



SUBMIT REPORTS

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York College
 Traditional Program
 2008-09

Print Report Card

Program Information

Name of Institution: York College
Institution/Program Type: Traditional
Academic Year: 2008-09
State: Nebraska

Address: 1125 E. 8th St.

 York, NE, 68467

Contact Name: Dr. Kathleen Wheeler
Phone: 402 363 5696
Email: kbwheeler@york.edu

Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: No

TQE partnership name or grant number, if applicable:

Section I.a Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

Element	Undergraduate	Postgraduate
Application	Yes	NA
Fee/Payment	Yes	NA
Transcript	Yes	NA
Fingerprint check	No	NA
Background check	No	NA
Experience in a classroom or working with children	Yes	NA
Minimum number of courses/credits/semester hours completed	Yes	NA
Minimum high school GPA	Yes	NA
Minimum undergraduate GPA	Yes	NA
Minimum GPA in content area coursework	Yes	NA
Minimum GPA in professional education coursework	Yes	NA
Minimum ACT score	No	NA
Minimum SAT score	No	NA
Minimum GRE score	No	NA
Minimum basic skills test score	Yes	NA
Subject area/academic content test or other subject matter verification	Yes	NA
Minimum Miller Analogies test score	No	NA
Recommendation(s)	Yes	NA
Essay or personal statement	Yes	NA
Interview	Yes	NA
Resume	Yes	NA
Beachelor's degree or higher	Yes	NA

Job offer from school/district	No	NA
Personality test (e.g.,Myers-Briggs Assessment)	No	NA
Other (specify:)	No	NA

Provide a link to your website where additional information about admissions requirements can be found:

<http://www.york.edu/academics/edu/deptLasp>

Indicate when students are formally admitted into your initial teacher certification program:

Junior year may be at the end of the sophomore year

Does your initial teacher certification program conditionally admit students? No

Please provide any additional about or exceptions to the admissions information provided above:

YORK COLLEGE

TEACHER EDUCATION

"Educating Minds and Hearts in America's Heartland"

Candidate

HANDBOOK

Revised 8/31/09

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WELCOME TO YORK COLLEGE

TEACHER EDUCATION

The faculty of Teacher Education would like to congratulate you on your decision to consider making teacher education your career. Teaching is the noblest of all professions, which enables a person to touch the lives of countless young people.

This handbook is designed to help guide you through the Teacher Education program at York College so that you will make the most efficient use of your time on campus and be ready to enter the profession at the earliest date possible.

Please read this handbook carefully and, when you have questions, please feel free to speak to a member of the York College Teacher Education Division

YORK COLLEGE STATEMENT

OF MISSION AND PURPOSES

Mission Statement:

The mission of York College is to transform lives through Christ-centered education and to equip students for lifelong service to God, family, and society.

Purposes:

To provide students with Biblical teachings leading to the development of moral and spiritual values, and appreciation of N.T. Christianity.

To provide students with quality, academic, liberal arts programs in the arts, sciences, and professional areas.

To provide students with an environment where tolerance, dialog, and the pursuit of truth are honored, enabling them to mature in spiritual, academic, and community life.

Core Values:

Spiritual

We believe that God, His word, and His will are sovereign, and that Jesus Christ is His Son.

Academic

We strive to develop lives of faith and learning through the pursuit of integrity and academic excellence.

Individual

We welcome each student as a meaningful part of York College, encouraging individual responsibility, personal integrity, and spiritual maturity.

Community

We value each student and the diversity of our student body, and strive to build a sense of unity and service in communities both on and off campus.

Health and Wellness

We support the positive development of the physical and emotional health and wellness of each student. Promote a spirit of both service and leadership among our students.

Conceptual Framework chart

The Conceptual Framework

as

York College Teacher Education Candidate Proficiencies

The mission of York College is to provide a quality liberal arts education leading to an understanding and philosophy of life consistent with Christian ideals. Building on the foundations of Christian Principles and General Education, the York College Teacher Education Program strives to prepare students to become Effective Christian Educators who are Reflective Practitioners and Facilitators of Learning and who demonstrate Leadership Through Service, leading to the ultimate goal of Life-Long Learning. Recognizing the importance of Diversity, in an ever-changing world, York College Teacher Education holds the following as goals and objectives, which are expressed as candidate proficiencies.

Subject Matter:

*The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

As a result, the candidate:

? has enthusiasm for the discipline(s) he/she teaches and sees connections to everyday life.

? can relate his/her disciplinary knowledge to other subject areas by creating interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas.

? engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.

? develops and uses curricula that encourages students to see, question, and interpret ideas from diverse perspectives.

? effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings.

? demonstrates a sound understanding of technology.

? realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving, keeping abreast of new ideas and understandings in the field.

Student Development and Learning:

*The candidate understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

*The candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

As a result, the candidate:

? stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students' experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks that lead to the next level of development.

? encourages discussion, listens and responds to group interaction and elicits student thinking.

? knows about areas of exceptionality in learning, including learning disabilities, visual and perceptual difficulties, and special physical or mental challenges and identifies when and how to access appropriate services or resources to meet exceptional learning needs.

? understands how learning occurs and identifies and designs instruction appropriate to students' stages of development, learning styles, strengths and needs by using a variety of instructional strategies that promote student learning.

? understands how to develop a well grounded framework based on knowledge of diversity and how students' learning is influenced by language, culture, family and community.

? appreciates and values human diversity and believes that all children can learn at high levels and persists in helping all children achieve success.

? appreciates and shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence.

? creates a learning community in which individual differences are respected.

Instructional Strategies and Facilitators of Learning:

*The candidate understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

*The candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

*The candidate uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

*The candidate plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

As a result, the candidate:

? understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.

? values both long-term and short-term planning.

? creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.

? knows when and how to adapt planning, instruction and evaluation based on student responses, ideas, and needs, and also other contingencies, by using alternative teaching strategies and materials to achieve different instructional purposes.

? knows how to help people work productively and cooperatively with each other in complex social settings while varying his/her role (e.g. instructor, facilitator, coach, audience).

? knows how to enhance learning through the uses of a wide variety of materials, as well as, human and technological resources.

? organizes, allocates, and manages the resources of time, space, activities, and attention to provide active engagement of students in productive tasks.

? recognizes the importance of nonverbal, as well as, verbal communication.

? understands the advantages and limitations associated with cooperative learning, whole group discussion, independent study, and interdisciplinary instruction.

? knows how to ask questions that call for various levels of thinking, and to stimulate discussion in different ways for particular purposes.

? recognizes and promotes the value and use of intrinsic motivation to help students become self-motivated for life-long growth and learning.

? understands and demonstrates a sensitivity to cultural and gender differences in the classroom.

? understands the principles of effective classroom management and uses a range of strategies to promote positive relationships, cooperation, and positive/purposeful learning in the classroom.

? plans and designs effective learning environments and experiences supported by technology.

? implements curriculum plans that include methods and strategies for applying technology to maximize student learning.

Assessment of Teaching and Learning:

*The candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

As a result the candidate:

? identifies, develops, and uses assessment strategies and instruments designed to meet the informational needs of specific users, uses, and context.

? develops assessments that reflect the specific achievement targets students must master.

? uses a variety of formal and informal assessment methods (e.g., observation, portfolios of student work, teacher-made

tests, performance tasks, projects, student self-assessments, peer assessments, and standardized tests) to gather data within a particular context in order to enhance his/her knowledge of learners, evaluate students' progress and performances, and modify teaching and learning strategies.

? samples student achievement to draw confident conclusions about instruction and student learning.

? values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning and is committed to using assessment to identify student strengths and promote growth rather than to deny students access to learning opportunities.

? controls for relevant sources of bias.

? maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues.

? applies technology to facilitate a variety of effective assessment and evaluation strategies.

? uses student involvement in the assessment process to motivate student learning.

Reflective Practitioners and Lifelong Learners:

*The candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), and who actively seeks out opportunities to grow professionally.

As a result, the candidate:

? is aware of major areas of research on teaching and of resources available for professional learning (e.g., professional literature, colleagues, professional associations, and professional development activities).

? uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.

? values critical thinking and self-directed learning as habits of mind.

? is willing to give and receive help.

? is committed to seeking out, developing, and continually refining practices that address the individual needs of students.

? uses technology to enhance his/her productivity and professional practice.

Effective Christian Educators and Leadership Through Service:

*The candidate fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.

As a result, the candidate:

? understands and implements laws related to students' rights and teacher responsibilities (e.g., for equal education, appropriate education for handicapped students, confidentiality, privacy, appropriate treatment of students, reporting in situations related to possible child abuse).

? values and appreciates the importance of all aspects of the child's experience.

? respects the privacy of students and confidentiality of information.

? exhibits a strong work ethic

? demonstrates a willingness to work with other professionals to improve the overall learning environment for students.

? identifies and uses community resources to foster student learning.

? portrays professionalism and establishes respectful and productive relationships with parents and guardians from diverse home and community situations, and seeks to develop cooperative partnerships in support of student learning and well being.

? talks with and listens to the student, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems.

? acts as an advocate for students.

? understands the social, ethical, legal, and human issues surrounding the use of technology in K-12 schools and applies those principles in practice.

Field Experiences:

Interwoven throughout each program in Teacher Education are intricately placed Field Experiences. These experiences place candidates in classrooms where they have the opportunity to work with experienced classroom teachers who model the best in theory and in practice. During these field experiences, a candidate has the opportunity to solidify his/her decision to become an educator, as well as, to become an Effective Christian Educator.

Conceptual Framework-Proficiencies #4 Revised 7/5/04

YORK COLLEGE TEACHER EDUCATION

NOTICE OF ADMISSIONS PROCEDURES

Requirements for Admission to Teacher Education - After admission to York College, Teacher Education candidates must be formally admitted to the Teacher Education Program. During EDU 103, Introduction to Education, candidates must sign a notice verifying that they have read the screening procedures for acceptance into the program. During EDU 212 or EDU 232A, Field Experience, candidates will make formal application to the Teacher Education Program. In order to be considered for acceptance to the Teacher Education Program. Candidates must have on file the following:

1. A signed notice of Admission Procedures form
2. A completed Teacher Education Application for Admission form
3. A notarized Felony/Misdemeanor Statement
4. Completed Teacher Education Health Form
5. Documented proof of a minimum of 60 semester hours of credit with a cumulative GPA of 2.500 or above
6. Documented proof of successful completion (C or above) of each of the following courses: COM 113, EDU 103, ENG 113 and ENG 123
7. Satisfactory scores on the Pre-Professional Skills Test

Nebraska Department of Education Rule 20 states that NO student may be permitted to enroll in an approved teacher education program until he/she has achieved satisfactory scores on their Basic Skills Test (PPST).

Passing scores

The Praxis Series Reading 170

The Praxis Series Math 171

The Praxis Series Writing 172

8. Favorable recommendations from three members of the York College faculty

(These recommendations assess reading and writing competencies, people skills, the suitability of a candidates personality to teaching, his/her moral and personal standards, and other factors deemed important by the faculty members.)

9. Average of 2 or above for the total average of the Freshman and Sophomore Year Electronic Growth Portfolios
10. Average of 2.0 or above, and a successful rating by panel members, on the Candidate Interview (The student shall be responsible for setting up an appointment on the scheduled interview days before a panel of two Teacher Education Council members.)

***Note: Elementary – To register for more than six hours of upper division (300 or 400 level) Education classes, a student must meet the above criteria.

Middle Grades, Secondary, and K-12 – To register for more than six hours of upper division (300 or 400 level) classes, a student must meet the above criteria.

Upon recommendation from the Teacher Education Council, the Education Division will grant formal acceptance to a candidate who meets all the above requirements.

Candidates will be notified in writing of admission or denial to Teacher Education. Any candidate may appeal denial of admittance in writing, first to the Teacher Education Council and secondly to the Division of Education.

Candidates may be placed on Program Probation or be dismissed from the program for failure to maintain the standards set forth. Reviews may take place at any time during a candidate's participation in the program. Candidates who are dismissed may be readmitted by appealing in writing, first to the Education Division, and secondly to the Education Division Chair. Each candidate will be assigned an advisor from the Teacher Education Council. Each candidate must maintain GPAs of at least 2.000 in English, and 2.500 overall. No course with a grade below "C" (2.00) may be used to satisfy any professional development or teaching field requirement.

Revised 7/12/05 Admissions Procedures #5

Acceptance of Transfer Credit - (See also Transfer, YC Catalog page 27). A candidate must complete at least 30 semester

hours at York College (15 of which must be in the senior year), be a regular student for at least one semester and be in attendance during the semester of graduation. Student Teaching must be arranged through York College.

Candidates who transfer 60 or more semester hours from other institutions, meeting GPA requirements, and another institution's equivalent of the Introduction to Education course and required field experience, may enroll in upper division professional education courses their first semester at York College only with permission of the Division of Education Chair Person. They must apply for admission to the Teacher Education Program, meet all requirements, and be admitted before enrolling in additional professional education courses.

York College Teacher Education Electronic Growth Portfolio Requirements - The York College Teacher Education faculty believe very strongly in the development of the knowledge, skills and dispositions of its Teacher Education Candidates as stated in the York College Teacher Education Conceptual Framework. Therefore all candidates will develop an Electronic Growth Portfolio beginning with EDU 103, Introduction to Education. Each candidate will be mentored throughout his/her program and will complete the Electronic Growth Portfolio as part of program completion. The following is a list of requirements for completing the Electronic Growth Portfolio.

1. Listed for each year, on the corresponding year's matrix, are the required Electronic Growth Portfolio entries. Each entry must be dated and accompanied by a reflection. Each reflection must include the following information: Title of the piece, I chose this piece because..., This shows..., and I want you to notice... Reflections should be clear, specific, cohesive, honest, and provide evidence of the candidate's growth. The candidate should check off the Candidate Proficiencies, which are appropriate for the specific entry on the Electronic Growth Portfolio Matrix. In addition to the above information, the accompanying reflection should contain language specific to the Candidate Proficiencies (see The Conceptual Framework as York College Teacher Education Candidate Proficiencies). Each Electronic Growth Portfolio must contain the required entries and in addition, the candidate must include additional entries, as listed on the corresponding matrix, so that each proficiency is met each year. Entries may satisfy more than one proficiency. It is expected that the degree to which each proficiency is met will increase each year.

2. At the end of each target course through the Junior year, the candidate will meet with the designated mentor to present his/her Electronic Growth Portfolio. The mentor will provide feedback to the candidate and will complete the York College Teacher Education Electronic Growth Portfolio Evaluation Form. At the completion of the Junior year target course, the candidate must also select one peer to complete the Electronic Growth Portfolio Evaluation Form. At the completion of EDU 491, Student Teaching Seminar each candidate will present his/her Electronic Growth Portfolio to a three person panel which includes the mentor and two additional persons, to be chosen by the candidate, from the following:

? his/her Academic Advisor,

? his/her Student Teaching Supervising Teacher,

? his/her Student Teaching Cooperating Teacher,

? a faculty member from Arts and Sciences, or

? member of the Teacher Education Council.

Each panel member will complete the York College Teacher Education Electronic Growth Portfolio Evaluation Form. At this exit presentation, the candidate will present his/her Electronic Growth Portfolio, how it shows his/her growth and how it evidences completion of the Teacher Education Goals and Candidate Proficiencies. In preparation for each Electronic Growth Portfolio presentation, the candidate will complete the York College Teacher Education Electronic Growth Portfolio Evaluation Form.

3. To successfully complete the Electronic Growth Portfolio, candidates must receive an average of 2.0 or above for the total average of the Freshman and Sophomore Year Electronic Growth Portfolios, a minimum of 2.5 on the Junior Year Electronic Growth Portfolio and a minimum of a 3.0 on the Senior Year Electronic Growth Portfolio. If a candidate scores below the acceptable targets, he/she must make modifications to the portfolio, as directed by the mentor, in order to meet or exceed the designated targets.

4. After acceptable completion of the Electronic Growth portfolio, a candidate may make additional changes to the Electronic Growth Portfolio, within the same academic year. These additions and deletions can be made by the candidate, by submitting the Request for Electronic Growth Portfolio Change form to the current mentor.

Requirements for Portfolios #5 Revised 7/1/04

Requirements for Admission to Student Teaching - After admission to York College and to the Teacher Education Program, candidates must make application for student teaching. Student Teaching is required in order to obtain a Nebraska Teaching Certification. All Student Teachers will be placed with a 90 mile radius of York beginning April 28, 2004 Acceptance to Student teaching requires the following:

1. Formal admission to Teacher Education
2. Senior standing with a minimum cumulative GPA of 2.500
3. Completion of all professional education courses with no grade below C
4. Completion of all methods courses for each endorsement area with no grade below C
5. A minimum of 100 hours working with K-12 students

6. A minimum average of a 2.5 or above on the Junior Year Electronic Growth Portfolio

Education Placement

For placement information contact:

Kathleen B. Wheeler, Education Department, Chair (402) 363-5696

Deb Friesen, Education Administrative Assistant (402) 363-5694

Name: (Last, First, MI)

Mailing Address:

Local Phone #:

Current Classification:

Sophomore ? Junior ? Senior ? Transfer Student? No ? Yes ?

Institution Name:

I expect to major/certify in the areas checked below

? Elementary Education

? K-6 Art Education

K-12 Education:

? Art Education

? Physical Education

? Religious Education

? Special Education

? Vocal Music Education

Middle Grades:

? Art

? Basic Business

? Health & Physical Educ

? Language Arts

? Mathematics

? Natural Science

? Social Science Secondary Education:

? Basic Business

? Biology

? Coaching

? English

? History

? Mathematics

? Natural Science

? Physical science

? Psychology

? Reading & Writing

? Social Studies

? Speech & Theatre

I submit the following three York College Professors as references. In accordance with provisions of the Family Educational Rights and Privacy Act of 1974, as amended, I hereby waive my rights to view the following references and wish my file to be confidential. (please initial)

Please send a reference form to: (Please be sure to get verbal permission from a YC Professor before listing each as a reference.)

Professor #1:

Department:

Professor #2:

Department:

Professor #3:

Department:

I have COMPLETED the following Teacher Education requirements and have provided York College Teacher Education with the appropriate documentation.

? Completed Signed Notice of Admission Procedures form

? Completed Teacher Education Application for Admission form

? Completed Felony/Misdemeanor Statement

? Completed Teacher Education Health form

? Documented proof of a minimum of 60 semester hour of credit with a cumulative GPA of 2.50 or above

Documented proof of successful completion (C or above) of each of the following courses:

? COM 113 Basic Speech ? ENG 113 English Composition I

? EDU 103 Introduction to Education ? ENG 123 English Composition II

Satisfactory scores on the Pre-Professional Skills Test (PPST)

Passing Scores

? Reading 170

? Math 171

? Writing 172

? Favorable recommendation from three YC Professors

? Average of 2 or above for the total average of the Freshman and Sophomore Year Electronic Growth Portfolios

? Average of 2.0 or above, and a successful rating by panel members, on the Candidate Interview

Have you previously been denied admission to Teacher Education at any other institution? No ? Yes ?

Name of institution: Reason for admission denied:

The information I have given is correct and complete to the best of my knowledge.

Candidate Signature: Date:

Application Teacher Education #3 Revised 7/20/05

YORK COLLEGE

Teacher Education

Candidate Avenue of Complaint Record

Form Issued By Form Due Date

Candidate(s) Initiating Complaint Address(es) of Candidate(s)

Email(s) Telephone Number(s)

Detailed Explanation/Description of Complaint:

Protocol:

Listed below is the protocol for resolution of a candidate complaint. This record is confidential to the parties involved. Please complete the below information for each step as needed. Once the process begins, this record should remain with the appropriate faculty and sent via York College campus mail to the next person or group as needed. The candidate is responsible for scheduling all meetings in a timely and professional manner. When resolution of the complaint has been reached, this record MUST be returned to the Administrative Assistant for the Education Department. This record is due 10 days after the date of issue.

1. Faculty Member

Date _____

Results _____

Signature of Faculty Member Signature of Candidate(s)

2. Department/Division Chair

Date _____

Results _____

Signature of Department/Division Chair Signature of Candidate(s)

3. Division of Education

Date _____

Results _____

Signature of Education Division Chair Signature of Candidate(s)

4. Academic Dean

Date _____

Results _____

Signature of Department/Division Chair Signature of Candidate(s)

5. York College Grievance Committee

Date _____

Results _____

Signature of York College Grievance Committee Chair Signature of Candidate(s)

Date Received

Signature

Administrative Assistant for the Education Department

Copies Sent To

Date Filed

Candidate Complaint Record Revised 9/30/04

Nebraska Rule for Felony or Misdemeanor Convictions

Candidates who are involved in either Field Experiences or Student Teaching must have on file in the Education Office a notarized statement affirming that they have had no convictions of a felony or misdemeanor:

Nebraska Department of Education Rule 20

005.07 Information Regarding Convictions

The institution shall inform all persons who apply for admission to its program that persons who have felony convictions, or misdemeanor convictions involving abuse, neglect, or sexual misconduct, as defined in Section 005.07A, are automatically rejected by the Department for certification, and may only be considered for certification, or participation in pre-student teaching field, laboratory, and classroom experiences or student teaching with the approval of the Commissioner or the Board.

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 as hereinafter defined:

005.07A1 For purposes of this Chapter, a felony conviction means any felony offense under the laws of any jurisdiction, including misdemeanor convictions in other jurisdictions that would constitute a felony if committed in Nebraska.

005.07A2 For purposes of this Chapter, a misdemeanor conviction involving abuse, neglect, or sexual misconduct means an offense under the laws of any jurisdiction, which, if committed in Nebraska, would constitute one of the following misdemeanors (with the applicable sections of the Revised Statutes of Nebraska in parenthesis):

005.07A2a Assault (third degree) (28-310)

005.07A2b Stalking (28-311.03)

005.07A2c Hazing (28-311.06)

005.07A2d False Imprisonment (28-315)

005.07A2e Sexual Assault (third degree) (28-705)

005.07A2f Abandonment of Spouse or Child (28-320)

005.07A2g Child Abuse (28-707)

005.07A2h Contributing to the Delinquency of a Child (28-709)

005.07A2i Prostitution (28-801)

005.07A2j Keeping a Place of Prostitution (28-804)

005.07A2k Debauching a Minor (28-805)

005.07A1l Public Indecency (28-806)

005.07A2m Sale of Obscene Material to Minor (28-808)

005.07A2n Obscene Motion Picture Show, Admitting Minor (28-809)

005.07A2o Obscene Literature Distribution (28-813)

00507A2p Sexually Explicit Conduct (28-813.01)

005.07A2q Resisting Arrest (28-904 (1)(a)), when the conviction involves use or threat of physical force or violence against a police officer

005.07A2r Indecency with an Animal (28-1010)

005.07A2s Intimidation by Phone Call (28-1310)

005.07A3 For purposes of this Chapter, in addition to the offenses listed above, felony convictions, and misdemeanor convictions involving abuse, neglect, or sexual misconduct shall also include convictions related to such crimes, including: (with the applicable sections of the Revised Statutes of Nebraska in parenthesis)

005.07A3a Attempt to Commit a Crime (28-201)

005.07A3b Criminal Conspiracy (28-202)

005.07A3c Accessory to a Felony (28-204)

005.07A3d Aiding, Abetting, Procuring, or Causing Another to Commit an Offense (28-206)

005.07A4 Convictions which have been set aside, nullified, expunged, or pardoned shall not be considered convictions for purposes of this Chapter, 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 or participate in pre-student teaching field, laboratory, and classroom experiences or student teach, or for denial of a certificate to special services in schools. However, such convictions shall be listed by the student as required in Section 005.07A.

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 the Board by using the procedures set forth in 92 NAC 21 Section 009.02 through 009.04.

York College Teacher Education

FELONY/MISDEMEANOR STATEMENT

(REQUIRED BY NEBRASKA STATE LAW)

NAME: (print) _____

DATE: _____

(Sign one section only: A, B, or C)

A. I swear or affirm under oath that I have never been convicted of a felony or misdemeanor. I understand that a conviction requires immediate notification to the Education Division Chair. Minor traffic infractions, and misdemeanor convictions for Driving Under the Influence or Minor in Possession of Alcohol need not be reported

(Legal signature of student)

or

B. I swear or affirm under oath that I have no felony or misdemeanor convictions involving abuse, neglect, or sexual misconduct. I understand that a past or future conviction for any such offense requires that I immediately notify the Education Division Chair.

(Legal signature of student)

or

C. I swear or affirm under oath that I have no felony convictions, and no misdemeanor convictions involving abuse, neglect, or sexual misconduct, EXCEPT THE FOLLOWING:

A. Criminal charge: _____ B. Criminal Charge: _____

Disposition: _____ Disposition: _____

Date: _____ Date: _____

Court Address: _____ Court Address: _____

I understand that any past or any subsequent conviction for any such offense requires that I immediately notify the Education Division Chair.

I understand that if I have been convicted of a felony or any misdemeanor involving abuse, neglect or sexual misconduct, that I must make a written PETITION FOR APPROVAL TO PARTICIPATE IN PRE-STUDENT TEACHING, FIELD, LABORATORY, AND CLASSROOM EXPERIENCES, OR STUDENT TEACHING on forms prescribed by the rules of the Nebraska Department of Education, and attach a copy of my court records and such additional information that shall be required by the Nebraska Department of Education. During the appeal process, I understand that I will not be permitted to participate in any field experience or student teaching activity.

(Legal signature of student)

Subscribed and sworn before me this _____ day of _____, _____.

NOTARY PUBLIC

SEAL:

Revised 7/14/03 Felony

York College

Teacher Education

Freshman Year Electronic Growth Portfolio

Student Portfolios Table Of Contents

Freshman Year

Target Course: EDU 103 Introduction To Education

Mentor: Dr. Kathleen Wheeler

CANDIDATE PROFICIENCIES

Subject Matter

#1

Student Development And Learning

#2, #3

Instructional Strategies

#4, #5, #6, #7

Assessment of Teaching and Learning

#8

Reflective Practitioner and Lifelong Learner

#9

Effective Christian Educator and Leadership Through Service

#10

Required Entries:

1. Written Introduction to the Portfolio

2. "Why I Want to Teach" Essay

3. Observation #1

4. Observation #2

5. Dispositions of a Teacher

6. Written Conclusion to the Portfolio

7. Portfolio Evaluation Form-Self

OTHER (optional):

8. Work Completed from any other course

9. Materials created for a lesson

10. Picture of bulletin board created

11. Listing of pre-service experiences (100 hours)

12. Listing of multicultural experiences
13. Involvement in York College activities
14. Leadership in York College activities
15. Letters of recommendation
16. Notes from students, parents, or school personnel
17. Examples of technology proficiency
18. Pictures of working with students

Portfolio Matrices Revised 6/29/04 #2

York College

Teacher Education

Sophomore Year Electronic Growth Portfolio

Student Portfolios Table Of Contents

Sophomore Year

Mentor(s)

Target Course(s): EDU 213

EDU 213, Elementary/Middle Grades Mrs. Erin DeHart

EDU 232 A, Secondary EDU 232 A

EDU 213 or EDU 232 A, K-12 TBA

CANDIDATE PROFICIENCIES

Subject Matter

#1

Student Development And Learning

#2, #3

Instructional Strategies

#4, #5, #6, #7

Assessment of Teaching and Learning

#8

Reflective Practitioner and Lifelong Learner

#9

Effective Christian Educator and Leadership Through Service

#10

Required Entries:

1. Written Introduction to the Portfolio
2. "Why I Want to Teach" Essay
3. First Lesson
4. Last Lesson
5. Entry from field notes
6. Work completed from content or general education course

7. Materials created for a lesson (Secondary) or picture of bulletin board created (Elementary)

8. Scanned copy of Field Experience Log

9. Evidence of teaching to diversity

10. Evidence of student learning (student work sample)

11. Involvement in York College activities

12. Written Conclusion to the Portfolio

13. Portfolio Evaluation Form-Self

OTHER (optional):

14. Leadership in York College activities

15. Letters of recommendation

16. Notes from students, parents, or school personnel

17. Examples of technology proficiency

18. Pictures of working with students

Portfolio Matrices Revised 6/29/04 #2

York College

Teacher Education

Junior Year

Electronic Growth Portfolio

Student Portfolios Table Of Contents

Junior Year Mentor(s)

RDG 456

Target Course(s): TBA

RDG 456, Elementary EDU 311

EDU 311, Middle Grades Dr. Kathleen Wheeler

EDU 232 B, Secondary EDU 232 A/B

EDU 213 or EDU 232 A, K-12 TBA

EDU 213

Mrs. Erin DeHart

CANDIDATE PROFICIENCIES

Subject Matter

#1

Student Development And Learning

#2, #3

Instructional Strategies

#4, #5, #6, #7

Assessment of Teaching and Learning

#8

Reflective Practitioner and Lifelong Learner

#9

Effective Christian Educator and Leadership Through Service

#10

Required Entries:

1. Written Introduction to the Portfolio
2. Lesson Plan
3. Field Experience Notes
4. Work completed from content or general education course
5. Materials created for a lesson or picture of a bulletin board created
6. Scanned copy of the Field Experience Log
7. Evidence of teaching to diversity
8. Evidence of student learning (student work sample)
9. Example(s) of Assessment(s) Used
10. Example of technology proficiency
11. Involvement in York College activities
12. Leadership in York College activities
13. Written Conclusion to the Portfolio
14. Portfolio Evaluation Form-Self
15. Portfolio Evaluation Form-Peer

OTHER (optional):

16. Letters of recommendation
17. Notes from students, parents, or school personnel
18. Pictures of working with students

Portfolio Matrices Revised 6/29/04 #2

York College

Teacher Education

Senior Year

Electronic Growth Portfolio

Student Portfolios Table Of Contents

Senior Year

Target Course: EDU 491, Student Teaching Seminar

Mentor: Dr. Kathleen Wheeler

CANDIDATE PROFICIENCIES

Subject Matter

#1

Student Development And Learning

#2, #3

Instructional Strategies

#4, #5, #6, #7

Assessment of Teaching and Learning

#8

Reflective Practitioner and Lifelong Learner

#9

Effective Christian Educator and Leadership Through Service

#10

Required Entries:

1. Written Introduction to the Portfolio
2. Week of Lesson Plans
3. Materials created for a lesson or picture of bulletin board created
4. Evidence of student learning (student work sample)
5. Example(s) of assessment(s) used
6. Lesson Review from Cooperating Teacher or College Supervising Teacher
7. Example of technology proficiency
8. One Weekly Reflections (Weekly Log)
9. Final "Why I Want To Teach" Essay, including future goals
10. Journal article which supports teaching philosophy
11. Listing of multicultural experiences
12. Involvement in York College activities
13. Leadership in York College activities
14. Evidence of involvement in professional activities
15. Current Resume
16. Written Conclusion to the Portfolio
17. Portfolio Evaluation Form-Self

OTHER (optional):

18. Work Completed from any other course
19. Listing of pre-service experiences (100 hours)
20. Letters of recommendation
21. Notes from students, parents, or school personnel
22. Pictures of working with students

Portfolio Matrices Revised 6/29/04 #2

York College Teacher Education Electronic Growth

Portfolio Evaluation Form

Candidate Name: Mentor:

Year and Target Course:

Evaluator Name: Self Mentor Peer Other

Please rate each of the following Candidate Proficiencies, from weak to superior, by placing an x under the number 1,2,3,4. In addition, please list evidence from the candidate's Electronic Growth Portfolio, in the appropriate column, which

supports each of your ratings.

Proficiency Evidence Weak Average Strong Superior

1. The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students. 1 2 3 4
2. The candidate understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development 1 2 3 4
3. The candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners 1 2 3 4
4. The candidate understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills 1 2 3 4
5. The candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. 1 2 3 4
6. The candidate uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. 1 2 3 4
7. The candidate plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals. 1 2 3 4
8. The candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner. 1 2 3 4
9. The candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), and who actively seeks out opportunities to grow professionally. 1 2 3 4
10. The candidate fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being. 1 2 3 4

Strengths: Total:

Average:

Areas for Improvement:

Signature: Date:

Portfolio Evaluation Form #6 Revised 6/29/06

ENGLISH PROFICIENCY EXAM

All students graduating with a Bachelor of Arts Degree from York College are required to pass the York College English Proficiency Exam during their first semester of their Junior Year. The English Proficiency Exam is offered twice during each semester. If a student fails to pass the exam by the second attempt, he/she will be required to take and pass ENG 203, English Proficiency.

BACHELOR OF ARTS DEGREES OFFERED IN EDUCATION:

1. Art (K-12/Field Endorsement)
2. Coaching (7-12/Supplemental Endorsement)
3. Elementary Education (K-8/Field Endorsement)
4. General Art (K-6/Subject Endorsement must be added to another endorsement)
5. Middle Grades Education (4-9/Field Endorsement)
6. Physical Education (K-12/Subject Endorsement) with Coaching (7-12/Supplemental Endorsement) optional Adaptive Physical Education (Supplemental Endorsement)
7. Religious Education (K-12/Subject Endorsement must be added to another endorsement)
8. Secondary Basic Business Education (7-12/Subject Endorsement)
9. Secondary Biology Education (7-12/Subject Endorsement)
10. Secondary English Education (7-12/Subject Endorsement)
11. Secondary History Education (7-12/Subject Endorsement)

12. Secondary Mathematics Education (7-12/Field Endorsement)
13. Secondary Natural Science Education (7-12/Field Endorsement)
14. Secondary Psychology Education (7-12/Subject Endorsement)
15. Secondary Reading and Writing Education (7-12/Subject Endorsement)
16. Secondary Social Science Education (7-12/Field Endorsement)
17. Secondary Speech and Theatre Education (7-12/Field Endorsement)
18. Special Education (K-12/Field Endorsement must be added to another endorsement)
19. Vocal Music Education (K-12/Subject Endorsement)

THE STUDENT TEACHING EXPERIENCE And

OBJECTIVES OF THE STUDENT TEACHING PROGRAM

The primary purpose of the student teaching experience is to provide the student teacher with an opportunity for applying educational theories to an actual teaching experience. As both a college student and a student teacher, his or her role is a dual one; however, in the assigned school, he or she enters the classroom as a teacher, not as a student. Student teaching implies a team relationship between the cooperating teacher, the supervising teacher, and the student teacher. The prospective teacher has the opportunity to share responsibility with competent professionals in order to develop the skills and understandings considered necessary by the Nebraska State Department of Education, teacher education institutions, and cooperating Nebraska school districts. Every student teaching candidate will have completed all education classes and content area classes prior to student teaching. No student teacher shall be placed in any school that was a part of their K-12 education.

In order to promote and maintain a good working relationship with the schools in which they are placed, the following guidelines are offered for student teachers:

1. Be on time every day, and do not leave early unless pre-arranged with the cooperating teacher.
2. Dress in a manner compatible with that of the teachers in the assigned school.
3. If you must miss a day, call your cooperating teacher. (THIS IS ABSOLUTELY ESSENTIAL.) Also notify college representatives.
4. Make up absences at a time approved by your cooperating teacher.
5. Learn the school system policies and those of the building to which you are assigned.
6. Keep student records and all other student information strictly confidential.
7. Attend appropriate school functions including: faculty meetings, PTA meetings, any Open House, Parent/Teacher Conferences, etc.
8. Accompany class on field trips if any are taken.
9. Treat students with warmth, consistency, and fairness.

The student teaching assignment includes (1) observation, (2) cooperative planning, (3) teaching, and (4) evaluation. Suggested responsibilities for student teachers in each of these areas are outlined below. The length of time spent in each stage will depend on the length of the student-teaching experience and the individual student teacher.

I. Observation – During this time, the student teacher will assume some of the administrative and procedural tasks as delegated by the cooperating teacher. He or she may also be assigned to assist individuals or small groups.

A. Observation of students

1. Learn names as soon as possible by making seating charts, checking roll, reviewing information cards, permanent records, scheduling, etc. Learn times that special education students leave for resource classes.
2. Observe students with special learning problems. Become familiar with expectations for these students. Learn various methods for meeting these students' needs.

B. Observation of supervising teacher

1. Teaching techniques
 - a. Note method of opening class – teacher's point of focus.
 - b. Observe the pacing of the class.

- (1) Development of steps and routine
 - (2) Teacher's movement during lecture
 - (3) Vocabulary
 - (4) Teacher's use of cues from students (pacing – slow down, repeat, etc.)
 - (5) Approach to questions
 - (6) Lesson cycle
- c. Note the techniques that best hold students' interest and the different methods used with different students.
- d. Note method of closing class.
- (1) The amount of time allotted for clearing away materials and the location of materials
 - (2) Presentation of future assignment requirements
- e. Note activities between classes or subjects
- (1) Interaction with students
 - (2) Reorganization of materials
 - (3) Position in classroom of teacher
2. Classroom management techniques
- a. Discipline
- (1) Observe class management in terms of voice, volume, eye contact, transition activities, sponge activities, etc.
 - (2) Observe positive discipline techniques used.
 - (3) Look for consistent patterns of discipline which are firm, objective, positive and courteous.
 - (4) Note infrequency of discipline problems in a classroom where students are successfully engaged in appropriate activities.
 - (5) Note teacher's ability to adjust to unforeseen situations.
 - (6) Note various noise levels and teacher's method of maintaining the proper level for each type of activity.
- b. Grouping
- (1) Note whether or not groupings are used and the flexibility of those groupings.
 - (2) Note teacher's time management with large group, small groups and individual students.
- c. Learning Environment
- (1) Note room arrangement.
 - (2) Note materials and equipment that encourage students to become self-managing.
 - (3) Note materials and equipment that help create an attractive, functional learning environment.
3. Lesson Plans – observe cooperating teacher's plans and be aware that, at times, he/she adapts the plans to meet the needs of the day. It is necessary to have a plan, and to have materials ready, but BE FLEXIBLE!!!
4. Record Keeping – Observe the teachers' systems. Keep records as assigned by your cooperating teacher. Keep a separate copy of records of work you assign and grade.

5. Ideas and Materials – Copy ideas and materials before or after school, when students are not in class. Observe cooperating teacher's files and his/her organization. Expand your own files.

C. Special Resources

1. Visit the library/media center and computer lab.
2. Visit the counselor's office and nurse's area.
3. Learn the procedures concerning teacher use of duplicating machines, A.V. equipment, etc.
4. Learn about the services and materials available from the Education Service Center.
5. Be aware of special education programs/facilities and visit special education rooms.

II. Cooperative Planning – The cooperating teacher and the student teacher will begin early to plan for the student teacher's first units of actual teaching, and discuss expectations for each stage of the student teaching term. The length of time spent in each stage will depend upon the length of the student teaching assignment and the individual student teacher.

III. Teaching – Gradually assume increasing amounts of responsibility for teaching the class. The professional development of student teachers proceeds through several stages. These stages, which follow the initial period of observation, include the following:

A. Assist cooperating teacher.

1. Perform daily routines (Check roll, help students with make-up work, supervise and assist students doing seat work, etc.).
2. Work with individual students or small groups of students.

B. Plan and direct limited activities.

1. Engage in cooperative planning with cooperating teacher.
2. Prepare teaching aids and materials (includes bulletin boards).
3. Direct learning activities as assigned.
4. Evaluate students' progress.

C. Plan and direct lessons on a daily basis.

1. Continue cooperative planning; follow the lead of your cooperating teacher.
2. Plan and teach units of instruction.
3. Become increasingly responsible for directing the learning activities of students and for maintaining classroom discipline.

D. Assume teaching responsibility with minimal supervision from cooperating teacher.

1. Plan and direct more units of instruction.
2. Assume primary responsibility for classroom management and instruction.

IV. Evaluation – Evaluation consists of two components. You will be responsible for evaluating the progress of the students whom you teach, and you will also be responsible for conducting a self-evaluation of your professional development.

A. Student evaluation

1. As you progress through the stages of student teaching, become increasingly responsible for evaluation of students' progress.
2. Evaluate students' progress in relation to curriculum goals and learning objectives.
3. Be involved in reporting progress on a regular basis to students and their parents.

B. Professional development

1. Student teachers are evaluated in their professional development by both their cooperating teacher(s) and their supervising teacher.
2. Participate actively in the evaluation of your own professional development.
3. Establish professional goals and evaluate your own progress toward the achievement of these goals.

Standards for Professional Practices

Preamble:

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

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

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

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

Principle I – Commitment as a Professional Educator: Fundamental to the pursuit of high educational standards is the maintenance of a profession possessed of individuals with high skills, intellect, integrity, wisdom, and compassion. The educator shall exhibit good moral character, maintain high standards of performance and promote equality of opportunity.

In fulfillment of the educator's contractual and professional responsibilities, the educator:

- Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, colleagues, parents, school patrons, or school board members.
- Shall not discriminate on the basis of race, color, creed, sex, marital status, age, national origin, ethnic background, or handicapping condition.
- Shall not use coercive means, or promise or provide special treatment to students, colleagues, school patrons, or school board members in order to influence professional decisions.
- Shall not make any fraudulent statement or fail to disclose a material fact for which the educator is responsible.
- Shall not exploit professional relationships with students, colleagues, parents, school patrons, or school board members for personal gain or private advantage.
- Shall not sexually harass students, parents or school patrons, employees, or board members.
- Shall not have had revoked for cause in another state a teaching certificate, administrative certificate, or any certificate enabling a person to engage in any of the activities for which a special service counseling is issued in Nebraska.
- Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties.
- Shall report to the Commissioner any know violation of 004.02G, 004.04E, or 004.05B of this chapter.
- Shall not have had revoked for cause in another state a teaching certificate, administrative certificate, or any certificate enabling a person to engage in any of the activities for which a special service counseling is issued in Nebraska.
- Shall not misrepresent an institution with which the educator is affiliated, and shall take added precautions to distinguish between the educator's personal and institutional views.
- Shall not misrepresent his or her professional qualifications, nor those of colleagues.
- Shall seek no reprisal against any individual who had reported a violation of this chapter.

Principal II – Commitment to the Student: Mindful that a profession exists for the purpose of serving the best interests of the client, the educator shall practice the profession with genuine interest, concern, and consideration for the student. The educator shall work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:

- Shall permit the student to pursue reasonable independent scholastic effort, and shall permit the student access varying points of view.
- Shall not deliberately suppress or distort subject matter for which the educator is responsible.
- Shall make reasonable effort to protect the student from conditions which interfere with the learning process or are harmful to health or safety.
- Shall conduct professional educational activities in accordance with sound educational practices that are in the best interest of the student.
- Shall keep in confidence personally identifiable information that has been obtained in the course of professional service, unless disclosure serves professional purpose, or is required by law.
- Shall not tutor for remuneration students assigned to his or her classes unless approved by the local board of education.
- Shall not discipline students using corporal punishment.

Principal III – Commitment to the Public: The magnitude of the responsibility inherent in the education process requires dedication to the principles of our democratic heritage. The educator bears particular responsibility for instilling an understanding of and confidence in the rule of law, a respect for individual freedom, and a responsibility to promote respect by the public for the integrity of the profession.

In fulfillment of the obligation to the public, the educator:

- Shall not misrepresent an institution with which the educator is affiliated, and shall take added precautions to distinguish between the educator's personal and institutional views.
- Shall not use institutional privileges for private gain or to promote political candidates, political issues, or partisan political activities.
- Shall neither offer nor accept gifts or favors that will impair professional judgment.
- Shall support the principle of due process and protect the political, citizenship, and natural rights of all individuals.
- Shall not commit any act of moral turpitude, nor commit any felony under the laws of the United States or any state or territory.
- Shall, with reasonable diligence, attend to the duties of his or her professional position.

Principal IV – Commitment to the Profession: In the belief that the quality of the services to the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to improve service, to promote a climate in which the exercise of professional judgment is encouraged, and to achieve conditions which attract persons worthy of the trust to careers in education. The educator shall believe that sound professional relationships with colleagues are built upon personal integrity, dignity, and mutual respect.

In fulfillment of the obligation to the profession, the educator:

- Shall provide upon request of an aggrieved party, a written statement of specific reasons for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
- Shall not misrepresent his or her professional qualifications, nor those of colleagues.
- Shall practice the profession only with proper certification, and shall actively oppose the practice of the profession by persons known to be qualified.

Principal V – Commitment to Professional Employment Practices: The educator shall regard the employment agreement as a pledge to be executed both in spirit and in fact. The educator shall believe that sound personnel relationships with governing boards are built upon personal integrity, dignity, and mutual respect.

In fulfillment of the obligation to professional employment practices, the educator:

- Shall apply for, accept, offer, or assign a position or responsibility on the basis of professional preparation and legal qualifications.
- Shall not knowingly withhold information regarding a position from an applicant or employer, or misrepresent an assignment or conditions of employment.
- Shall give prompt notice to the employer of any change in availability of service.
- Shall conduct professional business through designated procedures, when available, that have been approved by the employing agency.
- Shall not assign unqualified personnel, tasks for which an educator is responsible.
- Shall permit no commercial or personal exploitation of his or her professional position.

• Shall use time on duty to leave time for the purpose for which intended.

ADMISSION TO STUDENT TEACHING and

PROCEDURES TO FOLLOW TO BE PLACED AS A STUDENT TEACHER

After admission to York College and to the Teacher Education students must be formally admitted to Student Teaching. All students who are candidates for teaching certificates are required to student teach. The basic program for student teaching provides for a full-day experiences on a semester basis. Admission to Student Teaching requires the following:

1. Formal admission to Teacher Education
2. Senior standing with a minimum cumulative GPA of 2.50
3. Completion of all professional education courses with no grade below C
4. Completion of all methods courses for each endorsement area with no grade below C
5. A minimum of 100 working hours with K-12 students
6. A minimum average of a 2.5 or above on the Junior Year Electronic Growth Portfolio

Name: (First, Middle, Last)

Maiden Name:

E-mail Address:

Mail Address: (Local)

Mailing Address: (Permanent/Summer)

Local Phone Number:

Permanent/Summer Phone Number:

I plan to student/certify in the areas checked below

? Elementary Education

? K-6 Art Education

K-12 Education:

? Art Education

? Physical Education

? Religious Education

? Special Education

? Vocal Music Education

Middle Grades:

? Art

? Basic Business

? Health & Physical Educ

? Language Arts

? Mathematics

? Natural Science

? Social Science Secondary Education:

? Basic Business

? Biology

? Coaching

? English

? History

? Mathematics

? Natural Science

? Physical science

? Psychology

? Reading & Writing

? Social Studies

? Speech & Theatre

Student Teaching Semester:

Transportation Available? Yes ? No ?

All student teaching shall be conducted in Nebraska schools that are approved or accredited by the Nebraska Department Education.

All Student Teachers will be placed within a 90 miles radius of York beginning April 28, 2004.

School/Grade PREFERENCES for Student Teaching

GRADE/SUBJECT SCHOOL NAME TEACHER NAME

First Choice

Second Choice

Third Choice

I have COMPLETED the following Teacher Education requirements and have provided York College Teacher Education with the appropriate documentation.

? Formal admission to Teacher Education

? Completed Signed Notice of Admission Procedures ? Completed Teacher Education Application for Admission form

? Completed Felony/Misdemeanor Statement ? Completed Teacher Education Health form

? Favorable recommendation from three YC Professors ? Average of 2 or above for the total average of the Freshman and Sophomore Year

Electronic Growth Portfolios

? Documented proof of a minimum of 60 semester hour of credit with a cumulative GPA of 2.50 or above

? Average of 2.0 or above, and a successful rating by panel members, on the Candidate Interview

Documented proof of successful completion (C or above) of each of the following courses:

COM 113 Basic Speech ? ENG 113 English Composition I ? ENG 123 English Composition II ? EDU 103 Introduction to Education

Satisfactory scores on the Pre-Professional Skills Test (PPST)

? Reading 170 ? Math 171 ? Writing 172

? Senior standing with a minimum cumulative GPA of 2.50

? Completion of all professional education courses with no grade below C

? Completion of all methods courses for each endorsement area with no grade below C

? A minimum of 100 working hours with K-12 students

? A minimum average of a 2.5 or above on the Junior Year Electronic Growth Portfolio

Additional Comments:

Candidate Signature: Date:

Application Student Teaching Revised 6/20/05 #3

STUDENT TEACHER WITHDRAWAL POLICY

When it is determined that a York College student teacher is doing less than satisfactory work as a student teacher, he/she may be withdrawn from the student teaching experience.

WHO CAN MAKE THE JUDGEMENT THAT THE STUDENT TEACHER IS DOING LESS THAN SATISFACTORY WORK?

The cooperating teacher, the school principal, or the college supervising teacher can make an initial determination that the student teacher is functioning at a level less than satisfactory.

WHEN THIS JUDGMENT IS MADE, WHAT HAPPENS?

When one or more of the above mentioned people have determined that a problem exists, a conference is held with all parties being present. During this conference, the differing views of the situation will be discussed, and a determination will be made by the supervising teacher whether or not the student teacher will be removed from the classroom. If the decision is made to remove the student teacher at that time, the student teacher will be provided with a written list of reasons for removal. Options then open to the student teacher are listed below

If the decision is to leave the student in the classroom, a written list of suggestions for improvement and a time line for implementing these suggestions will be provided to the student teacher. If these improvements are made during the time frame established, the experience will be considered a success. Note: If the cooperating teacher and supervising teacher feel that additional time is needed to verify improvement, the student teaching will be extended an appropriate period of time.

If the cooperating teacher and the supervising teacher decide that improvement is not being made, the decision will be made by the supervising teacher to remove the student from the assignment. The student will be provided again with a written list of reasons for the removal.

WHEN A STUDENT TEACHER IS WITHDRAWN FROM A CLASSROOM ASSIGNMENT, WHAT OPTIONS ARE PROVIDED THE STUDENT?

1. (The student may be reassigned). If sufficient time remains in the semester (usually a minimum of 7 to 8 weeks), and the supervising teacher determines that this might solve the problem.
2. The student can officially withdraw from student teaching, and a "W" will be entered on the transcript.
3. The student can request an "incomplete" to be entered as a grade for the semester in progress. If this is done, the student must be placed for an experience during the next semester and complete the experience during that semester, or the "I" will revert to a grade of "F".
4. If none of the above options are selected, a grade of "F" will be entered on the transcript.

If option two or option four is taken, the student may be given the opportunity to enroll in student teaching in a subsequent semester, and, if completed successfully, receive an appropriate grade. If option three is taken, the student will be placed in a different assignment the semester immediately following the semester from which the student withdrew. The student must complete the student teaching during this semester or receive a grade of "F".

IF THE STUDENT WISHES TO APPEAL ANY DECISIONS LISTED ABOVE, WHAT IS THE PROCEDURE?

1. File a written appeal to the York College Teacher Education Council within five (5) working days of the decision
2. File a written appeal to the Chair of the York College Education Division within five (5) working days of the decision by the Teacher Education Council.
3. File a written appeal to the Vice President for Academic Dean within five (5) working days of a decision by the Teacher Education Council.

Teacher Certification

A Nebraska Teaching certificate is a license to teach. Any teacher who is teaching without a valid certificate is subject to prompt discharge without recourse to the due process provisions which otherwise apply to a termination.

It is your responsibility as a professional to keep your Nebraska Certificate current (valid) while you teach in Nebraska's approved public or private schools. No certification from any other state has any standing (legal validity) in Nebraska.

Certification is not automatic. Students who successfully complete the Teacher Education Program at York College will qualify for the Nebraska Initial Teaching Certificate. Application will be made during student teaching seminar class.

The Procedures for securing a Nebraska Initial Certificate are as follows:

- ? Complete an Application for Nebraska Certification (made available during Student Teacher Seminar)

? Application

? Out of State applications need to get Finger Prints

? Send Original PPST score report(s) from the Educational Testing Service to York College to accompany your application

? Attach a check with the application

? Official transcript

? Complete a Criminal Charges or Convictions Self-Reporting Form

? Return the completed application with the above information enclosed to the York College Teacher Education Department. Completed applications will then be mailed by York College to Lincoln to be processed.

Placement Services

Education Placement

For placement information contact:

- Kathleen B. Wheeler, Education Division, Chair (402) 363-5696
- Deb Friesen, Administrative Assistant (402) 363-5694

EDUCATION CHECKLIST

STUDENT NAME:

Application for Admission to Teacher Education

Health Form

Favorable Faculty Recommendations Forms

PPST Reading

_____ ? Yes Passed

PPST Math

_____ ? Yes Passed

PPST Writing

_____ ? Yes Passed

Interview

_____ ? Successful Interview

English Proficiency Exam

_____ ? Yes Passed

Acceptance Letter

Freshman Year EGP

Sophomore Year EGP

Junior Year EGP

_____ ART 313 Teaching Art (3) _____

EDS 203 Intro to Learners w/ Except (3) _____

EDU 103 Intro to Education (14) _____

EDU 111 Tutoring (15) _____

EDU 211 Tutoring (15) _____

EDU 213 Field Experience (45) _____

EDU 232A Field Experience (30) _____

EDU 232B Field Experience (50) _____

EDU 311 Tutoring (15) _____

EDU 323 Teaching Math (14) _____

EDU 333 Teaching Lang Arts (14) _____

EDU 393 MS and the MS Student (15) _____

EDU 411 Tutoring (15) _____

EDU 423 Teaching Social Studies (5) _____

EDU 483 Secondary Methods () _____

MUS 413 Teaching Music () _____

PED 323 Teaching Health & PE () _____

RDG 456 Writ/Read & Diagnosis(10) _____

Other _____

Total hours:

Senior Year EGP

Signed Notice of Admission

"Why I Want To Teach" essay

Done in EGP

Fresh/Soph/Junior/Senior

Felony/Misdemeanor Form

Guidelines for York Public Schools

Data Sheet

Completed Speech

(COM 113)

Completed English

(ENG 113)

Completed English

(ENG 123)

Completed Intro. To Educ. (EDU 103)

Logged hours completed (100) _____

Section I.b Program Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

Total number of students enrolled in 2008-09:	61
Unduplicated number of males enrolled in 2008-09:	27
Unduplicated number of females enrolled in 2008-09:	34

2008-09	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	1
<i>Race</i>	
American Indian or Alaska Native:	1
Asian:	0
Black or African American:	4
Native Hawaiian or Other Pacific Islander:	0
White:	56
Two or more races:	0

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2008-09.

Average number of clock hours required prior to student teaching	100
Average number of clock hours required for student teaching	640
Number of full-time equivalent faculty in supervised clinical experience during this academic year	5
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	2
Number of students in supervised clinical experience during this academic year	71

Please provide any additional information about or descriptions of the supervised clinical experiences:

Section I.d Certified Licensed

Provide the number of students who have been certified or licensed as teachers, by subject and area of certification or licensure.

Teaching subject/area	Number certified/licensed 2008-09	Number certified/licensed 2007-08	Number certified/licensed 2006-07
TOTAL (all areas/subjects)	23	19	18
Elementary Education	8	5	7
Elementary Education/Special Education	2	0	2
English	2	0	0
English/Physical Education	1	0	0
English/Special Education	0	0	1
History	2	1	1

History/Special Education	0	0	1
Math	1	1	1
Middle School	1	4	0
Middle School/Special Education	1	1	1
Physical Education	2	6	2
Physical Education/Special Education	0	0	1
Social Science	2	0	0
Vocal Music	1	1	1

Section I.e Program Completers

Provide the total number of initial teacher certification preparation program completers in each of the following academic years:

2008-09: 23

2007-08: 19

2006-07: 17

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	<p>Academic year: 2008-09</p> <p>Goal: 1</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Meeting prospective students and answering questions concerning Math Education as a major.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>There is a strong opinion among prospective students as to whether or not they want to be teachers and if math is the area for them.</p>
Science	<p>Academic year: 2008-09</p> <p>Goal: 1</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Meeting prospective students and answering questions concerning Math Education as a major.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>There is a strong opinion among prospective students as to whether or not they want to be teachers and if science is the area for them.</p>
Special education	<p>Academic year: 2008-09</p> <p>Goal: 5</p> <p>Goal met? Yes</p>

	<p>Description of strategies used to achieve goal:</p> <p>College professors guest star in beginning classes to peak interest among freshman students.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Added Adapted Physical Education as an option for Special Education; this is additional interest here.</p>
Instruction of limited English proficient students	<p>Academic year: 2008-09</p> <p>Goal: o</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>not available at our college</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>not available at our college</p>
Other	<p>Academic year:</p> <p>Goal:</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>

Provide any additional comments, exceptions and explanations below:

Section II. Assurances

Please indicate whether your institution is in compliance with the following assurances.

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.

Yes

Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.

Yes

General education teachers receive training in providing instruction to children with disabilities.

Yes

General education teachers receive training in providing instruction to limited English proficient students.

Yes

General education teachers receive training in providing instruction to children from low-income families.

Yes

Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.

Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

These strategies are part of many classes and students encounter these ideas in multiple classes and from multiple instructors.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
5730 -COMPUTERIZED PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	9					
5710 -COMPUTERIZED PPST READING Educational Testing Service (ETS) All program completers, 2008-09	9					
5720 -COMPUTERIZED PPST WRITING Educational Testing Service (ETS) All program completers, 2008-09	9					
730 -PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	8					
710 -PPST READING Educational Testing Service (ETS) All program completers, 2008-09	9					
720 -PPST WRITING Educational Testing Service (ETS) All program completers, 2008-09	10		10	100		

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2008-09	19	19	100	

Section IV. Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?
Yes

If yes, please specify the organization(s) that approved or accredited your program:
State
NCATE
Other (specify: North Central Association - Higher Learning Commission)

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?
No

Section V. Technology

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction
Yes
- use technology effectively to collect data to improve teaching and learning
Yes
- use technology effectively to manage data to improve teaching and learning
Yes
- use technology effectively to analyze data to improve teaching and learning
Yes

Provide a description of how your program prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of how your program prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not

currently in place.

These concepts are spread throughout the program and occur in multiple class and with multiple instructors. All students take an instructional technology class, an educational psychology class, an introduction to learners with exceptionalities, methods classes, and field experiences. The concepts listed above are covered in these and other classes.

Section VI. Teacher Training

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**
Yes
- **participate as a member of individualized education program teams**
Yes
- **teach students who are limited English proficient effectively**
Yes

Provide a description of how your program prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

From their "Introduction to Learners with Exceptionalities", "Human Relations/Multicultural Awareness", "Field Experiences", and "Student Teaching", these concepts are covered multiple times.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**
Yes
- **participate as a member of individualized education program teams**
Yes
- **teach students who are limited English proficient effectively**
Yes

Provide a description of how your program prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

The Special Education Program (mild/moderate) has 10 classes in the endorsement that cover the topics listed above.

Section VII. Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Supporting Files

York College
Traditional Program
2008-09

[Contact Us](#) - [Glossary](#) - [Log out](#)

Title II, Higher Education Act
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