



## Nebraska Rule 24 Endorsements, Required *Praxis* Subject Assessment and School Leadership Series Content Tests, and Passing Scores

Effective September 1, 2015: All candidates applying for certification in Nebraska must provide evidence they have taken the required content test and received the required passing score to have the endorsement placed on a Nebraska teaching certificate for the first time.

NDE Rule 24 Endorsement (as of August 1, 2015)	Required <i>Praxis</i> Subject Assessment (from Educational Testing Service/ETS, Princeton, NJ)	Passing Score
Curriculum Supervisor	No content test requirement	
Principal	5411 Educational Leadership Administration and Supervision (ELAS)	145
Special Education Supervisor	5354 Special Education: Core Knowledge and Applications	151
Superintendent	6021 School Superintendent Assessment (SSA) <b>(NOTE: ETS School Leadership Series)</b>	152
Adapted Physical Education	No content test requirement	
Agricultural Education	5701 Agriculture	147
American Sign Language (subject)	No content test requirement	
American Sign Language (supp)	No content test requirement	
Anthropology	No content test requirement	
Art	5134 Art: Content Knowledge	158
Assessment Leadership	No content test requirement	
Basic Business	5101 Business Education: Content Knowledge	154
Bilingual Education	No content test requirement	
Biology	5235 Biology: Content Knowledge	148
Business, Marketing, Information Technology (BMIT)	5101 Business Education: Content Knowledge	154
Career Education	No content test requirement	
Chemistry	5245 Chemistry: Content Knowledge	140
Coaching	No content test requirement	
Cooperative Education –Div Occ	No content test requirement	
Driver Education	No content test requirement	
Early Childhood Education	No content test requirement	
Early Childhood Inclusive*	5024 Education of Young Children (Also accepted: 0021/5021 Education of Young Children)	160 for test #5024  (160 for test #0021/5021)
Earth and Space Science	5571 Earth and Space Science: Content Knowledge	147
Economics	5911 Economics	150
Elementary Education*	5017 EECIA Elementary Education: Curriculum and Instruction Assessment (Also accepted: 0011/5011 EECIA)	153  (159 for test #0011/5011)
English as a Second Language	No content test requirement	
English Language Arts	5039 English Language Arts: Content and Analysis	168
Family and Consumer Sciences	5122 Family and Consumer Sciences	153

<b>General Art (K-6)</b>	5134 Art: Content Knowledge	158
<b>Geography</b>	5921 Geography	157
<b>Health Education</b>	5551 Health Education (Also accepted: 0550/5550 Health Education)	155 for test #5551 (630 for test #0550/5550)
<b>Health and Physical Education</b>	5857 Health and Physical Education: Content Knowledge (Also accepted: 0856/5856 Health and Physical Education)	160 (for test #5857)  (151 for test #0856/5856)
<b>Health Occupations</b>	No content test requirement	
<b>High Ability Education</b>	No content test requirement	
<b>History</b>	5941 World and US History: Content Knowledge	147
<b>Horticulture Education</b>	No content test requirement	
<b>Industrial Technology Education</b>	No content test requirement	
<b>Information Technology</b>	No content test requirement	
<b>Instructional Technology Leadership</b>	No content test requirement	
<b>Instrumental Music</b>	5114 Music: Content and Instruction	152
<b>Journalism and Media Education</b>	No content test requirement	
<b>Mathematics</b>	5161 Mathematics: Content Knowledge	146
<b>Middle Grades Education</b>	Content Test not required at this time.	Pending endorsement review.
<b>Music</b>	5114 Music: Content and Instruction	152
<b>Physical Education</b>	5091 Physical Education: Content Knowledge	146
<b>Physics</b>	5265 Physics: Content Knowledge	131
<b>Political Science</b>	5931 Government/Political Science	149
<b>Psychology</b>	5391 Psychology	154
<b>Reading and Writing</b>	No content test requirement	
<b>Reading Specialist</b>	5301 Reading Specialist	164
<b>Religious Education</b>	No content test requirement	
<b>Reserve Officer Training Corp (ROTC)</b>	No content test requirement	
<b>School Counselor</b>	5421 Professional School Counselor	156
<b>School Librarian</b>	5311 Library Media Specialist	151
<b>School Psychologist</b>	5402 School Psychologist	147
<b>Science</b>	5435 General Science: Content Knowledge	148
<b>Secondary English</b>	5039 English Language Arts: Content and Analysis	168
<b>Secondary Transition Specialist</b>	No content test requirement	
<b>Skilled and Technical Science Ed</b>	No content test requirement	
<b>Social Science</b>	5081 Social Studies: Content Knowledge	154
<b>Sociology</b>	5952 Sociology	154
<b>Special Education</b>	5354 Special Education: Core Knowledge and Applications	151
<b>Special Education: Behavior Intervention Specialist</b>	No content test requirement	
<b>Special Education: Deaf or Hard of Hearing*</b>	5272 Special Education: Education of Deaf and Hard of Hearing Students	160
<b>Special Education: Early Childhood Special Education*</b>	5691 Special Education: Preschool/Early Childhood	159
<b>Special Education: Early Intervention Specialist</b>	No content test requirement	
<b>Special Education: Functional Academic Skills and Independent Living</b>	No content test requirement	

Special Education: Inclusion and Collaboration Specialist	No content test requirement	
Special Education: Visual Impairment*	5282 Special Education: Teaching Students with Visual Impairments	163
Speech	No content test requirement	
Speech-Language Pathologist	5331 Speech Language Pathology (Also accepted: 0330/5330 Speech Language Pathology)	162 (for test #5331) (600 for test #0330/5330)
Theatre	No content test requirement	
Vocal Music	5114 Music: Content and Instruction	152
Vocational Special Needs	No content test requirement	
World Language (Note testing window dates.)	5174 French: World Language	162
	5183 German: World Language	163
	5601 Latin	155
	5195 Spanish: World Language	156
<b>SPECIAL SERVICES ENDORSEMENTS</b>		
Audiologist	No content test requirement	Requires annual DHHS license
School Nurse	No content test requirement	Requires annual DHHS license
Speech Language Technician	No content test requirement	
Special Services Coaching	No content test requirement	

**PLEASE NOTE:**

\*EECIA (5017 Elementary Education Curriculum and Instruction Assessment) continues to be the NCLB requirement for all new-to-the-profession teachers with any assignment at the K-8 grade level, including elementary, early childhood, and special education. Test #5011/0011 is also accepted by NDE for NCLB purposes. (The NCLB testing requirement does not apply to Middle Grades, Art, Music, Reading Specialist, or World Language. Those with 7-12 endorsements in content areas are considered NCLB Qualified for instruction, grades 5-12.)

ETS RESOURCES: Study Companions and other resources (available at no cost):

<http://www.ets.org/praxis/prepare/materials> (Search by Test Name or Test Number)

6021 School Superintendent Assessment: <http://www.ets.org/sls/prepare/materials/6021>

*Note that not all tests are available during every testing window. Check dates before registering to take a test. More information is available at: [www.ets.org/praxis](http://www.ets.org/praxis).*

*Accommodations are available for those who require them:*

<http://www.ets.org/praxis/register/disabilities>.

**Testing Centers** in Nebraska for Core Academic Basic Skills tests and *Praxis* Subject Assessment or School Leadership Series Testing:

- Maps and directions:

<http://maprequest.ets.org/tcenter/MQResultsPRX.jsp?searchBy=LOC&country=US&state=NE>

- If a candidate takes a test in Nebraska, test scores are automatically reported to the Nebraska Department of Education. If candidates take tests outside of Nebraska, candidates **MUST** list the 'Nebraska Department of Education' (State Code 7643) as a 'Score Recipient' during the Praxis registration process in order for NDE to receive scores.

## Nebraska Clinical Practice Evaluation (Student Teaching Experience)

Name of Teacher Candidate: \_\_\_\_\_ Date of Evaluation: \_\_\_\_\_ Endorsement Area: \_\_\_\_\_

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

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

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

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

Standards*	Consistent	Frequent	Occasional	Rare
<b>Standard 6: Assessment</b>				
<i>Standard 6.1: The teacher candidate understands multiple methods of assessment.</i>				
<i>Standard 6.2: The teacher candidate uses multiple methods of assessment to engage students in their own growth, to monitor student progress, and to guide the teacher candidate's and student's decision making.</i>				
<b>Standard 7: Planning for Instruction</b>				
<i>Standard 7.1: The teacher candidate plans instruction that supports every student in meeting rigorous learning goals.</i>				
<i>Standard 7.2: The teacher candidate draws upon knowledge of content areas, curriculum, cross-disciplinary skills, technology, and pedagogy.</i>				
<i>Standard 7.3: The teacher candidate draws upon knowledge of students and the community context.</i>				
<b>Standard 8: Instructional Strategies</b>				
<i>Standard 8.1: The teacher candidate understands a variety of instructional strategies.</i>				
<i>Standard 8.2: The teacher candidate uses a variety of instructional strategies to encourage students to develop deep understanding of content areas and their connection and to build skills to apply knowledge in meaningful ways.</i>				
<i>Standard 8.3: The teacher candidate utilizes available technology for instruction and assessment.</i>				
<b>Standard 9: Professional Learning and Ethical Practice</b>				
<i>Standard 9.1: The teacher candidate engages in ongoing professional learning.</i>				
<i>Standard 9.2: The teacher candidate models ethical professional practice.</i>				
<i>Standard 9.3: The teacher candidate uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, other professionals, and the community), and adapts practice to meet the needs of each student.</i>				
<i>Standard 9.4: The teacher candidate models professional dispositions for teaching.</i>				
<b>Standard 10: Leadership and Collaboration</b>				
<i>Standard 10.1: The teacher candidate seeks opportunities to take responsibility for student learning.</i>				
<i>Standard 10.2: The teacher candidate seeks opportunities, including appropriate technology, to collaborate with students, families, colleagues, and other school professionals, and community members to ensure student growth.</i>				
<b>Standard 11: Impact on Student Learning and Development</b>				
<i>Standard 11.1: The teacher candidate works to positively impact the learning and development for all students.</i>				

\*Evaluation standards listed are based on Council of Chief State School Officers Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards, 2011.

**Comments (if any)**

**Default Question Block**

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Name of Student Teacher

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School Information

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Grade Level	<input type="text"/>
Subject	<input type="text"/>
School Name	<input type="text"/>
District	<input type="text"/>
Cooperating Teacher	<input type="text"/>
CSM Supervisor	<input type="text"/>

This form is for which type of evaluation:

- 
- Mid Term
- Final

Please evaluate the following 9 principles using the levels of: exemplary, proficient, developing or unacceptable. For optimal growth and reflection from the student teacher please provide comments wherever possible.

A narrative explanation of the rating levels is below for your reference.

***Exemplary A***

Candidate demonstrates an exemplary level of knowledge, disposition, and performances for an individual entering the profession as a beginning teacher. Showed at all times and to an exemplary level initiative, resourcefulness, ability to integrate coursework, feedback, and information gained from observations/questions into planning and implementation. Candidate will enter the profession with exemplary skills and have a highly successful induction year, requiring no major supports.

***Proficient B***

Candidate demonstrates a proficient level of knowledge, disposition, and performances for an individual entering the profession as a beginning teacher. Showed proficient initiative, resourcefulness, ability to integrate coursework, feedback, and information gained from observations/questions into planning and implementation. Candidate will enter the profession and with minimum supervisory support, as is frequently available to beginning teachers, will be a successful teacher.

***Developing C***

Candidate demonstrates a developing level of knowledge, disposition, and performances for an individual entering the profession as a beginning teacher. Generally, although lacking in some specific area, the individual shows initiative, resourcefulness, ability to integrate coursework, feedback, and information gained from observations/questions into planning and implementation. Candidate will enter the profession with the need for

continued support, but has the potential to be a successful teacher.

**Unacceptable D**

Candidate demonstrates a pattern of an unacceptable level of knowledge, disposition, and performances for an individual entering the profession as a beginning teacher. Concern was expressed at various times during the semester about lack of initiative, resourcefulness, ability to integrate coursework, feedback, and information gained from observations/questions into planning and implementation. Candidate does not exhibit a standard of performance that will allow recommendation for employment as a teacher.

**LEARNER DEVELOPMENT:** Provides opportunities that support intellectual, social, and personal growth of learners.

	Exemplary	Proficient	Developing	Unacceptable
Intellectual Growth Uses a variety of tools to determine student's ability and prior knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Growth Uses a variety of tools to determine student's ability and prior knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal Development Incorporates opportunities for social development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Comments**

**PLANNING:** Plans well organized instruction based on student developmental level and standards. Uses a variety of appropriate strategies which promote both conceptual development and higher level thinking. Uses central concepts and tools of inquiry to create meaningful learning experiences for students

	Exemplary	Proficient	Developing	Unacceptable
Pre-assessment Uses a variety of tools to determine student's ability and prior knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organization of plans Is well organized with written daily and unit plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of professional literature Applies knowledge from the professional literature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appropriate plans Uses plans that are appropriate to student level and background. Meets state standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Content Knowledge Explains content accurately and clearly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Choices of content Uses appropriate content materials and tools of inquiry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student experiences Engages students in meaningful learning experiences where they can construct their own knowledge using a wide array of tasks and materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Comments

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**ASSESSMENT AND EVALUATION:** Uses informal and formal measurements to make formative and summative evaluations which accurately assess meaningful learning.

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Expectations Has high expectations for all student learning	Exemplary	Proficient	Developing	Unacceptable
Performance Requires students to apply knowledge in authentic settings	Exemplary	Proficient	Developing	Unacceptable
Formative Provides continuous appropriate feedback to students	Exemplary	Proficient	Developing	Unacceptable
Summative Uses summative evaluations based on multiple measures which give an accurate accounting of learning	Exemplary	Proficient	Developing	Unacceptable
Measurements Produces valid and reliable measurements of instructional objectives	Exemplary	Proficient	Developing	Unacceptable

## Comments

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**TECHNOLOGY:** Uses a variety of media to supplement instruction.

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Print Uses textbooks effectively and other readings/text to supplement instruction	Exemplary	Proficient	Developing	Unacceptable
Non-print Uses white/chalk board, projector, charts, etc. effectively	Exemplary	Proficient	Developing	Unacceptable
Electronic Provides continuous appropriate feedback to students	Exemplary	Proficient	Developing	Unacceptable

## Comments

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**MEETING NEEDS OF ALL STUDENTS** Implements learning activities for students with special needs. Engages all students in learning activities by providing for differences in gender, socioeconomic status, culture, and English language proficiency.

	Exemplary	Proficient	Developing	Unacceptable
Student needs Modifies instructional approaches and materials for students with special needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resources Uses IEP and/or consults with special education, reading or ESL teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional strategies Uses strategies such as visuals, graphic organizers, gestures, and appropriate communication modifications to better teach all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom climate Helps students respect contributions made by diverse learners in the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum Includes multiple perspectives when presenting and assessing curriculum content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

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**INSTRUCTION:** Uses reading and writing as well as other strategies to enhance student learning and develop students' critical thinking, problem solving, and performance skills.:

	Exemplary	Proficient	Developing	Unacceptable
Reading/writing Uses and teaches a variety of reading and writing strategies to help students learn content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Variety Uses a variety of appropriate teaching strategies to help students attain knowledge that is usable and applicable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussions Uses higher order questions to promote student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical Thinking Implements quality inquiry learning experiences that require students to analyze, connect and investigate concepts and problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

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**MANAGEMENT & MOTIVATION:** Produces a positive, orderly classroom climate; shows care and respect for each student to orchestrate lessons which engage them in learning

	Exemplary	Proficient	Developing	Unacceptable
Climate Conducts a friendly, energetic, and businesslike classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organization Organized with planning and thus instruction – students have clearly communicated expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time management Uses all of class time efficiently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivation/Engagement Creates an engaging learning environment where students are on task and interested in the learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

**COMMUNICATION:** Provides clear instruction and valuable feedback.

	Exemplary	Proficient	Developing	Unacceptable
Oral Projects well when teaching; is confident and articulate when teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Written Writes professionally with clarity, conciseness, and attention to detail	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpersonal Is approachable, assertive, and helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

**COOPERATION/COLLABORATION:** Works with other professionals and with parents to achieve school mission.

	Exemplary	Proficient	Developing	Unacceptable
Collegiality Frequently seeks and offers assistance to other teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School staff Utilizes school staff and teacher assistants appropriately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents Has professional formal and informal contact with parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Community Utilizes community resources; becomes a part of the surrounding community

Exemplary Proficient Developing Unacceptable

Comments

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**PROFESSIONALISM: Demonstrates professionalism by seeking and using knowledge of current literature, associating with other professionals, reflecting on practice, and performing in a legal and ethical manner.**

Professional Association Associates with other professional; attends meetings, joins professional societies, reads relevant literature

Exemplary Proficient Developing Unacceptable

Reflection Changes practice based on input from others and then reflection

Exemplary Proficient Developing Unacceptable

Legal/ethical Uses classroom practices that are legal and ethical

Exemplary Proficient Developing Unacceptable

Reliable Completes work in a timely manner, meets all professional expectations

Exemplary Proficient Developing Unacceptable

Comments

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This form was discussed by all above on the following date

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List the names of all individuals who discussed this evaluation

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Date of Conference

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This is the end of the evaluation. Selecting the arrows below will submit your evaluation. Once your survey is complete please email Claudia Wickham at [cwickham@csu.edu](mailto:cwickham@csu.edu). She will send you a PDF of your evaluation to review with your student teacher. Thank you for your partnership!

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Case Study – ECE,EDU,SPE 495 Student Teaching Seminar

Rubric

<b>Section 1 Contextual Factors</b>	<b>1 Indicator Not Met</b>	<b>2 Indicator Partially Met</b>	<b>3 Indicator Met</b>
Description of School Context	Teacher displays minimal, irrelevant, or biased knowledge of the school's location, ethnic, cultural and socioeconomic diversity.	Teacher displays some knowledge of the school's location, ethnic, cultural and socioeconomic diversity.	Teacher displays comprehensive knowledge of the school's location, ethnic, cultural and socioeconomic diversity.
Description of Class/Student Context	Teacher displays minimal stereotypical, or irrelevant knowledge of student differences (e.g., development, interests, culture, learning styles, prior learning).	Teacher displays some knowledge of student differences (e.g., development, interests, culture, learning styles, prior learning).	Teacher displays comprehensive knowledge of student differences (e.g., development, interests, culture, learning styles, prior learning).
Implications for Instructional Planning and Assessment	Teacher does not provide implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics OR provides inappropriate implications.	Teacher provides general implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.	Teacher provides specific implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.
<b>Section 2 Learning Goals</b>	<b>1 Indicator Not Met</b>	<b>2 Indicator Partially Met</b>	<b>3 Indicator Met</b>
Clarity and appropriateness	Goals are not stated clearly as learning outcomes.	Most of the goals are clearly stated as learning outcomes and are generally appropriate for the level and content of unit.	All of the goals are clearly stated as learning outcomes and are appropriate for the level and content of unit.
Appropriateness For Students	Goals are not appropriate for the development; pre-requisite knowledge, skills, experiences; or other student needs.	Some goals are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs.	All goals are appropriate for the development; pre-requisite knowledge, skills, experiences and other student needs.
Alignment with National CORE, State or Local Standards	Goals are not aligned with national, state or local standards.	Some goals are aligned with national, state or local standards.	All of the goals are explicitly aligned with national, state or local standards.
<b>Section 3 Assessment Plan</b>	<b>1 Indicator Not Met</b>	<b>2 Indicator Partially Met</b>	<b>3 Indicator Met</b>
Alignment with Learning Goals and Instruction	The learning goals are not assessed through the assessment plan.	Some of the learning goals are assessed through the assessment plan, but some are not congruent with learning goals.	Each of the learning goals is assessed through the assessment plan;

			assessments are congruent with the learning goals.
Clarity Assessment plan	Assessment plan is not clear or thorough enough to be followed.	Assessment plan is noted but lacks clarity in some places. Pre-test, formative and summative assessments are noted but could be more thorough or clear.	Assessment plan is clear and thorough. Pre-test, formative and summative assessments are clear and logical.
Differentiations	Teacher does not note differentiations to assessments that are appropriate to meet the individual needs of students.	Teacher notes some differentiations to assessments that are appropriate to meet the individual needs of some students.	Teacher notes differentiations to assessments that are appropriate to meet the individual needs of most students.
<b>Section 4 Design for Instruction</b>	<b>1 Indicator Not Met</b>	<b>2 Indicator Partially Met</b>	<b>3 Indicator Met</b>
Alignment with Learning Goals	Few lessons are explicitly linked to learning goals. Few learning activities, assignments and resources are aligned with learning goals.	Most lessons are explicitly linked to learning goals. Most learning activities, assignments and resources are aligned with learning goals.	All lessons are explicitly linked to learning goals. All learning activities, assignments and resources are aligned with learning goals.
Lesson and Unit Structure	The lessons within the unit are not logically organized or sequenced.	The lessons within the unit have some logical organization and appear to be somewhat useful in moving students toward achieving the learning goals.	All lessons within the unit are logically organized and appear to be useful in moving students toward achieving the learning goals.
Use of a Variety of Instruction, Activities, Assignments and Resources	Little variety of instruction, activities, assignments, and resources. Heavy reliance on textbook or single resource (e.g., work sheets).	Some variety in instruction, activities, assignments, or resources but with limited contribution to learning.	Significant variety across instruction, activities, assignments, and/or resources. This variety makes a clear contribution to learning.
Use of Technology	Technology is inappropriately used OR teacher does not use technology, and no (or inappropriate) rationale is provided.	Teacher uses technology but it does not make a significant contribution to teaching and learning OR teacher provides limited rationale for not using technology.	Teacher integrates appropriate technology that makes a significant contribution to teaching and learning OR provides a strong rationale for not using technology.
<b>Section 5 Instructional Decision Making</b>	<b>1 Indicator Not Met</b>	<b>2 Indicator Partially Met</b>	<b>3 Indicator Met</b>
Sound instructional adjustments made	Instructional adjustments made to lessons are lacking.	Instructional adjustments made to lessons are limited or not linked to improved student learning.	Instructional adjustments made to lessons are sound and will lead to improved student learning.
Differentiation based on analysis of student learning	Teacher treats class as “one plan fits all” with no differentiation.	Some modifications of the instructional plan are made to address individual student needs.	Appropriate modifications of the instructional plan are made to address individual needs. Differentiation is informed by the analysis of student

			learning/performance, best practice, or contextual factors. The student includes explanation of why the differentiation would improve student progress.
<b>Section 6 Analysis of Student Learning</b>	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met
Graphic presentation of data is clear and accurate (charts and graphs)	Presentation of data is limited or not clear.	Presentation of data is understandable but could be more detailed.	Presentation of data is easy to understand and thorough.
Analysis of assessment results	Analysis of assessment results includes little evidence of the number of students who achieved and made progress toward each learning goal.	Analysis of assessment results includes some evidence of the number of students who achieved and made progress toward each learning goal.	Analysis of assessment results includes detailed evidence of the number of students who achieved and made progress toward each learning goal.
<b>Section 7 Reflection and Self-Evaluation</b>	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met
Interpretation of Student Learning	No evidence or reasons provided to support conclusions drawn in “Analysis of Student Learning” section.	Provides evidence but simplistic reasons or hypotheses to support conclusions drawn in “Analysis of Student Learning” section.	Uses evidence to support conclusions drawn in “Analysis of Student Learning” section. Explores multiple hypotheses for why some students did not meet learning goals.
Insights on Effective Instruction and Assessment	Provides no rationale for why some activities or assessments were more successful than others.	Identifies successful and unsuccessful activities or assessments and superficially explores reasons for their success or lack thereof (no use of theory or research).	Identifies successful and unsuccessful activities and assessments and provides plausible reasons (based on theory or research) for their success or lack thereof.
Implications for Future Teaching	Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment.	Provides ideas for redesigning learning goals, instruction, and assessment but offers no rationale for why these changes would improve student learning.	Provides ideas for redesigning learning goals, instruction, and assessment and explains why these modifications would improve student learning.
Implications for Professional Development	Provides no professional learning goals or goals that are not related to the insights and experiences described in this section.	Presents professional learning goals that are not strongly related to the insights and experiences described in this section and/or provides a vague plan for meeting the goals.	Presents a small number of professional learning goals that clearly emerge from the insights and experiences described in this section. Describes specific steps to meet these goals.

<b>Not Met</b> (<70%)	<b>Partially Met</b> 70 – 95%	<b>Met</b> (>95%)
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## Spring 2016 Case Study Rubric

This assignment is designed to measure your competence as it relates to INTASC Standards 2, 6, 7 and 8 and CSM Teacher Education Outcomes 1.1, 2.1, 2.2, 3.5, 5.2, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, and 7.1. The case study provides pre-service teachers an opportunity to evaluate the contextual factors of their clinical setting (section 1), establish a unit plan learning objective (section 2), and design an assessment plan with effective instruction (section 3) to be used within the unit itself (section 4: design for instruction). Throughout the instruction of the unit (section 4), the pre-service teacher is required to document and evaluate his/her instructional decision making (section 5) and analyze the student learning using visual representations of data (section 6). Finally, the pre-service teachers reflect and self-evaluate the student learning, effective instruction and assessment, implications for future teaching and implications for professional development (section 7).

Directions: Choose one (1) major unit which you will be responsible for the planning and teaching. Discuss this with your cooperating teacher. Complete the following seven (7) sections to complete the case study. The case study will be presented at the Graduate Symposium presentation (date TBA.)

<b>Section 1 Contextual Factors</b>	Revisions Required Indicator Not Met	4 Indicator Partially Met	5 Indicator Met
Description of School Context (5)	Teacher displays minimal, irrelevant, or biased knowledge of the school's location, ethnic, cultural and socioeconomic diversity without naming the school or district.	Teacher displays some knowledge of the school's location, ethnic, cultural and socioeconomic diversity without naming the school or district.	Teacher displays comprehensive knowledge of the school's location, ethnic, cultural and socioeconomic diversity without naming the school or district.
Description of Class/Student Context (x2)=10	Teacher displays minimal stereotypical or irrelevant knowledge of student differences (e.g., development, interests, culture, learning styles, prior learning) and accommodations/modifications according to the IEP.	Teacher displays some knowledge of student differences (e.g., development, interests, culture, learning styles, prior learning)	Teacher displays comprehensive knowledge of student differences, obtained through the careful design and delivery of interest and learning style inventory and accommodations/modifications according to the IEP.
Implications for Instructional Planning and Assessment	Teacher does not provide implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics OR provides	Teacher provides general implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics including	Teacher provides specific <b>research based</b> (2 sources required) implications for instruction and assessment based on student individual differences and community, school, and classroom



(x3)=15	inappropriate implications including accommodations/modifications.	accommodations/modifications according to the IEP.	characteristics including and specific accommodations/modifications according to the IEP.
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<b>Section 2 Research Question &amp; Learning Objective</b>	<b>REVISIONS REQUIRED Indicator Not Met</b>	<b>4 Indicator Partially Met</b>	<b>5 Indicator Met</b>
Research Question			
Clarity and appropriateness (5)	The objective is not appropriate.	An objective is identified but needs additional clarification using a different verb, more specific topic of study and/or how growth will be measured.	An appropriate objective is clearly stated; it includes an appropriate Bloom's verb, the topic of study and how growth will be measured.
Alignment with National CORE, State or Local Standards (5)	The objective is not aligned with national, state or local standards.	The objective is aligned with national, state or local standards.	The objectives are explicitly aligned with national, state or local standards.
<b>Section 3 Assessment Plan</b>	<b>REVISIONS REQUIRED Indicator Not Met</b>	<b>4 Indicator Partially Met</b>	<b>5 Indicator Met</b>
Alignment with Learning objective and Instruction (5)	The learning objective is not assessed and documented through the assessment plan. Assessment plan will likely fail to provide evidence of students' growth.	The learning objective is assessed and documented through the assessment plan, but may not provide evidence of students' growth.	Each of the learning objectives are assessed and documented throughout the assessment plan; assessments will provide evidence of students' growth.
Clarity Assessment plan (5)	Assessment plan is not clear or thorough enough to be followed.	Assessment plan is noted but lacks clarity in some places. Pre-test, formative and summative assessments are noted but could be more thorough or clear.	Assessment plan is clear and thorough. Pre-test, formative and summative assessments are clear and logical.

Differentiation (x2)=10	Teacher does not note differentiations to assessments that are appropriate to meet the individual needs of students including all students on IEP.	Teacher notes some differentiations to assessments that are appropriate to meet the individual needs of some students including some students on IEP.	Teacher notes specific and individualized differentiation to assessments that are appropriate to meet the individual needs of all students including all students on IEPs.
<b>Section 4 Design for Instruction</b>	REVISIONS REQUIRED Indicator Not Met	4 Indicator Partially Met	5 Indicator Met
Alignment with Objective (5)	Few lessons are explicitly linked to learning objective. Few learning activities, assignments and resources are aligned with learning objective.	Most lessons are explicitly linked to learning objective. Most learning activities, assignments and resources are aligned with learning objective.	All lessons are explicitly linked to learning objective. All learning activities, assignments and resources are aligned with learning objective.
Unit Structure (5)	The lessons within the unit are not logically organized or sequenced.	The lessons within the unit have some logical organization and appear to be somewhat useful in moving students toward achieving the learning objective.	All lessons within the unit are logically organized and appear to be useful in moving students toward achieving the learning objective.
Use of a Variety of Instruction, Activities, Assignments and Resources (5)	Little variety of instruction, activities, assignments, and resources. Heavy reliance on textbook or single resource (e.g., worksheets).	Some variety in instruction, activities, assignments, or resources but with limited contribution to learning.	Significant variety across instruction, activities, assignments, and/or resources. This variety makes a clear contribution to learning.
Use of Technology (5)	Technology is inappropriately used OR teacher does not use technology, and no (or inappropriate) rationale is provided.	Teacher uses technology but it does not make a significant contribution to teaching and learning OR teacher provides limited rationale for not using technology.	Teacher integrates appropriate technology that makes a significant contribution to teaching and learning OR provides a strong rationale for not using technology.
<b>Section 5 Instructional Decision Making</b>	REVISIONS REQUIRED Indicator Not Met	4 Indicator Partially Met	5 Indicator Met

Instructional Adjustments (5)	Instructional adjustments made to lessons are lacking.	Instructional adjustments were limited.	Sound instructional adjustments were made to lessons that likely led to improved student learning.
Differentiation/ Modifications (x2)=10	Teacher treats class as “one plan fits all” with no differentiation.	Some differentiation/modifications of the instructional plan are made to address individual student needs during direct instruction of the lessons.	Appropriate differentiation/modifications of the instructional plan were made to address individual needs. Differentiation was informed by the analysis of students’ learning <b>while teaching</b> . The student includes explanation of why the differentiation(s) likely improved student progress.
<b>Section 6 Analysis of Student Learning</b>	REVISIONS REQUIRED Indicator Not Met	4 Indicator Partially Met	5 Indicator Met
Graphic presentation of quantitative data (5)	Presentation of quantitative data is limited or not clear.	Presentation of quantitative data is understandable but could be more detailed.	Presentation of data is quantitative data is easy to understand and thorough.
Analysis of quantitative assessment results (x2)=10	Analysis of assessment results includes little evidence of the of number of students who achieved/made progress toward the objective.	Analysis of assessment results includes some evidence of the number of students who achieved/made progress toward the objective.	Analysis of assessment results includes detailed evidence of the number of students who achieved/made progress toward the objective with quantitative data.
Graphic presentation of qualitative data (5)	Presentation of qualitative data is limited or not clear.	Presentation of qualitative data is understandable but could be more detailed.	Presentation of data is qualitative data is easy to understand and thorough.
Analysis of qualitative assessment results (x2)=10	Analysis of qualitative assessment results includes little evidence of the of number of students who achieved and made progress toward the objective.	Analysis of qualitative assessment results includes some evidence of the number of students who achieved and made progress toward the objective.	Analysis of qualitative assessment results includes detailed evidence of the number of students who achieved and

			made progress toward the objective with qualitative data.
<b>Section 7 Reflection and Self-Evaluation</b>	REVISIONS REQUIRED Indicator Not Met	4 Indicator Partially Met	5 Indicator Met
Interpretation of Student Learning (x3)=15	No evidence or reasons provided to support conclusions drawn in “Analysis of Student Learning” section.	Provides evidence (less than 3) but simplistic reasons or hypotheses to support conclusions drawn in “Analysis of Student Learning” section.	Uses evidence to support conclusions drawn in “Analysis of Student Learning” (Section 6). Explores multiple hypotheses (at least 3) for why some students did not meet learning goals.
Analysis of Effective Instruction and Assessment (x3)=15	Provides no analysis for why some activities or assessments were more successful than others. Lacking evidence of in-text citations from resources. Missing APA reference list at bottom of the page.	Analyzes successful and unsuccessful activities or assessments and superficially explores reasons for their success or lack thereof (no use of theory or research). Includes in-text support from 1-2 references in APA format. Includes references in APA format at bottom of the page.	Analyzes successful and unsuccessful activities and assessments and provides plausible reasons ( <b>based on theory or research</b> ) for their success or lack thereof. Includes in-text support from at least three references in APA format. Includes references in APA format at bottom of the page.
Implications for Future Teaching (x3)=15	Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment. Provides no link to analysis of instruction.	Provides ideas for redesigning learning goals, instruction, and assessment but offers no rationale for why these changes would improve student learning in the future. Links to analysis of effective instruction.	Provides specific ideas for redesigning learning goals, instruction, and assessment and <b>explains why</b> these modifications would likely improve student learning beyond what was accomplished in the teaching of this unit. Links directly to analysis of effective instruction and assessment.

Implications for Professional Development (x3)=15	Provides no professional learning goals or goals that are not related to the insights and experiences described in this section.	Presents professional learning goals that are not strongly related to the insights and experiences described in this section and/or provides a vague plan for meeting the goals.	Presents a minimum of 3 professional learning goals that clearly emerge from the insights and experiences described in this case study. Describes specific steps to meet these goals.
Academic Writing (x4)=20	Writing has more than 3 errors in grammar and/or punctuation. The format is random and difficult to follow.	Writing has 2-3 errors in grammar and/or punctuation. The format does not follow APA guidelines.	Writing uses proper grammar and punctuation throughout. The format follows the guidelines. Writing is free of typographical errors.
<b>Section 8 Symposium Takeaway and Presentation</b>	REVISIONS REQUIRED Indicator Not Met	4 Indicator Partially Met	5 Indicator Met
Design of the handout (5)	Revisions will be required prior to the symposium if the handout does not meet the required standard.		Fonts are legible and add to the design of the handout. Layout of the handout clarifies case study requirements and highlights your reflection.
Summary of case study (SIDE 1) (5)			Handout includes a brief summary of student population (without names), unit of study, objective(s) for class/unit, successes and/or setbacks in planning, teaching, visual representation of data and an explanation of growth/learning.
Reflection of Experience (SIDE 2) (5)			Provides audience with an insightful reflection of your experience. Format options include, but are not limited to: <i>Ideas include Top 10 Things I Learned, How to Use Data in Your Favor, How to Survive the Case Study</i>
Presentation of handout to MAT students (5)	Shares handout with MAT students but fails to engage the audience.	Shares handout with MAT students.  Audience members are engaged but dialogue is limited.	Shares handout with MAT students in a poised and confident manner. Presentation holds the attention of the audience and encourages dialogue. Solicits questions and offers positive

			insight into the project. Presents challenges as areas of growth (no complaining allowed :))
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## EVALUATION OF EDUCATION STUDENT RESEARCH

Criteria:

Use the ranking scale of 10 – 1. 10 indicates superior (A+) score and 1 indicates unsatisfactory score (D-) score.

**Knowledge of Topic**

Presentation shows background knowledge of subject area.  
 Information is presented clearly and concisely.  
 Examples and illustrations are appropriate to topic.

Comments

10    9    8    7    6    5    4    3    2    1

**Originality**

Presentation displays personal ideas and conclusions regarding topic and findings.  
 Presentation exhibits imaginative ideas or variety in word choice when appropriate.

10    9    8    7    6    5    4    3    2    1

**Organization**

Information is presented in orderly, logical research style.  
 Researcher presented effective introduction.  
 Researcher presented research question, hypothesis, and conclusion.

10    9    8    7    6    5    4    3    2    1

**Style**

References were credited in conventional and professional style.  
 Transitions were presented smoothly.  
 Vocabulary and discussion were appropriate to subject matter, presenter, and audience.

10    9    8    7    6    5    4    3    2    1

**Research**

Research design was appropriate to study.  
 Research plan was well-constructed and implemented.  
 Depth of research was appropriate to presenter.

10    9    8    7    6    5    4    3    2    1

**Oral Presentation**

Presenter appeared poised and composed.  
 Presenter projected adequately.  
 Presenter appeared confident and knowledgeable when responding to questions and comments.

10    9    8    7    6    5    4    3    2    1

<b>Not Met</b> ( < 7.0 )	<b>Met</b> ( 7.0-9.5 )	<b>Exceeds</b> ( > 9.5 )
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# EDU 527: History, Philosophy, and Trends

## Literature Review Paper

### Literature Review:

A literature review is a text written by someone to consider the critical points of current knowledge, including substantive findings, as well as theoretical and methodological contributions to a particular topic. Literature reviews are secondary sources and as such do not report any new or original experimental work. Most often associated with academic-oriented literature such as a thesis or peer-reviewed article, a literature review usually precedes a research proposal and results section

### Literature Review Paper for 527:

Students will have the opportunity to choose a relevant educational topic which is of interest to him or her. The student will research the topic, identifying no less than 15 peer-reviewed journal articles pertaining to the current knowledge base on the topic. After reading and synthesizing the information on the topic, students will organize related information in a 20 page review of the literature. The paper's main focus is to inform readers on the subject of existing research on the topic. Topics must be approved by the instructor before research begins and consistent progress must be demonstrated on the Literature Matrix document. APA style is a requirement and the use of Smarthinking and/or a qualified editor is recommended.

For additional questions, please contact Dr. Rose-Woodward at [jrose-woodward@csm.edu](mailto:jrose-woodward@csm.edu).



**College of Saint Mary**  
**EDU 527: History, Philosophy, and Trends**  
**Literature Review Rubric**

<b>Criteria 200 points</b>	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Needs Improvement</b>	<b>Score</b>	<b>Notes</b>
Introduction	Introduction section captures reader's interest and provides a background for understanding the problem, issue, or question. (50 points)	There is a background for understand the problem, issue, or questions, but the introduction does not capture reader's interest. (40 points)	Introduction section does not provide an understanding of the problem, issue, or question and does not create interest in the reader. Revision is required. Please see instructor for details.		
Review of the Literature	Topics related to the problem, issue, or question are covered in depth and themes are consistently supported by the evidence. (50 points)	Topics related to the problem, issue, or question are sufficiently covered and/or themes are inconsistently supported by the evidence. (40 points)	Topics related to the problem, issue, or question are inadequately covered and/or themes are inconsistently supported by the evidence. Revision is required. Please see instructor for details.		
Flow of Paper	Paper exemplifies scholarly writing with organized paragraphs organized which flow well from one to the next. (25 points)	Paper exemplifies few problems with the flow from one section or paragraph to another. (20 points)	Paper has multiple sections which are disjointed and the overall flow makes it difficult for the reader to follow. Revision is required. Please see instructor for details.		

References	In text citations and reference section contain minimal APA errors. All references listed are cited within the text. Required number of references are cited. (25 points)	In text citations and reference section contain multiple APA errors. Some references are not cited within the text or do not appear on the references page. Required number of references are cited. (20 points)	In text citations and reference section contain numerous APA errors. Many references are not cited within the text or do not appear on the reference page. Required number of references are not cited. Revision is required. Please see instructor for details.		
Conclusion	Conclusion section clearly and concisely summarizes the main points of the literature review. (25 points)	Conclusion section summarizes most of the main points of the literature review. (20 points)	Conclusion section does not summarize the main points of the literature review. Revision is required. Please see instructor for details.		
Writing Style and Conventions	Writing is clear and succinct with no spelling, grammar, or punctuation errors. There are no problems with sentence structure. APA guidelines are followed. (25 points)	Writing is generally clear and succinct, but has minimal with spelling, grammar, or punctuation errors. There may or may not be minimal problems with sentence structure. APA guidelines are followed. (20 points)	Writing is unclear with multiple spelling, grammar, or punctuation errors. There are problems with sentence structure. APA guidelines are not followed. Revision is required. Please see instructor for details.		
Total Points:					