The policies and procedures stated in this handbook apply to all students admitted and/or active in the KWU education program. The contents of this handbook may be subject to change throughout the program. Faculty reserve the right to change policies when needed. If changes are made to contents of this handbook, you will be informed and the changes will be posted on the Teacher Education department website. In addition, you are responsible for other sources of policies, procedures, guidelines, and expectations, including the KWU Student Handbooks and Academic Catalog, class schedules, KWU website, and any other pertinent KWU resources.

(Approved 6/15/17, Finalized 8/7/17, Revised 12/11/17)
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2017-2018

KANSAS WESLEYAN UNIVERSITY

TEACHER EDUCATION PROGRAM
MISSION STATEMENTS, PHILOSOPHIES, AND GOALS

KANSAS WESLEYAN UNIVERSITY MISSION

The mission of Kansas Wesleyan University is to promote and integrate academic excellence, spiritual development, personal well-being, and social responsibility.

Kansas Wesleyan University provides an education program characterized by excellence within a caring community, rooted in the liberal arts tradition. The call of the University is to develop both intellect and character, to stimulate creativity and discovery, to nurture the whole person - body, mind, and spirit. Diversity is encouraged in curriculum, faculty, and students.

Kansas Wesleyan University prepares students not only for careers and professions, but also for lifelong learning. The University equips its students for responsible leadership in their communities, for useful service in and to the world, and for stewardship of the earth.

Kansas Wesleyan University provides a setting in which faith and learning are integrated; encounter with the Christian proclamation is an integral part of the life of the University. The University fosters the lively discussion of faith and values, encouraging students to develop a thoughtful, personal world view informed by Christian tradition.

Kansas Wesleyan University serves the church, community, and the world by providing a variety of resources for educational, cultural, and spiritual enrichment. The aim of the University is to discover, to build, and to share a higher quality of life and a broader vision of the world.

KANSAS WESLEYAN TEACHER EDUCATION CONCEPTUAL FRAMEWORK

Kansas Wesleyan University prepares reflective teachers with the potential for professional leadership who: demonstrate academic and professional excellence, have sound personal qualities, have a commitment to education and life-long learning, demonstrate world citizenship, and are committed to faith.

TEACHER EDUCATION MISSION

The Teacher Education program at Kansas Wesleyan University is committed to the selection and preparation of future elementary and secondary teachers who reflect in a positive manner the essence of the mission statement of the university, i.e., academic excellence, spiritual development, personal well-being, and social responsibility. The Kansas Wesleyan University Teacher Education program provides prospective teachers a broad foundation of liberal studies complemented by an in-depth study in their teaching majors.

TEACHER EDUCATION PHILOSOPHY

It is the philosophy of the Teacher Education Program that a liberal arts education and professional training will produce a teacher candidate who has academic and professional excellence, a strong sense of spiritual and personal well-being, social responsibility, and the skills to be a reflective teacher with the potential for educational leadership.
DISPOSITIONS BASED ON THE KWU CONCEPTUAL FRAMEWORK GOALS AND OBJECTIVES

Dispositions are defined as the values, commitments, and professional ethics that influence behavior toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. (NCATE 2006) “Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching.” (CAEP Standard 3.3) The dispositions listed below are expected of Kansas Wesleyan University candidates in the university classroom and in the schools.

Goal 1. Academic Excellence

The candidate possesses the knowledge bases, in liberal arts and his/her content area, and in pedagogical skills and demonstrates academic and professional excellence to teach all students.

To meet this goal, the candidate will:

Objectives:
1. Understand the fundamentals of liberal arts
2. Demonstrate knowledge, understanding, and application of material related to his/her content area
3. Demonstrate knowledge of the processes of human development and learning
4. Demonstrate effective communication skills necessary for working in the school community
5. Demonstrate problem solving, reasoning, and critical thinking skills to make decisions
6. Demonstrate skills to integrate the curriculum
7. Demonstrate effective teaching and assessment strategies for all students
8. Demonstrate skills in using technology for instruction that benefit all students
9. Demonstrate the use of technology in management and communication
10. Demonstrate the skill of reflection in developing and evaluating classroom practices

Dispositions:
___ Comes to class prepared
___ Uses grades/rubrics/study guides to improve skills
___ Justifies ideas with research/evidence
___ Uses correct spelling, grammar, sentence structure
___ Has respect, seriousness, and the intent to acquire knowledge
Goal 2. Personal Qualities

The candidate demonstrates the intra and interpersonal skills to create an effective learning environment.

To meet this goal, the candidate will:

Objectives:
1. Demonstrate effective communication and interpersonal skills
2. Build cooperative relationships among all students for an effective learning environment
3. Develop collaborative relationships with other professionals and parents to support all students’ learning and well-being
4. Develop a teaching style and professional relationships that enhance personal well-being

Dispositions
___ Actively listens during class
___ Asks/answers questions during class that demonstrates authentic interest
___ Collaborates and contributes in group work
___ Accepts and acts on constructive feedback
___ Takes responsibility for actions

Goal 3. Commitment

The candidate demonstrates a commitment to education and life-long learning.

To meet this goal, the candidate will:

Objectives:
1. Demonstrate a continuing professional interest in education and pursue development of leadership skills
2. Acquire knowledge of and advocate for educational issues
3. Demonstrate a proficiency in technological applications to education
4. Advocate and provide support for all students

Dispositions:
___ Gets things done despite hardships
___ Is accountable and reliable
___ Adheres to assignment guidelines/due dates
___ Takes initiative to understand concepts
___ Goes above minimum expectations
Goal 4. Leadership

The candidate is dedicated to the community in which he/she lives.

To meet this goal, the candidate will:

Objectives:
1. Participate in community activities and service
2. Demonstrate support of all students, parents, and colleagues
3. Acquire and demonstrate knowledge of world cultures and their impact on the school community

Dispositions:
___ Interacts with others in a professional manner
___ Actively involved with in the campus and community
___ Approaches diversity with a positive attitude and remains open to differing persons/opinions
___ Demonstrates respect of cultural differences of others
___ Collaborates with others

Goal 5. Ethics

The candidate is committed to faith and demonstrates ethical behavior in creating caring learning environments for all students.

To meet this goal, the candidate will:

Objectives:
1. Demonstrate ethical and moral behavior in the classroom
2. Demonstrate respect for spiritual values of all students and colleagues

Dispositions:
___ Represents the University positively
___ Complies with University and Teacher Education policies and procedures
___ Trustworthy in communication and interaction with others
___ Accepts responsibility for personal actions and behaviors
___ Demonstrates academic honesty
KANSAS EDUCATOR CODE OF CONDUCT

The professional educator shall work in the best interest of their students and honor their responsibilities to their students, school, district, community, state and profession as evidenced by:

- Responsibilities to Student
- Responsibilities to District
- Responsibilities to Profession

Responsibilities to Student:

- Refrain from disclosing confidential or damaging information that affects the student
- Make reasonable effort to protect the student from conditions detrimental to learning, health or safety
- Maintain professional relationships with students both inside and outside the classroom
- Refrain from soliciting, encouraging, participating or initiating inappropriate written, verbal, electronic, physical, sexual or romantic relationship with students

Appropriate conduct includes, but is not limited to the following:
- Keeping in confidence information about students that has been obtained in the course of professional service
- Creating, supporting and maintaining a challenging learning environment for all students
- Advocating for fair and equitable opportunities for all children
- Nurturing the intellectual, physical, emotional, social and civic potential of all students
- Embodying for students the characteristics of honesty, diplomacy, tact and fairness
- Fulfilling all mandatory reporting requirements for child abuse
- Fulfilling the roles of mentor and advocate for students in a professional relationship. A professional relationship is one where the educator maintains a position of teacher/student authority while expressing concern, empathy and encouragement for students
- Providing professional education services in a nondiscriminatory manner
- Maintaining a professional relationship with parents of students and establish appropriate communication related to the welfare of their children

Inappropriate conduct includes, but is not limited to the following:
- Sharing confidential information concerning student academic and disciplinary records, health and medical information, family status/income and assessment/testing results unless disclosure is required or permitted by law
- Failure to provide appropriate supervision of students and reasonable disciplinary actions
- Engaging in harassing behavior on the basis of race, gender, national origin, religion or disability
- Furnishing tobacco, alcohol or illegal/unauthorized drugs to any students or allowing a student to consume alcohol or illegal/unauthorized drugs
- Committing any act of child abuse
- Committing any act of cruelty
- Committing any act of cruelty to children or any act of child endangerment
Responsibilities to District:
- Adhere to conditions of contractual obligations with professional practice
- Fulfill reporting requirements honestly and accurately
- Appropriately use funds, personnel, property and equipment committed to his or her charge
- Refrain from falsifying any documents related to the employment process
- Conduct school district business through established procedures

Appropriate conduct includes, but is not limited to the following:
- Maximizing the positive effect of school funds through judicious use of said funds
- Modeling for students and colleagues the responsible use of public property
- Insuring that school policies or procedures are not impacted by gifts or gratuities from any person or organization

Inappropriate conduct includes, but is not limited to the following:
- Revealing confidential health or professional information concerning colleagues unless disclosure serves lawful professional purposes or is required by law
- Harming others by knowingly making false statements about a colleague or the school system
- Being on school premises or at a school-related activity involving students while documented as being under the influence of, possessing or consuming alcoholic beverages. A school related activity includes, but is not limited to, any activity that is sponsored by a school or a school system or any activity designed to enhance the school curriculum such as club trips, etc. which involve students
- Falsifying, misrepresenting, omitting or erroneously reporting information submitted to local, state federal, and/or governmental agencies
- Using school property without the approval of the local board of education/governing body
- Submitting fraudulent requests for reimbursement of expenses or for pay
- Falsifying, misrepresenting, omitting or erroneously reporting reasons for absences or leave
- Tutoring students assigned to the educator for remuneration unless approved by the local school board
- Falsifying records or directing or coercing others to do so

Responsibilities to Profession:
- Demonstrate conduct that follows generally recognized professional standards
- Fulfill all of the terms and obligations detailed in the contract
- Maintain appropriate licensure for professional practice and employment
- Provide accurate information to state department
- Abide by all federal, state and local laws and employing school board policies

Appropriate conduct includes, but is not limited to the following:
- Encouraging and supporting colleagues in developing and maintaining high standards
- Insuring that institutional privileges are not used for personal gain
- Maintaining diligently the security of standardized test supplies and resources
- Follow mandatory reporting requirements

Inappropriate conduct includes, but is not limited to the following:
- Harassment of colleagues
- Inappropriate language on school grounds or any school-related activity
- Accepting gifts or favors or offering gratuities that impair professional judgment or to obtain special advantage
- Violating confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items and violating local school board or state directions for the use of tests
- Being under the influence of, possessing, using or consuming illegal or unauthorized drugs
- Falsifying, misrepresenting, omitting or erroneously reporting employment history, professional qualification, criminal history, licensure/re-licensure
- A plea of guilty, nolo contendere or having been otherwise guilty of: any crime punishable as a felony; any crime involving a minor; any crime involving a theft; any crime involving drug related conduct; any crime defined in any section of article 36 of chapter 21 of the Kansas statutes annotated; or any attempts as defined by K.S.A 21-3301 and amendments thereto, to commit any crime specified in this subsection

Kansas State Department of Education, May 2014
TEACHER EDUCATION COMMITTEE

The Teacher Education Committee’s main purposes shall be to develop and administer the policies and procedures of the Teacher Education Program. The committee shall approve or disapprove all applications for admission to the Teacher Education Program; interview and accept the applicants to the Teacher Education Program; review the candidate’s continuation in the program; interview and accept candidates for Clinical Practice; review the experience in Clinical Practice and recommend the candidates for certification/license; conduct studies related to the program, review recommendations; and make recommendations for changes to the Teacher Education Program at Kansas Wesleyan University.

Appeals from this committee may be made to the Academic Affairs Committee of the Faculty.

Procedure for Selection of the Teacher Education Department/Unit Committee

The Chairperson of the Education Department will serve as the permanent chair of the committee unless there are extraordinary circumstances. Other faculty members of the Education Department will serve on the committee as well as faculty members from each of the other divisions that are members of the Teacher Education unit. These members will be selected in consultation with the Provost.

In addition, the Teacher Education Department/Unit Committee will select two candidate representatives, one elementary education major and one secondary/K-12 education minor, prior to or at their first meeting of the academic year. The Chairperson of the Teacher Education Department/Unit Committee will submit the names of candidates, elementary education major and secondary/K-12 education minor, to the committee for consideration. The committee will select candidates by a majority vote. After selection by the Teacher Education Department/Unit Committee, the Chairperson will submit the names to the president of the Student Congress for his/her approval.

Criteria for candidate selection are as follows:

- one candidate will be an elementary education major,
- one candidate will be a secondary/K-12 education minor,
- each candidate will have at least a 3.0 cumulative GPA
- each candidate will have demonstrated leadership ability through classes and campus activities,
- each candidate will have demonstrated mature, responsible behavior through classes and campus activities,
- each candidate will agree to serve in a responsible professional manner, and,
- each candidate will have been admitted to the Teacher Education Program.

Candidates may serve consecutive years if requested by the Teacher Education Department/Unit Committee.
TEACHER EDUCATION UNIT PROGRAMS

The following approved programs lead to initial teaching licensure in the State of Kansas: Courses required for each program are found in the KWU Catalog and on the Teacher Education Department website.

Biology (6-12)
Chemistry (6-12)
Elementary Education (K-6)
English Language Arts (6-12)
History and Government (6-12)
Mathematics (6-12)
Music (P-12)
Physics (6-12)
Physical Education/Health (P-12)
Speech/Theatre (6-12)

Middle Level Endorsement – by KSDE Content test only (see catalog)

English for Speakers of Other Languages - ESL Endorsement – by test only (see catalog)

*Special Education Adaptive (K-6/K-12/6-12) ACCK Endorsement

*The Special Education Adaptive Program leads to an added endorsement for both Elementary and Secondary Licensure. The courses in this program are taught through the Associated Colleges of Central Kansas (ACCK) on the McPherson College campus.
ADMISSION INTO THE TEACHER EDUCATION PROGRAM

It is the student’s responsibility to follow the policies and procedures as listed and to meet all deadlines. Students may not enroll in 300 or 400 level professional education courses until they are admitted with full acceptance into the Teacher Education Program.

In addition to completing a formal application, all candidates must meet the following criteria to gain admittance into the Teacher Education Program.

- Achieve a minimum cumulative grade point average of 2.5 on a 4.0 scale
- Complete at least 36 credit hours
- Accomplish following (reading, writing, and math can be mixed between CAAP, ACT, SAT, and PPST):
  - Minimum national average ACT subscore
    - Reading 21
    - English 20
    - Math 21
  - Minimum national average SAT subscore
    - Critical Reading 502
    - Writing 494
    - Math 515
  - Minimum raw CAAP (College Assessment of Academic Proficiency) scores of:
    - Reading 60
    - Writing 3.0
    - Math 56
  - Minimum CORE Academic Skills for Educators (CORE) scores of:
    - Reading 156
    - Writing 162
    - Math 142
  - Registration for the CORE is at [www.ets.org/praxis](http://www.ets.org/praxis)
- Taken these courses with a grade of C or higher
  - EDUC 100 Orientation to Education
  - EDUC 208 Foundations & History of American Education
  - EDUC 244 Developmental Psychology
- Submit five recommendations (References and Dispositions must come from different people.)
  - Elementary education major:
    - one must come from an education instructor
    - one recommendation must come from an advisor or chair of the dept.
    - one recommendation must come from a liberal arts/general studies instructor
    - two recommendations may come from instructors at colleges previously attended/work references
  - Secondary/K-12 education major:
    - one recommendation must come from a major advisor
    - one recommendation must come from the content area dept. chair
    - one recommendation must come from a liberal arts instructor
    - two may come from instructors at colleges previously attended or KWwork references.
- Submit two dispositions (References and Dispositions must come from different people.)
  - one disposition must come from your advisor
  - one disposition must come from your content area instructor
- Submit signed Candidate’s Statement of Commitment regarding Disposition
Achieve an average of 3.00 or higher in early field experience.
Interview, receive an average of 3.00 on the interview, and a vote of approval from the Teacher Education Department/Unit Committee based on the above criteria.

TO MAINTAIN ELIGIBILITY TO CONTINUE IN TEACHER EDUCATION PROGRAM

The candidate must:

- Achieve a minimum cumulative grade point average of 2.5
- Achieve a minimum grade point average of 2.75 for content area
- Achieve grades of C or higher in all professional education and major courses
- Achieve a B average or better in early field experiences
REQUIREMENTS FOR ADMISSION FOR DEGREED INDIVIDUALS

Transferred coursework will be evaluated and must generally meet the standard for recency. This means that education courses must have been taken by the individual no more than six years previously. Each course will be evaluated on an individual basis. Individuals may not enroll in 300 or 400 level professional education courses until they are admitted with full acceptance into the Teacher Education Program.

Individuals who have a degree and are seeking teacher licensure must meet the following criteria.

All candidates must meet the following criteria to gain admittance into the Teacher Education Program.

- Complete a formal application
- Achieve a minimum cumulative grade point average of 2.5 on a 4.0 scale
- Accomplish one of the following:
  - Minimum national average ACT subscore
    - Reading 21
    - English 20
    - Math 21
  - Minimum national average SAT subscore
    - Critical Reading 502
    - Writing 494
    - Math 515
  - Minimum raw CAAP (College Assessment of Academic Proficiency) scores of:
    - Reading 60
    - Writing 3.0
    - Math 56
  - Minimum Core Academic Skills for Educators (CORE) scores of:
    - Reading 156
    - Writing 162
    - Math 142
  - Registration for the CORE is at www.ets.org/praxis
- Taken these courses with a grade of C or higher
  - EDUC 208 Foundations & History of American Education
  - EDUC 244 Developmental Psychology
- Submit five recommendations (References and Dispositions must come from different people.)
  - Elementary education major:
    - one must come from an education instructor
    - one recommendation must come from an advisor or chair of the dept.
    - one recommendation must come from a liberal arts/general studies instructor
    - two recommendations may come from instructors at colleges previously attended/work references
  - Secondary/K-12 education major:
    - one recommendation must come from a major advisor
    - one recommendation must come from the content area dept. chair
    - one recommendation must come from a liberal arts instructor
    - two may come from instructors at colleges previously attended or KWork references.
- Submit two dispositions (References and Dispositions must come from different people.)
  - one disposition must come from your advisor
  - one disposition must come from your content area instructor
- Submit signed Candidate’s Statement of Commitment regarding Disposition
- Achieve an average of 3.00 or higher in early field experience.
- Interview, receive an average of 3.00 on the interview, and a vote of approval from the Teacher Education Department/Unit Committee based on the above criteria.

TO MAINTAIN ELIGIBILITY TO CONTINUE IN TEACHER EDUCATION PROGRAM

The candidate must:

- Achieve a minimum cumulative grade point average of 2.5
- Achieve a minimum grade point average of 2.75 for content area
- Achieve grades of C or higher in all professional education and major courses
- Achieve a B average or better in early field experiences

Kansas Wesleyan University Liberal Studies Requirements For Degreed Individuals.

Liberal studies courses required of individuals with a bachelors and/or masters or PhD degree(s) from another institution or a bachelor degree from Kansas Wesleyan University Prior to May 2000, must meet the following requirements or equivalency:

INTD 115 Wesleyan Heritage (1 Credit Hour)
CERTIFIED TEACHERS SEEKING SPECIAL EDUCATION ENDORSEMENT

You must be admitted into the KWU Teacher Education Program before being accepted into the ACCK Teacher Education Program.

The individual seeking endorsement is responsible for the following procedures:

1. Provide a copy of teaching license.

2. Complete KWU Teacher Education Program Application for Admission.

3. Following submission of application and references, the KWU Teacher Education Department will review these items and make a decision regarding acceptance into the Teacher Education Program.
POLICIES

APPEALS PROCESS
An appeals process is available to students/candidates at any stage of the Teacher Education Program. Students/candidates have 30 days after the Committee’s decision to request, in writing, the committee’s reason for current decision. If students/candidates are denied admission into courses, the program, clinical practice, or licensure, they may appeal, in writing, to the Chairperson of the Teacher Education Department/Unit Committee. The Committee will review the student’s/candidate’s appeal and reach a decision, which the Chairperson of the Teacher Education Department/Unit Committee will send, in writing, to the student/candidate. If the student/candidate wishes to appeal further, he/she may request, in writing, a review by the Academic Affairs Committee. After this committee’s review, the decision will be sent, in writing, to the student and to the Chairperson of the Teacher Education Department Unit Committee.

CAAP
The Teacher Education Department will offer the CAAP test for those students who need to take it to demonstrate proficiency in math, reading and writing. Tests are offered once an academic school year in the fall. Costs are approximately $25 per subject. Payment must be received at registration. No refunds for tests missed or canceled. If a student fails to meet the cut scores and must retake the CAAP/CORE, payment for the test(s) becomes his/her responsibility. Note that taking the CORE remains an option for demonstrating proficiency in math, reading and writing. Information on the CORE tests can be found on www.ets.org. See the Teacher Education Admission packet or the current course catalog for cut score information.

PROFESSIONAL LIABILITY INSURANCE
All students/candidates who participate in early field experiences or clinical practice must carry professional liability insurance in the amount of $1,000,000. Proof of professional liability insurance in the required amount must be submitted to the Director of Teacher Education before the student/candidate will be assigned to an early field experience or clinical practice. Candidates who join the Kansas National Education Association Student Program (KNEA-SP) receive $1,000,000 of professional liability insurance as part of their membership and will be verified as KNEA-SP members by the Department of Teacher Education.

RECENCY
Due to the rapidly changing nature of education today, it is the policy of the Education Department not to accept education classes taken by students more than six years previously. However, each case will be considered on an individual basis by the Director of Teacher Education. The student and the university registrar will be notified of the decision by the Director of Teacher Education.
PROBATION AND PROGRAM DISMISSAL

Process for Determining Clinical Probation or Program Dismissal:

1. **Problem Identified:** Unsatisfactory performance be identified by the Education staff or faculty. The problem may be academic, personal, attitudinal, emotional or financial.

2. **Verbal Warning:** A student conference shall be held with the student and the faculty member involved. During this conference, problems shall be identified and recommendations made to the student. This constitutes a verbal warning.

3. **Documentation:** After the conference, a written summary of the conference shall be prepared by the faculty member and a copy given to the student.

4. **If the Problem Continues:** If the problem continues, a joint conference shall be scheduled with the student, the staff, and/or other appropriate individuals.

5. **Documentation:** A written summary of the student conference will be issued and signed by all involved.

6. **Consequence:** If the terms of the agreement are not met, the student shall be dismissed from the program. Dismissal shall occur at any time when Early Field Experience or Clinical Practice is determined to be unsafe or unsatisfactory by the course or clinical instructor.

REMEDICATION POLICY FOR EARLY FIELD EXPERIENCE OR CLINICAL PRACTICE PLACEMENT

Remediation is activated when a student shows an area of concern in the following:

- Attendance
- Dispositions
- Academic performance
- Academic dishonesty

A conference with the student will occur and will involve writing a Performance Improvement Plan. Follow up meetings will be scheduled and required as stated in the Performance Improvement Plan. See the Procedures of Due Process for Termination if the Performance Improvement Plan is not successful or required meetings not attended.
PROCEDURES FOR TERMINATION OF EARLY FIELD OR CLINICAL PRACTICE ASSIGNMENT

The following policy pertains to candidates enrolled in courses through the Education Department of Kansas Wesleyan University. When there is cause to consider termination of a clinical practice assignment, the following procedure shall be followed:

- The Department shall give the candidate notice in writing
  (a) that consideration is being given to removing him/her from the assignment,
  (b) of the date, time, and place of a hearing before the Teacher Education Committee whose responsibility it is to reach a decision concerning the possible termination of an assignment;
  (c) that the candidate is invited to attend and participate in the hearing.

- The hearing shall be scheduled to be not more than three (3) days following the candidate being notified of the hearing.

- If the candidate gives adequate reason, the Department may grant a continuance of the time limit specified above.

- The place of the hearing shall be determined by the Department and shall be held at a location that is reasonably convenient for all parties involved.

- The committee responsible for this hearing shall be the Teacher Education Committee with the Chair serving as the hearing officer. Included at the hearing will be a representative from the school district, if appropriate.

- The candidate or person whom he/she designates shall be permitted to question witnesses who present evidence against him/her at the hearing.

- The candidate shall have an opportunity to present his/her own case. The candidate shall be informed in writing of the decision of the committee.

While a decision in a case of termination is pending, the candidate may be removed from his/her assignment if the case presumes to involve:

- immoral character;
- conduct unbecoming a teacher in training;
- ethical, legal, or professional misconduct;
- insubordination, failure to obey reasonable rules outlined by the school district and/or the department;
- inefficiency, incompetency, or failure to comply with the requirements of the school district and/or the Department.

Removal shall be by action of the University and school district and may be based on recommendations of the school district’s superintendent, principal, or other person of authority as duly authorized by the school district or University. When the hearing or the case is completed, the Department shall inform the candidate in writing of the decision involving his/her assignment and of his/her candidacy for a degree and/or teacher certificate.
## PERFORMANCE IMPROVEMENT PLAN

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Early Field Experience Site:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Department: Teacher Education</th>
<th>Date:</th>
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</table>

**Performance in need of improvement** *(List the goals the student will initiate to improve performance, as well as an action plan for how the student will achieve each goal. Include skill development and changes needed to meet expectations):*

<table>
<thead>
<tr>
<th>Goals</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>

**Targeted Date for Improvement:**

Goal 1:

Goal 2:

Goal 3:

**Dates to review progress by the student and university supervisor:** Student will initially meet with supervisor to discuss and review progress every week.

*Providing your signature below acknowledges these were addressed with the student and will be filed in student’s education file.*

Student Signature: ______________________________ Date:_____________________

University Supervisor Signature:____________________________ Date:_____________________

---

23
PROCEDURES OF STUDENT GRIEVANCE

The following policy pertains to students/candidates enrolled in courses through the Teacher Education Department of Kansas Wesleyan University. Students have the right to bring grievances against a faculty member or administrator in the Teacher Education Department. Such grievances may include, but are not limited to: failure to abide by the stated policies and procedures as stated in the course syllabus or University Catalog, unprofessional classroom practice, failure to respect a student’s right to privacy, and discrimination.

The following guidelines must be met to proceed in submitting a grievance:

- The Student must exhaust remedies provided by the informal grievance procedure below.
- The Student may then elect to use the formal grievance procedure described below.
- When the complaint originates in a classroom setting between an instructor and a student, the complaint must be filed in a timely fashion; i.e., no later than 10 working days into the semester following the semester in which the complaint originated.
- When the complaint does not originate in a classroom setting, the student must begin the grievance procedure in a timely fashion but no later than 20 working days following the incident.

Informal Grievance Procedure

If a student has a complaint against a faculty member, the student should attempt to resolve the complaint by an informal meeting with the faculty member involved. If the student believes that he or she cannot discuss the complaint with the instructor, the student should submit a written letter of complaint specifying the details of the grievance and the actions he or she is requesting to the Director of the Teacher Education Department. The student should file this complaint in as timely a manner as possible, but in no case can the complaint be filed later than the limits prescribed above.

If the student has an unresolved complaint against the Director, as an instructor of record, the student should submit a written letter to the Provost. The Executive Provost should meet with the student within ten working days to discuss and attempt to resolve the complaint. If the student has an unresolved complaint against an instructor of record, the written letter of complaint should be submitted to the office of the Director of Teacher Education. Again, the student should file this complaint in as timely a manner as possible, but in no case can the complaint be filed later than ten working days after the beginning of the semester (the first day of classes) following the semester in which the incident occurred.

Upon receiving a written letter of complaint, the Director of Teacher Education or Provost has ten working days to notify the parties involved and to schedule a meeting. The student may be accompanied by a counselor (parent, friend, attorney, faculty member, etc.) if the student so wishes. A counselor may consult with the student, but he or she may not cross-examine those giving testimony or otherwise participate in the meeting. The purpose of this meeting is to resolve the student’s complaint informally. The Director of Teacher Education or Provost will keep a written record of the meeting between the parties and within five working days will inform each in writing (by certified mail to the student) of the understanding reached at the meeting. This written record will be kept for a minimum of three years.

If after receiving the written communication of the result of the informal procedure the student is not satisfied, he or she may ask for a formal resolution of his or her complaint by filing a request with the Department of Teacher Education for a hearing before the Teacher Education Committee.
A petition for a formal resolution must be filed no later than ten working days from the date of the postmark of the chair’s letter stating the outcome of the informal resolution.

Formal Grievance Procedure
A student may not elect to use the formal grievance procedure until the student has met with the faculty member, the Director of Teacher Education, or the Provost. The only exception to this is when the student has submitted his/her written complaint for informal resolution and has received no response or action within the ten working days established by this policy.

A student has ten working days following his or her notification of the conclusion of the informal resolution to request a formal resolution. The request for a formal resolution, detailing the specifics of the complaint and attaching all previous correspondence generated during the informal resolution process, must be sent to the Teacher Education Department. The student must secure the signature of the Director of Teacher Education, on the petition for a formal hearing, to certify that the informal process has been completed. Within ten working days from receiving the complaint, the Director of Teacher Education shall submit the complaint to the Chair of the Teacher Education Committee for review and consideration.

The Chair of the Teacher Education Committee may request a Committee ruling on the validity of a student grievance or whether the Committee has jurisdiction. The Committee may rule that a formal hearing is unwarranted. Should the committee determine that a hearing is unwarranted, the student will be notified in writing within ten working days of the Committee’s decision. The decision of the Committee regarding the validity of the complaint is final.

If a formal hearing is to be held, it will generally be heard at the next meeting of the Committee. The Chair of the Teacher Education Committee will inform the faculty member or the Provost or the Director of Teacher Education and the student (by certified mail to the student) of the date on which the case will be heard. The student and the faculty member, and Director of Teacher Education have the right to be physically present and be accompanied by a counselor. Such a counselor may consult with the student or the faculty member but cannot examine or cross-examine those giving testimony or otherwise participate in the hearing. It will be the Chair’s decision as to whether or not attendance of either party is mandatory. At the Chair’s discretion, either party can present his or her case in writing. All relevant documents should be in the hands of the Committee Chair no later than five working days before the Committee meets to take up the case. Any documents received after this date may be included at the discretion of the Chair of the Committee.

After hearing the case, the Committee will meet and make a recommendation which will be forwarded to the office of the Provost. Within ten working days, the office of the Provost will communicate the Committee’s recommendation to all parties (by certified mail to the student.)

Right of Appeal
If any of the above outlined policies and procedures is violated, any of the parties involved has the right to appeal to the Provost. Any appeal must be made within ten working days from the date the Committee’s decision is received by the student, faculty member, chair or dean. The Provost shall evaluate the complaint and render a decision and a course of action on behalf of the student no later than ten working days from the receipt of the complaint. In these matters, the decision of the Provost is final.
KANSAS WESLYAN UNIVERSITY TEACHER EDUCATION DEPARTMENT

STUDENT COMPLAINT FORM

Complete steps 1-3 and return form to the Teacher Education Office. Step 4 is to be completed by the Director of Teacher Education.

1. Person Bringing Complaint:
   Name: ____________________________  Date: ____________________________

   Email: ____________________________  Phone: ____________________________

2. Type of Complaint:
   _____ Academic  _____ Personnel  _____ Procedural

3. Statement of Facts:
   Please attach an explanation of your complaint and provide a detailed description of the facts. Attach documentation if necessary.

4. Action to Resolve Complaint: (To be filled out by Director of Teacher Education)
   Resolution: ____________________________

Signature: ____________________________  Date: ____________________________
TEACHERS OF PROMISE AWARD

This award is established by the KSDE to recognize those students who have excelled in their Teacher Education Programs and hold the promise of being exemplary teachers.

The criteria for the Award include:

1. Fully accepted into the Teacher Education Program.

2. Achieved a GPA of 3.0 or higher.

3. Participated in a professional organization related to their certification area (KNEA-SP or other)

4. Involved in community service that is not required by coursework.

5. Demonstrated the potential to be an effective teacher.
FORMS, EVALUATIONS, AND RESOURCES
KWU TEACHER EDUCATION PROGRAM ADMISSION PACKET

Please complete the following items. **All items are required to apply and must be turned in before you will be allowed to interview with the Teacher Education Committee.**

Name:__________________________________________  Birth Date:__________________________

KWU ID:________________________________________  Phone Number:__________________________

KWU BOX:______________________________________  Email:____________________________________

Current Address:__________________________________________________________

Permanent Address:_________________________________________________________

Current Status:   Sophomore   Junior   Senior  Graduation Date:____________________________

Colleges Attended (Please list most recent college attended first)

Institution:_____________________________________ Location:_____________________ Dates:_______to_______

Institution:_____________________________________ Location:_____________________ Dates:_______to_______

Institution:_____________________________________ Location:_____________________ Dates:_______to_______

Areas you expect to teach:  _____Elementary K-6

_____Secondary K-12 Subject:____________________________

_____Secondary 6-12 Subject:____________________________

_____SPED Adaptive K-6   _____SPED Adaptive 6-12   _____SPED Adaptive PK-12
___ **Printed degree audit** (dated within one week of application submission)

___ Completed **36 course hours**

___ **GPA of 2.5** or higher

___ **Passing scores** in reading, writing and math (can be mix between CAAP/ACT/SAT/CORE)

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<th>CAAP</th>
<th>CORE</th>
<th>SAT</th>
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<tr>
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<td>20</td>
<td>Writing</td>
<td>Writing</td>
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<tr>
<td>Math</td>
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<tbody>
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<td></td>
</tr>
<tr>
<td>Writing</td>
<td>162</td>
<td>Writing</td>
<td>494</td>
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<tr>
<td>Math</td>
<td>142</td>
<td>Math</td>
<td>515</td>
<td></td>
</tr>
</tbody>
</table>

___ Completed **EDUC 100** Semester: ___________ Grade:_________ (must be a C or better)

___ Completed **EDUC 208** Semester: ___________ Grade:_________ (must be a C or better)

___ Completed **EDUC 244** Semester: ___________ Grade:_________ (must be a C or better)

___ Received a **B average or better in Early Field Experience Evaluations**

___ Submit in writing the response to the following questions:

(Typed, double spaced, 12 font)

1. Describe in 500 words of less why you wish to enter the field of teaching.
2. Describe in 350 words or less your prior experience working with children or youth. This can be paid, volunteer, or field experience.

___ Sign the **Candidate's Statement of Commitment** Regarding Dispositions

___ **Background Check/Early Field Disclosure**
References(5): References and Dispositions must come from different people.

- One to an Education Instructor/Instructor from Professional Core Courses
  
  Name:__________________________ Position:__________________________

- One to your Advisor/Chair of the Department
  
  Name:__________________________ Position:__________________________

- One to any of your Liberal Studies Instructors
  
  Name:__________________________ Position:__________________________

- Two to any instructor/employer
  
  Name:__________________________ Position:__________________________

  Name:__________________________ Position:__________________________

Dispositions(2): References and Dispositions must come from different people.

- One disposition must come from your advisor
  
  Name:__________________________ Position:__________________________

- One disposition must come from your content area instructor
  
  Name:__________________________ Position:__________________________

DUE DATE: SEPTEMBER 15TH FOR THE FALL SEMESTER AND FEBRUARY 15TH FOR THE SPRING SEMESTER.
Candidate’s Statement of Commitment Regarding Dispositions

Dispositions are defined as the values, commitments, and professional ethics that influence behavior toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. (NCATE2006) "Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching." (CAEP Standard 3.3) The dispositions listed below are expected of Kansas Wesleyan University candidates in the university classroom and in the schools.

Excellence
— Comes to class prepared
— Uses grades/rubrics/study guides to improve skills
— Justifies ideas with research/evidence
— Uses correct spelling, grammar, sentence structure
— Has respect, seriousness, and the intent to acquire knowledge

Personal Qualities
— Actively listens during class
— Asks/answers questions during class that demonstrates authentic interest
— Collaborates and contributes in group work
— Accepts and acts on constructive feedback
— Takes responsibility for actions

Commitment
— Gets things done despite hardships
— Is accountable and reliable
— Adheres to assignment guidelines/due dates
— Takes initiative to understand concepts
— Goes above minimum expectations

Leadership
— Interacts with others in a professional manner
— Actively involved with in the campus and community
— Approaches diversity with a positive attitude and remains open to differing opinions
— Demonstrates respect of cultural differences of others
— Collaborates with others

Ethics
— Represents the University positively
— Complies with University and Teacher Education policies and procedures
— Trustworthy in communication and interaction with others
— Accepts responsibility for personal actions and behaviors
— Demonstrates academic honesty

I have read the dispositions and indicators above. I agree that dispositions are important to being an effective, professional teacher. I am committed to both growth and excellence in demonstrating these dispositions. I understand that my progress in the teacher education program depends upon successful demonstration of these dispositions.

Student/Candidate Signature: Date:
BACKGROUND CHECK OF TEACHER EDUCATION STUDENTS/CANDIDATES

In the State of Kansas, teaching is considered to be a profession. Therefore, the Kansas State Department of Education (KSDE) has a Professional Practices Commission to exercise disciplinary and advisory functions over those requesting licensure or working as a certified professional. Teacher licensure can be denied, suspended, or revoked for both felony and non-felony actions. (Legal Issues and Teacher Licensure updated June 2016)

We have compiled this information for students in all Kansas teacher preparation programs. The Kansas State Department of Education (KSDE) requires a fingerprint-based background clearance before they will issue any teaching license.

After a presentation in 2013 by a KSDE Office of General Counsel, it became abundantly clear that all teacher education students with ANY prior crime related to KSDE criminal questions (below) should try to get the record officially “expunged” before requesting a background clearance. It’s best to complete this process before applying for ANY license with KSDE.

1. Have you ever been convicted of a felony?
   - Yes   - No  *If yes, please attach a copy of the court documents regarding conviction.*

2. Have you ever been convicted of ANY crime involving dishonesty, drugs, or a child?
   - Yes   - No  *If yes, please attach a copy of the court documents regarding conviction.*

3. Have you entered into a criminal diversion agreement after being charged with any offense described above?
   - Yes   - No  *If yes, please attach a copy of the diversion agreement.*

4. Are criminal charges pending against you in any state involving any of the offenses described above?
   - Yes   - No  *If yes, please attach a copy of the court documents regarding your case.*

5. Have you had a teacher’s or school administrator’s certificate or license denied, suspended or revoked in any state?
   - Yes   - No

   *If yes, please indicate the action taken:  revoked  denied  suspended*  

   Which State(s)?

   *Please attach a copy of the documents regarding the official action taken.*

6. Is disciplinary action pending against you in any state regarding a teacher’s or administrator’s certificate or license?
   - Yes   - No

   *If yes, please attach a copy of the official documents regarding the action pending against you.*

7. Have you ever been disbarred or had a professional license or state issued certificate denied, suspended, revoked, or been the subject of other disciplinary action regarding any profession in Kansas or any other state?
8. Have you ever been terminated, suspended, or otherwise disciplined by a local Board of Education for falsifying or altering student tests or student test scores?

☐ Yes  ☐ No  If yes, which district(s)? ________________________________

When? ______________________.

9. Have you ever falsified or altered assessment data, documents, or test score reports required for licensure?

☐ Yes  ☐ No

If yes, which state(s) ___________________________ When?________________________

As you read these questions, note that alcohol is not indicated above, so you do not have to report alcohol-related incidents like an MIP (minor in possession), MIC (minor in consumption) or misdemeanor DUI due to alcohol. If any of these appear as your only charge/conviction, you can answer all questions on the Kansas licensure application “no”. (Be aware that in other states, like MO, alcohol crimes may impact licensure, and some school districts may consider alcohol crimes for student teachers and employees.) A DUI for Drugs or a felony DUI should be reported. If you are unsure, WHEN IN DOUBT, REPORT IT!

If you:

- assume or have been told your diversion took the crime off your record – IT DOES NOT.
- are “not sure” whether you had something expunged, YOU PROBABLY DID NOT.
- assume you don’t have to report it because you were a juvenile – YOU MUST REPORT IT.
- “forget” your past record and you don’t reveal it, this is considered dishonesty and creates another issue with KSDE who will aggressively review your case. DO NOT LIE.

If you receive a letter from the KSDE Office of General Counsel:

- follow all directions carefully and submit all documents they request. KSDE cannot provide you with advice or help you obtain those documents;
- you will need to contact the Clerk of the Court to obtain documents related to your case:
  - for Convictions-
    - obtain certified copies of the charging documents (complaint or citation/ticket); and
    - obtain certified copies of the journal entry of conviction.
  - for Diversions-
    - obtain certified copies of the charging documents, and
    - certified copy of the diversion agreement; and
    - certified copy of the journal entry of dismissal.

KSDE may ask you to appear before the Professional Practices Commission (a KSDE committee of working teachers, KSDE and Higher Education representatives); and any decision from the Professional Practices Commission will go
before the State Board of Education for final action. Just because you may have had an emergency sub license approved does not guarantee a teaching license will be!

Advice about getting a record expunged:

- it's often a simple process that may not require a lawyer;
- it can take a 4-8 weeks to complete;
- start by contacting the court (county or municipal) where the conviction/diversion occurred OR look for the paperwork on the court website;
- check to make sure of the time required for an expungement has been completed;
- if it can be completed before you apply for a license, work on completing the expungement;
- if it cannot be completed before you apply, REPORT the crime on your license application and include copies of the court documents;
- Remember, an expungement can benefit you in more ways than just licensure.

If your crime happened in Salina Municipal Court, requesting expungement may be fairly easy: go online for the forms and instructions. In most courts, the typical cost for expungement would be $100-200; with more serious cases, you might want to hire a lawyer.

If a student answers "Yes" to any of the above questions:

1. the student will be asked to submit appropriate documentation to the Teacher Education Committee.

2. the student may appear before the Teacher Education Department/Unit Committee if he or she wishes. The university attorney or student’s attorney also may be present.

EACH CASE WILL BE CONSIDERED ON AN INDIVIDUAL BASIS.

The following factors will be taken in account:

FACTORS:

1. Nature of the felony or crime
2. Recency of the felony or crime
3. Rehabilitation related to the felony or crime
4. Potential danger to students

Teacher Education Department/Unit Committee decides if the student/candidate is to:

(1) participate in early field experiences,
(2) be admitted into the Teacher Education Program,
(3) be accepted for clinical practice,
The Teacher Education Department/Unit Committee will take the above factors into account as they reach their decision concerning placement or acceptance of students. The Chairperson of the Teacher Education Department/Unit Committee will notify the student, in writing, of the decision. In addition, copies of that notification will be sent to the Provost, the Director of Teacher Education, and Licensure Officer. As with all issues regarding teacher education decisions, the student/candidate has the right to appeal. The appeals process is listed in the KWU Catalog and the Teacher Education Handbook.

IMPLEMENTATION DATE JANUARY 15, 1996
Revised June 2016

Students will be required to answer the questions listed above:

a. prior to early field placement in the Foundations and History of Education class,
b. when they apply for admission into the Teacher Education Program,
c. when they apply for clinical practice,
d. when they apply for licensure

Students/Candidates who have been convicted of a felony involving the areas listed above may be denied licensure by the State of Kansas.

I certify that the information on this form is true and complete to the best of my knowledge. I understand that any misrepresentation of facts may result in the denial or revocation of my certificate by the Kansas State Department of Education.

Signature: __________________________ Date: ________________
Field Experience Disclosure

Have you ever failed a course with an Early Field Experience?

_____Yes  _____No

If yes, which class? __________________________ When? __________________________

Please attach an explanation.

Have you been dismissed from an Early Field Experience?

_____Yes  _____No

If yes, which class? __________________________ When? __________________________

Please attach an explanation.

Have you dropped a course with an Early Field Experience?

_____Yes  _____No

If yes, which class? __________________________ When? __________________________

Please attach an explanation.

Signature: ____________________________________________  Date: _______________
Access to Reference I am aware of my rights of access to this reference, as stated in the Family Education Rights and Privacy Act of 1974. I am also aware that I may waive all rights of access to this reference. Recognizing that “right of access” may have pronounced effect on the nature of the reference written, after careful consideration, I chose to

_______ retain my right to access of this reference

_______ waive my right of access to this reference on the basis that it be more valid and acceptable to those who must make judgment about my suitability for teaching.

CANDIDATE SIGNATURE:_________________________________________ DATE:________________________

1. What is the candidate’s greatest strength?

2. Please describe the candidate’s general attitude towards academic work, his/her reliability and ability to work in a group with other students.

3. What is your overall evaluation of this candidate’s potential for becoming a successful teacher?

____ Recommend the candidate without reservations.

____ Recommend the candidate with moderate reservations.

____ Recommend the candidate but with serious reservations.

____ Cannot recommend this candidate for teaching.

Please explain:
Kansas Wesleyan University Teacher Education Dispositions

Dispositions are defined as the values, commitments, and professional ethics that influence behavior toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. “Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching.” (CAEP Standard 3.3) The dispositions listed below are expected of Kansas Wesleyan University candidates in the university classroom and in the schools.

Directions: Mark 1, 2, 3, 4 on the line provided for each goal. Include comments if appropriate.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsatisfactory</td>
<td>Needs Improvement</td>
<td>Proficient</td>
<td>Distinguished</td>
</tr>
<tr>
<td>Candidate is not meeting expectations.</td>
<td>Candidate meets some expectations.</td>
<td>Candidate meets all expectations.</td>
<td>Candidate meets all expectations and goes above and beyond what is expected.</td>
</tr>
</tbody>
</table>

**Goal 1 – Academic Excellence:**

The candidate possesses the knowledge bases in liberal arts and his/her content area, and in pedagogical skills and demonstrates academic and professional excellence to teach all students.

___ Comes to class prepared
___ Uses grades/rubrics/study guides to improve skills
___ Justifies ideas with research/evidence
___ Uses correct spelling, grammar, sentence structure
___ Has respect, seriousness, and the intent to acquire knowledge

Comments:

**Goal 2 – Personal Qualities**

The candidate demonstrates the intra and interpersonal skills to create an effective learning environment.

___ Actively listens during class
___ Asks/answers questions during class that demonstrates authentic interest
___ Collaborates and contributes in group work
___ Accepts and acts on constructive feedback
___ Takes responsibility for actions

Comments:
Goal 3 – Commitment
Rating Scale from Above: ____________

The candidate demonstrates a commitment to education and life-long learning.

  __ Gets things done despite hardships
  __ Is accountable and reliable
  __ Adheres to assignment guidelines/due dates
  __ Takes initiative to understand concepts
  __ Goes above minimum expectations

Comments:

Goal 4 – Leadership
Rating Scale from Above: ____________

The candidate is dedicated to the community in which he/she lives.

  __ Interacts with others in a professional manner
  __ Actively involved with in the campus and community
  __ Approaches diversity with a positive attitude and remains open to differing opinions
  __ Demonstrates respect of cultural differences of others
  __ Collaborates with others

Comments:

Goal 5 – Ethics
Rating Scale from Above: ____________

The candidate is committed to faith and demonstrates ethical behavior in creating caring learning environments for all students.

  __ Represents the University positively
  __ Complies with University and Teacher Education policies and procedures
  __ Trustworthy in communication and interaction with others
  __ Accepts responsibility for personal actions and behaviors
  __ Demonstrates academic honesty

Comments:
POSSIBLE TOPICS FOR TEACHER EDUCATION PROGRAM INTERVIEW

- Topics covered in EDUC 208 Foundation of Education
- Topics covered in EDUC 244 Developmental Psychology
- Early Field Experiences
- Issues in Education Today

Prepare for your interview based on the following rubric:

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<tr>
<th>Unsatisfactory - 1</th>
<th>Basic - 2</th>
<th>Proficient - 3</th>
<th>Distinguished - 4</th>
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<tbody>
<tr>
<td>Candidate fails to demonstrate a grasp of the concept.</td>
<td>Candidate demonstrates a partial understanding of the concept however states these ideas in an imprecise and somewhat unclear manner</td>
<td>Candidate demonstrates solid understanding of several aspects of the concept and states these ideas in an acceptable manner</td>
<td>Candidate demonstrates depth of understanding of the multiple aspects of the concept, and articulates these ideas in a clear and concise manner.</td>
</tr>
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</table>
EARLY FIELD EXPERIENCE
EARLY FIELD EXPERIENCE REQUIREMENTS AND EXPECTATIONS

Kansas Wesleyan University provides opportunities for students to apply their content, professional, and pedagogical knowledge, skills, and dispositions in various classroom settings that reflect diverse student bodies. For those students who are considering a career in education, Early Field Experience assists them in making their career decision and understanding the application of theory to the classroom.

OBJECTIVES: Through attendance and participation in activities at the assigned grade level the student will:

- Demonstrate a professional interest in education
- Observe and work with students in various instructional situations
- Value and respect the diverse needs of all students
- Develop an understanding of the various organizational, instructional, administrative, and interpersonal tasks that teachers encounter during their work
- Develop a professional attitude toward pupils, teachers, and administrators
- Demonstrate effective communication skills necessary for working in the school and community
- Demonstrate ethical and moral behavior in the classroom
- Demonstrate the skill of reflection in developing and evaluating classroom practices

GENERAL REQUIREMENTS

1. Students will be assigned a specific teacher and a specific day and time for the Early Field Experience. Release time during regular classes will be given to fulfill most of the hours required.
2. Students will keep a Guided Reflective Journal of the activities and observations during the field experience. Guidelines for the reflective journal will be provided by each course instructor.
3. Because teachers frequently identify discipline and classroom management for effective learning as problems in schools today, students will discuss with the teacher the discipline and management skills used in the classroom. This is an important component to your EFE. Through observation and participation, you will experience classroom management issues.
4. Students will record hours spent at the EFE placement on time sheets that must be signed by their cooperating teacher at the end of their experience.
5. Must carry professional liability insurance in the amount of $1.000,000.
6. It is the students’ responsibility to make travel arrangements to the Early Field or Clinical Practice site and bear any expenses that may occur.

GRADING PROCEDURES FOR EARLY FIELD EXPERIENCES

1. To earn a grade on Early Field Experience, ALL REQUIRED HOURS must be completed and the time log approved by your cooperating teacher.
2. Each cooperating teacher will complete an Early Field Evaluation at the Mid-Term and at the end of the semester. These will be sent via email to the cooperating teacher. The student will receive a copy from the Teacher Education Office.
3. Methods course are required to plan, teach, and reflect on lessons.
PLACEMENT FOR EARLY FIELD EXPERIENCES
The Director of Early Field Experiences (EFE) will coordinate all early field experiences. Each instructor requiring early field experience will have students fill out the Early Field Experience Placement Form at Enrollment. The Director, in collaboration with local school administrators and other KWU instructors, assigns the appropriate grade level and school for each student. The Director of EFE assures that each student has diverse placements while in the Teacher Education Program.

An official record of the placement for all students will be kept on file in the Teacher Education office. Early Field Experience Handbooks will be available to each student and cooperating teacher. EFE Permanent Record form will be updated yearly to show varied and diverse placements.

EDUCATION COURSES WITH FIELD EXPERIENCE
All teacher education students participate in EFE for the following courses:

- EDUC 208  Foundations and History of American Education
- EDUC 250  Education of the Exceptional Individuals
- EDUC 333  Methods of Teaching Math for Elementary Teachers
- EDUC 335  Methods of Teaching Science for Elementary Teachers
- EDUC 339  Methods of Teaching Reading and ELA for the Beginning Reader
- EDUC 346  Methods of Teaching Social Studies for Elementary Teachers
- EDUC 382  Methods of Teaching Reading and ELA for the Developing Reader
- EDUC 385  Reading in the Content Area
- EDUC 388  Methods of Teaching in Secondary Schools

Optional Experience Opportunities:

- EDUC 222  Early Field Experience
KWU STUDENT FIELD EXPERIENCE EXPECTATIONS

Before Field Experience Begins:

- Contact your Cooperating Teacher and introduce yourself. Give them some background information about your experiences in education. Show your eagerness to work in their classroom.
- Verify all contact information for the cooperating teacher during your first visit. (Phone numbers, email address, etc.)
- Take responsibility for knowing and adhering to all policies, procedures, and requirements of the Education Department's Early Field Experience programs and the school district you will be working in.
- Research directions to the placement site before the first day. It is the students’ responsibility to make travel arrangements to the Early Field or Clinical Practice site and bear any expenses that may occur.
- If you will be in USD 305, you will need to get a badge in the Main office located at 1511 Gypsum St before your first day.

During Field Experience:

- Arrive at the placement site 10-15 minutes early (every day)
- Follow all visitor requirements (e.g., sign in at the main office)
- Attend all expected and scheduled sessions
  *IF an emergency arises, notify the cooperating/mentor teacher and the university supervisor or instructor prior to the start of the school day
- Complete and turn in required EFE journals and assignments on time.
- **Discuss assignments and deadlines with cooperating teacher the first week.**
- Record hours of EFE on time sheet (Must be signed off by Cooperating Teacher)
- Appearance
  - Dress professionally and appropriately for the school setting (e.g., No jeans, shorts, sweat suits, flip flops, spandex yoga pants, etc.
  - Maintain a clean and neat appearance always
  - Avoid clothing that is revealing in nature (showing cleavage/ sagging pants)
  - Cover any tattoos and remove facial piercings
- Ethical Conduct
  - Retain complete confidentiality concerning information from or about the placement site, students, or school faculty/staff (NOTE: Any concerns regarding K-12 student well-being should be immediately reported to the cooperating teacher/mentor teacher and university supervisor or instructor)
  - Demonstrate professional dispositions by avoiding negative comments about KWU, placement site, staff, cooperating/mentor teacher, students, or student care-takers
  - Address placement site staff, students, and parents courteously
  - React objectively when authority or knowledge is challenged
  - Control your emotions
Accept criticism in a professional manner (the cooperating teacher is the expert)

- **Active Involvement**
  - Actively participate in classroom routines.
  - Ask your cooperating teacher how you can help.
  - Work with an individual student or small group.
  - Practice helping students stay on task.
  - Observe your cooperating teacher’s management style.
  - Notice routines that are established in the classroom.

- **Teaching**
  - Share lesson plans/activities with cooperating teacher prior to teaching.
  - Lessons taught must be turned into University Supervisor two days prior to your lesson.
  - Notify your University Professor of the time and date you will be teaching one week prior to teaching your lesson.
  - Submit lesson reflection to University Professor.

- Complete Midterm evaluation with cooperating teacher and submit with reflection to University Professor.

**After Field Experience Ends:**

- Leave a letter thanking your cooperating teacher for their time and expertise.
COOPERATING TEACHER FIELD EXPERIENCE EXPECTATIONS

- Introduce your EFE student to your class, colleagues, and other school personnel.
- Encourage your EFE student to interact with students in the classroom
- Be a mentor to your EFE student
- Provide opportunities for EFE students to complete the requirements of EFE
- Provide opportunities for EFE students to work with a variety of instruction settings and techniques
- Provide constructive and timely feedback to the teacher education students regarding their performance on-site.
- Complete and discuss the EFE Mid-Term Evaluation with the student.
- Complete the End of Term Evaluation. Information regarding evaluations will be emailed to each cooperating teacher during the students' Early Field Experience.
- Communicate as needed and as soon as possible with the Director of Early Field Experience (Angie Pavey, angie.pavey@kwu.edu). Please contact as problems arise, attendance becomes an issue, and/or the experience is not beneficial to either party.

DIRECTOR OF EARLY FIELD EXPERIENCE EXPECTATIONS

- Works with the area schools and administrators to develop placements for all teacher education students assigned to Early Field Experience
- Coordinates all placements for Early Field Experience.
- Establishes and maintains communications for all teacher education students regarding policies, procedures, and requirements of teacher education program Early Field Experience components.
- Maintains all records related to the students’ Early Field Experience.
- Administers EFE Midterm and Final Evaluations.
These foundational courses are generally the first experiences in the classroom.

A student in these field experiences should:

- Observe various teaching methods
- Assist in preparing teaching materials
- Assist in the instructional process with individual students and in small groups
- Be as interactive as possible in the classroom.

Cooperating teachers should:

- Share teaching philosophy
- Discuss classroom management style
- Share resources with their pre-service student
- Complete a midterm with the pre-service student
- Sign off on EFE time log
- Complete final evaluation

Students are expected to:

- Log hours of Field Experience (Signed by cooperating teacher to be accepted)
- Reflect in a guided reflection journal
- Discuss midterm with the Cooperating teacher and submit a reflection of the midterm
REQUIREMENTS OF STUDENTS IN METHODS COURSES
Elementary Education Block 1 (Beginning Reader, Math)
Elementary Education Block 2 (Developing Reader, Science, Social Studies)
Secondary Methods Block (Reading in the Content, Methods of Teaching Secondary)
ACCK Special Education Methods

These courses are for students that have been admitted into the Teacher Education Program. They have had at least 40 hours in the classroom. They are learning how to write lesson plans and prepare units.

A student in these field experiences should:

- Observe various teaching methods
- Assist in preparing teaching materials
- Assist and teach in the instructional process with individual students, small groups, and whole group
- Be as interactive as possible

Cooperating teachers should:

- Share teaching philosophy
- Discuss classroom management style
- Share resources with their pre-service student
- Assist pre-service student in planning and teaching lessons
- Complete a midterm with the pre-service student
- Complete final evaluation

Students are expected to:

- Log hours of Field Experience (Signed by cooperating teacher to be accepted)
- Reflect in a guided reflection journal
- Discuss midterm with the Cooperating teacher and submit a reflection of the midterm
- Plan, teach and reflect on a minimum of three lessons. All lessons plans must be submitted before teaching, lessons videotaped, reflection paper completed, and conduct a meeting with the University Professor to discuss the lesson.
Remediation is activated when a student shows an area of concern in the following:

- Attendance
- Dispositions
- Academic performance
- Academic dishonesty

A conference with the student will occur and will involve writing a Performance Improvement Plan. Follow up meetings will be scheduled and required as stated in the Performance Improvement Plan. See the Procedures of Due Process for Termination if the Performance Improvement Plan is not successful or required meetings not attended.
PROCEDURES FOR TERMINATION OF EARLY FIELD ASSIGNMENT

The following policy pertains to candidates enrolled in courses through the Education Department of Kansas Wesleyan University. When there is cause to consider termination of a clinical practice assignment, the following procedure shall be followed:

- The Department shall give the candidate notice in writing
  (a) that consideration is being given to removing him/her from the assignment,
  (b) of the date, time, and place of a hearing before the Teacher Education Committee whose responsibility it is to reach a decision concerning the possible termination of an assignment;
  (c) that the candidate is invited to attend and participate in the hearing.

- The hearing shall be scheduled to be not more than three (3) days following the candidate being notified of the hearing.

- If the candidate gives adequate reason, the Department may grant a continuance of the time limit specified above.

- The place of the hearing shall be determined by the Department and shall be held at a location that is reasonably convenient for all parties involved.

- The committee responsible for this hearing shall be the Teacher Education Committee with the Chair serving as the hearing officer. Included at the hearing will be a representative from the school district, if appropriate.

- The candidate or person whom he/she designates shall be permitted to question witnesses who present evidence against him/her at the hearing.

- The candidate shall have an opportunity to present his/her own case. The candidate shall be informed in writing of the decision of the committee.

While a decision in a case of termination is pending, the candidate may be removed from his/her assignment if the case presumes to involve:

- immoral character;
- conduct unbecoming a teacher in training;
- ethical, legal, or professional misconduct;
- insubordination, failure to obey reasonable rules outlined by the school district and/or the department;
- inefficiency, incompetency, or failure to comply with the requirements of the school district and/or the Department.

Removal shall be by action of the University and school district and may be based on recommendations of the school district’s superintendent, principal, or other person of authority as duly authorized by the school district or University. When the hearing or the case is completed, the Department shall inform the candidate in writing of the decision involving his/her assignment and of his/her candidacy for a degree and/or teacher certificate.
PERFORMANCE IMPROVEMENT PLAN

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Early Field Experience Site:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Department: Teacher Education  

Date:  

Performance in need of improvement (List the goals the student will initiate to improve performance, as well as an action plan for how the student will achieve each goal. Include skill development and changes needed to meet expectations):

<table>
<thead>
<tr>
<th>Goals</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>

Targeted Date for Improvement:

Goal 1:  
Goal 2:  
Goal 3:  

Dates to review progress by the student and university supervisor: Student will initially meet with supervisor to discuss and review progress every week.

Providing your signature below acknowledges these were addressed with the student and will be filed in student’s education file.

Student Signature: _______________________________ Date: ________________

University Supervisor Signature: _______________________________ Date: ________________
PROFESSIONAL LIABILITY INSURANCE

All students/candidates who participate in early field experiences or clinical practice must carry professional liability insurance in the amount of $1,000,000. Proof of professional liability insurance in the required amount must be submitted to the Director of Teacher Education before the student/candidate will be assigned to an early field experience or clinical practice.

Candidates who join the Kansas National Education Association Student Program (KNEA-SP) receive $1,000,000 of professional liability insurance as part of their membership and will be verified as KNEA-SP members by the Department of Teacher Education.

The following link provides more information on the KNEASP membership:

http://www.knea.org/home/651.htm
FORMS, EVALUATIONS, AND RESOURCES
KWU Teacher Education

EARLY FIELD EXPERIENCE PLACEMENT PAPERWORK

Statement of Understanding

As an Education Major at Kansas Wesleyan University, I understand that there are many responsibilities to which I must attend in order to successfully complete the program and become a certified teacher in Kansas. I have read the Kansas Wesleyan University Early Field Handbook carefully and understand the context. I have read the guidelines concerning field experience procedures, assignments, background self-disclosure, confidentiality/professionalism agreement, field experience evaluation and unsatisfactory field experience procedures. My signature below signifies my understanding and willful compliance with the policies and procedures established in this handbook and that I will not be able to begin my field experience until the following forms have been completed:

___ Statement of Confidentiality and Professionalism
___ Statement of Disposition
___ Background Self Disclosure
___ Field Experience Disclosure
___ Proof of Professional Liability

Printed Name: ________________________________

Signature: ________________________________

Date: ________________________________
KWU Teacher Education Early Field Experience

EARLY FIELD EXPERIENCE PLACEMENT PAPERWORK

Code of Confidentiality and Professionalism

As an Education Major at Kansas Wesleyan University, I understand that I will have access to privileged and confidential information while participating in early field experience. I must also hold high expectations of myself in the community always. I agree to maintain confidentiality and professionalism in all circumstances relating to the people I meet and work with during these experiences, the children with whom I interact, the school districts with which I participate, the community that I am living in, and the information and data with which I am entrusted. This statement of confidentiality encompasses all communication tools including online/social media and electronic communication. My signature below signifies my understanding and willful compliance with the expectations of Confidentiality and Professionalism.

I will: (Please initial)

___ Not use any form of online/social media or electronic communication to discuss my experience outside of my Cooperating Teacher, University Professors, and Director of Field Experience.

___ Appearance is neat and clean.
   - Dress professionally and appropriately for the school setting (e.g., No jeans, shorts, sweat suits, flip flops, spandex yoga pants, holes, low neck lines, short skirts, hats, clothing inappropriate to children, etc.)
   - Maintain a clean and neat appearance always
   - Avoid clothing that is revealing in nature (showing cleavage/ sagging pants)
   - Cover any tattoos and remove facial piercings

___ Cell phones not allowed in the classroom.

___ No Food, drink, or gum in the classroom.

___ Arrive at the placement site 10-15 minutes early (every day)

___ Follow all visitor requirements (e.g., sign in at the main office)

___ Attend all expected and scheduled sessions

*IF an emergency arises, notify the cooperating/mentor teacher and the university supervisor or instructor prior to the start of the school day

___ Conduct myself in a professional manner in my community.

Printed Name: ______________________________________________________
Candidate's Statement of Commitment Regarding Dispositions

Dispositions are defined as the values, commitments, and professional ethics that influence behavior toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. “Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching.” (CAEP Standard 3.3) The dispositions listed below are expected of Kansas Wesleyan University candidates in the university classroom and in the schools.

Excellence
___ Comes to class prepared
___ Uses grades/rubrics/study guides to improve skills
___ Justifies ideas with research/evidence
___ Uses correct spelling, grammar, sentence structure
___ Has respect, seriousness, and the intent to acquire knowledge

Personal Qualities
___ Actively listens during class
___ Asks/answers questions during class that demonstrates authentic interest
___ Collaborates and contributes in group work
___ Accepts and acts on constructive feedback
___ Takes responsibility for actions

Commitment
___ Gets things done despite hardships
___ Is accountable and reliable
___ Adheres to assignment guidelines/due dates
___ Takes initiative to understand concepts
___ Goes above minimum expectations

Leadership
___ Interacts with others in a professional manner
___ Actively involved with in the campus and community
___ Approaches diversity with a positive attitude and remains open to differing opinions
___ Demonstrates respect of cultural differences of others
___ Collaborates with others

Ethics
___ Represents the University positively
___ Complies with University and Teacher Education policies and procedures
___ Trustworthy in communication and interaction with others
___ Accepts responsibility for personal actions and behaviors
___ Demonstrates academic honesty

I have read the dispositions and indicators above. I agree that dispositions are important to being an effective, professional teacher. I am committed to both growth and excellence in demonstrating these dispositions. I understand that my progress in the teacher education program depends upon successful demonstration of these dispositions.

Signature: _______________________________________________ Date: ___________________

Student/Candidate Signature: _______________________________ Date: ___________________
BACKGROUND CHECK OF TEACHER EDUCATION STUDENTS/CANDIDATES

In the State of Kansas, teaching is considered to be a profession. Therefore, the Kansas State Department of Education (KSDE) has a Professional Practices Commission to exercise disciplinary and advisory functions over those requesting licensure or working as a certified professional. Teacher licensure can be denied, suspended, or revoked for both felony and non-felony actions. (Legal Issues and Teacher Licensure updated June 2016)

We have compiled this information for students in all Kansas teacher preparation programs. The Kansas State Department of Education (KSDE) requires a fingerprint-based background clearance before they will issue any teaching license.

After a presentation in 2013 by a KSDE Office of General Counsel, it became abundantly clear that all teacher education students with ANY prior crime related to KSDE criminal questions (below) should try to get the record officially “expunged” before requesting a background clearance. It’s best to complete this process before applying for ANY license with KSDE.

10. Have you ever been convicted of a felony?
   - Yes
   - No
   *If yes, please attach a copy of the court documents regarding conviction.*

11. Have you ever been convicted of ANY crime involving dishonesty, drugs, or a child?
   - Yes
   - No
   *If yes, please attach a copy of the court documents regarding conviction.*

12. Have you entered into a criminal diversion agreement after being charged with any offense described above?
   - Yes
   - No
   *If yes, please attach a copy of the diversion agreement.*

13. Are criminal charges pending against you in any state involving any of the offenses described above?
   - Yes
   - No
   *If yes, please attach a copy of the court documents regarding your case.*

14. Have you had a teacher’s or school administrator’s certificate or license denied, suspended or revoked in any state?
   - Yes
   - No

   *If yes, please indicate the action taken: ☐ revoked ☐ denied ☐ suspended*

   Which State(s)?

   *Please attach a copy of the documents regarding the official action taken.*

15. Is disciplinary action pending against you in any state regarding a teacher’s or administrator’s certificate or license?
   - Yes
   - No

   *If yes, please attach a copy of the official documents regarding the action pending against you.*
16. Have you ever been disbarred or had a professional license or state issued certificate denied, suspended, revoked, or been the subject of other disciplinary action regarding any profession in Kansas or any other state?
   • Yes  • No
   
   If yes, please indicate the action taken:  • revoked  • denied  • suspended

Which State(s)?

Please attach a copy of the documents regarding the official action taken.

17. Have you ever been terminated, suspended, or otherwise disciplined by a local Board of Education for falsifying or altering student tests or student test scores?
   • Yes  • No
   If yes, which district(s)? ____________________________
   When? ____________________________.

18. Have you ever falsified or altered assessment data, documents, or test score reports required for licensure?
   • Yes  • No
   If yes, which states(s) ____________________________ When? ____________________________

As you read these questions, note that alcohol is not indicated above, so you do not have to report alcohol-related incidents like an MIP (minor in possession), MIC (minor in consumption) or misdemeanor DUI due to alcohol. If any of these appear as your only charge/conviction, you can answer all questions on the Kansas licensure application “no”. (Be aware that in other states, like MO, alcohol crimes may impact licensure, and some school districts may consider alcohol crimes for student teachers and employees.) A DUI for Drugs or a felony DUI should be reported. If you are unsure, WHEN IN DOUBT, REPORT IT!

If you:

• assume or have been told your diversion took the crime off your record – IT DOES NOT.
• are “not sure” whether you had something expunged, YOU PROBABLY DID NOT.
• assume you don’t have to report it because you were a juvenile – YOU MUST REPORT IT.
• “forget” your past record and you don’t reveal it, this is considered dishonesty and creates another issue with KSDE who will aggressively review your case. DO NOT LIE.

If you receive a letter from the KSDE Office of General Counsel:

• follow all directions carefully and submit all documents they request. KSDE cannot provide you with advice or help you obtain those documents;
• you will need to contact the Clerk of the Court to obtain documents related to your case:
  • for Convictions-
    • obtain certified copies of the charging documents (complaint or citation/ticket); and
    • obtain certified copies of the journal entry of conviction.
  • for Diversions-
    • obtain certified copies of the charging documents, and
    • certified copy of the diversion agreement; and
    • certified copy of the journal entry of dismissal.
KSDE may ask you to appear before the Professional Practices Commission (a KSDE committee of working teachers, KSDE and Higher Education representatives); and any decision from the Professional Practices Commission will go before the State Board of Education for final action. Just because you may have had an emergency sub license approved does not guarantee a teaching license will be!

Advice about getting a record expunged:

- it's often a simple process that may not require a lawyer;
- it can take a 4-8 weeks to complete;
- start by contacting the court (county or municipal) where the conviction/diversion occurred OR look for the paperwork on the court website;
- check to make sure of the time required for an expungement has been completed;
- if it can be completed before you apply for a license, work on completing the expungement;
- if it cannot be completed before you apply, REPORT the crime on your license application and include copies of the court documents;
- Remember, an expungement can benefit you in more ways than just licensure.

If your crime happened in Salina Municipal Court, requesting expungement may be fairly easy: go online for the forms and instructions. In most courts, the typical cost for expungement would be $100-200; with more serious cases, you might want to hire a lawyer.

If a student answers "Yes" to any of the above questions:

1. the student will be asked to submit appropriate documentation to the Teacher Education Committee.

2. the student may appear before the Teacher Education Department/Unit Committee if he or she wishes. The university attorney or student's attorney also may be present.

**EACH CASE WILL BE CONSIDERED ON AN INDIVIDUAL BASIS.**

The following factors will be taken in account:

**FACTORS:**

1. Nature of the felony or crime
2. Recency of the felony or crime
3. Rehabilitation related to the felony or crime
4. Potential danger to students

Teacher Education Department/Unit Committee decides if the student/candidate is to:

(1) participate in early field experiences,
(2) be admitted into the Teacher Education Program,
(3) be accepted for clinical practice,
(4) be recommended for licensure.

The Teacher Education Department/Unit Committee will take the above factors into account as they reach their decision concerning placement or acceptance of students. The Chairperson of the Teacher Education Department/Unit Committee will notify the student, in writing, of the decision. In addition, copies of that notification will be sent to the Provost, the Director of Teacher Education, and Licensure Officer. As with all issues regarding teacher education decisions, the student/candidate has the right to appeal. The appeals process is listed in the KWU Catalog and the Teacher Education Handbook.

IMPLEMENTATION DATE JANUARY 15, 1996

Revised June 2016

Students will be required to answer the questions listed above:

a. prior to early field placement in the Foundations and History of Education class,
b. when they apply for admission into the Teacher Education Program,
c. when they apply for clinical practice,
d. when they apply for licensure

Students/Candidates who have been convicted of a felony involving the areas listed above may be denied licensure by the State of Kansas.

I certify that the information on this form is true and complete to the best of my knowledge. I understand that any misrepresentation of facts may result in the denial or revocation of my certificate by the Kansas State Department of Education.

Signature: ________________________________ Date: ______________
Field Experience Disclosure

Have you ever failed a course with an Early Field Experience?

___Yes     ___No

If yes, which class? ______________________ When? _________________________________

Please attach an explanation.

Have you been dismissed from an Early Field Experience?

___Yes     ___No

If yes, which class? ______________________ When? _________________________________

Please attach an explanation.

Have you dropped a course with an Early Field Experience?

___Yes     ___No

If yes, which class? ______________________ When? _________________________________

Please attach an explanation.
# KWU Early Field Foundations Midterm Evaluation

**Pre-Service Teacher:** ________________________________  **School:** ________________________________

**Cooperating Teacher:** ________________________________  **Grade/Subject:** ________________________________

**Hours completed:** ________________________________

<table>
<thead>
<tr>
<th>Based on performance of a Pre-Service Teacher</th>
<th>Unsatisfactory</th>
<th>Developing</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Appearance</strong></td>
<td>Rarely well-groomed and appropriately dressed.</td>
<td>Sometimes well-groomed and appropriately dressed.</td>
<td>Consistently well-groomed and appropriately dressed.</td>
</tr>
<tr>
<td><strong>Student Attitude</strong></td>
<td>Rarely attentive, respectful, and positive.</td>
<td>Sometimes attentive, respectful, and positive.</td>
<td>Consistently attentive, respectful, and positive.</td>
</tr>
<tr>
<td><strong>Student Dependability</strong></td>
<td>Rarely fulfills given tasks and responsibilities.</td>
<td>Sometimes fulfills given tasks and responsibilities.</td>
<td>Consistently fulfills given tasks and responsibilities.</td>
</tr>
<tr>
<td><strong>Student Initiative</strong></td>
<td>Rarely recognizes and takes advantage of opportunities to work with students.</td>
<td>Sometimes recognizes and takes advantage of opportunities to work with students.</td>
<td>Consistently recognizes and takes advantage of opportunities to work with students.</td>
</tr>
<tr>
<td><strong>Student Promptness</strong></td>
<td>Rarely on time.</td>
<td>Sometimes on time.</td>
<td>Consistently on time.</td>
</tr>
<tr>
<td><strong>Student Responsiveness</strong></td>
<td>Rarely accepts professional guidance.</td>
<td>Sometimes accepts professional guidance.</td>
<td>Consistently accepts professional guidance.</td>
</tr>
<tr>
<td><strong>Student Ethics</strong></td>
<td>Rarely demonstrates moral and ethical behavior in the classroom and honors the code of confidentiality.</td>
<td>Sometimes demonstrates moral and ethical behavior in the classroom and honors the code of confidentiality.</td>
<td>Consistently demonstrates moral and ethical behavior in the classroom and honors the code of confidentiality.</td>
</tr>
<tr>
<td><strong>Student Confidence</strong></td>
<td>Rarely displays high levels of poise and confidence through posture, gestures, facial expressions, and eye contact.</td>
<td>Sometimes displays high levels of poise and confidence through posture, gestures, facial expressions, and eye contact.</td>
<td>Consistently displays high levels of poise and confidence through posture, gestures, facial expressions, and eye contact.</td>
</tr>
</tbody>
</table>

**Comments:** ____________________________________________

**Signature of Cooperating Teacher:** ________________________________  **Date:** ________________________________
KWU EARLY FIELD FOUNDATIONS FINAL EVALUATION

Pre-Service Teacher: ___________________________  School: ___________________________

Cooperating Teacher: ___________________________  Grade/Subject: ___________________________

Hours completed: ___________________________

<table>
<thead>
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Comments:________________________________________________________________________________________

Signature of Cooperating Teacher: ___________________________  Date: ___________________________
KWU EARLY FIELD METHODS MIDTERM EVALUATION

Pre-Service Teacher: _________________________________________  School: ______________________

Cooperating Teacher: __________________________  Grade/Subject: ______________________

Hours completed: ______________________

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<tr>
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66
**KWU EARLY FIELD METHODS FINAL EVALUATION**

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School: ______________________________________

Cooperating Teacher: ___________________________  
Grade/Subject: _________________________________

Hours completed: ______________________________

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Comments:  

Signature of Cooperating Teacher: ___________________________  Date: ______________
Dear Cooperating Teacher,

You have been selected as a cooperating teacher because of your ability, skill and knowledge. We want to thank you for your willingness to work with our candidate in a clinical practice. We are sincerely grateful for all the effort and time you will spend this semester on behalf of our candidate.

This is the culmination of years of work for the candidate. The cooperating teacher has the lead role in providing a good clinical practice experience, but we also want it to be a good experience for you! If we can help in any way, please feel free to call us at any time.

For purposes of accreditation, we need to have a copy of your resume on file. Please email or send a hard copy to the Teacher Education Department of Education.

From the Education Department at Kansas Wesleyan University, best wishes for a great school year!

Sincerely,

Dr. Kristy Rodriguez
Director of Teacher Education
Office: 785-833-4354
Kristy.rodriguez@kwu.edu
Dear Candidate,

We are looking forward to working with you this year in your clinical practice. As you know, this is a critical semester in regard to your becoming a professional.

Clinical practice should be your top priority this semester. This is a time of working to your best ability and going the extra distance so that you can gain the most from your experience.

This is a special time of learning from your cooperating teacher and all the other professionals in your school. We are here to support you in your assignment. Please call or email if you have any questions. Sometimes a telephone call means peace of mind, the answer to a nagging question, or just a friendly voice.

Remember, this is a privilege for you to be able to work with a teacher and school staff. They have agreed to give you time, share knowledge and skills, and give you support during this teaching experience. Be the best you can be!

Sincerely,

Dr. Kristy Rodriguez
Director of Teacher Education
Office: 785-833-4354
Kristy.rodriguez@kwu.edu
ADMISSION TO CLINICAL PRACTICE
To be approved for clinical practice, the candidate must submit a Request for Clinical Practice Form to the Director of Teacher Education two semesters prior to entering Clinical Practice. Requests must be submitted by September 1st the year prior for Fall Clinical Practice and February 1st the year prior for Spring Clinical Practice. This is to ensure that all requirements are met or will be met the semester prior to student teaching. Application for Clinical Practice must be submitted the semester before Clinical Practice. Applications are due September 15th for students planning to student teach in the Spring and February 15th for students planning to student teach in the Fall.

All coursework must be completed prior to beginning clinical practice.

The Director of Teacher Education, Licensure and the advisor will determine if the candidate has taken all required courses in their major area of study, all required professional education courses and met the following criteria.

- Achieve full acceptance into the Teacher Education Program
- Achieve a cumulative grade point average of 2.5
- Achieve a minimum grade point average of 2.75 for content area.
- Achieve grades of C or higher in the Teacher Education Program
- Achieve an average of B or higher in early field experiences
- Submit two dispositions one from the advisor and the other from a methods instructor
- Interview, receive an average of 3.00 on the interview, and a vote of approval from the Teacher Education Committee based on the above criteria.

The candidate will be notified of the decision of the Teacher Education Committee. An appeals procedure is available.

COMPLETION OF CLINICAL PRACTICE

- Achieve emerging level or higher (2.0 or higher) on the Clinical Practice Summative Evaluation
- Submit a disposition completed by the cooperating teacher and the university supervisor
- Achieve proficient level or higher (20 or higher) on the Kansas Performance Teaching Portfolio

PROGRAM COMPLETION

- Complete clinical practice with a C or higher
- Pass Kansas Performance Teaching Portfolio with a minimum score of 20
- Fulfill all program and university requirements
- Vote of recommendation for licensure by Teacher Education Committee.
POLICY FOR CLINICAL PRACTICE PLACEMENT

Placement for Clinical Practice

It is the policy of Kansas Wesleyan University Teacher Education Program to place candidates in schools to which there are no personal connections for them. Personal connections could include but are not limited to the following:

- candidate’s children attend the school,
- candidate’s relatives’ who work at or attend the school
- candidate attended the school within the last seven years.
- It is the students’ responsibility to make travel arrangements to the Clinical Practice site and bear any expenses that may occur.

The candidate can appeal to the Teacher Education Committee in writing stating the reasons for requesting placement in a school to which there is some personal connection. The Teacher Education Committee makes the decision of placement.

Placement of candidates for clinical practice is made within and around the school districts of Kansas Wesleyan University. If a candidate requests a placement beyond the surrounding area, the following procedure is to be followed:

- submit a written formal request to the Teacher Education Committee indicating the reasons for a special placement. Your application with your Content Department Chair signature on the backside of it, both dispositions and a written formal request to the Teacher Education Committee must be turned in before you will be allowed to interview with the Teacher Education Committee.
- assume all monetary responsibilities that may be incurred including but not limited to payment of university supervisor, cooperating teacher etc.
- provide the Director of Teacher Education with the necessary information to make a placement out of area including but not limited to school district telephone number, superintendent name, principal name and telephone number, university in the area from which a supervisor could be requested and telephone number.

Each request will be evaluated on an individual basis. The following criteria will be considered:

- candidate resides in the area requested and has been driving to Kansas Wesleyan University to take classes.
- candidate plans to live with family or spouse
- candidate has a GPA of 3.0 or higher
- candidate demonstrates professionalism

Attending Clinical Practice Seminar remains a mandatory requirement of candidates regardless of placement.
ENROLLING IN CLINICAL PRACTICE

At Kansas Wesleyan University, clinical practice is offered during both the fall and spring semester. Clinical practice is for a full semester (16-weeks) beginning in the fall with the opening of the public school in which the fall candidate is assigned, and in the spring on the opening day of school following the Christmas/winter break in which the spring candidate is assigned. Candidates seeking a P-12 license shall be placed in the first assignment for eight weeks and then be placed eight weeks in the second assignment. Candidates wishing to do clinical practices in special education will follow the same split-semester schedule. They will enroll for 5 semester hours of clinical practice at the elementary level and 5 semester hours in special education.

All candidates will register for ten (10) hours of clinical practice and two (2) hours of clinical practice seminar in the semester they do their clinical practice.

ELEMENTARY EDUCATION MAJOR

EDUC438 Clinical Practice Seminar 2 hours
EDUC470 Supervised Clinical Practice – Elementary Section A 10 hours

SECONDARY EDUCATION MINOR

EDUC438 Clinical Practice Seminar 2 hours
EDUC470 Supervised Clinical Practice – Secondary Section B 10 hours

P-12 SPECIAL EDUCATION

EDUC438 Clinical Practice Seminar 2 hours
EDUC470 Supervised Clinical Practice P-12 Section C 10 hours

K-6 or 6-12 SPECIAL EDUCATION

EDUC438 Clinical Practice Seminar 2 hours
EDUC470 Supervised Clinical Practice Section D 5 hours

Fees
All candidates are assessed a clinical practice supervision fee. Candidates requesting placement outside of the local are responsible for any beyond the university fee.

Orientation
After the candidate has been accepted for clinical practice, spring and fall orientations will be held to acquaint the candidate and cooperating teacher with clinical practice procedures and requirements. These orientations are required for all candidates and cooperating teachers.
POLICIES FOR CANDIDATES

ATTENDANCE POLICY
Candidates are permitted three days of absence from clinical practice. Any absences beyond three days will be made up at the end of the clinical practice experience. In case of illness, or any other absence, the cooperating teacher should be notified immediately, and then the university supervisor shall be notified.

EVALUATION PROCEDURES
Candidates in clinical practice are evaluated by their cooperating teacher according to the schedule in the Clinical Practice Handbook during their clinical practice. Clinical Practice Formative Evaluation Form I is completed by the cooperating teacher, discussed with the candidate, and a copy is given to the university supervisor. An evaluation form will be completed by the university supervisor at each visit, discussed with the candidate, and kept on file with the university supervisor. Clinical Practice Formative Evaluation Form I is also completed by the university supervisor, discussed with the candidate, and kept on file by the university supervisor.

During the clinical practice, the university supervisor has the responsibility of meeting with the cooperating teacher and candidate on a regular basis. One visit must be within the first three weeks of clinical practice. Candidates are to be kept informed at all times of their progress, and they receive a copy of all written evaluations.

A final evaluation of the candidate occurs at the completion of the clinical practice when the university supervisor holds a final conference with the cooperating teacher. At that time, the university supervisor and the cooperating teacher jointly complete the Clinical Practice Summative Evaluation Form and Disposition (see appendix). It is the university supervisor’s responsibility to make the final determination of the candidate’s grade and to submit the candidate’s grade to the registrar of the university.

EXTENDED CLINICAL PRACTICE
In certain situations, it is in the best interest of the candidate to extend the clinical practice. Before a decision is made, a meeting of the university supervisor, cooperating teacher, candidate, and principal will be held to discuss the situation. Following this meeting the university supervisor will confer with the Director of Teacher Education and they will decide if an extended clinical practice is appropriate. If the decision is to extend the clinical practice, a determination will be made as to the best placement for the extension (the original classroom or a different one) and the length of the extended experience. The candidate will be notified in writing of the decision. If the decision is to extend the experience, the particulars of the extension will also be conveyed to the candidate in writing.

GRADING PROCEDURE
The university supervisor is the person responsible for submitting the letter grade to the registrar for the clinical practice experience. Grades are given after the clinical practice has been completed. The grade is based upon the following: lesson plans, evaluations, journals, and attendance.
HEALTH FORMS
All candidates MUST have a health form on file in the Teacher Education office at Kansas Wesleyan University before starting their clinical practice. If the Teacher Education office does not receive a health form on a candidate, clinical practice will be delayed until the Teacher Education office receives a copy of the health form. It is the candidate’s responsibility to give the school district in which he/she is completing clinical practice a copy of the TB test form. Note that TB test forms older than six months at the start of clinical practice will not be accepted. A new TB test must be obtained.

LIABILITY INSURANCE
Proof of liability insurance coverage in the amount of $1,000,000 is required for all students in the education program. Candidates may join KNEA-SP for additional coverage.

SEMINAR
During clinical practice, candidates are required to attend the Clinical Practice Seminar and meet with their university supervisor. This seminar will be held outside of regular school hours unless the university supervisor decides that a candidate may leave his/her school earlier for these meetings. If that decision is made, the university supervisor is responsible for notifying all cooperating teachers and providing a list of meeting dates, times, and places to both the candidate and the cooperating teacher. Candidates at distance placements may Skype into the clinical practice seminar with the approval of the Director of Teacher Education.

These seminars are required for all candidates. Attendance, participation, and all academic work required during these meetings will count in the total grade for the Clinical Practice Seminar and in the decision to allow the candidate to continue in the clinical practice. A clinical practice debriefing meeting with the university supervisor will be part of the seminar.

Candidates will also complete their Kansas Performance Teaching Portfolio during Clinical Practice Seminar and Clinical Practice.

THREE-WEEK PROGRESS REPORTS
Before completion of the third week of the clinical practice, the Director of the Teacher Education Department and the university supervisor will evaluate each candidate on the following criteria: (1) acceptable progress in clinical practice, (2) positive rapport and relationship with the cooperating teacher, (3) submitting reflective lesson plans and journal entries, and (4) attending clinical practice seminar A progress form, signed by all parties involved, will be kept in each candidate’s education file.

If a candidate is not meeting the above criteria, he/she will be notified, in writing, of the areas which must be improved, along with the timeframe within which the improvement must occur. After the deadline for improvements has passed, the Director of the Teacher Education Department and university supervisor will meet to decide if the candidate should be allowed to continue with clinical practice. The Director of Teacher Education will notify the candidate, in writing, of the decision.
VERIFICATION FOR RECOMMENDATION OF LICENSURE

After candidates have successfully completed clinical practice, the Director of Teacher Education and Licensure Officer verifies that the candidates have completed all the requirements for graduation and licensure, including:

- Achieve a cumulative grade point average of 2.5 or above
- Pass PLT (a score of 160 or above)
- Pass Content Test (see page 16 for minimum score)
- Successfully completed clinical practice with a grade of C or higher
- Pass Kansas Performance Teaching Portfolio (a score of 20 or higher)

The Director of Teacher Education presents a list of the verified candidates to the Teacher Education Department/Unit Committee. The Teacher Education Department /Unit Committee accepts or denies the recommendation for licensure.

If a candidate is denied recommendation for licensure, he/she may appeal to the Teacher Education Committee and the Academic Affairs Committee of Kansas Wesleyan University.
CONCEPTUAL FRAMEWORK

Kansas Wesleyan University prepares reflective teachers with the potential for professional leadership who demonstrate academic and professional excellence, have sound personal qualities, have a commitment to education, demonstrate world citizenship, and are committed to faith and life-long learning.

COURSE PREREQUISITE

Candidate must have full admission into the Teacher Education Program and approval of the Teacher Education Committee.

COURSE DESCRIPTION

Supervised clinical practice is one semester (16-weeks) of full-time, directed teaching at the elementary or secondary level. The beginning date for fall clinical practice will coincide with the public school calendar. Spring student teaching will commence the first day following the public school’s winter break. Candidates seeking certification in the P-12 areas will do half of the clinical practice at the elementary and half at the secondary level. Observation will be stressed during the early part of the clinical practice with responsible teaching emphasized as the semester progresses.

COURSE OBJECTIVES

Through daily attendance and participation in all the activities at the assigned grade level classes, candidates in clinical practice will:

- use the central concepts of the tools of inquiry and structures of each discipline they teach to create opportunities that make these aspects of subject matter meaningful for all students;
- understand how individuals learn and develop intellectually, socially, and personally provide learning opportunities that support student development;
- provide different approaches to learning, create instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities;
- understand and use a variety of appropriate instructional strategies to develop various kinds of students’ learning including critical thinking, problem solving, and reading;
- understand individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation;
- use a variety of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom;
- plan effective instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching;
- use formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners;
- reflect and evaluate the effects of their choices and actions on others (students, parents, and other professionals in the learning community);
- seek out opportunities to grow professionally, and participate in the school improvement process;
- foster collegial relationships with school personnel, parents, and agencies in the larger community to support all students’ learning and well-being;
- integrate across and within content fields to enrich the curriculum, develop reading and thinking skills, and facilitate all students’ abilities to understand relationships among subject areas;
- understand the role of technology in society, demonstrate skills using instructional tools and technology to gather, analyze, present information, and enhance instructional practices;
- reflect upon and use an understanding of historical, philosophical, and social foundations of education to guide educational practices;
- participate in parent-teacher-student meetings.

ATTENDANCE POLICY

Candidates are permitted three days of absence from clinical practice. Any absences beyond three days will be made up at the end of the clinical practice experience. In case of illness, or any other absence, the cooperating teacher must be notified immediately, and then the university supervisor.

JOURNAL REQUIREMENTS

Candidates are to write an on-going journal, which reflects on weekly experiences and is e-mailed to the university supervisor and the chair of the department of the student's major on a weekly basis. Format for the journal is found in the appendix.

COURSE REQUIREMENTS

Clinical practice is a full semester (16-weeks) of full time supervised teaching with a period of observation at the beginning to become familiar with the classroom procedures, students, and practices of the cooperative teacher. Full time teaching will take place for most of the semester with a transition at the end when the classroom teacher resumes responsibilities for the class.

CANDIDATES WITH DISABILITIES

In order to be provided with reasonable accommodations, candidates with special needs must identify themselves privately to the Director of the Student Success Center at the Student Success Center located
on the first floor of Memorial Library, 785-827-5541 ext. 4160, and to the building administrator at the candidate’s placement during the first week of classes.

EVALUATION

An evaluation form will be completed according to the schedule in section Responsibilities of Cooperating Teachers by the cooperating teacher and discussed with the candidate. This is to begin after the 3-way conference and once the candidate begins teaching. **The cooperating teacher can e-mail or send a hard copy of the evaluation to the university supervisor.** An evaluation form will be completed by the university supervisor at each visit, discussed with the candidate, and kept on file with the university supervisor. The university supervisor and the cooperating teacher at the end of the clinical practice will complete the summative evaluation form jointly. This evaluation becomes part of the permanent record.

GRADES

The university supervisor is the person responsible for submitting the grade to the registrar for the clinical practice experience. The clinical practice is to be assigned a letter grade. Grades are given after the clinical practice has been completed. The grade is based upon the following:

- lesson plans
- evaluations
- journal entries
- attendance

TIMELINE

Each clinical practice experience is sixteen weeks in length. Actual dates are determined by each school district’s calendar.
RECOMMENDED 8 WEEK PLACEMENT OBSERVATION AND TEACHING SCHEDULE

The Teacher Education Department suggests the following schedule for observation and teaching:

**Phase 1**

One to two (1 – 2) weeks of observation at the beginning of the placement will enable the candidate to become familiar with the routine of the classroom, learn the students’ names, review the policies and procedures of the school and observe the practices of the cooperating teaching. During this time the candidate should become increasingly more responsible for the classroom by:

a. taking roll, lunch count,

b. supporting students and teacher as an instructional assistant; and

c. team teaching with the cooperating teacher.

Planning for teaching responsibilities will also be an important part of this early observation time. Once it has been determined which subjects the candidate will first teach, he/she should begin to make lesson plans and present them to the teacher for feedback.

**Phase 2**

Full time or team teaching should be experienced for four (4) to five (5) weeks. During this time the candidate should experience all the responsibilities of managing a classroom, which will include:

a. planning for units, lessons, and activities based on state and national performance objectives

b. collecting materials needed for teaching

c. instructing all students

d. demonstrating assessment strategies for all students with appropriate evaluation procedures

e. using technology in instruction, management and communication

f. managing and monitoring students in, and outside the classroom

g. developing collaborative relationship with other professionals and parents to support all students’ learning and well-being.

During this phase of the experience, the cooperating teacher may wish to team teach with the candidate. While the candidate is to have major responsibility for planning and instruction, the cooperating teacher may wish to work with students within the classroom that need individual assistance.

**Phase 3**

Last one to two (1-2) weeks the candidate should be turning teaching and other responsibilities over to the cooperating teacher.
RECOMMENDED FULL SEMESTER PLACEMENT OBSERVATION AND TEACHING SCHEDULE

The Teacher Education Department suggests the following schedule:

**Phase 1**

Two to three (2 – 3) weeks of observation at the beginning of the placement will enable the candidate to become familiar with the routine of the classroom, learn the students’ names, review the policies and procedures of the school and observe the practices of the cooperating teaching.

During this time the candidate should become increasingly more responsible for the classroom by:

a. taking roll, lunch count,

b. supporting students and teacher as an instructional assistant; and

c. team teaching with the cooperating teacher.

Planning for teaching responsibilities will also be an important part of this early observation time. Once it has been determined which subjects the candidate will first teach, he/she should begin to make lesson plans and present them to the teacher for feedback.

**Phase 2**

Full time or team teaching should be experienced for eight (8) to ten (10) weeks. During this time the candidate should experience all the responsibilities of managing a classroom, which will include:

a. planning for units, lessons, and activities based on state and national performance objectives

b. collecting materials needed for teaching

c. instructing all students

d. demonstrating assessment strategies for all students with appropriate evaluation procedures

e. using technology in instruction, management and communication

f. managing and monitoring students in, and outside the classroom

g. developing collaborative relationship with other professionals and parents to support all students’ learning and well-being.

During this phase of the experience, the cooperating teacher may wish to team teach with the candidate. While the candidate is to have major responsibility for planning and instruction, the cooperating teacher may wish to work with students within the classroom that need individual assistance.

**Phase 3**

Last one to two (1-2) weeks the candidate should be turning teaching and other responsibilities over to the cooperating teacher. This time is a good opportunity for the candidate to observe other classrooms within the building to see a variety of teaching models.
91-19-1. Definitions

a. "Approved educational agency" means an early childhood agency or an interlocal agency that has been granted approved status by the state board of education.

b. "Cooperating teacher" means a certified or licensed staff member of an accredited or approved educational agency to whom a student teacher has been assigned, and who is performing assigned duties in supervising and instructing the student teacher in actual teaching experiences with pupils.

c. "Teacher education institution" means a college or university engaged in teacher preparation and accredited by the state board of education or a state-authorized agency of the state in which the institution is located.

d. "Student teacher" means a student who has been issued a student teacher certificate by a teacher education institution to assume teaching responsibilities in an accredited or approved Kansas educational agency under the supervision of a cooperating teacher. (Authorized by and implementing K.S.A. 2007 Supp. 72-1392; effective, E-70-36, July 31, 1970; effective Jan. 1, 1971; amended May 1, 1979; amended July 1, 1989; amended July 18, 2008.)

91-19-2. Student teacher certification

a. Each individual serving as a student teacher in an accredited or approved educational agency in Kansas shall hold a valid student teacher certificate.

b. Issuance of student teacher certificates. Student teacher certificates shall be issued only to students who have fulfilled the requirements of the teacher education institution and have been recommended by the designated official responsible for teacher education at the teacher education institution. Only teacher education institutions shall issue student teacher certificates.

c. Provision and filing of certificates. The state board of education shall provide student teacher certificate forms to teacher education institutions. Each student teacher serving in an accredited or approved educational agency shall file a valid student teacher certificate in the office of the administrator of the accredited or approved educational agency. The certificate shall be returned to the student teacher upon completion of the student teaching assignment. A copy of the student teacher certificate shall be filed with the state board of education and with the teacher education institution.

d. Form of certificate. The form of the student teacher certificate shall be as prescribed by the state board.
e. This rule and regulation shall take effect on and after July 1, 1989. (Authorized by and implementing K.S.A. 72-1392; effective, E-70-36, July 31, 1970; effective Jan. 1, 1971; amended May 1, 1979; amended July 1, 1989.)

91-19-6. Student teacher contracts, liabilities and responsibilities.

a. Necessity for written contracts. Each person certified for student teaching shall engage in student teaching only in educational agencies that are accredited or approved by the state board of education and have entered into a written contract with a teacher education institution. The contract shall set out all of the arrangements made between the teacher education institution and the cooperating accredited or approved educational agency.

b. Assignment of student teachers. Only teacher education institutions shall assign student teachers to cooperating accredited or approved educational agencies for the purpose of student teaching.

c. Student teacher responsibilities. Accredited or approved educational agency administrators and cooperating teachers to whom the student teachers are assigned, in cooperation with the designated officials of the teacher education institution and in conformity with the terms of the contract required by this regulation, shall determine when and to what extent student teachers shall assume responsibilities or enter into teaching activities in the assigned accredited or approved educational agency.

d. Supervision of student teachers. Student teachers shall be under the supervision of cooperating teachers and administrators of the accredited or approved educational agencies to which the student teachers are assigned. Student teachers shall not be expected to assume tasks or responsibilities not generally assigned to teachers.

e. Student teachers prohibited from serving as regular or substitute teachers. Certified student teachers shall be prohibited from serving as regular or substitute teachers in Kansas-accredited or Kansas-approved educational agencies. (Authorized by and implementing K.S.A. 2007 Supp. 72-1392; effective, E-70-36, July 31, 1970; effective Jan. 1, 1971; amended May 1, 1979; amended July 1, 1989; amended July 18, 2008.)
RESPONSIBILITIES OF THE CANDIDATE

The candidate primary responsibilities include:

- writing an on-going reflective journal, which reflects on weekly experiences and is e-mailed to the university supervisor and discipline chair on a weekly basis (see appendix for format);
- attending clinical practice seminar;
- developing a full lesson plan for university supervisor when observing;
- completing all the required activities on page 11;
- behaving ethically and morally; Kansas Wesleyan University and the school district assumes no responsibility for the misconduct of candidates;
- following all policies, procedures, and schedules of the assigned school and district;
- reporting any absences, prior to the occurrence, to the cooperating teacher and the university supervisor;
- being on time at the beginning of the school day, to all classes, and all school-related functions. The Candidate is expected to report at the same time the cooperating teacher reports and departs; (Sometimes you may need to be earlier and stay later than your cooperating teacher in order to be prepared for the day);
- using the accepted discipline approaches of the assigned school. It is the responsibility of the candidate to learn the accepted methods and procedures of the assigned teacher, school, and district;
- attending all professional meetings of the school faculty and extra-curricular activities as defined by the cooperating teacher;
- dressing and behaving as a professional educator;
- eating lunch at their assigned school buildings. Candidates who have paid for their meals through Kansas Wesleyan University will be provided a sack lunch by the University food service. Each candidate is responsible for making those arrangements with the food service manager well ahead of time of the needed service. Candidates will not be allowed to leave the assigned school to return to Kansas Wesleyan University to eat lunch. The responsibilities of candidates include being in their assigned school the entire day.
**REQUIRED ACTIVITIES FOR THE CANDIDATE**

Listed below are experiences and activities students are expected to complete during the clinical practice. Please have the appropriate individual (principal, cooperating teacher, etc.) initial and date each item as it is completed. This form must be returned to the university supervisor before the final week of clinical practice.

<table>
<thead>
<tr>
<th>Initial</th>
<th>Date</th>
<th>Activity or experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______</td>
<td>_____</td>
<td>1. Met with building principal and presented student teaching certificate.</td>
</tr>
<tr>
<td>_______</td>
<td>_____</td>
<td>2. Reviewed discipline procedures, and reflected on this in the journal.</td>
</tr>
<tr>
<td>_______</td>
<td>_____</td>
<td>3. Discussed with cooperating teacher school and district policies regarding absences, tardiness, discipline, students remaining after school, make-up work, field trips, etc.</td>
</tr>
<tr>
<td>_______</td>
<td>_____</td>
<td>5. Met with school counselor and reviewed his/her duties.</td>
</tr>
<tr>
<td>_______</td>
<td>_____</td>
<td>6. Discussed with cooperating teacher other expectations: for example, monitoring hallways, supervision of lunch room, supervision during assemblies and athletic events.</td>
</tr>
<tr>
<td>_______</td>
<td>_____</td>
<td>7. Received weekly teaching assignments and duties for the weeks of clinical practice.</td>
</tr>
<tr>
<td>_______</td>
<td>_____</td>
<td>8. Reviewed procedures for storing records (including grades) on the computer.</td>
</tr>
<tr>
<td>_______</td>
<td>_____</td>
<td>9. In collaboration with the cooperating teacher, computed grades during a major grading period for all students. These grades will be reviewed by the cooperating teacher before becoming final.</td>
</tr>
<tr>
<td>_______</td>
<td>_____</td>
<td>10. Attended faculty or departmental meetings.</td>
</tr>
<tr>
<td>_______</td>
<td>_____</td>
<td>11. Demonstrated proficiency in operating technology available in the classroom.</td>
</tr>
<tr>
<td>_______</td>
<td>_____</td>
<td>12. Kept the attendance records for at least three weeks.</td>
</tr>
<tr>
<td>_______</td>
<td>_____</td>
<td>13. Prepared at least two visual instructional plans such as bulletin boards, displays, etc. related to the content being taught.</td>
</tr>
<tr>
<td>_______</td>
<td>_____</td>
<td>14. Developed a unit of instruction and videotaped two lessons as part of the KPTP.</td>
</tr>
<tr>
<td>_______</td>
<td>_____</td>
<td>15. Observed the teaching of two other instructors within the building.</td>
</tr>
</tbody>
</table>
RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

The university supervisor will be responsible for:

- working cooperatively with the cooperating teacher, candidate, and building principal;
- visiting the candidate a minimum of six times for full and 4 times for 8 week placements in the semester;

**Full Semester Example:**
1. 3-way conference
2. Observation
3. Observation
4. Observation (Content Faculty for Secondary)
5. Observation
6. Summative Evaluation

**8 Week Example:**
1. 3-way conference
2. Observation
3. Observation (Content Faculty)
4. Summative Evaluation

- initiating three-way conference within the first month of clinical practice involving candidate, cooperating teacher and university supervisor, as needed;
- completing the summative evaluation for the candidate;
- submitting the student’s grade to the registrar;

**Secondary Only:**
- working and setting up a schedule for the university subject matter professor to visit and evaluate the candidate in the content area.
RESPONSIBILITIES OF THE BUILDING PRINCIPAL

The building principal will be responsible for:

- confirming the agreement between the cooperating teacher and the candidate;
- receiving and registering the student teaching certificate and the health form of the candidate;
- working cooperatively with the cooperating teacher to provide opportunities for the candidate to attend faculty meetings, faculty training, parent-teacher conferences and other school events that support the development of the candidate;
- communicating with the cooperating teacher in regard to the progress of the candidate;
- cooperating with the university supervisor on school policies governing the candidate;
- informing the university supervisor of problems that may occur during the clinical practice;
- if possible, observing the candidate in the classroom.
RESPONSIBILITIES OF THE COOPERATING TEACHER

Cooperating teachers are responsible for:

- accepting the candidate as a learner;
- accepting the candidate as a member of the educational profession;
- providing guidance and support to the candidate;
- working with the candidate to establish a time line of responsibilities;
- providing the candidate with the rules, regulations, and procedures of the classroom, school, and district;
- providing a template or a set of guidelines so the candidate can begin preparation of lesson plans and units that will be used during the clinical practice;
- notifying the candidate of expectations for classroom teaching, grading of papers, attendance at extra-curricular events, helping with sponsorship of clubs and organizations, arrival and departure times, and other matters that occur;
- working cooperatively with the university supervisor in completing the summative evaluation of the candidate;
- providing formative feedback to the candidate using the University's evaluation forms;
- sharing all evaluations with the candidate and university supervisor.

Suggested schedule for full semester evaluations are as follows:

3-Way – week three of clinical practice
1st Evaluation – week five of clinical practice
2nd Evaluation – week seven of clinical practice
3rd Evaluation – week ten of clinical practice
4th Evaluation – week thirteen of clinical practice
Summative Evaluation AND Teacher Education Disposition – week sixteen of clinical practice

Suggested schedule for 8 week evaluations are as follows:

3-Way – week two of clinical practice
1st Evaluation – week three of clinical practice
2nd Evaluation – week six of clinical practice
Summative Evaluation AND Teacher Education Disposition – week eight of clinical practice
SUGGESTIONS FOR COOPERATING TEACHERS

The task of working with an extra learner in the classroom is a difficult one at best. With as many responsibilities as a teacher has, there may be some misgivings concerning the responsibility of helping a candidate learn the practices of the teaching profession.

Cooperating teachers often wonder how they can prepare the way so that when the candidate arrives he/she will fit smoothly into the school routine. Following are a few suggestions that may assist in orienting the candidate and making his/her presence educationally profitable for all concerned.

The candidate will be better able to gain respect, recognition, and approval of the pupils if the way is paved. The manner in which the cooperating teacher prepares the pupils will depend on several factors: age, whether or not they have had previous candidates, and what is known about the candidate. As important as the information one gives, however, is how it is given. The following suggestions may help:

1. **Speak of the candidate as a teacher—not a student.**
   
The cooperating teacher should feel that the candidate will provide a profitable and enjoyable experience for all, and that attitude will then be picked up by the students. The cooperating teacher plays a vital role in helping others develop a favorable attitude toward the candidate and the Kansas Wesleyan University Teacher Education Program.

2. **Help the candidate become acquainted with members of the class, the school, and the community.**

3. **Emphasize that the candidate will help further the learning of all students.**

4. **Include the candidate in team teaching activities and utilize them for tutoring small groups and assisting with monitoring learning activities.**

5. **Arrange for the candidate to have the necessary textbooks, audio-visual information, and regulations regarding supplies.**

6. **Discuss school policies such as grading, testing, attendance, observance or non-observance of holidays by members of various religious groups, tardiness, discipline, fire and tornado drills, attendance at faculty meeting, etc.**

7. **Discover what the candidate is like as a person, his/her interests and hobbies.**

8. **Consider the candidate as an associate member of the faculty.**

9. **Allow the candidate to carry a share of the responsibility.**

10. **Include the candidate in home visits, parent conferences, and invite him/her to accompany you to PTA and other group meetings.**

11. **Include the candidate in your faculty meetings, formal and informal.**

12. **Include the candidate in your discussions in class. Use "we" whenever possible and appropriate.**
14. Accept the candidate's ideas and suggestions when they seem good and advantageous. When suggestions are not possible, explain why.

15. Make the candidate feel a part of the class by allowing him/her to assume some classroom duties immediately.

16. Hold daily conferences concerning the candidate's day.

Acceptance and security do not generally come all at once. Try to accept the candidate for what he/she is rather than expecting conformity to some arbitrary standard for the mature and experienced teacher.

The first meeting of cooperating teacher and candidate is an important occasion for both. The candidate has many adjustments to make when he/she arrives. He/She must quickly understand the methods of teaching, discipline, grading and classroom management of the class to which he/she is assigned. There are new duties and responsibilities. It is important that the candidate understands the philosophy of the cooperating teacher and receives an explanation about why things are done as they are in this school and class.

The candidate may be uncertain about what to do or not to do. Some are able to adapt quickly, others more slowly. While we at Kansas Wesleyan stress the importance of initiative, much will depend upon the techniques employed by the cooperating teacher.

Enjoy the candidate. Be pleased with the successes and sympathetic with the failures. Rejoice in the idealism, remembering when you felt that way. Remember, The Golden Rule is always an appropriate guide for cooperating teachers. And finally, feel good knowing that you are giving much to our profession with your willingness to help a beginning teacher.
Remediation is activated when a student shows an area of concern in the following:

- Attendance
- Dispositions
- Academic performance
- Academic dishonesty

A conference with the student will occur and will involve writing a Performance Improvement Plan. Follow up meetings will be scheduled and required as stated in the Performance Improvement Plan. See the Procedures of Due Process for Termination if the Performance Improvement Plan is not successful or required meetings not attended.
PROCEDURES FOR TERMINATION OF CLINICAL PRACTICE ASSIGNMENT

The following policy pertains to candidates enrolled in courses through the Education Department of Kansas Wesleyan University. When there is cause to consider termination of a clinical practice assignment, the following procedure shall be followed:

- The Department shall give the candidate notice in writing
  (a) that consideration is being given to removing him/her from the assignment,
  (b) of the date, time, and place of a hearing before the Teacher Education Committee whose responsibility it is to reach a decision concerning the possible termination of an assignment;
  (c) that the candidate is invited to attend and participate in the hearing.

- The hearing shall be scheduled to be not more than three (3) days following the candidate being notified of the hearing.

- If the candidate gives adequate reason, the Department may grant a continuance of the time limit specified above.

- The place of the hearing shall be determined by the Department and shall be held at a location that is reasonably convenient for all parties involved.

- The committee responsible for this hearing shall be the Teacher Education Committee with the Chair serving as the hearing officer. Included at the hearing will be a representative from the school district, if appropriate.

- The candidate or person whom he/she designates shall be permitted to question witnesses who present evidence against him/her at the hearing.

- The candidate shall have an opportunity to present his/her own case. The candidate shall be informed in writing of the decision of the committee.

While a decision in a case of termination is pending, the candidate may be removed from his/her assignment if the case presumes to involve:

- immoral character;
- conduct unbecoming a teacher in training;
- ethical, legal, or professional misconduct;
- insubordination, failure to obey reasonable rules outlined by the school district and/or the department;
- inefficiency, incompetency, or failure to comply with the requirements of the school district and/or the Department.

Removal shall be by action of the University and school district and may be based on recommendations of the school district’s superintendent, principal, or other person of authority as duly authorized by the school district or University. When the hearing or the case is completed, the Department shall inform the candidate in writing of the decision involving his/her assignment and of his/her candidacy for a degree and/or teacher certificate.
PERFORMANCE IMPROVEMENT PLAN

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Early Field Experience Site:</th>
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</thead>
<tbody>
<tr>
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</table>

Department: Teacher Education  Date:

**Performance in need of improvement** *(List the goals the student will initiate to improve performance, as well as an action plan for how the student will achieve each goal. Include skill development and changes needed to meet expectations):*

<table>
<thead>
<tr>
<th>Goals</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<tr>
<td>2.</td>
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<tr>
<td>3.</td>
<td></td>
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<tr>
<td>4.</td>
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</tbody>
</table>

**Targeted Date for Improvement:**

Goal 1: 
Goal 2: 
Goal 3:

**Dates to review progress by the student and university supervisor:** Student will initially meet with supervisor to discuss and review progress every week.

*Providing your signature below acknowledges these were addressed with the student and will be filed in student’s education file.*

Student Signature: ________________________________ Date: ______________

University Supervisor Signature: ___
KANSAS PERFORMANCE TEACHING PORTFOLIO (KPTP)

The Kansas Performance Teaching Portfolio (KPTP) is designed to provide the teacher candidate an opportunity to demonstrate how he/she uses contextual factors in a classroom to design and implement a unit of study. The teacher candidate will provide information about the unit’s lesson plans and assessments. Specific information about how the instruction is modified for two individual students within the classroom is also required. In addition, the teacher candidate will reflect on the implementation of the unit for the whole class and the two focus students. (Kansas Teaching Portfolio Guidelines)

KPTP TEMPLATE, GUIDELINES, AND SAMPLES

http://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation/Postsecondary/Educator-Preparation/Kansas-Performance-Teaching-Portfolio-KPTP

KANSAS PERFORMANCE TEACHING PORTFOLIO (KPTP) REMEDIATION POLICY

1. Candidates complete their KPTP during EDUC470 Clinical Practice and while they are enrolled in EDUC 438 Clinical Practice Seminar.
2. KPTP documents are initially scored by two, KSDE trained scorers. This is done at state organized scoring sessions.
3. In the event that the candidate scores below a cut score of 20, additional work on the KPTP is required to meet the minimum score of 20. The following indicates the requirements for the additional work.

Scores of 17 – 19.5: In-house

- If the candidate’s KPTP is in the range between 17 – 19.5, he/she will be required to revise the document to address the weaknesses. After the revisions, the revised areas will be re-scored by a trained KWU faculty member.
- If the candidate’s score does not reach the cut score of 20, the document must be redone to address the weaknesses and then is rescored by ACCK scorers. The procedures in the following section apply.

Scores Below 17: ACCK

- If the candidate’s KPTP is below 17, he/she will be required to revise the document to address the weaknesses. After the revisions, the revised areas will be re-scored by faculty from the ACCK colleges.
- Candidates are responsible for additional scoring costs of $100.
- Correcting the KPTP is limited to one week after the completion of clinical practice.
- The resubmission is a one-time opportunity. If during the rescoring of the KPTP, the revised document is below the cut score of 20 the candidate will be required to retake EDUC438 Clinical Practice Seminar during the subsequent semester and complete a new KPTP document.
- The same scoring process outlined in Parts 2 and 3 (above) will be followed for the new KPTP.
- The candidate will be notified of the score.

March 2012 Adapted after Southwestern College Policy
Kansas Performance Teaching Portfolio
Remediation Summary

Candidate # ________________________________ Institution ______________

<table>
<thead>
<tr>
<th>TASK 1 Remediated Score</th>
<th>Justification/ Summary Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus Area A: ____</td>
<td>Focus Area A:</td>
</tr>
<tr>
<td>Focus Area D: ____</td>
<td>Focus Area D:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TASK 2 Remediated Score</th>
<th>Justification/ Summary Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus Area A: ____</td>
<td>Focus Area A:</td>
</tr>
<tr>
<td>Focus Area B: ____</td>
<td>Focus Area B:</td>
</tr>
<tr>
<td>Focus Area E: ____</td>
<td>Focus Area E</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TASK 3 Remediated Score</th>
<th>Justification/ Summary Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus Area C: ____</td>
<td>Focus Area C:</td>
</tr>
<tr>
<td>Focus Area D: ____</td>
<td>Focus Area D:</td>
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<tr>
<td>Focus Area E: ____</td>
<td>Focus Area E:</td>
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<tr>
<td>Focus Area F: ____</td>
<td>Focus Area F:</td>
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</tbody>
</table>

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<thead>
<tr>
<th>TASK 4 Remediated Score</th>
<th>Justification/ Summary Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus Area F: ____</td>
<td>Focus Area F:</td>
</tr>
</tbody>
</table>
FORMS, EVALUATIONS, AND RESOURCES
Kansas Wesleyan University

CLINICAL PRACTICE REQUEST FORM

Please complete the following items. **All items are required and must be turned in before you will be allowed to apply for Clinical Practice Interviews.**

Name:__________________________________________KWU ID:_________________________

Phone Number:____________________________________KWU BOX:_______________________

Email:______________________________________________________________________________

Current Address:_____________________________________________________________________

Permanent Address:___________________________________________________________________

Graduation Date: ____December ____May YEAR___________

Student Teaching Date: ____Fall ____Spring YEAR____________

_____Elementary ______Secondary: Subject:____________________________________________

_____ Printed degree audit (dated within one week of application submission) showing all program requirements as completed or in progress. A letter of action must accompany the degree audit if requirements are not met or in progress.

_____ Full Acceptance into the Teacher Education Program

_____ Cumulative GPA of 2.5 or higher

_____ Content Area GPA of 2.75 or higher

_____ Received a C average or better in Teacher Education Courses

_____ Received a B average or better in Early Field Experience Evaluations

________________________________  __________________________
Signature of Applicant Date submitted

________________________________  __________________________
Signature of Advisor who has verified that Date submitted
the candidate has completed courses and requirements in approved program and recommended the candidate for clinical practice

TEACHER EDUCATION DEPARTMENT USE ONLY:

Action Taken: ☐Approved ☐Disapproved

________________________________  __________________________
Director of Teacher Education/Certification Date
Please complete the following items. All items are required to apply and must be turned in before you will be allowed to interview with the Teacher Education Committee.

Name: _______________________________________ KWU ID: ____________________________

Phone Number: ______________________________ KWU BOX: ____________________________

Email: ________________________________________________________________

Current Address: __________________________________________________________________

Permanent Address: __________________________________________________________________

Graduation Date:   ____December    ____May    YEAR___________

Student Teaching Date:   ____Fall    ____Spring    YEAR___________

___Elementary   ___Secondary: Subject: ______________________________________

**Elementary:**

Grade Level Preference(K-6):   ____1st Choice   ____2nd Choice   ____3rd Choice

Teacher/School Requests:

Teacher: ___________________________  School: ___________________________

Teacher: ___________________________  School: ___________________________

**Secondary:**

Grade Level Preference(Middle/High):   ____1st Choice   ____2nd Choice   ____3rd Choice

Teacher/School Requests:

Teacher: ___________________________  School: ___________________________

Teacher: ___________________________  School: ___________________________
I understand that the final placement for Clinical Practice is left to the discretion of the Teacher Education Committee. Please Initial: __________

Printed degree audit (dated within one week of application submission) showing all program requirements as completed or in progress. A letter of action must be accompany the degree audit if requirements are not met or in progress.

Full Acceptance into the Teacher Education Program

Cumulative GPA of 2.5 or higher

Content Area GPA of 2.75 or higher

Received a C average or better in Teacher Education Courses

Received a B average or better in Early Field Experience Evaluation

Background Check/Early Field Disclosure

Dispositions(2): References and Dispositions must come from different people.

- One disposition must come from your advisor
  
  Name:_________________________________________________________  Position:______________________________

- One disposition must come from your content area instructor
  
  Name:_________________________________________________________  Position:______________________________

Signature of Applicant ________________________________ Date submitted __________

Signature of Advisor who has verified that the candidate has completed courses and requirements in approved program and recommended the candidate for clinical practice ________________________________ Date submitted __________

TEACHER EDUCATION DEPARTMENT USE ONLY:

Action Taken:  □ Approved  □ Disapproved

______________________________________________________________  ________________________________

Director of Teacher Education/Certification Date
POLICY FOR CLINICAL PRACTICE PLACEMENT

Placement for Clinical Practice

It is the policy of Kansas Wesleyan University Teacher Education Program to place candidates in schools to which there are no personal connections for them. Personal connections could include but are not limited to the following:

- candidate’s children attend the school,
- candidate’s relatives’ who work at or attend the school
- candidate attended the school within the last seven years.

The candidate can appeal to the Teacher Education Committee in writing stating the reasons for requesting placement in a school to which there is some personal connection. The Teacher Education Committee makes the decision of placement.

Placement of candidates for clinical practice is made within and around the school districts of Kansas Wesleyan University. If a candidate requests a placement beyond the surrounding area, the following procedure is to be followed:

- submit a written formal request to the Teacher Education Committee indicating the reasons for a special placement. Your application with your Content Department Chair signature on the backside of it, both dispositions and a written formal request to the Teacher Education Committee must be turned in before you will be allowed to interview with the Teacher Education Committee.
- assume all monetary responsibilities that may be incurred including but not limited to payment of university supervisor, cooperating teacher etc.
- provide the Director of Teacher Education with the necessary information to make a placement out of area including but not limited to school district telephone number, superintendent name, principal name and telephone number, university in the area from which a supervisor could be requested and telephone number.

Each request will be evaluated on an individual basis. The following criteria will be considered:

- candidate resides in the area requested and has been driving to Kansas Wesleyan University to take classes.
- candidate plans to live with family or spouse
- candidate has a GPA of 3.0 or higher
- candidate demonstrates professionalism

Attending Clinical Practice Seminar remains a mandatory requirement of candidates regardless of placement.
BACKGROUND CHECK OF TEACHER EDUCATION STUDENTS/CANDIDATES

In the State of Kansas, teaching is considered to be a profession. Therefore, the Kansas State Department of Education (KSDE) has a Professional Practices Commission to exercise disciplinary and advisory functions over those requesting licensure or working as a certified professional. Teacher licensure can be denied, suspended, or revoked for both felony and non-felony actions. (Legal Issues and Teacher Licensure updated June 2016)

We have compiled this information for students in all Kansas teacher preparation programs. The Kansas State Department of Education (KSDE) requires a fingerprint-based background clearance before they will issue any teaching license.

After a presentation in 2013 by a KSDE Office of General Counsel, it became abundantly clear that all teacher education students with ANY prior crime related to KSDE criminal questions (below) should try to get the record officially "expunged" before requesting a background clearance. It’s best to complete this process before applying for ANY license with KSDE.

19. Have you ever been convicted of a felony?
   □ Yes  □ No  If yes, please attach a copy of the court documents regarding conviction.

20. Have you ever been convicted of ANY crime involving dishonesty, drugs, or a child?
   □ Yes  □ No  If yes, please attach a copy of the court documents regarding conviction.

21. Have you entered into a criminal diversion agreement after being charged with any offense described above?
   □ Yes  □ No  If yes, please attach a copy of the diversion agreement.

22. Are criminal charges pending against you in any state involving any of the offenses described above?
   □ Yes  □ No  If yes, please attach a copy of the court documents regarding your case.

23. Have you had a teacher's or school administrator's certificate or license denied, suspended or revoked in any state?
   □ Yes  □ No

   If yes, please indicate the action taken: □ revoked  □ denied  □ suspended

   Which State(s)?

   Please attach a copy of the documents regarding the official action taken.

24. Is disciplinary action pending against you in any state regarding a teacher's or administrator's certificate or license?
   □ Yes  □ No

   If yes, please attach a copy of the official documents regarding the action pending against you.
25. Have you ever been disbarred or had a professional license or state issued certificate denied, suspended, revoked, or been the subject of other disciplinary action regarding any profession in Kansas or any other state?

- Yes  - No

*If yes, please indicate the action taken:*

- revoked  - denied  - suspended

Which State(s)?

*Please attach a copy of the documents regarding the official action taken.*

26. Have you ever been terminated, suspended, or otherwise disciplined by a local Board of Education for falsifying or altering student tests or student test scores?

- Yes  - No

*If yes, which district(s)?*

When?

27. Have you ever falsified or altered assessment data, documents, or test score reports required for licensure?

- Yes  - No

*If yes, which states(s)  When?*

As you read these questions, note that alcohol is not indicated above, so you do not have to report alcohol-related incidents like an MIP (minor in possession), MIC (minor in consumption) or misdemeanor DUI due to alcohol. If any of these appear as your only charge/conviction, you can answer all questions on the Kansas licensure application “no”. (Be aware that in other states, like MO, alcohol crimes may impact licensure, and some school districts may consider alcohol crimes for student teachers and employees.) A DUI for Drugs or a felony DUI should be reported. If you are unsure, WHEN IN DOUBT, REPORT IT!

**If you:**

- assume or have been told your diversion took the crime off your record – IT DOES NOT.
- are “not sure” whether you had something expunged, YOU PROBABLY DID NOT.
- assume you don’t have to report it because you were a juvenile – YOU MUST REPORT IT.
- “forget” your past record and you don’t reveal it, this is considered dishonesty and creates another issue with KSDE who will aggressively review your case. DO NOT LIE.

**If you receive a letter from the KSDE Office of General Counsel:**

- follow all directions carefully and submit all documents they request. KSDE cannot provide you with advice or help you obtain those documents;
- you will need to contact the Clerk of the Court to obtain documents related to your case:
  - for **Convictions**-
    - obtain certified copies of the charging documents (complaint or citation/ticket); and
    - obtain certified copies of the journal entry of conviction.
  - for **Diversions**-
    - obtain certified copies of the charging documents, and
    - certified copy of the diversion agreement; and
    - certified copy of the journal entry of dismissal.
KSDE may ask you to appear before the Professional Practices Commission (a KSDE committee of working teachers, KSDE and Higher Education representatives); and any decision from the Professional Practices Commission will go before the State Board of Education for final action. Just because you may have had an emergency sub license approved does not guarantee a teaching license will be!

Advice about getting a record expunged:

- it’s often a simple process that may not require a lawyer;
- it can take a 4-8 weeks to complete;
- start by contacting the court (county or municipal) where the conviction/diversion occurred OR look for the paperwork on the court website;
- check to make sure of the time required for an expungement has been completed;
- if it can be completed before you apply for a license, work on completing the expungement;
- if it cannot be completed before you apply, REPORT the crime on your license application and include copies of the court documents;
- Remember, an expungement can benefit you in more ways than just licensure.

If your crime happened in Salina Municipal Court, requesting expungement may be fairly easy: go online for the forms and instructions. In most courts, the typical cost for expungement would be $100-200; with more serious cases, you might want to hire a lawyer.

If a student answers "Yes" to any of the above questions:

1. the student will be asked to submit appropriate documentation to the Teacher Education Committee.

2. the student may appear before the Teacher Education Department/Unit Committee if he or she wishes. The university attorney or student’s attorney also may be present.

**EACH CASE WILL BE CONSIDERED ON AN INDIVIDUAL BASIS.**

The following factors will be taken in account:

**FACTORS:**

1. Nature of the felony or crime
2. Recency of the felony or crime
3. Rehabilitation related to the felony or crime
4. Potential danger to students

Teacher Education Department/Unit Committee decides if the student/candidate is to:

1. participate in early field experiences,
The Teacher Education Department/Unit Committee will take the above factors into account as they reach their decision concerning placement or acceptance of students. The Chairperson of the Teacher Education Department/Unit Committee will notify the student, in writing, of the decision. In addition, copies of that notification will be sent to the Provost, the Director of Teacher Education, and Licensure Officer. As with all issues regarding teacher education decisions, the student/candidate has the right to appeal. The appeals process is listed in the KWU Catalog and the Teacher Education Handbook.

IMPLEMENTATION DATE JANUARY 15, 1996
Revised June 2016

Students will be required to answer the questions listed above:

a. prior to early field placement in the Foundations and History of Education class,
b. when they apply for admission into the Teacher Education Program,
c. when they apply for clinical practice,
d. when they apply for licensure

Students/Candidates who have been convicted of a felony involving the areas listed above may be denied licensure by the State of Kansas.

I certify that the information on this form is true and complete to the best of my knowledge. I understand that any misrepresentation of facts may result in the denial or revocation of my certificate by the Kansas State Department of Education.

Signature: ________________________________ Date: ________________
Field Experience Disclosure

Have you ever failed a course with an Early Field Experience?

___Yes    ___No

If yes, which class? _______________________ When? _________________________

Please attach an explanation.

Have you been dismissed from an Early Field Experience?

___Yes    ___No

If yes, which class? _______________________ When? _________________________

Please attach an explanation.

Have you dropped a course with an Early Field Experience?

___Yes    ___No

If yes, which class? _______________________ When? _________________________

Please attach an explanation.
Kansas Wesleyan University Teacher Education Dispositions

Dispositions are defined as the values, commitments, and professional ethics that influence behavior toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. “Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching.” (CAEP Standard 3.3) The dispositions listed below are expected of Kansas Wesleyan University candidates in the university classroom and in the schools.

Directions: Mark 1, 2, 3, 4 on the line provided for each goal. Include comments if appropriate.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsatisfactory</td>
<td>Needs Improvement</td>
<td>Proficient</td>
<td>Distinguished</td>
</tr>
<tr>
<td>Candidate is not meeting expectations.</td>
<td>Candidate meets some expectations.</td>
<td>Candidate meets all expectations.</td>
<td>Candidate meets all expectations and goes above and beyond what is expected.</td>
</tr>
</tbody>
</table>

Goal 1 – Academic Excellence: Rating Scale from Above: _________
The candidate possesses the knowledge bases in liberal arts and his/her content area, and in pedagogical skills and demonstrates academic and professional excellence to teach all students.

___ Comes to class prepared
___ Uses grades/rubrics/study guides to improve skills
___ Justifies ideas with research/evidence
___ Uses correct spelling, grammar, sentence structure
___ Has respect, seriousness, and the intent to acquire knowledge

Comments: 

Goal 2 – Personal Qualities Rating Scale from Above: _________
The candidate demonstrates the intra and interpersonal skills to create an effective learning environment.

___ Actively listens during class
___ Asks/answers questions during class that demonstrates authentic interest
___ Collaborates and contributes in group work
___ Accepts and acts on constructive feedback
___ Takes responsibility for actions

Comments: 

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Goal 3 – Commitment

The candidate demonstrates a commitment to education and life-long learning.

___ Gets things done despite hardships
___ Is accountable and reliable
___ Adheres to assignment guidelines/due dates
___ Takes initiative to understand concepts
___ Goes above minimum expectations

Comments:

Goal 4 – Leadership

The candidate is dedicated to the community in which he/she lives.

___ Interacts with others in a professional manner
___ Actively involved with in the campus and community
___ Approaches diversity with a positive attitude and remains open to differing opinions
___ Demonstrates respect of cultural differences of others
___ Collaborates with others

Comments:

Goal 5 – Ethics

The candidate is committed to faith and demonstrates ethical behavior in creating caring learning environments for all students.

___ Represents the University positively
___ Complies with University and Teacher Education policies and procedures
___ Trustworthy in communication and interaction with others
___ Accepts responsibility for personal actions and behaviors
___ Demonstrates academic honesty

Comments:
Kansas Wesleyan University Teacher Education Department

OUT OF AREA CLINICAL PRACTICE PLACEMENT FORM

STUDENT INFORMATION
Name ____________________________________________
Address _______________________________ City/State ___________________________
Email _______________________________ Phone _______________________________

REQUEST INFORMATION
Grade Level Requested (circle one): Elementary Secondary
Semester Requested (circle one): Spring Fall Year _____________
Subject/Grade Requested: ____________________________________________________
Cooperating Teacher Requested: ______________________________________________

KWU Cooperating Teacher Requirements: Minimum of three years teaching experience,
_________________________________ Masters degree is preferred but not required, principal recommendation is required.

School Requested __________________________ District __________________________
School Address __________________________ City/State __________________________
Contact Name __________________________ Position __________________________
Contact Email __________________________ Contact Phone ________________________

FINGERPRINTING
Fingerprinting Required for Placement? (circle one) Yes No
Date Completed __________________________ State __________________________

SIGNATURES
Student __________________________ Date ________________
Advisor __________________________ Date ________________
Program Director __________________________ Date ________________

PLACEMENT INFORMATION (for TE Office use)
Placement Dates: Start __________________________ End __________________________
Cooperating Teacher __________________________ School __________________________
School Address __________________________ City/State __________________________
Teacher Email __________________________ Teacher Phone ________________________
Subject/Grade __________________________ Years Experience ______________________
STUDENT INFORMATION

Name _____________________________________________________________

Address ___________________________________________ City/State __________________________

Email ___________________________________________ Phone __________________________

Organizations and Memberships in High School ________________________________________________________________

Organizations and Memberships in College ________________________________________________________________

What attracted you to teaching? ________________________________________________________________

Early Field Experience / Observations ________________________________________________________________

Please provide some background information on yourself to assist in the placement process (i.e. sports, interests, family life, etc.) ________________________________________________________________

**Please attach a copy of your Teaching Philosophy to this form.**
POSSIBLE CLINICAL PRACTICE INTERVIEW TOPICS

- Instructional Strategies/Best Practices
- Educational Theories
- Challenges in the Classroom
- Classroom Management
- Diversity in the Classroom

Prepare for your interview based on the following rubric:

<table>
<thead>
<tr>
<th>Unsatisfactory - 1</th>
<th>Basic - 2</th>
<th>Proficient - 3</th>
<th>Distinguished - 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate fails to demonstrate a grasp of the concept.</td>
<td>Candidate demonstrates a partial understanding of the concept however states these ideas in an imprecise and somewhat unclear manner</td>
<td>Candidate demonstrates solid understanding of several aspects of the concept and states these ideas in an acceptable manner</td>
<td>Candidate demonstrates depth of understanding of the multiple aspects of the concept, and articulates these ideas in a clear and concise manner.</td>
</tr>
</tbody>
</table>
Kansas Wesleyan University Teacher Education Department

HEALTH FORM Certification of Tuberculin Testing for Clinical Practice
K.S.A. 72-5213

This completed health form must be turned into Kansas Wesleyan Teacher Education prior to the candidate beginning Clinical Practice.

To be completed by the Clinical Practice Candidate
(Form to become part of the candidate’s clinical practice folder)

Name: ___________________________________ Social Security #:__________________________

Address: ___________________________________ Birthdate: ____________________________

Student Teaching Place: ________________________________________________________________

-------------------------------------------------------------------------------------------------

Tuberculin Testing Results
(To be completed by a Health Care Provider)

Tuberculosis has been ruled out by:

<table>
<thead>
<tr>
<th>Test</th>
<th>Administered</th>
<th>Read</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mantoux/PPD</td>
<td>____________</td>
<td>______</td>
<td>______ mm induration</td>
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<tr>
<td></td>
<td></td>
<td>______</td>
<td>(Negative)</td>
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<tr>
<td></td>
<td></td>
<td>______</td>
<td>(Positive)</td>
</tr>
<tr>
<td>Chest X-Ray</td>
<td>____________</td>
<td>______</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>______</td>
<td>(Negative)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>______</td>
<td>(Positive)</td>
</tr>
</tbody>
</table>

Administered by: ____________________________ (Signature) (Health Facility)

Read by: ________________________________ (Signature)

-------------------------------------------------------------------------------------------------

K.S.A. 72-5213. Certification of health; ...(a) Every board of education shall require all persons, whether employees of the school district or under the supervision thereof, who come in regular contact with the pupils of the school district, to submit a certification of health on a form prescribed by the secretary of health and environment and signed by a person licensed to practice medicine and surgery under the laws of any state, or by a person who is registered as a physician's assistant under the laws of this state when such person is working at the direction of or in collaboration with a person licensed to practice medicine and surgery, or by a person holding a certificate of qualification to practice as an advanced registered nurse practitioner under the laws of this state when such person is working at the direction of or in collaboration with a person licensed to practice medicine and surgery. The certification shall include a statement that there is no evidence of physical condition that would conflict with the health, safety, or welfare of the pupils; and that freedom from tuberculosis has been established by chest x-ray or negative tuberculin skin t
<table>
<thead>
<tr>
<th><strong>Subject and Grade Level</strong></th>
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<table>
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<tr>
<th><strong>KSDE STANDARDS</strong></th>
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<table>
<thead>
<tr>
<th><strong>OBJECTIVES</strong> (Measureable skills/content with high levels of thinking)</th>
<th></th>
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</thead>
</table>

<table>
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<tr>
<th><strong>ASSESSMENT OF OBJECTIVES/ LEARNER OUTCOMES</strong> (Aligns with objectives and instructional procedures. Formative and summative assessments are included with specific criteria. High level thinking skills are incorporated.)</th>
<th></th>
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</table>

<table>
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<tr>
<th><strong>MATERIALS</strong> (Thorough list of materials and resources needed.)</th>
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</table>

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<tr>
<th><strong>INTRODUCTION</strong> (Focus activity/question relating to previous learning or experiences.)</th>
<th></th>
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</thead>
</table>

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<tr>
<th><strong>TEACHING / LEARNING ACTIVITIES</strong> (Can be implemented successfully by someone else, instructional strategies are student centered and involve high level thinking skills, classroom management strategies are imbedded throughout the lesson, lesson is unique and memorable to students.)</th>
<th></th>
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</table>

<table>
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<tr>
<th><strong>CLOSURE</strong> (Summarizes and reviews learning objectives and relates to real life or future learning.)</th>
<th></th>
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</table>

<table>
<thead>
<tr>
<th><strong>RELATED AND/OR EXTENSION ACTIVITIES</strong> (Engage students in high levels of critical and creative thinking.)</th>
<th></th>
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<thead>
<tr>
<th><strong>ADAPTATIONS /DIFFERENTIATION FOR DIVERSE LEARNERS</strong> (Appropriate modifications with explanations)</th>
<th></th>
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</table>
Reflective journal entries are **due weekly** to the university supervisor. They generally are to be emailed to the supervisor and the discipline chair. One journal entry is due each of the 16 weeks of the clinical practice. Each journal entry should be about a page in length and is to include three sections: Overview, Analysis and Application. The sections are to be identified in the entry.

- **Overview** is just that a look at the entire week. It could include the highlights of the week or a summary of activities.

- **Analysis** is the reflective part of the entry. In this section you explore and examine aspects of your experience in depth. The section can include your thoughtful consideration about an issue that arose in your classroom or with a colleague, a joy, a concern, your expectations, etc.

- **Application** is the action part of the entry. In this section you explain what you will do with the information you have gained during the past week. This section could flow directly from the Analysis section or it could be a plan of action that you have wanted to implement or it could be something that you want to continue to think about before taking any action.
KANSAS WESLEYAN UNIVERSITY TEACHER EDUCATION DEPARTMENT

THREE WEEK PROGRESS REPORT
(To be completed by the University Supervisor with the Director of Teacher Education)

Student Name _________________________________ Date ________________

Yes No

__ __ Progressing in clinical practice ____ Number of Absences
__ __ Having a positive rapport and relationship with cooperating teacher

__ __ Submitting reflective journal entries
__ __ Attending clinical practice seminar ____ Number of Absences

**************************************************************************

___ Allowed to continue in clinical practice
___ Unsatisfactory progress in clinical practice, Improvement Plan put into Action

**Attach Improvement Plan

Candidate Signature ____________________________ Date ________________

Cooperating Teacher Signature ____________________________ Date ________________

University Supervisor Signature ____________________________ Date ________________

Director of Teacher Education Signature ____________________________ Date ________________
KWU Conceptual Framework:

*Kansas Wesleyan University prepares reflective teachers with the potential for professional leadership who demonstrate academic and professional excellence, have sound personal qualities, have a commitment to education and life-long learning, demonstrate world citizenship, and are committed to faith and demonstrates ethical behavior in creating caring learning environments for all students.*

**Performance Ratings:**

<table>
<thead>
<tr>
<th>N</th>
<th>1</th>
<th>2</th>
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<tbody>
<tr>
<td>Not evident</td>
<td>Inadequate</td>
<td>Emerging Competence</td>
<td>Proficient for Beginning Teacher</td>
</tr>
<tr>
<td>Candidate has not performed in this category, or is not applicable.</td>
<td>Candidate’s performance reflects unsatisfactory understanding, skills and/or attitudes.</td>
<td>Candidate demonstrates a pattern of improvement.</td>
<td>Candidate demonstrates consistent, competent, initial level performance.</td>
</tr>
</tbody>
</table>

*Ratings are adapted from the University of North Carolina Willington*

**Goal 1:** The candidate has the knowledge base in liberal arts and his/her content area, and in pedagogical skills and demonstrates academic and professional excellence to teach all students.

**KNOWLEDGE BASE:**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>demonstrates knowledge, understanding, and application of material related to the content area</td>
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<tr>
<td>demonstrates knowledge and use of research based best practices and strategies</td>
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<td></td>
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<tr>
<td>demonstrates knowledge of students’ background, abilities, achievements and needs</td>
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**PLANNING SKILLS:**

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<tbody>
<tr>
<td>develops detailed lesson plans with standard based objectives and strategies</td>
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<tr>
<td>develops an appropriate sequence of instruction</td>
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<tr>
<td>demonstrates skills to integrate other content areas</td>
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<tr>
<td>plans for the use of technology to enhance instruction</td>
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</table>
uses effective assessment strategies for all students

uses strategies for reteaching

**INSTRUCTIONAL SKILLS:**

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<th>N</th>
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<tbody>
<tr>
<td>gives clear and complete directions</td>
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<tr>
<td>displays a flexibility in instructional strategies, adjusting the lesson as needed</td>
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<tr>
<td>demonstrates a higher level of questioning strategies</td>
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<tr>
<td>paces instruction appropriately</td>
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<td></td>
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<tr>
<td>monitors student work and progress</td>
<td></td>
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<td></td>
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<tr>
<td>demonstrates skills in using technology for instruction that benefits all students</td>
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<tr>
<td>elicits standard English from students</td>
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<tr>
<td>anticipates and corrects student’s errors</td>
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<tr>
<td>engages students in active learning</td>
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**CLASSROOM MANAGEMENT SKILLS:**

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<tbody>
<tr>
<td>develops, explains and monitors standards for student conduct</td>
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<td></td>
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<tr>
<td>controls the classroom, and bases control on student behavior</td>
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</tr>
<tr>
<td>maintains a focus on productive learning by correcting off-task behavior</td>
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<tr>
<td>balances individual needs with group needs</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>uses time effectively and efficiently</td>
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</tr>
<tr>
<td>organizes the classroom physical setting to be a safe and effective learning environment</td>
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<tr>
<td>demonstrates the use of technology in management and communication</td>
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</table>

**ACADEMIC AND PROFESSIONAL EXCELLENCE:**

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<tr>
<th></th>
<th>N</th>
<th>1</th>
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<th>3</th>
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</thead>
<tbody>
<tr>
<td>demonstrates problem solving, reasoning and critical thinking skills to make decisions</td>
<td></td>
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<tr>
<td>demonstrates reflection skills in developing and evaluating classroom practices and lessons</td>
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</tbody>
</table>

**Goal 2:** The candidate demonstrates the intra and interpersonal skills to create an effective learning environment.

**INTRA-PERSONAL SKILLS:**

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>is enthusiastic about the process of teaching and learning for all students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>is patient and courteous</td>
<td></td>
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<tr>
<td>accepts constructive feedback</td>
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</table>
uses feedback to improve teaching performance

is empathetic

is dependable and punctual

is self-confident and exhibits a positive attitude

takes pride in what he/she does

is cooperative

uses standard English

dresses appropriately

acts in a professional manner

demonstrates leadership skills

**INTER-PERSONAL SKILLS:**

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<tbody>
<tr>
<td>demonstrates the ability to foster the development of positive self-esteem in students</td>
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<tr>
<td>demonstrates effective communication skills necessary for working in the school community</td>
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<td>demonstrates the ability to use encouragement/praise more than criticism</td>
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<td>demonstrates the ability to recognize and respect the diverse needs of all learners</td>
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<td>demonstrates the ability to manage student interaction with each other and teaches interpersonal skills</td>
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<td>demonstrates the ability to collaborate and confer with school support personnel</td>
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<td>demonstrates the ability to collaborate and confer appropriately with parents</td>
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**GOAL 3:** The candidate will have a commitment to education and life-long learning.

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<tbody>
<tr>
<td>demonstrates a professional interest in education by participating in in-service</td>
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<td>appreciates the need for continued professional development</td>
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<td>demonstrates a positive attitude towards growth and changes</td>
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<tr>
<td>demonstrates a proficiency in technical applications to education</td>
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**GOAL 4:** The candidate is dedicated to the community in which he/she lives.

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<tbody>
<tr>
<td>demonstrates support of all students, parents and colleagues</td>
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<tr>
<td>is involved in extracurricular activities or service</td>
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<td>appreciates multiple perspectives of various world cultures</td>
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<tr>
<td>Goal 5: The candidate is committed to faith and demonstrates ethical behavior in creating caring learning environments for all students.</td>
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<td>demonstrates ethical and moral behavior in classroom</td>
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<td>demonstrates respect for spiritual values of all students and colleagues</td>
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<td>appreciates the importance of caring for all students in the learning environment</td>
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</table>

**Comments:**

### SOAR Clinical Observation Instrument

<table>
<thead>
<tr>
<th>Institution</th>
<th>Candidate</th>
<th>Student Observation Assessment Record</th>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria</td>
<td>Novice (1)</td>
<td>Apprentice-Developing (2)</td>
<td>Accomplished Candidate Practitioner—Target Level (3)</td>
<td>Exemplary (4)</td>
</tr>
<tr>
<td>Learner Development</td>
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</tr>
<tr>
<td>KSDE Standard 1: The [candidate] understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate, relevant, and rigorous learning experiences.</td>
<td>Candidate demonstrated a minimal understanding of child development.</td>
<td>Candidate demonstrated an understanding of child development but did not apply it to planning for instruction.</td>
<td>Candidate demonstrated learner development through planned developmentally appropriate instruction which addressed many of the individual learners’ strengths, interests, and needs.</td>
<td>Candidate met all expectations in the accomplished practitioner-target level. As well as.... Candidate used appropriate methods to evaluate all students’ skill levels of performance and planned instruction accordingly.</td>
</tr>
<tr>
<td>InTASC Standard 1: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</td>
<td>Candidate made a minimal attempt to identify the specific areas of student readiness (cognitive, linguistic, social, emotional, or physical) among the students in the classroom.</td>
<td>Candidate identified cognitive, linguistic, social, emotional, or physical aspects of student readiness for learning for a limited number of the students in the classroom.</td>
<td>Candidate identified cognitive, linguistic, social, emotional, and physical aspects of student readiness for learning for most of the students in the classroom and for small groups of students.</td>
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<td></td>
<td>Candidate demonstrated unrealistic expectations for student performance.</td>
<td>Candidate did limited checking for understanding to assess student performance.</td>
<td>Candidate regularly assessed individual and group performance in order to meet all learners’ needs in instruction.</td>
<td>Candidate maintained and analyzed assessment data collected on student performance to make data-driven decisions about instruction.</td>
</tr>
<tr>
<td></td>
<td>Candidate displayed little awareness of culture and interests of the students and made no effort to accommodate for those differences.</td>
<td>Candidate showed awareness of cultural and varied interests in students but seldom differentiated to accommodate for those differences.</td>
<td>Candidate collaborated with families, communities, colleagues, and other professionals to design and implement developmentally appropriate, relevant, and rigorous learning experiences.</td>
<td>Candidate deliberately pursued knowledge about all students’ cultural heritage and family background.</td>
</tr>
</tbody>
</table>

### Sources of Evidence:
- Pre/Post observation conferences with evaluators
- Mid-Term & Final cooperating teacher evaluations
- All lesson plans include full, data-driven descriptions of:
  - evidence of differentiation
  - pre/post assessments of students to determine instruction
- Observations (by peers or evaluators) or artifacts of classroom activities that:
  - explore cultural awareness based on student demographics
  - provide evidence of the variety of methods used which meet learner development needs
<table>
<thead>
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<th>Exemplary (4)</th>
<th>Raw Score</th>
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</thead>
<tbody>
<tr>
<td>Learning Differences</td>
<td>Candidate addressed only the needs of the whole group.</td>
<td>Candidate designed instruction that met the needs of the whole group.</td>
<td>Candidate accommodated instruction for the whole and small group instruction.</td>
<td>Candidate met all expectations in the accomplished practitioner-target level. As well as... Candidate demonstrated understanding of each student’s differences, languages, cultures, and communities to design and accommodate instruction to meet the individual needs of all students.</td>
<td></td>
</tr>
<tr>
<td>KSDE Standard 2: The teacher uses understanding of differences in individuals, languages, cultures, and communities to ensure inclusive learning environments that enable each learner to meet rigorous standards.</td>
<td>Instructional strategies were limited to meeting the needs of the whole group. Variation is minimal.</td>
<td>At times showed awareness of individual differences, but often teaching to the whole group.</td>
<td>Candidate designed instruction, and initiated several differentiation techniques (i.e., process, product, content, environment, and affect).</td>
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</tr>
<tr>
<td>InTASC Standard 2: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</td>
<td>Candidate worked with cooperating teacher as required. Candidate inconsistently applied suggestions.</td>
<td>Candidate collaborated with a few other professionals (mainly the cooperating teacher) and implemented some suggestions.</td>
<td>Candidate collaborated with professionals to understand student abilities, needs and interests (including learner’s personal, family, and community experiences and cultural norms).</td>
<td>Candidate used intentional collaboration with other professionals and community resources to incorporate students’ abilities, needs, and interests into instruction.</td>
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<tr>
<td></td>
<td>Candidate had limited repertoire of instructional strategies.</td>
<td>Candidate implemented a few select learning strategies in an attempt to meet the needs of a variety of students</td>
<td>A variety of learning modalities were incorporated and the candidate tiered instruction to accommodate student interests and/or academic abilities.</td>
<td>Candidate deliberately incorporated a wide range of learning modalities and designed tiered instruction to accommodate all student interests and academic abilities to enable each learner to meet rigorous standards.</td>
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<tr>
<td>Sources of Evidence:</td>
<td>All lesson plans include evidence of:</td>
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<tr>
<td></td>
<td>○ multi-tiered instruction/activity/assessment components</td>
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<td></td>
<td>○ making content accessible to English language learners and support development of English proficiency</td>
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<td></td>
<td>○ prior knowledge and experiences</td>
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<td>Candidate reflection via weekly journal, or contact log with specific descriptions included.</td>
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<td></td>
<td>Collaborates with professional and community resources</td>
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<td>Observations (by peers or evaluators) substantiate candidate’s active implementation of meeting the needs of all learners (ELL, SPED, Below/At/Above Grade Level) in the lessons</td>
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<td>Professional Learning Communities (PLC)/Parent-Teacher (PT) Conference/Staff conference notes with colleagues</td>
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<td>Candidate presents PLC Learning with Education Preparation Provider (EPP) peers</td>
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<tr>
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<tr>
<td>Learning Environments</td>
<td>Candidate and students displayed a lack of commitment to learning and students demonstrated low energy in accomplishing work. Candidate established general classroom control.</td>
<td>Candidate established a classroom culture that has limited commitment by the teacher and students to learning and work expectations. Candidate applied classroom management techniques to produce a positive learning environment in the classroom.</td>
<td>Candidate established a classroom culture in which learning is valued by all and hard work and learning are typical for most students. Candidate worked with others, pre-established, monitored, and used a variety of methods to maintain classroom expectations allowing for smooth transitions and the maintenance of momentum.</td>
<td>Candidate met all expectations in the accomplished practitioner-target level. As well as... Candidate created a smoothly functioning classroom environment that demonstrated a shared belief in the importance of learning with high expectations for learning for all students, supportive of student participation, mutual respect, and without fear of humiliation from the candidate or other students.</td>
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<tr>
<td>KSDE Standard 3: The teacher works with others to create learning environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</td>
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<tr>
<td>InTASC Standard 3: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</td>
<td>Candidate demonstrated little awareness of behavioral issues or did not address issues as they occurred or valued friendship of students over willingness to properly manage student behaviors and learning.</td>
<td>Candidate was aware of behavior concerns and often took steps to deter unwanted behavior.</td>
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<tr>
<td>Candidate did little to encourage respect between students and open participation of students in classroom activities.</td>
<td>Candidate did little to encourage respect between students and open participation of students in classroom activities.</td>
<td>Candidate established an environment in which students were hesitant to share opinions, ask questions, or make academic risks.</td>
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<tr>
<td>Candidate used technology in a cursory way in the classroom focusing on teacher presentations. Limited student use.</td>
<td>Candidate used technology for instructional purposes. Student use of technology was evident but not necessarily aligned with learning tasks.</td>
<td>Appropriate candidate and student use of technology was used to create a positive learning environment.</td>
<td>Candidate actively sought and implemented available cutting edge technology effectively and promoted student use of technology to maximize learning engagement.</td>
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<tr>
<td>Candidate’s communication (verbal and/or non-verbal) at times created confusion.</td>
<td>Candidate’s communication (verbal and/or non-verbal) at times created confusion.</td>
<td>Candidate demonstrated use of speaking and listening skills with limited effectiveness.</td>
<td>Candidate demonstrated effective interpersonal communication skills in face-to-face and/or virtual environments.</td>
<td>Candidate exhibited creativity and thoughtful planning in projecting effective communication skills in all environments and all media (newsletters, emails, PPTs, presentations) regardless of audience size.</td>
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</tbody>
</table>
Sources of Evidence:

- Observations (by peers or evaluators) that includes:
  - individual and collaborative learning
  - candidate and student use of technology
  - encourages positive social interaction, active engagement in learning, and self-motivation
- Candidate provides evidence via links, videos, blogs, flipped classroom assignments, etc. of student technology use
- The candidate submits pictures of room design of flex seating, learning environment changes, etc.
- Pre/Post observation conferences with evaluators
- Candidate reflection via weekly journal or contact log with specific descriptions included
<table>
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<tbody>
<tr>
<td>Content Knowledge</td>
<td>Candidate displayed limited knowledge of content and stayed one lesson ahead of students. Candidate displayed some difficulty in answering student questions over content.</td>
<td>Candidate demonstrated rudimentary knowledge of content and relied on text and curricular materials for sequencing and pacing.</td>
<td>Candidate organized and logically sequenced (scaffold) instruction because of his/her knowledge of content, content standards, and college and career readiness standards, including literacy experiences.</td>
<td>Candidate met all expectations in the accomplished practitioner-target level. As well as... Candidate instruction extended beyond the boundaries of the classroom and integrated cross-curricular elements.</td>
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<tr>
<td>InTASC Standard 4: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates content-specific learning and literacy experiences that make the discipline accessible and relevant to assure mastery of the content.</td>
<td>Candidate taught lessons without identifying student prior knowledge.</td>
<td>Candidate used general knowledge of students and aggregated data to provide instruction for whole class with little differentiation for individual needs.</td>
<td>Instructional strategies and learning experiences built on prior content knowledge and supported each student in the process to construct new concepts and knowledge and connected content to student lives.</td>
<td>Candidate used appropriate methods to evaluate all students’ skill levels of performance, established prior knowledge and designed learning activities for whole class and individuals to meet learning goals. All students integrated new learning into their individual lives.</td>
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<tr>
<td>InTASC Standard 4: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</td>
<td>Candidate demonstrated insufficient knowledge to convey tools of inquiry associated with the content field.</td>
<td>Candidate used content tools of inquiry however demonstrated uneven understanding of rationale or purpose.</td>
<td>Candidate used and taught students the tools of inquiry per the content and demonstrated the ability to facilitate student use of content tools of inquiry.</td>
<td>Candidate and students used the inquiry method to foster critical thinking and to make the learning relevant to each student.</td>
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<tr>
<td>InTASC Standard 4: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</td>
<td>Candidate taught to the median ability without trying to meet the needs of individual students.</td>
<td>Candidate was able to implement levels I and II of Multi-Tiered System of Support (MTSS).</td>
<td>Candidate adapted instruction (aligned with MTSS protocols) so content was meaningful and relevant for all learners.</td>
<td>Candidate and the students were fully engaged in the use of Multi-Tiered System of Support (MTSS). Candidate designed meaningful differentiation of content so that an appropriate level of mastery was attained by all students.</td>
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</table>

Sources of Evidence:
- Lesson plans include evidence of:
  - content specific learning
  - literacy experiences
  - mastery learning
  - scaffolding
  - differentiation based on MTSS
- Observations (by peers or evaluators) substantiate candidate’s:
  - understanding of central concepts, tools of inquiry, and structures of the discipline(s)
  - use of assessment to assure student mastery of content
  - differentiation based on MTSS
- Pre/Post observation conferences with evaluators
<table>
<thead>
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<tr>
<td>Application of Content</td>
<td>Candidate’s lessons focused on the specific content area without interdisciplinary connections. Candidate showed little effort to use authentic learning experiences and to elicit creativity and problem solving.</td>
<td>Candidate designed lessons with the intention of cross-curricular activities (focused on local issues) that included some but not all of the following: concept-based teaching, authentic experiences, collaboration, and/or critical/creative thinking.</td>
<td>Candidate’s instructional practices promoted student creativity, critical and creative thinking, collaboration and communication related to authentic local and global issues.</td>
<td>Candidate met all expectations in the accomplished practitioner-target level. As well as... Candidate integrated content fields to create innovative learning opportunities in a problem-based environment that extended beyond the local community. Students demonstrated effective communication skills and the willingness to collaborate to solve critical issues.</td>
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<tr>
<td>KSDE Standard 5: The teacher understands how to engage learners through interdisciplinary lessons that utilize concept based teaching and authentic learning experiences to engage students in effective communication and collaboration, and in critical and creative thinking.</td>
<td>Lesson plans showed minimal understanding of how to incorporate CCRS in day to day activities.</td>
<td>Candidate demonstrated understanding of CCRS however use of CCRS in lesson plans was limited. Instructional planning has some alignment of CCRS.</td>
<td>Candidate lesson plans were aligned to college and career readiness standards (CCRS).</td>
<td>Lesson plans and activities clearly demonstrated an understanding and application of college and career readiness standards (CCRS).</td>
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</tr>
<tr>
<td>INTASC Standard 5: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</td>
<td>Learners worked individually to progress through learning experiences.</td>
<td>Candidate integrated content and curriculum in instruction and used small group work to collaborate on problem solving. Asked learners to think about local issues.</td>
<td>Lesson emphasized literacy, critical thinking skills and established curriculum connections by relating content to other subject areas and considered diverse social and cultural perspectives when appropriate.</td>
<td>Candidate had a comprehensive understanding of various content and curricula and promoted family literacy opportunities that showed an understanding of community diversity. Students demonstrated use of critical thinking skills beyond content specific instruction.</td>
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</tr>
<tr>
<td>Candidate attempted the use of technology for instruction. Use of appropriate technology was minimal.</td>
<td>Technology was used to present the lesson and specific information.</td>
<td>Candidate utilized technology and/or innovative resources to increase student interest, present information in a novel way, allow for increased relevance, active engagement, and the practice of college and career ready skills.</td>
<td>Candidate encouraged student use of technology to bring content alive beyond the classroom.</td>
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</tbody>
</table>
## Sources of Evidence:

- Lesson plans include evidence of:
  - interdisciplinary learning opportunities
  - authentic learning experiences
  - student collaboration, effective communication, and critical/creative thinking
  - alignment with College/Career Readiness Standards (CCRS)
  - candidate and student use of technology
  - family literacy opportunities demonstrating an understanding of community diversity
- Observations (by peers or evaluators) substantiate candidate’s:
  - integration of technology in presentations and student use of technology
  - interdisciplinary learning opportunities
  - authentic learning experiences
- Candidate produced classroom website, newsletter, blog
- Communication log
<table>
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<tr>
<td><strong>Student Assessment</strong></td>
<td>Candidate used assessments to assign grades but demonstrated little use of data to inform instructional practice.</td>
<td>Candidate monitored assessment for the whole group to evaluate their learning.</td>
<td>Candidate used formative and summative assessment to support, verify, and document learning.</td>
<td>Candidate met all expectations in the accomplished practitioner-target level. As well as... Candidate consistently used a variety of assessment techniques/methods and utilized data collected to inform instructional decisions.</td>
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</tr>
<tr>
<td><strong>InTASC Standard 6: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner's decision making.</strong></td>
<td>Candidate relied on traditional assessments.</td>
<td>Candidate typically used a few assessment strategies but the students showed little understanding of how their work would be evaluated.</td>
<td>Candidate utilized various assessment measures to monitor student learning throughout the lesson and involved students in self-assessment of knowledge and skills.</td>
<td>Candidate created a culture in which self-assessment and reflection on learning was embraced. Assessment was used in a positive light to promote learning, not judge students.</td>
<td></td>
</tr>
<tr>
<td><strong>Candidate assessment criteria for student work were unclear. Students demonstrated lack of clear understanding of expectations.</strong></td>
<td>Students did not have a clear understanding of how to meet the assessment and learning expectations.</td>
<td>Candidate made students aware of assessment criteria and performance expectations.</td>
<td>Students demonstrated awareness of the impact of their effort on their conceptual understanding</td>
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</tr>
<tr>
<td><strong>Students received feedback in the form of a grade with little additional information.</strong></td>
<td>Students received feedback but it did not indicate how to improve the learning.</td>
<td>Students received specific and supportive feedback from candidates.</td>
<td>Candidate provided individual feedback to students and used the individual data to plan further instruction and learning extensions that were specific to individual students.</td>
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</tr>
<tr>
<td><strong>Candidate did not use assessment data to inform instructional activities.</strong></td>
<td>Assessment data used to modify whole class instruction, but not tailored to the needs of individuals.</td>
<td>Assessment was used to inform instruction and further student knowledge/content acquisition and application.</td>
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</table>

**Sources of Evidence:**
- Lesson plans that include:
  - pre-assessment, formative (including formal and informal), summative, and diagnostic assessments
  - opportunities for student self-assessment
  - instructions that are clear
  - use of data in decision-making
- Observations (by peers or evaluators) substantiate that instruction and directions are clearly presented
- Pre/Post observation conferences with evaluators
- Journal (reflections) demonstrate use of data in decision-making
<table>
<thead>
<tr>
<th>Criteria The teacher…</th>
<th>Novice (1)</th>
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<tbody>
<tr>
<td><strong>Planning for Instruction</strong></td>
<td>Candidate relied on curriculum guides to provide instructional activities.</td>
<td>Candidate instruction was aligned with the text and there was some differentiation of instruction for small groups and a few individuals students.</td>
<td>Candidate planned developmentally appropriate instruction that met all students' learning goals, accessed community context, and integrated learning across disciplines using conceptual understandings.</td>
<td>Candidate met all expectations in the accomplished practitioner-target level. As well as… Candidate planned learning opportunities that extended beyond the curriculum and school day. Students were encouraged to modify the lesson to make it more meaningful to them.</td>
<td></td>
</tr>
<tr>
<td>KSDE Standard 7: The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, technology, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</td>
<td>Candidate demonstrated little understanding of students as learners and provided instruction designed for whole class delivery.</td>
<td>Differentiation of instruction was based on current performance and accessibility to some students was made based on language barriers.</td>
<td>Candidate modified instruction to draw upon prior knowledge, to make instruction accessible, to make language understandable, and to be relevant for individuals and groups of learners.</td>
<td>Candidate drew on knowledge of individual student differences to make instruction meaningful on a personal level to each student.</td>
<td></td>
</tr>
<tr>
<td>InTASC Standard 7: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</td>
<td>Instruction was text driven with little planning for experiences that related to students.</td>
<td>Learning experiences did not build upon prior knowledge of the individual students but considered the whole group.</td>
<td>Candidate created experiences allowing learners to demonstrate their knowledge/understandings.</td>
<td>Cross-curricular learning experiences were used in a collaborative, problem-based model that fully engaged learners.</td>
<td></td>
</tr>
<tr>
<td>Candidate used external motivators to encourage student attainment of content knowledge.</td>
<td>The whole group showed some awareness of the need to learn but candidate did not instill internal motivation in students.</td>
<td>Candidate motivated students with learning experiences where students exhibited collaboration, self-governance, and self-directed learning.</td>
<td>Candidate utilized individual motivators for each student, calling upon previously gained understanding of student’s personal and academic achievements and all students were intellectually engaged and were required to display high-level thinking in their learning.</td>
<td>Candidate encouraged student use of technology to bring content alive beyond the classroom.</td>
<td></td>
</tr>
</tbody>
</table>
### Sources of Evidence:

- **Observations (by peers or evaluators) which include:**
  - differentiation in content, process, and assessment
  - student engagement in a wide variety of meaningful, real world activities and assessment
  - cross-curricular activity
  - higher level questioning
  - use of technology
- **Lesson plans that include:**
  - plans for sequenced scaffolded learning
  - learning goals/objectives aligned with state and/or national standards
  - planned use of technology (candidate and student)
  - cross-curricular activity
- **Reflections, journals, blogs**
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Novice (1)</th>
<th>Apprentice-Developing (2)</th>
<th>Accomplished Candidate Practitioner—Target Level (3)</th>
<th>Exemplary (4)</th>
<th>Raw Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Strategies</td>
<td>Candidate used whole-class instruction.</td>
<td>Candidate employed the use of a few instructional strategies to foster the learning goals of the whole group. Students with IEPs would have specific strategies implemented as required.</td>
<td>Candidate used a variety of appropriate instructional strategies and resources to meet the needs of individuals and groups of learners.</td>
<td>Candidate met all expectations in the accomplished practitioner-target level. As well as... Candidate planned learning opportunities that extended beyond the curriculum and school day. Students were encouraged to extend the lesson to make it more meaningful to them and to build integration across content areas.</td>
<td></td>
</tr>
<tr>
<td>KSDE Standard 8: The [candidate] understands and uses a variety of appropriate instructional strategies and resources to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in relevant ways.</td>
<td>Candidate used data for the purpose of assigning a grade. Students demonstrated little understanding of the connection between instructional activity and conceptual understandings.</td>
<td>Candidate evaluates whole group for learning and adapts the instruction as needed for the class.</td>
<td>Candidate continuously monitored student learning, engaged learners in assessing their progress, and adjusted instruction in response to student learning needs.</td>
<td>Candidate used knowledge of individual student differences to make instruction meaningful on a personal level to each student.</td>
<td></td>
</tr>
<tr>
<td>InTASC Standard 8: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</td>
<td>Candidate demonstrated little understanding of relationship between course content and other areas and was unable to help students see interconnectedness between content areas.</td>
<td>Some integration of content was evident but not related to the students’ individual needs. Pacing of instruction was determined by the whole group’s progress.</td>
<td>Candidate built connections between content areas to support cognitive development of learners and depth of understanding of content areas.</td>
<td>Candidate integrated cross-curricular learning experiences that required reflection and closure resulting in synthesizing their learning.</td>
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<td></td>
<td>Candidate relied on curriculum guide to provide instructional activity.</td>
<td>Candidate planned some learning experiences that were aligned to the content but did not consider relevancy to all learners.</td>
<td>Candidate implemented relevant learning experiences, building on learner strengths and community contexts.</td>
<td>Students were encouraged to apply their learning experiences to the bigger picture and to find relevancy to their lives.</td>
<td></td>
</tr>
</tbody>
</table>

Sources of Evidence:
- Observations (by peers or evaluators) which include:
  - a variety of instructional strategies
  - higher level questioning and demonstration of student critical thinking
- Lesson plans that include:
  - a variety of instructional strategies and relevant learning experiences based on understanding of students and community
  - resources
  - appropriate assessments for monitoring of student learning/progress
  - cross-curricular connections
  - opportunities for students to extend lesson product
- Reflections, journals, blogs
- Post observation conference with evaluators
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<td>Professional Learning and Ethical Practice</td>
<td>Candidate participated in required professional learning activities, however, was unable to make connections between professional learning and the classroom.</td>
<td>Candidate was able to articulate the importance of professional learning. Candidate did participate in required professional learning but did not always apply his/her learning to the classroom.</td>
<td>Candidate participated in ongoing learning opportunities and relevant, appropriate professional learning experiences to support learner and professional needs.</td>
<td>Candidate met all expectations in the accomplished practitioner-target level. As well as... Candidate reflected on personal professional needs and sought out opportunities for professional learning beyond those provided at the local area.</td>
<td></td>
</tr>
<tr>
<td>InTASC Standard 9: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</td>
<td>Candidate demonstrated lack of awareness of connection between data, planning, and student learning.</td>
<td>Candidate collected data but did not utilize all evidence to impact teaching. Some reflection was evident.</td>
<td>Candidate used a variety of data to evaluate the outcomes of his/her teaching and learning, adapt planning, and reflect upon the impact of his/her practice on others.</td>
<td>Candidate regularly reflected on student outcomes and used the data to inform development</td>
<td></td>
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<tr>
<td>InTASC Standard 9: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</td>
<td>Candidate provided whole group instruction.</td>
<td>Candidate made some changes to his/her practice but usually met the needs of the whole group. Some differentiation was made for a few students.</td>
<td>Candidate adapted practice to meet the needs of each learner.</td>
<td>Candidate differentiated instruction and practice to adapt to all learners’ needs as a result of self-reflection process.</td>
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</tr>
<tr>
<td>Candidate was aware of the Kansas Educator Code of Conduct.</td>
<td>Candidate was aware of the code of conduct and served as an appropriate role model for students.</td>
<td>Candidate modeled the Kansas Educator Code of Conduct.</td>
<td>Candidate exhibited the Kansas Educator Code of Conduct within the school community, college/university community, and the larger community. Candidate modeled ethical behavior in day-to-day activities and relationships.</td>
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</tbody>
</table>

Sources of Evidence:
- Reflections, journals, and blogs
  - use of data to impact planning, teaching, and learning
  - adherence to modeling of Kansas Educator Code of Conduct
  - involvement in Professional Learning Communities (PLC)
- Observations (by peers and evaluators) demonstrates:
  - adherence to and modeling of Kansas Educator Code of Conduct
  - differentiation of instruction based on the needs of the students and self-reflection
- Pre/Post observation conferences with evaluators
- Communication log
- Professional learning activities
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<td>Leadership &amp; Collaboration</td>
<td>Candidate followed cooperating teacher’s guidance in lesson plan development.</td>
<td>Candidate was engaged in the learning process in the classroom and exhibited knowledge of being responsible for the learning of each student.</td>
<td>Candidate took an active role on the instructional team, giving and receiving feedback on practice, examining learner work, incorporating multiple measures, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student’s learning.</td>
<td>Candidate met all expectations in the accomplished practitioner-target level. As well as… Candidate interacted with colleagues and community constituents to create and implement learning activities beyond the classroom and school day.</td>
<td></td>
</tr>
<tr>
<td>KSDE Standard 10: The [candidate] seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, support staff, and community members to ensure learner growth, and to advance the profession.</td>
<td>Candidate taught to the common denominator of student needs.</td>
<td>Candidate demonstrated more work in isolation and less collaboration with other school professionals to meet student needs.</td>
<td>Candidate worked with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners and to advocate on their behalf.</td>
<td>Candidate engaged community organizations in working to meet the needs of diverse learners.</td>
<td></td>
</tr>
<tr>
<td>InTASC Standard 10: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</td>
<td>Candidate generally enforced building-wide/district-wide rules, policies, and goals.</td>
<td>Candidate worked collaboratively with a few teachers. There was some awareness of the school vision and culture and how it impacted classroom goals.</td>
<td>Candidate engaged collaboratively in the school-wide effort to build a shared vision and supportive culture, identified common goals, and monitored and evaluated progress toward those goals.</td>
<td>Through PLC and staff meetings, the candidate helped in planning and developing the identity of the institution; provided input on a strategic plan.</td>
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<td></td>
<td>Candidate engaged with families as required in the daily operations of the classroom or as required by district policy.</td>
<td>Candidate made contact with some families about their learner to discuss learning outcomes and goals.</td>
<td>Candidate worked collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.</td>
<td>Candidate actively engaged the learners’ families in ventures that foster positive communication and lead to stronger families, family literacy.</td>
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<td></td>
<td>Candidate attempted the use of technology for instruction. Use of appropriate technology was minimal.</td>
<td>Candidate utilized the technology in the classroom to enhance whole class instruction.</td>
<td>Candidate used technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.</td>
<td>Candidate encouraged student use of technology to bring content alive beyond the classroom.</td>
<td></td>
</tr>
</tbody>
</table>
**Sources of Evidence:**
- Reflections, journals, newsletters, websites, and blogs
- Pre/Post-observation conferences with evaluators
- Communication log including electronic communications:
  - collaborations with learners and their families
  - collaborations with other professionals
- Learning team minutes and responsibilities
- Peer evaluations
- Staff/Faculty meeting sign-in sheets/logs
LICENSURE INFORMATION

ETS PRAXIS Tests:
http://www.ets.org/

Kansas Score Requirements for PRAXIS Tests:
https://www.ets.org/praxis/ks/requirements

Kansas State Department of Education (KSDE):
http://www.ksde.org/

WEBSITES FOR KANSAS JOB OPPORTUNITIES
(Specific teaching jobs are most often found on a district’s website.)

Kansas Education Employment Board (KEEB):
www.kansasteachingjobs.com

KansasWorks:
www.kansasworks.com