

**Master of Science
Elementary Education
Program Information and Student Handbook**

**EMPORIA STATE
UNIVERSITY™**



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Master of Science in Elementary Education

Mission Statement

The master's degree in elementary education at Emporia State is **designed for career changers** who are interested in teaching elementary school. With online courses and a clinical experience placement near you, you can **earn a master's degree** without changing locations. In as little as two years, you will be eligible for an elementary education teaching license.

Disclaimer

The program requirements contained within this document are subject to change and may be revised as deemed necessary.

Conceptual Framework of The Teachers College

Adopted: November 4, 2009

Mission

The mission of The Teachers College, the school personnel preparation unit of Emporia State University, is to develop professionals who are critical thinkers, creative planners, and effective practitioners. Our graduates are skilled practitioners who are prepared with essential knowledge, skills, and dispositions in their fields of specialization. Candidate learning reflects historical and contemporary knowledge, research, theory, and practice that meet the academic, personal, and social needs of their students. The vision of The Teachers College and personnel preparation unit is to prepare quality professionals who can positively impact the education profession and improve the learning of PK-12 students.

Professional programs are designed to reflect the current knowledge base and effective practices. Curricular coherence is strengthened through faculty study and dialogue on purpose, course content, and intended candidate learning outcomes.

Candidate Proficiencies Related to Knowledge, Skills, and Professional Dispositions

The following are proficiencies and their respective list of candidate knowledge, practical ability, and dispositions, including proficiencies associated with diversity and technology, that are aligned with the expectations in professional, state, and institutional standards.

Proficiency 1: Provides Service to Society.

The Professional provides service to society through ethical and moral commitment to instruct students to seek diverse and global perspectives. Service to society means that educators responsibly serve others by moving beyond their own personal knowledge and experiences to using a wider set of understandings of the problems of helping all students learn.

- A. Candidates exhibit knowledge of
 1. Characteristics of diverse learners.
 2. legal issues and ethical standards that apply to sound educational practices
 3. educational strategies that support the learning for students from diverse cultural and linguistic backgrounds.
- B. Candidates demonstrate practical ability to
 1. integrate and use concepts from their general, content, and professional studies in their educational environment.
 2. demonstrate professional performance that incorporates theory, research, and practice in order to help all students learn.
 3. implement non-biased techniques for meeting needs of diverse learners.
- C. Candidates exhibit dispositions that exemplify
 1. professionalism and ethical standards.
 2. respect for cultural and individual differences by providing equitable learning opportunities for all students.

Proficiency 2: Applies Interdisciplinary Scholarly Knowledge.

The Professional utilizes a body of interdisciplinary scholarly knowledge that forms the scientific basis for entitlement to practice. There is a systematic and principled aspect of education and a base of verifiable evidence of knowledge that supports the work. Research on practices and outcomes suggests principles that guide the judgments practitioners must make.

- A. Candidates exhibit knowledge of
 1. general education within an intellectual framework.
 2. subject matter content and content-specific pedagogy that inform the basis for entitlement to practice.
 3. philosophical, historical, social, and theoretical foundations of education.
- B. Candidates demonstrate practical ability to
 1. integrate knowledge across and within disciplines.
 2. use knowledge of subject matter content and instructional strategies to meet the widely-diverse needs of the students they educate.
 3. determine and assess what students need to know and be able to do in order to succeed.
- C. Candidates exhibit dispositions that exemplify
 1. a willingness to think critically about content, curriculum planning, teaching and learning pedagogy, innovative technology, and assessment.
 2. the belief that educating children and adults requires the integration of multiple kinds of knowledge.

Proficiency 3: Engages in Effective Practice.

The Professional engages in theory-based effective practice and decision making. Teachers must be able to function as members of a community of practitioners who share knowledge and commitments, work together to create curriculum and systems that support students, and collaborate in ways that advance their combined understandings and skills.

- A. Candidates exhibit knowledge of
 1. on-going developments in subject matter content, curriculum planning, instructional theory and practice, classroom management, and assessment.
 2. teaching and learning as a dynamic, constructive, and metacognitive process.
 3. a repertoire of teaching and learning strategies, designed to help students increase their power as learners.
- B. Candidates demonstrate practical ability to
 1. utilize creative planning and curriculum integration to promote learning of all students.
 2. create learning experiences commensurate with a student's level of readiness.
 3. assess their educational practices, modify their assumptions and actions, and expand their repertoire of skills.
- C. Candidates exhibit dispositions that exemplify
 1. a desire to analyze concepts, evaluate clinical practices, experiment, and initiate innovative practices as needed.
 2. a commitment to life-long learning by participating in professional organizations and by keeping current with research in their field.

Proficiency 4: Responds to Uncertainty and Change.

The Professional responds to uncertainty caused by different needs of students and a changing world with new technologies that appear at an unprecedented rate. Educators need to know a great deal about how to achieve their goals for students in situations that are unpredictable and uncertain.

- A. Candidates exhibit knowledge of
 - 1. ever changing educational needs of students living in a global society.
 - 2. appropriate technology and how it may be used to enhance teaching and learning.
 - 3. various instructional strategies that can be used to meet the needs and learning styles of individual students.
- B. Candidates demonstrate practical ability to
 - 1. use and support effective communication techniques in order to develop a positive learning environment.
 - 2. make use of appropriate technology to support student learning.
 - 3. integrate effective behavior management into all interactions with students.
- C. Candidates exhibit dispositions that exemplify
 - 1. a commitment to challenge all students to learn and to help every child to succeed.
 - 2. an awareness of the larger social contexts within which learning occurs.

Proficiency 5: Relies on Self-Reflection.

The Professional recognizes the importance of experience and the ability to reflect on one's practice and its outcomes. Self-reflection includes elements such as, problem-solving, self-evaluation, and critical thinking. Critical self-reflection was recognized by John Dewey as the most important teacher quality. The educator who has the ability to engage in self-reflection can evaluate, synthesize information, and make decisions about how to modify practices and how to appropriately assess student learning outcomes.

- A. Candidates exhibit knowledge of
 - 1. theories of human physical, cognitive, social, and emotional development.
 - 2. appropriate techniques for teaching and using self-reflection strategies.
 - 3. a variety of assessment strategies to diagnose and respond to individual learning needs.
- B. Candidates demonstrate practical ability to
 - 1. apply a variety of instructional strategies and materials to promote student learning, critical thinking, and problem solving.
 - 2. employ appropriate assessment techniques in order to measure student performance and growth.
 - 3. develop a storehouse of learning strategies that help students understand and integrate knowledge.
- C. Candidates exhibit dispositions that exemplify
 - 1. a commitment to self-reflection to recognize in all students human physical, cognitive, social, and emotional development.
 - 2. a belief that curriculum planning and teaching practices be meaningful, engaging, and adapted to the needs of diverse learners.

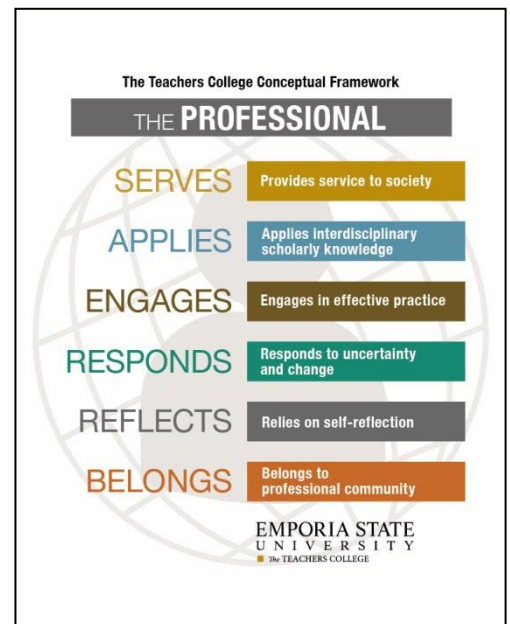
Proficiency 6: Belongs to Professional Community.

The Professional is a member of a professional community that creates, records, reproduces, disseminates, organizes, diffuses, utilizes, preserves, and deletes information and develops professional standards. The work of educators in schools is greater than the sum of the individual parts. Schools that provide healthy environments for learning and teaching require the common efforts of all their members.

- A. Candidates exhibit knowledge of
 - 1. professional ethics and standards for practice.
 - 2. teamwork and practices for creating healthy environments for learning and teaching.
 - 3. effective communication techniques in order to develop a positive learning environment.
- B. Candidates demonstrate practical ability to
 - 1. respond respectfully to ideas and views of others.
 - 2. recognize and appropriately respond to the need for on-going self-development and professional development in response to professional standards of practice.
 - 3. utilize student learning standards to promote student learning and achievement.
- C. Candidates exhibit dispositions that exemplify
 - 1. a desire to collaborate with colleagues, parents and community members, and other educators to improve student learning.
 - 2. a willingness to learn from other professionals in the field.

Conceptual Framework Model

Emporia State University's faculty, including professional education and content area faculty, support a program designed to transform candidates into professionals. To help all students learn, the professional must have a command of content, critical ideas, and skills, and the capacity to reflect on, evaluate, and learn from their practice so that it continually improves. While there are different ways that successful professional educators can be highly effective, six proficiencies emerge from a shared evidence-based understanding of how to foster student learning. These six proficiencies define the Professional: providing service to society; applying interdisciplinary scholarly knowledge; engaging in effective practice; responding to uncertainty and change; relying on self-reflection; and belonging to professional community.



Candidates study, learn, and grow in an academic setting that integrates and highlights the connections among general studies, content studies, professional studies, and clinical experiences. Moreover, the candidate preparing for a career in the field of education or an allied health field is immersed in an academic milieu that values a number of tenets the faculty see as essential for the professional development and growth of teachers, other school personnel, and those in the helping professions: especially, the value of diversity, the relevance of authentic assessment, the essentials of professionalism, the importance of collaboration, the usefulness of technology, and the power of reflection. ESU's professional education programs and non-professional education programs offered within The Teachers College devote themselves to the proposition that candidates who learn and grow in such an

atmosphere and who integrate knowledge, theory, and practice demonstrate the proficiencies of the Professional at the time of program completion.

Candidate Expectations

ESU candidates are expected to be familiar with the policies and procedures contained in this manual and are responsible for following all policies and procedures. Any questions about policies or procedures should be addressed to the director of the Master's in Elementary Education, Dr. Melissa Reed, or the assistant director, Dr. Lendi Bland. ESU students are also responsible for following all policies and procedures established by the Board of Education in the school district and in the school in which they are completing their practicum and clinical experiences.

Program Overview

The purpose of the program is to create a rigorous, innovative pathway to obtain an initial elementary education teaching license (K-6) that recognizes the needs of quality professionals with a bachelor's degree. The candidate will learn to effectively teach diverse learners and move from theory to best practice in the field.

Program Goals and Objectives

Our graduates:

1. Provide service to society;
2. Apply interdisciplinary scholarly knowledge;
3. Engage in theory-based effective practice and decision making;
4. Respond to uncertainty and change caused by different needs of students and a changing world with new technologies that appear at an unprecedented rate;
5. Rely on self-reflection to evaluate, synthesize information, and make decisions about how to modify teaching practices and appropriately assess student learning; and
6. Belong to a professional community of educators that work in schools to provide healthy environments for learning and teaching.

Application Process

Applicants must submit all required admissions documents and be accepted into the program by the department. Enrollment and financial aid awards may be dependent on admission process completion so it is crucial to complete the process properly and promptly. Contact Financial Aid for any questions or concerns related to your awards.

Admission requires a two-step process:

Step 1: Admission into Graduate School has been completed.

The graduate school guidelines for admission are found at:

<https://www.emporia.edu/grad/admissions/>.

Additional requirements for admission into the Elementary Education Master's are found in Step 2.

Step 2: Admission into the Departmental Program (begin this step as soon while you wait for graduate school approval), is indicated below:

1. GPA with official transcripts (minimum of 3.00 on the last 60 semester hours of undergraduate study). **There is a two-year waiting period from the time you complete your undergraduate degree before you can apply to this program, unless you currently have a valid teaching license.**
2. Two (2) [Disposition Assessments](#)
3. Two (2) [References](#)
4. [Signed Disposition Acceptance Form](#)
5. Valid Kansas teaching license and Praxis scores, if applicable
6. Applicants may be required to complete an interview.
7. All supplemental materials should be loaded into your application portal or sent to gradinfo@emporia.edu

Only a completed file will be considered for admission to the master's program. A student cannot obtain financial aid without admission to the program. **This program will not allow any hours to transfer, or substitute, from another program or university.**

Candidates who have obtained a degree from a foreign university/college must have a transcript evaluation from a recommended external source that is a member of National Association of Credential Evaluation Services (NACES). Candidates will not be allowed to enroll until the evaluation has been received in the Graduate School. Students with questions should consult with the Office of International Education, Registration Office, or the Graduate School. All of the usual criteria for transfer credits apply (approved by Graduate Council March 2005).

Scholarships

Current information about graduate scholarships can be found on the Graduate Scholarships and Aid website (<http://www.emporia.edu/gradscholarships-awards/>).

Degree Candidacy

Degree candidacy is granted when a candidate admitted to graduate study has filed a degree plan with the department upon the completion of the 9 hours of coursework. The degree plan must be approved by the candidate's advisor and the department chair.

Practicum and Clinical Experiences

Practicum Experience

The practicum experiences allow candidates opportunities to demonstrate teaching competence by integrating theory and practice. Candidates will apply, refine and synthesize knowledge, techniques, and skills learned in the coursework. Candidates will complete 140 hours minimum professional experiences in classroom setting. These hours are flexible. Candidates must successfully complete a portfolio in the practicum course (EL 819).

Clinical Experience

The last semester of the program is a clinical experience (EL875). The clinical experience is designed to create a shadowing/residency type setting for Candidates. **A clinical experience is a minimum of 12 weeks (480 contact hours) in the educational setting** designed to provide an opportunity for the Candidate to integrate and demonstrate professional teaching skills. The Candidate will have opportunities to self-monitor personal teaching and classroom roles and responsibilities (including daily teaching routines, planning and teaching of lessons, classroom management, and meeting the needs of all learners in a K-6 classroom setting).

The Candidate will fulfill all practicum and clinical requirements by working in a state-accredited elementary school setting, grades kindergarten through six (setting should not be content specific) which has been approved by the assistant program director. An on-site observation may be completed by the university supervisor and videos of lessons taught will be required for evaluation. The Candidate's supervising teacher will also complete two STAR evaluations: one at midterm and a final evaluation.

In addition, the candidate must successfully complete the **KPTP** - <http://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation/Postsecondary/Educator-Preparation/Kansas-Performance-Teaching-Portfolio-KPTP>

Additional requirements for earning a **Kansas Teaching License** in this pathway include:

- Completed coursework on the approved Plan of Study
- Passing score on the **Praxis II** (Elementary Education: Curriculum, Content Knowledge for Teaching; ETS test #7811)
- Passing score on the **Praxis PLT** (Principles of Learning and Teaching: Grades K-6: ETS test #5622)

**Out-of-state candidates are responsible for checking with their state department of education to determine what additional requirements must be met. All Praxis II and PLT scores should be sent to ESU, as well as your state department of education.

Intent to Graduate Form

Notice of intent to graduate must be received by the Graduate School the semester preceding graduation. The Intent to Graduate form is due the semester before you plan to graduate, March 1 for summer graduates, July 1 for fall graduates, and November 1 for spring graduates. Failure to give notice of intent to graduate may cause a delay in graduation. The intent to graduate form must be submitted online at:

<http://www.emporia.edu/grad/graduate-forms/>

Coursework

Step 1 - Foundations

- EL 751 Application of Developmental Theories (3)
- EL 892 Teaching/Learning Models (3)
- EL 750 Classroom Management and Student Motivation (2)
- *IT 727 Integrating Educational Technology into Teaching (2)
- *EL 725 Differentiating Instruction (2)

Step 2 - Methods/Practice

- EL 803 Best Practices in Elementary Science (3)
- EL 801 Best Practices in Elem LA (3)
- EL 804 Best Practices in Elem SS (3)
- EL 802 Best Practices in Elementary Mathematics (3)
- EL 721 Reading Theory and Practice Elementary (3)
- EL 819 Practicum Experience (2) (fall/spring semesters only)

Step 3 – Clinical/Student Teaching

- EL875 Clinical Experience (4) (fall/spring semesters only)

** These courses can be taken in any of the steps and may be used to help balance hours for financial aid. All other courses must be completed prior to entering Step 3 - Clinicals.*

You may not transfer or substitute courses in this degree program.

All coursework is aligned with Kansas State Department of Education Professional Licensure Standards

1. Learning

The teacher candidate understands how learner development uses understanding of individual differences while creating an environment inclusive of high standards that supports individual and collaborative learning, and encourages positive social interaction, active engagement in learning, and self-motivation.

2. English/Language Arts

The teacher candidate understands and uses the central concepts, tools of inquiry, and structures of the English/language arts (Reading, Writing, Speaking and Listening, and Language) to plan, implement, and assess language arts learning experiences that engage all students in critical thinking, creativity, and collaborative problem solving.

3. Mathematics

The teacher candidate understand and uses the central concepts, tools of inquiry, and structures of mathematics (counting and cardinality, operations and algebraic thinking, number and operation in base ten and fractions, measurement and data, geometry, ratios and proportional relationships, statistics and probability) to plan, implement, and assess mathematical learning experiences that engage all students in critical thinking, creativity, and collaborative problem solving.

4. Science

The teacher candidate understands and uses scientific disciplinary core ideas, cross-cutting concepts, and engineering practices to plan, implement, and assess science learning experiences that engage all elementary learners in curiosity, exploration, sense-making, conceptual development, and problem solving.

5. Social Science

The teacher candidate understands and uses the central concepts, tools of inquiry, and structures of the social studies (people and places, civics and government, geography, economics, history) to plan, implement, and assess social studies learning experiences that engage all learners in critical thinking, creativity, and collaborative problem solving.

6. The Arts

The teacher candidate understands and uses the central concepts, tools of inquiry, and structures of the arts (music, visual arts, dance, and theater) to plan, implement, and assess artistic learning experiences that engage all learners in critical thinking, creativity, and collaborative problem solving.

7. Health, Movement, and Physical Activity

The teacher candidate understands and applies health, human movement and physical activity.

Description of Courses

A description of courses can be found at: <https://www.emporia.edu/regist/catalog/>

Admission and Retention Policies:

Admission

Knowledge and compliance with the requirements for any graduate degree are primarily the responsibility of the candidate. Consequently, careful reading and study of the Graduate Policy Handbook should be a self-imposed prerequisite for all candidates applying for admission to graduate study. The Graduate Policy Handbook is available online at www.emporia.edu/grad/docs/policyhandbook.pdf

Application for admission must be made on a form provided by the Graduate School. Official transcripts of all college credit must be supplied. (Transcripts must include all earned baccalaureate degrees and master's degrees.)

Upon satisfactory completion of the graduate school and departmental admission requirements, the candidate will be admitted to the program of the degree being sought and will be assigned an advisor. Candidates shall continuously demonstrate personal characteristics appropriate to the profession and maintain a 3.0 GPA or better throughout their program.

The assessment system has the following decision points:

1. Admissions to the University/ESU Graduate School
2. Admission to the MS in Elementary Education Program/Stage 1 (**Decision Point 1**)
3. Admission to Stage 2: Methods/Practice (**Decision Point 2**)

4. Admission to Stage 3: Clinicals (**Decision Point 3**)
5. Program Completion (**Decision Point 4**)
6. Alumni/Employer Survey (**Decision Point 5**)

Decision Point 1: Admission to Program/Stage 1: Foundations.

- * GPA of 3.0 on the last 60 hours of college course work for those completing a master's degree or 3.0 on the last 30 graduate hours from a previously completed master's program.
- * Official transcripts of all college work, including Praxis scores, and other relevant documentation.
- * Two references from supervisors or individuals who have had the responsibility of evaluating your academic or professional performance.
- * Statement of Introduction
- * Disposition Form Self-Assessment
- * Signed Disclosure Form
- * Faculty Evaluation and/or Personal Interview (prerogative of admissions committee)
- * Current copy of teaching license. (If the individual does not currently hold a teaching license, there will be a two-year waiting period between the completion of the last bachelor degree program and consideration for admissions into the master program.)
- * Candidate must pass a background check.

Decision Point 2: Admissions to Stage 2: Methods/Practicum

- * Maintain a 3.0 GPA in all coursework, maintaining a B (inclusive of B-) or higher in all foundation coursework.
- * Maintain current background check with no concerns.
- * Dispositions form completed by faculty.

Decision Point 3: Admission to Stage 3: Clinicals

- * Maintain a grade of B or higher in all methods coursework.
- * Receive acceptable ratings of effective or highly effective on the Lesson Plan Evaluation Form (math, language arts, social studies, science) (EL819)
- * Receive acceptable ratings on a disposition assessment completed at the end of Stage 2.
- * Receive a B (inclusive of B-) or higher in the practicum course portfolio.
- * Maintain current background check with no concerns.
- * Dispositions form self-assessment completed at beginning of EL819.
- * Dispositions form completed by supervising teacher at end of EL819.

Decision Point 4: Clinical/Program Completion

- * Receive an overall rating of "effective" or higher on the Student Teacher Evaluation Tool throughout the semester based on the mentor teacher and university course instructor evaluations.
- * Achieve a 3.0 G.P.A. or higher
- * Receive acceptable ratings on a disposition assessment completed at the end of Stage 3.
- * Successfully pass the Praxis II Principles of Learning and Teaching (PLT) test and the Praxis II content test(s)
- * Receiving a passing rating on the Kansas Performance Teaching Portfolio (KPTP).
- * Completion of Exit Survey
- * Dispositions form self-assessment completed at beginning of EL875.
- * Dispositions form completed by supervising teacher at end of EL875.

Decision Point 5: Annual Alumni/Employer Survey

- * Candidate and program follow-up data are collected annually through a survey administered to first-year alumni teaching in the public schools of Kansas
- * Candidate and program follow-up data are collected annually through a survey of employers.
- * Results are reviewed by the Council on Teacher Education.

Knowledge, Skills or Dispositions Issues

For those candidates with knowledge, skills or disposition concerns identified during any point in the program, an effort will be made to remediate the candidate through use of an individualized remediation plan. This plan will identify the concerns, provide suggested remediation and expectations, and indicate consequences for failure to meet the expectations of the remediation. For students who struggle on the Praxis Content and PLT exams, resources will be made available to assist them with exam preparation.

Length of Program

All coursework for graduate degrees at Emporia State University must be completed within seven years from the date of the first enrollment. In the case of compelling circumstances, the department offering the degree may consider a petition from the candidate for a one-year extension of old course work. The Graduate Council may consider a petition, with departmental approval, to validate course work within the ninth and tenth year, dating from the first enrollment.

For more information on the petition process, please see the [Graduate Policy Handbook](#).

Retention

Candidates must earn a B (inclusive of B-) or higher in all courses used for the degree. Candidates with a grade lower than a B (inclusive of B-) must retake the course. A Candidate can only retake a course one time. Candidates can retake up to two different courses on their degree plan. **If a candidate retakes a course and does NOT earn a B (inclusive B-) or higher on the second attempt, this may lead to dismissal from the program.**

This program follows the Graduate School Policy on Grades
Candidates for the Master of Accountancy, Master of Arts, Master of Business Administration, Master of Education, Master of Science, Master of Music, and Master of Library Science degrees must earn a grade point average of B (3.0) in all courses used for the degree. A grade of A, B, (inclusive of B-) or P (no C, D or F grades) may be used in 500 and 600 level courses, and no grade lower than C may be used in other graduate classes. P grades will not be calculated in the GPA. Courses in which grades of C, D or F are earned may be retaken. (<https://www.emporia.edu/grad/docs/policyhandbook.pdf>).

The cumulative GPA calculation procedures for repeated coursework is as follows:
All grades will remain on the student's transcript, but only the last grade will be used in determining grade point averages, and only the course hours in one course may apply toward the degree. This policy applies regardless of where the course was originally taken, or repeated (University Policy Manual, 4E.1307)

<https://www.emporia.edu/grad/docs/policyhandbook.pdf> (p.18)

Incomplete

The grade "I" (incomplete) is given only for personal emergencies which are verifiable and when the student has done passing work in the course. The student has the responsibility to take the initiative in completing the work and the student is expected to make up the "incomplete" as soon as possible during the following semester.

Except for graduate research, thesis, or the equivalent, all incomplete work must be finished by the end of the following full semester (summer sessions are not considered a full semester for purposes of this deadline.) During the initial extension period, a student may submit a written petition for an extension of one additional semester during which an incomplete grade may be removed. In the most exceptional cases, the faculty member with the written approval of the department chair, may grant the request for an extension. An extension beyond two semesters will require the approval of the dean of the school or college in which the course was offered. (The granting of an extension will not be routine.) Individual instructors may establish earlier deadlines for completion of the work. Students who do not complete the unfinished work by the established deadline will have the grade of "F" entered on the transcript and will be required to re-enroll to earn credit in the course (University Policy Manual, 4E.1304).

Appeal of Grades

Any student who believes he/she has been dealt with unfairly concerning academic progress (such as course grades or absences), will have access to an academic appeal. The appeal must be initiated within 1 semester after the semester in which the issue occurs. The purpose of this policy is to ensure that due process is observed.

For more information on the petition process, please see the [University Policy Manual](#), 4E.1306.01.

Procedures of Due Process for Early Termination of an Off-Campus Teacher Education Assignment*

(Revised 2009)

The following statement of procedures and policy pertains to candidates of Emporia State University who are assigned by The Teachers College in clinical field placements. Hereafter in this document, student teachers will both be referred to as candidates. The following steps shall apply unless the Director or designee determines that an emergency situation exists at which time a candidate may be immediately removed from an assignment. Should an immediate removal from an assignment be deemed necessary at any step of this procedure, the candidate may file an appeal beginning at step 5.

1. Within a week of identified deficiencies or problems, the mentor teacher** shall meet with the candidate to discuss the deficiencies or problems in an attempt to resolve them and document the date of occurrence. **If this meeting does not occur, the candidate will contact her/his university supervisor to determine a plan of action.**
2. For deficiencies or problems that continue, the mentor teacher, candidate, and university supervisors shall within two weeks of the date of occurrence documented in step 1 jointly detail in writing the candidate's deficiencies or problems, identify specific ways to remedy them, and specify a timeframe for improvement. The candidate will be informed in writing that not meeting the expectations specified could result in early termination of his/her

teaching assignment or an unsatisfactory grade. If this meeting does not occur, the candidate will contact her/his education supervisor to determine a plan of action.

3. If deficiencies or problems are not resolved in accordance with the timeframe for improvement specified in step 2, the education supervisor will notify the Director or designee of the deficiencies or problems, and the Director or designee will set up a joint meeting of the mentor teacher(s), candidate, candidate supervisor(s), and her/himself to clarify the problem, mediate the positions of all parties, and identify resolutions that are acceptable to all parties. Following the meeting, a contract signed by all parties will specify the expectations of the candidate and the timeframe for improvement, including a date by which expectations must be met.
4. On or before the date by which expectations must be met, as specified in the contract, the candidate will be informed by the Director or designee whether she/he will be allowed to continue or withdrawn from an assignment. If the candidate is withdrawn from an assignment, she/he will be given notification in writing as to the reasons for the withdrawal, date withdrawal is effective, and information regarding appeal procedures.
5. If the candidate is withdrawn from his/her assignment, then he/she may appeal the decision and request that the Associate Dean of The Teachers College convene a Candidate Retention Appeals Committee. The candidate must submit his/her appeal in writing three (3) working days after receiving the notice of withdrawal from an assignment. The candidate will not be allowed to continue an assignment during the appeal process.
6. Within five (5) working days after receiving the request for an appeal, the Associate Dean shall oversee the appointment of members to a Candidate Retention Appeals Committee and schedule a hearing.
7. The Candidate Retention Appeals Committee shall be composed of the following five (5) voting members:
 - Two representatives from the school district in which the candidate is placed
 - One ESU faculty representative excluding the designated academic supervisor from the academic area in which the student teacher is teaching, appointed by the department chair of the academic area. If the student teacher has two placements, the academic area is the one that corresponds to the content area where the concern has arisen.
 - One ESU faculty representative from elementary (if the candidate is elementary) or secondary (if the candidate is secondary) education appointed by the Associate Dean of The Teachers College
 - One Junior or Senior ESU teacher education candidate from the academic area of the student teacher and appointed by the department chair of that academic area

The Associate Dean of The Teachers College or his/her designee will convene the Committee and serve as a non-voting chair of the Candidate Retention Appeals Committee. A Committee member may be replaced only if the candidate can demonstrate a conflict of interest as judged by the Associate Dean of The Teachers College.

The Candidate Retention Appeals Committee must meet within ten (10) working days of the date of the appeal.

8. For the purpose of answering any questions that might arise, the following persons should be present for the meeting of the Candidate Retention Appeals Committee:
 - Candidate
 - OFPL Director or designee
 - Education Supervisor(s)

- Academic Supervisor (s) (if applicable)
- Mentor teacher(s)

In the event one or more of the required members cannot attend, the Associate Dean of The Teachers College will approve a substitute.

A parent or guardian may attend the hearing. Neither the University nor the candidate may be represented by legal counsel at the meeting of the Candidate Retention Appeals Committee.

9. The place of the hearing shall be determined by the College and shall be held at a location that is reasonably convenient for all parties involved.
10. The candidate shall present his/her own case to the Candidate Retention Appeals Committee.
11. Within 24 hours of the meeting, the Candidate Retention Appeals Committee shall make one of the following decisions:
 - a. Uphold the decision to withdraw the candidate from his/her assignment. If the Committee's decision is option (a), the candidate may appeal to the Dean of The Teachers College.
 - b. Reinstate the candidate to his/her current assignment. If the Committee's decision is option (b), the candidate will return to his/her current placement at a time specified by the Committee.
 - c. Permit the candidate to complete an assignment as stipulated in a written contract (e.g. redemption, lengthen time, different placement). If the Committee's decision is option (c), the candidate must agree to the stipulations and fulfill them. The OFPL Director or designee, mentor teacher(s), and education and academic supervisors will determine if the conditions have been fulfilled by the candidate. Failure on the part of the candidate to meet the stipulations will result in a failing grade for an assignment.
12. The candidate shall be informed in writing of the findings and decision of the Committee within 48 hours following the meeting of the Committee.

*Assignment will usually refer to a clinical teaching field placement but may apply to any placement of a candidate in a school or other setting outside of the University.

**Mentor teacher refers to any candidate supervisor in a school or other setting outside of the University.

Substitute Teaching during Internships: Prohibited

91-19-6(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.)

Additional Resources

Graduate School Policy Handbook

Students should review the policy handbook for graduate students prior to admissions. The policy handbook can be found at <http://www.emporia.edu/grad/docs/policyhandbook.pdf>

Admissions

Distance students at ESU are held to the same admission standards as traditional on-campus students and must follow the same process for admission. Admission for graduate programs can be found at <http://www.emporia.edu/grad/admissions/>

Registration

Distance students who wish to enroll in classes should consult their graduate or undergraduate advisor to discuss course selection and sequencing. Registration is available for all students via the Hornet 365 Portal. The process is the same for distance students. To register, distance students can call the Distance Education Office at 620-341-5385 to get enrolled or self-enroll following the instructions at: <http://www.emporia.edu/grad/one-stop-registration.html>

Financial Aid

Financial Aid information is available to all students through ESU's financial aid website at: <http://www.emporia.edu/finaid/index.html>. Scholarship information for graduate students is located at <http://www.emporia.edu/grad/scholarships-awards/>

Advisors

In order to assist distance students, all department contacts are listed at <http://www.emporia.edu/grad/contact/department-contacts.html>. The website contains the Department name, Undergraduate and Graduate Advisor and email of the contact.

Transcript Requests

Go to: <http://www.emporia.edu/regist/trnscpt/info.html> to order a copy of your official ESU academic transcript.

Library

A wide range of electronic resources are available from the WAW Libraries. ESU ensures that all students have access to adequate and appropriate learning resources through electronic and traditional resources. The library outlines its services to distance students at <http://www.emporia.edu/libsv/library-services/distance-services.html>

Smarthinking

ESU provides distance students online tutoring services through Smarthinking. Information can be found at the following link: <http://www.emporia.edu/distance/smarthinking.html>

ESU Mobile App

An ESU mobile app is available for ESU students, faculty, & staff. Download the ESU Mobile App at <http://www.emporia.edu/it/mobile/>

Hornet365

Hornet365 is Emporia State University's web portal. Hornet365 will allow all users to personalize and customize displayed content to suit their information needs. Hornet365

integrates all university systems.

Access Hornet365 at: <https://sites.google.com/g.emporia.edu/emporiastateuniversity/>

ESU Email

All Emporia State University students enrolled in ESU courses are REQUIRED to maintain an email account through Emporia State University. Click on this link to find information on accessing your email: <http://www.emporia.edu/distance/geninfo/stumail.html#1>

The Bulletin

As Emporia State University's student newspaper, The Bulletin is the primary source of the university community news. The website is found at www.esubulletin.com

Additional Graduate Forms <http://www.emporia.edu/grad/graduate-forms/>

Policies and Services

Academic Dishonesty Policy

Academic Dishonesty, a basis for disciplinary action, includes but is not limited to activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources). Details of the ESU policy regarding academic dishonesty can be found in the University Policy Manual located electronically on the ESU website.

<https://www.emporia.edu/acadaff/pdf/EmployeePolicyManual.pdf> p. 3-76

Student Disability Services

Distance students with a documented disability should contact the Disability Services Office to discuss appropriate accommodations. The website for Disability Services is

<http://www.emporia.edu/disabilityservices/> or call 620-341-6637.

Student Accommodations Statement

Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential. For additional information, please contact the Office of Disability Services, located in Plumb Hall Room 106, (620) 341-6637, disabserv@emporia.edu

Diversity/Inclusivity Statement:

Emporia State University supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students and faculty at Emporia State will respect differences and demonstrate diligence in understanding how other people's perspectives, behaviors, and worldviews may be different from their own.

If there are aspects of the design, instruction, and/or your experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the unit head (Department Chair or equivalent) as soon as possible, and/or contact the office of the Senior Diversity Officer.

Faculty Initiated Student Withdrawal:

If a student's absences from class or disruptive behavior becomes detrimental to the student's progress or that of the other students in the class, the faculty member shall attempt to contact the student in writing about withdrawing from the class and shall seek the aid of the office of the Vice President of Student Affairs to help insure contacting the student. The office of Vice President of Student Affairs shall provide the student information about the existing appeals procedures. Upon receiving a written report from the faculty member, the Vice President of Student Affairs may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate the student withdrawals for excessive absence.

Confidentiality Policy

ESU candidates will keep all information about students, parents, and staff members in the school at which they are completing requirements absolutely confidential.

Recess Policy

ESU candidates are not permitted to supervise recess alone unless they are a current paid employee of the district. The ESU candidate may assist with recess supervision but must be accompanied at all times by a paid district employee who is responsible for the safety of students.

POLICY ON ETHICS AND PROFESSIONALISM

The Teachers College of Emporia State University

Since it is a responsibility of the University and the Teachers College to instill and develop professional and ethical attitudes and practices in its candidates for certification as educational professionals, the department sets forth the following position on student behavior that is academically dishonest, belligerent, disruptive of order in the learning environment, or abusive of classmates, students, colleagues, or teachers. Such behavior will be considered unethical and/or unprofessional in the developing candidate for certification. These are specific examples:

- Academic dishonesty shall be interpreted to include all cases in which students attempt to claim as their own the work of others (fellow classmates, authors [published or unpublished], visual or graphic representations, computer or media applications, etc.) without giving appropriate credit to the author or originator of the idea. Cheating and plagiarism are considered serious breaches of ethics. **(3D.0801 or FSB 01011) Find policy numbers UPM and graduate catalog) (3D.0801 or FSB 95002)**
- Behavior or use of language that is belligerent, disruptive of the learning environment, or abusive of classmates, students, colleagues, or teachers is considered inappropriate and a serious breach of professional behavior.

In keeping with the university policy stated in the University Policy Manual 3D.0701 the faculty members (1) may make such disposition of the case as they deem appropriate and (2) shall make available to the chair of the department and to the office of the vice president of student affairs a record of the dishonest or disruptive behavior and the action taken by the faculty member, and (3) a copy of the report shall be sent to the student's advisor together with a copy of this policy on ethics and professionalism. The chair(s) of the student's major and/or certification teaching field(s) shall cause a file of such offenses to be maintained. An

offense during or after admission to a program of study and/or licensure program shall be deemed sufficient cause to warrant a hearing before the Admissions or Departmental Committee. The appropriate committee may take a variety of actions including refusing initial admission or postponing the admission to Phase II/Block 2 and/or the assignment to student teaching (EL875) or practicum (EL819) placement for one or more semesters. (Adopted 11/3/94 Revised 7/13/06 Council on Teacher Education, applies to initial license programs).

EL819

EL819 Overview

140 Hours

Before the Semester/Class Starts

You cannot start in your selected classroom until all these requirements are met.

Placement

Before approaching a school about completing your EL875 experience, send the name of the school, district number, grade and teacher to the assistant director of the Elementary Education Master's, Dr. Lendi Bland, lbland@emporia.edu. After approval by the assistant director, you may find your own supervising teacher and placement in a general education, K-6, state accredited elementary school classroom. You may not be a relative of the supervising teacher or of students in the class. Your supervising teacher will receive a \$250 stipend; however, you will work with at least one primary grade (K-3) teacher, at least one intermediate grade teacher (4-6), a physical education/health teacher, and a fine arts teacher. Have the supervising teacher sign and return the W-9 form to ESU.

Get signatures on the practicum contract and return to Emporia State University.

Other

- View the blood-borne pathogens video. <https://www.ksde.org/Agency/Division-of-Learning-Services/Student-Staff-Training/Student-Safety-and-Wellness/Bloodborne-Pathogens>
- Complete a TB test and submit results to practicum school.
- Obtain liability insurance. All teacher candidates must purchase liability insurance or be covered by a liability insurance clause under another policy to be protected from issues which can occur in the classroom during the EL819 and EL875 semesters. Any student member of KNEA, KANAAE, or a professional organization such as SHAPE America (for PE majors), which has liability included with the membership will be accepted. Check your membership policy to confirm the coverage. This must be obtained prior to entering the building to complete EL819 and EL875.

This link will take you an explanation of the liability insurance NEA offers.

<https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:171b9d8c-b507-4554-a7a2-e3cab794573d>

This link gives you information on enrolling.

<https://ims.nea.org/HowToJoin/stateStudent.action?mbrType=STUDENT&sea=ks>

NEA - Student Enrollment Form

The cost for one year is \$20.

- Complete Emporia State University's background check through Validity Screening Solutions. <https://www.ejobapp-validityscreening.com/p/emp1345>
- Complete district and school requirements and forms.
- Complete the self-assessment disposition form.

Expectations

- Talk with the teacher and building administrator regarding permission to video elementary students during virtual lessons (may be viewed by the ESU supervisor live) and also video recording of lessons.
- Complete the EL819 practicum experience in a state accredited school in a K-6 general education classroom approved by the assistant director of the Master's Degree in Elementary Education.
- Complete a minimum of 140 hours in a state accredited K-6 general education elementary setting to complete the assigned portfolio tasks.
- Keep information about students, classrooms and teachers confidential except as needed for EL819 assignments. Use pseudonyms for students' names in assignments.
- Complete host school/district requirements before beginning the EL819 experience. This could include, but is not limited to completing a background check, providing a TB test/health certificate, etc.
- Complete the Policies and Procedures worksheet for each building approved for the practicum experience as assigned in EL819.
- Complete and sign appropriate forms.
- Provide the teacher and principal with completed copies of the mentor form, university/school approval form, and cooperative agreement form. Return originals to the assistant director of the Master's Degree in Elementary Education.
- Show proof of liability insurance for this experience.
- Complete Emporia State University's background check through Validity Screening Solutions. <https://www.ejobapp-validityscreening.com/p/emp1345>

During the Semester

- K-6 general education accredited classrooms
 - Primary experience K-3
 - 25 hours observation
 - Daily logs; supervising teacher will sign
 - Intermediate experience 4-6
 - 25 hours observation
 - Daily logs; supervising teacher will sign
- School experiences outside the classroom
 - 10 hours
 - Logs kept for each experience; supervising teacher will sign
- Classroom Context assignment
 - 12 hours observation
 - Report
- Physical education/health classroom
 - 28 hours observation
 - Plan and co-teach a lesson
 - Online resources library
 - Readings

- Physical education/health newsletter
- Fine arts classroom
 - 28 hours observation
 - Plan and co-teach a lesson
 - Readings
 - Online resources library
 - Fine arts presentation
- Plan, teach and reflect on 6 lessons
 - 12 hours observation
 - Math
 - English Language Arts
 - Social Studies
 - Science
 - Fine Arts
 - Physical Education/Health
 - The supervising teacher and ESU supervisor will complete evaluations over the lessons

EL819 Clinical Experience Agreement 9-2019

EL819 Supervising Teacher Qualifications

- Licensed elementary classroom teacher, grades K-6 in a state accredited school, 3 or more years of effective teaching experience
- Approved by building principal as an effective teacher,
- Willing to nurture and coach
- Evidence of being a lifelong learner (e.g., master's degree, evidence of professional development activities above and beyond that provided by the district)

EL819 Responsibilities of Supervising Teachers

- The supervising teacher will be compensated upon completion of all supervising teacher activities and responsibilities in December for candidate fall enrollment and May for candidate spring enrollment.
- Become familiar with outcomes expected of the ESU candidate (TTC Conceptual Framework, Candidate Expectations, KSDE Professional Licensure Standards, Policy on Ethics and Professionalism)
- Assist in scheduling learning activities to assist the ESU candidate in meeting expected outcomes
- Model effective teaching and best practices for ESU candidate
- Explain reason for teaching decisions (as appropriate) to ESU candidate
- Engage ESU candidate in critical thinking to determine alternative strategies for accomplishing desired outcomes with diverse elementary students
- Provide appropriate opportunities of increasing responsibility in working with individuals, small groups, and the whole class
- Assist ESU candidate in becoming a self-assessing professional who is ready to assume responsibility for their own classroom
- Assist the EL819 supervisor in assessing the performance of the ESU candidate assigned to the supervising teacher
- Demonstrate enthusiasm about learning and teaching
- Participate in teacher and candidate meetings as needed
- Provide specific feedback on the candidate's performance, reinforcing areas of strength, and making appropriate suggestions for improvement
- Complete and sign appropriate forms
- Sign and return the W-9 form in order to receive payment

EL819 ROLE OF THE BUILDING ADMINISTRATOR

- Support the EL819 candidate in meeting the requirements of the practicum portfolio
- Approve the teacher selected to be the supervising teacher for the EL819 candidate
- Provide the EL819 candidate with a list of school/district requirements including, but not limited to background check, TB test/health certificate, social media policy, etc.
- Sign appropriate forms
- Approve the supervising teacher(s)
- As needed, interpret school culture and expectations for the EL819 supervisor and ESU candidate.
- Provide a copy or link to the school handbook.

Email the assistant director of the Master's in Elementary Education, Dr. Lendi Bland, lbland@emporia.edu, that (in their professional opinion) the supervising teacher is an effective teacher.

ROLE OF THE ESU STUDENT

- Provide the supervising teacher and principal with the syllabus, including a list and description of assignments.
- Talk with the teacher and building administrator regarding permission to video elementary students during virtual lessons (may be viewed by the ESU supervisor live) and video recording of lessons.
- Complete the EL819 practicum experience in a state department accredited school in a K-6 general education classroom approved by the assistant director of the elementary education master's degree.
- Complete a minimum of 140 hours in a state accredited K-6 general education elementary setting to complete the assigned portfolio tasks.
- Keep information about students, classrooms and teachers confidential except as needed for EL819 assignments.
- Complete host school/district requirements before beginning the EL819 experience. This could include, but is not limited to completing a background check, providing a TB test/health certificate, etc.
- Complete the Policies and Procedures worksheet for each building after being approved for the EL819 experience.
- Complete and sign appropriate forms.
- Provide the teacher and principal with completed copies of the mentor form, university/school approval form, and cooperative agreement form. Return originals to assistant director of the elementary education master's degree.
- Show proof of liability insurance for this experience.
- Complete a background check and provide documentation to the assistant director of the elementary education master's degree.

Dress Code Policy

ESU candidates in EL819 are to be professionally and appropriately dressed for all school functions. If a principal, supervising teacher, or ESU supervisor think an ESU candidate's apparel is not appropriate, the ESU candidate will be asked to leave the building and return with appropriate apparel. Dress codes should be discussed with the supervising teacher and ESU candidate, since this may vary by building. Regardless of whether jeans are allowed in the building, ESU students are not allowed to wear jeans or other informal clothing, unless it is for a special occasion [e.g., Field Trip, Workout Wed., School Spirit Fri.]. To be clear, if there is a special event in which the principal requests that all teachers wear jeans, please wear jeans if you choose. However, placement in a building that allows jeans all the time does not permit the ESU candidate to wear jeans all the time.

Return the following forms to Dr. Lendi Bland, Assistant Director of the Elementary Education Master's Degree.

Electronic copies: lbland@emporia.edu

If you would like to submit your W-9 as a hard copy, send it to: Sharon Pittman, 1 Kellogg Circle, Emporia State University, Emporia, KS 66801 or by FAX: 620-341-5939

The Teachers College
Emporia State University/Host School Approval
EL819: Practicum Experience: Master of Science in Elementary Education

Semester: Fall Spring Year: 20__

Name of ESU Candidate _____

Current Address _____

ESU Candidate Phone _____

District # _____ Building Administrator _____

Administrator Phone _____ E-Mail _____

Practicum School _____

School Address _____

School Telephone _____

Mentor Name _____

Mentor Telephone _____ E-Mail _____

Brief description of practicum experience placement, district, school and classroom:

Supervising Teacher has the following qualifications (***supervising teacher must initial each***):

____ Current Teaching License K-6 general education classroom

____ 3 years minimum teaching experience

____ Teaches children in regular education (not content specific) K-6 classroom in a state accredited elementary school setting

Supervising Teacher Agreement of Confidentiality

I hereby agree to keep all conversations, instructional feedback and forms in regard to the candidate and program confidential.

Mentor's signature _____

Date _____

**Emporia State University
The Teachers College/
Host School Agreement for:
EL819: Practicum Experience: Master of Science in Elementary Education**

This establishes a cooperative agreement between The Teachers College of Emporia State University and

School (Required)	Address (Required)	District (Required)
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PRINTED Name of Building Administrator	Signature of Building Administrator
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The graduate candidate will be expected to devote no fewer than 140 clock hours of time to the EL819 practicum experience and activities. An explanation of required portfolio activities is included in the course syllabus. The graduate candidate will share this information with the practicum experience supervising teacher at the host site at the beginning of the semester.

The persons listed below agree to the conditions previously described. The signatures are acquired at the time of enrollment in EL819.

The graduate candidate will obtain the on-site practicum experience supervising teacher's signature and return the form to the assistant director of the Elementary Education Master's degree.

Section A: To be completed by Practicum Student

	EL819 Practicum Experience: Master's in Elementary Education	
Course Number	Course Name	Semester Enrolled

PRINTED Name of Graduate Candidate	Signature of Graduate Candidate
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Section B: To be completed by the Supervising Teacher

PRINTED Name of EL819 Practicum Supervising Teacher	Signature of EL819 Practicum Experience Teacher
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Home Address (Include City, State and Zip Code)

REQUIRED – Complete W-9 Form

- Stipend to be paid to Practicum Supervising Teacher
- Stipend to be paid to school

Section C: To be completed by the Teachers College

Signature of University Supervisor

Date

Authorizing Signature

Date

Index Number

EL875

EL875 Overview

480 Hours

Before the Semester/Class Starts

You cannot start in your selected classroom until all these requirements are completed.

Placement

Before approaching a school about completing your EL875 experience, send the name of the school, district number, grade and teacher to the assistant director of the Elementary Education Master's degree, Dr. Lendi Bland, lbland@emporia.edu. After approval by the assistant director, you may contact a supervising teacher and secure a placement in a general education, K-6, state accredited elementary school classroom. You may not be a relative of the supervising teacher or have relatives in the class.

Your supervising teacher will receive a \$250 stipend.

Have the supervising teacher sign and return the W-9 form to ESU.

Get signatures on the clinical contract and return to Emporia State University.

Other

- View the blood-borne pathogens video found at <https://www.ksde.org/Agency/Division-of-Learning-Services/Student-Staff-Training/Student-Safety-and-Wellness/Bloodborne-Pathogens>
- OR complete the training provided by the school district.
- Complete a TB test and submit results to clinical school.
- Obtain liability insurance. All teacher candidates must purchase liability insurance or be covered by a liability insurance clause under another policy to be protected from issues which can occur in the classroom during the EL819 and EL875 semesters. Any student member of KNEA, KANAAE, or a professional organization such as SHAPE America (for PE majors), which has liability included with the membership will be accepted. Check your membership policy to confirm the coverage. This must be obtained prior to entering the building to complete EL819 and EL875.

This link will take you an explanation of the liability insurance KNEA offers.

<https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:171b9d8c-b507-4554-a7a2-e3cab794573d>

This link gives you information on enrolling.

<https://ims.nea.org/HowToJoin/stateStudent.action?mbrType=STUDENT&sea=ks>

NEA - Student Enrollment Form

The cost for one year is \$20.

- Complete Emporia State University's background check through Validity Screening Solutions. <https://www.ejobapp-validityscreening.com/p/emp1345>
- Complete district and school requirements and forms.
- Complete the self-assessment dispositions form. A link will be provided the first week of the semester.

Attendance and Schedule Policy

During EL875 Clinical Experience, ESU candidates will follow the schedule established for their school, which includes, but is not limited to orientation meetings, district professional development meetings, building professional development meetings, and faculty meetings. ESU candidates in EL875 are to be in their schools for the full contract day expected of all faculty. Activities at the school, such as music programs and parent-teacher conferences will require additional time beyond the school day. ESU candidates are to attend faculty and building professional development meetings. ESU candidates are allotted a maximum of two absences during the EL875 semester. If the ESU candidate exceeds two absences, they must make up those absences at the end of the semester. The EL875 supervisor and supervising teacher will determine the details of when and how absences will be made up. ESU candidates are responsible for communicating all absences to their supervising teacher and EL875 ESU supervisor. A minimum of 480 contact hours is required for EL875.

Dress Code Policy

ESU candidates in EL875 are to be professionally and appropriately dressed for all school functions. If a principal, supervising teacher, or building supervisor think an ESU candidate's apparel is not appropriate, the ESU candidate will be asked to leave the building and return with appropriate apparel. Dress codes should be discussed with the supervising teacher and ESU candidate, since this may vary by building. Regardless of whether jeans are allowed in the building, ESU students are not allowed to wear jeans or other informal clothing, unless it is for a special occasion [e.g., Field Trip, Workout Wed., School Spirit Fri.]. To be clear, if there is a special event in which the principal requests that all teachers wear jeans, please wear jeans if you choose. However, placement in a building that allows jeans all the time does not permit the ESU candidate to wear jeans all the time.

EL875 Responsibilities of Supervising Teachers

- Become familiar with outcomes expected of the ESU candidate (TTC Conceptual Framework, pgs. # 3-7; Candidate Expectations, pgs.# 7; KSDE Professional Licensure Standards, pg.# 46-48; Policy on Ethics and Professionalism, pg.# 19.)
- Assist in scheduling learning activities to assist the ESU candidate in meeting expected outcomes
- Model effective teaching and best practices for ESU candidate
- Explain reason for teaching decisions (as appropriate) to ESU candidate
- Engage ESU candidate in critical thinking to determine alternative strategies for accomplishing desired outcomes with diverse elementary students
- Provide appropriate opportunities of increasing responsibility for the ESU candidate in working with individuals, small groups, and the whole class
- Assist the ESU candidate in becoming self-assessing professionals who are ready to assume responsibility for their own classrooms
- Assist the EL875 supervisor in assessing the performance of the ESU candidate assigned to the supervising teacher
- Hold weekly conferences with the ESU candidate assigned to provide specific feedback on the candidate's performance, reinforcement of areas of strength, and appropriate suggestions for improvement
- Demonstrate enthusiasm about learning and teaching
- The teacher will be compensated upon completion of all mentor activities and responsibilities in December for fall enrollment and May for spring enrollment.

- Participate in teacher and candidate meetings as needed
- Provide specific feedback on the candidate's performance, reinforcing areas of strength, and making appropriate suggestions for improvement
- Complete and sign appropriate forms
- Sign and return the W-9 form in order to receive payment

EL875 Supervising Teacher Qualifications

- Licensed elementary classroom teacher, grades K-6 in a state accredited school 3 or more years of effective teaching experience.
- Approved by building principal as an effective teacher.
- Willing to nurture and coach.
- Evidence of being a lifelong learner (e.g., master's degree, evidence of professional development activities above and beyond what is provided by the district).

EL875 ROLE OF THE BUILDING ADMINISTRATOR

- Approve the teacher selected to be the supervising teacher for the EL875 candidate
- Provide the EL875 candidate with a list of school/district requirements including, but not limited to, background checks, TB test/health certificate, social media policy, etc.
- Sign appropriate forms
- As needed, interpret school culture and expectations for the EL875 supervisor and ESU student.
- Meet with the ESU candidate to answer questions and, if possible, conduct a mock interview.
- Email the assistant director of the Master's in Elementary Education, Dr. Lendi Bland, lbland@emporia.edu, that the supervising teacher is an effective teacher.
- Provide a copy or link to the school handbook.

**Return the following forms to Dr. Lendi Bland,
Assistant Director of the Elementary Education
Master's Degree.**

Electronic copies: lbland@emporia.edu

**If you would like to submit your W-9 as a hard copy,
send it to: Sharon Pittman, 1 Kellogg Circle,
Emporia State University, Emporia, KS 66801 or by
FAX: 620-341-5939**

**The Teachers College
Emporia State University/Host School Approval
Master of Science Elementary Education
EL875 Clinical Experience Agreement**

Semester: Fall Spring Year: 20__

Name of ESU Candidate _____

Current Address _____

ESU Candidate Phone _____

District # _____ Building Administrator _____

Administrator Phone _____ E-Mail _____

School _____

School Address _____

School Telephone _____

Supervising Teacher's Name _____ Grade _____

Supervising Teacher's Telephone _____ E-Mail _____

Brief description of clinical experience placement:

Mentor has the following qualifications (*mentor must initial each*):

____ Current Teaching License K-6 general education classroom

____ 3 years minimum teaching experience

____ Teaches children in regular education (not content specific) K-6 classroom in a state accredited elementary school setting

Mentor Agreement of Confidentiality

I hereby agree to keep all conversations, instructional feedback and forms in regard to the candidate and program confidential.

Mentor's signature _____

Date _____

**Emporia State University
The Teachers College/
Host School Agreement for:
Master of Science Elementary Education
EL875 Clinical Experience**

This establishes a cooperative agreement between The Teachers College of Emporia State University and

District and School (Required)

School Address (Required)

PRINTED Name of Building Administrator

Signature of Building Administrator

The graduate candidate will be expected to devote no fewer than 480 clock hours of time to the EL875 practicum experience and activities. An explanation of required portfolio activities is included in the course syllabus. The graduate candidate will share this information with the supervising teacher at the cooperating site.

The persons listed below agree to the conditions previously described. The signatures are required before the candidate starts the clinical experience.

The graduate candidate will obtain the on-site supervising teacher's signature and return the form to the university supervisor.

Section A: To be completed by Candidate

EL 875 Clinical Experience: Master of Science in Elementary Education

Semester Enrolled: Fall **Spring Year:** _____

PRINTED Name of Graduate Candidate

Signature of Graduate Candidate

Section B: To be completed by Clinical Experience Supervising Teacher

PRINTED Name of EL875 Clinical Experience Supervising Teacher

SIGNATURE of EL875 Clinical Experience Supervising Teacher

Home Address (Include City, State and Zip Code)

REQUIRED – Complete W-9 Form

Stipend to be paid to Clinical Experience Supervising Teacher School/District

Stipend to be paid to

Section C: To be completed by The Teachers College

Signature of University Supervisor

Date

Authorizing Signature

Date

Index Number

Appendix

Degree Plan

**DEGREE PLAN: Master of Science
Elementary Education**

Department of Elementary Education/Early Childhood/Special Education

Name: _____ E-Mail Address: _____

Mailing Address: _____ License: _____ Praxis Scores: _____

Student ID # _____ Phone: _____ 2nd Phone: _____

Foundations (12 credit hours)

DEPT	#	COURSE TITLE	HRS	GRADE	SEMESTER
EL	751	Application of Developmental Theories	3		
EL	892	Teaching/Learning Models	3		
EL	750	Classroom Management and Student Motivation	2		
IT	727*	Integrating Educational Technology into Teaching	2		
EL	725*	Differentiating Instruction	2		

Methods & Practice (17 credit hours)

DEPT	#	COURSE TITLE	HRS	GRADE	SEMESTER
EL	721	Reading Theory and Practice Elementary	3		
EL	801	Best Practices in Elem Language Arts	3		
EL	802	Best Practices in Elementary Mathematics	3		
EL	803	Best Practices in Elementary Science	3		
EL	804	Best Practices in Elem Social Studies	3		
EL	819	Practicum Experience (fall/spring semesters only)	2		

* These courses can be taken in any of the steps and may be used to help balance hours for financial aid. All other courses must be completed prior to entering Clinical student teaching.

Clinical Student Teaching (4 credit hours)

DEPT	#	COURSE TITLE	HRS	GRADE	SEMESTER
EL	875	Clinical Experience (fall/spring semesters only)	4		

Advisor Signature: _____ Date: _____

Chair Signature: _____ Date: _____

Copies to: Student Graduate Office Dept. Hard Copy File

Criminal Background Check Instructions

Updated January 2018

All students enrolled in EL 819 and EL 875 are required to complete the following background check with Validity Screening Solutions.

Here is what you need to do:

1. Go to the secure link: <https://www.ejobapp-validityscreening.com/p/emp1345>
2. You will need to create a New User account by client link in the upper right hand corner (previous credentials will not work for this updated site)
3. Create a User Registration by completing the required fields and clicking **SAVE**
4. An authentication message will be dispatched to your email. Follow the link within the email to set password and begin application.
5. Locate your needed package by selecting the **SUBMIT** link
6. Complete each section of the screening profile
 - a. Review the screening profile to ensure all sections are complete and click **NEXT** (bottom right)
 - b. Read the "Notice" and check the confirmation box, click **NEXT** (bottom right)
 - c. Read the "Summary of Rights under the Fair Credit Reporting Act" and check the confirmation box, click **NEXT** (bottom right)
 - d. Complete the Disclosure and enter your signature in the electronic signature box, click **NEXT** (bottom right)
 - e. Complete the required fields in the Authorization and enter your signature in the electronic signature box, click **NEXT** (bottom right)
 - f. Complete Credit Card payment options (AMEX, Discover, MasterCard or Visa)
 - i. Cost is \$36.00 plus \$2.00 administrative fee
 - ii. Receipt of payment will be emailed to you once submitted
7. NO drug test is required by the ESU Teachers College
8. Select **SUBMIT** to complete application

* Your results will not be released to your institution until you successfully submit your request and payment to Validity. Results will be forwarded to Emporia State University. Instructions on how to access your completed report via your profile page will also be sent via email once your profile has been submitted. If you have any questions please feel free to contact Shannon Hall at (620) 341-5447 or shall6@emporia.edu. You may also contact Validity Screening Solutions with technical questions at 913.322.5995, toll-free at 866.920.5995 or via email at students@validityscreening.com.

Kansas Educator Code of Conduct

https://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf

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 student 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
- Committing or soliciting any unlawful sexual act



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:

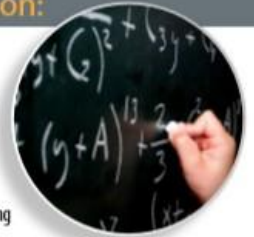
- Maximizing the positive effect of school funds through judicious use of said funds
- Modeling for students and colleagues the responsible use of public property
- Insuring that school policies or procedures are not impacted by gifts or gratuities from any person or organization

Inappropriate conduct includes, but is not limited to the following:

- Revealing confidential health or personnel 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 other 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 found 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 attempt as defined by K.S.A. 21-3301 and amendments thereto, to commit any crime specified in this subsection



Kansas Educator Code of Conduct

The professional educators 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

Kansas Educator Code of Conduct

For more information:



Teacher Licensure and Accreditation
 Kansas State Department of Education
 Landon State Office Building
 900 SW Jackson Street, Suite 106
 Topeka, Kansas 66612-1212
 (785) 296-2288
www.ksde.org

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 SW Jackson, Suite 102, Topeka, KS 66612, (785) 296-5201.



Teacher Licensure and Accreditation

Mar. 2014

Teacher and Candidate Disposition Assessment Forms

Candidates and supervising teachers will receive a link to complete this at the beginning of the semester in EL819 & EL875

EMPORIA STATE
UNIVERSITY

Teacher Candidate Dispositions Assessment Form for Candidate Self-Assessment

Candidates will complete a self-assessment of dispositions prior to entry (EL/ED 220), at entry (during Phase I/Block II) and at completion (midterm of the student teaching semester (Phase II/Block 3)).

Candidate Name: _____ ESU ID: _____ Semester/Year: _____

Candidate Level (check): Elementary Secondary/PK-12 Content Area (Secondary/PK-12 only): _____

Time of Completion (check): ED/EL 220 Phase I/Block II Phase II/Block 3 (Student Teaching)

Explanation of Ratings:

- **Exceptional:** The candidate’s performance is exceptional (always exceeds expectations) on the disposition, and the candidate demonstrates exemplary understanding and/or attributes of the disposition at a level expected of a beginning level, first-year teacher.
- **Target:** The candidate’s performance meets the expectations (sometimes exceeds expectations) on a disposition, and the candidate demonstrates a good understanding and/or attributes of the disposition.
- **Developing:** The candidate’s performance is below expectations but shows progress (occasionally meeting expectations) on a disposition, and the candidate is beginning to develop an understanding and/or attributes of the disposition.
- **Unsatisfactory:** The candidate’s performance lacks adequate development on a disposition, and the candidate does not demonstrate an understanding and/or attributes for the disposition.

Criteria	Tag	Unsatisfactory	Developing	Target	Exceptional
The Teacher Education Candidate: CAEP 1.1, 2.3, 3.3, 3.4)					
1. *assumes responsibility (comes prepared to class/to teach, takes responsibility for actions, follows directions)	InTASC 7, 9, 10 CF: Applies				
2. *demonstrates ethical behavior; maintains confidentiality and integrity	KS Code of Conduct for Educators InTASC 9 CF: Service, CAEP 3.6				
3. *appropriate, respectful, truthful, trustworthy, and grammatically-correct in communications and interactions with others including use of social media and other technologies (includes verbal/non-verbal; speaking & listening)	InTASC 3 CF: Service				
4. is punctual and reliable (meets deadlines regarding coursework, lesson plans, paperwork, email correspondence, etc. and has consistent, on-time attendance)	InTASC 9 CF: Service				
5. maintains a professional appearance and grooming	InTASC 9 CF: Service				
6. values collaboration with others while working toward a shared goal; actively participates in small and large group settings	InTASC 1, 3, 7, 8 CF: Belongs				
7. demonstrates appreciation for individual differences and points of view and belief that all students can learn	InTASC 1, 2, 4, 5, 7, 8 CF: Service/Responds				
8. accepts constructive feedback and demonstrates a deliberate effort toward improvement (initiative), including using reflective practice for self-improvement	InTASC 9, 10 CF: Engages/Reflects				
9. actively seeks out opportunities to grow professionally; demonstrating curiosity and willingness to learn	InTASC 4, 8, 9, 10 CF: Engages/Belongs				
10. demonstrates a positive outlook and perseverance (sees setbacks as an opportunity to learn)	InTASC 9, 10 CF: Responds				

Phone Number: _____

Email: _____

Candidates are expected to receive consistent ratings in the Target or Exceptional columns in order to be advanced through each program decision point. However, some dispositions are viewed as essential (noted by *). Ratings below Target on these items may prevent a candidate from advancing in the program and/or lead to a remediation contract to address the deficiency(ies) even if the majority of the ratings fall within the expected range. Disposition ratings will be reviewed by the elementary and secondary admissions committees each semester

Teacher Candidate Dispositions Assessment Form
for Faculty, Mentor/Cooperating Teachers & Supervisors

Candidate Name: _____ ESU ID: _____ Semester/Year: _____

Candidate Level (check): Elementary Secondary/PK-12 Content Area (Secondary/PK-12 only): _____

Rater Name: _____ (Rater's name and information will remain confidential, while ratings will be shared with candidate.)

Rater Position (check): University Faculty/Advisor Mentor/Cooperating Teacher University/PDS Supervisor Academic Supervisor
(use if Pre-Student Teaching)

Time of Completion (check): Pre-Professional Admission to Phase I/Block I (Teacher Education) Block 2 Admission to Phase II/Block 3 (Student Teaching)

Teacher education candidates will be assessed on dispositions a minimum of five times throughout the teacher education program. (1) Pre-professionals will be evaluated prior to entry into teacher education during ED/EL 220 (by ED/EL 220 instructor). (2) The second assessment will be at entry as a requirement for admissions into Phase I/Block I. This assessment will be completed by the content advisor(s) (for secondary/PK-12) or by an elementary course instructor/advisor (for elementary). (2) For elementary, dispositions will be assessed at the end of Block I (by a Block I instructor). (3) Dispositions will be assessed at the end of Block II for elementary (by a mentor teacher and Block II instructor) or at the admission to Phase II for secondary (by a STEP mentor teacher and Phase I instructor). (4) During student teaching (Phase II/Block 3), assessment of candidate dispositions will be combined with both the midterm and final evaluations to be completed by the university/PDS supervisor, academic/content supervisor and mentor/cooperating teacher. Candidates will complete a self-assessment of dispositions prior to entry (EL/ED 220), at entry (during Phase I/Block II) and at completion (midterm of the student teaching semester (Phase II/Block 3)).

Explanation of Ratings:

- **Exceptional:** The candidate's performance is exceptional (always exceeds expectations) on the disposition, and the candidate demonstrates exemplary understanding and/or attributes of the disposition at a level expected of a beginning level, first-year teacher.
- **Target:** The candidate's performance meets the expectations (sometimes exceeds expectations) on a disposition, and the candidate demonstrates a good understanding and/or attributes of the disposition.
- **Developing:** The candidate's performance is below expectations but shows progress (occasionally meeting expectations) on a disposition, and the candidate is beginning to develop an understanding and/or attributes of the disposition.
- **Unsatisfactory:** The candidate's performance lacks adequate development on a disposition, and the candidate does not demonstrate an understanding and/or attributes for the disposition.

Criteria	Tag	Unsatisfactory	Developing	Target	Exceptional	Comments Please provide comments for ratings above or below the Target rating.
The Teacher Education Candidate: CAEP 1.1, 2.3, 3.3, 3.4)						
1. *assumes responsibility (comes prepared to class/to teach, takes responsibility for actions, follows directions)	InTASC 7, 9, 10 CF: Applies					
2. *demonstrates ethical behavior; maintains confidentiality and integrity	KS Code of Conduct for Educators InTASC 9 CF: Service, CAEP 3.6					
3. *appropriate, respectful, truthful, trustworthy, and grammatically-correct in communications and interactions with others including use of social media and other technologies (includes verbal/non-verbal; speaking & listening)	InTASC 3 CF: Service					
4. is punctual and reliable (meets deadlines regarding coursework, lesson plans, paperwork, email correspondence, etc. and has consistent, on-time attendance)	InTASC 9 CF: Service					
5. maintains a professional appearance and grooming	InTASC 9 CF: Service					
6. values collaboration with others while working toward a shared goal; actively participates in small and large group settings	InTASC 1, 3, 7, 8 CF: Belongs					
7. demonstrates appreciation for individual differences and points of view and belief that all students can learn	InTASC 1, 2, 4, 5, 7, 8 CF: Service/Responds					
8. accepts constructive feedback and demonstrates a deliberate effort toward improvement (initiative), including using reflective practice for self-improvement	InTASC 9, 10 CF: Engages/Reflects					
9. actively seeks out opportunities to grow professionally; demonstrating curiosity and willingness to learn	InTASC 4, 8, 9, 10 CF: Engages/Belongs					
10. demonstrates a positive outlook and perseverance (sees setbacks as an opportunity to learn)	InTASC 9, 10 CF: Responds					
If additional information is needed regarding your ratings or comments for this candidate, may we contact you? (If yes, please provide phone number and email.)						

Phone Number _____

E-mail _____

Candidates are expected to receive consistent ratings in the Target or Exceptional columns in order to be advanced through each program decision point. However, some dispositions are viewed as essential (noted by *). Ratings below Target on these items may prevent a candidate from advancing in the program and/or lead to a remediation contract to address the deficiency(ies) even if the majority of the ratings falls within the expected range. Disposition ratings will be reviewed by the elementary and secondary admissions committees each semester.

Disclosure of Coaching during EL875 Clinical Semester

Semester _____ Year _____

I, _____, will be coaching during
my _____
(print your name above)
EL875 Practicum semester.

Sport/Activity you are Coaching _____

Dates of Sport Season _____
(Provide the duration of Season you will be coaching. Example: Basketball – Nov. 1 thru
March 4)

Practice Times and Days _____
YES or NO Will these practice times/days conflict in any way with your
student teaching schedule?

If YES, please be aware you may not leave your student teaching placement early to go
to practices.

Events/Game Dates/Travel Times that may conflict with student teaching:

I understand my clinical experience is my priority during this semester. I have given
my game/activity schedule to my supervising teacher for this semester and discussed
how absences will affect my classroom teaching and the schedule for making up all
absences.

Signed _____ Date: _____
EL875 Candidate

Signed _____ Date: _____
Supervising Teacher

Complete this form and return it to Dr. Lendi Bland, lbland@emporia.edu

Kansas Code of Conduct Statement
EL875
9-2019

Complete this form and submit it to the EL875 Canvas course
before beginning your placement.

The Kansas Code of Conduct is included in the Elementary Education Master's Degree Manual. A link to the Kansas State Department of Education website is provided below.

To view the Kansas Educator Code of Conduct:

http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf

By my printed name and signature below I am verifying that I have read and understand the Kansas Code of Conduct. Electronic signatures are acceptable.

(Printed Name)

Date _____

(Signature)

Semester Fall Spring Year _____

Kansas Educator Preparation Program Standards for Professional Education

<https://www.ksde.org/Portals/0/TLA/Program%20Standards/Professional%20Education%20final%20revised.pdf>

**Learner(s) is defined as children including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language (single and/or multi), religion, and geographic origin.

***Learning environments are defined as the diverse physical locations, face-to-face and virtual environments, contexts, and cultures in which students learn.

Standard 1: Learner Development. 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, relevant, and rigorous learning experiences.

Function 1: The teacher understands how learners grow and develop.

Function 2: The teacher recognizes that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.

Function 3: The teacher designs and implements developmentally appropriate, relevant, and rigorous learning experiences.

Standard 2: Learning Differences. 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.

Function 1: The teacher uses an understanding of differences in individuals, languages, cultures, and communities to ensure inclusive learning environments.

Function 2: The teacher uses an understanding of differences in individuals, languages, cultures, and communities to enable each learner to meet rigorous standards.

Standard 3: Learning Environment. The teacher works with others to create learning environments that support individual and collaborative learning, includes teacher and student use of technology, and encourages positive social interaction, active engagement in learning, and self- motivation.

Function 1: The teacher works with others to create learning environments that support individual and collaborative learning.

Function 2: The teacher works with others to create environments that include teacher and student use of technology.

Function 3: The teacher works with others to encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. 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.

Function 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.

Function 2: The teacher creates learning experiences that make the discipline accessible and relevant for learners to assure mastery of the content and provides opportunities for literacy experiences across content areas.

Standard 5: Application of Content. 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.

Function 1: The teacher engages learners through the creation of interdisciplinary lessons and facilitates the examination of issues from multiple perspectives through varied communication modes.

Function 2: The teacher facilitates learning opportunities involving critical and creative thinking.

Function 3: Through concept-based teaching, the teacher incorporates learning opportunities that involve solving authentic, real world problems independently and collaboratively.

Standard 6: Assessment. The teacher understands how to use multiple measures to monitor and assess individual student learning, engage learners in self-assessment, and use data to make decisions.

Function 1: The teacher understands how to use multiple measures to monitor and assess individual student learning.

Function 2: The teacher understands how to engage learners in self-assessment.

Function 3: The teacher understands how to make informed decisions.

Standard 7: Planning for Instruction. The teacher 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.

Function 1: The teacher plans instruction that supports every student in meeting rigorous learning goals.

Function 2: The teacher plans instruction by drawing upon knowledge of content areas, technology, curriculum, cross-disciplinary skills, and pedagogy.

Function 3: The teacher plans instruction based on knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher 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.

Function 1: The teacher understands and uses a variety of instructional strategies and resources to encourage learners to develop deep understanding of content areas and their connections.

Function 2: The teacher understands and uses a variety of instructional strategies and resources to encourage learners to build skills to apply knowledge in relevant ways.

Standard 9: Professional Learning and Ethical Practice. 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.

Function 1: The teacher engages in ongoing professional learning.

Function 2: The teacher 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.

Standard 10: Leadership and Collaboration. The teacher 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.

Function 1: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning.

Function 2: The teacher seeks appropriate leadership roles and opportunities to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.

Glossary

Accredited experience- teaching experience gained, under contract, in a school accredited by the state board or a comparable agency in another state while the teacher holds an endorsement valid for the specific assignment. A minimum of 90 consecutive days of substitute teaching in the endorsement area of academic preparation and in the same teaching position shall constitute accredited experience. Other substitute teaching experiences shall not constitute accredited experience.

Candidate- refers to students in the Master's in Elementary Education program.

Licensure- the granting of access to practice teaching, administration, or school services in Kansas public schools.

Professional development- continuous learning that is based on individual needs and meets both of the following criteria:

1. The learning prepares a person for access to practice, maintains the person's access to practice, builds an individual's knowledge or skills, or is requested by the employing educational agency.
2. The learning positively impacts the individual or the individual's students, school or school district.

Professional education standards- those standards adopted by the state board that specify the knowledge, competencies, and skills necessary to perform in a particular role or position.

Student(s) - refers to students in the K-6 classrooms.

Supervisor – This individual represents Emporia State University and provides pedagogical support to the teacher candidate.

Supervising Teacher –refers to the host teacher for the teacher candidate and is located in the school in which the teacher candidate has been placed for the practicum and clinical experience.