

Section II Rule 20 Matrix

Institution Name: Peru State College

Date: July 2021

004 Professional Teacher Education Unit Requirements

004.01 General Policy Statements. The institution shall have a written policy stating its philosophy and objectives and which delineates its goals and commitment to the preparation of educators. Not all of the programs for the preparation of school personnel need to be administratively located within the unit; however, all professional education programs are organized and coordinated by the unit.

Narrative:

Peru State College was originally formed as the Nebraska State Normal School in 1867. The College is Nebraska's oldest and the third teacher education institution west of the Missouri River. Over its long history, Peru State College has undergone program restructuring, name changes, and changes in governance. It has evolved from a normal school to a Carnegie Classification of Master's Colleges and Universities (larger graduate programs) institution. There are three academic Schools at Peru State (Education, Professional Studies, and Arts & Sciences), and each houses teacher education program degree options. While the degree options themselves are administered by each respective Dean of the School, the School of Education oversees the organization, coordination, and admission/completion checkpoints for all programs that lead to initial teacher certification. These policies, procedures, and processes are documented in the School of Education Teacher Education Handbook.

The EPP is focused on developing exemplary professionals dedicated to excellence in teaching and learning in the state of Nebraska and beyond. A strong emphasis is placed on a commitment to a culture of evidence that embeds, creates, and informs relevant coursework in content and pedagogy with diverse field experiences and mutually beneficial P-12 school and community partnerships to support the continual growth of Teacher Candidates. At Peru State College, our mission is based upon the premise that each person has unique potential to be enhanced by his or her educational experiences. Therefore, as an EPP we acknowledge our role in this enhancement, and our own responsibility to be reflective practitioners: persons grounded in a knowledge of the past, respectful and cognizant of the present cultural context in which we live, and highly aware of a future that requires adaptability and critical thinking skills. Our conceptual framework has long acknowledged the belief that our teacher candidates should be wise decision-makers.

An inclusive PSC Teacher Education Committee oversees all teacher education endorsements, and makes recommendations to Faculty Senate to

ensure compliance of teacher education programs and assessment activities with state and federal regulations, and with accreditation organizations.

Documentation:

Link: [➡ EPP Mission and Conceptual Framework](#)

Link: [➡ Peru State College Mission and Purpose](#)

Link: [➡ Teacher Education Handbook](#)

Link: [➡ Teacher Education Committee \(TEC\) Composition](#)

Link: [➡ Peru State College Strategic Plan](#)

004.02 Personnel Requirements.

004.02A Unit Administrator. The institution shall designate an individual to administer the professional teacher education program or unit. This individual shall hold, qualify for, or have held an educator certificate.

004.02B Certification Officer. The institution shall designate a faculty or staff member to receive correspondence regarding this chapter and to oversee the submission of certified records, transcripts, reports, and/or recommendations to the Department for the purpose of certification and/or endorsement.

004.02C Field Experience Coordinator. The institution shall designate a faculty or staff member to coordinate field experience requirements contained in this chapter.

004.02D Cooperating Educators. The institution shall ensure that cooperating educators employed by school systems or other field-based settings shall have a minimum of three (3) years of education employment experience and hold an appropriate certificate with an endorsement in the area or level they are supervising

Narrative: 004.02A

The administrator for the Educator Preparation Program (EPP) is the Dean of the School housing the education program. Dr. Dwayne Chism is a teacher educator with public school experience. Dr. Chism holds a Nebraska Administrative certificate and is endorsed in the following areas: Elementary K-6, Principal PK-12, and Superintendent PK-12. He oversees the overall program curriculum, assessment, faculty evaluations and faculty hiring.

**004.02B
004.02C**

Ms. Stephanie Holmes serves as the certification officer and the director of field experience. Ms. Holmes joined this team as Certification Officer on August 15, 2016, and added Director of Field Experiences on September 1, 2017. As the Director and Project Coordinator she works with the placement site administrators to assure that the cooperating teachers are qualified with three years' experience and appropriate certifications.

004.02D

All cooperating educators for clinical experiences meet the minimum requirements of at least three years of education employment experience and hold the appropriate endorsement/certificate in the area or level they are supervising. The requirements established by the School of Education for serving as a cooperating educator, as well as identification of the two individuals holding the positions above, can be found in the links provided below. In addition, Table 004.02-1 identifies those who have served in the cooperating educator position for the past two years.

Documentation:

TABLE:

Link: [➡ 004.02-1](#)

Staff Profile:

Link: [➡ Stephanie Holmes](#)

Link: [➡ Resume](#)

Link: [➡ Dwayne Chism](#)

Link: [➡ Curriculum Vitae](#)

Cooperating Teacher and College Supervisor training and requirements Link: [➡ School of Education Handbook](#) (pg. 35-37)

- Link: [➡ College Supervisor Letter](#)
- Link: [➡ Cooperating Teacher Letter](#)
- Link: [➡ Cooperating Teacher Form](#)

004.03 Professional Teacher Education Program Faculty Requirements.

004.03A Minimum Required Faculty

004.03A1 Undergraduate faculty. There shall be a minimum of three (3) full-time professional education faculty.

004.03A2 Graduate faculty. Each advanced degree program leading to the doctorate has at least three (3) full-time professional education faculty members who have earned the doctorate in the field of specialization for which the degree is offered.

004.03B Faculty Qualifications

004.03B1 All professional education faculty shall hold a master's degree.

004.03B2 The preparation, research, and experience of each faculty member shall be in the field in which he or she teaches.

004.03B3 All professional education faculty, hired after July 1, 1994, shall have two (2) years of PK-12 teaching experience in state approved or accredited elementary or secondary schools or similarly constituted and governed schools in a state where non-public schools are not recognized by the state. Faculty who do not possess two (2) years

of PK-12 teaching experience must meet the exceptional expertise requirement defined as documented scholarship, skill, or experience in the priorities of the teacher education program such as content specialization, diversity, assessment or technology.

004.03B4 At least one-third of the full-time undergraduate faculty shall hold a terminal degree.

004.03B5 At least one-half of full-time graduate faculty shall hold a terminal degree.

004.03B6 All faculty in programs which grant the sixth-year specialist's certificate or doctorate degree shall hold the doctorate and have two (2) years of teaching or school administration experience.

004.03B7 Adjunct faculty utilized for clinical experience supervision must hold or have held appropriate certification for the area and/or level which they are supervising.

Narrative:

004.3A1

The EPP currently has 13 full time professional education faculty who teach Education and Special Education courses within teacher education programs and advise teacher candidates. Of these individuals, 12 hold doctoral degrees and 1 holds a Master's degree, but this individual is currently working toward completing their respective doctoral program. Peru State College does not have any full-time faculty who are part time professional education faculty for the School of Education.

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Each professional education faculty holds, or has held, a teaching certificate and meets the minimum teaching requirement of two years, as well as the minimum of holding a Master's degree. For courses specific to an endorsement, such as Early Childhood, Elementary, or Special Education, faculty who teach these courses hold, or have held, that specific endorsement and ensure their qualifications to offer courses related to that grade level/content area. The only advanced degree program offered at Peru State College is the Master's of Science in Education, with a major in Curriculum & Instruction, which is not a program that leads to certification. However, since over 90% of professional education faculty currently hold a doctoral degree, the School of Education surpasses the requirement of 50%.

All adjunct faculty utilized for clinical experience supervision (college supervisors) hold the appropriate certification for the area and/or level for which they are supervising. Links to tables that provide supporting documentation are provided below.

Documentation:

TABLES: (as applicable)

Link: ➡ [004.03-1 – Full-Time Faculty in Education Unit](#)

Link: ➡ [004.03-3 – Adjunct Faculty](#)

Link: ➡ [General Studies, Education & HPER Course Descriptions](#)

004.03C Faculty Load

004.03C1 For undergraduate faculty, assignments for teaching, supervision of clinical experience, and administration shall not exceed twenty-four (24) credit hours within the same academic year for a full-time equivalent undergraduate faculty member except as provided in Section 004.03C3 of this chapter.

004.03C2 For graduate faculty, assignments for teaching, supervision of clinical experience, and administration shall not exceed eighteen (18) credit hours within the same academic year for a full-time equivalent graduate faculty member with the exception stated in Section 004.03C3 of this chapter.

004.03C3 For faculty teaching a combination of undergraduate and graduate assignments, the load may be a proration of nine (9) and twelve (12) credit hours, with total hours assigned within the same academic year not to exceed twenty-one (21) hours.

004.03C4 Supervision of clinical experiences shall not exceed a ratio of eighteen (18) full-time equivalent candidates to one (1) full-time equivalent faculty member within one (1) semester.

004.03C5 Advising for advanced program candidates shall be assigned to advanced program faculty.

Narrative:

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through
004.3C3**

All assignments for full-time professional education faculty in the EPP are made based upon the maximum credit hours established by Rule 20. Faculty who only teach undergraduate courses and/or supervise student teachers are not assigned more than 24 credits within an academic year. Those who are assigned a combination of undergraduate and graduate courses are not assigned more than 21 credits within an academic year. No full-time faculty teach solely at the graduate level.

The supervision of one student teacher equates to 1 credit of teaching at Peru State; therefore, the ratio for the EPP is 13:1 full-time equivalency, which is much lower than the maximum limits. Advanced program candidates in the M.S. in Education program, which is not a program leading to any type of certification, are assigned to a graduate faculty advisor within the Graduate Programs office. Links to tables that provide supporting documentation are provided below.

Documentation:**TABLES:**

Link: ➡ [004.03-4 \(2019-2020\)](#)

Link: ➡ [004.03-4 \(2020-2021\)](#)

Link: ➡ [004.03-5 \(Clinical Practice Supervisors\)](#)

Link: ➡ [004.02-1 \(Cooperating Educators for Clinical Practice\)](#)

004.04 Minimum Endorsement Offering Requirements. The institution shall offer courses for a minimum of eight (8) approved subject and/or field endorsements contained in 92 NAC 24 and have on file a plan of study which documents that required courses are offered on a schedule to enable candidates access to the coursework in a four (4) year period.

Narrative:

The School of Education currently offers 11 field endorsements and 7 subject endorsements, for a total of 18 endorsement programs:

Art Education K-12 (field)
Biology Education 7-12 (subject)
BMIT Education 6-12 (field)
Chemistry Education 7-12 (subject)
Early Childhood Education Inclusive B-3 (field)
Elementary Education K-8 (field)
English Language Arts Education 7-12 (field)
Health & Physical Education K-12 (field)
History Education 7-12 (subject)
Mathematics Education 6-12 (field)
Middle Level Education 5-9 (subject)
Music Education Vocal/Instrumental K-12 (field)
Secondary English Education 7-12 (subject)
Science 7-12 (field)
Social Science 7-12 (field)
Special Education K-12 (field)
Special Education K-6 (subject)
Special Education 7-12 (subject)

These endorsements are listed on **page 121** of the 2020-2021 Peru State College Catalog and on **page 5** of the 2020-2021 Teacher Education Handbook. **Program** and **Advising** information is available on the School of Education website. The **Course Rotation** page and **Four Year Plan** is also available through the School of Education website, which provides all candidates with access to the course rotation schedule that clearly identifies when each course will be offered and how to map out a successful plan to complete their program. The PSC Catalog is provided below.

Documentation:

- Link: ➡ [Course Catalog](#)
- Link: ➡ [School of Education Handbook](#) (pg. 5)
- Link: ➡ [Application for Approval](#)
- Link: ➡ [Program Approval Letter](#)
- Link: ➡ [Course Rotation](#)
- Link: ➡ [Four Year Plan](#)

004.05 Library Requirements. Library holdings, curriculum materials, and related technology resources shall provide adequate scope, breadth, and currency to support education candidates and faculty. The institution shall employ staff to work collaboratively with the unit to acquire relevant and current resources and to provide support services for material utilization.

Narrative:

The Library collection at Peru State is designed to provide the resources required for the breadth of undergraduate study and to support graduate study in education. All services and resources are available to on-campus and off-campus students. The password protection system, EZproxy, ensures 24/7 access to 93 databases including Education Research Complete, ERIC, and PsycINFO from the website of the library: [Library Website](#)

There is a close collaboration between the School of Education and the Library ensuring that the Library's collection supports the curriculum for teacher education programs offered at Peru State and offers materials highly recommended for college libraries.

The library houses over 108,261 physical items. The collection includes 77,433 print books, over 455,000 eBooks through eBook Central (ProQuest) and EBSCO eBook Academic Collection, bound periodicals, microforms, and videos. The library subscribes to five print education journals but has approximately 2,659 electronic education serial/journal titles.

Inside the Library, students have access to a photocopy machine, videotape and DVD players, portable sound equipment, and 31 computers, including 12 wireless laptops that may be used in the library. An adequate number of microform readers and reader/printers are available. Within the 21,000 square footage of library space, there is a floor designated for education. The Curriculum Level has three of six study rooms, as well as, two classroom spaces with teaching technology.

The Curriculum Level houses the following physical resources: 2,124

Elementary Curriculum Development Books, 194 Secondary Curriculum Development Books, 2,299 Picture Books, 1,545 Juvenile Books, 1,885 Young Adult Books, and 2,753 Juvenile Non-Fiction Books.

The library employs a full-time librarian, two staff, and during the academic year 13 student assistants. Reference services are available in face-to-face meetings, telephone conversations, email, and chat. Students may also access help, technical support, and library tutorials such as PrepStep and Empower, which teaches information literacy skills, through the website of the library. Library instruction is available upon faculty request for classroom and online courses.

Sharing a library catalog with Wayne State College and Chadron State College allows access to their physical items. Students simply request the item through the catalog and it will be shipped to the Peru State College Library. Items not available in the Nebraska State College System may be requested through interlibrary loan from Nebraska libraries, including the University, and national libraries. The library partners with the Nebraska Library Commission for database subscriptions.

To support teacher education, the library annually spends approximately \$13,800 for electronic resources and hardcopy journals. For 2020-2021, over \$4,700 was spent on books for education including K-12 curriculum development books.

Documentation:

Link: [➡ Peru State Library Website](#)

004.06 Policies for Program Admission, Progression, and Completion

004.06A Disclosure. The institution shall require the prospective candidate to disclose all criminal convictions, except traffic offenses.

004.06B Notice Regarding Convictions. The institution shall inform all persons who apply for admission to its program that persons who have felony convictions, or misdemeanor convictions involving abuse, neglect, or sexual misconduct, as defined in Section 004.06D of this chapter, are automatically rejected by the Department for certification, and may only be considered for certification, or participation in field experiences, with the approval of the Department. A person with a conviction as defined in Section 004.06D of this chapter may request approval by the Department using the procedures set forth in 92 NAC 21 Sections 009.02 through 009.04.

004.06C Criminal Background Check. The institution shall conduct or verify an official criminal background check on candidates prior to admission to an initial teacher education program and again prior to clinical practice.

Narrative: The School of Education has established clear criteria for admission, progression, and completion of the teacher education programs offered at Peru State College. These requirements are clearly outlined within the Teacher Education Handbook, which is introduced to candidates in Education 209 Teacher Education Orientation. The handbook is available through the School of Education website for candidates to access at any time, which includes a visual flowchart on **page 64** of the admission checkpoints and related requirements that the School of Education has established. The link to the handbook is provided below, as well as a table that outlines the criteria for each admission/progression checkpoint.

004.06A Disclosure

004.06B Notice

004.60C Check

As part of the process for admission to Teacher Education, all initial level candidates complete and submit the Personal & Professional Fitness Statement which includes the required disclosure of criminal offenses – see link below. This document references the policies related to convictions which are described in detail on **page 9 and page 67** of the Teacher Education Handbook. Candidates are notified immediately when a conviction is documented that may impact their ability to complete their chosen certification programs.

In addition to the fitness statement, background checks are completed on all initial level candidates at two program checkpoints: admission to Teacher Education and admission to Student Teaching. These background checks allow Education staff to ensure that candidates are eligible for certification in the state of Nebraska. The background check policies are identified on **page 8** of the Teacher Education Handbook.

**Document
ation:**

Link: [➡ School of Education Handbook](#) (Page 8, Page 9, Page 67, Page 68, & Appendix D)

Link: [➡ OneSource Website](#)

Link: [➡ Background Check Policy](#)

004.06E Grade Point Average.

004.06E1 Candidates must hold a cumulative GPA of 2.5 on a 4.0 scale or its equivalent for admission to a teacher education program.

004.06E2 Candidates for admission to clinical practice must hold a cumulative GPA of at least 2.75 on a 4.0 scale or its equivalent for all completed courses identified by the institution as meeting the requirements of 92 NAC 24.

004.06F Basic Skills Test. Prior to admission to a teacher education program, the candidate must have achieved a satisfactory score on an examination as specified in 92 NAC 23.

Narrative:

Teacher candidates must hold a cumulative GPA of 2.75 or higher for admission to Teacher Education at Peru State College. Admission to student teaching currently requires a cumulative GPA of 2.75 as well. These policies are identified on **pages 6 and 30** of the 2020-2021 Teacher Education Handbook – please see links below.

Resulting data from the past two years of admission checkpoints for GPA are shared in Table 004.06-1 below. The Teacher Education Admission GPA data reflect all candidates who were admitted to teacher education at Peru State between Fall 2019-Spring 2021. The Clinical Admission GPA data reflect all candidates who were admitted to Student Teaching and completed their clinical experiences between Fall 2019-Spring 2021.

All teacher candidates must successfully pass all sections of the Praxis I Core exam in order to be fully admitted to Teacher Education. This admission requirement is identified on **page 7** of the 2020-2021 Teacher Education Handbook – see link below.

However, please note that the School of Education has implemented the Praxis I (PPST) waiver policy that NDE established, whereby a student could pass two sections of the exam, be within one point of passing the third section, and meet the overall minimum composite score of 513. This documents why the low score for specific sections of the exam may be one point below the minimum required score in Table 004.06-1.

Resulting data from the past two years of admission checkpoints for the Praxis I (PPST) are shared in Table 004.06-1 below. The Praxis I (PPST) data reflect all candidates who were admitted to teacher education at Peru State between Fall 2019-Spring 2021.

**Document
ation:**

Link: ➡ [004.06-1 \(GPA and Basic Skills Admission\)](#)

Link: ➡ [004.06-2 \(Requirements for Program Admission and Progression\)](#)

Link: ➡ [School of Education Handbook](#)

004.06G Application. Candidates for admission to a teacher education program shall complete an application process which includes consideration of components identified in Section 004.06 of this chapter and other institution-determined criteria for selection, such as recommendations from professional educators, interviews, or essays.

Narrative:

To initiate the process of admission into the Teacher Education Program, candidates are required to file a formal application as part of EDUC 209 Teacher Education Orientation and Practicum and meet all necessary admission criteria and conditions as listed below. The Teacher Education Committee reviews each candidate’s application to determine eligibility for admission into teacher

education. Candidates are notified via email when they have been fully admitted by

Document Link: [➡ Admission to Teacher Education Application](#)
ation:

004.06H Performance The institution must identify the performance Standards and assessments for successful progression and completion of the education programs offered by the unit.

Narrative: The School of Education Conceptual Framework provides the foundational philosophy and standards for all initial level teacher education programs at Peru State College. These standards are aligned to InTASC standards to ensure that teacher candidates' preparation adheres to national norms related to teacher education. Assessments throughout these programs are aligned to both InTASC and conceptual framework standards to ensure that candidates are demonstrating the knowledge, skills, and professional dispositions established by the School of Education. Annual analysis of the resulting data from these formative assessments provides opportunities for continuous improvement of programs and evaluation of candidate preparation. A table of the alignment of these formative assessments is provided below.

Summative assessments for documenting initial level candidates' knowledge, skills, and professional dispositions include the Nebraska Clinical Experience evaluation, the School of Education Disposition Evaluation, and the Instructional Analysis Project, which are all completed during the student teaching (clinical experience) semester. Copies of these assessments are provided below.

Document Link: [➡ 004.06-1 \(GPA and Basic Skills Admission\)](#)
ation: Link: [➡ 004.06-2 \(Requirements for Program Admission and Progression\)](#)
Link: [➡ Alignment to Initial Level Conceptual Framework](#)
Link: [➡ Nebraska Clinical Practice Rubric](#)
Link: [➡ Educator Disposition Assessment](#)
Link: [➡ IAP Part 1](#)
Link: [➡ IAP Part 2](#)
Link: [➡ IAP Part 3](#)
Link: [➡ IAP Part 4](#)
Link: [➡ IAP Assessment Plan Table](#)

005 Initial Program Coursework Requirements.

005.01 General Education Coursework. The institution shall require that all undergraduate candidates meet the institution's general education course requirements. These courses may also be used to meet endorsement requirements. General education course requirements are established by the institution for all students.

Narrative:

All undergraduate teacher education candidates are requirement to complete the General Studies requirements established by Peru State College, which are outlined on **pages 47-48** of the 2020-2021 Peru State Catalog and identified on the General Studies progress sheet (provided below). Students who have completed an Associate of Arts or Associate of Science have the set of General Studies courses waived as part of the Nebraska State College System articulation policies with community colleges. Links to the catalog and progress sheet are provided below.

Documentation:

Link: [➡ Course Catalog](#)
Link: [➡ General Studies Progress Sheet](#)

005.02 Professional Education Coursework. At least one-sixth of the total credit hour requirement established by the institution for the completion of a degree shall be professional education coursework which may include practicum experiences but shall not include clinical experiences.

Narrative:

The School of Education currently requires a minimum of 21 credits of professional education coursework prior to student teaching that all initial level teacher candidates must complete. This set of courses is identified starting on **page 128** of the 2020-2021 Peru State Catalog. On the right-hand side of each teacher education program progress sheet, you will find the course numbers of the Education Core classes. These courses provide the foundational knowledge and skills needed by all teacher education candidates related to the InTASC standards established for all teacher education programs offered by the School of Education.

Documentation:

Link: [➡ Course Catalog](#)
Link: [➡ Sample Progress Sheet](#)
Link: [➡ 005.02A-J](#)

005.02A Student Development. The candidate understands how students grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Narrative:

Candidates complete several courses, including Psyc 250 Human Growth and Development, Educ 255 Differentiating Instruction for Diverse Learners, methods courses and practicum experiences specific to each endorsement, Educ 420 Student Teaching Seminar, and student

	<p>teaching. Each of these experiences includes specific assessments that assist candidates in their development of knowledge and skills, with the summative assessment occurring during clinical practice (Nebraska Clinical Experience Evaluation).</p>
<p><u>Documentation:</u></p>	<p>Link: ➡ TABLE: 005.02-1 – Professional Education Competencies Link: ➡ Alignment to Initial Level Conceptual Framework Link: ➡ Alignment to Advanced Level Conceptual Framework Link: ➡ Nebraska Clinical Practice Rubric Link: ➡ Nebraska Clinical Observation Form Link: ➡ Nebraska Clinical Evidence Charts</p>
<p><u>005.02B Learning Differences.</u> The candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each student to meet high Standards.</p>	
<p><u>Narrative:</u></p>	<p>Candidates complete several courses, including Psyc 250 Human Growth and Development, Educ 255 Differentiating Instruction for Diverse Learners, Educ 334 Teaching Reading for Elementary or Educ 434 Secondary Reading/Writing for Content, methods courses and practicum experiences specific to each endorsement, Educ 420 Student Teaching Seminar, and student teaching. Each of these requirements includes specific assessments that assist candidates in their development of knowledge and skills, with the summative assessment occurring during clinical practice (Nebraska Clinical Experience Evaluation).</p>
<p><u>Documentation:</u></p>	<p>Link: ➡ TABLE: 005.02-1 – Professional Education Competencies See documents listed above.</p>
<p><u>005.02C Learning Environments.</u> The candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>	
<p><u>Narrative:</u></p>	<p>Candidates complete several courses, including Educ 300 Managing the Learning Environment, methods courses and practicum experiences specific to each endorsement, Educ 420 Student Teaching Seminar, and student teaching. Each of these requirements includes specific assessments that assist candidates in their development of knowledge and skills, with the summative assessment occurring during clinical practice (Nebraska Clinical Experience Evaluation).</p>
<p><u>Documentation:</u></p>	<p>Link: ➡ TABLE: 005.02-1 - Professional Education Competencies See documents listed above.</p>

005.02D Content Knowledge. The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for students to assure mastery of the content including the ability to integrate the Nebraska Content Standards (92 NAC 10 Appendices A-D) into instruction.

Narrative:

Candidates complete the list of required content courses that have been selected for each endorsement program as their primary preparation of content knowledge. In addition, all candidates complete practicum experiences specific to each endorsement, Educ 420 Student Teaching Seminar, and student teaching. Each of these requirements includes specific assessments that assist candidates in their development of knowledge and skills, with the summative assessments occurring during clinical practice (Content GPA, Praxis II Content Exam and the Nebraska Clinical Experience Evaluation).

Documentation:

Link: [➡ TABLE: 005.02-1 – Professional Education Competencies](#)
See documents listed above.

005.02E Application of Content. The candidate understands how to connect concepts and use differing perspectives to engage students in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Narrative:

Candidates complete several courses, including methods courses and practicum experiences specific to each endorsement, Educ 420 Student Teaching Seminar, and student teaching. Each of these requirements includes specific assessments that assist candidates in their development of knowledge and skills, with the summative assessments occurring during clinical practice (Instructional Analysis Project and the Nebraska Clinical Experience Evaluation). The Instructional Analysis Project is an adaptation of the Teacher Work Sample and provides opportunity for the candidate to plan/implement instruction and analyze his/her effectiveness for impacting student learning.

Documentation:

Link: [➡ TABLE: 005.02-1 – Professional Education Competencies](#)
See documents listed above.

005.02F Assessment. The candidate understands and uses multiple methods of assessment to engage students in their own growth, to monitor student progress, and to guide the candidate's and student's decision making.

Narrative:

Candidates complete several courses, including Educ 317 Assessment for Student Learning, methods courses and practicum experiences specific to each endorsement, Educ 420 Student Teaching Seminar, and student teaching. Each of these requirements includes specific assessments that assist candidates in their development of knowledge and skills, with the

	<p>summative assessments occurring during clinical practice (Instructional Analysis Project and the Nebraska Clinical Experience Evaluation). The Instructional Analysis Project is an adaptation of the Teacher Work Sample and provides opportunity for the candidate to plan/implement instruction and analyze their effectiveness for impacting student learning.</p>
<p><u>Documentation:</u></p>	<p>Link: ➡ TABLE: 005.02-1 – Professional Education Competencies See documents listed above.</p>
<p><u>005.02G Planning for Instruction.</u> The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, technology, and pedagogy, as well as knowledge of the student and the community context.</p>	
<p><u>Narrative:</u></p>	<p>Candidates complete several courses, including methods courses and practicum experiences specific to each endorsement, Educ 420 Student Teaching Seminar, and student teaching. Each of these requirements includes specific assessments that assist candidates in their development of knowledge and skills, with the summative assessments occurring during clinical practice (Instructional Analysis Project and the Nebraska Clinical Experience Evaluation). The Instructional Analysis Project is an adaptation of the Teacher Work Sample and provides opportunity for the candidate to plan/implement instruction and analyze their effectiveness for impacting student learning.</p>
<p><u>Documentation:</u></p>	<p>Link: ➡ TABLE: 005.02-1 – Professional Education Competencies See documents listed above.</p>
<p><u>005.02H Instructional Strategies.</u> The candidate understands and uses a variety of instructional strategies to encourage students to develop deep understanding of content areas and their connections, build reading and writing skills, and to apply knowledge in meaningful ways. This includes developing competency for utilizing technology for instruction, assessment, and communication.</p>	
<p><u>Narrative:</u></p>	<p>Candidates complete several courses, including Educ 315 Educational Technology, methods courses and practicum experiences specific to each endorsement, Educ 420 Student Teaching Seminar, and student teaching. Each of these requirements includes specific assessments that assist candidates in their development of knowledge and skills, with the summative assessments occurring during clinical practice (Instructional Analysis Project and the Nebraska Clinical Experience Evaluation). The Instructional Analysis Project is an adaptation of the Teacher Work Sample and provides opportunity for the candidate to plan/implement</p>

	instruction and analyze their effectiveness for impacting student learning.
<u>Documentation:</u>	Link: ➡ TABLE: 005.02-1 – Professional Education Competencies See documents listed above.
<u>005.02I Professional Learning and Ethical Practice.</u> The candidate engages in ongoing professional learning, models ethical professional practice, and 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.	
<u>Narrative:</u>	Candidates complete several courses, including Educ 400 Professional and Collaborative Practices, Educ 420 Student Teaching Seminar, and student teaching. Each of these requirements includes specific assessments that assist candidates in their development of knowledge and skills, with the summative assessments occurring during clinical practice (Nebraska Clinical Experience Evaluation and Disposition Evaluation).
<u>Documentation:</u>	Link: ➡ TABLE: 005.02-1 – Professional Education Competencies See documents listed above.
<u>005.02J Leadership and Collaboration.</u> The candidate seeks opportunities to take responsibility for student learning, to collaborate with students, families, colleagues, other school professionals, and community members to ensure student growth, and to advance the profession.	
<u>Narrative:</u>	Candidates complete several courses, including Educ 400 Professional and Collaborative Practices, Educ 420 Student Teaching Seminar, and student teaching. Each of these requirements includes specific assessments that assist candidates in their development of knowledge and skills, with the summative assessments occurring during clinical practice (Nebraska Clinical Experience Evaluation).
<u>Documentation:</u>	Link: ➡ TABLE: 005.02-1 – Professional Education Competencies See documents listed above.
<u>005.02K Human Relations.</u> The institution shall offer training integrated into a required course or combination of required courses which shall be designed to lead to the following skills as enumerated in 79-807(6) R.R.S.:	
<ul style="list-style-type: none"> <u>005.02K1</u> An awareness and understanding of the values, lifestyles, contributions, and history of a pluralistic society; 	

005.02K2 The ability to recognize and deal with dehumanizing biases, including, but not limited to, sexism, racism, prejudice, and discrimination, and an awareness of the impact such biases have on interpersonal relations;

005.02K3 The ability to translate knowledge of human relations into attitudes, skills, and techniques which result in favorable experiences for students;

005.02K4 The ability to recognize the ways in which dehumanizing biases may be reflected in instructional materials;

005.02K5 Respect for human dignity and individual rights; and

005.02K6 The ability to relate effectively to other individuals and to groups in a pluralistic society other than the applicant's own.

Narrative:

Candidates primarily develop knowledge and skills related to Human Relations through Educ 255 Differentiated Instruction for Diverse Learners, with additional instruction provided within a number of other courses required for certification. The summative assessment occurs during clinical practices (Nebraska Clinical Experience Evaluation), with specific focus on competencies aligned to standards 2, 5, 6, 7, and 8.

Documentation:

Link: [➡ TABLE: 005.02-1 – Professional Education Competencies](#)

Link: [➡ EDUC 255 Syllabus](#)

005.02L Special Education. The institution will require one or more courses which provide candidates with systematic and continuing opportunities to develop knowledge, skills, and professional dispositions for teaching students with disabilities including the areas enumerated by 79-807(7) R.R.S.:

005.02L1 Knowledge of the exceptional educational needs of the disabilities defined by section 79-1118.01 R.R.S.;

005.02L2 Knowledge of the major characteristics of each disability defined by Section 79-1118.01 R.R.S. in order to recognize its existence in children;

005.02L3 Knowledge of various alternatives for providing the least restrictive environment for children with disabilities;

005.02L4 Knowledge of methods of teaching children with disabilities in the regular classroom; and

005.02L5 Knowledge of pre-referral alternatives, referral systems, multidisciplinary team responsibilities, the individualized education plan process, and the placement process.

Narrative:

Candidates primarily develop knowledge and skills related to Special Education through SpEd 200 Introduction to Special Education, with additional instruction provided within a number of other courses required for certification. The summative assessment occurs during clinical practices (Nebraska Clinical Experience Evaluation), with

specific focus on competencies aligned to standards 2, 5, 6, 7, and 8.

Documentation:

Link: ➡ [TABLE: 005.02-1 – Professional Education Competencies](#)

Link: ➡ [SPED 200 Syllabus](#)

005.03 Field Experience

005.03 Field Experience Coursework. The institution shall require practicum and clinical experiences that provide candidates opportunities to work with students and school partners to develop knowledge, skills, and professional dispositions. When viewed as a whole, field experiences are central to candidate preparation and shall provide opportunities to work with diverse students which may include, but is not limited to, differences based on ethnicity, race, socioeconomic status, gender, exceptionalities, and language.

005.03A Initial Program Field Experience. These experiences shall range from candidate interaction with students to assuming responsibility for instructional planning and implementation, and assessment of student learning.

Narrative:

All initial level candidates complete a minimum of 100 hours of practicum experience prior to clinical experience. Practicum hours vary by endorsement program and are usually begun by the sophomore year. At least one “diverse” placement is required for all candidates to ensure that they have opportunities to interact with students from diverse backgrounds, including ethnicity. In addition, all candidates work with ELL students through the completion of either Educ 334 Teaching Reading for Elementary or Educ 434 Secondary Reading/Writing for Content. The clinical experience requires a minimum of 16 weeks of student teaching, with additional weeks required if more than one field endorsement is being completed.

Documentation:

Link: ➡ [TABLE: 005.03-1 Field Experience for Initial Certification](#)

Link: ➡ [School of Education Handbook](#) (beginning on pg. 13)

Link: ➡ [Practicum Schools Demographics](#)

005.03A1 Practicum experience consists of a minimum of one hundred (100) clock hours of contact with students. Field-based practicum experiences are completed prior to clinical practice and provide opportunities for candidates to observe, assist, tutor, instruct, or conduct research. Practicum experiences may occur in settings such as school systems, or other settings serving students.

Narrative:

All initial level candidates complete a minimum of 100 hours of practicum experience prior to clinical experience. Practicum hours vary by endorsement program and are usually begun by the sophomore year. The

Teacher Handbook outlines the basic expectations for each level of practicum experience, beginning with observation hours in Educ 208 and moving into more engaging classroom activities for the 300-level practicum experiences, which vary by endorsement program. Each 300-level practicum requires the candidate to teach at least one lesson that he/she has prepared and receive feedback on its effectiveness for each 40 hour block of time spent in the placement. The link to the document is provided below.

Documentation: Link: ➡ [TABLE: 005.03-1 Field Experience for Initial Certification](#)
Link: ➡ [School of Education Handbook](#) (beginning on pg. 13)
Link: ➡ [Practicum Schools Demographics](#)

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

Narrative: All initial level candidates complete a minimum of 16 weeks of clinical practice in a placement that matches their respective endorsement programs (content area and/or grade level). For candidates completing two or more endorsements, the number of weeks may be extended. Candidates are required to assume responsibility for whole class instruction during this experience and work with their cooperating teachers to meet the needs of all students. The specific requirements and policies established for clinical experiences are described in the Teacher Handbook, for which a link is provided below.

Documentation: Link: ➡ [TABLE: 005.03-1 Field Experience for Initial Certification](#)
Link: ➡ [School of Education Handbook](#) (beginning on pg. 13)
Link: ➡ [Practicum Schools Demographics](#)

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

Narrative: All clinical experience policies and procedures that have been established by the School of Education Teacher Handbook, for which a link is provided below. The handbook includes expectations for individuals who hold the roles related to the student teaching experience, including the Cooperating Teacher, College Supervisor, and Student Teacher.

Documentation: Link: ➡ [School of Education Handbook](#)

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

Narrative:

All placements for clinical practice meet the requirements established by the Nebraska Department of Education, as stated above. These requirements are clearly identified in the 2020-2021 School of Education Teacher Handbook, for which a link is provided below.

Documentation:

Link: [➡ School of Education Handbook](#) (pg. 31)

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

Narrative:

The roles and responsibilities of candidates, college supervisors, cooperating educators, and other school personnel are detailed in the School of Education Teaching Handbook with annual updates based on Rule, institutional policy, and input from school partners. All parties have continual access to the handbook via links on the web and communications that direct mentors and their administrators to these documents. Some districts such as the Lincoln Public Schools and Plattsmouth Community Schools have further formalized agreements through written contracts. School partners provide input to the program regarding candidate placements, candidate performance, and program improvement through semi-annual cooperating teacher surveys and communication with school personnel, both formal and informal in nature. Institutional policies are reviewed in light of feedback from school partners, successful practice, and data.

Clinical supervisors communicate directly with administrators and teachers about field experiences and candidate development. The Dean, Director of Field Experiences, and faculty interact with administrators and school personnel at Educational Service Unit #4 workshops and meetings. Candidate development in the content areas, pedagogy, and professional development is further enhanced through partnerships with the Bellevue Public Schools and the Nebraska City Public Schools. Other course-based experiences include similar experiences in the areas of literacy and classroom management.

Documentation:

Link: [➡ School of Education Handbook](#)

Link: [➡ CS and CT Survey of Program 19-20](#)

Link: [➡ CS and CT Survey of Program 20-21](#)

Link: [➡ CT and CS Survey of Teacher Candidates 19-20](#)

Link: [➡ CT and CS Survey of Teacher Candidates 20-21](#)

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

Narrative:

The School of Education has established written agreements delineating the roles and responsibilities for clinical practice, in the 2020-2021 School of Education Teaching Handbook, for which a link is provided below.

Documentation:

Link: [➡ School of Education Handbook](#) (pg. 33-41)

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

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

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

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

Narrative:

All candidates complete a minimum of 16 weeks of clinical practice in a placement that matches their respective endorsement programs (content area and/or grade level). This holds true for candidates completing one field endorsement; one field endorsement and one subject endorsement within the field at the same grade level; or two subject endorsements at the same grade level. For candidates completing two field endorsements, one field endorsement and one subject endorsement which is not at the same grade level, or two subject endorsements which are not at the same grade level, the number of weeks is extended to 18, and 9 weeks of clinical practice is completed for each endorsement. These specific requirements for clinical experiences are described in the 2020-2021 Student Teaching Handbook, for which a link is provided below.

Documentation: Link: [→ School of Education Handbook](#) (beginning on pg. 13)

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

Narrative: All candidates must be formally observed by the School of Education college supervisor a minimum of 5 times. These visits are reported to the Director of Field Experiences who documents them for each candidate. The expectation for five formal observations is described in the 2020-2021 School of Education Teaching Handbook, for which a link is provided below.

Documentation: Link: [→ School of Education Handbook](#) (pg. 34-35)

005.03B Speech Language Pathology and School Psychologist Preparation Programs at the Initial Teacher Certification Level Field Experience. The institution shall ensure that a minimum of three (3) formal onsite observations by faculty shall be conducted.

Narrative: Peru State does not have these programs.

Documentation: N/A

006 Advanced Program Field Experience.

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

006.02 Institutions shall require field experiences for advanced certification programs.

Narrative: Peru State College does not offer any advanced programs leading to certification, so this entire section has been left blank.

Documentation: N/A

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

Narrative: Peru State College does not offer any advanced programs leading to certification, so this entire section has been left blank.

Documentation: N/A

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

Narrative:

Peru State College does not offer any advanced programs leading to certification, so this entire section has been left blank.

Documentation:

N/A

007 Program Quality Indicators.

007 Program Quality Indicators. The institution shall establish a systematic process to address and document program quality indicators.

007.01 Candidate Admission and Completion. The institution utilizes information related to candidate admission, progression, completion, and graduate employment to document the institution's continuing and purposeful expectations for candidate quality.

Narrative:

The School of Education holds an annual assessment retreat each summer to review data related to candidate admission, progressions, completion and subsequent employment. Analysis of data regularly lead to updates or revisions to current quality indicators, and annual goals are established based on the results of the retreat. The findings from each retreat allow the School of Education to make decisions that lead program improvement and effective preparation of teacher candidates. The materials and minutes from the past two summer assessment retreats are provided in the links below, which include the annual goals that are established as a result of each retreat.

Documentation:

Link: [➡ 19-20 Assessment Retreat Agenda](#)

Link: [➡ 19-20 Goals](#)

Link: [➡ 19-20 Meeting Minutes](#)

Link: [➡ 20-21 Assessment Retreat Agenda](#)

Link: [➡ 20-21 Goals](#)

Link: [➡ 20-21 Meeting Minutes](#)

007.02 Content Knowledge. The institution utilizes candidate performance information from contents tests as set forth in 92 NAC 24, to determine potential areas for improvement in content knowledge preparation of candidates.

Narrative:

Annually the EPP reviews PRAXIS II content data with all programs to identify areas needing curricular improvement. The Key Assessments are

aligned to the Standards set by the State and Professional Associations/Organizations. Changes are routinely made based on these data reviews.

Documentation: See Rule 24 folios included in this website

007.03 Graduate follow-up. The institution utilizes a graduate follow-up process to obtain program completer input regarding satisfaction, relevance and effectiveness of their preparation for professional roles and responsibilities.

Narrative: Just prior to graduation, all candidates complete a graduate follow-up survey to provide feedback regarding satisfaction, relevance and effectiveness of their preparation. The first part of the survey aligns to the Conceptual Framework standards and rates the perceived level of preparation in each area, and the second part of the survey addresses component of the program or processes that each candidate experienced and allows them to be rated. In addition, comments can be made to provide additional input. The results of these quantitative and qualitative data are analyzed each year at the summer assessment retreat.

The EPP also utilizes the Nebraska Department of Education First-Third Year Teacher Survey process to gather data on graduate satisfaction about its program.

Documentation: Link: [➡ TE Exit Survey Data 19-20](#)
Link: [➡ TE Exit Survey Data 20-21](#)
Link: [➡ Nebraska First-Year Teacher Survey](#) (Teachers)
Link: [➡ Satisfaction of Program Completer Data](#)

007.04 Employer follow-up. The institution utilizes a process for collecting information from employers regarding satisfaction with the program and program completers.

Narrative: The EPP used the Nebraska surveys for the employer follow-up. The surveys are identical in content. The surveys are conducted by the State Department of Education and the results sent to the participating teacher colleges.

The School of Education has established a process for collecting information from recent graduates related to their employment after graduation. The EPP uses the Nebraska Department of Education First-Third Year Teacher Survey process to gather employee and employer satisfaction. This survey is aligned to the competencies found in the Nebraska Clinical Experience Evaluation. An employer survey is sent to

the principal of each school that has employed a graduate and the graduate him/herself.

A summary of the results of the survey are provided below and on the EPP's website for public viewing. This information allows the School of Education to analyze program effectiveness and informs efforts towards continuous improvement.

Documentation:

Link: [➡ First-Year Teachers Survey](#) (Principals)

Link: [➡ Satisfaction of Employer](#)

Link: [➡ Satisfaction of Completers](#)

007.05 Graduate Support. The institution makes resources available to support its new to the profession teachers.

Narrative:

The School of Education collaborates with the **Educational Service Unit #4** in Auburn to provide in-service opportunities for teachers in the southeast Nebraska region. A variety of workshops and courses are available for them to take, including an annual course connected to the annual Nebraska Educational Technology Association (NETA) that provides an opportunity to attend the conference and then implement a new technology-related plan within their instruction. The EPP continues to partner with the ESU 4 on its annual Engaging Educators Conference. The EPP is a host site and several of the faculty participate as presenters.

This past year, the School of Education partnered with the ESU4 office to offer a professional development event titled, "Better Conversations", by Jim Knight. Area teachers (some of whom are graduates), coaches, administrators and faculty were invited to attend the event, which was held on campus in Peru. This collaboration between the School of Education and the ESU4 office was to support the development of area teachers and PSC teacher education graduates by growing the capacity of attendees to provide effective instructional coaching conversations.

Additionally, the EPP is collaborating with the ESU 4, and will reach out to other local and regional ESU and school districts, to build support for a C.A.R.E (Collaborating to Assist in the Retention of Educators) Pilot Program. This program will be designed to provide First-Year Peru State College Teacher Graduates with access to resources that support enhancement of foundational knowledge, pedagogical skills, and dispositions. The goal being, to nurture and sustain the evolving nature of the teacher's identity as an educator as well as personal self-efficacy in

the classroom, the school, the community, and the world (**a draft one-pager is provided in the documentation below**).

For those who want to pursue a graduate degree, Peru State offers an **M.S. in Education** program. Many alumni choose to begin this program within the first year or two of teaching, which extends their initial level preparation and provides them with access to graduate coursework.

To effectively connect with program completers through social media, the School of Education continues to utilize the **PSC School of Education FaceBook** page to provide helpful resources that will allow them to continue to receive support and remain connected to the School of Education.

Documentation:

Link: [➡ Jim Knight Coaching](#)

Link: [➡ ESU4 Meeting Schedule](#)

Link: [➡ C.A.R.E Program](#)

Link: [➡ Principals Network Agenda](#)

Link: [➡ Engaging Educators Conference](#)

007.06 Program Improvement. The institution initiates program improvement strategies based on regular analysis of data, current research, and/or as the result of engagement with PK-12 education partners regarding initiatives and challenges of PK-12 education.

Narrative:

The Dean of Education is a member of the ESU#4 Superintendents' Advisory Committee, which meets monthly to discuss issues impacting Southeast Nebraska. Each month the Dean has opportunity to discuss issues, share data, or request feedback from superintendents and ESU#4 staff related to program development and improvement. As an example of how the EPP capitalizes on this collaborative opportunity, it has begun conversations to establish a C.A.R.E program to support teacher retention. The Dean recently provided a preview of its C.A.R.E Program to receive feedback from the ESU 4 Principal's Network about ways to improve upon the initiative. A list of meeting dates of the ESU#4 Advisory group is provided below along with information about the C.A.R.E Program.

Additionally, data from program assessments are reviewed and analyzed each year during a summer assessment retreat. During this retreat, faculty can report on their course-based assessments related to candidate development, and program level assessments are considered by all

professional education faculty. These include data from Praxis Core and Praxis II, the Student Teaching Evaluation, Disposition Evaluation, Instructional Analysis Project, Program Completer Surveys, etc.

Included in these assessment retreats is feedback that is provided by those who serve as Cooperating Teachers, as we request that each individual complete a survey toward the end of the student teaching experience. Information gained from these individuals is very helpful in analyzing the success of our programs.

Link: [➡ Jim Knight Coaching](#)

Link: [➡ ESU4 Meeting Schedule](#)

Link: [➡ C.A.R.E Program](#)

Link: [➡ Principals Network Agenda](#)

Link: [➡ Engaging Educators Conference](#)

Link: [➡ 19-20 Assessment Retreat Agenda](#)

Link: [➡ 19-20 Goals](#)

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