or she feels supports his/her case.

If a teacher candidate is removed from an assignment, the following options are available for consideration and recommendation by the Teacher Education Admission and Retention Committee

1. Official Withdrawal - the teacher candidate can officially withdraw from the practicum or student teaching and a "W" (Withdrawn) will be entered on the transcript.
2. Removal from the Clinical Field Experience – the teacher candidate will be removed from the clinical field experience with the final grade as “NC” (No Credit).

Candidates who disagree with a decision related to a removal from a field experience may file an appeal under these procedures:

**Program Decision Review:** This process is available only to review allegedly unfair decisions, not mere difference of opinion regarding the professional judgment of individuals who made the decision. A decision related to a removal from a field experience may be considered unfair if the decision:

1. Was based on factors other than performance in program courses, experiences, or other activities and/or compliance with teacher education program requirements;
2. Involved more exacting or demanding standards than were applied to other students in teacher education; or
3. Constitutes a substantial departure from the standards as articulated in the PSC Catalog, Teacher Education Handbook, Practicum Handbook, Student Teaching Handbook, Teacher Education Conceptual Framework, and/or other written materials.

Should the candidate wish to appeal the Dean’s decision, he/she may follow Step 3 of the Student Grade Appeals Procedure in the PSC Student Handbook, which states:

Step 3. **Faculty Senate Review:** The student or the instructor may appeal the Dean’s decision. Such appeal must be filed in writing and submitted to the Vice President for Academic Affairs within five (5) working days of receipt of the Dean’s decision, with copies to the instructor, the student, and the Dean. The written appeal shall deal only with the part or parts of the Dean’s decision that the appellant disputes. New evidence, information, or supporting documents cannot be included as part of the appeal except when it is established that such information was not available at the time of the original appeal. The Vice President for Academic Affairs will submit the appeal to the Faculty Senate for review. The Faculty Senate may interview the student, the instructor, the Dean and other appropriate persons, but only to discuss the issues in dispute in the appeal. The Faculty Senate will submit a written decision to the student, the instructor, and the Dean within ten (10) working days of receipt of the appeal. The decision of the Faculty Senate is the final decision of the College.  
(p. 13)

If either option One or Two is recommended, the teacher candidate will be responsible for payment of credit hours associated with the clinical field experience for that term. The candidate will be given a second opportunity to apply for and enroll in the clinical field experience once a remediation plan is successfully completed. The Director of Field Experiences will develop the remediation plan, based upon the specific factors that led to the teacher candidate’s removal from the clinical field placement. The remediation plan will provide opportunities for the teacher candidate to develop effective strategies for success.

Once the remediation plan is successfully completed, as determined by the Director of Field Experiences, the teacher candidate may reapply for and reenroll in the clinical field experience. In these situations, the teacher candidate will be placed in a different school/district. If the actions and/or dispositions of the teacher candidate lead to the non-voluntary removal from the second clinical field placement, the teacher candidate will be automatically removed from the program as listed in Option Three.

**Appeals – See Peru State College Teacher Education Handbook.**

Believing in the worth and dignity of each human being, you should embrace and accept the responsibility to adhere to the highest ethical standard. Rule 27, Title 92, 004 Standards of Ethical and Professional Performance for Holders of Public School Certificates states the mandate for all Nebraska educators and provides standards by which Peru State College judges recertification student teacher conduct.

Please be advised that under the code of professional and ethical behavior it is inappropriate under any circumstances for the recertification student teacher to discuss any issues related to his/her students with anyone except the cooperating teacher or college supervisor.

If there is a problem between the recertification student teacher and the cooperating teacher, the recertification student teacher should discuss this only with the college supervisor. The college supervisor will suggest a course of action.

If there is a problem between the recertification student teacher and the college supervisor, it should be discussed only with the Director of Field Experiences or the Dean of the School of Education.

### **THE NATURE OF THE RECERTIFICATION STUDENT TEACHING EXPERIENCE**

The ultimate goal of recertification student teaching and recertification student teaching programs in Nebraska is to improve the quality of education in our schools by providing teachers who have acquired the best possible preparation. The Nebraska State Department of Education, teacher education institutions, and cooperating school districts are united in their commitment to this goal.

Recertification student teaching implies a team relationship between the cooperating teacher, the college representative, and the recertification student teacher.

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## **ROLES OF MAJOR PARTICIPANTS**

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### **DIRECTOR OF FIELD EXPERIENCES**

The Director of Field Experiences works directly with the designated representative of the superintendent of schools in each school district in interpreting the program and in assigning the recertification student teacher according to the policies of the State of Nebraska (and other states, countries, and governing authorities), the particular school system, and Peru State College. The Director coordinates all phases of the program and serves as a liaison between the individual school systems and the School of Education and Graduate Studies. The Director individually advises college supervisors on specific problems involving recertification student teachers.

### **DESIGNATED REPRESENTATIVE OF SCHOOL SYSTEM**

The representative works directly with the Director of Field Experiences from the School of Education in all activities on the school system level and serves as the liaison with the School of Education. The representative consults with the local supervisors and principals in making recertification student teaching assignments within the individual schools.

### **PRINCIPAL**

The principal works closely with the designated representative of the school system in placing recertification student teachers with teachers under conditions most suitable and beneficial to the recertification student teachers. The principal encourages outstanding classroom teachers to become cooperating teachers. The principal treats recertification student teachers as faculty members and interprets school policies to them, as would be done for new faculty members. Principals are encouraged to take an active role in the recertification student teaching experience, perhaps providing additional assessment observations and feedback to the recertification student teacher and mock interviews.

RECERTIFICATION STUDENT TEACHING HANDBOOK  
**COLLEGE SUPERVISOR**

The college supervisor works cooperatively with the principal and cooperating teacher in interpreting the program, visiting the school to share the evaluation of the recertification student teacher's progress, and providing assistance and advisement in problem situations. The visits(s) may be planned in advance or unplanned. The supervisor is ultimately responsible for the recertification student teaching grade. The supervisor may also serve as a resource person and consultant for the cooperating teacher.

**COOPERATING TEACHER**

The State of Nebraska requires that cooperating teachers have a minimum of three years of experience in the areas they are supervising and be certified for the areas in which they are teaching or working. The cooperating teacher should be classified as a highly competent teacher, demonstrating expertise and currency in the classroom, skill in interpersonal relationships, and interest in guiding a recertification student teacher.

**RECERTIFICATION STUDENT TEACHER**

The recertification student teacher is a Peru State College graduate student seeking teacher recertification. The recertification student teacher must meet all of the criteria for admission to EDUC 509 before being placed for a recertification student teaching experience.

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**RECERTIFICATION STUDENT TEACHER RESPONSIBILITIES**

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**ABSENCES**

Recertification student teachers are allowed no "cuts" during their recertification student teaching experience; all absences must be reported to the college supervisor and made up. If illness or an emergency should require the recertification student teacher to be absent from school for any period of time, it is the responsibility of the recertification student teacher to let the cooperating teacher and principal know as soon as possible. In cases of prolonged or repeated absences, the college supervisor will, after consulting with the cooperating teacher, the principal, and the Director of Field Experiences, determine whether the recertification student teacher's experience will be terminated or extended.

**DRESS CODE**

The recertification student teacher will be attired in clothes appropriate to the role of a professional educator, conforming to the dress code of the faculty at the assigned school.

**CONDUCT**

The recertification student teacher should be considered a professional member on the school staff. Conduct expectations should be appropriate to the position, conforming to the morals and customs of the school.

**EMPLOYMENT INTERVIEWS**

Employment interviews should be scheduled after recertification student teaching hours. If this is not possible, the college supervisor and cooperating teacher should be contacted for any special arrangements. Any resulting absence will be made up.

**LESSON PLANS**

Lesson plans for every area of teaching are expected and must be approved by the cooperating teacher in advance of implementation. In the event of any absences, the recertification student teacher is to see that the cooperating teacher has the lesson plans with accompanying instructional materials.

RECERTIFICATION STUDENT TEACHING HANDBOOK  
**PROFESSIONAL JOURNAL**

A professional journal of your recertification student teaching experiences is required. Your journal should include information concerning a self-critique of your strengths, weaknesses, and concerns. The content of your journal may, but is not required to, include lesson plans, assessments, graphics, photographs, handouts or materials that you have used within your classroom as well as the written documentation. A **Classroom Demographic Information** form (See Appendix) should be included as some other states require this information for certification. The final professional journal should be turned in directly to the college supervisor upon completion of your recertification student teaching.

**SCHOOL PROCEDURES**

A recertification student teacher is expected to:

- A. Be at the school during the hours of the teaching staff and be punctual;
- B. Follow the calendar of the school system;
- C. Abide by the regulations and rules of the school system;
- D. Attend all faculty meetings unless directed otherwise by the school principal;
- E. Practice sound professional ethics and hold all information in confidence concerning children or others as directed.

**OBSERVATIONS**

The college supervisor will critically observe the recertification student teacher in the classroom a minimum of one time throughout the three-week recertification student teaching. The supervisor will discuss the recertification student teacher's teaching with the cooperating teacher and recertification student teacher. The recertification student teacher may contact the college supervisor at any time to discuss concerns and problems. The supervisor will be available to work with the recertification student teacher as needed so that the experience is satisfying and rewarding, personally and professionally.

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**RESPONSIBILITIES OF THE COOPERATING TEACHER**

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The following checklists are provided to serve as a guideline for the cooperating teacher in carrying out responsibilities.

**ORIENTATION**

The principal and cooperating teacher are key figures in making a recertification student teacher feel welcome to their school and staff. A cordial reception by them will enhance the recertification student teacher's feeling of being accepted as a member of the professional staff. In addition, it will foster a sense of pride and respect for the school. Please:

- A. Introduce the recertification student teacher to the faculty and school staff;
- B. Provide a tour of the entire school facilities;
- C. With the principal, explain the general philosophy and policies of the school, the rules and regulations, and all emergency procedures to be followed;
- D. Treat the recertification student teacher as a co-worker and professional person;
- E. Notify parents of the presence of the recertification student teacher and identify him/her to them;
- F. Introduce the recertification student teacher to the students as a teacher who will be working with him/her in the classroom;
- G. Acquaint the recertification student teacher with the basic teaching philosophy, the overall program, the daily schedule and routines, lesson plans, location of all teaching materials, the standards of student conduct established, policies on disciplinary action, emergency procedures, and pertinent information regarding each student (e.g., cumulative & health records, parent conferences, test scores)
- H. Provide a desk/table, storage space, handbooks, teacher's guide, textbooks, etc., for the recertification student teacher.

RECERTIFICATION STUDENT TEACHING HANDBOOK  
**COOPERATING TEACHER'S GUIDED OBSERVATIONS**

Planning for periods of observation during the first day or two is suggested. This will enable the recertification student teacher to become familiar with each program in specific ways so that the recertification student teacher feels comfortable when teaching responsibilities are assumed.

Suggested observations include:

- A. The teacher planning and writing lesson plans;
- B. The teacher using instructional materials and special resources;
- C. The teacher giving clear, concise, sequential directions;
- D. The teacher teaching in one-to-one, small group, and large group situations;
- E. The teacher stating objectives and teaching a lesson appropriate to the stated objectives;
- F. Activities in which development of study, responsibility, and initiative are stressed;
- G. The teacher's control of students' time and behavior (management);
- H. The teacher's use of controls in a situation with disruptive behavior;
- I. The teacher in a team or group planning session;
- J. The teacher completing forms required by the principal or school system.

**PARTICIPATION**

A cooperating teacher should plan for the recertification student teacher to participate in the following areas:

- A. Developing plans for instruction;
- B. Securing instructional and resource materials;
- C. Writing daily lesson plans;
- D. Tutoring individual students;
- E. Accompanying and directing students to different areas of the school;
- F. Assuming responsibility for the total class or scheduled classes;
- J. Keeping records and evaluating the progress of students.

**ASSESSMENT**

As a member of the profession who has assumed responsibility for a recertification student teacher, a cooperating teacher has the obligation to provide the guidance necessary for developing the recertification student teacher's teaching abilities.

Day-to-day informal discussions are invaluable in checking over plans and materials and evaluating together the recertification student teacher's teaching as well as reviewing plans for the next day.

It is advisable for the cooperating teacher and recertification student teacher to set aside some time each week to evaluate the week in total and make plans together for the week ahead; to discuss teaching techniques and materials; to look at specific problems which have occurred; to assess areas of teaching which have been successful, minimally so, and others needing definite improvement.

In terms of formal evaluation, the cooperating teacher is expected to complete the paper-based final student teaching evaluation on pages 24-25 of this handbook. The same evaluation will be completed by the college supervisor and recertification student teacher.

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**EVALUATION**

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**HOW TO GRADE A RECERTIFICATION STUDENT TEACHER**

The college supervisor assigns a grade after the recertification student teaching is completed. Grading options are "credit" or "no credit". Any recertification student teacher whose performance is perceived to be in the "no credit" category (failing)

should receive intensive counseling and assistance from both the cooperating and supervising teachers as early as possible. The Director of Field Experiences should be apprised of the situation and informed of the steps being taken to improve the recertification student teacher's performance.

**IMPORTANT POINTS CONCERNING EVALUATION**

**EMPLOY COOPERATIVE EVALUATION:**

The recertification student teacher should participate in all of his/her evaluations. Evaluative conferences afford the recertification student teacher the opportunity to practice self-evaluation as well as respond to the cooperating teacher's assessment of the recertification student teacher's progress.

**PROVIDE SPECIFIC FEEDBACK AND ASSISTANCE:**

When the recertification student teacher needs to improve, he/she should receive suggestions for doing so in as specific terms as possible. For purposes of documentation, recommendations should be made in writing as well as discussed.

**CONFERRING GUIDE**

**ACADEMIC PREPARATION, INSTRUCTIONAL PLANNING, AND TEACHING EFFECTIVENESS**

1. Do you have an up-to-date understanding of the subject area including concepts, facts, and interrelationships of ideas, background, and supporting information and resources?
2. Do your lesson plans show creativity in selecting and arranging activities to achieve goals?
3. Do you construct behavioral/performance objectives that are appropriate for the lesson?
4. Do you provide for individual differences among students when planning lessons?
5. Do your lesson plans reveal a variety of teaching techniques?
6. Are your instructional procedures consistent with your stated objectives?
8. Do you select appropriate and effective resources when planning your lessons?
9. Do your lesson plans allow for student participation?
10. Do your evaluation instruments clearly reflect your lessons' objectives?
11. Do you use a variety of techniques for assessing student progress?
12. Do you use evaluation results in planning future instructional activities?

**CLASSROOM MANAGEMENT**

1. Are you fair and consistent in maintaining appropriate management?
2. Do you help your students develop self-control and self-discipline?
3. Do you deal effectively with problem situations?
4. Do you maintain a pleasant classroom atmosphere?
5. Do you earn the respect of your students?

**COMMUNICATION SKILLS**

1. Do you consistently employ appropriate grammar and vocabulary in oral communication?
2. Do you write clearly, legibly, and in an organized manner?
3. Are your oral directions for instruction clear and concise?

**PROFESSIONAL AND PERSONAL CHARACTERISTICS**

1. Does your instructional performance indicate a sincere enthusiasm for teaching and a commitment to the profession?
2. Do you project a professional image?
3. Have you established a positive rapport with your colleagues?
4. Have you established a positive, constructive rapport with your students?
5. Do you carry out all school-related tasks promptly and effectively?

6. Do you have a sense of humor?
7. Do you actively participate in school functions beyond regular classroom duties?
8. Are you reliable, dependable, and trustworthy?
9. Are you absent often due to illness?
10. Does your appearance indicate that you place a high value on personal health practices?

**FORMS AND GUIDELINES**

*The following forms are included in this Recertification Handbook:*

**Peru State College/Certificate Renewal Programs Instruction Sheet.** This instruction sheet serves as an overall guide during the certificate renewal process.

**Credit Approval Application for Certificate Renewal (15 credit hours).** This form is to be completed during the initial planning phase for determining recertification requirements.

**Credit Approval Application for Certificate Renewal (6 credit hours).** This form is to be completed during the initial planning phase for determining recertification requirements.

**Application for Recertification Student Teaching.** This form is used to apply for placement for a recertification student teaching.

**Guide for Observation of Classes.** This form is to be used by the recertification student teacher as a guide to important points to focus on during observation of classes.

**Finding Out about School Services and Resources.** This guide is intended to help the recertification student teacher become oriented to the school.

**Lesson Plan Format.** This is a suggested format to be used by the recertification student teacher for planning purposes. If another form is more appropriate, please make us of it, adapting the components listed.

**Student Teaching Evaluation:** This form is to be filled out by the college supervisor, student teacher, and college supervisor, then submitted to the Director of Field Experiences for evaluative purposes.

**Demographics Form.** This form provides information required by some states for licensure.

**Certificate Renewal Programs - Peru State College**

**RENEWAL PRIOR TO EXPIRATION OR LESS THAN 5 YEARS AFTER EXPIRATION (6 CREDIT HOURS)**

Renewal of a current teaching certificate, whether a Nebraska or out-of-state certificate, requires

- ✓ six (6) graduate credit hours of coursework taken within 5 years prior to date of application
- ✓ coursework **must be approved in advance** by the PSC Certification Officer;
- ✓ Nebraska Human Relations and Special Education requirements must be met either prior to this re-certification program or as part of this program. The Nebraska Department of Education requires a minimum of (1) credit hour of Human Relations training (for anyone renewing a certificate) and (3) credit hours of Special Education coursework - general survey (required for anyone who has not held a Nebraska Certificate)

- ✓ a completed Credit Approval Application form on file with the School of Education;
- ✓ application for a Nebraska Certificate (after completion of course work) and appropriate fees. - SEE RENEWAL INSTRUCTIONS

(If you are a first time Nebraska Applicant, go to the Nebraska Department of Education web site at [www.education.ne.gov/TCERT](http://www.education.ne.gov/TCERT) to find information about other requirements.)

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**RENEWAL 5 OR MORE YEARS AFTER EXPIRATION (15 CREDIT HOURS)**

Renewal of a teaching certificate which has been expired for more than 5 years, whether a Nebraska or out-of-state certificate, requires

- ✓ **fifteen (15) graduate credit hours** of coursework taken within 5 years prior to date of application
- ✓ six (6) credit hours of the required twelve hours of coursework must be obtained from Peru State College and
- ✓ **must be approved in advance** by the PSC Certification Officer;
- ✓ Nebraska Human Relations and Special Education requirements must be met either prior to this re-certification program or as part of this program. The Nebraska Department of Education requires a minimum of one (1) credit hour of Human Relations training and three (3) credit hours of Special Education coursework (general survey);
- ✓ Re-certification student teaching (one hundred or more clock hours of contact with students in the classroom setting, 50% of which shall consist of performing instructional duties under the supervision of a cooperating teacher in the area of endorsement)
- ✓ a completed Credit Approval Application form on file with the School of Education;
- ✓ application for a Nebraska Certificate (after completion of course work) and appropriate fees. – SEE RENEWAL INSTRUCTIONS

(If you are a first time Nebraska Applicant, go to the Nebraska Department of Education web site at [www.education.ne.gov/TCERT](http://www.education.ne.gov/TCERT) to find information about other requirements.)

RECERTIFICATION STUDENT TEACHING HANDBOOK  
INSTRUCTIONS FOR APPLYING FOR THE RENEWAL OF YOUR NEBRASKA CERTIFICATE

(If you are a first time Nebraska Applicant, go to the Nebraska Department of Education web site at [www.education.ne.gov/TCERT](http://www.education.ne.gov/TCERT) to get information about other requirements.)

After completion of your **pre-approved** course work through Peru State College, you will need to complete the online Application for a Nebraska Certificate at [www.education.ne.gov/TCERT](http://www.education.ne.gov/TCERT). An Institutional Verification form will need to be signed by the PSC Certification Officer and sent to NDE, along with an official PSC transcript that the student teacher orders from the college Student Records Office (see below). Contact the certification officer in the School of Education at [education@peru.edu](mailto:education@peru.edu) to have the Institutional Verification form sent.

*If you have taken course work at an institution other than PSC as part of your renewal hours, you will need to contact them for an Institutional Verification form and official transcript to be sent to NDE.*

To order a transcript to be sent to NDE after grades are posted, go to the Student Records part of the web page. <http://www.peru.edu/studentrecords/>

RECERTIFICATION STUDENT TEACHING HANDBOOK  
**PERU STATE COLLEGE**

**CREDIT APPROVAL APPLICATION FOR CERTIFICATE RENEWAL**

RETURN FORM TO SCHOOL OF EDUCATION - **KEEP INSTRUCTION SHEET FOR LATER USE**

NAME \_\_\_\_\_ SS# \_\_\_\_\_  
ADDRESS \_\_\_\_\_ PHONE \_\_\_\_\_  
\_\_\_\_\_ EMAIL \_\_\_\_\_

Cert. Type: (Admin., Professional, Standard, Initial) \_\_\_\_\_ (Endorsement & Institution where certificate obtained)

\_\_\_ Human Relations requirement met \_\_\_\_\_  
(Course prefix & number) (Institution)

\_\_\_ Special Education Requirement met (for anyone who has not held a Nebraska Certificate)

Six-hour renewal may be accomplished with graduate level coursework in Human Relations and Special Education.

**APPROVED PROGRAM OF STUDY (6 Hour Renewal)**

Educ 505 Diversity in Education (3 cr) – meets Human Relations requirement if needed \_\_\_\_\_  
Semester/Year to Enroll

**OR**

Prefix # & Section Elective Course from list below (if HR requirement already met) (3 cr) Semester/Year to Enroll

**AND**

Prefix # & Section Elective Course from list below (3 cr) Semester/Year to Enroll

**Approved Courses**

- |          |  |   |
|----------|--|---|
| Educ 505 | Diversity in Education (3 cr)  | [Meets NDE Human Relations Requirement]   |
| Educ 510 | Current Issues in Education (3 cr)   |   |
| Educ 515 | Technology Leadership (3 cr.)  |   |
| Educ 520 | Moving from Discipline to Self Discipline: A Developmental Approach (3 cr) |   |
| Educ 530 | Contemporary Instruction: Theory & Practice (3 cr)                         |   |
| Educ 533 | Classroom Management & Leadership (3 cr.)                                  |   |
| Educ 540 | The Master Teacher (3 cr)  |   |
| Educ 542 | Supervision of Student Teachers (3 cr)                                     |   |
| Educ 552 | Intro. To Multimedia Authoring (3 cr)                                      | [Technology]                              |
| Educ 553 | Using the Internet (3 cr)  | [Technology]                              |
| Educ 556 | Desktop Publishing for Teachers (3 cr)                                     | [Technology]                              |
| Educ 569 | Teachers as Collaborative Learners (3 cr)                                  |   |
| SpEd 500 | Inclusionary Practices for SpEd (3 cr)                                     | [Meets NDE Special Education requirement] |
| SpEd 540 | Behavior Management (3 cr)   |   |
| SpEd 574 | Special Education Law & Practices (3 cr.)                                  |   |

(To see Course Rotation Schedule <http://www.peru.edu/graduate/msed/online> )  
(Find this form at <http://www.peru.edu/education/certification.htm>)

\_\_\_\_\_  
Certification Officer

\_\_\_\_\_  
Date

RECERTIFICATION STUDENT TEACHING HANDBOOK  
**PERU STATE COLLEGE**  
 CREDIT APPROVAL APPLICATION FOR CERTIFICATE RENEWAL  
 RETURN FORM TO SCHOOL OF EDUCATION - **KEEP INSTRUCTION SHEET FOR LATER USE**

NAME \_\_\_\_\_ SS# \_\_\_\_\_  
 ADDRESS \_\_\_\_\_ PHONE \_\_\_\_\_  
 \_\_\_\_\_ EMAIL \_\_\_\_\_

Cert. Type: (Admin., Professional, Standard, Initial) (Endorsement & Institution where certificate obtained)

\_\_\_ Human Relations requirement met \_\_\_\_\_  
 (Course prefix & number) (Institution)

\_\_\_ Special Education Requirement met (for anyone who has not held a Nebraska Certificate)

**APPROVED PROGRAM OF STUDY (15 Hour Renewal)**

Educ 505 Diversity in Education (3 cr) – meets Human Relations requirement if needed \_\_\_\_\_  
 Semester/Year to enroll

**OR**

Prefix # & Section Elective Course from list below (if HR requirement already met) (3 cr) Semester/Year to enroll

**AND**

Prefix # & Section Elective **Technology Course** from list below Semester/Year to enroll

Educ 510 Current Issues in Education (3 cr) \_\_\_\_\_  
 Semester/Year to enroll

Educ 533 Classroom Management & Leadership (3 cr) \_\_\_\_\_  
 Semester/Year to enroll

Educ 509 Student Teaching (3 cr) **Coordinate with Director of Field Experiences** \_\_\_\_\_  
**Note: Must apply at least two weeks prior to student teaching semester** Semester/Year to enroll

**Approved Courses**

- Educ 505 Diversity in Education (3 cr) [Meets NDE Human Relations Requirement]
- Educ 510 Current Issues in Education (3 cr)
- Educ 515 Technology Leadership (3 cr.)
- Educ 520 Moving from Discipline to Self Discipline: A Developmental Approach (3 cr)
- Educ 530 Contemporary Instruction: Theory & Practice (3 cr)
- Educ 533 Classroom Management & Leadership (3 cr.)
- Educ 540 The Master Teacher (3 cr)
- Educ 542 Supervision of Student Teachers (3 cr)
- Educ 552 Intro. To Multimedia Authoring (3 cr) [Technology]
- Educ 553 Using the Internet (3 cr) [Technology]
- Educ 556 Desktop Publishing for Teachers (3 cr) [Technology]
- Educ 569 Teachers as Collaborative Learners (3 cr)
- SpEd 500 Inclusionary Practices for SpEd (3 cr) [Meets NDE Special Education requirement]
- SpEd 540 Behavior Management (3 cr)
- SpEd 574 Special Education Law & Practices (3 cr.)

(To see Course Rotation Schedule <http://www.peru.edu/graduate/msed/online> )  
 (Find this form at <http://www.peru.edu/education/certification.htm>)

\_\_\_\_\_  
 Certification Officer

\_\_\_\_\_  
 Date

APPLICATION FOR ADMISSION TO EDUC 509 RECERTIFICATION STUDENT TEACHING

*This application is due two (2) weeks before the recertification student teaching semester begins. It may be submitted up to six months prior to the student teaching semester.*

**PERSONAL INFORMATION**

Name \_\_\_\_\_  
(Last) (First) (Maiden)

PSC Student ID Number \_\_\_\_\_

E-mail address \_\_\_\_\_

Telephone \_\_\_\_/\_\_\_\_\_

Address \_\_\_\_\_  
(Street, P.O. Box, Apartment #)

\_\_\_\_\_  
(City) (State) (Zip)

List in the space below the dates you plan to accomplish this experience. Then add the other information so that the Director of Field Experiences may arrange the placement. Note that this student teaching experience is to be done after completion of the required twelve hours of coursework.

**COMPLETE THE FOLLOWING**

Beginning date \_\_\_\_\_ Ending date \_\_\_\_\_

School Building/District Preferences (Note placement restrictions on pages 6-7 in Recertification Handbook)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Grade Preference  
\_\_\_\_\_ Lower Elementary  
\_\_\_\_\_ Upper Elementary  
\_\_\_\_\_ Middle Grades  
\_\_\_\_\_ High School

Subject (Middle or Secondary School) \_\_\_\_\_

## GUIDE FOR OBSERVATION OF CLASSES



(Used by the student teacher when he or she observes)

**Subject:** \_\_\_\_\_ **Level:** \_\_\_\_\_ **Date:** \_\_\_\_\_

1. Specific topics covered by the teacher.
2. Activities used to begin the class. (Roll call, announcements, warm up, activities to develop anticipation, and others.)
3. Activities used throughout the class. (Strategies, techniques, practice and application of material, method of error correction, questioning techniques, etc.)
4. Audio-visual aids, technology and other materials.
5. Activities used for the closure of the class.
6. Student participation. (This is your chance to learn individual names.)
7. Classroom management. (Strategies used by the teacher for controlling the group or individuals or establishing a positive learning environment.)
8. Relationship between the teacher and the students.

--FORM D-- FINDING OUT ABOUT SCHOOL SERVICES AND RESOURCES



**FINDING OUT ABOUT SCHOOL SERVICES AND RESOURCES**

STUDENT TEACHER: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

This guide is intended to help student teachers understand the human and material resources of the school. Student teachers should attempt to identify and introduce themselves to as many of the individuals as possible and record the names of those identified. When appropriate, the student teacher should seek information concerning the topics listed. The topics for discussion are suggestions only, and responses need not be recorded.

A. Administrative and Support Services

Principal and Assistant Principal(s):

**Topics for Discussion**

1. Policy on absence (students and faculty)
2. Policy on discipline
3. Policy on dress (students and faculty)
4. Information about community served by school
5. Faculty meetings (times, purposes)
6. Board of Education (members, roles/relationships)
7. Staff development (teacher evaluation; in-service)

Office Manager/Administrative Assistant/Secretary:

Bookkeeper:

Other Office Staff:

Head Custodian:

Other Custodians:

Lunchroom Manager/Staff:

Others:

B. Media Services

Media Specialist(s):

Media Aide(s):

**Topics for Discussion**

1. Media center policies and procedures
2. Media center hours
3. Check-out on equipment operation
4. Interaction between media program and class instruction
5. What materials are available for students, parents and professional use?
6. What sources are available outside the school?

C. Other instructional services as appropriate

Art Teacher:

Music Teacher:

Physical Education Teacher:

Chapter 1/Reading Teacher:

Other Resource Teachers:

**Topics for Discussion**

1. Purpose of program
2. Who qualifies?
3. How scheduled?
4. Policies on moving students and working with the regular classroom teacher

D. Personnel for students with special needs (list names/roles)

**Topics for Discussion**

1. Objectives/services of each program
2. Screening procedures
3. Relationship of students with other classes
4. The role of the regular teacher in relation to students in this program
5. Materials used.

E. Health Services

School (or county) nurse:

**Topics for Discussion**

1. Available health services at school
2. Available through school referral
3. Procedures for teacher with ill/injured child
4. School safety precautions/regulations
5. Other county/community services available to students

F. Student Services

Guidance counselor(s):

**Topics for Discussion**

1. Policies/procedures for obtaining services
2. Guidance services available
3. Teacher's role in guidance
4. Standardized testing program
5. Grading/reporting policies
6. Promotion/retention policies

School Psychologist(s):

School Social Worker(s):

**Topics for Discussion**

1. What services are provide?
2. Who qualifies?
3. Policies/procedures
4. How scheduled?

--FORM E-- LESSON OBSERVATION FORM

**LESSON OBSERVATION FORM**



Student Teacher: \_\_\_\_\_ Cooperating Teacher: \_\_\_\_\_  
School: \_\_\_\_\_ Grade/Subject: \_\_\_\_\_  
Lesson Topic: \_\_\_\_\_

**PLANNING:**

(objectives; appropriate lesson planning, design, and materials; appropriateness to student interests, needs, and developmental level; creativity; level of student involvement; variety in instruction)

**IMPLEMENTING:**

(instructions; anticipatory set; oral delivery; visual aids; use of technology; questioning; responsiveness; enthusiasm; classroom management; mastery of content; closure)

**EVALUATING:**

(checking for understanding; reteaching; evaluating stated objectives; sharing evaluation with students)

**Additional Comments:**

\_\_\_\_\_  
Signature of Observer

\_\_\_\_\_  
Date

**Discussion with cooperating teacher:**

**Nebraska Clinical Practice Evaluation Fall 2016/Spring 2017  
(Student Teaching Experience)**

Name of Recertification Student Teacher: \_\_\_\_\_ Date of Evaluation: \_\_\_\_\_ Endorsement Area: \_\_\_\_\_

Name of College Supervisor: \_\_\_\_\_ Name of Cooperating Teacher/Mentor: \_\_\_\_\_

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

- Consistent**            The teacher candidate always demonstrates the Standard.
- Frequent**             The teacher candidate often demonstrates the Standard.
- Occasional**         The teacher candidate sometimes demonstrates the Standard.
- Rare**                    The teacher candidate seldom demonstrates the Standard.

InTASC Standards	Consistent	Frequent	Occasional	Rare
<b>Standard 1: Student Development</b>				
<i>Standard 1.1: The teacher candidate understands how students grow and develop.</i>				
<i>Standard 1.2: The teacher candidate recognizes that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.</i>				
<i>Standard 1.3: The teacher candidate implements developmentally appropriate and challenging learning experiences.</i>				
<b>Standard 2: Learning Differences.</b>				
<i>Standard 2.1: The teacher candidate understands individual differences and diverse cultures and communities.</i>				
<i>Standard 2.2: The teacher candidate ensures inclusive learning environments that enable each student to meet high standards.</i>				
<b>Standard 3: Learning Environments</b>				
<i>Standard 3.1: The teacher candidate works with others to create environments that support individual and collaborative learning.</i>				
<i>Standard 3.2: The teacher candidate creates environments that encourage positive social interaction, active engagement in learning, and self-motivation.</i>				
<i>Standard 3.3: The teacher candidate manages student behavior to promote a positive learning environment.</i>				
<b>Standard 4: Content Knowledge</b>				
<i>Standard 4.1: The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.</i>				
<i>Standard 4.2: The teacher candidate creates learning experiences that make these aspects of the discipline accessible and meaningful for students to assure mastery of the content.</i>				
<i>Standard 4.3: The teacher candidate integrates Nebraska Content Standards and/or professional standards within instruction.</i>				
<b>Standard 5: Application of Content</b>				
<i>Standard 5.1: The teacher candidate understands how to connect concepts across disciplines.</i>				
<i>Standard 5.2: The teacher candidate uses differing perspectives to engage students in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</i>				
<b>Standard 6: Assessment</b>				

<i>Standard 6.1: The teacher candidate understands multiple methods of assessment.</i>				
<i>Standard 6.2: The teacher candidate uses multiple methods of assessment to engage students in their own growth, to monitor student progress, and to guide the teacher candidate’s and student’s decision making.</i>				
<b><i>Standard 7: Planning for Instruction</i></b>				
<i>Standard 7.1: The teacher candidate plans instruction that supports every student in meeting rigorous learning goals.</i>				
<i>Standard 7.2: The teacher candidate draws upon knowledge of content areas, curriculum, cross-disciplinary skills, technology, and pedagogy.</i>				
<i>Standard 7.3: The teacher candidate draws upon knowledge of students and the community context.</i>				
<b><i>Standard 8: Instructional Strategies</i></b>				
<i>Standard 8.1: The teacher candidate understands a variety of instructional strategies.</i>				
<i>Standard 8.2: The teacher candidate uses a variety of instructional strategies to encourage students to develop deep understanding of content areas and their connection and to build skills to apply knowledge in meaningful ways.</i>				
<i>Standard 8.3: The teacher candidate utilizes available technology for instruction and assessment.</i>				
<b><i>Standard 9: Professional Learning and Ethical Practice</i></b>				
<i>Standard 9.1: The teacher candidate engages in ongoing professional learning.</i>				
<i>Standard 9.2: The teacher candidate models ethical professional practice.</i>				
<i>Standard 9.3: The teacher candidate uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, other professionals, and the community), and adapts practice to meet the needs of each student.</i>				
<i>Standard 9.4: The teacher candidate models professional dispositions for teaching.</i>				
<b><i>Standard 10: Leadership and Collaboration</i></b>				
<i>Standard 10.1: The teacher candidate seeks opportunities to take responsibility for student learning.</i>				
<i>Standard 10.2: The teacher candidate seeks opportunities, including appropriate technology, to collaborate with students, families, colleagues, and other school professionals, and community members to ensure student growth.</i>				
<b><i>Standard 11: Impact on Student Learning and Development</i></b>				
<i>Standard 11.1: The teacher candidate works to positively impact the learning and development for all students.</i>				

Comments (if any)



Signature of Student Teacher/Teacher Candidate

RECERTIFICATION STUDENT TEACHING HANDBOOK  
Date