Welcome to Teacher Education
The purpose of teacher education programs at Concordia University is to prepare teachers and administrators for Lutheran and public schools. This preparation program includes the transmission of essential knowledge and the development of dispositions (attitudes) and skills needed to work in multicultural schools and congregations, both nationally and internationally. Concordia's programs combine theory and practice to prepare for the 21st Century educators who grow from novice to master teacher-leader.

The college of education congratulates you upon your decision to prepare for this challenging profession. This handbook is designed to assist you in understanding purposes for the various requirements of your particular program, supplementing information in the university catalog. Your advisor, instructors and staff personnel are prepared to help you in many ways; however, primary responsibility for meeting the requirements of the various options is yours. We pray that you have a positive, enriching experience as you progress through your program at Concordia.

Program options on the undergraduate level include elementary, middle level, secondary, and early childhood. All early childhood candidates also complete the elementary program. Options on the graduate level are school principal, literacy, and early childhood educator. All teacher education programs lead to certification/licensing in the state of Nebraska. Students who choose the Lutheran school option receive certification for ministry in schools and congregations of The Lutheran Church–Missouri Synod.

Personnel to Assist Students
Contact the Dean's Office (7475) with questions and further contact information.

Description of Teacher Education
A schematic of our conceptual framework identifies knowledge-base sources, the knowledge-base and component parts of the delivery system for basic and advanced teacher education programs. The knowledge-base sources include our interpretation of divine revelation and our application of philosophy, educational research and best educational practice. Three documents—Concordia Mission Statement, Teacher Education Philosophy, Teacher Education Goals—summarize these sources. The conceptual framework for teacher education is organized under the themes: Teaching, Leading, and Learning. These themes, operational in curriculum and especially in the teacher field experiences, are now specifically and systematically applied through our delivery system.

Teacher education consists of three components: general education, professional studies and specialty studies. The general studies component themes are described later in this manual, and the course requirements and options are presented in the university catalog. The professional studies component consists of field/clinical experiences, student teaching and core courses which deliver essential knowledge, skills and dispositions for all basic and advanced education programs. The specialty studies component (undergraduate and graduate catalog) consists of courses, field/clinical and student teaching experiences designed to develop competence in the knowledge, skills and dispositions for specific teaching areas. This component contains in-depth inquiry in specific academic disciplines and specialized professional education courses for basic and advanced programs.

The student services office and Chaplain's office coordinate the co-curricular studies component, as described in the student life handbook.

The advanced programs do not include a general studies component but do include individualized supporting studies chosen by students and their graduate committee.
Begin as a Novice
Students preparing to be teachers frequently assume that they know and understand a teacher’s role. However, research indicates this assumption is usually unfounded and nonproductive. Valid preparation requires that students and teacher education faculty mutually understand that the student is a novice; hence the first step toward professional development is establishing clear, definable models of the teacher’s role.

Plan, Implement, Evaluate
The Concordia concept of the teacher’s role is threefold: Teaching, Leading, Learning. Teaching is a deliberate, reflective activity which includes planning, implementing and assessing learning activities. Planning begins with an identifiable philosophical (theological) position accompanied by an essential knowledge of learning, of teaching, of human development and of subject content and curriculum. Implementing teaching plans includes instructive, monitoring and management skills to meet the needs of students. Assessment, evaluation and reflection skills are additionally necessary teaching functions.

Sensitive Competence
A teacher must be sensitive to all students and competent to meet diverse cultural, intellectual and physical needs. The teacher provides an environment which simultaneously supports and challenges the learner. The development of the whole person spiritually, emotionally, physically, intellectually is the task of the teacher-servant.

Leadership
The teacher-leader interacts effectively and ethically in school and community, promoting positive and powerful dynamics to enhance learning within educational systems. The teacher-leader is an attentive
listener, proficient in oral and written communications. Educational leadership includes essential knowledge of curriculum design and implementation. A primary requirement of leadership includes expressing clearly the school's vision, uniting all participants to fulfill that mission.

**Progression to Professional Maturity**
The most significant dimension of the teacher's role is learning. Concordia is committed to the belief that all learning begins with a personal relationship to God through Jesus Christ. This relationship empowers the teacher to practice objective self-reflection, to develop commitment to spiritual values and to accept human diversity. Beginning teachers must possess basic general knowledge and specialty expertise, prerequisites to an expanding professional maturity. Learning in our model begins with a spiritual relationship, which produces balanced self-development, broad and specific academic foundations, professional knowledge and well-integrated human relations.

**The Portfolio Process**
Students in the education program are required to complete a portfolio. The purpose of the portfolio is to record the candidate’s progress through the program. This process begins in the initial courses of the program and continues through student teaching. Regular portfolio reviews are conducted at the time of admission to teacher education and at the time of admission into student teaching.

**Student Progression through the Program – Checklist of Tasks**

**First Year (freshman)**
- Check my cune.org e-mail regularly – it’s how they communicate with me
- Acclimate myself to Concordia – find the library, get involved in a student group on campus, do well in my classes
- Attend all my classes faithfully
- Finish all the technology coursework in ED101
- Register for ED201 – Introduction to Education – for second semester especially if I’m in the early childhood program
- Take and pass the PPST exam (given on campus in January with an early December registration deadline)
- Attend the multicultural presentations offered second semester (if I'm in ED201)
- Register for ED201 for first semester sophomore year – this is a MUST
- Fill out the "Declaration of Program" paperwork with the Registrar’s office so they know my course of study
- Work on my Teacher Education portfolio

**Second Year (sophomore)**
- Check my cune.org e-mail regularly – it’s how they communicate with me
- Focus on academics to keep my grades at an appropriate level
- Successfully complete ED201
- Start and finish the Teacher Education Admissions process – the Goldenrod Form
  - 4 signatures plus 2 more for middle level and secondary
- Appointments with your program director (ECE, ML), the elementary or secondary director, and the Dean
- Attend all of the multicultural presentations offered during the year – there are 4 of them
Third Year (junior)
- Complete 1-2 multicultural experiences
- Work on my Teacher Education portfolio
- Meet with my advisor to discuss my program (second semester)

Fourth Year (senior)
- Complete the Application for Graduation
- Complete my Teacher Education portfolio
- Go student teaching and complete that successfully
- Check my cune.org e-mail regularly – it’s how they communicate with me
- Focus on academics to keep my grades at the appropriate level
- Finish all the items not previously done – failure to do so will result in a delay in student teaching and possibly in graduation. You are responsible for completing the requirements of your program listed in your catalog.
- Take the Praxis II – EECIA exam (elementary and ECE candidates only)

General Studies – Purpose and Themes
The purpose of Concordia's general education component is to contribute to the holistic development of each student for effective Christian living and for service to church and world. Essential knowledge, skills and attitudes are elicited by the following integrated themes of the general education sequence.

Christian consciousness
The foundational theme of Concordia's programs; a vision of all human life and thought in the context of God’s good creation; His redemption of all things in Jesus Christ; His gift of community in the church and society.

Environmental considerations
Responsibility as God's stewards to the earth and its resources; concern for the impact of our actions on God's creation.

Problem solving orientation
Implies intelligent questioning more than glib answering; commitment to finding causes and solutions; scholarly inquiry rather than superficial conclusions.

Critical thinking
In addition to qualitative/quantitative, analytic/synthetic or inductive/deductive thinking, is also evaluative and reflective; assesses implications, makes judgments, defends positions.
Futuristic concerns
Considers the effect of current actions on the future; alternative futures; learning from the future; visions for the future.

Multicultural acceptance and global awareness
Understanding the complementary and interrelated nature of human societies; promoting an appreciation and acceptance of diversity—religious, cultural, social and aesthetic.

Historical perspectives
Emphasize change and continuity among peoples, cultures and civilizations; understand present societies from their traditions as well as currently interacting, global societies.

Racial and gender equity
Affirms the God-given, inalienable equality, the full personhood and the total dignity of all human beings regardless of gender, race or ethnic background.

Social justice
Is concerned with the rightness of the human condition before God and within society; is measured by its loving treatment of the poor and of the powerless in society.

Aesthetic awareness
Appreciates beauty through intuitive and cognitive understanding of the arts and sciences. Uses verbal and nonverbal modes of expression effectively to clarify meaning, heighten perception, and enhance excellence.

High tech implications
Suggest skills and judgment in a society using “high tech” materials; knowledge and attitudes needed to thrive in a modern, fast-paced world.

Moral ethical imperatives
Understanding commitment and action rooted and nurtured in Gospel; applying Scriptural principles to issues in our lives and those of our society.
The 44-semester-hour sequence of courses designed to address these themes in an integrated manner are listed in the general catalog.

The Purpose Statement of Concordia University College of Education

The College of Education strives to prepare candidates who exemplify Christ-like servant leadership and who will serve as educators in Lutheran, parochial, private, and public school classrooms and parish education programs of our church and our world.

We will equip our candidates
- to be effective in ministry in schools and congregations
- to integrate the Christian faith into their own lives and into their classrooms and parish ministries in appropriate and effective ways
- to see themselves as leaders and influencers and to provide them with a basic set of skills to carry out their ministry
- to grow spiritually, academically, socially, emotionally, physically, and relationally

We do this by providing an environment that encourages and emphasizes
- spiritual, intellectual, social, emotional, and physical growth in an atmosphere of openness and respect,
- excellence in academics and integrity demonstrated in high standards in both areas,
- a high standard of excellence in spiritual life as demonstrated in commitment to Word and Sacrament and to each other as brothers and sisters in Christ,
- the importance of commitment to others in all that we do demonstrated in a willingness to place the needs of others as a high priority in our lives,
- partnership with candidates as they learn and grow, with schools and churches in the training and growth of the candidates, and with churches, districts, and synod in recruiting, placing, and retaining dedicated servant-leaders, and
- a sense of collegiality and mutual respect and responsibility in our candidates during their time at Concordia and as they take their place in the schools and churches of the world.

Professional Education Core Studies
Requirements for All Programs:
Educ-101 Teaching as a Profession
Educ-201 Introduction to Education
Educ-424 Teaching the Diverse Learner
Psy-210 Educational Psychology/General Methods
Psy-324 Psychology of Exceptionality & Multiculturalism
Theo-241/242/251/252 Interpretation Course*
Theo-361 Christian Doctrine I*
Theo-362 Christian Doctrine II*
Theo-381 Christian Teacher’s Ministry

Program Directors

Early Childhood Education – Professor Judy Ripke
Elementary Education – Professor Kevin Kromminga
Middle Level Education – Dr. Rebecca Fisher
Secondary Education – Dr. James Juergensen

Teacher Education Admission and Retention Policy

Admitting Person

The Dean of Education is responsible for administering the admission to teacher education procedures.
Application for Admission

Students who want to enter a teacher education program(s) must complete an application for admission to teacher education. Applications may be submitted when a student has achieved sophomore standing or is enrolled in Education-201. The application forms are available from and processed through the Dean of Education's office.

Criteria for Admission

1. Students must be recommended for admission by faculty and staff as specified on the Admission to Teacher Education form (the "goldenrod form").

2. Students must have:
   a. passing scores on the PPST in reading, math and writing;
   b. a cumulative GPA of 2.5 or better
   c. a GPA of 2.667 or better in Professional Coursework (all teacher education students)
   d. a GPA of 2.667 or better in Elementary or Middle Level Coursework. (elementary and middle level programs only)
   e. a GPA of 2.667 or better in Early Childhood coursework (early childhood programs only)
   f. a GPA of 2.667 or better in secondary or K-12 endorsement I or middle level CTA I (Secondary, K-12 & Middle Level only)
   g. a GPA of 2.667 or better in secondary endorsement II (if applicable) or middle level CTA II (Secondary, K-12 & Middle Level only)

3. Upon application for admission, the prospective teacher education student must provide a list of all criminal convictions, except traffic offenses. The prospective student is required to affirm under oath that he or she has no felony convictions and no misdemeanor convictions involving abuse, neglect or sexual misconduct.

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.

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: Assault (third degree), stalking, hazing, false imprisonment, sexual assault (third degree), abandonment of spouse or child, child abuse, contributing to the delinquency of a child, prostitution, keeping a place of prostitution, debauching a minor, public indecency, sale of obscene material to minor, obscene motion picture show (admitting minor), obscene literature distribution, sexually explicit conduct, resisting arrest (when the conviction involves use or threat of physical force or violence against a police officer), indecency with an animal, intimidation by phone call.

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: attempt to commit a crime, criminal conspiracy, accessory to a felony, aiding, abetting, procuring or causing another to commit an offense.
The prospective teacher education student is also required to affirm under oath that he/she has no order or determination currently in effect by a court or any other governmental body which finds him/her to be any of the following: a mentally ill and dangerous person, mentally incompetent to stand trial, acquitted of criminal charges because of insanity, an incapacitated person in need of a guardian, or unable to manage his/her property due to mental illness, mental deficiency, chronic use of drugs or chronic intoxication; or is currently an inpatient or resident in a mental health facility due to a determination by a qualified mental health professional.

4. Students must also have the approval of the Dean of Education.

Notification of Admission

The Dean of Education will notify students and their advisers in writing of decision on teacher education applications. Such notification will indicate admission, provisional admission, or denial of admission.

Retention Criteria

Students who fulfill the following criteria will be retained in the program:

1. Students must maintain a cumulative grade point average of 2.50 for all courses to be counted toward graduation for permission to student teach and for recommendation for certification and placement.

2. Students must maintain a 2.667 grade point average in the elementary professional training sequence for permission to student teach and for recommendation for certification and placement. Secondary and K-12 students must also maintain a 2.667 grade point average in the professional education sequence and their subject, comprehensive subject, or endorsements. Middle-level students must also maintain a 2.667 GPA in the professional education sequences and their content teaching areas.

3. Students, their advisers, and the Dean of Student Services office must certify that the student's development physically, emotionally, socially, mentally, and spiritually is proceeding at a rate and in a direction that should make it possible for the student to succeed as a beginning teacher. This procedure is to be completed at the time of application for student teaching, placement and certification.

Appeals Process

If students wish to appeal being denied admission or removed from the program, a written appeal may be addressed to the Commissioned Ministers Appeal Committee through the Undergraduate Council. This document is to include the student's name, reason for appeal, and other pertinent information.

Any student who is not satisfied with the decision of the Appeal Committee may appeal directly to the President of Concordia University.
Required Clinical/Field Experiences for Teacher Education Programs

Purpose
The primary purpose of clinical field experiences is to provide experiences that will help “teachers in training” observe teachers, develop skills and become familiar with the procedures in teaching and working with preschool—12th grade students. Concordia requires a minimum of 100 hours of field experiences prior to graduation, exclusive of student teaching. Field experiences are normally scheduled to be completed before student teaching begins.

Procedures
Credit will be given only if official observation sign-up and involvement proposal procedures are followed. Transportation allowances must be approved prior to the experience. Professors, principals and students must receive prior approval for all arrangements.

Courses
The following courses in teacher preparation programs at Concordia require field experiences. People seeking dual certification in elementary and secondary education should clarify their plan with the director of field/clinical experiences.

- Educ-101 Teaching as a Profession – 10 hours in a classroom
- Educ-201 Introduction to Education – 30 hours in a classroom
- Educ-301 Principles of Secondary Education and Student Teaching I – all-day commitment
- Educ-311 Middle Level Seminar II – 30 hours in a middle school setting
- Educ-332 Early Childhood Education – 30 hours in a preschool/kindergarten setting
- Educ-333 Primary Education – 15 hours in a primary setting
- Educ-361 Literacy Instruction, Assessment, and Intervention – 30 hours in school literacy development
- Educ-363 Elementary Teacher Lab and Student Teaching I – all-day commitment
- Educ-424 Teaching the Diverse Learner – 30 hours in a classroom
- Psy-421 – Adolescent Psychology – 30 hours for secondary candidates
- HHP-364 – PE Methods in the Elementary School (non-majors) – 10 hours in a PE situation
- HHP-365 – Health and PE in the Elementary School (majors) – 15 hours in a health or PE situation

Multicultural Experiences Teacher Education Candidates

Second-Year Teacher Education Multicultural Experiences
All second-year teacher education candidates participate in four multicultural presentations. The four ethnic groups represented are: African American, Native American, Asian American and Hispanic American. A representative of the culture is the presenter.

Third-Year Teacher Education Multicultural Experiences
All third-year teacher education candidates complete four multicultural experiences. A variety of options are available for completing this requirement.
Fourth-Year Teacher Education Multicultural Workshop
All fourth-year teacher education candidates participate in a two-day workshop during student teacher orientation week. The workshop is intended to increase awareness and understanding of teaching in a diverse society.

Professional Semester
This semester is a sixteen-week professional experience consisting of prescribed courses and experiences.

Professional education courses
During the first half of the semester, complete a block of classes integrated with teacher laboratory. The elementary classes include general methods, mathematics, music, science and social studies methods. The secondary classes are principles of secondary education and specific methods classes.

Student Teaching One
Student teaching integrated with professional education courses, completed in area schools during first half semester.

Student Teaching Two
Student teaching is completed on location in a location chosen for candidate placement. Candidates live in the community.

Student Teaching One

Daily schedule
Elementary Teacher Lab: 7:30-9:20 a.m., in methods classes and in the elementary schools the remainder of the school day. Conferences with cooperating teacher are held after school. Select methods classes may be taught in late afternoon.

Secondary Teacher Lab: 7:30-9:20 a.m., in Educ-301 class for the first three weeks. Candidates are in the secondary schools the remainder of the school day those first three weeks and then the entire school day for the remaining five weeks. Specific methods classes are held from 4-6 p.m. or in the evening. conferences with cooperating teacher are held during the day and at the end of the school day.

Work and time commitment
Do not plan to hold a job during the professional semester. Classes, preparation for classes and student teaching, student teaching itself and other meetings make this experience a full-time commitment.

Cars and clothes
Candidates who have a car for student teaching provide greater convenience and more options in making assignments. It is not required, but strongly encouraged. Professional dress: dress slacks, shirt and tie for men; skirts, dresses or dress slacks for women.

Assignments
Student Teaching One assignments are in Seward or adjacent communities.
**Paperwork for Student Teaching One**
Preference Sheet (help in making assignment)
Biographical Form (to be shared with cooperating teacher)
Involvement Proposals (signed by cooperating teacher(s) and returned to TLEC 212)
Diary (daily summary and evaluation of student teaching involvement)
Lesson plans (format used in General Methods)

**First Week**
Methods classes
Orientation to laboratory and student teaching
Student Teaching One assignments
Workshops
Student teaching starts

**Format of the teaching experience**
Observe cooperating teacher and help students; get to know students
Prepare units and lessons for initial teaching
Build up teaching load to several classes each day
Evaluate lesson plans and receive feedback from cooperating teacher daily
Conference with your supervisor weekly
Observation by director in each four-week period (video tape second one)
Two written evaluations by cooperating teacher and by supervisor

**Objectives of Teacher Lab and Student Teaching One**
Progress from the survival stage to the skills stage and perhaps beyond to a clearer awareness of the strategy and synergy stages
Progress in use of methods, resources and skills needed to be effective in teaching specific subject areas
Progress in classroom management, motivation of students, responding to the whole child
Progress in helping students grow and develop while directing them through learning activities
Growth in confidence in own ability to be an effective teacher

**Student Teaching Two**

**Daily schedule**
Depends on school schedule. Plan to arrive one-half to one hour before school starts and to stay one hour after school ends. Coaching and extracurricular activities will lengthen the day. Evenings are devoted to preparation and parish extracurricular activities.

**Work and time commitment**
Do not plan to hold a job during the professional semester. Classes, preparation for classes and student teaching, student teaching itself, and other meetings make this experience a full-time commitment.

**Cars and clothes**
Having a car for student teaching means greater convenience for you and more options in making
assessments for us. It is not required, but strongly encouraged.
Professional dress: dress slacks, shirt and tie for men; skirts, dresses or dress slacks for women

**Assignments**
Student Teaching Two assignments for Lutheran teacher students are some distance from campus. Married students and public school candidates are usually assigned within commuting distance of Seward. Normally two students are assigned to one school. Requests for a specific partner will be considered, but cannot always be honored.

**Paperwork for Student Teaching Two**
Preference Sheet (help in making assignment)
Biographical Form (to be shared with cooperating teacher)
Weekly Activity Reports (e-mailed to Concordia each Friday)
Lesson Plans (format used in General Methods course)

**Format of the teaching experience**
Observe cooperating teacher and help students; get to know students
Prepare units and lessons for initial teaching
Build up teaching load to a week or more of full days
Evaluate lesson plans and receive feedback from cooperating teacher daily
Visit from university supervisor every 3-4 weeks
Participate in halfway and final written evaluations with cooperating teacher.
Receive feedback from university supervisor on each visit.
The supervisor will also prepare a final written report.

**Objectives of Student Teaching Two**
Progress from the skills stage to the strategy stage with a clearer awareness of the synergy stage.
Become skillful in several methods, motivational techniques and classroom management procedures that work well for you. (Begin to fill your professional toolbox.)
Practice integrating the faith in every subject.
Progress in responding to the whole child, particularly through individual attention and extracurricular/parish activities.
Experience the support and encouragement that comes from being part of a faculty.
Affirm the decision to serve people by entering the teaching ministry/profession.

**Student Teaching II Calendar**
**First Quarter**
No student teaching except by special arrangement with student teaching office.
**Second Quarter**
This quarter is generally reserved for regular elementary and secondary student teaching.
**Third Quarter**
This quarter is generally reserved for Early Childhood teacher education candidates.
**Fourth Quarter**
This quarter is generally reserved for elementary, middle level, and secondary teacher education candidates.
Final word
Most students find the professional semester one of the most, if not the most, rewarding, productive semesters at Concordia. It is also one of the busiest. You will experience joy and excitement, stress and doubt. The teacher lab-student teaching staff is here to help. We look forward to working with you.

Concordia Association of Students in Education
Concordia Association of Students in Education (CASE) is a student-directed, faculty-sponsored and institutionally sanctioned pre-service professional organization for students in teacher education. Two representatives from CASE are voting members of the Education Governance Unit. CASE meets monthly with guest speakers who address contemporary issues in education.

Any student interested in teacher education may be a member.

Placement Services
Concordia maintains a placement office in Janzow Campus Center. This office is responsible for administering the placement procedures of The Lutheran Church–Missouri Synod for all Lutheran teachers and Directors of Christian Education. This office also assists public school candidates to secure teaching positions. Students should complete applications for placement in this office at least one semester before completing their program. The placement office provides assistance in developing credential files and job search skills.

Teacher Certification
Concordia maintains an office to assist graduates in securing a teaching certificate. The certification officer is authorized to recommend qualified candidates for any of the teaching certificates for which they are eligible. That office provides applications, institutional recommendations and transcripts, and initiates the transactions with the various state education departments.

Eligibility for a teaching certificate requires a bachelor of science in education degree, with at least 30 semester hours in residence. The teaching certificate authorizes the graduates to teach in specific states in whatever teacher education program areas they have completed. Certification is not automatic. Each graduate must apply to receive a teaching certificate.

Certification is the term for licensure in the State of Nebraska. State law stipulates that only certified teachers may teach in Nebraska schools. Graduation and completion of a teacher education program does not equal certification. Initial teaching certificates in Nebraska are issued for five years.

Graduates: Do not neglect completing certification procedures upon graduation.

Forms Used in Teacher Education

Application for Admission to Teacher Education
The “goldenrod” form is your “ticket” into the teacher education program. Teacher education candidates receive this form during Introduction to Education ED201. The process for filling out the form is explained in class. The signatures needed vary according to the program chosen by the candidate.

Application for Admission to Student Teaching
This form is filled out prior to the professional semester, generally in the spring before the year a candidate would student teach. The form is sent to students who indicate they will be ready to student teach during
the coming year. Signatures are necessary from your advisor and appropriate directors. Questions should be directed to the Student Teaching Office (7227).

**Teacher Assistance Evaluation (multiple versions)**
This form is filled out after every field experience. There are multiple varieties of this form depending on the specific field experience. These forms are available from the professors in each of the classes where required. Any questions about the forms should be directed to the Field Experiences office.

**Field Experience Data Form**
This form is filled out and returned to the Field Experiences Office to assist in finding placements for your required field experiences. It is filled out by students in the education program before the beginning of each semester.

**Felony/Misdemeanor Statement**
This form is filled out during ED201 and before Student Teaching I and Student Teaching II. It is a requirement of the State of Nebraska for every teacher candidate before they can begin their teacher aiding or student teaching experiences.

**Mental Health Statement**
This form is filled out during ED201 and before Student Teaching I and Student Teaching II. It is a requirement of the State of Nebraska for every teacher candidate before they can begin their teacher aiding or student teaching experiences.