



**KANSAS
WESLEYAN**
UNIVERSITY

2019-2020

CLINICAL PRACTICE HANDBOOK

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 and the Teacher Education Program Canvas Page. 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.

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Kansas Wesleyan Education Department

Clinical Practice

Admission to Clinical Practice

To be considered for clinical practice, the candidate must submit an Intent 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 1st for students planning to student teach in the Spring and February 1st 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 advisors 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 2.75
- 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 content 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 within 5 academic business days. The candidate has the right to file an appeal to the committee's decision, following the appeals process stated in the Teacher Education Handbook.

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 (2.0 or higher) on the Kansas Performance Teaching Portfolio

PROGRAM COMPLETION

- Complete EDUC470 and EDUC438 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.

Kansas Wesleyan Education Department

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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 petition the Teacher Education Committee in writing stating the reasons for requesting placement in a school to which there is some personal connection.

Out of Area Placements

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 50 miles of the surrounding area, the student must submit a written request form along with the Clinical Practice Intent Form 1 year prior to placement. The following procedure is to be followed:

- Submit a written formal request to the Teacher Education Committee indicating the reasons for a special placement. This request is due at the same time as the Clinical Practice Intent Form, due Sept. 1st/Feb. 1st, one year prior to placement.
- The request must include a detailed reason for the Out of Area placement
- 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
- Placement offers unique experience that candidate couldn't get in area

Attending Clinical Practice Seminar remains a mandatory requirement of candidates regardless of placement.

Kansas Wesleyan Education Department

Clinical Practice

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 C 10 hours

P-12 (Music and PE)

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

K-6 or 6-12 SPECIAL EDUCATION - KICA

- EDUC438 Clinical Practice Seminar 2 hours
- EDUC470 Supervised Clinical Practice Section B 5 hours

Fees

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

Kansas Wesleyan Education Department

Clinical Practice

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, then the university supervisor, and then the Director of Teacher Education shall be notified.

EVALUATION PROCEDURES

Candidates in clinical practice are evaluated by their cooperating teacher according to the schedule in the Clinical Practice Handbook, or as outlined by their university supervisor 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. A formative 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. A midterm summative evaluation is also done by the cooperating teacher and university supervisor for 16 week placement.

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 are to 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 necessary, or 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.

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 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 or Zoom 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
- (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.

Kansas Wesleyan Education Department
Clinical Practice
Out of Area Placement Request

Due 1 year prior to Clinical Practice – Sept. 1st for fall semester, Feb. 1st for Spring semester

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 rationale for request of Out of Area placement. Be as specific and thorough as possible.**

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Clinical Practice

Out of Area Placement Request page 2

OUT OF AREA REQUEST INFORMATION

Grade Level Requested (circle one): Elementary Secondary

Semester Requested (circle one): Spring Fall

Subject/Grade Requested: _____

Cooperating Teacher Requested: _____

KWU Cooperating Teacher Requirements: Minimum of three years teaching experience, Master's 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

Finger printing required for placement? ☐ 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: _____

Kansas Wesleyan Education Department

Clinical Practice

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 2.75 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 Committee. The Teacher Education Committee accepts or denies the recommendation for licensure.

If a candidate is denied recommendation for licensure, he/she may following the appeals process stated in the Teacher Education Handbook.

Kansas Wesleyan Education Department

Clinical Practice

Recommended Full Semester Placement Observation and Teaching Schedule

The Teacher Education Department suggests the following schedule:

Phase I

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 teacher.

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 II

Full time 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 III

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

Kansas Wesleyan Education Department

Clinical Practice

Recommended 8 Week Placement Observation and Teaching Schedule

The Teacher Education Department suggests the following schedule:

Phase I

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:

- d) taking roll, lunch count,
- e) supporting students and teacher as an instructional assistant; and
- f) 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 II

Full time 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:

- h) planning for units, lessons, and activities based on state and national performance objectives
- i) collecting materials needed for teaching
- j) instructing all students
- k) demonstrating assessment strategies for all students with appropriate evaluation procedures
- l) using technology in instruction, management and communication
- m) managing and monitoring students in, and outside the classroom
- n) 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 III

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

Kansas Wesleyan Education Department

Clinical Practice

Clinical Practice Certificate Explanation – Kansas State Student Teaching Regulations

Kansas State Department of Education (KSDE) has a complete description of the Kansas Educators regulations and standards regarding student teaching (clinical practice). For the most current revision of the standards, please visit the KSDE website at the link below:

<https://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation/Licensure/Licensure-Regulations-and-Standards>

Kansas Wesleyan Education Department

Clinical Practice

Responsibilities of the Candidate

The candidate's primary responsibilities are listed below:

- 1) Write an on-going reflective journal, which reflects on weekly experiences and is uploaded in Canvas. In addition to uploading in Canvas, students may be required to email their university supervisor.
- 2) Attend all clinical practice seminar classes.
- 3) Develop full weekly lesson plans and submit to the cooperating teacher and upload in Canvas to the university supervisor by 8am Thursday, prior to the week the lesson is being taught.
- 4) Complete all activities listed on the "Required Activities for the Candidate".
- 5) Behave ethically and morally; Kansas Wesleyan University and the school district assumes no responsibility for the misconduct of candidates.
- 6) Follow all policies, procedures, and schedules of the assigned school and district.
- 7) Report any absences, prior to the occurrence, to the cooperating teacher and the university supervisor.
- 8) Be 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).
- 9) Use 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.
- 10) Attend all professional meetings of the school faculty and extra-curricular activities as defined by the cooperating teacher.
- 11) Dress and behave as a professional educator.
- 12) Eat 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.

Kansas Wesleyan Education Department

Clinical Practice

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.

Activity or Experience	Initial	Date(s)
1. Met with building principal and presented student teaching certificate		
2. Reviewed discipline procedures, and reflected on this in the journal		
3. Discussed with cooperating teacher the school and district policies regarding absences, tardiness, discipline, students remaining after school, make-up work, field trips, etc.		
4. Reviewed procedures for Building Safety Drills with cooperating teacher		
5. Met with school counselor and reviewed his/her duties		
6. Discussed with the cooperating teacher other expectations such as monitoring hallways, supervision of lunch room, supervision during assemblies, and athletic events		
7. Received weekly teaching assignments and duties for the weeks of clinical practice		
8. Reviewed procedures for storing records (including grades) on the computer		
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		
10. Attended faculty or departmental meetings		
11. Demonstrated proficiency in operating technology available in the classroom		
12. Kept the attendance records for at least three weeks		
13. Prepared at least two visual instructional plans such as bulletin boards, anchor charts, displays, etc. related to the content being taught		
14. Developed a unit of instruction and videotaped two lessons as part of the KPTP		
15. Observed the teaching of two other instructors within the building		

Kansas Wesleyan Education Department

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Responsibilities of the University Supervisor

The university supervisor will be responsible for:

- A. Working cooperatively with the cooperating teacher, candidate, and building principal
- B. Visiting the candidate a minimum of six times for full semester placements and 4 times for 8 week placements

Full Semester Example:

- 1. First Week – 3 Way conference between supervisor, cooperating teacher and clinical practice candidate prior to the PK-12 students' 1st day of school
- 2. Two observations during Phase I
- 3. Two observations during Phase II
- 4. Summative Evaluation during week 15

8 Week Example:

- 1. First Week – 3 Way conference between supervisor, cooperating teacher and clinical practice candidate prior to the PK-12 students' 1st day of school
- 2. One Observation (Content Faculty) during Phase I
- 3. One Observation during Phase II – should occur with enough time lapse between observations for growth to occur
- 4. Summative Evaluation during week 7

Secondary Only:

Assist the university content professor in scheduling observation and evaluation visits (at least twice during clinical practice) to evaluate the candidate in the content area. These evaluations need to take place at least one during the first 8 weeks and once during the last 8 weeks of the placement

Kansas Wesleyan Education Department

Clinical Practice

University Supervisor Evaluation Checklist

As University Supervisor, you are required to complete at least six evaluations of the clinical practice student. Below is the time- frame of when evaluations are to be completed:

Evaluations to be Completed by University Supervisor			
Supervisor Completing Evaluation			
Student Name			
Cooperating Teacher Name			
School			
Evaluation & Time Frame to Complete	Date Completed	Conference date to discuss evaluation	Date returned to KWU and initials of person rec. evaluation
3-way Week 1 of Clinical Practice			
1st Evaluation - Phase I			
2nd Evaluation - Phase I			
3rd Evaluation - Phase II			
4th Evaluation - Phase II			
Summative Evaluation - Week 16			
Disposition - Week 16			

Kansas Wesleyan Education Department

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Content Supervisor Evaluation Checklist

As Content Supervisor, you are required to complete at least one evaluation the first 8 weeks (before midterm) and one evaluation the second 8 weeks (prior to candidates last week of clinical practice) of the clinical practice student. Below is the time- frame of when evaluations are to be completed:

Evaluations to be Completed by Content Supervisor			
Supervisor Completing Evaluation			
Student Name			
Cooperating Teacher Name			
School			
Evaluation & Time Frame to Complete	Date Completed	Conference date to discuss evaluation	Date returned to KWU and initials of person rec. evaluation
1st 8 weeks			
2 nd 8 weeks			

Kansas Wesleyan Education Department

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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.



Kansas Wesleyan Education Department

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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 one of clinical practice
- ✓ 1st Evaluation – Phase I
- ✓ 2nd Evaluation – Phase I
- ✓ Summative Mid-Term Evaluation
- ✓ 3rd Evaluation – Phase II
- ✓ 4th Evaluation – Phase II
- ✓ 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 – Phase I
- ✓ 2nd Evaluation – Phase II
- ✓ Summative Evaluation AND Teacher Education Disposition – week eight of clinical practice



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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. The following suggestions may aid in providing a successful experience:

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.
13. Accept the candidate's ideas and suggestions when they seem good and advantageous. When suggestions are not possible, explain why.
14. Make the candidate feel a part of the class by allowing him/her to assume some classroom duties immediately.
15. Hold daily conferences concerning the candidate's day.
16. Try to accept the candidate for what he/she is rather than expecting conformity to some arbitrary standard for the mature and experienced teacher.
17. 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.

Kansas Wesleyan Education Department Clinical Practice

Performance Improvement Policy

A Performance Improvement Plan 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 may involve writing a Performance Improvement Plan. Follow up meetings will be scheduled and required as stated in the Performance Improvement Plan, and/or as deemed necessary by the Director of Teacher Education, KWU professor, and/or the cooperating teacher. If the Performance Improvement Plan is not successful or if required meetings are not attended, termination of the placement may occur.



Kansas Wesleyan Education Department

Clinical Practice

Procedures for Termination of Clinical Practice Placement

The following policy pertains to candidates enrolled in KWU education courses. When there is cause to consider termination of a Clinical Practice placement, 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 placement,
 - 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 placement;
 - 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. A representative from the school may be included in the hearing, 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

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/or the 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 placement within 5 academic business days.

Kansas Wesleyan Education Department

Clinical Practice

PERFORMANCE IMPROVEMENT PLAN

Student Name:	Clinical Practice Placement Site:
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):*

Goals	Action Plan
1.	
2.	
3.	
4.	

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 Wesleyan Education Department

Clinical Practice

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, KSDE.org)

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 submitted to KSDE and are initially scored by two, KSDE trained scorers.
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 KSDE trained KWU faculty member.
- Candidates are responsible for additional scoring costs of \$100.
- Correcting the KPTP is limited to one week after the completion of clinical practice.
- The candidate will be notified of the score.
- 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.

Scores below 17: KSDE

- 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 resubmitted to KSDE to be re-scored by faculty from the KICA 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 candidate will be notified of the score.
- 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.

Kansas Wesleyan Education Department

Clinical Practice

KPTP Remediation Summary

<i>Candidate #:</i>	<i>Institution:</i>
TASK 1 Remediated Score	Justification/ Summary Statement
Focus Area A:	Focus Area A:
Focus Area D:	Focus Area D:
TASK 2 Remediated Score	Justification/ Summary Statement
Focus Area A:	Focus Area A:
Focus Area B:	Focus Area B:
Focus Area E:	Focus Area E:
TASK 3 Remediated Score	Justification/ Summary Statement
Focus Area C:	Focus Area C:
Focus Area D:	Focus Area D:
Focus Area E:	Focus Area E:
Focus Area F:	Focus Area F:
TASK 3 Remediated Score	Justification/ Summary Statement
Focus Area F:	Focus Area F:

Kansas Wesleyan Education Department

Clinical Practice

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

Kansas Wesleyan Education Department

Clinical Practice

Lesson Plan Template

Teacher's Name: _____ Grade: _____ Subject area: _____		
Week of: _____ Circle: M T W Th F	KSDE Standards: Objectives: (What should students be able to do at the end of the lesson? Should be measurable with high levels of thinking)	
Materials Needed Bloom's Taxonomy: My lesson provides opportunities for: <ul style="list-style-type: none"> <input type="checkbox"/> Evaluation <input type="checkbox"/> Synthesis <input type="checkbox"/> Analysis <input type="checkbox"/> Application <input type="checkbox"/> Understanding <input type="checkbox"/> Knowledge 	Instructional Procedures Introduction (Opening hook, focus activity/question, background knowledge) Direct Instruction: (How will I present new material and make learning relevant? Instructional strategies are student centered, involved high level thinking skills, classroom management strategies are embedded throughout the lesson. Lesson is unique and memorable to students.)	Accommodations/Differentiations <ul style="list-style-type: none"> <input type="checkbox"/> Extended time <input type="checkbox"/> Preferred seating <input type="checkbox"/> Chunked assignments <input type="checkbox"/> Shortened assignments <input type="checkbox"/> Communication methods <input type="checkbox"/> Peer Tutors <input type="checkbox"/> Instructional Assistance <input type="checkbox"/> Other
Types of Activities: <ul style="list-style-type: none"> <input type="checkbox"/> Co-op Learning <input type="checkbox"/> Independent Learning <input type="checkbox"/> Small Group <input type="checkbox"/> Teacher Assisted <input type="checkbox"/> Hands-On 	Guided and Independent Practice: (How will I get all the students to practice what I just taught?)	Enrichment

Today I: <ul style="list-style-type: none"><input type="checkbox"/> Stated my objectives clearly<input type="checkbox"/> Actively engaged students<input type="checkbox"/> Integrated Bloom's Taxonomy<input type="checkbox"/> Provided time for interaction<input type="checkbox"/> Gave Feedback<input type="checkbox"/> Kept the lesson aligned	Closure: (Summarizes and reviews learning objectives and relates to real life or future learning)	Extension Activities
	Assessment: (Aligns with objectives and instructional procedures. Formative and summative assessments are included with specific criteria. High level thinking skills are incorporated)	Remediation

Kansas Wesleyan Education Department

Clinical Practice

Format for Reflective Journal

Reflective journal entries are to be uploaded in Canvas by the due date posted. You may also may be requested to email the lesson journal to your university supervisor. One journal entry is due each of the 16 weeks of the clinical practice. Each journal entry should be about a page in length, grammatically correct, 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 Education Department

Clinical Practice

Three-Week Progress Report

(To be completed by the University Supervisor with the Director of Teacher Education)

Number of Absences _____

Progressing in clinical practice

Yes ☐ No ☐

Having a positive rapport and relationship with cooperating teacher

Yes ☐ No ☐

Submitting reflective journals

Yes ☐ No ☐

Attending clinical practice seminar

Yes ☐ No ☐

Number of Absences _____

.....

Allowed to continue clinical practice

Yes ☐ No ☐

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: _____

Kansas Wesleyan Education Department

Clinical Practice

CLINICAL PRACTICE FORMATIVE EVALUATION FORM

Candidate	Grade/Subject Taught	Date
School	Semester/Year	Observation #
Signature of Cooperating Teacher		Signature of Candidate

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:

N	1	2	3
Not evident	Inadequate	Emerging Competence	Proficient for Beginning Teacher
Candidate has not performed in this category, or is not applicable.	Candidate's performance reflects unsatisfactory understanding, skills and/or attitudes.	Candidate demonstrates a pattern of improvement.	Candidate demonstrates consistent, competent, initial level performance.

*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:	N	1	2	3
demonstrates knowledge, understanding, and application of material related to the content area				
demonstrates knowledge and use of research based best practices and strategies				
demonstrates knowledge of students' background, abilities, achievements and needs				
PLANNING SKILLS:	N	1	2	3
develops detailed lesson plans with standard based objectives and strategies				
develops an appropriate sequence of instruction				
demonstrates skills to integrate other content areas				
plans for the use of technology to enhance instruction				
uses effective assessment strategies for all students				
uses strategies for reteaching				
INSTRUCTIONAL SKILLS:	N	1	2	3
gives clear and complete directions				
displays a flexibility in instructional strategies, adjusting the lesson as needed				
demonstrates a higher level of questioning strategies				
paces instruction appropriately				
monitors student work and progress				
demonstrates skills in using technology for instruction that benefits all students				
elicits standard English from students				
anticipates and corrects student's errors				

engages students in active learning				
CLASSROOM MANAGEMENT SKILLS:	N	1	2	3
develops, explains and monitors standards for student conduct				
controls the classroom, and bases control on student behavior				
maintains a focus on productive learning by correcting off-task behavior				
balances individual needs with group needs				
uses time effectively and efficiently				
organizes the classroom physical setting to be a safe and effective learning environment				
demonstrates the use of technology in management and communication				
ACADEMIC AND PROFESSIONAL EXCELLENCE:	N	1	2	3
demonstrates problem solving, reasoning and critical thinking skills to make decisions				
demonstrates reflection skills in developing and evaluating classroom practices and lessons				
Goal 2: The candidate demonstrates the intra and interpersonal skills to create an effective learning environment.				
INTRA-PERSONALSKILLS:	N	1	2	3
is enthusiastic about the process of teaching and learning for all students				
is patient and courteous				
accepts constructive feedback				
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:	N	1	2	3
demonstrates the ability to foster the development of positive self-esteem in students				
demonstrates effective communication skills necessary for working in the school community				
demonstrates the ability to use encouragement/praise more than criticism				
demonstrates the ability to recognize and respect the diverse needs of all learners				
demonstrates the ability to manage student interaction with each other and teaches interpersonal skills				
demonstrates the ability to collaborate and confer with school support personnel				
demonstrates the ability to collaborate and confer appropriately with parents				
Goal 3: The candidate will have a commitment to education and life-long learning.	N	1	2	3
demonstrates a professional interest in education by participating in in-service				
appreciates the need for continued professional development				
demonstrates a positive attitude towards growth and changes				
demonstrates a proficiency in technical applications to education				
Goal 4: The candidate is dedicated to the community in which he/she lives.	N	1	2	3
demonstrates support of all students, parents and colleagues				
is involved in extracurricular activities or service				
appreciates multiple perspectives of various world cultures				
respects the cultural differences of all students				
Goal 5: The candidate is committed to faith and demonstrates ethical behavior in creating caring learning environments for all students.	N	1	2	3
demonstrates ethical and moral behavior in classroom				
demonstrates respect for spiritual values of all students and colleagues				
appreciates the importance of caring for all students in the learning environment				

Comments:

Kansas Wesleyan Education Department

Clinical Practice

Admission Packet

Due September 1st/February 1st

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 20_____

Student Teaching Date: _____ Fall _____ Spring 20_____

Major: _____

Minor: _____

Elementary:

Grade Level Preference(K-6): _____ 1st Choice _____ 2nd Choice _____ 3rd Choice

Secondary:

Grade Level Preference(Middle/High): _____ 1st Choice _____ 2nd Choice _____ 3rd Choice

_____ 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 2.75 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

_____ Background Check/Early Field Disclosure

_____ Dispositions(2): 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

Kansas Wesleyan Education Department

Teacher Education Program

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?
☐ 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.

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 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 Committee/ Unit 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 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 the end of first week of classes for 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: _____

Printed Name: _____

Date: _____

Kansas Wesleyan Education Department

Clinical Practice

Dispositions

Name of Candidate: _____ Date: _____

Name of Rater: _____ Position: _____

Dispositions are defined as “The habits of professional action and moral commitments that underlie an educator’s performance (InTASC Model Core Teaching Standards, p.6). “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.

1	2	3	4
Unsatisfactory	Needs Improvement	Proficient	Distinguished
Candidate is not meeting expectations.	Candidate meets some expectations.	Candidate meets all expectations.	Candidate meets all expectations and goes above and beyond what is expected.

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.

_____ The candidate comes to class prepared

_____ The candidate uses grades/rubrics/study guides to improve skills

_____ The candidate justifies ideas with research/evidence

_____ The candidate uses correct spelling, grammar, sentence structure

_____ The candidate 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.

_____ The candidate actively listens during class

_____ The candidate asks/answers questions during class that demonstrates authentic interest

_____ The candidate collaborates and contributes in group work

_____ The candidate accepts and acts on constructive feedback

_____ The candidate takes responsibility for actions

Comments:

Goal 3 – Commitment Rating Scale from Above: _____**The candidate demonstrates a commitment to education and life-long learning.**

- _____ The candidate complete tasks despite hardships
- _____ The candidate is accountable and reliable
- _____ The candidate adheres to assignment guidelines/due dates
- _____ The candidate takes initiative to understand concepts
- _____ The candidate goes above minimum expectations

Comments:

Goal 4 – Leadership Rating Scale from Above: _____**The candidate is dedicated to the school community in which he/she is a member.**

- _____ The candidate interacts with others in a professional manner
- _____ The candidate is actively involved with in the campus and school community
- _____ The candidate approaches diversity with a positive attitude and remains open to differing persons/opinions and beliefs
- _____ The candidate demonstrates respect of cultural differences of others
- _____ The candidate collaborates with others

Comments:

Goal 5 – Ethics Rating Scale from Above: _____**The candidate is respectful of spiritual values and demonstrates ethical behavior in creating caring learning environments for all students.**

- _____ The candidate represents the University and cooperating schools in a positive manner
- _____ The candidate complies with University and Teacher Education policies and procedures
- _____ The candidate is trustworthy in communication and interaction with others
- _____ The candidate accepts responsibility for personal actions and behaviors
- _____ The candidate demonstrates academic honesty

Comments:

Kansas Wesleyan Education Department

Clinical Practice

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:

Unsatisfactory - 1	Basic - 2	Proficient - 3	Distinguished - 4
Candidate fails to demonstrate a grasp of the concept.	Candidate demonstrates a partial understanding of the concept however states these ideas in an imprecise and somewhat unclear manner	Candidate demonstrates solid understanding of several aspects of the concept and states these ideas in an acceptable manner	Candidate demonstrates depth of understanding of the multiple aspects of the concept, and articulates these ideas in a clear and concise manner.



Kansas Wesleyan Education Department

Clinical Practice

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:

Test	Administered	Read	Result
Mantoux/PPD	_____	_____	_____ mm induration (Negative) (Positive)
Chest X-ray	_____	_____	_____ mm induration (Negative) (Positive)
Administered by:	_____		Health Facility _____
	(Signature)		
Read by:	_____		
	(Signature)		

K.S.B. 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 test.

Kansas Wesleyan Education Department

Teacher Education Program

Teacher 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. Achieved a GPA of 3.0 or higher.
2. Participated in a professional organization related to their certification area (KNEA-SP or other)
3. Involved in community service that is not required by coursework.
4. Demonstrated the potential to be an effective teacher.
5. Recommendation from Cooperating Teacher and University Supervisor

Teacher of Promise Award and Application

The Kansas Wesleyan University Teacher Education department awards an Elementary Clinical Practice student and a Secondary Clinical Practice student as the Kansas Department of Education Teachers of Promise.

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

If you would like to be considered for this honor you will need to fill out the following application. All information is due by September 15 for Fall semester and January 20 for Spring semester.

NAME _____ **ELEMENTARY OR SECONDARY**
(Circle one)

Recommendation from your Cooperating Teacher and University Supervisor.

Cooperating Teacher _____

University Supervisor _____

Verification of a 3.0 or higher GPA _____ (Degree Audit)

Description of your participation in a professional organization related to your certification area, KNEA-Sp, or other education related organizations and community service that is not required by coursework. (100-150 words)

NOTES