School of Education
Teacher Education Handbook
2015-2016
# Table of Contents

Table of Contents .............................................................................................................................................. 1
Welcome .......................................................................................................................................................... 3
School of Education Administrative Personnel ......................................................................................... 3
Professional Education Faculty .................................................................................................................... 4
Mission Statement ....................................................................................................................................... 5
Conceptual Framework ................................................................................................................................. 5
Teaching Fields and Subjects ........................................................................................................................ 10
Teacher Education Admission Requirements ............................................................................................. 11
Praxis Core Academic Skills for Educators Exam (Core) ......................................................................... 12
Interviews with Faculty ................................................................................................................................. 12
Nebraska Felony and Misdemeanor Policy .................................................................................................. 13
Enrollment in Restricted Courses ................................................................................................................ 14
Transfer Student Policy ................................................................................................................................. 15
Teacher Education LiveText Portfolio ........................................................................................................ 15
Background Check Policy – One Source ....................................................................................................... 16
Professional Disposition Policy .................................................................................................................... 17
PSC Disciplinary Action ............................................................................................................................... 17
Field Experiences ......................................................................................................................................... 17
Practica .......................................................................................................................................................... 18
Student Teaching (Clinical Experience) ...................................................................................................... 19
Application and Admission to Student Teaching ....................................................................................... 20
Student Teacher Seminar - Call Backs ......................................................................................................... 21
Field-Placement (Practicum or Student Teaching) Termination Policy ....................................................... 21
Removal from Field Placement ................................................................................................................... 21
Teacher Education Retention Policy .......................................................................................................... 23
Termination from Teacher Education Program Policy ................................................................................ 24
Completion of Teacher Education Program ................................................................................................. 25
Teacher Certification .................................................................................................................................... 26
Placement Services ....................................................................................................................................... 27
Added Endorsements ................................................................................................................................. 27
WELCOME

The faculty of the School of Education would like to congratulate you on your decision to consider making teaching your career. We believe that teaching is the noblest of all professions, one which enables a person to beneficially influence the lives of countless young people.

This handbook is designed to help guide you through the Teacher Education program at Peru State College so that you may make the most efficient use of your time on campus and be ready to enter the profession at the earliest date possible. Additional information is available through the School of Education web site at http://www.peru.edu/education. We are excited about the opportunity to assist you in becoming an exemplary educator.

Keep in mind that teacher education is a dynamic process - one that evolves due to influences such as state and national standards. As a candidate, you will be best served by working closely with your advisor in Teacher Education.

As stated in the PSC Student Handbook, the Family Educational Rights and Privacy Act (FERPA) protects the privacy of student records. The Act provides for a student’s right to review education records, the right to seek to amend those records, and to limit disclosure of information from the records. Please note that as a Teacher Education candidate at Peru State College, you are agreeing to the disclosure of any disciplinary or behavioral information developed by other departments in the College for the purpose of evaluating your potential fitness as an educator.

SCHOOL OF EDUCATION ADMINISTRATIVE PERSONNEL

Dr. Ellie Kunkel
Interim Dean of Education
TJ Majors 215
402-872-2244
ningraham@peru.edu

Pat Rippe
Director of Field Experiences
TJ Majors 205
402-872-2399
prippe@peru.edu

Kori Griepenstroh
Project/Assessment Coordinator
TJ Majors 210
402-872-2300
khall@peru.edu

Brandy VanDerKamp
Administrative Assistant, Teacher Education
TJ Majors 207
402-872-2244
khorgan@peru.edu

Janny Crotty
Certification Officer
TJ Majors 211
402-872-2258
jcrotty@peru.edu
SCHOOL OF EDUCATION FACULTY

Dr. Mark Beischel  
TJ Majors 216  
872-2294  
mbéischel@peru.edu

Dr. Robert Ingram  
TJ Majors 316  
402-872-2466  
ringram@peru.edu

Ms. Gina Bittner  
TJ Majors 303  
402-872-2366  
gbittner@peru.edu

Dr. Judith Ruskamp  
TJ Majors 214  
402-872-2301  
jruskamp@peru.edu

Dr. Anthony Citrin  
TJ Majors 208  
402-872-2247  
acitrin@peru.edu

Dr. Kyle Ryan  
TJ Majors 204  
402-872-2263  
KRyan@peru.edu

Dr. Julie Jones-Branch  
TJ Majors 316  
402-872-2448  
jones-branch@peru.edu

Ms. Darolyn Seay  
TJ Majors 206  
402-872-2346  
dseay@peru.edu

Dr. Liz Kearney  
TJ Majors 213  
402-872-2398  
lkearney@peru.edu

Mr. Spencer Vogt  
TJ Majors 316  
402-872-2450  
svogt@peru.edu

Dr. Kelly Kingsley  
TJ Majors 223  
402-872-2449  
kkingsley@peru.edu

Dr. Greg Zost  
TJ Majors 107  
402-872-2423  
gzost@peru.edu

Dr. Frank Lynott, III  
TJ Majors 214  
402-872-2392  
FLynott@peru.edu

Dr. Loretta Zost  
TJ Majors 103  
402-872-2348  
lzost@peru.edu
MISSION STATEMENT

The Teacher Education Unit is committed to preparing exemplary professionals in the field of education. The faculty and staff of our Teacher Education unit understand the complexity, interrelatedness and recursive nature of the teaching/learning process. We are committed to preparing our Teacher Education candidates to be reflective professionals, knowledgeable in general studies, specific content areas, and pedagogy. In addition, we want their educational experiences to equip them to be effective communicators and wise decision-makers in a democratic and increasingly technological society. We also want our graduates to appreciate diverse cultures and viewpoints. Therefore, we create and update courses based upon our study and reflection of current research and professional writing. We encourage diverse field experiences, co-curricular activities and professional opportunities. We believe that learning is a lifelong process that involves continual growth in three broad conceptual areas: foundational knowledge, personal disposition and professional integrity, and professional development.

Peru State College is Nebraska’s oldest college, a normal school founded in 1867. It is nestled in rural, southeastern Nebraska, bordered by the banks of the Missouri River and rolling farmlands where one can still spot a one-room schoolhouse. Known as the “Campus of a Thousand Oaks,” Peru State College is a learner-centered school with dedicated faculty and staff, committed to personal attention, small classes, and modeling innovative methods, and performance-based assessments. We believe strongly in the dignity and potential of each human being, and we understand that all persons learn in unique ways. To ensure additional opportunities for continual growth and professional leadership, we offer a Master’s Degree in Education.

Peru State College’s commitment to individual attention and needs is evident in our Teacher Education program. We also encourage our candidates to hone their passion for teaching and their unique talents through integrated community service opportunities related directly to their professional courses and activities. Our faculty and staff are committed to modeling that learning is an ongoing, challenging enterprise engaged in by committed persons – teachers, teacher candidates, and community members together, all part of an exciting and rapidly changing world.

CONCEPTUAL FRAMEWORK

Creating Exemplary Educators: Reflective Decision-makers

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 educators we acknowledge our role in this enhancement, 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. Drawing upon critical and constructivist theory, we have come to realize that wise decision-making is based upon one’s ability to reflect critically upon one’s experiences and to acknowledge the “indeterminant zones of practice - uncertainty, uniqueness, and value conflict…” (Schön, 1987, p. 6): We believe for ourselves and our students that a reflective program “…must cultivate activities that connect the knowing- and reflection-in-action of competent practitioners to the theories and techniques taught as professional knowledge in academic courses” (Schön, p. 312).

Years ago Dewey voiced his belief that democracy should be an integral part of school experience and a way of living and working with others. Our ideal is to provide “…students with the knowledge, skills, and values they will need to exercise the civic courage, compassion, and leadership necessary to find their own voices while learning how to both understand and connect such voices to the exercise of social responsibility and civic courage” (Giroux, 1989, p.131).
To work toward this ideal, we must focus on providing learning opportunities for growth in three broad areas. First, we want to provide rigorous foundational knowledge in general and liberal studies, content area studies, and pedagogical studies. Second, we want to cultivate in our candidates effective personal disposition and professional integrity. Finally, we want to instill a passionate commitment to ongoing professional growth and development. Opportunities for reflection are an integral component of these three areas.

To accomplish our mission, the unit’s goals are addressed in our conceptual framework and subsequently in specific course syllabi. Our syllabi state objectives, assessments, and bibliographic information showing the theory and research that have informed our collective philosophy and consequently course direction and planning. This philosophy is integrated into our professionally affiliated student organizations, which are advised by members of the unit faculty. These organizations include the Council for Exceptional Children, International Reading Association, Peru State Education Association, and Kappa Delta Pi. In addition, we encourage participation in America Reads, America Counts, Reading Buddies, and Job Olympics. We believe that these organizations and programs provide our teacher candidates with unique learning and professional opportunities that enlarge their world view.

The following section identifies the encompassing themes for the Teacher Education program developed by the Teacher Education Unit. Each theme is followed by a specific list of outcomes for the Teacher Education candidates. Each outcome serves as a subsystem within an integrated whole. The experiences leading to our desired outcomes do not exist in isolation, but are provided in a variety of contexts. Inherent in each theme are elements of both the School of Education Mission Statement as well as the Mission Statement of the College as a whole.

**OUR THREE THEMES**

1. Foundational Knowledge

“The message for teacher education is clear: Beginning teachers should have a solid grounding in whatever it is they are to teach coupled with the skills to know how to acquire additional knowledge on a lifelong basis and the attitude to want to continue to learn” (Ducharme & Ducharme, 1999).

Teacher candidates have a broad background of knowledge and skills in three domains identified as general and liberal studies, content area studies and pedagogical studies. These studies serve to enrich, enlighten, and expand candidates’ knowledge and skills. As they reflect upon their experiences, teacher candidates make informed decisions.

**General and Liberal Studies**

The purpose of the General Studies Program at Peru State is to prepare the student for advanced college work as well as lifelong learning. The General Studies Program consists of specific courses that are designed to assist the student in acquiring the intellectual foundation that will last for lifetime of learning (Peru State College Catalog).

The objectives of the General Studies Program are established in the Role and Mission Statement of Peru State College. This statement requires that Peru graduates “1) can write, speak, and compute effectively, 2) are computer literate, 3) can think critically and independently, 4) are open to and have the capacity for change, 5) are prepared to assume their social and civic roles as leaders in an increasingly interdependent world, and 6) are equipped to pursue lives that are intellectually, ethically, and physically rewarding.” The educational outcomes adopted by the School of Education can be seen to clearly demonstrate a commitment to these precepts.

**Outcomes**

1.1.1. Teacher education candidates develop a broad foundation of knowledge across disciplines and connect and inter-relate that knowledge to positively impact instruction and student learning.
1.1.2. Teacher education candidates demonstrate strong communication, computation, research, and technology skills.

**Content Area Studies**

To develop content area expertise teacher candidates will have a broad knowledge in the fields or subjects in which they choose to specialize. The chosen content area is an integral component to the success of students who enroll in programs aimed at subjects offered at a typical high school across the nation.

**Outcomes**

1.2.1. Teacher education candidates inter-relate all content areas, use tools of inquiry, and emphasize the significance of literacy and diversity across the curriculum.

1.2.2. Teacher education candidates identify, select and evaluate appropriate resources to support a coherent lesson sequence in their content areas which creates meaningful student learning experiences.

1.2.3. Teacher education candidates demonstrate comprehension of the evolving nature of theory and research in their content areas.

**Pedagogical Studies**

To develop pedagogical content knowledge, teacher candidates will demonstrate a repertoire of methods that make content knowledge easily understood and relevant by a variety of learners (Ball & McDiarmid, 1990). In our last Institutional Report, we drew from the research of B. O. Smith (1983) and David Smith (1983), who described the domain which we labeled Pedagogical/Clinical Knowledge and Skills. This domain included “…knowledge of teaching methods, strategies, skills, and techniques and their application in laboratory, practicum and student teaching experiences” (Smith, 1983, pg. 93).

**Outcomes**

1.3.1. Teacher education candidates plan and implement appropriate instruction and assessment based on their knowledge of human development and socio-cultural, philosophical, and historical foundations of education processes in a democratic society.

1.3.2. Teacher education candidates effectively use technology to plan and implement instruction and enhance student learning.

1.3.3. Teacher education candidates develop, plan, and implement standards-based curriculum that reflects current research.

1.3.4. Teacher education candidates design and teach lessons that differentiate instruction for each learner and positively impact student achievement.

1.3.5. Teacher education candidates design and implement a variety of quality formative and summative standards-based assessments to measure individual student progress and inform ongoing planning and instruction.

1.3.6. Teacher education candidates create a positive, well organized, safe, and respectful learning community with clearly defined classroom goals dedicated to purposeful and engaging learning activities.
1.3.7 Teacher education candidates promote the development of problem solving, critical thinking, collaboration, and goal setting skills for all students and help students assume responsibility for their own learning.

2. Professional Dispositions and Integrity

“Learning—all forms of learning—will prosper when it is founded on good relationships. The human spirit thrives on caring and compassion, on esteem and trust” (Waldon, Collie & Davies, 1999, p.36.)

Teacher candidates develop professional dispositions, character, skills and traits appropriate for the teaching profession. The candidates demonstrate professionalism, dependability, social maturity, a cooperative attitude, enthusiasm, initiative, and confidentiality, especially as it relates to student information.

Outcomes

2.1.1 Teacher education candidates refine, model and reflect upon the characteristics, skills, and traits appropriate for the teaching profession and encourage the potential of the students they teach.

2.1.2 Teacher education candidates model moral, ethical and legal behaviors as well as sensitivity to the culture and norms within a school community.

3. Professional Development

“Teacher educators must be acutely aware of the fact that producing teachers who are individually good teachers is not sufficient; they must also be stewards of good school.” (Goodlad, 1994, p.196).

Teacher education candidates recognize what is involved in being a lifelong educator, establish their own professional identities, and effectively collaborate within the learning community.

Outcomes

3.1.1 Teacher education candidates analyze and reflect upon constructive feedback to initiate change and refine practices that address the needs of all students.

3.1.2 Teacher education candidates participate in opportunities for collaboration and on-going professional development activities to maintain currency in education-related issues.

3.1.3 Teacher candidates analyze current educational research and information about what is considered best practices as well as resources available for lifelong professional growth and development.

Supporting Research


TEACHING FIELDS AND SUBJECTS

The School of Education provides teacher preparation programs in accordance with the Administrative Rules for Teacher Education, established by the Nebraska Department of Education. The Nebraska Department of Education requires that individuals seeking teacher certification be qualified for endorsement in one field or one subject. Subjects and fields are defined as follows:

Field: Field refers to two or more closely related subjects. For example, Social Science is a field while History is a subject; or Science is a field while Biology and Chemistry are considered subjects; or Elementary Education is a field including all the subjects taught in grades kindergarten through grade eight.

Subject: Subject refers to specific disciplines such as Secondary English, Biology, or History Education.

The School of Education offers teacher preparation programs in the following fields and subjects:

<table>
<thead>
<tr>
<th>Teaching Fields Endorsements</th>
<th>Teaching Subject Endorsements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art (K-12)</td>
<td>Biology (7-12)</td>
</tr>
<tr>
<td>Business, Marketing, &amp; Information Technology (6-12)</td>
<td>Chemistry (7-12)</td>
</tr>
<tr>
<td>Early Childhood Inclusive (B-3)</td>
<td>Secondary English (7-12)</td>
</tr>
<tr>
<td>Elementary Education (K-8)</td>
<td>Special Education (K-6)</td>
</tr>
<tr>
<td>Health &amp; Physical Education (PK-12)</td>
<td>Special Education (7-12)</td>
</tr>
<tr>
<td>English Language Arts (7-12)</td>
<td>History (7-12)</td>
</tr>
<tr>
<td>Mathematics (6-12)</td>
<td>*Vocal Music (K-8)</td>
</tr>
<tr>
<td>Music (K-12)</td>
<td></td>
</tr>
<tr>
<td>Middle Grades Education (4-9)</td>
<td></td>
</tr>
<tr>
<td>Science (7-12)</td>
<td>Supplemental Endorsements</td>
</tr>
<tr>
<td>Social Science (7-12)</td>
<td>Coaching</td>
</tr>
<tr>
<td>Special Education (K-12)</td>
<td>*Early Childhood Education (PK-3)</td>
</tr>
</tbody>
</table>

*This endorsement is only available to students who possess or intend to graduate with an endorsement in elementary education.
TEACHER EDUCATION ADMISSION REQUIREMENTS

Admission to Peru State College does not equate with admission to teacher education. To initiate the process of admission into teacher education, the candidate is required to file a formal application as part of Educ 209 Teacher Education Orientation and meet or exceed all necessary admission requirements. Once the admission requirements have been met, the Teacher Education Committee reviews each candidate for admission into teacher education. Candidates will be notified via email once they have successfully met all criteria for admission to teacher education and have been fully admitted by the Teacher Education Committee. The Teacher Education Committee meets on a regular basis during the Fall and Spring semesters.

Candidates who transfer credit from another institution, or candidates who hold a bachelor’s degree and are seeking only a teaching endorsement, should apply to teacher education during their enrollment in Educ 209 Teacher Education Orientation, which is the first course taken for teacher education at Peru State College. This course cannot be met through transfer coursework – all teacher education candidates must take this course from PSC.

Applicants must meet the following criteria and conditions prior to review for admission by the Teacher Education Committee:

1. Applicant must have fewer than two disposition deficiencies on file in the School of Education.

2. Applicant must possess an overall grade point average of at least 2.75 with at least 54 credits completed.

3. Applicant must possess minimum scores on the Praxis Core Academic Skills for Educators exam as indicated below.

4. Applicant must arrange and complete two face-to-face interviews with Peru State College full time faculty members who are in a position to assess the candidate as a prospective teacher. One interview must be completed with a faculty member who represents the individual’s chosen endorsement/content area. The completed interview forms are used as a means of faculty recommendation to the program.

5. Applicant must successfully complete pre-requisite course work prior to receiving admission to Teacher Education. The following courses must be successfully completed: EDUC 208, EDUC 209, EDUC 255, SPED 200, and PSYC 250. Please visit with an advisor for additional information.

6. Applicant must provide evidence of proficiency in English Composition and Mathematics as indicated by a grade of C or above in college level courses or scores at or a minimum score of 26 on the English and Mathematics sections of the ACT, or 800 on the SAT.

7. Applicant must complete and pass a Background Check, as provided through OneSource.

Once a candidate is admitted to Teacher Education, he/she is expected to remain continuously enrolled in the program, as evidenced by registering for one or more courses each fall and spring term. Should a candidate fail to remain consistently enrolled in his/her teacher education program and defer taking courses for more than one concurrent semester, he/she may be required to meet the current requirements of the program, if they are substantially different from the original program of study under which the candidate began.
PRAXIS CORE ACADEMIC SKILLS FOR EDUCATORS EXAM

Registration for the Praxis Core exam should be completed concurrently with the registration for EDUC 209 Teacher Education Orientation. Candidates who postpone EDUC 209 are still advised to register for the Praxis Core during the second semester of their freshman year or the first semester of the sophomore year. Registration for the exam can be completed by visiting www.ets.org to register for the exam online.

When filling out the Praxis Core exam application, candidates should request that official score reports be sent directly to Peru State College. Scores typically are received by Peru State College within six weeks of the test date. Candidates should contact the School of Education to verify receipt of test scores approximately five weeks after the test date. The minimum passing scores for the Praxis Core exam are as follows:

- Reading 156
- Math 150
- Writing 162

Candidates who fail one or more portions of the exam will be required to re-register and attempt to score the minimum requirements for certification in the State of Nebraska.

Praxis Core Preparation Assistance

Assistance in preparation for the Praxis Core is available through a variety of sources. The Library maintains quality books on preparation for the exam. In addition, candidates are encouraged to attend Praxis Core Preparation Workshops offered each semester through services of the Center for Achievement and Transition Services (CATS). Candidates qualifying for tutorial services through Student Support Services are encouraged to utilize these services as well in preparation for the exam. Contact the tutorial coordinator at the CATS, (402) 872-2440, for tutoring services, workshop schedules, and registration information.

INTERVIEWS WITH FACULTY

The candidate is required to arrange for two interviews with full time faculty members who are in a position to assess the candidate as a prospective teacher. At least one of the interviews is to be conducted by a faculty member in the School of Education. The other interview should be conducted with a faculty member who teaches within the major discipline the candidate has chosen for his/her endorsement program, which may be a full time PSC faculty member in the School of Professional Studies or the School of Arts and Sciences (both interviews may be conducted by faculty in the School of Education depending on the chosen endorsement).

Following the interviews, the faculty member will submit a completed interview form (see Appendix A) to the School of Education, complete with an overall recommendation for admission to the Peru State College Teacher Education Program. These recommendations will remain confidential.

NOTE: Should a candidate not complete these interviews by the identified deadline during the term in which they are enrolled in Educ 209, or complete both interviews but not be recommended for Admission by one or both faculty interviews due to one or more interview areas receiving a rating of 2 or lower, he/she will be directed to the Admission & Retention Committee to complete a panel interview with its members. A recommendation to Admit from this committee will be required to move forward toward Admission to Teacher Education.
Should the panel not recommend a prospective teacher candidate, he/she will be notified of the decision and will receive a grade of No Credit (NC) for Educ 209 Teacher Education Orientation. The course will have to be retaken and successfully completed the following semester if the candidate wishes to continue candidacy for admission to Teacher Education.

**NEBRASKA FELONY AND MISDEMEANOR POLICY**

As mandated by Nebraska Department of Education, Title 92, Administrative Code, Chapter 20, Section 005.07 - Information Regarding Convictions, all teacher education institutions shall require the prospective student teacher to affirm under oath that he or she has no felony convictions, nor misdemeanor convictions involving abuse, neglect, or sexual misconduct. These misdemeanor convictions include, but are not limited to, assault, stalking, hazing, false imprisonment, sexual assault, abandonment of spouse or child, child abuse, contributing to the delinquency of a child, prostitution, keeping a place of prostitution, debauching a minor, public indecency, sale of obscene material to minor, admitting minor to obscene motion picture show, obscene literature distribution, sexually explicit conduct, resisting arrest with physical force or violence, indecency with an animal, and intimidation by phone call.

A person with a conviction as indicated in the rule shall not be allowed to participate in pre-student teaching field, laboratory, and classroom experiences or student teaching without approval by the State Board of Education.

To meet this requirement, all candidates shall complete an oath PRIOR to (1) participation in pre-student teaching field, laboratory, and classroom experiences and (2) student teaching. In compliance with this rule the following Peru State College policy is in effect:

**NO CANDIDATE WILL BE ALLOWED TO PARTICIPATE IN PRE-STUDENT TEACHING FIELD, LABORATORY, AND CLASSROOM EXPERIENCES OR STUDENT TEACH UNTIL AN OATH OF PERSONAL AND PROFESSIONAL FITNESS HAS BEEN PRESENTED TO THE DIRECTOR OF FIELD EXPERIENCES.**

**PERSONS WITH A RECORD OF CONVICTIONS MUST CONTACT THE CERTIFICATION OFFICER BEFORE ENROLLING IN ANY PRE-STUDENT TEACHING FIELD, LABORATORY, AND CLASSROOM EXPERIENCES OR STUDENT TEACHING.**

**CANDIDATES FOUND TO BE IN VIOLATION OF THE NEBRASKA FELONY AND MISDEMEANOR POLICY MAY BE REMOVED FROM ANY OR ALL FIELD WORK.**

The wording contained on the oath required by Peru State College is as follows:

**Professional Fitness Statement**

Prior to participation in each field-based experience, acceptance into the Teacher Education program, and the beginning of student teaching each Peru State College teacher education candidate is required to sign a statement addressing personal and professional fitness (see Appendix B). This statement addresses the areas of criminal conviction status and emotional/mental capacity.

Should a teacher education candidate be found to have committed an act that is addressed by the Nebraska Standards of Conduct and Ethics or Rule 20, the candidate may immediately be referred to the Admission and Retention Committee for consideration of admission or retention in Teacher Education.
Nebraska Emotional and Mental Incapacity Status Statement

Nebraska Rule 21 states the following:

003.10 Mental Fitness. All applicants shall not have an emotional or mental incapacity to practice the profession as evidenced by a legal adjudication or determination thereof by other lawful means. Such evidence shall be any of the following:

003.10A Such person is, at the time of the consideration of the person’s fitness to hold a certificate, a mentally ill dangerous person under Section 83-1009 R.R.S. as evidenced by a declaration or order to that effect by a mental health board of this state, or as evidenced by a similar finding by a similar body of another state.

003.10B Such person is, at the time of the consideration of the person’s fitness to hold a certificate, a mentally ill individual as defined in Section 20-164 R.R.S., (“an individual who has a significant mental illness or emotional impairment as determined by a mental health professional qualified under the laws, rules and regulations of this state and who is an inpatient or resident in a facility for mentally ill individuals.”), or a similar determination has been made by similarly qualified mental health professional(s) of another state.

003.10C Such person has been declared by a court as mentally incompetent in relation to standing trial for a criminal charge pursuant to Sections 29-1822 or 29-1823 R.R.S., or similar laws of another state, and has not been found by a court to have recovered from such incompetency.

003.10D Such person has been acquitted of a criminal charge on the basis of a finding of insanity under Section 29-2203 R.R.S. or similar laws of another state, unless a court, subsequent to such an acquittal, has found that such person is not dangerous to himself, herself, or others by reason of mental illness or defect and has released such person from court ordered treatment pursuant to Sections 29-3702 and 29-3703 R.R.S., or similar laws of another state.

003.10E A court has found such person to be an incapacitated person in need of a court appointed guardian pursuant to Sections 30-2601 and 30-2620 R.R.S., or similar laws of another state, and no court order has been entered that such person’s incapacity has terminated.

003.10F A court has appointed a conservator or made other protective order(s) due to a court’s finding that such person is unable to manage his or her property and property affairs effectively for reasons which include any of the following: (i) mental illness; (ii) mental deficiency; (iii) chronic use of drugs; and (iv) chronic intoxication, pursuant to Section 30-2630 R.R.S. or similar laws of another state, and no court order has been entered that the disability of the person has ceased.

Candidates are required to complete an Emotional and Mental Capacity Status Statement (see Appendix C) PRIOR to all field placements. This statement must be on file within the School of Education prior to the candidate starting his/her placement.

ENROLLMENT IN RESTRICTED COURSES

Policy: Candidates must obtain formal admission into Teacher Education before enrolling in restricted courses. Restricted courses are those upper-level education courses identified in the college catalog and in the course schedule by the notation of the prerequisite “Admission to Teacher Education.” A candidate who has not been fully or provisionally admitted to Teacher Education by the first class meeting of any restricted teacher education course may be administratively withdrawn from the course.
If a candidate has not met all requirements for full admission to Teacher Education but has compelling reasons for wanting to enroll in one or more restricted courses, the candidate may submit a formal request for consideration for provisional enrollment in restricted Teacher Education courses. A one-semester provisional enrollment may be granted or denied at the discretion of the Dean of the School of Education. In the event that provisional enrollment is granted, the School of Education reserves the right to impose conditions and/or limit enrollment to specific classes.

To request provisional enrollment in restricted courses, the candidate must complete an Application for Provisional Enrollment in Restricted Courses (available at www.peru.edu/education/studentforms) during the semester prior to the course offering. The application requires a written plan demonstrating the steps to be taken to guarantee that the candidate will be eligible for Admission to Teacher Education before the subsequent semester begins as well as a four year plan. Please note that candidates who wish to request provisional enrollment MUST have passing scores documented for all three sections of the Praxis Core – if one or more sections of this required admission exam is not passed, the provisional enrollment request will be automatically denied.

TRANSFER STUDENT POLICY

Candidates who transfer to Peru State College will have their transcripts evaluated in relation to the requirements for the teacher education program. A maximum of 12 credits of coursework used to demonstrate content knowledge for the selected teacher education program can be met using CLEP or DANTES scores, rather than course grades. The transfer candidate will be required to make application for admission to Teacher Education during their enrollment in Educ 209 Teacher Education Orientation.

The Praxis Core exam should be taken as soon as possible. Permission from the Dean of Education must be granted in order for the candidate to register for restricted courses. See Enrollment in Restricted Courses above.

Any candidate who is enrolled in the Teacher Education program and wishes to transfer a course from another approved institution must receive prior approval from the appropriate Dean. Specific courses as determined by the State of Nebraska must be taken at a four-year, state-approved teacher-training institution. These include coursework that meet the Human Relations or Special Education components of the teacher education program.

TEACHER EDUCATION LiveText PORTFOLIO

All education candidates are required to develop an electronic portfolio using LiveText programming in accordance with guidelines set forth by the Teacher Education program. Access to the LiveText forum is obtained through a one-time purchase of membership software and, depending upon the time of purchase, extends for up to three years beyond graduation. This membership is required for multiple education courses, beginning with EDUC 209 Teacher Education Orientation. Throughout the program, work on various parts of the portfolio will be guided and supported through targeted course work. However, the ongoing development and final completion of the portfolio is each individual candidate’s responsibility. Portfolio completion is a graduation and program certification requirement.

The portfolio is designed to be used by the candidate upon graduation as a promotional instrument supporting his/her employment application processes. Prospective employers may be given access to the portfolio online using a Visitors Pass available in LiveText. Specific guidelines for the content of the portfolio are provided through LiveText in the form of a portfolio template unique to the undergraduate Teacher Education program of Peru State College.
BACKGROUND CHECK POLICY – ONE SOURCE

All Teacher Education candidates will be required to successfully complete a background check as part of Admission to Student Teaching. A candidate will not be fully approved for student teaching until he/she has completed this process and the results are provided to the School of Education. The individual who has primary responsibility for processing the background checks for candidates will be the Director of Field Placements.

Candidates will be provided directions for requesting a background check from One Source as part of the application. Candidates will complete an online submission of the request form and pay the appropriate fee to One Source directly, either via credit card or payment by mail. This will be completed as part of the application process.

Background checks for candidates applying for Admission to Student Teaching will be completed at one of two scheduled times during the year, each approximately two months prior to the beginning of the student teaching experience: Spring student teachers will have their background checks completed November 1; Fall student teachers will have their background checks completed June 15.

It is the candidate’s responsibility to request the background check as part of the admission process and to ensure that payment is made for this service directly to One Source. While the School of Education requires the background check for admission, no School of Education personnel will be directly involved in this request process.

The School of Education will notify candidates if the background check results in not being admitted to the checkpoint for which they are applying. However, the School of Education is not responsible for any perceived errors in the background check report; any disagreement with the report should be communicated directly to One Source. They will follow up on any complaints and identify any errors, if any, in the reporting process. If a background check report is modified or corrected, a new report will be provided to the School of Education.

The basis by which the background check is used for denying admission to student teaching will be based on the Nebraska Department of Education’s guidelines in Rule 21, which identifies those convictions that will negatively impact certification for all teacher education institutions. Should a candidate have one or more of these convictions present themselves as a result of the background check, he/she will not be approved for student teaching:

As stated in Rule 21, convictions which have been set aside, nullified, expunged, or pardoned shall not be considered convictions, unless the laws of the jurisdiction of the conviction would allow the conviction to be used as the basis for denial of permission to teach, counsel, supervise, administer, or provide special services in schools.

Any candidate with a conviction as defined above shall not be allowed to student teach without approval by the NDE Commissioner or the Board. A person with a conviction as defined above may request approval by the Commissioner or the Board by following the procedures set forth in 92 NAC 21, Section 009.02 through 009.04. Should the candidate receive approval from NDE, he/she will then be reconsidered for admission.

Should the candidate not receive approval from NDE, he/she will not be approved for admission to student teaching and will not be able to complete degree requirements or teacher certification at Peru State College.
PROFESSIONAL DISPOSITION POLICY

All candidates will be assessed on the PSC Dispositions at the end of the student teaching experience, through the implementation of the Disposition Evaluation (see Appendix C). This will allow the School of Education to collect disposition data for each student teacher, and we will be able to identify where our candidates stand in terms of their dispositional characteristics. Data from these forms will be documented in the Field Experiences Management portion of LiveText.

Should serious deficiencies occur, any Peru State College faculty member, staff member, administrator, college supervisor, or cooperating teacher may complete and submit a Disposition Deficiency Form (see Appendix D). This form is only to be used when a serious deficiency in one or more dispositions is observed, to the extent that the candidate's admission to, or retention in, Teacher Education is questioned.

This deficiency form will be submitted to the Dean of the School of Education. The Dean will file the form within the candidate's folder and will check for previous deficiency notifications. Should a candidate receive two deficiency notices from two separate individuals, the folder will be forwarded to the Admission and Retention Committee for consideration, and the candidate will be required to meet with the Committee to petition his/her ability to be admitted and/or retained in teacher education. The teacher candidate will be provided with copies of the deficiency forms that indicate areas of serious concern. The steps of the process to be followed are described below in the Termination from Teacher Education Program Policy section of this handbook (p. 21).

PSC DISCIPLINARY ACTION

If a candidate with a major in teacher education receives disciplinary action from Peru State College, the Dean of Education will be notified via a disposition deficiency form that is submitted on behalf of the candidate by the Director of Housing and Security. These deficiencies will fall within the Professional Disposition Policy outlined above and may impact admission or retention in teacher education.

FIELD EXPERIENCES

Teacher Education involves field experiences in the forms of practica and student teaching. All undergraduate candidates are required, in accordance with the guidelines set forth by the Nebraska Department of Education, to complete a minimum of 100 hours of practicum experience prior to student teaching. All field placements are arranged by the Director of Field Experiences.

To apply for practicum placements, candidates will complete an online practicum application which will be sent to them via their LiveText accounts, once the practicum semester begins. Completion of the practicum application will confirm the candidate's plan to complete field experience hours during that semester.

To apply for student-teaching placements, candidates should access the Student Teaching Application form available online (www.peru.edu, follow the links for the School of Education and Student Teachers) and submit all required paperwork either electronically or in print to the Administrative Assistant for Undergraduate Education at the Peru State College campus office (according to the instructions on the form).
Candidates may indicate on their field experience applications which schools/districts they would prefer, and these preferences will be taken into consideration; however, accommodation of candidates’ preferences is not guaranteed. Placement depends upon the availability of a teacher who has at least three years of teaching experience plus the willingness of the district superintendent and building administrator to accept the candidate. Also, the School of Education reserves the right to make placement decisions based on what the faculty consider to be in the best academic interests of the candidates.

Policy: Candidates may not include in their listed school preferences any schools (building level) which they previously attended nor any schools (building level) in which family members are in attendance or employed; entire school districts cannot be included if family members are serving as school board members.

This policy is intended to protect host schools from being confronted with potential conflicts of interest and to ensure that candidates experience new and varied academic settings in their field work. Any request for an exception to this policy must be clearly noted on the application for the field placement which is to be submitted to the Director of Field Experiences. Any candidate who is found to have violated this policy through failure to disclose relevant information may jeopardize not only his or her filed placement, but also his or her continued participation in the Teacher Education Program.

In accordance with convention, the Director of Field Experiences is the liaison between Peru State College and the schools that host field placements. These host schools trust Peru State College to maintain professional protocol for coordinating placements and to protect them from being contacted directly by our candidates. Therefore, candidates are not permitted to represent themselves to the schools in seeking field placements. Under no circumstance shall the candidate contact a school district or cooperating teacher regarding a potential field placement without the prior approval of the Director of Field Experiences.

Once the placement has been confirmed, the Director of Field Experiences will notify the candidate of the confirmation and provide contact information; at that point, the candidate is expected to initiate contact with the cooperating teacher and principal in accordance with the guidelines set forth by the Director of Field Experiences. Any candidate who contacts a prior to receiving confirmation of a placement may jeopardize his or her ability to obtain a placement and may jeopardize the ability of Peru State College to obtain future placements with that school.

Candidates are expected to uphold all standards of professional standards as set forth by the professional associations. These professional standards include but are not limited to confidentiality, professional ethics and appropriate professional dress.

Placement in a field experience is not a guarantee of a successful experience. Any candidate found not performing up to expectations and professional standards can and will be removed from that situation. Any candidate who has begun his/her field experience and feels that the placement may not be eligible to meet the requirements for the designated field experience should contact the instructor of record and the Director of Field Experiences as soon as possible.

**Practicum**

These experiences coordinate with the methods courses required within each endorsement area. Following are the minimum clock hour requirements for each of the practicum courses:
- 20 hours, EDUC208 Teacher Education: Principles & Practicum
- 40 hours, EDUC301 Practicum – Social Studies & Language Arts
- 40 hours, EDUC302 Practicum - Math and Science
- 40 hours, EDUC303 K-3 Elementary Practicum
- 40 hours, EDUC304 Middle Grades Practicum
- 40 hours, EDUC 306 Infant/Toddler Practicum
- 45 hours, EDUC308 Preschool Practicum
- 80 hours, EDUC309 Secondary Practicum
- 80 hours, EDUC312 K-12 Education Practicum
- 80 hours, SPED307 Practicum in Special Education
- 40 hours, SPED309 Practicum in Early Childhood/Special Education
- 40 hours, SPED407 Special Education Program Coordination Practicum

In addition to the minimum clock hour requirements for each practicum, the instructor of record will assign practicum requirements and complete the final grading of the practicum experience. If the candidate is unable to complete the practicum satisfactorily, an Incomplete can be filed if the candidate meets eligibility requirements. (See Incomplete Policy statement in the current Peru State College catalog.) When the Incomplete Grade Completion Contract is filed, a photocopy of this form should be filed with the appropriate individuals cited, as well as the Director of Field Experiences.

In the case of an incomplete, the candidate is required to meet all policies governing completion of the incomplete course in the allotted time established by the practicum instructor overseeing the experience. If the candidate is not able to complete the minimum practicum hours and does not meet the requirements for an Incomplete, a grade of no credit (NC) will be filed by the instructor of record and the candidate must reregister for the practicum course and file another on-line practicum application.

Practicum candidates may be visited at their field placement by the practicum instructor of record. An evaluation of the candidate’s experience will be completed by the cooperating teacher and submitted to the instructor of record for the course.

As stated above, to apply for practicum placements, teacher education candidates will complete an online practicum application which will be sent to them via their LiveText accounts, once the practicum semester begins. Completion of the practicum application will confirm the candidate’s plan to complete field experience hours during that semester.

**STUDENT TEACHING (CLINICAL EXPERIENCE)**

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

Student teaching implies a team relationship between the cooperating teacher, the college representative, and the student teacher. The prospective teacher has an opportunity to interact with competent professionals who have the ability and interest to share their experiences. The prospective teacher has numerous opportunities to develop skills, attitudes, and understandings needed to serve as a beginning teacher.
APPLICATION AND ADMISSION TO STUDENT TEACHING

Candidates who wish to student teach must submit an application for student teaching one semester prior to the student teaching term. Applications for the spring semester should be completed and submitted no later than the second week of the preceding Fall semester. Applications for the fall semester should be completed and submitted no later than the last Friday in January of the preceding Spring semester. To be eligible to enter student teaching, candidates must meet the requirements listed below.

As part of the requirements for applying for student teaching, teacher education candidates must be fully admitted to Teacher Education prior to October 1 for spring student teacher applications and prior to March 1 for fall student teacher applications. Those who do not meet all requirements for admission to teacher education must defer applying for student teaching if the established deadlines are not met.

To apply for student teaching placements, candidates should access the Student Teaching Application form available online (www.peru.edu, follow the links for the School of Education and Student Teachers) and submit all required paperwork either electronically or in print to the Administrative Assistant for Undergraduate Education at the Peru State College campus office (according to the instructions on the form). Detailed guidelines are available on the student teacher web page.

To be eligible to enter student teaching, candidates must meet the following requirements:

1. Admitted to and retained in the Teacher Education program.
2. Upheld an overall GPA of at least 2.75.
3. Upheld a “content knowledge” GPA of at least 3.0 (No more than 12 credits of content knowledge coursework can be met through completion of CLEP/Dantes exams)
4. Successfully completed the LiveText Candidate Portfolio (evidenced by at least a 80% score).
5. Have no more than 12 credit hours of general studies or electives to complete following student teaching. All education core and courses in the major must be successfully completed (grade of C or higher) prior to beginning student teaching.
6. Completed a minimum of 12 hours of credit at Peru State College.
7. Successfully completed and passed a background check through OneSource.
8. Provided a sworn statement about emotional and mental incapacity status.
9. Provided evidence of liability insurance coverage designed for coverage in the professional educational setting. (Current PSEA/SEAN/NEA membership provides liability insurance coverage.)

In the event that a candidate wants to student teach at a remote site (outside of the Peru State College service area), the candidate should request permission from the Director of Field Experiences; each case will be handled individually. Candidates who receive remote placements will be required to bear the cost of any required compensation for the cooperating and/or any costs for supervision which exceed the amount Peru State College normally pays college supervisors.

Candidates who have successfully applied for student teaching and met the criteria for admission to the student teaching semester will be automatically enrolled in both their student teaching course(s) and Educ 420 Student Teaching Seminar for the appropriate term by the Director of Field Experiences.
**STUDENT TEACHER SEMINAR - CALL BACKS**

All student teachers completing initial certification are required to complete EDUC 420 Student Teaching Seminar during the student teaching semester. All candidates (with the exception of those in remote placements and those with contracted teaching positions) will be required to attend intermittent class meetings as part of the student teaching experience. An orientation seminar is held toward the end of the semester prior to student teaching, and two callback sessions are held during the student-teaching experience/seminar course.

**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**

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.

During the meeting, the committee will consider the evidence submitted on behalf of the candidate and discuss the evidence with the candidate if he/she chooses to attend the meeting. The committee will then meet in closed session to develop a recommendation that will be forwarded to the Dean of Education for consideration. The Chair of the Admission and Retention Committee will notify the Dean in writing of the committee’s recommendation.

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).

3. **Removal from Teacher Education Program** – the teacher candidate will be removed from the Peru State College Teacher Education program with the reported final grade for the clinical field experience being "NC" (No Credit).

Options One and Two can be recommended for a teacher candidate who has been removed from his/her initial field placement. Option Three is generally reserved for a candidate who has been removed from his/her second field placement, although this option can be recommended for a candidate who has been removed from his/her initial placement if the seriousness of the situation warrants.

All recommendations of the Teacher Education Admission and Retention Committee are submitted to the Dean of the School of Education, who shall make the decision regarding the teacher candidate’s status. A written statement of the Dean’s decision will be communicated to the teacher candidate. Proof of receipt of the written decision will be made with the return of a U.S. Post Office receipt for a registered letter.

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

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. 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.

**TEACHER EDUCATION RETENTION POLICY**

If a candidate who has been admitted to Teacher Education is suspended from the college, the candidate is automatically removed from the Teacher Education program. If the candidate should later be accepted for readmission to the college, it will be necessary for him/her to re-apply for admission to Teacher Education should the candidate desire to re-enter the program. The candidate will need to be able to successfully meet all current criteria for admission to teacher education in order to be admitted.

Candidate progress will be reviewed each semester to guarantee that all candidates who have been admitted to the teacher program continue to maintain the standards set at entry. If a candidate is unable to continue to meet these standards, the candidate will be informed by the Dean that he/she is being withdrawn from teacher education and will not be eligible for restricted teacher education coursework, including student teaching. The candidate will need to address these deficiencies in order to be re-admitted to teacher education.
**TERMINATION FROM TEACHER EDUCATION PROGRAM POLICY**

The following procedures will be used to terminate a teacher candidate's participation in the Peru State College Teacher Education Program. A Peru State College Supervisor, the Director of Field Experiences, or any other faculty member may recommend termination of a teacher candidate’s participation in the Peru State College Teacher Education Program. Generally a request for termination may be initiated because a teacher candidate fails to maintain appropriate academic performance, fails to observe college or school policies, or fails to exhibit the knowledge, skills, dispositions and/or behaviors appropriate to the profession.

When one or more of the above mentioned individuals have made a determination that a concern exists with a teacher candidate's behavior, skills, and knowledge, a written notification shall be submitted to the Teacher Education Admission and Retention Committee. The steps of the process to be followed are described below.

A formal meeting of the Teacher Education Admission and Retention Committee will be called. The chairperson of the Teacher Education Admission & Retention Committee shall inform the teacher candidate when and where the meeting will be held. The teacher candidate will be provided with the reason(s) for the meeting in writing. The individual(s) filing the complaint will provide the committee with details regarding the reason(s) for concern regarding the candidate’s admission to, or retention in, the Teacher Education program.

The teacher candidate may choose to attend the meeting and provide information he or she feels is relevant. In the case of a student teacher placed out-of-state, a telephone conference may take place with the Teacher Education Admission and Retention Committee.

During the meeting, the committee will consider the evidence submitted on behalf of the candidate and discuss the evidence with the candidate if he/she chooses to attend the meeting. The committee will then meet in closed session to develop a recommendation that will be forwarded to the Dean of Education for consideration. The Chair of the Admission and Retention Committee will notify the Dean in writing of the committee’s recommendation.

The following options are available for consideration by the Teacher Education Admission and Retention Committee to submit as a recommendation to the Dean:

1. **Continuation in Teacher Education program,** with a written and verbal warning that subsequent deficiencies may result in disenrollment from teacher education;

2. **Continuation in Teacher Education program but on probationary status,** with a requirement that the candidate complete a remediation plan or program within an identified time frame;

3. **Suspension from the Peru State College Teacher Education program** for an identified amount of time;

4. **Termination from the Peru State College Teacher Education program.**

The committee may also include additional consequences in their recommendations should continued concerns or formal disposition deficiency forms be submitted on behalf of the candidate. These consequences may go into effect without an additional meeting of the Teacher Education Admission & Retention Committee should deficiencies be submitted beyond those considered in the decision.

All recommendations of the Teacher Education Admission and Retention Committee are submitted to the Dean of the School of Education, who shall make the decision regarding the teacher candidate’s status. A written statement of the Dean’s decision will be communicated to the teacher candidate. Proof of receipt of the written decision will be made with the return of a U.S. Post Office receipt for a registered letter.
Students who disagree with a decision related to their admission to, and/or retention in, teacher education 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 the admission and/or retention in teacher education 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

Should the teacher candidate wish to 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 a copy of the appeal also sent to 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. The Vice President for Academic Affairs will submit the appeal to the Faculty Senate for review. The Faculty Senate may interview the student, 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 and the Dean. **The decision of the Faculty Senate is the final decision of the College.**

A candidate who has been removed from the Teacher Education program will be automatically ineligible to continue in any PSC teacher education program for two academic years. After this time, the candidate has an opportunity to be considered for readmission to teacher education by the Dean of Education. This opportunity requires the candidate to submit a written letter requesting readmission to the program and meet with the Teacher Education Admission and Retention Committee to discuss his/her case. A recommendation for readmission from the committee is required by the Dean.

The teacher candidate must present compelling evidence to this committee that past issues will not recur in order for readmission to be considered. If readmitted, the candidate will need to meet the current requirements of the endorsement(s) for which he/she selects. Please note that readmission to teacher education is not automatic and may not be recommended after the two year ineligibility period has passed.

In cases where a candidate’s performance, behavior and/or professional decisions severely violate expectations for teacher educators, permanent removal from the Teacher Education program may be recommended. Should a candidate be readmitted at a later time, he/she will need to meet current program requirements.

**Completion of Teacher Education Program**

Candidates who have met all requirements for their respective degrees will be eligible for completion of program and certification. Please understand that completing degree requirements does not always equate to meeting certification requirements.
To apply for certification, candidates will need to complete the paperwork needed for initial certification in the state of Nebraska. These forms will be provided to candidates during their student teaching callback meetings. To be eligible for certification, candidates must meet the following requirements:

1. Upheld an overall GPA of at least 2.75.
2. Upheld a “content knowledge” GPA of at least 3.0.
3. Successfully completed all courses that are required for the program/degree.
4. Successfully completed student teaching, as evidenced by an overall mean of 2.75/4.0 score from the cooperating teacher’s and college supervisor’s final evaluation scores.
5. Successfully completed and submitted passing scores on the Praxis II content examinations for each endorsement being completed at Peru State College. The list of required content exams by endorsements is located in Appendix F.

Candidates must complete all requirements for certification within one semester of completing student teaching. A candidate should be certain that any remaining coursework for the degree program can be successfully completed within the semester immediately following student teaching before applying for the student teaching semester. Failure to meet all requirements may require the candidate to meet current program requirements if they are substantially different from the candidate’s original program of study.

**TEACHER CERTIFICATION**

A teaching certificate is a license to practice the profession of teaching. There are very severe penalties prescribed by Nebraska law for a public school which employs teachers who do not have a valid Nebraska teaching certificate. Any teacher who is teaching without a valid certificate is subject to prompt discharge without recourse to the due process provisions which might otherwise apply to a termination.

It is the teacher’s responsibility as a professional to keep his/her Nebraska certificate current (valid) while teaching in Nebraska’s approved public/private schools. No certificate from any other state has any legal validity in Nebraska.

Certification is not automatic. Candidates who successfully complete the Teacher Education program at Peru State College will qualify for the Nebraska Initial Teaching Certificate. Application is made after the successful completion of student teaching and baccalaureate degree requirements.

1. Application must be made on-line by going to the Nebraska Department of Education website at www.nde.state.ne.us.
2. An official (raised seal) transcript from each institution of higher education attended must accompany the application. The School of Education will request the Peru State College transcript for the candidate (with the candidate’s request form).
3. Original PPST/Praxis Core and Content Examination Institutional Score Reports from the Educational Testing Services must have been sent to Peru State to accompany the application.
4. A check payable to Nebraska Department of Education will be attached to the application and will be mailed by Peru State College to Lincoln. Time needed to process the application by the State Department will vary.
5. If you have not lived in Nebraska continuously for the five years immediately prior to applying for teacher certification, two complete legible sets of fingerprints and a $105.00 fee must be submitted to the Nebraska Department of Education along with the certification application. (Fingerprint cards are available from the office of School of Education.)

NOTE: Any person convicted of a felony or misdemeanor is automatically rejected by the Nebraska Department of Education for certification and may only be considered for certification or field placement through appeal to the State Board of Education.

Please contact the Ms. Janny Crotty in the Education Office at 1-800-742-4412 Option #4, Ext. 2258 or by email at jcrotty@peru.edu for more information regarding the certification process.

**Placement Services**

Most school districts require any new graduate to have his/her college send them a credential file as an important component of the employment application. The credential file contains personal information about the applicant, an official transcript, and written references. Those officials who are involved with the hiring of new teachers will expect to receive credentials from all candidates and generally will not consider anyone who does not provide a copy.

Peru State College converted to self-managed files in January 2009, so the credentials process is either managed by the student or by a service such as Interfolio. More information about credentials may be obtained by contacting Phyllis Dierking at pdierking@peru.edu.

**Added Endorsements**

If an individual wishes to add one or more endorsements to a current Nebraska teaching certificate through the School of Education at Peru State College, a progress sheet audit will need to be completed to identify where the individual stands in relation to meeting requirements for the selected endorsement(s). A current valid Nebraska teaching certificate will automatically admit the individual to Teacher Education.

In order to be recommended for a provisional added endorsement, the candidate will need to apply and be admitted to Peru State College, enroll in at least one course required for the endorsement, and submit a plan of study to the Certification Officer that clearly identifies when each remaining program requirement will be met within the three year provisional period, based on the course rotation schedules for Peru State College. Provisional endorsements for Special Education will need to submit a plan of study that documents the completion of at least 15 credits within the first three year provisional period and the remaining requirements over the three-year renewal period.

If the individual did not complete his/her initial certification through Peru State College, (1) a minimum of 12 credits of coursework for the endorsement (prior to student teaching) must be completed through PSC and (2) all transfer courses, if applicable, must be approved by the Certification Officer before the School of Education Certification Officer will confirm the completion of the endorsement program and fully recommend it be added to the candidate’s teaching certificate. Prior to recommendation, successful completion and submission of scores of content examinations for each endorsement being added through Peru State College will need to occur. The list of required content exams by endorsements are located in Appendix F. Passing scores for each exam are required for certification beginning September 1, 2015.
Title IX Compliance Notice

Peru State is an equal opportunity institution. Peru State College does not discriminate against any student, employee or applicant on the basis of race, color, national origin, sex, sexual orientation, gender identity, disability, religion, or age in employment and education opportunities, including but not limited to admission decisions. The College has designated an individual to coordinate the College’s nondiscrimination efforts to comply with regulations implementing Title VI, VII, IX, and Section 504. Inquiries regarding non-discrimination policies and practices may be directed to Eulanda Cade, Director of Human Resources, Title VI, VII, IX Compliance Coordinator, Peru State, PO Box 10, Peru, NE 68421-0010, (402) 872-2230.

Students requesting reasonable accommodation and tutoring services should contact the Center for Achievement and Transition Services (CATS).

(updated July 2015)
54 credits completed (NeSIS) 2.75 overall GPA (NeSIS) Passing Praxis Core scores (ETS data report) Completion of pre-admission coursework (NeSIS)

2 faculty Interviews (SOE) 1 or fewer disposition deficiencies (SOE) Successful background check (OneSource)

Admission to Teacher Education Checkpoint

Retention in TE (SOE database) Submission of App & related materials (SOE) Completion of major courses (NeSIS) 3.0 major GPA and 2.75 overall GPA (NeSIS)

Completion of Core Education courses (NeSIS) Completion of portfolio - 80% (Educ 400) Successful background check (OneSource)

Admission to Student Teaching Checkpoint

Retention in TE (SOE database) Submission of App for Certification (SOE) Completion of all coursework (NeSIS) Completion of student teaching (NeSIS)

2.75 mean score on ST evaluation (NeSIS) Completion of Praxis II content examination (ETS data report) Completion of exit survey (LiveText)

Program Completion Checkpoint
**Teacher Education Certification - Candidate Checklist**

The process for teacher education certification at Peru State College can be delineated into five distinct steps. All candidates, with the exception of candidates adding an endorsement area, are required to complete all five steps. Below each step, the means of assessing a candidate’s qualifications for achieving that step are identified.

The candidate is responsible for the timely submission of all materials required each stage of the process of teacher education certification. Therefore, the candidate would be advised to periodically check with the School of Education Administrative Assistant at least once a semester for necessary materials.

**STEP 1: Entry into Peru State College**
- Evaluation of Transcripts
- ACT/SAT Scores (if available)

**STEP 2: Admission to Teacher Education**
- Admission to Peru State College
- Minimum Cumulative GPA 2.75/4.0
- C or above in college level English Composition
- C or above in college level Math course
- Completion of Educ 208
- Completion of Educ 209
- Completion of Educ 255
- Completion of Psyc 250
- Completion of SpEd 200
- Praxis Core - Writing passing score (162)
- Praxis Core - Math passing score (150)
- Praxis Core - Reading passing score (156)
- Completion of 54-80 credits
- Two faculty recommendations (interviews)
- No more than one Disposition Deficiency on file
- Completion of Background Check
- Submission of Application for Admission to TE

**STEP 3: Admission to Student Teaching**
- Admission to Teacher Education
- Completion of all Core Education Coursework
- Completion of all Content Area Coursework
- Completion of Background Check
- < 12 credits of general education courses left
- Minimum 2.75/4.0 Cumulative GPA
- Completion of LiveText Portfolio (80% score minimum)
- Submission of signed updated progress sheets (advisor)
- Submission of Application for Student Teaching

**STEP 4: Application for Graduation**
- Minimum 2.75/4.0 Cumulative GPA
- Completion of all courses required for program
- Completion of student teaching (2.75/4.0 evaluation score)
- Submission of Application for Graduation/fee

**STEP 5: Teacher Certification**
- Completion of bachelor degree requirements
- Approval of endorsement(s) by TE Committee
- Submission of Official Transfer Transcripts
- Submission of Application for Certification/fee
- Completion of student teaching experience (2.75/4.0)
- Completion of Praxis II Content Examination(s)
- Submission of official PSC transcript with degree and/or endorsement posted
APPENDIX A: TEACHER EDUCATION INTERVIEW RATING FORM FOR FACULTY INTERVIEWER

Applicant’s Name: _________________________________ Student ID#: ______________________
EDUC 209 Instructor: __________________________ Applicant’s Major: _________________________

Please complete the following assessment by noting responses to interview questions, rating the quality of the applicant’s responses as they relate to the standards, and adding comments to further support your rating of the applicant’s responses. Lines provided following the questions may be used to record the applicant’s responses if desired. **For each question, if the response rating is less than three, please include additional information in the comments section. This information will be important should the application be forwarded to the Admission and Retention Committee for a panel interview.** The interviewer must return the signed form to the Education Office in person or via campus mail.

The following will serve as a guideline for determining the rating of responses:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Outstanding: The response is noteworthy in completeness and appropriateness to the topic.</td>
</tr>
<tr>
<td>3</td>
<td>Acceptable: The response contains the basic, necessary elements and is appropriate.</td>
</tr>
<tr>
<td>2</td>
<td>Evolving: The response is incomplete or lacking basic, necessary elements.</td>
</tr>
<tr>
<td>1</td>
<td>Unacceptable: The response is inappropriate and/or did not address the topic.</td>
</tr>
</tbody>
</table>

**Please Note:** The candidate must complete one interview with a full-time faculty member from their major area and one interview with a full-time School of Education faculty member. If the candidate is unsuccessful in one or both interviews, a panel interview will be scheduled with the Admission & Retention Committee.

1. **Introduction:** Tell me about yourself.

   The applicant is able to communicate effectively about him/herself.  

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

   Comments:

2. **Professional Motivation:** Explain the thought process that went into your decision to become a teacher. If your decision is based on a career change, please explain why this change seems appropriate.

   The applicant is motivated to become a teacher for sound reasons.  

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

   Comments:

3. **Ability/Motivation to Learn:** If something is challenging, how do you approach learning it? Give a specific example and describe the process you used.

   The applicant reflects a desire to be challenged and continue lifelong learning.  

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

   Comments:
4. **Confidence**: Tell me about a situation that required a great deal of confidence on your part (taking a stand for something you believe in, serving in a leadership role, etc.).

____________________________________________________________________________________________________________

____________________________________________________________________________________________________________

The applicant exhibits the degree of confidence necessary for pursuing a teaching career.

| 4 | 3 | 2 | 1 |

Comments:

____________________________________________________________________________________________________________

5. **Openness to Others**: What are your general perceptions toward working with individuals from different cultures and backgrounds?

____________________________________________________________________________________________________________

The applicant expresses openness and tolerance for individual differences.

| 4 | 3 | 2 | 1 |

Comments:

____________________________________________________________________________________________________________

6. **Background/experience in content area**: What experiences in your past led you to select this endorsement/these endorsements?

____________________________________________________________________________________________________________

The applicant exhibits an appropriate background and interest in the endorsement(s) being pursued.

| 4 | 3 | 2 | 1 |

Comments:

____________________________________________________________________________________________________________

Overall Professional Disposition: The applicant scheduled an interview prior to interview time, arrived on time for the interview, and was professional in both appearance and demeanor.

The applicant demonstrates an appropriate professional disposition.

| 4 | 3 | 2 | 1 |

Comments:

____________________________________________________________________________________________________________

A minimum score of three in each area is needed for approval. □ Recommend admission to Teacher Education Program.

□ There are concerns that warrant a panel interview.

Additional comments on factors that contributed to your decision regarding admission to the Teacher Education Program:

____________________________________________________________________________________________________________

____________________________________________________________________________________________________________

Printed Name of Interviewer  Signature of Interviewer  Date of Interview
APPENDIX B: PERSONAL AND PROFESSIONAL FITNESS STATEMENTS

Prior to acceptance into the teacher education program, each Peru State College teacher education candidate is required to sign a statement addressing personal and professional fitness. These statements address the areas of criminal conviction status and emotional/mental capacity.

**Criminal Conviction Status**

Nebraska Rule 20 states the following:

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

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

I ________________________________ state that, to the best of my knowledge, the following information is true:

(Print Student Legal Name)

Check one:

- I have never been found guilty of a felony or misdemeanor or entered a plea of guilty or no contest to a felony or misdemeanor in any criminal, drug, or juvenile court.

- I have the following felony and/or misdemeanor conviction(s):

____________________________________________________________________________

____________________________________________________________________________

I agree that if, in the future, I am convicted of any misdemeanor or felony, I will immediately contact the Peru State College Certification Officer to report my change in conviction status.

(Legal Signature of Student)       (Social Security Number)       (Date)

I understand what I have read and attest to the accuracy and truthfulness of the information provided, and I understand that falsification or omission of any information could result in my disqualification or removal from the teacher education program.

**Emotional and Mental Capacity Status**

The School of Education expects each prospective candidate to have developed a professional disposition, character, skills and traits that are appropriate for teacher candidacy. Prior to admission into teacher education, we expect our future candidates to have demonstrated an interest in the profession, dependability, social maturity, a cooperative attitude,
enthusiasm, and initiative. Teaching is a profession that requires its potential candidates to be individuals of integrity and a strong ethical character who can make mature decisions for themselves and for their students.

Should any member of the Peru State College educational community submit a disposition deficiency that documents behavior which, within reasonable judgment, establishes on the part of the candidate a lack of integrity, questionable ethical character, or otherwise indicates a potential risk to young persons and/or others in the educational community, the School of Education reserves the right to deny entry to or dismiss anyone from any program which leads to certification.

The following information is from Nebraska Rule 21 and establishes policy governing teacher education programs in Nebraska.

003.10 Mental Fitness. All applicants shall not have an emotional or mental incapacity to practice the profession as evidenced by a legal adjudication or determination thereof by other lawful means. Such evidence shall be any of the following:

003.10A Such person is, at the time of the consideration of the person’s fitness to hold a certificate, a mentally ill dangerous person under Section 83-1009 R.R.S. as evidenced by a declaration or order to that effect by a mental health board of this state, or as evidenced by a similar finding by a similar body of another state.

003.10B Such person is, at the time of the consideration of the person’s fitness to hold a certificate, a mentally ill individual as defined in Section 20-164 R.R.S., (“an individual who has a significant mental illness or emotional impairment as determined by a mental health professional qualified under the laws, rules and regulations of this state and who is an inpatient or resident in a facility for mentally ill individuals.”), or a similar determination has been made by similarly qualified mental health professional(s) of another state.

003.10C Such person has been declared by a court as mentally incompetent in relation to standing trial for a criminal charge pursuant to Sections 29-1822 or 29-1823 R.R.S., or similar laws of another state, and has not been found by a court to have recovered from such incompetency.

003.10D Such person has been acquitted of a criminal charge on the basis of a finding of insanity under Section 29-2203 R.R.S. or similar laws of another state, unless a court, subsequent to such an acquittal, has found that such person is not dangerous to himself, herself, or others by reason of mental illness or defect and has released such person from court ordered treatment pursuant to Sections 29-3702 and 29-3703 R.R.S., or similar laws of another state.

003.10E A court has found such person to be an incapacitated person in need of a court appointed guardian pursuant to Sections 30-2601 and 30-2620 R.R.S., or similar laws of another state, and no court order has been entered that such person’s incapacity has terminated.

003.10F A court has appointed a conservator or made other protective order(s) due to a court’s finding that such person is unable to manage his or her property and property affairs effectively for reasons which include any of the following: (i) mental illness; (ii) mental deficiency; (iii) chronic use of drugs; and (iv) chronic intoxication, pursuant to Section 30-2630 R.R.S. or similar laws of another state, and no court order has been entered that the disability of the person has ceased.

I, __________________________________________, state that I am aware of the emotional and mental capacity requirement listed above. I also affirm that I am aware that, upon acceptance into the teacher education program, if any of the aforementioned circumstances exist, I will need to provide evidence of my emotional and/or mental capacity.

_______________________________________       __________________
(Legal Signature of Student)                                  (Social Security Number)                         (Date)

I understand what I have read and attest to the accuracy and truthfulness of the information provided, and I understand that falsification or omission of any information could result in my disqualification or removal from the teacher education program.
APPENDIX C: DISPOSITION EVALUATION (LIVE Text)

Disposition Evaluation

Peru State College School of Education
Teaching Dispositions Critical to the Profession – Initial Program

Teachers share common traits, habits, and attitudes about teaching and learning, and hold similar values about individuals and society that we call “dispositions.” The following is a list of dispositions that Peru State College expects teacher education candidates to demonstrate.

Please complete this evaluation for each teacher education candidate who is currently student teaching to evaluate him/her on the traits below. The student teacher and college supervisor can view these ratings/comments in LiveText.

Candidate Name: ____________________________________

Indicate at what level the teacher education candidate demonstrates each disposition listed below:

<table>
<thead>
<tr>
<th>4</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Acceptable</td>
</tr>
<tr>
<td>2</td>
<td>Evolving</td>
</tr>
<tr>
<td>1</td>
<td>Unacceptable</td>
</tr>
</tbody>
</table>

(D) Refers to dispositions tied to diversity.

<table>
<thead>
<tr>
<th>Dispositions</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate independently seeks opportunities to engage in learning.</td>
<td></td>
</tr>
<tr>
<td>The candidate appreciates the importance of diversity and the impact diversity has in living a rich, full life. (D)</td>
<td></td>
</tr>
<tr>
<td>The candidate demonstrates self-direction and initiative in his/her learning and practice.</td>
<td></td>
</tr>
<tr>
<td>The candidate values his/her role as an educator.</td>
<td></td>
</tr>
<tr>
<td>The candidate values the roles of community and families in learning and developing. (D)</td>
<td></td>
</tr>
<tr>
<td>The candidate practices reflective and critical thinking.</td>
<td></td>
</tr>
<tr>
<td>The candidate values collaborative, cooperative, and inclusive learning environments. (D)</td>
<td></td>
</tr>
<tr>
<td>The candidate demonstrates professional responsibility.</td>
<td></td>
</tr>
<tr>
<td>The candidate’s decisions, interactions, and behaviors positively impact the culture and climate of the learning environment. (D)</td>
<td></td>
</tr>
<tr>
<td>The candidate values and demonstrates professional preparedness through organization, planning, and goal setting.</td>
<td></td>
</tr>
<tr>
<td>The candidate fulfills responsibilities in a timely manner.</td>
<td></td>
</tr>
<tr>
<td>The candidate is punctual and dependable.</td>
<td></td>
</tr>
<tr>
<td>The candidate demonstrates honesty and integrity.</td>
<td></td>
</tr>
<tr>
<td>The candidate demonstrates the expectations of the State that identifies the standards of ethical and professional performance. (Nebraska Department of Education Rule 27, entitled Professional Practices Criteria)</td>
<td></td>
</tr>
</tbody>
</table>

Comments:

__________________________________________________________

Cooperating Teacher (Print)                                Signature

- 35 -
APPENDIX D: DISPOSITION DEFICIENCY FORM

Peru State College School of Education
Teaching Dispositions Deficiency Form – Initial Program

Effective teachers share common values and habits of behavior that we refer to as “professional dispositions.” The following is a list of dispositions that Peru State College expects teacher education candidates to demonstrate.

Please complete this form ONLY if a teacher education candidate demonstrates a deficiency in one or more of these dispositions to the extent that you believe it should impact the candidate’s admission to, and/or retention in Teacher Education. Submission of this form requires the candidate’s signature, which verifies that you discussed the reported deficiency(ies), and that he/she is aware that the form is being submitted. A copy will be given to the candidate once this form is submitted. Thank you!

Candidate Name: ______________________________________________
Candidate NUID Number: _________________________________

Indicate which disposition(s) are seriously deficient and provide an explanation for each below (or as an attachment):

<table>
<thead>
<tr>
<th>Deficient Dispositions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate independently seeks opportunities to engage in learning.</td>
</tr>
<tr>
<td>The candidate appreciates the importance of diversity and the impact diversity has in living a rich, full life. (D)</td>
</tr>
<tr>
<td>The candidate demonstrates self-direction and initiative in his/her learning and practice.</td>
</tr>
<tr>
<td>The candidate values his/her role as an educator.</td>
</tr>
<tr>
<td>The candidate values the roles of community and families in learning and developing. (D)</td>
</tr>
<tr>
<td>The candidate practices reflective and critical thinking.</td>
</tr>
<tr>
<td>The candidate values collaborative, cooperative, and inclusive learning environments. (D)</td>
</tr>
<tr>
<td>The candidate demonstrates professional responsibility.</td>
</tr>
<tr>
<td>The candidate’s decisions, interactions, and behaviors positively impact the culture and climate of the learning environment. (D)</td>
</tr>
<tr>
<td>The candidate fulfills responsibilities in a timely manner.</td>
</tr>
<tr>
<td>The candidate is punctual and dependable.</td>
</tr>
<tr>
<td>The candidate demonstrates honesty and integrity.</td>
</tr>
<tr>
<td>The candidate demonstrates the expectations of Nebraska Rule 27 that identifies the standards of ethical and professional performance. (Nebraska Department of Education Rule 27, entitled Professional Practices Criteria)</td>
</tr>
</tbody>
</table>

(D) Refers to dispositions tied to diversity.

Explanation (or attach documentation):

__________________________________________ ________________ ___________
Name of Evaluator (Print) Signature Date

Candidate: I have discussed this Disposition Deficiency Form with the evaluator and understand that this form is being submitted to the Dean of the School of Education and may be forwarded to the Admission & Retention Committee for consideration. I understand that I have the right to submit a response to the Dean. Submission of this form may impact my admission to, and/or retention in, Teacher Education.

__________________________________________ ________________ ___________
Name of Teacher Education Candidate (Print) Signature Date

Received by Education Office Reviewed by Dean Entered in DB Copy to Advisor
Appendix E: Praxis II Content Examinations by Endorsement

<table>
<thead>
<tr>
<th>Rule 24 Endorsement</th>
<th>Required Praxis II Content Test (ETS Praxis Website: <a href="http://www.ets.org/praxis">http://www.ets.org/praxis</a>)</th>
<th>Tentative Required Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>5134 Art: Content Knowledge</td>
<td>158</td>
</tr>
<tr>
<td>Biology</td>
<td>5235 Biology: Content Knowledge</td>
<td>148</td>
</tr>
<tr>
<td>BMIT</td>
<td>5101 Business Education: Content Knowledge</td>
<td>154</td>
</tr>
<tr>
<td>Chemistry</td>
<td>5245 Chemistry: Content Knowledge</td>
<td>140</td>
</tr>
<tr>
<td>Coaching</td>
<td>No test required</td>
<td>-</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>No test required</td>
<td>-</td>
</tr>
<tr>
<td>Early Childhood Inclusive</td>
<td>5024 Education of Young Children</td>
<td>160</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>5017 EECIA (Elem Education Curriculum &amp; Instruction Assmt)</td>
<td>159</td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>5857 Health &amp; Physical Education: Content Knowledge</td>
<td>160</td>
</tr>
<tr>
<td>History</td>
<td>5941 World and US History: Content Knowledge</td>
<td>147</td>
</tr>
<tr>
<td>English Language Arts</td>
<td>5039 English Language Arts: Content and Analysis</td>
<td>168</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5161 Mathematics: Content Knowledge</td>
<td>146</td>
</tr>
<tr>
<td>Middle Grades Education</td>
<td>Testing not required at this time</td>
<td>-</td>
</tr>
<tr>
<td>Music</td>
<td>5114 Music: Content and Instruction</td>
<td>152</td>
</tr>
<tr>
<td>Science</td>
<td>5435 General Science: Content Knowledge</td>
<td>148</td>
</tr>
<tr>
<td>Secondary English</td>
<td>5039 English Language Arts: Content and Analysis</td>
<td>168</td>
</tr>
<tr>
<td>Social Science</td>
<td>5081 Social Studies: Content Knowledge</td>
<td>154</td>
</tr>
<tr>
<td>Special Education</td>
<td>5354 Special Education: Core Knowledge &amp; Applications</td>
<td>151</td>
</tr>
<tr>
<td>Vocal Music</td>
<td>5114 Music: Content and Instruction</td>
<td>152</td>
</tr>
</tbody>
</table>

The full list of state exams for certification, along with required minimum scores, is provided at [http://www.education.ne.gov/EducatorPrep/IHE/SkillsTesting/ContentTestScores.pdf](http://www.education.ne.gov/EducatorPrep/IHE/SkillsTesting/ContentTestScores.pdf). It is recommended candidates take the appropriate Praxis II Content Test(s) prior to the student teaching semester. Not all tests are given during a testing window, so candidates must check that the test they want to take is offered on the date they want to take the test prior to registering to take the test.

- **Effective September 1, 2014:** All candidates applying for certification in Nebraska must provide evidence they have **taken** the required Praxis II content test.

- **Effective September 1, 2015:** All candidates applying for certification in Nebraska must provide evidence they have **taken** the required Praxis II content test and **earned the required passing score.**