EMPORIA STATE
U N I V E R S I T Y

The Teachers College
Teacher Candidate Manual
&
Mentor/Cooperating Teacher & Supervisor Guidelines

Manual for Teacher Education Candidates, Teachers, and Supervisors
Block 3: Elementary Student Teaching: K-6
Phase II: Secondary Student Teaching: 5-8, 6-12, PreK-12

Fall 2018
Emporia State University

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Introduction

Student teaching is probably the most essential and valuable component of a teacher education program. It is the final opportunity for students to practice what they have learned on the university campus but--more importantly--it is a chance for them to continue their growth as professionals who provide service to society, apply interdisciplinary scholarly knowledge, engage in effective practice, respond to uncertainty and change, rely on self-reflection and belong to professional community.

A Mentor/Cooperating Teacher in the school plays a very important role in shaping the teacher candidate with a professional attitude which will follow them into the teaching profession. The Mentor/Cooperating Teacher provides direct experiences by inviting the teacher candidate into their classroom, serving as a teacher and mentor to the new teacher candidate.

If you have questions or need assistance, contact Ms. Shannon Hall, Director of Field Placement and Licensure (shall6@emporia.edu) or Mrs. Mary Benjamin, Administrative Specialist (mbenjami@emporia.edu) in the Office of Field Placement Licensure (OFPL), phone (620) 341-5447.

NOTE: Teacher candidates, Mentor/Cooperating Teachers and supervisors are encouraged to read ALL sections of the manual.

The Teachers College Conceptual Framework: Emporia State University

The Conceptual Framework sets the expectations for teacher candidates very high. In fact, the faculty of The Teachers College at Emporia State University designates a graduate of any of the school personnel preparation programs as Professional Educator, possessing the experience, content and pedagogical knowledge, commitment to student learning, self-reflection, and an appreciation for the importance of the professional community commensurate with the designation.

To view the complete Conceptual Framework: https://www.emporia.edu/teach/dean/mission.html

The partnerships between the teacher candidate, the Mentor/Cooperating Teacher and the faculty are crucial to the final transformation of candidates into Professional Educators. The modeling, guidance, and instruction of candidates by Mentor/Cooperating Teachers in the classroom with PK-12 students is a precious opportunity for teacher candidates to observe effective practitioners creatively plan and deliver instruction and then to practice themselves, while developing a deeper appreciation for both the role of the teacher in society and the value of a professional community in improving teaching and learning.

Kansas Educator Code of Conduct

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

To view the Kansas Educator Code of Conduct:
http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf
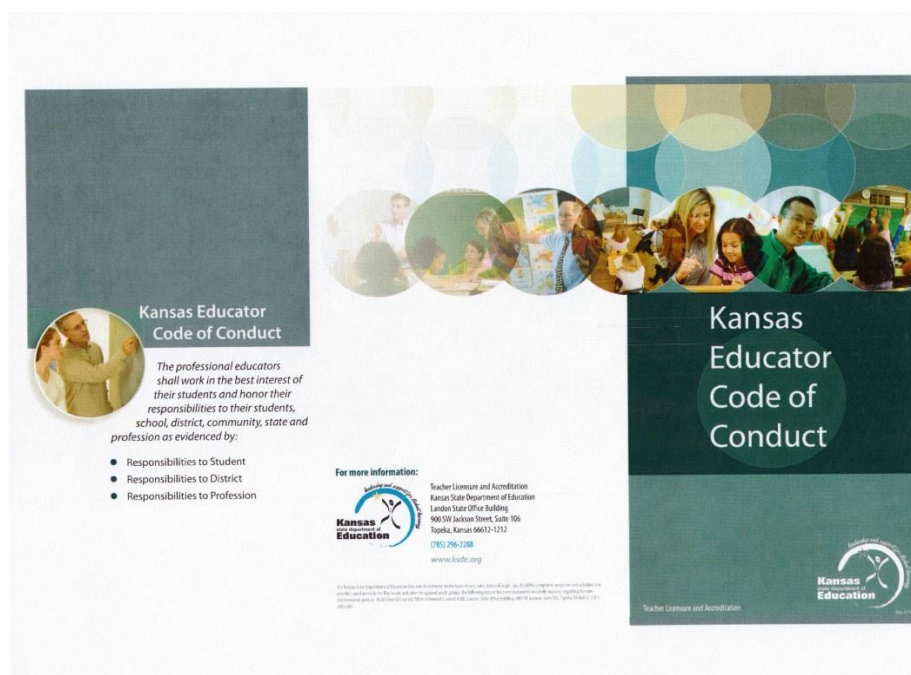
Kansas State Department of Education Regulations and Standards for Kansas Educators– full document

http://www.ksde.org/Portals/0/TLA/Licensure/Licensure%20Documents/CertHandbook16-17link.pdf?ver=2016-10-20-112214-117

Professional Education Standards begin on page 60. Follow the link found on this page.

EMPORIA STATE UNIVERSITY

Teacher Candidate Manual

*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.

* Emporia State University is committed to equal employment opportunity, equal educational opportunity, and non-discrimination in the operations and administration of all university programs and services. All decisions with reference to employment (including, but not limited to, selection, discipline, promotion, or termination) and all decisions with reference to student status (including, but not limited to, admission, academic achievements, or discipline) will be made without regard to age, race, color, religion, gender, marital status, national origin, handicap or disability, status as a Vietnam Era Veteran, sexual orientation, or any other factors which cannot lawfully be considered, to the extent specified by applicable federal and state laws.

Definitions

Teacher Candidate – The student in the ESU teacher education program. The teacher candidate is in the capstone experience for continuing professional growth during this important part of teacher preparation. The teacher candidate is provided assistance from individuals who collaborate as the support team for them – the Supervisor(s) from the University, the Teacher(s) in the school, and the Director of Field Placement.

Supervisor – This individual represents Emporia State University. There are three types of supervisors:
1. **Education Supervisor** who provides pedagogical support to the secondary teacher candidate
2. **Academic Supervisor** who provides content support to the secondary teacher candidate
3. **Professional Development School (PDS) Supervisor** who provides pedagogical and content support to a teacher candidate in the elementary education program.

A secondary education teacher education candidate will have an education supervisor and an academic supervisor, while the elementary education teacher education candidate has only the PDS supervisor. These individuals provide support and feedback to the teacher candidate in the student teaching experience. The supervisor schedules visits to the classrooms, observes the instruction implemented by the teacher candidate, and evaluates the teacher candidate's progress during the semester.   These individuals are the first line of communication for the teacher candidate. The supervisor collaborates with the teacher, principal, and any other school personnel involved with the teacher candidate's progress. The supervisor also informs and collaborates with the Director of Field Experience.

Teacher – 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 student teaching experience. The host teacher for the elementary candidate during student teaching is referred to as the **Mentor Teacher**, while the host teacher for the secondary candidate is referred to as the **Cooperating Teacher**. Some teacher candidates will be placed with one teacher, while others will be placed with more than one teacher in schools. The teacher has a minimum of three years of effective teaching experience and is recommended by the school administration to host a teacher candidate. The teacher is the teacher of record for the classroom, responsible for the progress of the PK-12 students, and mentors the teacher candidate during this time, evaluating the candidate's progress. This teacher helps the teacher candidate develop as a professional in the classroom and school environment. They also help the teacher candidate understand the school's organization as well as how to work with parents, the community, other school colleagues and staff.

Director of Field Placement – The Director of Field Placement plans, prepares and coordinates the roles and responsibilities with the supervisors. The Director works closely with teachers and principals of the schools to ensure teacher candidates are provided supportive and constructive feedback for the teacher candidate's professional growth.

The Teacher Candidate

Student teaching is an exciting time when teacher candidates are at the point in their education where they will be able to practice all that they have worked so hard to learn. Student teaching is the culminating phase of the pre-service preparation when candidates are expected to integrate educational theory and knowledge with the practical problems of actual classroom teaching. Students are expected to provide service to society, apply interdisciplinary knowledge, engage in effective practice, respond to uncertainty and change, rely on self-reflection, and belong to professional community.

It is assumed that teacher candidates will bring to this semester an understanding of students, their growth patterns, their interests, and a variety of teaching strategies. This understanding should have developed through the study of

educational theory and direct experiences in working with students. Candidates should have an understanding of subject matter and insight into skills, concepts, understandings, and attitudes they propose to teach.

To a great extent, what is learned in student teaching will depend upon how much the teacher candidate takes advantage of opportunities to observe and participate in the school. An alert observer who can intelligently interpret what is observed builds up a reservoir of vicarious experiences upon which to draw in later years. Candidates should be involved in dialogue on a daily basis with those in the school regarding these observations and experiences, as well as dialoguing with supervisors on a weekly basis.

Requirements of Teacher Candidates

Student Teaching Certificates

It is required by law that each teacher candidate be officially certified to teach students in the classroom of accredited public and private Kansas schools. The certificate must have the proper information concerning the student teaching assignment and be signed by the institutional officer. The teacher candidate is given the original certificate to present at the teaching site. A copy is sent to the Kansas State Department of Education, and a copy is retained in the student's file in Office of Field Placement and Licensure (OFPL) (VH 208). The Principal will keep the original for the duration of student teaching in that building OR turn it over to the main district office. If the teacher candidate is in more than one building, he/she should show the original to both principals and provide a copy for one. The candidate should make a copy of the certificate(s) for her/his records/file. At the completion of student teaching, the teacher candidate may ask for the original certificate to be returned and retain the original certificate(s).

Background checks

Teacher candidates are required to have completed a background check through ESU's link with Validity Screening Solutions (VSS) to be on file in the OFPL by the designated due date in July for Fall teacher candidates; in December for Spring teacher candidates to be eligible to receive the student teaching certificate. A teacher candidate is not allowed in the building to student teach without receiving the student teaching certificate. Other background checks will not be accepted in place of the ESU required VSS background check. The information to complete the ESU VSS background check follows this short section. A copy of your report is automatically sent to ESU. A copy of your VSS background check is required to be submitted to your Canvas course – ED 431 Performance Assessment for Student Teaching, Student Teaching Phase II Progress Report, for Phase II Teacher Candidates; EE 431 Performance Assessment for Student Teachers, Block 3 Intern Progress Report, for Block 3 Teacher Candidates by the specified date. The VSS background check must be valid for the entire student teaching semester. The "valid period" of a VSS background check, by ESU policy, is within a year from the Completed Date (found on the VSS background check) which extends to the last day of the student teaching semester. Any incident of illegal or questionable professionalism will require a new disclosure form to be completed in the OFPL within one week of the new criminal charge. Schools require a background check to be provided to their main office before an individual can be around students in their schools. Teacher candidates are held accountable for providing their background check from your VSS account to your school/district via email or in person at the designated time the school requires. Every teacher candidate will also complete a disclosure form at the On-Campus Student Teacher Orientation meeting in August/January which will be kept on file in OFPL.

Criminal Background Check Instructions

In the Fall of 2015, the ESU Council on Teacher Education passed a resolution which requires all students seeking admission into Block 1/Phase I, following the Spring 2016 semester, to complete the following background check with Validity Screening Solutions, in addition to the current disclosure statement. Please note: you may be required to complete an additional background check at a later date.

In order for you to be placed in a school, you must complete a 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
    1. Review the screening profile to ensure all sections are complete and click **NEXT** (bottom right)
    2. Read the "Notice" and check the confirmation box, click **NEXT** (bottom right)
    3. Read the "Summary of Rights under the Fair Credit Reporting Act" and check the confirmation box, click **NEXT** (bottom right)
    4. Complete the Disclosure and enter your signature in the electronic signature box, click **NEXT** (bottom right)
    5. Complete the required fields in the Authorization and enter your signature in the electronic signature box, click **NEXT** (bottom right)
    6. 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. Schedule Drug Test (if necessary, you will be prompted to select location)
    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 about completing a background check, 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 about accessing your account or completed background check at 913.322.5995, toll-free at 866.920.5995 or via email at students@validityscreening.com.

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 student teaching semester. 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. A copy of the membership card will be required to be sent to your Canvas course – ED 431 Performance Assessment for Student Teaching, Student Teaching Phase II Progress Report, for Phase II Teacher Candidates; EE 431 Performance Assessment for Student Teachers, Block 3 Intern Progress Report, for Block 3 Teacher Candidates. Other documentation must include the teacher candidate's name, dates of liability coverage, and agency. This must be

completed to receive the student teaching certificate and prior to entering the building to student teach. **Note to students who will be student teaching aboard:** KNEA is the only way to receive liability coverage outside the U.S. Contact KNEA about this.

Substitute Teaching
The student teaching certificate that is issued to teacher candidates in student teaching is *not a certificate to substitute teach.* Kansas License regulations prohibit student teachers from substitute teaching or serving as the regular teacher during the time in which they are certified to student teach. If you hold a valid emergency substitute license during this time, put it away for the semester until you have successfully completed your student teaching. *If you are asked to serve as a substitute teacher, or your Mentor/Cooperating Teacher leaves the building for any period of time and no sub is secured by the school, please notify the Director of Field Placement immediately.*

Intern/Student Teaching Agreement
In compliance with legislative action taken by the state of Kansas, the university is required to enter into a mutual contract with each school district concerning the assignment of candidates as student teachers and interns. This contract is arranged with the district superintendent, and a copy is retained by the Superintendent and by OFPL or the Department of Elementary Education/Early Childhood /Special Education.

TB/Health Certificate
Kansas law requires that anyone working with students on a regular basis in school settings is to have a health clearance. A TB/Health clearance form can be obtained from VH 208. If the TB clearance expires during student teaching, the teacher candidate should check with school administrators to see if a new TB clearance needs to be obtained. Check with your doctor if there are concerns about getting the TB clearance for other acceptable ways to meet the required health clearance. The teacher candidate is responsible for obtaining a current clearance to avoid being asked to leave the student teaching placement site and should present the new certificate to the building principal(s) or to the main office of the district. Failure to do so may result in not being able to be in the classroom until the appropriate office in the district has received the current TB/Health certificate.

Attendance
Teacher candidates are required to report on the first day of the assignment unless other arrangements have been made with the OFPL Director, the Mentor/Cooperating Teacher, PDS/Education/Academic Supervisors and Principal to begin earlier or later. It is the responsibility of the student teacher to ensure each of the aforementioned individuals is aware of and approves of any changes to reporting days and expected attendance. Teacher candidates are expected to be at the student teaching placement every day. The importance of regular attendance cannot be over-emphasized. It is the responsibility of the teacher candidate to obtain permission of the Principal, the Mentor/Cooperating Teacher, the PDS/Education Supervisor, and OFPL Director before any absence other than one caused by illness or an extreme emergency to be considered for an excused/unexcused absence. Many Academic Supervisors also expect to have input into the decision regarding planned absences. Communication is of the utmost importance during the student teaching semester. Elementary candidates should communicate any absence with the PDS Supervisor. Secondary candidates should communicate any absence to the OFPL Director via email shall6@emporia.edu. Teacher candidates do not have personal leave days for attending special events or personal events. Absences, whether excused or unexcused, may result in an extended student teaching experience or in early termination of student teaching. Attendance at all campus meetings (Orientation, Midterm, and Final) are required. Additional work will be required if an absence cannot be avoided. Student teaches should plan to take Praxis tests on days that do not conflict with student teaching or the required campus meetings. Family vacations and/or Spring Break trips should not be scheduled on days of the campus meetings or during the time to be in the classroom for student teaching. Any unexcused absence from a campus meeting will result in the loss of points for the student teaching final grade.

Procedures of Due Process

The following policy outlines specific steps that should be taken as concerns begin to arise with teacher candidates.

PROCEDURES OF DUE PROCESS FOR EARLY TERMINATION
OF AN OFF-CAMPUS TEACHER EDUCATION ASSIGNMENT*
(Revised 2015)

The following statement of procedures and policy pertains to candidates of Emporia State University who are assigned by The Teachers College as PDS Interns or Teacher Candidates. Hereafter in this document, PDS Interns and Teacher Candidates will both be referred to as candidates. The following steps shall apply unless the Office of Field Placement (OFPL) 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. Should the removal of the candidate from a placement site be initiated by the placement site, the candidate may file an appeal beginning at step 5.

1. The mentor teacher** shall communicate any identified deficiencies or problems directly with the candidate, as well as with the education and/or academic supervisors. 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. The mentor teacher must document the meeting and the date of occurrence and the candidate must sign. If this meeting does not occur, it is the responsibility of the candidate to contact her/his education supervisor to determine a plan of action.

2. For deficiencies or problems that continue, the candidate's supervision team of the mentor teacher, education and/or academic supervisors, and the candidate shall jointly detail in writing the candidate's deficiencies or problems, identify specific ways to remedy them, and specify a timeframe for improvement. All parties will sign this contract. Included in the contract will be a section stating that not meeting the expectations specified could result in early termination of his/her teaching assignment, removal from the teacher education program and/or an unsatisfactory grade. NOTE: Should the candidate be placed in split placements or have more than one mentor teacher, the document prepared in Step 2 will be shared with all mentor teachers and academic supervisors. The candidate will continue to be monitored for problems and deficiencies into subsequent placements, NOT restarting at Step 1 at this process.

3. If deficiencies or problems are not resolved in accordance with the timeframe for improvement specified in step 2, the education supervisor acting on behalf of the candidate's supervision team will notify the OFPL Director or designee of the deficiencies or problems. The OFPL Director or designee will set up a joint meeting of the mentor teacher(s), candidate, candidate's supervisor(s), and her/himself to clarify the problem, mediate the positions of all parties, and identify resolutions that are acceptable to all parties. This may include but is not limited to termination of the student teaching placement, removal from the teacher education program, continuation under contract, and/or change of placement. If the decision is made to allow the candidate to continue in a placement, 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. Failure to do so will lead to Step 5. NOTE: Should the candidate be placed in split placements or have more than one mentor teacher, the contract prepared in Step 3 will be shared with all mentor teachers and academic supervisors. The candidate will be expected to adhere to any expectations outlined in the contract into any subsequent placements.

   On or before the date by which expectations must be met, as specified in the contract during either Step 2 or 3, the candidate will be informed by the OFPL 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 receive verbal notification via a phone call and will be given final notification in writing as to the reasons for

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the withdrawal, date withdrawal is effective, and information regarding appeal procedures. A candidate may be withdrawn from placement and the teacher education program by the principal of the host school or the OFPL director for violation of or failure to meet expectations of the contract established in Step 2 or 3.

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 within three (3) working days after receiving the notice of withdrawal from an assignment. The candidate's appeal should clearly outline the reason for the appeal and why he/she should have not been removed from placement and/or the teacher education program. The candidate will not be allowed to continue an assignment during the appeal process. In most all cases, removal from the placement also means removal from the teacher education program.

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.

   *Assignment will usually refer to a student teaching 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.

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. The cooperating teacher should not be one of the representatives.

   • One ESU faculty representative excluding the designated academic supervisor from the academic area in which the Teacher Candidate is teaching, appointed by the department chair of the academic area. If the Teacher Candidate 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 Teacher Candidate 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. The Associate Dean will provide the names of the committee representatives to the candidate via email. 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 has 24 hours (from the time the information is sent by the Associate Dean) to respond with any concerns regarding conflict of interest.

   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 of the committee cannot attend, the Associate Dean of The Teachers College will approve a substitute. In some cases, committee members or witnesses may be present via two-way communication technology.

A parent or guardian may attend the hearing. The parent or guardian may not speak during the hearing and may only be present in the hearing room while the candidate is presenting his/her case. 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. This appeal should be submitted within 3 working days of receipt of the certified letter with the findings and decision of the Committee. The letter should clearly outline the reason for this appeal and clearly document the reason for the disagreement with the findings and decision of the Committee.

   (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. If the placement site is not willing to take the candidate back, the candidate will work with his/her education supervisor and director of OFPL to find a new placement for the candidate to complete the assignment.

   (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 prepare the contract based on the Committee's recommendations and determine if the conditions of the contract have been fulfilled by the candidate. Failure on the part of the candidate to meet the stipulations will result in a failing grade for student teaching and related coursework, as well as removal from the teacher education program.

12. The candidate shall be informed in writing (email followed by a certified letter) of the findings and decision of the Committee within 48 hours following the meeting of the Committee.

13. The candidate can appeal the decision of the committee to the Dean of The Teachers College. The appeal must be made in writing and clearly state the evidence and/or reasoning for why the candidate believes the committee's decision is wrong.

Other Expectations for the Teacher Candidate

Daily Schedules
Teacher candidates are expected to follow the school calendar at their student teaching site, not Emporia State University's calendar. If the Mentor/Cooperating Teacher is required to be there, so is the teacher candidate!

Employment during Student Teaching (including coaching)
Many teacher candidates have a financial need to remain employed in some capacity while student teaching. This is acceptable if it does not interfere with the student teaching schedule. The focus should remain toward completing all tasks for the successful completion of student teaching. Coaching is one form of employment which can support the professional rapport with students in the classroom. However, coaching responsibilities should not interfere with the student teaching schedule. It is not allowable for a teacher candidate to leave student teaching early for practices. On game days, the teacher candidate may be allowed leave with the team for away games, or be out on the court/field when the team is expected to report if they have approval of the mentor/cooperating teacher, host school principal, supervisors and the Director of the Office of Field Placement and Licensure. Approval for coaching that will in any way impact the student teaching schedule should take place the semester prior to the student teaching semester. In regards to coaching-related duties, days leaving early and/or days absent related to game days should not become excessive. More than once per week may be considered excessive depending upon the amount of time it pulls the teacher candidate away from the student teaching assignment. The student teacher may be asked to limit these times to only one per week and/or required to make up any student teaching time missed. If there are difficulties with employment (coaching) taking the teacher candidate's focus away from being successful, the teacher candidate, mentor/cooperating teacher, school principal and/or supervisor(s) should immediately contact the OFPL Director for a conference.

School Activities/Out of Classroom Activities
Teacher candidates, who are student teaching, should plan to participate in numerous school activities. Questions often arise as to the type, number, and amount of extra duties, which may be assigned to teacher candidates. One of the major purposes of full-time student teaching is to provide the teacher candidate an opportunity to become involved in appropriate extracurricular activities. By spending the full day in school, the teacher candidate will have a more comprehensive idea of the life and work of a teacher. With the permission of the principal and the Mentor/Cooperating Teacher, a teacher candidate is expected to attend faculty meetings, parent-teacher meetings, and other meetings of a professional nature, which are available, and is required by a Mentor/Cooperating Teacher.

Accepting Assignments from the Teacher and Administrators
During student teaching, the teacher candidate should accept any assignment given by the Mentor/Cooperating Teacher. For example, if the teacher is assigned to sponsor a school dance or to sell tickets for a basketball game or school carnival, the candidate should also participate and give assistance in any way possible if it is required by the Mentor/Cooperating Teacher as part of their regular duties. In addition, the school administrator may assign duties to the teacher candidate on the same basis as assignments are given to any regular faculty member. When a candidate is not comfortable with the assignment, the teacher candidate should make this known to the Mentor/Cooperating Teacher and/or the education/PDS supervisor so the teacher candidate is supported in this type of teaching situation. Teacher candidates should not be placed in positions of responsibility for which they do not feel adequately prepared, confident to assume or which violate student teaching regulations, such as substituting.

Schedule for the Assumption of Duties by the Teacher Candidate during Student Teaching
At first, the teacher candidate should be given a few responsibilities, possibly for short periods. The first days will be spent in orientation, observation, and getting acquainted. As the first couple of weeks pass, the candidate should progressively be given more responsibility, stressing to the candidate that the mentor/cooperating teacher is always available to assist. As the teacher candidate grows in skill and confidence, the mentor/cooperating teacher may

relinquish more of the professional teaching duties. This will be determined by the mentor/cooperating teacher's assessment of the candidate's capabilities. The following can be used as a guide:

Note: Teacher refers to Mentor/Cooperating Teacher. Supervisor(s) refers to PDS (elementary) and Education/Academic (secondary) Supervisors.

Note: The following are minimum guidelines for completion of the STAR and Disposition assessments at the midterm and final points of a placement. If needed, both assessments may be completed more often on a teacher candidate. For the assessment, indicate "other" as the timeframe for completion versus marking as a midterm or final assessment.

Schedule for Assumption of Duties Week-by-Week

16 Week Student Teaching Experience		
Week	***Typical* Assumption of Duties**	**Assessments**
1	• Begin completing the multiple tasks listed on the initial visit checklist. • Complete the Policies & Procedures Worksheet found in the back of your Teacher Candidate Manual. • Learn about any student medical information • Maintain your mentor/cooperating teacher's (subsequently referred to as "teachers") schedule for the remainder of the semester. This means attending all staff meetings, professional development meetings, professional learning community meetings, etc., which your teacher is required to attend. • This week should include observation, journaling, assisting in lesson planning, and assisting individual and small groups of students.	All assignments with specific due dates are listed on Canvas. Use the list on Canvas as a guide. All assignments should be submitted digitally to Canvas. -Weekly Conference Form -Classroom Schedule
2	• Meet weekly with your teacher to plan teaching experiences, share journal information. • PDS/Education Supervisor will conduct an initial visit with the teacher candidate and the teacher to review ESU's requirements. • Detailed lesson plans should always be prepared and will be reviewed by teachers/ESU supervisors throughout the semester. Meet with your teacher and supervisor to determine when lesson plans should be completed each week to be prepared to teach. • Assume partial responsibility for one class period/subject. This could include small group work, advisory periods, teaching from teacher's lessons plans for this week only, as appropriate.	-Weekly Conference Form -Initial Visit Checklist -Policies & Procedures
3	• Assume full responsibility for 1 class period/subject.	-Weekly Conference Form -Lesson Evaluation (teacher)
4	• Assume full responsibility for 2 class periods/subjects. Ideally, one of these subjects should be the KPTP unit. Remember to check	-Conference Summary

		the KPTP course for all requirements related to the KPTP.	-Lesson Evaluation (teacher)
5	• Assume full responsibility for 2 class periods/subjects. Ideally, one of these subjects could be the KPTP unit.	-Conference -Lesson Evaluation (teacher)
6	• Assume full responsibility for 3 class periods/subjects. Ideally, one of these subjects could be the KPTP unit.	-Weekly Conference Form -Lesson Evaluation (teacher) -Weeks 5-7: Midterm Observation Visit by Supervisors (Education & Academic Supervisors should not visit on same day.)
7	• Assume full responsibility for 3 class periods/subjects.	-Weekly Conference Form -Lesson Evaluation (teacher)
8	• Assume full responsibility for 4 class periods/subjects.	-STAR Tool (teacher)* -STAR Tool (All Supervisors) -Disposition (Teacher and all Supervisors) -Disposition (self) (candidate)
9	• Assume full responsibility for all class periods/subjects. This would include centers/flex groups/advisory periods, as appropriate.	-Weekly Conference Form -Lesson Evaluation (teacher)
10	• Assume full responsibility for all class periods/subjects. This would include centers/flex groups/advisory periods, as	-Weekly Conference Form

	appropriate.	-Lesson Evaluation (teacher) - Weeks 10-14: Observation Visit by Supervisors (2nd visit for Elementary; Final visit for Secondary) (Education & Academic Supervisors should not visit on same day.)
11	• Assume full responsibility for all class periods/subjects. This would include centers/flex groups/advisory periods, as appropriate.	-Weekly Conference Form -Lesson Evaluation (teacher)
12	• Assume full responsibility for all class periods/subjects. This would include centers/flex groups/advisory periods, as appropriate.	-Conference Summary -Lesson Evaluation (teacher)
13	• Decrease teaching responsibility to 3 or 4 class periods/subjects. This would include centers/flex groups/advisory periods, as appropriate.	-Weekly Conference Form -Lesson Evaluation (teacher)
14	• Decrease teaching responsibility to 2 or 3 class periods/subjects. This would include centers/flex groups/advisory periods, as appropriate.	-Weekly Conference Form -Lesson Evaluation (teacher) -3rd Observation Visit for PDS Supervisor (elementary)
15	• Decrease teaching responsibility to 1 or 2 class periods/subjects. This would include center groups/flex groups/advisory periods, as appropriate.	-Weekly Conference Form -Lesson Evaluation (teacher)
16	• Decrease to no teaching responsibilities this week ONLY if Education/PDS supervisor and teacher have agreed all teaching	-STAR Tool (teacher)*

	responsibilities have been completed. Final responsibilities this week could include: necessary paperwork, return supplies, observation of other grade levels/subject areas, etc.	-STAR Tool (All ESU Supervisors) -Disposition (Teacher) -Disposition (All ESU Supervisors)

<table>
<tr><td colspan="3" style="text-align:center">12-4 Week Student Teaching Experience
This placement design is for teacher candidates who have been accepted to a 4-week teaching experience abroad/parochial school/private school/or other teaching experience</td></tr>
<tr><td>Week</td><td style="text-align:center"><i>Typical</i> Assumption of Duties</td><td>Assessments</td></tr>
<tr><td>1</td><td>

Begin completing the multiple tasks listed on the initial visit checklist.
Complete the Policies & Procedures Worksheet found in the back of your Teacher Candidate Manual.
Learn about any student medical information
Maintain your mentor/cooperating teacher's (subsequently referred to as "teachers") schedule for the remainder of the semester. This means attending all staff meetings, professional development meetings, professional learning community meetings, etc., which your teacher is required to attend.
This week should include observation, journaling, assisting in lesson planning, and assisting individual and small groups of students.

</td><td>All assignments with specific due dates are listed on Canvas. Use the list on Canvas as a guide. All assignments should be submitted digitally to Canvas.

-Weekly Conference Form
-Classroom Schedule</td></tr>
<tr><td>2</td><td>

Meet weekly with your teacher to plan teaching experiences, share journal information.
PDS/Education Supervisor will conduct an initial visit with the teacher candidate and the teacher to review ESU's requirements.
Detailed lesson plans should always be prepared and will be reviewed by teachers/ESU supervisors throughout the semester. Meet with your teacher and supervisor to determine when lesson plans should be completed each week to be prepared to teach.
Assume partial responsibility for one class period/subject. This could include small group work, advisory periods, teaching from teacher's lessons plans for this week only, as appropriate.

</td><td>-Weekly Conference Form
-Initial Visit Checklist

-Policies & Procedures</td></tr>
<tr><td>3</td><td>

Assume full responsibility for 1 class period/subject.

</td><td>-Weekly Conference Form
-Lesson Evaluation</td></tr>
</table>

		(teacher)
4	• Assume full responsibility for 2 class periods/subjects. Ideally, one of these subjects should be the KPTP unit. Remember to check the KPTP course for all requirements related to the KPTP.	-Conference Summary -Lesson Evaluation (teacher)
5	• Assume full responsibility for 2 class periods/subjects. Ideally, one of these subjects could be the KPTP unit.	-Weekly Conference Form -Lesson Evaluation (teacher)
6	• Assume full responsibility for 3 class periods/subjects. Ideally, one of these subjects could be the KPTP unit.	-Weekly Conference Form -Lesson Evaluation (teacher) -Weeks 5-7: Midterm Observation Visit by Supervisors (Education & Academic Supervisors should not visit on same day.)
7	• Assume full responsibility for all class periods/subjects. This would include centers/flex groups/advisory periods, as appropriate.	-Weekly Conference Form -Lesson Evaluation (teacher)
8	• Assume full responsibility for all class periods/subjects. This would include centers/flex groups/advisory periods, as appropriate.	-STAR Tool (teacher)* -STAR Tool (All Supervisors) -Disposition (Teacher and all Supervisors) -Disposition (self) (candidate
9	• Assume full responsibility for all class periods/subjects. This would include centers/flex groups/advisory periods, as appropriate.	-Weekly Conference Form

		-Lesson Evaluation (teacher) - Weeks 9-11: Observation Visit by Supervisors (2nd visit for Elementary; Final visit for Secondary) (Education & Academic Supervisors should not visit on same day.)
10	• Assume full responsibility for all class periods/subjects. This would include centers/flex groups/advisory periods, as appropriate.	-Weekly Conference Form -Lesson Evaluation (teacher)
11	• Decrease teaching responsibility to 3 or 4 class periods/subjects. This would include centers/flex groups/advisory periods, as appropriate.	-Conference -Lesson Evaluation (teacher) -3rd Observation Visit for PDS Supervisor (elementary)
12	• Decrease teaching responsibility to 2 or 3 class periods/subjects. This would include centers/flex groups/advisory periods, as appropriate. • Final responsibilities this week could include: necessary paperwork, return supplies, observation of other grade levels/subject areas, etc.	--STAR Tool (teacher)* -STAR Tool (All ESU Supervisors) -Disposition (Teacher) -Disposition (All ESU Supervisors)
13-16	• Alternate teacher experience teaching abroad/parochial school/private school/or other teaching experience. There is no additional paperwork required during this teaching experience as you have already completed all requirements.	

8-8 Week Student Teaching Experience		
Week	***Typical* Assumption of Duties**	**Assessments**
1	• Begin completing the multiple tasks listed on the initial visit checklist. • Complete the Policies & Procedures Worksheet found in the back of your Teacher Candidate Manual. • Learn about any student medical information • Maintain your teacher's schedule for the remainder of the semester. This means attending all staff meetings, professional development meetings, professional learning community meetings, etc., which your teacher is required to attend. • This week should include observation, journaling, assisting in lesson planning, and assisting individual and small groups of students.	All assignments with specific due dates are listed on Canvas. Use the list on Canvas as a guide. All assignments should be submitted digitally to Canvas. -Weekly Conference Form -Classroom Schedule
2	• Meet weekly with your teacher to plan teaching experiences, share journal information. • Education/PDS Supervisor will conduct an initial visit with the teacher candidate and the teacher to review the university requirements. • Detailed lesson plans should always be prepared and will be reviewed by teachers/ESU supervisors throughout the semester • Assume partial responsibility for one class period/subject. This could include small group work, advisory periods, teaching from teacher's lessons plans for this week only, as appropriate.	-Weekly Conference Form -Initial Visit Checklist -Policies & Procedures
3	• Assume full responsibility for 2 class periods/subjects. One of these subject areas should be your KPTP unit.	-Weekly Conference Form -Lesson Evaluation (teacher)
4	• Assume full responsibility for 3 or 4 class periods/subjects.	-STAR Tool (teacher)* -STAR Tool (All ESU Supervisors) -Disposition (Teacher) -Disposition (All ESU Supervisors)

			-Weeks 3-4: Midterm Observation Visit by Supervisors (Education & Academic Supervisors should not visit on same day.)
5		• Assume full responsibility for all class periods/subjects. This would include centers/flex groups/advisory periods as appropriate.	-Weekly Conference Form -Lesson Evaluation (teacher)
6		• Assume full responsibility for all class periods/subjects. This would include centers/flex groups/advisory periods as appropriate.	-Weekly Conference Form -Lesson Evaluation (teacher)
7		• Decrease teaching responsibility to 3 or 4 class periods/subjects. This would include centers/flex groups/advisory periods as appropriate.	-Weekly Conference Form -Lesson Evaluation (teacher) -Weeks 7-8: Final Observation Visit by Supervisors (Education & Academic Supervisors should not visit on same day.)
8		• Decrease teaching responsibility to 1 or 2 class periods/subjects. This would include centers/flex groups/advisory periods as appropriate.	-STAR Tool (teacher)* -STAR Tool (All ESU Supervisors) -Disposition (Teacher) -Disposition (All ESU Supervisors)

		-Disposition (self-only completed once by candidate-at end of first 8 weeks)
9-16	Repeat the 8 week schedule again at your new placement	

4-4-8 Week Student Teaching Experience OR 8-4-4 Week Student Teaching Experience		
Week	***Typical* Assumption of Duties**	**Assessments**
First 4 Week Placement		
1	- Begin completing the multiple tasks listed on the initial visit checklist. - Complete the Policies & Procedures Worksheet found in the back of your Teacher Candidate Manual. - Learn about any student medical information - Maintain your teacher's schedule for the remainder of the semester. This means attending all staff meetings, professional development meetings, professional learning community meetings, etc., which your teacher is required to attend. - This week should include observation, journaling, assisting in lesson planning, and assisting individual and small groups of students.	All assignments with specific due dates are listed on Canvas. Use the list on Canvas as a guide. All assignments should be submitted digitally to Canvas. -Weekly Conference Form -Classroom Schedule
2	- Meet weekly with your teacher to plan teaching experiences, share journal information. - Education/PDS Supervisor will conduct an initial visit with the teacher candidate and the teacher to review the university requirements. - Detailed lesson plans should always be prepared and will be reviewed by teachers/ESU supervisors throughout the semester - Assume partial responsibility for one class period/subject. This could include small group work, advisory periods, teaching from teacher's lessons plans for this week only, as appropriate.	-Weekly Conference Form -Initial Visit Checklist -Policies & Procedures
3	-Lesson Evaluation (teacher)	-Conference Summary -Lesson Evaluation (teacher)
4	Decrease teaching responsibility to 3 or 4 class periods/subjects. This would include centers/flex groups/advisory periods as appropriate.	-STAR Tool (teacher)* -STAR Tool (All Supervisors)

			-Disposition (Teacher and all Supervisors) -Weeks 3-4 of 1st 4-Wk Placement: Final Observation Visit by Supervisors (Education & Academic Supervisors should not visit on same day.)
Second 4 Week Placement			
1	• Begin completing the multiple tasks listed on the initial visit checklist. • Complete the Policies & Procedures Worksheet found in the back of your Teacher Candidate Manual. • Learn about any student medical information • Maintain your teacher's schedule for the remainder of the semester. This means attending all staff meetings, professional development meetings, professional learning community meetings, etc., which your teacher is required to attend. • This week should include observation, journaling, assisting in lesson planning, and assisting individual and small groups of students.		All assignments with specific due dates are listed on Canvas. Use this list as a guide. All assignments should be submitted to Canvas. -Weekly Conference Form -Classroom Schedule
2	• Meet weekly with your teacher to plan teaching experiences, share journal information. • Education/PDS Supervisor will conduct an initial visit with the teacher candidate and the teacher to review the university requirements. • Begin to maintain a lesson plan notebook with digital or written. Use the Hunter Lesson Plan format or another detailed plan approved by your supervisors and teacher. Reflect in writing on each plan. • Detailed lesson planning should always be prepared and will be reviewed by ESU supervisors, as appropriate throughout the semester • Assume full responsibility for 2 class periods/subjects.		-Weekly Conference Form -Initial Visit Checklist -Policies & Procedures
3	• Assume full responsibility for all class periods/subjects. This would include centers/flex groups/advisory periods as appropriate.		-Conference Summary -Lesson Evaluation (teacher)

		-Weeks 3-4 of 2nd 4-Wk: Final Observation Visit by Supervisors (Education & Academic Supervisors should not visit on same day.)
4	• Decrease teaching responsibility to 3 or 4 class periods/subjects. This would include centers/flex groups/advisory periods as appropriate.	-STAR Tool (teacher)* -STAR Tool (All Supervisors) -Disposition (Teacher and all Supervisors) -Disposition (self-only completed once by candidate-at end of first 8 weeks)
9-16	Refer to the 8 week schedule for weeks 9-16 for the 8 Week Placement	

Timing of Formal Assessments

The following is a timeline of the assessments/evaluations each teacher candidate will receive and from whom. These assessments allow teacher candidates to receive feedback during the semester as well as determine the final grade for their student teaching/intern experience.

Teacher Candidate Formative & Summative Evaluation Timeline

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Form	Type of Evaluation	When Completed	Completed By
Initial Visit	Formative	Within first two weeks from start date of ESU classes	PDS/Education Supervisor in consultation with teacher candidate
Weekly Conference Form	Formative	Weekly	Teacher in conference with teacher candidate
Lesson Evaluation Form	Formative	Weekly or more if needed	Teacher followed by conference with teacher candidate
Conference Summary Evaluation	Formative (based on previous weeks progress; use Weekly Conference Forms & Lesson Evaluations to guide)	Approximately every 4 weeks depending on placement length; see *Schedule for Assumption of Duties* above for specific schedule.	Teacher in conference with teacher candidate
Teacher's evaluation of teacher candidate using STAR: Student Teacher Assessment Rubric & Disposition Assessment	Summative (use previous formative evaluations & other sources of evidence as a guide; should not be based on single lesson)	A minimum of two times per placement (midterm and final points of placement); see *Schedule for Assumption of Duties* above for specific schedule.	Teacher via Google Link (should include follow-up conference with teacher candidate)
PDS/Education Supervisor's evaluation of teacher candidate using STAR: Student Teacher Assessment Rubric & Disposition Assessment	Summative (use previous formative evaluations & other sources of evidence as a guide; should not be based on single lesson)	A minimum of two times per placement (midterm and final points of placement); see *Schedule for Assumption of Duties* above for specific schedule. Additional visits may be scheduled as needed.	University Education Supervisor via Google Link (should include follow-up conference with teacher candidate)
University Academic Supervisor's evaluation of teacher candidate using STAR: Student Teacher Assessment Rubric & Disposition Assessment	Summative (use previous formative evaluations & other sources of evidence as a guide; should not be based on single lesson)	A minimum of two times per placement (midterm and final points of placement); see *Schedule for Assumption of Duties* above for specific schedule. Additional visits may be scheduled as needed.	University Academic (should include follow-up with teacher candidate)

Policies & Procedures Worksheets	Summative	Within first 2 weeks of placement	Candidate
Disposition Self-Assessment	Formative	At end of 1st 8 weeks (midterm of semester)	Candidate via Google Link
Kansas Performance Teaching Portfolio	Summative	November (fall semester)/April (spring semester) Specific due date will be included in the course syllabus and posted on Canvas.	Candidate

Grading

A detailed description of the ESU teacher candidate grading procedure is available on the Instructions for the Student Teacher Assessment Rubric (STAR). *Teachers need to make sure that the letter grade assigned reflects the actual number of points given*.

The grading scale and points for assignments are in the syllabi for the student teaching course. A sample grade report is included on the following page.

Grades for ED/EE 431 are given as a Satisfactory or Unsatisfactory. This is based on completion of a valid ESU VSS Background Check on file in the OFPL Proof of Liability Insurance, and a completed ESU Disclosure Statement on file from the Student Teacher Orientation meeting in August/January. The candidate's grade for all courses except ED/EE 431 represents an average of the grades by the Teacher(s) and the Supervisor(s) from the final evaluations, KPTP scores and completion of Policy and Procedure assignments. Both the Teacher(s) and the Supervisor(s) are expected to document by giving examples or making specific suggestions in the feedback sections, as needed. *In addition, grades assigned should be consistent with the appropriate grading scale on the evaluation instruction form*. In order for the teacher candidate to be recommended for licensure, a grade of "C" or better is required in all student teacher courses to qualify for completion and to be recommended for licensure by ESU.

Example Grade Report

ED/EE 431: Performance Assessment of Student Teachers   **_____Satisfactory _____ Unsatisfactory**

     _____ Proof of Liability Insurance (KNEA, KANAAE, or Private Verified Insurance)
     _____ VSS Background Check
     _____ Disclosure from Orientation

LE Course – Student Teaching Example:

Student Teaching Score:
Avg of STAR from Supervisors: 50
Avg of STAR from Teachers: 50
KPTP total points: 50
Policy & Procedure Points: 8
ST Grade Total Points Possible: 158
Grade Scale:
142-158 = A
126-141 = B
110-125 = C
109 or lower – not passing; not eligible for Licensure

1. **Average # of Points of STAR -Supervisors: 42**
2. **Average # of Points of STAR-Teachers: 46**
   (see above)
3. **KPTP Points: 45**
4. **Policy & Procedures Points: 8** (2 pts per P&P)

Points deducted: If a required meeting (orientation, midterm, final) is missed, 10% deduction (16 points) is deducted from the final grade assessed for each missed meeting.

 42 + 2. 46 + 3. 45 + 4. 8 = 141 minus deducted points 0 = B Final Grade Assigned**
**Points will be deducted (10) for missing any campus meeting without a valid, documented excuse <u>submitted prior to the meeting</u>. Illness must be verified from your university supervisor. Director of OFPL must be notified in advance by email with documentation attached. Excuse is subject to review.
Points may be changed at the discretion of the Director of Field Placement

<div style="color:red">

A STAR final evaluation below 35 points is considered not passing. In any case where a student teacher has a final evaluation score below 35, the Director of OFPL will call a conference with the teacher, supervisor(s) and candidate to determine next steps and if additional student teaching time is required.

</div>

<u>**Points deducted**</u>: If a required meeting (orientation, midterm, final) is missed, 10% deduction (16 points) is deducted from   the final grade assessed for each missed meeting.

Kansas Performance Teaching Portfolio (KPTP)

Prompts and rubrics for the KPTP may be found at the Kansas State Department of Education website via the following link: http://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation/Postsecondary/Educator-Preparation/Kansas-Performance-Teaching-Portfolio-KPTP

OR by going to: www.ksde.org → Teaching & Learning → Educator Licensure (under Teachers heading), scroll to near the bottom under Teacher Licensure and Accreditation Resources → Kansas Performance Teaching Portfolio (KPTP)

Resources include:
- KPTP Content Guidelines
- Implementation Guidelines
- Overview
- Templates
- 4 examples of Portfolios (2-Elementary, 2-Secondary)

Your completed KPTP is to be submitted into Canvas KPTP Fall 2019. First you must do these things:
1. Submit your Student Verification in KPTP Fall 2019 prior to the due date in Canvas. This is verifying your KPTP is/will be your own work. **Points for completion: 4**.
2. Complete the Scavenger Hunt in KPTP (Fall 2019) in Canvas. **Points for completion: 4.**
3. Verification of Observation/Required Videos: Video TWO of your KPTP Focus Lessons and with advance permission, email one of these or the YouTube link as instructed at Orientation, to your teacher, to view and use the form in the next step. You will be required to upload BOTH videos to the course Canvas site prior to the due date to KPTP (Fall 2019) in Canvas. Check the Video assignment for the minimum/maximum length for your Videos. More information on how to do this upload will be shared at the Orientation student teacher meeting. **Points for completion: 6 points per video. Points deducted for late/incomplete or inaccurate work (late= minus 2 pts; Length less than 15 min. = minus up to 4 pts)**
4. Provide your Teacher the information in the Mentor/Cooperating Teacher Verification Module. Again, this cannot be done by your Teacher unless you have written your KPTP! There is a due date to submit this to KPTP in Canvas. Your KPTP will NOT be submitted for grading until your Teacher has submitted this verification that this is your own work, to the best of her/his knowledge.
5. Submit your full KPTP saved with **the CODE provided to you by ESU** prior to the KPTP due date – the first Monday of November (fall)/April (spring) prior to 5:00 pm. Passing score is 20 out of 30.
6. All steps must be completed by the individual due dates in Canvas and prior to the full KPTP Due Date. Points for a late KPTP document are as follows: 5 points deducted after 5:00 pm on the Due Date. Other items (#1-4) must be submitted prior to the due date indicated in Canvas. The KPTP will only be accepted no more than 1 week late. KPTP's submitted after this will be scored the following semester, unless extenuating circumstances have been approved

Candidates not receiving a 20/30 (67%) on the KPTP will be given one opportunity to rewrite the KPTP to achieve a passing score. The score recorded for the rewrite will be no higher than 20 (minimum passing score) since the candidate is being given a rewrite opportunity and to be fair to candidates who achieved a passing score with the first submission. If the candidate does not achieve a passing score on the rewrite, he/she will not pass student teaching and will need to re-enroll in another semester to complete the KPTP as part of a field experience.

KPTP scores cannot be appealed directly to the state of Kansas. However, should a candidate desire to have her/his KPTP evaluated by a third scorer, the candidate may make this request in writing through the Emporia State University Office of Field Placement and Licensure. The cost to resubmit the KPTP document to KSDE for a third scoring evaluation is $30.00 and is due at the time of the request.

Journaling and Reflecting

Teacher candidates learn to be reflective practitioners when observing during the beginning and end of the student teaching experience. To document these observation experiences and other facets of the student teaching experience, candidates are required to maintain a daily journal noting what went well during a lesson and during the school day, what did not go well, and what was learned from the observation or experience. Teacher Candidates might observe for a particular purpose; e.g., how the teacher uses positive reinforcement to manage a classroom. They should also observe in classrooms different from the one to which they are assigned for student teaching. *The journal should be available for review by the visiting Education/PDS and/or Academic Supervisor for the entire semester. These Supervisors may also ask for regular journal entries to be sent to them. Discuss with your supervisors about journaling and the expectations during the semester, as this may change based on your individual progress in your student teaching.*

Another important aspect of being a reflective practitioner is to reflect daily after teaching. Should the lesson plans be modified in any way? The teacher candidate is expected to write notes on the lesson plan(s) and to have these reflections available when the PDS/Education/Academic Supervisor(s) visits as evidence that the candidate is reflecting. The candidate is also expected to maintain a notebook of suggestions or lesson plans returned from the Teacher with comments or suggestions. On the next 3 pages are some sample guides for journaling.

Teacher Candidate Journal/Lesson Reflection Examples:

Example 1: Student Teaching Journaling Guide developed by Mrs. Gwen Eidman

The purpose of the journal is to provide an anecdotal and reflective account of your experiences during student teaching. The journal provides a means of confidential communication between the teacher candidate and education supervisor.

Journal Entry components:

- What significant classroom events have happened? (student relationships, environmental issues, students' responses to your teaching and lessons, etc.)
- What do you really believe to be meaningful to the students and what changes do you plan to make as you do things differently?
- How well are you and your teacher communicating?
- Any concerns / questions / frustrations?

Reflections for daily lesson plans:

- What did you want the students to learn?
- How did you know if they have learned it?
- What will you do if they don't learn it?
- What could you have done better during the teaching of the lesson?

To be effective, one must be reflective!

For each sentence stem below, provide as many details as you can to show us what you are learning about teaching. You are welcome to rephrase the stems to help your sentences flow more smoothly. However, be sure to provide the information the stem is asking for; e.g., why you liked something, what you would do differently, etc. Each week you should end up with at least five reflection statements. Remember, the only way you are going to improve is if you stop and THINK/REFLECT about your actions and observations in the classroom!

Sentence Stems for Beginning of the Semester and/or when you aren't teaching your own lessons

Choose at least two of these:

- One lesson/activity my CT did this week that I really liked was.... I liked it because....

- One lesson/activity that the students responded well to this week was..... I think they liked the activity because...

- One lesson/activity that the students seemed to struggle with this week was ...... I think they struggled because.... One thing that might have helped the lesson/activity go better is...

Choose at least one of these:

- One classroom management/discipline strategy my CT used this week that I really like is .... I think that's a great strategy because....

- One thing I think I will do differently in my future class is.... I would do it differently because....

Choose at least two of these:

- One highlight of my week was....It was a highlight because...From this experience I learned...

- One lowlight of my week was... It was a lowlight because... From this experience, I learned....

- One thing I can tell I am going to have work on when I start teaching full-time is....I need to work on this because...Some steps I can take to work on this are...

- One thing I wish my cooperating teacher would do with me/for me is....because...

- One thing I did this week that my cooperating teacher seemed to like/appreciate/approve of was...This made me feel.....because....

Sentence Stems for when you are teaching your own lessons

oose at least two of these:

- One lesson/activity I did this week that I really liked was.... I liked it because....

- One lesson/activity I used this week that really engaged the students was..... I know they were engaged because... However, if I were to use the activity again, I would...

- One lesson/activity I used this week that didn't work very well was.... I think it didn't work the way I wanted it to because... To improve the activity, I should have....

- One BCA I tried that worked well was...I think it was a good choice because...

- One Closure activity I tried that worked well was...I think it was a good choice because...

- I know my students are learning what I am teaching them because...

Choose at least one of these:

- One classroom management/discipline strategy that is working really well for me is....

- One area of classroom management/discipline that I need to work on is...To improve, I need to...

- One struggling student with whom I've made a positive connection is...I know I'm making a difference with this student because...

Choose at least two of these:

- One highlight of my week was....It was a highlight because...From this experience I learned...

- One lowlight of my week was... It was a lowlight because... From this experience, I learned....

- One thing I still need to work on is....I need to work on this because...Some steps I can take to work on this are...

- One of the most important things I learned this week was....It was important because...

- One thing I wish my cooperating teacher would do differently with me is....

- One of this week's biggest challenges was... It was challenging because...To deal with this challenge, I need to...

- One success I experienced this week was... To repeat this positive experience, I need to...

- Next week, one thing I am going to work on improving is....I need to get better at this because...

- My biggest improvement this week was...I am so happy I made improvements in this area because....

Policies and Procedures Worksheet
To be turned in to Canvas to your PDS/Education supervisor

NOTE: **Policies and Procedures 1-4 (P&P)** should be **completed during the first week of student teaching.** There are forms within Canvas to use to complete these assignments within EE 431 Performance in Student Teaching, Block 3 in Student Teaching Block 3 Progress Report; ED 431 Performance in Student Teaching, Phase II in Student Teaching Phase II Progress Report. **For each placement, these should again be completed for your new school.** This will aid the teacher candidate in critical knowledge every teacher must know and be prepared to handle in school situations.

Examples of what the information you will include on the forms in Canvas is included below.

Name of Teacher Candidate _____ ESU ID _____

Policy & Procedures- Safety Procedures

Tasks:
1. Describe the building policy and the procedures for fire and tornado drills, including signals and expected student/teacher behavior.

2. In case of an actual crisis situation/safety situation, explain policy and procedure for reporting.

3. In the event of a school intruder and "lock down," explain building policy and procedure.

4. If a student is injured or ill while in your classroom or under your supervision, list recommended policy and procedures for the safety of all students.

Source(s)_____
Date_____

Policy & Procedures- Discipline Policy

Tasks:
1. Define your Cooperating Teacher's discipline policy and detail its procedures.

2. Discuss the kinds of administrative support in place to help your Cooperating Teacher carry out the disciplinary policy/procedures.

3. Describe how discipline plans are communicated to students and parents.

4. Describe the district's or school's as well as your Cooperating Teacher's policy concerning academic dishonesty (e.g. cheating and plagiarism).

Source(s)_____
Date_____

Date turned in (filled out by Supervisor) - _____
Supervisor's initials _____

Name of Teacher Candidate _____ ESU ID _____

Policy & Procedures- Legal Issues

Tasks:
A 1999 Kansas law requires schools to expel for not less than one academic year any student caught bringing a weapon to school and to report acts of violence to local police and the Kansas Board of Education and SRS.

1. In your assigned district, "weapons" are defined as:

2. Describe situations in this district in which a student is entitled to a due process hearing regarding this law.

3. If an alternative educational program is in place for students expelled for this offense, describe the program.

In 1974, Congress passed the Family Educational Rights and Privacy Act, known as the Buckley Amendment. Schools must adhere to this amendment to receive federal funds.
4. Discuss who has the legal right to look at a student's academic file.

5. If there is a procedure in your assigned building regarding teachers viewing student academic files, explain the process.

6. Define the district policy for the procedures teachers must follow in reporting suspected instances of students being abused.

Source(s)_____
Date_____

Policy & Procedures- Social Media Policy

Tasks:
1. Find out what social media is used within your school/district and list these.

2. Explain the district's Acceptable Use Policy (AUP) and describe how social media is included in this policy.

3. Describe proper ways social media can be used as an educator in the classroom and with students within the district's AUP.

Source(s)_____
Date_____

Date turned in (filled out by Supervisor) - _____
Supervisor's initials _____

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Mentor/Cooperating Teacher & Supervisor Guidelines

Qualities and Selection of a Mentor/Cooperating Teacher

Mentor/cooperating teachers are selected/recommended by school district administrators, school administrators, and Emporia State University (ESU) as a teacher with an expressed interest and desire to work with the student teacher and ESU. The teacher models positive behavior in teaching, demonstrating to the teacher candidate, desirable professional and personal characteristics. The student teaching experience offers the best opportunity for the teacher candidate to identify positive behaviors and incorporate them into her/his own teaching style. The following criteria are considered in the selection of the mentor*/cooperating teacher.

1. hold a bachelors degree** and hold a valid, clear, renewable professional license in the subject area in which the teacher candidate is preparing to teach and seek licensure;
2. demonstrate highly effective skills as a teacher and have at least three years' experience under a professional license; additionally,
   a. for PDS Mentor Teachers, the three years minimum experience must be within the host district with at least one year at grade level and in the host school.
   b. for Secondary Cooperating Teachers, the license must be in the area they are supervising and they must have a minimum of one semester in the host district
3. recommendation by school principal and/or district administrator;
4. demonstrate a commitment to lifelong learning through continuing professional growth, including advanced study, travel and other professional activities;
5. demonstrate mastery of subject matter and provide an environment conducive to creative teaching and abstract reasoning;
6. demonstrate effective mentoring and supervisory skills, and have effective communication skills;
7. accept the teacher candidate as part of the teaching staff and acquaint him/her with the school facilities, policies and daily program;
8. demonstrate excellence in teaching, including a positive impact on student learning and demonstrated ability to work effectively with others;
9. be eligible to attend a mentor/cooperating teacher training. Successful completion of training is required for mentor teachers; completion of training is highly encouraged for all cooperating teachers.

The university recognizes that the first responsibility of the teacher is to the students in her/his classroom and will not knowingly assign a teacher candidate to any teacher who has not expressed a willingness to host and mentor a teacher candidate.

* Additional criteria for PDS mentor teachers are addressed within the Professional Development School agreement with ESU.

**Master's degree preferred; Bachelor's degree with exceptional expertise is acceptable.

Mentor/Cooperating Teacher Responsibilities

Throughout the teacher candidate's time in the classroom, the teacher will be the most important day-to-day person in the learning process. The teacher will help the teacher candidate to develop and work on skills important to becoming a successful teacher. The following are responsibilities the university asks of the teacher in providing this to the teacher candidate for a smooth, continually developing professional relationship with all members of the school community, as well as methods of providing helpful feedback for the teacher candidate in your classroom.

- Provide an introduction about your teacher candidate to your students, such as when they will be arriving, what to expect and introduce the teacher candidate on their first day.

- Provide your teacher candidate with all the classroom protocols for established things such as grading, projects, recording grades, necessary transitions, interests/abilities of certain students, etc.
- Appropriate behaviors and mannerisms within the classroom and school building.
- Inform the teacher candidate about classroom rules and procedures, overall objectives and goals of the classroom, school, and school district.
- Orient the teacher candidate to the school building, regulations, use of equipment, materials, and supplies.
- Introduce her/him to administrators, other teaching staff and office personnel, media specialists, etc.
- Be flexible with the teacher candidate in developing her/his own lesson plans and teaching styles.
- Provide frequent constructive feedback to aid in the improvement of the teacher candidate's abilities.
- Allow your teacher candidate to participate in faculty meetings, parent-teacher conferences, professional development, and other pertinent school functions.
- Be available to engage with the PDS/education/academic supervisor following each observation they conduct with the teacher candidate.
- Inform the PDS/education/academic supervisor of any concerns about the teacher candidate's performance.
- When the teacher is absent, a licensed substitute teacher should always be called upon to supervise the teacher candidate. Teacher candidates are prohibited from serving as a substitute teacher, as per state regulations.
- The teacher should check with his/her school administration about being outside the classroom when the teacher candidate is teaching.

Checklist of Preparation for a Teacher

Before the Teacher Candidate arrives, I:

_____ have prepared my students for his/her arrival;

_____ have learned about the background of the teacher candidate;

_____ have read the university student teaching materials and understand the role of the teacher and PDS/education/academic supervisors;

_____ have become aware of the legal status of teacher candidates in Kansas;

_____ have become familiar with the policy of my school and district concerning the responsibilities of teacher candidates;

_____ have had pre-teaching contact with the teacher candidate;

_____ have secured copies of materials that can be used in orienting the teacher candidate, e.g., school handbook, a daily schedule, seating charts, emergency procedures;

_____ have made provision for the teacher candidate to have a desk or table of his or her own to use;

_____ have secured copies of teachers' editions of class textbooks and curriculum guides for the teacher candidate; and

_____ have tentatively planned a balanced sequence of learning experiences, including the teaching of a Kansas Performance Teaching Portfolio unit, for the teacher candidate for the total teacher candidate experience.

Checklist for the First Few Days of Internship/Student Internship/Student Teaching

During the initial period of internship/student teaching, I have:

_____ been aware of the special needs of the teacher candidate as he/she adjusts to a different environment,

_____ introduced the teacher candidate to the class(es) in such a way that she/he is given status,

_____ shown an attitude that indicated that the teacher candidate is welcome as a partner in the classroom,

_____ made a conscious effort to introduce the teacher candidate to other faculty members and administrative staff,

_____ familiarized the teacher candidate with the routine and management techniques in my classroom,

_____ acquainted the teacher candidate with work currently under way in the class,

_____ involved the teacher candidate in classroom participation,

_____ provided the teacher candidate with a textbook and a place to work,

_____ provided the teacher candidate with a copy of class schedules and a school handbook,

_____ oriented the teacher candidate to the school building,

_____ discussed pertinent school policies and regulations with the teacher candidate,

_____ assisted the teacher candidate in learning the names of students,

_____ included the teacher candidate in discussions and planning with students,

_____ reached an agreement concerning the responsibility and authority each will have,

_____ planned for the teacher candidate's gradual assumption of teaching responsibilities,

_____ assisted the teacher candidate in becoming familiar with different available instructional materials,

_____ oriented the teacher candidate to the community, and

_____ assisted the teacher candidate in acquiring background information on the students with whom he/she will be working.

Source: Supervising Student Teachers the Professional Way by Marvin Henry and Wayne Beasley

Evaluation Responsibilities

- Effectively communicate in weekly conferences with the teacher candidate on forms provided by the teacher candidate.
- Provide the teacher candidate with evaluations of her/his performance, and prepare mid-term and final evaluations during the student teaching term.
- Once the teacher candidate begins teaching, daily feedback is a benefit while the lesson and events of the day are fresh in the mind. Setting aside a few minutes to discuss the positives and areas for improvement leads to a more rewarding teaching and learning experience for both the teacher candidate as well as the teacher.
- Teachers will complete the Teacher Candidate Dispositions Assessment Form with both the midterm and final STAR evaluations. This is also completed by the PDS/education/academic supervisors. (see the Forms section)

Weekly Conferencing and Lesson Evaluations

The teacher should conduct ***at least one planned conference each week*** with the teacher candidate to discuss progress. A *Weekly Conference Form* in addition to a *Lesson Evaluation* have been included for use in these weekly conferences (see Forms Section). Teacher candidates required to upload these completed Weekly Conference Forms and Lesson Evaluations weekly to Canvas as part of grade in student teaching. A suggested list of topics for these conferences might include:

1. Orientation regarding school policies, regulations and other information of value to the candidate.
2. Preparation of unit as related to the Kansas Performance Teaching Portfolio and daily lesson plans.
3. Classroom policies and procedures.
4. Preparation of the physical environment of the classroom.
5. Teaching strategies.
6. Grading systems.
7. Teacher-made and standardized tests.
8. Classroom control.
9. Understanding students (individual differences)
10. Homework vs. supervised study.
11. Teacher-student relations.
12. Progress during the semester.
13. Professionalism.
14. Community resources.
15. Teacher-teacher relations and teacher-administrator relations.
16. Self-evaluation.
17. Use and availability of building teaching materials.

To prepare for conferences, the teacher might make notes of things done well and things needing more attention or training on the *Weekly Conference Form* throughout the week. The purpose of the *Lesson Evaluation* form is for observation of the candidate's teaching throughout the week. At least one *Lesson Evaluation* form should be completed each week once the candidate begins taking over teaching responsibilities.

The *Weekly Conference Form* and the *Lesson Evaluation* form should be given to the teacher candidate for posting in Canvas as a requirement for PDS/education/academic supervisors to review and provide helpful feedback as well. Additionally, a *Conference Summary* should occur as noted on the Timeline for Formal Assessments.

Assessment and documentation of the teacher candidate's progress should be a continuous process. Evaluation of student teaching is based on The Teachers College Conceptual Framework. The teacher candidate is entitled to be given progress reports at regular intervals, from the teacher. Informal assessments may be conducted daily via writing comments on the candidate's lesson plans and having mini-conferences after a teaching experience. Informal, formative assessments include the *Weekly Conference Form*; the *Lesson Evaluation*; and *Conference Summary* (see Forms section). The purpose of these forms is to open dialog between the teacher and teacher candidate, as well as identify strengths and areas for improvement on a weekly basis for the teacher candidate. Completion of these forms should occur in conference with the teacher candidate. As previously noted, teachers are encouraged to keep notes on the *Weekly Conference Form* throughout the week to simplify completion of the form. Students are expected to submit these forms to each of their PDS/education/academic supervisors, as well as the school principal at the end of each week of student teaching.

Teachers will complete the formal, summative evaluations, STAR and Dispositions Assessment, at the midpoint and during the final week of the student teaching placement. Teachers are responsible for submitting these evaluations; however, it is expected that the teacher will share the evaluation with the teacher candidate. The **candidate should be given a hard copy of any assessment or emailed the PDF of the assessments** – whether formal or informal. Teacher candidates are required to submit these into Canvas for PDS/education/academic supervisors to review and provide helpful feedback as well.

Teachers are expected to complete formal evaluations (STAR and Dispositions) online via Google. A link to this document will be emailed to teachers. In place of a signature on the evaluation, email Field Placement at fieldplacement@emporia.edu that the assessment has been completed, the name of the teacher candidate it has been completed for and if you conferenced with the teacher candidate about the evaluation. Your accurate email is an important method for the Office of Field Placement and Licensure to communicate with you about these evaluations.

Teachers may also choose to use the STAR to conduct informal evaluations as needed. For example, a teacher candidate might be evaluated prior to midterm and thereby become more familiar with the process. Informal assessment may also be conducted effectively by conferencing after each teaching experience of the teacher candidate. If a teacher candidate is having problems or is apprehensive about being evaluated, consider using a formal evaluation more frequently. The student should always be given a hard copy of any assessment of her/his work. This will ensure that the student understands the progress he/she is making in the teacher's classroom.

Directions for Completing Assessments of ESU Teacher Candidate
Fillable PDF versions of the *Lesson Evaluation*, *Weekly Conference Form* and *Conference Summary Evaluation* are available at   www.emporia.edu/teach/education-majors.   You may save a copy of the completed PDF form to email to your teacher candidate. Please save or print these completed PDF forms to help in completing the STAR assessment at midterm and final, as referral back to these forms are to be used to aid in your evaluation using the STAR assessment. Please view the PDF forms as a guide while you are evaluating your teacher candidate on an ongoing basis.

The Dispositions Assessment and STAR Tool Google links will be emailed to you to save for the midterm and final evaluation times. Instructions for completing the evaluation will be included in the email with the link. Please save this email.

All teachers are expected to complete a minimum of two STAR evaluations and two Disposition Assessments through Google prior to the midterm and final teacher candidate meetings (Fall: October/December; Spring March/May). Please remember, the STAR is an evaluation of the candidate's overall classroom performance and should not be based on a single observation. Completion of the Disposition Assessment and STAR Tool through the Google Links are the official documents for the teacher candidate. Complete the STAR and Dispositions Assessments for your teacher candidate through the Google link AFTER you have completed one or more of the PDF forms from evaluating your Teacher Candidate.

To Complete the STAR:
1. Fill in as much of the top section as you can; if you do not know the teacher candidate's ID #, please either ask your teacher candidate for this ID # or make sure you have all names the candidate has been known for the purpose of matching the evaluation with their record.
2. The Google form requires clicking the appropriate "button" for the most appropriate assessment of your teacher candidate in each construct. Each construct should be answered as best as possible. There are no NA's. Comments made on these evaluations help the teacher candidate the most toward improving.
3. Please check your answers carefully to ensure you have evaluated your teacher candidate as accurately as possible and not based on points.
4. There is no option to Save a Google form. Once you have submitted the Google form, it is sent to The Teachers College for data collection and for the teacher candidates' grade.

Once you have completed the entire form, **please send the following emails to confirm with the Field Placement office.**

- To make the form official after you have submitted the evaluation through Google, please e-mail Field Placement at fieldplacement@emporia.edu a short statement: "I completed (student's name) final evaluation on-line." This will serve as your official signature. This allows Field Placement to contact you should questions arise!

An important reason for the online forms is that we must aggregate data for our accrediting agency, and teacher candidate data will have to be entered into our database. It is a sizeable task and your help would make our job much easier. In addition, the feedback for the teacher candidate is critical to their success and growth as an educator.

Please do not hesitate to contact Ms. Shannon Hall (shall6@emporia.edu) if you have questions.

Timing of Formal Assessments & the Student Teaching Grade

Please see the chart on *Timing of Formal Assessments* in the Teacher Candidate section of this manual. When teacher candidates have more than one Cooperating/Mentor Teacher, each teacher is expected to complete a separate evaluation. Collaboration on the evaluation is not appropriate and does not meet accreditation guidelines.

The Director of the Office of Field Placement and Licensure records the final grades based on the final STAR evaluations from the PDS/Education Supervisor(s), the Academic Supervisor (secondary only), and the Cooperating/Mentor Teacher(s). Only one grade will be given for student teaching. *Cooperating/Mentor Teachers are encouraged not to inflate grades and give honest and helpful comments for the teacher candidate*.

The final grade is given by the Director of Field Placement and Licensure based on scores of the final evaluations from the cooperating/mentor teacher and PDS/education and academic supervisors. An example of the grade sheet can be found in the Teacher Candidate section of this manual.

Planning and Guiding the Work of the Teacher Candidate

Teaching is hard work. Good, experienced teachers always make careful preparations. There is no one thing which a teacher candidate can do that will contribute more to student teaching success than planning in detail what he/she plans to do. The degree of accomplishment and the sense of enjoyment realized from the classroom will depend, in great measure, on the thoroughness with which the teacher candidate has prepared and taken care to integrate the plans with the general instructional program for the assigned students. In addition, the more the student puts into the student teaching experiences, the greater is the likelihood that the first year of teaching will be successful.

Determining the experiences of a teacher candidate requires careful planning. It is somewhat difficult for the university to suggest any set pattern because of the differences found in any group of teacher candidates as well as those found among teachers and classrooms of students. In addition, it is doubtful that any set pattern would fit the various subject areas adequately. However, the teacher is expected to discuss the Kansas Performance Teaching Portfolio (KPTP) requirement with the teacher candidate and to formulate a plan, which will help the candidate get the most from the assignment. At the discretion of the teacher and the PDS/education supervisor, the teacher candidate will take over increasing responsibilities of the class. The teaching load should be increased gradually, depending on the capabilities of the teacher candidate. ***Candidates should be full-time teaching by the middle of the semester or the 1st 8-week placement. If not, this is an indication that progress is unsatisfactory***. During the spring semester, full-time teaching may be delayed by the intensive testing schedule; however, care should be taken to ensure the teacher candidate has ample time to teach their unit early to allow time for writing the KPTP.

Should progress be unsatisfactory, please contact the supervisory team (PDS/education supervisor, academic supervisor, and/or Director of Field Placement) right away. The goal is to redirect unsatisfactory progress into a

successful direction or take action to prevent further issues occurring. Please see *Due Process Procedures* in the Teacher Candidate section of this manual.

The Importance of Lesson Planning

The importance of lesson planning cannot be overstressed, particularly when teacher candidates frequently observe their teacher spending comparatively little time in planning for teaching. However, it must be remembered that the teacher has years of experience, and the teacher candidate will be expected to prepare and retain detailed lesson plans for the supervisor(s) to review when visiting. After each lesson is taught, the teacher candidates should assess the lesson by writing reflective comments on the lesson plan. The teacher candidate's reflective comments can be a topic for the W*eekly Conference Forms*, which are shared with the supervisor(s).

The teacher candidate should be mindful of the purpose of a lesson presented to the class.
- Does the lesson fit the general teaching program?
- What are the motivating techniques?
- Is the lesson related to the needs of the students in the classroom?
- What learning materials are used?
- Is there planning for situations which may occur during the presentation of the lesson?
- How has student learning been affected?

Teacher candidates will be required to write both weekly and daily lesson plans in accordance with the principles discussed in education courses. The teacher and the candidate will agree on a topic to be taught and developed and the suggested time necessary to teach it relevant to the Kansas Performance Teaching Portfolio (KPTP). Although the teacher must be involved in KPTP planning, the KPTP is clearly the responsibility of the teacher candidate. *Detailed lesson plans are required even if the teacher does not prepare detailed plans.* These plans should be organized, dated, and available at the student teaching site at all times. When the supervisor (PDS/education and/or academic) arrives for an assessment visit, the teacher candidate should provide the supervisor a copy of the lesson plan being taught before the teaching presentation begins.

Detailed lesson plans are required by the supervisor(s) for assessment visits and should be ready at the time of scheduled visits. In addition, the teacher candidate is expected to have lesson plans available for unscheduled visits that may occur if the candidate is having problems. Many supervisors are "generalists," which means they visit teacher candidates in several subject areas. The detailed plan will assist the supervisor in providing appropriate feedback and evaluation of the lesson. *All teaching should be documented with lesson plans that are dated, reflected upon, and available in a notebook or folder for the supervisor to review*.

The teacher candidate should provide the teacher with a copy of the lesson plan. Teachers should require that lesson plans be submitted well in advance of teaching and evaluate the plans before allowing the teacher candidate to begin teaching it. In addition, the teacher candidate needs adequate time to modify plans. The teacher and PDS/education supervisor(s) should provide input regarding the type of planning expected at various stages during the student teaching semester. If lesson plans are not being provided, this can signal unsatisfactory progress for the teacher candidate and the teacher should notify the PDS/education supervisor(s) and/or the Director of Field Placement right away.

Lesson plans are the teacher candidate's own working guides. The teacher reviews them and makes judgments regarding the clear thinking they display and their value to the students in the assigned classroom. It is difficult to suggest plans which would serve all students in all subject areas and which would prove satisfactory to all teachers. However, sample lesson plans are included in this manual. Some academic departments have lesson plan templates they require their teacher candidates to use during the student teaching semester. If a teacher has a specific lesson plan template they prefer, discussion should take place between the teacher candidate, teacher and supervisor(s) to determine which template(s) the teacher candidate will be required to complete during the placement.

Facilitating Good Classroom Management
Classroom control is often a major problem for teacher candidates. Teacher candidates often experience success with their teaching as long as the teacher remains in the room and in charge of the discipline. Unless the teacher candidate can control a class and keep order, he/she cannot satisfactorily show evidence of effective teaching.

Planning the Schedule for the Assumption of Duties in Student Teaching
See the section *Schedule for the Assumption of Duties by the Teacher Candidate* in the Teacher Candidate section of this manual for a proposed timeline for how a student teacher should assume responsibilities during student teaching.

Quick Reference of Timeline for Cooperating/Mentor Teacher
Schedule for Assumption of Duties Week-by-Week during the semester/placement. (See page 15 of the manual)

Complete the STAR Assessment of your teacher candidate any time you wish, marking this as "*Other"* on the form through the Google link emailed to you. This evaluation should be discussed with your teacher candidate prior to online submission.

Complete midterm STAR and Disposition assessments of teacher candidate with midterm marked on form, through Google. **Submit online via the emailed Google link at the midterm point of the semester as indicated on the** *Schedule for Assumption of Duties* **on page 15** after discussing with your teacher candidate.

Complete final STAR and Disposition assessments of teacher candidate with final marked on form, through Google. **Submit online via the emailed Google link at the midterm point of the semester as indicated on the** *Schedule for Assumption of Duties* **on page 15** after discussing with your teacher candidate.

Working With the University Supervisor(s) and ESU
A PDS/education supervisor will be assigned to the teacher candidate and will be the liaison with the university. This supervisor may conduct an initial visit in each placement by phone or on site, and a minimum of two evaluation visits, or more if consultation with the teacher warrants the necessity. Additional visits by phone may be made if appropriate. If the teacher candidate is student teaching in a secondary or middle school placement or seeking dual certification (e.g. Pre-K-12 Art, Music, Foreign Languages or Physical Education or a second teaching field), an academic supervisor will also be assigned. The academic supervisor will make at least one visit during the period of the semester that the teacher candidate is teaching in the relevant content area.

The PDS/education supervisor(s) will assist the teacher in any way possible if there are questions about the requirements for the program or if the teacher candidate is having difficulty. The teacher candidate posting the *Weekly Conference Forms* and *Lesson Evaluations* in Canvas allows the supervisor(s) to view comments by the teacher(s) and provide support to both the teacher and teacher candidate when necessary. Please call immediately if there are any concerns or problems. It is always better to call rather than wait when the concern or problem grows to a more serious issue. The Director of Field Placement and Licensure (director of student teaching) @ 620-341-5447 is also available to confer with concerned Mentor/Cooperating Teachers and/or Principals.

The Role of the Cooperating/Mentor Teacher in Resolving Teacher Candidate Problems
See the *Procedures for Due Process for Early Termination of an Off-Campus Teacher Education Assignment* in the Teacher Candidate section of this manual. This policy outlines specific steps that should be taken as concerns begin to arise with candidates. The first two steps are outlined below.

Step 1: Most problems will be resolved by simply keeping lines of communication open between the teacher and the teacher candidate. Teacher candidates should be in daily contact with teachers, asking for and accepting feedback regarding each day's progress and regarding their work. Teacher candidates will submit weekly evaluations. Supervisors should review these on a weekly basis to address any concerns with the teacher candidate and to provide feedback for improvements.

The teacher shall communicate any identified deficiencies or problems directly with the teacher candidate, as well as with the PDS/education and/or academic supervisors. Within a week of identified deficiencies or problems, the teacher shall meet with the teacher candidate to discuss the deficiencies or problems in an attempt to resolve them. The teacher must document the meeting and the date of occurrence and the teacher candidate must sign. If this meeting does not occur, it is the responsibility of the teacher candidate to contact her/his PDS/education supervisor to determine a plan of action.

Problems that move beyond Step 1 have the potential for developing into something more serious. If necessary, the teacher has been keeping a log of feedback given with how the teacher candidate has incorporated this into their teaching at this point. If the teacher does not see the situation improving after one week, the teacher should contact the PDS/education supervisor immediately. The PDS/education supervisor should alert the Director of Field Placement and Licensure at ESU as soon as any problems with a teacher candidate are brought to the supervisor(s) attention.

Step 2: For deficiencies or problems that continue, the teacher candidate's supervision team of the cooperating/mentor teacher, PDS/education and/or academic supervisors, and the teacher candidate shall jointly detail in writing the teacher candidate's deficiencies or problems, identify specific ways to remedy them, and specify a timeframe for improvement. All parties will sign this contract. Included in the contract will be a section stating that not meeting the expectations specified could result in early termination of his/her teaching assignment, removal from the teacher education program and/or an unsatisfactory grade. NOTE: Should the teacher candidate be placed in split placements or have more than one cooperating/mentor teacher, the document prepared in Step 2 will be shared with all cooperating/mentor teachers and academic supervisors. The teacher candidate will continue to be monitored for problems and deficiencies into subsequent placements, NOT restarting at Step 1 at this process. Communication should occur with the Director of OFPL as contract is created.

Step 3: If the problems continue, the Director of OFPL will become directly involved as outlined in *the Procedures for Due Process for Early Termination of an Off-Campus Teacher Education Assignment*.

When the concern regards an interpersonal issue between the teacher candidate and the mentor/cooperating teacher, it may be helpful for the PDS/education supervisor to meet separately with the teacher candidate and mentor/cooperating teacher to understand each perspective and assist with a strategy to correct the situation.

Stipend

For each full-time (16 weeks) teacher candidate, a stipend is paid to the school district by the university. The money is then added to the teacher(s) regular paycheck. Any questions about the payment should be first forwarded to the main office of the teacher's school district. The school district personnel can contact the ESU Elementary Education/Early Childhood/Special Education Office for Elementary Block 3 interns and the Office of Field Placement and Licensure for Secondary Phase II candidates should there be any further questions. Payments will be paid proportionally for placements that are less than 16 weeks. When a teacher candidate has more than one teacher, this stipend is divided among each teacher. Some cooperating schools have formulated a policy concerning the distribution of this payment. Each teacher should inquire of the building principal to determine the policy for that school.

The Role of Supervisors

Criteria to be a PDS/Education/Academic Supervisor

Note: PDS Supervisors supervise elementary student teachers and are EPP faculty. Education Supervisors are the lead supervisors who supervise secondary/PK-12 student teachers hired by the Office of Field Placement and Licensure but are not EPP faculty. Academic Supervisors are content area faculty who are hired by academic departments and supervise secondary/PK-12 student teachers.

PDS supervisors are typically full-time EPP faculty with elementary teaching experience. There are a few adjunct supervisors who are retired teachers with excellent teaching records and evidence of supervisory experience (retired principal, instructional coach, peer mentor).

Education supervisors must have PK-12 teaching experience and have held a PK-12 teaching certificate/license at some point. It is preferred these individuals have completed a master's degree. Many of these individuals are retired PK-12 teachers and/or administrators who serve as adjunct faculty members.

Academic supervisors are hired by the academic department and must be the criteria for hire in their respective departments.

Role of the PDS/Education/Academic Supervisor

The process of supervising teacher candidates is critically important to the candidate. It is also important for the Teacher, who has agreed to assume the responsibility for helping a candidate become a professional educator. Supervisors also complete the STAR Assessment and Disposition forms. Formal assessments must include written feedback to help the Teacher Candidate know specific areas that went well and areas that need improvement. The university depends upon the knowledge and experiences of supervisors in assisting teacher candidates and teachers. Supervisors are encouraged to communicate with each other regarding schedules and/or other needs regarding the teacher candidate.

Supervision of Block 3 Teacher Candidates

PDS Supervisors	1	Initial Visit (2 if split assignment*)
(Expertise in Elementary Ed.)	3	Formal Assessments (1 in 2nd 8 weeks if split)
	3	Meetings with candidate on campus

Additional visits may occur beyond what is above for Block 3 Teacher Candidates.

*PDS interns with an additional endorsed area of concentration will also be assigned an Academic Supervisor, who will conduct one additional assessment during the 8 week assignment.

Supervision of Secondary (Phase II) and Pre-K-12 Teacher Candidates

Education Supervisors	1	Initial Visit (2 or more if split assignment)
(Generalist)	2	Formal Assessments
	3	Meetings with candidate on campus
Academic Supervisors**	1 or 2	Formal Assessments**
(Expertise in Specific Field)	3	Meetings with candidate on campus

Note: 2 formal assessments for candidates with 1 teaching field (e.g. 2 per 16-week placement by Academic Supervisor)

2 formal assessments for candidates with 2 teaching fields (e.g. 1 per each 8-week placement by Academic Supervisor)

Supervisors also monitor teacher candidate progress through Canvas, communicating with the teacher candidate by viewing submitted *Weekly Conference Forms*, *Lesson Evaluations*, and *Dispositions* and *STAR* evaluations. Supervisors are available for the Mentor/Cooperating Teacher to contact when issues/concerns arise.

On-Campus Supervisor Meeting with Teacher Candidates

On-campus meetings will be held on the orientation dates, at midterm, and when teacher candidates return for their final meeting. Meetings with teacher candidates on campus are at the discretion of the Academic Supervisor, however all Teacher Candidates will meet with an Education/PDS Supervisor.

The following includes a list of possible topics that teacher candidates and Supervisors may want to discuss at the initial meeting on campus.

1. Kansas Performance Teaching Portfolio
2. Lesson planning
3. Visitation/Assessment dates
4. The teacher candidate's relationship with Teacher(s)
5. Online evaluation by the Teacher(s)
6. Suggestions for observations during the first week
7. When teaching, including 3 week full-time teaching, should start and end
8. Professional expectations for teacher candidates
9. Personal characteristics that enhance teaching
10. Discipline and motivation tips
11. Responsibilities outside the classroom
12. Discretion about comments made to others
13. Criticism of others
14. Variety of instructional strategies
15. Professional Education Standards (KSDE)
16. Relationships with students

Academic Supervisors often cover issues pertinent to their discipline and situation as well as their expectations for teacher candidates. There may some overlap, which reinforces the importance for teacher candidates.

Forms

(Examples only)
Used during Teacher Candidate's student teaching experience

Available at:
www.emporia.edu/teach/education-majors

Web link provides access to Word and PDF Fillable versions of forms, as well as instructions for the STAR Evaluation.

Weekly Conference Form
(submitted in Canvas by Teacher Candidate - Progress Report)

EMPORIA STATE
U N I V E R S I T Y

Student Teacher: _____ Mentor/Cooperating Teacher: _____

Week #:_____Date:_____ Absences: _____Times Tardy: _____

CONFERENCE AGENDA:

The Teachers College Conceptual Framework

THE PROFESSIONAL

SERVES	Provides service to society
APPLIES	Applies interdisciplinary scholarly knowledge
ENGAGES	Engages in effective practice
RESPONDS	Responds to uncertainty and change
REFLECTS	Relies on self-reflection
BELONGS	Belongs to professional community

EMPORIA STATE
U N I V E R S I T Y
The TEACHERS COLLEGE

TARGET ACTIVITIES:

Note: Please tie strengths/goals back to at least one of the six Conceptual Framework proficiencies as identified in "The Professional" image on the right-hand side of the page.

Strengths	**Goals for Growth**

_____   _____

Teacher Candidate Signature   **Teacher Signature**

Date _____   _____

Original to: Supervisor   Copies to: Principal, teacher & Teacher Candidate

Lesson Evaluation Form

Candidate/Intern: _____ **Grade Level:** _____ **Date:** _____

Directions: Please select a rating and provide feedback & suggestions in the box provided.
* Rating: Ineffective (I), Developing (D), Effective (E), & Highly Effective (H) - (see descriptors bottom)

When marking an indicator, the Mentor/Cooperating Teacher(s) and supervisor(s) should mark one of the following:

- **Highly Effective** (Exemplary) – The candidate/intern accomplishes the indicator at the level beyond that of an experienced first year teacher. The highly effective level signifies the candidate/intern is <u>above the target level</u> expected for a candidate (Effective) and convincingly demonstrates exceptional skill for the indicator with the ability to adapt and create new strategies/techniques. Examples/evidence as to how the candidate/intern has achieved the Highly Effective level should be specified in the "Feedback & Suggestions" section associated with the indicator.
- **Effective** (Target) – The candidate/intern accomplishes the indicator at a level reflecting classroom readiness with few minor deficiencies. At this level, the candidate/intern is often (but not always) able to recognize independently when teaching and learning are not going well and able to adapt. The effective level is the expected level of candidate/intern performance by the end of the student teaching/internship semester. Classroom readiness is defined as demonstrating proficiency to assume the professional role of a beginning, first-year teacher.
- **Developing** – The candidate/intern struggles to accomplish the indicator and/or is inconsistent with several minor deficiencies. The candidate/intern may be able to recognize when teaching and learning are not going well but is unable to adapt on her/his own. For this indicator, the candidate/intern does not demonstrate classroom readiness. Suggestions for growth of this indicator should be included in the "Feedback & Suggestions" section associated with the indicator.
- **Ineffective** – The candidate/intern demonstrates a lack of knowledge and/or ineffective implementation of indicator. He/she performs well below the expected level of performance (Effective) with significant deficiencies. Remediation may be necessary for the candidate/intern for this area. Examples of how the candidate/intern needs to improve with specific suggestions for improvement should be included in the "Feedback & Suggestions" section associated with the indicator.

	Components & Indicators	Rating*				Feedback
		I	D	E	H	
Construct 1: Learner & Learning	**1.1 The intern plans instruction based on learning and developmental levels of all students.** *Planning instruction, aligning instruction with student learning needs, using a variety of approaches/resources, & providing adaptations for instruction.*					
	1.2 The intern recognizes and fosters individual differences to maintain a positive classroom culture. *Getting to know all students, creating a culture of respect, & meeting needs of all students.*					
	1.3 The intern maintains a classroom environment conducive to learning. *Collaborating with students & establishing a safe, respectful, and academically challenging environment.*					
Construct 2: Content Knowledge	**2.1 The intern demonstrates a thorough knowledge of the content.** *Encouraging use of multiple representations, explanations, and a wide variety of experiences building student understanding.*					
	2.2 The intern provides a variety of innovative applications of knowledge. *Using problem solving, critical thinking skills and technology, exploring and delivering content through real world application of knowledge, & collaborating with colleagues to provide cross-curricular opportunities.*					

Construct 3: Instructional Practice	**3.1 The intern uses methods and techniques that are effective in meeting student needs.** *Planning rigorous activities, using objectives that align with standards, & meeting needs of students.*							
	3.2 The intern uses varied assessments to measure learner progress. *Providing opportunities for students to demonstrate learning, using assessment data to inform instruction, & providing feedback that encourages students to take responsibility for the learning.*							
	3.3 The intern delivers effective instruction for students. *Using a variety of strategies to engage and challenge students, incorporating strategies to differentiate and scaffold instruction, & engaging students in higher order thinking skills.*							
Construct 4: Professional Responsibility	**4.1 The intern engages in reflection and continuous growth.** *Engaging in ongoing and purposeful PD, reflecting on practice and seeking PD, & analyzing and reflecting on student data to guide instruction.*							
	4.2 The intern participates in collaboration and leadership opportunities. *Collaborating with multiple stakeholders, communicating in a variety of ways, & demonstrating leadership skills.*							

Overall Effectiveness of Lesson: I D E H	**General Comments:**
Evaluator's Signature: **Position:**	**Strengths:**
Candidate/intern's Signature:	**Goals for Growth:**

EMPORIA STATE UNIVERSITY **Teacher Candidate Conference Summary Evaluation**

<u>(Circle one)</u>

Fall   September evaluation   November evaluation

Spring   February evaluation   April Evaluation

Name of Teacher Candidate_____

School _____   Grade Level _____

Teacher   _____

Note: Please tie strengths/goals back to the at least one of the six Conceptual Framework proficiencies as identified in "The Professional" image on the bottom of the second page of this form.

<u>Strengths</u>

<u>Areas to Work On</u>

Teachers-Please do not omit this section!

Plans for the Next Four Weeks

Week 1

Week 2

Week 3

Week 4

My signature on this form indicates that I have reviewed this evaluation in conference with my teacher. It does not necessarily imply that I agree with the evaluation.

Signature of Teacher Candidate   Date_____

Signature of Teacher   Date_____

The Teachers College
Conceptual Framework

THE PROFESSIONAL

SERVES — Provides service to society

APPLIES — Applies interdisciplinary scholarly knowledge

ENGAGES — Engages in effective practice

RESPONDS — Responds to uncertainty and change

REFLECTS — Relies on self-reflection

BELONGS — Belongs to professional community

EMPORIA STATE
UNIVERSITY
The TEACHERS COLLEGE

Initial Visit Checklist
(For ALL Teacher Candidates)

Date: _____   On-site Visit_____

Teacher Candidate: _____   Supervisor: _____

Teacher(s): _____   Subject/Grade Level: _____

E Mail: _____

District/School: _____   Duration of On-site Visit: _____

_____ 1. Supervisor made contact with building administrator.

_____ 2. Student has turned in: 1) Health Certificate
                                   2) Blood Borne Pathogen Certificate
                                   3) Student Teaching Certificate

_____ 3. Supervisor(s), Teacher, and Teacher Candidate have exchanged contact information to be used during the semester for scheduling and support.

_____ 4. School and class schedules have been shared in Canvas with all supervisors.

_____ 5. Teacher Candidate is maintaining an orderly method for sharing daily journal, plans (including daily reflections), evaluations (routine, midterm, and final), schedules, etc.

_____ 6. Teacher Candidate has been introduced to faculty and school personnel.

_____ 7. Teacher Candidate has been provided with a workspace.

_____ 8. Teacher Candidate has been informed of and provided with emergency procedures (See Policies and Procedures -in Forms at back of Teacher Candidate Manual).

_____ 9. The Teachers College Conceptual Framework, the basis for evaluation, has been reviewed.

_____ 10. Teacher has established a regular conference time for planning, evaluation, and feedback.

_____ 11. A plan of progressive teaching integration has been developed and KPTP unit discussed. Full-time teaching should be completed before midterm unless extensive testing may delay this during spring. If not ready, this may be an indication additional support/communication is needed. Confer with Supervisor. **Teachers need to follow the schedule for Teacher Candidates to assure time for gradually returning teaching responsibilities to the teacher and for observing other classes.**

_____ 12. The KPTP requirements have been reviewed and the KPTP Overview, found on the KSDE Website.

_____ 13. The Teacher Manual has been reviewed.

_____ 14. Lesson plan format has been discussed and determined. Supervisors, if applicable, should also approve the format.

_____ 15. A schedule of assessments including dispositions has been discussed. Both midterm and final evaluations are required, even for 4 week and 8 weeks placements. Collaboration on evaluations is prohibited when a Teacher Candidate has multiple Teachers.

_____ 16. On-line assessment has been discussed and the submission through a Google link emailed to the Teacher and Supervisors.

_____ 17. Student Teacher Assessment Rubric (STAR) Evaluation and Dispositions in Teacher Candidate Manual, documentation procedures, have been reviewed, and the webcast has been watched.

_____ 18. Due process policy has been reviewed.

_____ 19. The Policies and Procedures have been reviewed.

_____ 20. The Supervisor has responded to any other questions or concerns.

_____ 21. Next visit-assessment date/time: _____

_____   _____

Teacher Candidate Signature   Supervisor Signature

Teacher Candidate Dispositions Assessment Form
(to be completed via a Google Link provided via OFPL to Teacher and Supervisors)

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

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

Rater Name: _____

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

Time of Completion (circle one): 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 four times throughout the teacher education program. (1) The first required 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 their EL 250 instructor (for elementary). (2) Dispositions will be assessed at the end of Phase I (by a Phase I instructor) or Block I (by a Block I instructor). (3) For elementary, dispositions will be assessed at the end of Block 2 (by a mentor teacher and/or Block 2 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 at entry (during Phase I/Block I) and at completion (after the 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 The Teacher Education Candidate: CAEP 1.1, 2.3, 3.3, 3.4)	Tag InTASC(KSDE Professional Ed) Conceptual Framework CAEP 1.1, 2.3, 3.3, 3.4	Unsatisfactory	Developing	Target	Exceptional
1. is punctual and reliable (meets deadlines regarding coursework, lesson plans, paperwork, email correspondence, etc. and has consistent, on-time attendance)	InTASC 9 CF: Service				
2. *assumes responsibility (comes prepared to class/to teach, takes responsibility for actions, follows directions)	InTASC 7, 9, 10 CF: Applies				
3. maintains a professional appearance and grooming	InTASC 9 CF: Service				
4. *demonstrates ethical behavior; maintains confidentiality and integrity	KS Code of Conduct for Educators InTASC 9 CF: Service, CAEP 3.6				
5. 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				
6. *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				
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				

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.

Note: Candidates complete a Disposition Self-Assessment during student teaching as well. Candidates are provided with a Google Link to complete this self-assessment.

ESU Student Teaching Assessment Rubric (STAR) Crosswalk Matrix

Rubric Construct (Aligns with 4 InTASC Categories)	Rubric Section (Aligns with InTASC Standards)	CAEP Component/ Cross-Cutting Theme	Rubric Evaluation Item	Kansas Professional Education Standard	The Teachers College Conceptual Framework
Learner & Learning	1.1: Learner Development (InTASC 1)	CAEP 1.1	1.1a Developmentally Appropriate Instruction	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.	Provides Service to Society
		CAEP 1.4			Provides Service to Society
		Diversity			Relies on Self-Reflection
		CAEP 1.1	1.1b Varied Instructional Strategies & Resources		Provides Service to Society
		CAEP 1.4			Provides Service to Society
		Diversity			
		CAEP 1.1	1.1c Appropriate Adaptations		Responds to Uncertainty & Change
		CAEP 1.4			
		Diversity			
	1.2: Learner Differences (InTASC 2)	CAEP 1.1	1.2a Learner Background	Standard 2: Learning Differences. The teacher uses understanding of differences in individuals, cultures, and communities to ensure inclusive learning environments that enable each learner to meet rigorous standards.	Provides Service to Society
		CAEP 1.4			
		Diversity			Responds to Uncertainty and Change
		Diversity	1.2b Classroom Culture		Responds to Uncertainty & Change
	1.3: Learning Environment (InTASC 3)	CAEP 1.1	1.3a Student Rapport	Standard 3: Learning Environment. The teacher works with others to create 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.	Responds to Uncertainty and Change
		CAEP 1.1	1.3b Pacing/Transitions		Responds to Uncertainty & Change
		CAEP 1.1	1.3c Classroom Management		Responds to Uncertainty & Change

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Content Knowledge

	2.1: Content Knowledge (InTASC 4)			2.2: Innovative Applications of Content Knowledge (InTASC 5)		
CAEP	CAEP 1.1 / CAEP 1.3	CAEP 1.1 / CAEP 1.3	CAEP 1.1 / CAEP 1.3	CAEP 1.1	CAEP 1.1	CAEP 1.1
Sub-standard	2.1a Content Representations	2.1b Content Clarity	2.1c Instructional Strategies for Content	2.2a Problem Solving	2.2b Real World Application	2.2c Cross-Curricular
Standard	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.			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.		
Attributes	Applies Interdisciplinary Scholarly Knowledge	Applies Interdisciplinary Scholarly Knowledge / Responds to Uncertainty & Change	Applies Interdisciplinary Scholarly Knowledge	Applies Interdisciplinary Scholarly Knowledge / Relies on Self-Reflection	Applies Interdisciplinary Scholarly Knowledge / Relies on Self-Reflection	Applies Interdisciplinary Scholarly Knowledge / Relies on Self-Reflection

Instructional Practice

3.1: Planning for Instruction (InTASC 7)

CAEP	Indicator	InTASC Standard	Outcome
CAEP 1.1, CAEP 1.4	3.1a Lesson Objectives	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.	Engages in Effective Practice
CAEP 1.1	3.1b Build on Prior Learning		Responds to Uncertainty & Change

3.2: Assessment (InTASC 6)

CAEP	Indicator	InTASC Standard	Outcome
CAEP 1.2	3.2a Varied Assessments	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.	Applies Interdisciplinary Scholarly Knowledge
CAEP 1.1			Engages in Effective Practice
CAEP 1.2	3.2b Data Analysis		Relies on Self-Reflection
CAEP 1.1	3.2c Feedback		Engages in Effective Practice
			Relies on Self-Reflection

3.3: Instructional Strategies (InTASC 8)

CAEP	Indicator	InTASC Standard	Outcome
CAEP 1.1, CAEP 1.5, Technology	3.3a Varied Instructional Strategies with Use of Technology	Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in relevant ways.	Responds to Uncertainty & Change
			Engages in Effective Practice
CAEP 1.1			Provides Service to Society
CAEP 1.4, Diversity	3.3b Differentiation		Engages in Effective Practice

Professional Responsibility

4.2: Collaboration & Leadership (InTASC 10)		4.1: Reflection & Continuous Growth (InTASC 9)	
CAEP 1.1	CAEP 1.1	CAEP 1.2	CAEP 1.1
4.2b Leadership	4.2a Collaboration	4.1b Self-Reflection	4.1a Professional Development
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.		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.	
Belongs to Professional Community	Belongs to Professional Community Engages in Effective Practice	Relies on Self-Reflection Engages in Effective Practice	Belongs to Professional Community Engages in Effective Practice

Emporia State University Evaluation of Student Teacher/Intern Evaluation Procedures using the Student Teacher Assessment Rubric (STAR)

(to be completed via a Google Link provided via OFPL to Teacher and Supervisors)

The indicators used on the Emporia State University Student Teacher Assessment Rubric assess the culminating phase of the pre-service experience. These indicators have been aligned with the Teachers College Conceptual Framework and the Kansas state professional standards. Candidates are expected to engage in effective practice, respond to uncertainty and change, apply interdisciplinary knowledge, rely on self-reflection, provide service to society, and belong to professional community.

Student teachers/interns are to be assessed according to their levels of achievement and provided with written documentation regarding their progress. At minimum, this assessment should be completed at the midterm and final point of the semester by the Mentor/Cooperating Teacher, the university supervisor and the content/academic supervisor. Each should complete her/his own separate evaluation of the student/intern. Completion of this evaluation rubric should not be based on a single observation but instead on the performance and progress of the student teacher/intern from the beginning of the field experience to the point of evaluation. (Please see list of Possible Sources of Evidence for the STAR for evaluating each of the indicators.)

When marking an indicator, the Mentor/Cooperating Teacher(s) and supervisor(s) should mark one of the following:
- **Highly Effective** (Exemplary) (2 points) – The student teacher/intern demonstrates implementation of the indicator at the level of a successful beginning teacher or beyond. Marking this level would indicate the student teacher/intern is above the level expected for a student teacher. This would indicate the student teacher/intern is very successful and demonstrates exceptional skill for the indicator. Examples as to how the student teacher/intern has achieved the Highly Effective level should be specified in the "Feedback & Suggestions" section associated with the indicator.
- **Effective** (Target) (2 points) – The student teacher/intern demonstrates implementation of the indicator at a level expected for a student teacher/intern. (This is the expected level of performance for student teachers by the Final Evaluation.)
- **Developing** (1 point) – The student teacher/intern demonstrates a developing level of implementation for the indicator but at a level below that expected of a student teacher. He/she struggles to fully implement the indicator successfully into practice. Suggestions for growth of this indicator should be included in the "Feedback & Suggestions" section associated with the indicator.
- **Ineffective** (0 points) – The student teacher/intern demonstrates a lack of knowledge and/or ineffective implementation of indicator. He/she performs well below the expected level of performance for a student teacher. Some remediation may be necessary for the student teacher/intern this this area. Examples of how the student teacher/intern needs to improve with specific suggestions for improvement should be included in the "Feedback & Suggestions" section associated with the indicator.

Maximum Points Possible: 50 points (Expectation is achievement of *"Effective"* (2 points) for each indicator by the final student teaching/internship evaluation.)

Minimum Level of Proficiency: 35 points

- For those candidates earning a score below 35 on any evaluation during the semester, Mentor/Cooperating Teachers and supervisors will consult with the Office of Field Placement and Licensure to determine if a performance contract is needed for the candidate. If this is evaluation is a final evaluation, it could mean failure to pass student teaching/internship and/or remediation and extension of student teaching .
- Candidates must achieve an average of 35 or higher on the average of all final student teaching evaluation to pass student teaching/internship.

FINAL GRADES:		POINTS POSSIBLE:
A	-----------------	45 - 50
B	-----------------	40 - 44
C	-----------------	35 - 39
D	-----------------	30 - 34
F	-----------------	29 or less

Emporia State University: (STAR) Student Teacher Assessment Rubric-- Possible Sources of Evidence

To ensure that each student learns new knowledge and skills, Interns must understand that learning and developmental patterns vary individually, that students bring unique individual differences to the learning process, and that students need supportive and safe learning environments to thrive.

1.1 Learner Development: The intern planned instruction based on the learning and developmental levels of all students.

	Ineffective	Developing	Effective	Highly Effective
1.1a Developmentally Appropriate Instruction	◯ The evidence indicates that the intern planned the same instruction for all students with no consideration given to students' varying developmental levels.	◯ The evidence indicates that the intern demonstrated a partial understanding of students' developmental levels, planning instruction that aligned to the developmental levels of most (at least 50%) of the students; however, instruction was still inappropriate for specific groups of students.	◯ The evidence indicates that the intern demonstrated an accurate understanding of students' developmental levels, planning instruction that aligned with overall subsets of student's developmental levels. (Captured needs of groups/subsets of students but could not address the individualized needs of all students.)	◯ The evidence indicates that the intern demonstrated an accurate understanding of students' developmental levels and was able to plan and articulate specific strategies for instruction aligned to the developmental learning level of each student and groups of students.
1.1b Varied Instructional Approaches & Resources	◯ The evidence indicates that the intern used instructional approaches and resources not relevant to the lesson or were inappropriate for students.	◯ The evidence indicates that the intern used appropriate instructional approaches and resources to support learning goals but did not actively engage students in learning.	◯ The evidence indicates that the intern used varied instructional approaches and resources aligned to the instructional purposes of the lesson and appropriate to support learning goals, actively engaging students in the learning.	◯ The evidence indicates that the intern used varied instructional approaches and resources aligned to the instructional purposes of the lesson and appropriate to support the learning goals, actively engaging students in the learning and providing varied options for students to demonstrate mastery.
1.1c Appropriate Adaptations	◯ The evidence indicates that the intern did not recognize the need to and/or did not attempt to provide adaptation of plans and instruction to make the lesson accessible and challenging to meet students' learning needs.	◯ The evidence indicates that the intern recognized the need and attempted to provide adaptation of plans and instruction to make the lesson accessible to and challenging to meet the students' learning needs but the adaptation was inappropriate.	◯ The evidence indicates that the intern recognized the need and was able to provide for appropriate adaptations of plans and instruction to support student learning needs, making learning accessible and challenging for most but not all students.	◯ The evidence indicates that the intern recognized the need and was able to select a variety of appropriate adaptations of plans and instruction to support students' individual learning needs to make learning accessible and challenging for all students in the classroom.

Possible Sources of Evidence for Learner Development:
Lesson/unit plans   KPTP
Observation/Video
Weekly conference notes
Weekly lesson evaluations
Candidate reflections

1.2 Learner Differences: The intern recognized and fostered individual differences to encourage a positive classroom culture.

	Ineffective	Developing	Effective	Highly Effective
1.2a Learner Background	○ The evidence indicates that the intern demonstrated a lack of familiarity with students' backgrounds (analysis of students' readiness for learning and prior experiences).	○ The evidence indicates that the intern demonstrated only partial familiarity with the students' background (analysis of students' readiness for learning and prior experiences) and/or was unable to use this information to inform instruction.	○ The evidence indicates that the intern demonstrated familiarity with groups (but not individuals) of students' background (analysis of students' readiness for learning and prior experiences) and was able to use this information to inform instruction.	○ The evidence indicates that the intern demonstrated familiarity with the each students' background (analysis of students' readiness for learning and prior experiences) and was able to use this information to inform instruction.
1.2b Classroom Culture	○ The evidence indicates that the intern did not incorporate knowledge of individual students to create a classroom culture of respect and rapport that meets the needs of all students.	○ The evidence indicates that the intern used partial analysis of students' backgrounds to create a positive culture of respect and rapport in the classroom but tailored to specific populations of students versus meeting the needs of all students.	○ The evidence indicates that the intern accurately analyzed students' backgrounds to create a positive culture of respect and rapport in the classroom that meets the needs of all students.	○ The evidence indicates that the intern accurately analyzed students' backgrounds to create a positive culture of respect and rapport in the classroom that meets the needs of all students and can articulate the connection between specific strategies, content and delivery used to meet the needs of individual students and groups of students in the classroom.

Possible Sources of Evidence for Learner Differences:

Lesson/unit plans

Pre/post assessment

Weekly conference notes

Candidate reflections

Behavior/office referrals

Interactions of candidate with students and/or parents

PK-12 student reflections/contributions of personal experiences in classroom setting

PK-12 student writings

Classroom rules/expectations (demonstration of fairness)

KPTP

1.3 Learning Environment: The intern encouraged a classroom environment conducive to learning.

	Ineffective	Developing	Effective	Highly Effective
1.3a Student Rapport	◯ The evidence indicates that the intern has little or no positive rapport with the students (e.g., the intern may respond disrespectfully to students or ignore their questions or comments).	◯ The evidence indicates the intern is fair in the treatment of students and establishes a basic rapport with them (e.g., the intern address students' questions or comments but does not inquire about their overall well-being).	◯ The evidence indicates the intern has a positive rapport with students and demonstrates respect for and interest in all students (e.g., the intern makes eye contact and connects with individual students).	◯ The evidence indicates that the intern has a positive rapport with students and demonstrates respect for and interest in individual student's experiences, thoughts and opinions (e.g., the intern responds quietly, individually, and sensitively to student confusion or distress).
1.3b Pacing/Transitions	◯ The evidence indicates that the intern uses transitions that are inefficient with considerable time lost. Students are disengaged.	◯ The evidence indicates the intern transitions between learning activities but with some loss in instructional time. Students remain engaged in lesson.	◯ The evidence indicates that the intern transitions efficiently and smoothly between learning activities with minimal loss of instructional time, using varied learning situations such as whole class, cooperative learning, small groups and independent learning.	◯ The evidence indicates that the intern uses transitions that are seamless, effectively maximizing instructional time, and combining independent, collaborative, and whole class learning situations.
1.3c Classroom Management	◯ The evidence indicates that the intern is often unaware of behavior issues and/or failed to address the behavior issues appropriately or at all.	◯ The evidence indicates that the intern monitors for and appropriately responds to behavior (both positive and negative behaviors) but responses to behavior are inconsistent.	◯ The evidence indicates that the intern has set clear expectations for student behavior that includes monitoring and responding to student behavior (both positive and negative) in a way that is consistent, appropriate and effective for meeting classroom and individual student needs.	◯ The evidence indicates that the intern uses research-based strategies to lessen disruptive behaviors and reinforce positive behaviors in the classroom. Response to student behavior is consistent, appropriate and effective for meeting the individual needs of all students.

Possible Sources of Evidence:
Interactions with students
Feedback to students
Classroom rules/expectations
Observation/Video
Candidate reflections
Weekly lesson evaluations

Construct 2: Content Knowledge

Teachers must have a deep and flexible understanding of their content area(s) and be able to draw upon it as they work with students to access information, apply knowledge in real world settings and work with meaningful issues.

2.1 Content Knowledge: The intern demonstrated a thorough knowledge of content.

	Ineffective	Developing	Effective	Highly Effective
2.1a Content Representations	◯ The evidence indicates that the intern demonstrated limited knowledge of the important content in the discipline.	◯ The evidence indicates that the intern demonstrated knowledge of the important content using explanations that were accurate and clear but limited in scope, leading to student confusion.	◯ The evidence indicates that the intern displayed knowledge of the important content in the discipline by using multiple representations and explanations, clearly identifying how concepts related to one another.	◯ The evidence indicates that the intern displayed extensive knowledge of the important concepts in the discipline by using multiple representations, explanations, and a wide variety of experiences and opportunities to allow learners to tie concepts together.
2.1b Content Clarity	◯ The evidence indicates that the intern was unable to identify possible student misconceptions or confusion or provided explanations that were illogical or inaccurate.	◯ The evidence indicates that the intern was able to identify possible student misconceptions/confusion but is not always able to provide an effective alternate explanation.	◯ The evidence indicates that the intern was able to identify possible student misconceptions/confusion and to re-explain topics to ensure understanding.	◯ The evidence indicates that the intern anticipated possible student confusion by presenting content information in multiple formats and clarifying content before students ask questions.
2.1c Instructional Strategies for Content	◯ The evidence indicates that the intern used inappropriate content-related strategies, including ineffective question and discussion techniques.	◯ The evidence indicates that the intern used appropriate content-related strategies, including beginning level questioning and discussion techniques, but developmentally inappropriate terminology/language to build understanding of content for all students.	◯ The evidence indicates that the intern used appropriate content-related strategies, including effective questioning and discussion techniques, and developmentally appropriate terminology/language to build an understanding of content for all students.	◯ The evidence indicates that the intern effectively used appropriate content-related strategies and developmentally appropriate terminology/language, including varied levels of questioning and discussion techniques, to build a higher-level of understanding of content for all students.

Possible Sources of Evidence:

Lesson/unit plans

Observation/video

Weekly lesson evaluations

Candidate reflections

Candidate developed assessments

Weekly conference notes

2.2 Innovative Applications of Content Knowledge: The intern provided a variety of innovative applications of knowledge.

	Ineffective	Developing	Effective	Highly Effective
2.2a Problem Solving	◯ The evidence indicates that the intern did not or inappropriately used problem solving as a way to explore content.	◯ The evidence indicates that the intern used problem solving as a way to explore content; however, the lesson was almost entirely teacher-directed, limiting independent, creative and critical thinking by the students.	◯ The evidence indicates that the intern used problem solving as a way to explore content with a balance between teacher-directed and student-led learning activities in such a way that it encouraged independent, creative and critical thinking by the students.	◯ The evidence indicates that the intern used problem solving as a way to explore content in a student-led (teacher as facilitator) learning format, encouraging independent, creative and critical thinking by the students.
2.2b Real World Application	◯ The evidence indicates that the intern could not provide meaningful connections between lesson content and real world application of content.	◯ The evidence indicates that the intern provided meaningful connections between the lesson content and real-world experiences.	◯ The evidence indicates that the intern provided meaningful connections between the lesson content and real-world experiences by providing an opportunity for students to apply learning using real world application of content.	◯ The evidence indicates that the intern provided opportunities to students to apply learning using real world application of content through varied experiences, leading students to make meaningful and relevant connections between the lesson content and real-world application of content.
2.2c Cross-Curricular	◯ The evidence indicates that the intern focused on specific content only with no cross-curricular learning opportunities.	◯ The evidence indicates that the intern provided cross-curricular learning opportunities; however, the connections between content and other disciplines were not clear and/or left students confused.	◯ The evidence indicates that the intern provided meaningful and purposeful cross-curricular learning opportunities, with clear connections between content and other disciplines.	◯ The evidence indicates that the intern provided varied, meaningful and purposeful cross-curricular learning opportunities, with clear connections between content and other disciplines, leading to a higher level of student understanding of content.

*mentor/coop teach/Supervisors

Possible Sources of Evidence:
Lesson/unit plans
PK-12 student projects/assignments
Observation/video
Weekly lesson evaluations

Construct 3: Instructional Practice

Effective instructional practice requires that teachers understand and integrate planning, instructional strategies and assessment in coordinated and engaging ways.

3.1 Planning for Instruction: The intern used methods and techniques that are effective in meeting student needs.

	Ineffective	Developing	Effective	Highly Effective
3.1a Lesson Objectives	◯ The evidence indicates that the intern developed lesson objectives that were inappropriate or too general to guide lesson planning and/or were not aligned with district, state, and/or national standards, including College and Career Readiness Standards (CCRS).	◯ The evidence indicates that the intern planned activities using student-appropriate objectives that were aligned with district, state and/or national standards, including CCRS, but did not include measureable goals.	◯ The evidence indicates that the intern planned challenging activities using student-appropriate and measurable objectives that aligned with district, state and/or national standards, including CCRS.	◯ The evidence indicates that the intern planned challenging activities using student appropriate and measureable objectives that aligned with district, state and/or national standards, including CCRS, to meet a range of student needs.
3.1b Build on Prior Learning	◯ The evidence indicates that the intern sequenced instruction with no consideration given to students' prior knowledge of the content or how the content connects to previous or future learning.	◯ The evidence indicates that the intern attempts to build on students' prior knowledge and identify how the content connects to previous and future learning but is not completely successful.	◯ The evidence indicates that the intern appropriately plans and sequences instruction to build on student's prior learning and clearly identifies how the content connects to previous and future learning.	◯ The evidence indicates that the intern appropriately plans and sequences instruction providing multiple pathways for student learning building upon student's prior learning and unique learning needs. The connection between how content connects to previous and future learning is clear.

> **Possible Sources of Evidence**:
> Lesson/unit plan aligned to standards
> KPTP
> Candidate reflections
> Weekly conference notes
> Weekly lesson evaluations
> Observation/video

3.2 Assessment: The intern used varied assessments to measure learner progress.

	Ineffective	Developing	Effective	Highly Effective
3.2a Varied Assessments	◯ The evidence indicates that the intern did not provide opportunities for students to demonstrate learning by using formative, summative, informal and/or formal assessments.	◯ The evidence indicates that the intern provided a single opportunity for students to demonstrate learning by using a formative, summative, informal and/or formal assessment and/or only used informal assessments to check student understanding.	◯ The evidence indicates that the intern provided multiple opportunities for students to demonstrate learning by using formative, summative, informal, and/or formal assessments. (*Must demonstrate use of more than just informal & summative assessments.)	◯ The evidence indicates that the intern provided multiple opportunities for students to demonstrate learning by using formative, summative, informal, and/or formal assessments. Assessments were differentiated choices to match a full range of student needs and abilities. (*Must demonstrate use of more than just informal & summative assessments.)
3.2b Data Analysis	◯ The evidence indicates that the intern did not analyze student learning data to inform future instruction.	◯ The evidence indicates that the intern attempted to analyze student learning data but struggled to effectively utilize the data to inform future instruction.	◯ The evidence indicates that the intern analyzed student learning data identifying student strengths and areas for growth to inform future instruction to meet the learning needs of the student group as a whole.	◯ The evidence indicates that the intern analyzed student learning data to identify student strengths and areas for growth to inform future instruction to meet the specific, individualized learning needs of all students.
3.2c Feedback	◯ The evidence indicates that the intern did not provide or provided inappropriate feedback to students about their performance.	◯ The evidence indicates that the intern provided general feedback to students about their performance.	◯ The evidence indicates that the intern provided substantive, specific and timely feedback to students about their performance.	◯ The evidence indicates that the intern provided substantive, specific and timely feedback to students about their performance and encouraged students to engage in self-assessment, demonstrating awareness of their own strengths and weaknesses.

Possible Sources of Evidence:
Candidate developed assessments
KPTP
Lesson/unit plans
Candidate reflections on assessments & data
Candidate feedback to students
Observation/video
Weekly conference notes

3.3 Instructional Strategies: The intern delivered comprehensive instruction for students.

	Ineffective	Developing	Effective	Highly Effective
3.3a Varied Instructional Strategies & Technology	◯ The evidence indicates that the intern did not use available technologies as an instructional strategy.	◯ The evidence indicates that the intern used appropriate instructional strategies, including use of at least one available technology, to engage and challenge students.	◯ The evidence indicates that the intern used a variety of instructional strategies, including available technologies, to engage and challenge students in a variety of learning situations.	◯ The evidence indicates that the intern used a variety of instructional strategies, including available technologies, to engage and challenge students in a variety of learning situations allowing students to take ownership of their learning.
3.3b Differentiation	◯ The evidence indicates that the intern taught the lesson using the same strategies for all students with little thought given to differentiating instruction.	◯ The evidence indicates that the intern differentiated instruction for a small subset of students (only a few students) but most strategies were targeted to the group as a whole.	◯ The evidence indicates that the intern used multiple strategies to differentiate and scaffold information to meet the needs of groups of students. (Captured needs of groups/subsets of students but could not address the individualized needs of all students.)	◯ The evidence indicates that the intern used multiple strategies to differentiate and scaffold information so it is accessible to all students.

Possible Sources of Evidence:
Observation/video
Lesson/unit plans
Weekly lesson evaluations
Candidate reflection
KPTP

Construct 4: Professional Responsibility

Creating and supporting learning environments that result in students achieving at the highest levels is an intern's primary responsibility. To do this well, interns must engage in professional self-renewal, which means they regularly examine their own practice through self-reflection and collaboration and accept support and feedback from mentor teachers/supervisors that assures a continuous cycle of self-improvement.

4.1 Reflection and Continuous Growth: The intern engaged in reflection and continuous growth.

	Ineffective	Developing	Effective	Highly Effective
4.1a Professional Development	○ The evidence indicates that the intern did not participate in professional development.	○ The evidence indicates that the intern actively participated in professional development opportunities relevant to student learning but was unable to make application of the professional development in their teaching.	○ The evidence indicates that the intern engaged in professional development opportunities relevant to student learning and attempted application of activities in their teaching.	○ The evidence indicates that the intern engaged in professional development opportunities relevant to student learning and successfully made application of activities in their teaching.
4.1b Self-Reflection	○ The evidence indicates that the intern did not reflect on her/his practices or was unable to accurately self-assess her/his performance.	○ The evidence indicates that the intern demonstrated the ability to reflect on practices and could identify strengths and opportunities for improvement.	○ The evidence indicates intern demonstrated the ability to reflect on her/his practice, identify strengths and opportunities for improvement and took action on this information, leading to self-improvement.	○ The evidence indicates that the intern demonstrated the ability to reflect on her/his practice, identify strengths and opportunities for improvement and take action, understanding the connection between self-assessment to improve practice and improved student learning in the classroom.

Possible Sources of Evidence:
Professional development attendance log
Candidate reflections on professional development implementation on lesson/future lessons
Candidate reflection to video recordings (KPTP)
Use of analysis of student assessment data to improve instruction/demonstrate student growth (KPTP)
Weekly conference notes (with goals)

4.2 Collaboration and Leadership: The intern participated in collaboration and leadership opportunities.

	Ineffective	Developing	Effective	Highly Effective
4.2a Collaboration	○ The evidence indicates that the intern did not collaborate with colleagues* about school issues.	○ The evidence indicates that the intern met with and discussed school issues with colleagues* and other stakeholders.	○ The evidence indicates that the intern collaborated on multiple occasions with colleagues* and stakeholders in leadership, school, and professional activities.	○ The evidence indicates that the intern collaborated with multiple stakeholders in school and professional activities using a variety of methods of communication.
4.2b Leadership	○ The evidence indicates that the intern did not demonstrate leadership skills by initiating, advocating, and/or leading activities in the classroom.	○ The evidence indicates that the intern demonstrated leadership skills by initiating, advocating, or leading at least one activity in the classroom.	○ The evidence indicates that the intern demonstrated leadership skills by initiating, advocating, and/or leading multiple activities in the classroom to improve and support student learning.	○ The evidence indicates that the intern demonstrated leadership skills by initiating, advocating, and/or leading multiple activities with multiple stakeholders to improve and support student learning.

*mentor/coop teach/Supervisors

> **Possible Sources of Evidence:**
> Candidate reflections
> Copies of communications with colleagues
> Weekly conference notes
> Meetings attended (IEP, PLC, etc.)
> List of leadership activities (resume/vitae)

Note to Mentor/Cooperating Teachers:

1. Submit through a link in Google emailed to you as the Mentor/Cooperating Teacher.
2. Email the confirmation of completing this form to: fieldplacement@emporia.edu with "I completed (student's name) final evaluation on-line." In the body of the email.

THANK YOU!!

Examples of Lesson Plan Templates & Surveys

SAMPLE LESSON PLANS

Daily Lesson Plan

Subject: Grade Level: Date:

Objective(s):

District Outcome(s) and/or State/National Standard(s):

Materials Needed:

Introduction/Set:

Communication of Objective(s):

Input:

Modeling:

Guided Practice:

Check for Understanding:

Independent Practice/Assignment (as appropriate):

Closure/Wrap up:

Assessment/Evaluation:

Adaptations:

References/Resources Used:

No-Nonsense Lesson Planning Form *

Teacher's Name: _____ Grade: _____

Lesson Topic/Title: _____

Objectives/Outcomes: By the end of this lesson, students will be able to:

_____

_____

Instructional Activities: (Briefly, describe what you and the students will DO to achieve the objectives of this lesson):

_____

_____

_____

_____

_____

Evaluation: (Whether you assess student's success during or at the end of this lesson, or wait until the end of the unit, describe what and how you'll check as evidence your students have achieved the lesson's objectives)

_____

_____

Place a check mark to the left of any special conditions listed below that may apply to this lesson:
_____ May require more preparation/set-up time than usual
_____ I will need to secure materials NOT available to school including:

_____

_____Lesson will require special safety precautions.
_____Other special concerns: _____

* Lesson plan form developed by Dr. Scott Irwin, ESU Science/Mathematics Education Center, 1993.

Examples of Surveys concluding the Teacher Candidate Professional Semester

The following page are examples of the surveys teacher candidates the cooperating/mentor teacher and/or the supervisor will have the opportunity to complete at the end of the semester. Teacher candidates and mentor/cooperating teachers will have an opportunity to complete a survey of your experience with the PDS/education supervisor or academic supervisor you worked with for the teacher candidate in your classroom during the semester. Teacher candidates and supervisors will also complete a survey based on their experiences with the mentor/cooperating teacher. These will come to via an email with a link to the survey. Thank you in advance for completing the survey.

Diversity Preparedness Survey
(completed by the teacher candidate)

Semester and Year: _____

Based on your placement, check as many as apply:
_____Elementary   _____Middle School   _____High School   _____PK-12

Check the department(s) to which your placement applies:
_____Art
_____Physical Sciences
_____Biological Sciences
_____Psychology/Art Therapy/Rehab/MHC
_____Business Administration & Education
_____Health/Physical Education/Recreation
_____Communications/Theatre
_____Social Sciences
_____Early Childhood/Elementary Education
_____Mathematics/Computer Science/Econ
_____English/Modern Languages/Journalism
_____Music

Please answer the following questions by circling the response which best corresponds to your experiences. Considering all my course work at ESU to this point, I feel _____ prepared to deal with:

	Well-prepared (WP)	Adequately-prepared (AP)	Ill-prepared (IP)	Not-prepared (NP)
Students with physical challenges	WP	AP	IP	NP
Students with cognitive challenges	WP	AP	IP	NP
Students with emotional/behavioral challenges	WP	AP	IP	NP
Students with different modality preferences	WP	AP	IP	NP
Students of the various gender identities	WP	AP	IP	NP
Students from various racial/ethnic backgrounds	WP	AP	IP	NP
Students from diverse family structures	WP	AP	IP	NP

EMPORIA STATE UNIVERSITY
Office of Field Placement and Licensure

Assessment of Mentor/Cooperating Teacher by the Education/Academic Supervisor/Site Coordinator

The purpose of this survey is to gain your perception of the mentor/cooperating teacher's collaboration with you and your student teacher/intern over the course of this semester. Please respond to each item honestly and objectively. Please note that your responses to this survey will remain confidential and will not be directly shared with the person(s) you are evaluating. Results will be combined for all evaluated and shared as an aggregated total to protect the anonymity of respondents.

*Please complete a survey for each Mentor/Cooperating Teacher with whom you had a student teacher/intern placed this semester (if applicable).

Education/Academic Supervisor Name: _____ Date: _____

Name of Cooperating Teacher/Mentor: _____

Check Type of Placement:___PDS/Elementary___MiddleSchool___HighSchool___Pre K-12

Check Your Department(s):
_____Art   _____Physical Science
_____Biology   _____Psychology
_____Business   _____Health/Physical Education
_____Communications/Theatre   _____Social Studies
_____Elementary Ed.   _____Mathematics

YES   NO The mentor/cooperating teacher submitted the mid-term and /or final student teaching evaluations on time.

YES NO I would be willing to work with this mentor/cooperating teaching again with another student teacher.

Please apply the following rating scale: 4. Excellent   3. Good   2. Fair   1. Poor   Not Applicable

_____   1. Quality of support and assistance provided by the mentor/cooperating teacher to the student teacher.

_____   2. Quality of the feedback provided by the mentor/cooperating teacher to the student teacher/intern (consider content, timeliness, fairness and consistency of feedback).

_____   3. Reasonable degree of flexibility provided by the mentor/cooperating teacher to the student teacher/intern to use his/her own ideas, techniques and approaches when teaching.

_____   4. Ability of mentor/cooperating teacher to be an effective model of best practices in the classroom.

_____   5. Availability of communication of mentor/cooperating teacher with you (the University Supervisor) in regards to the student teacher/intern.

COMMENTS: (Please include any additional comments you may have regarding the Mentor/Cooperating Teacher.)

EMPORIA STATE UNIVERSITY
Office of Field Placement and Licensure

Assessment of Education/Academic Supervisor/Site Coordinator by the Mentor/Cooperating Teacher

The purpose of this survey is to gain your perception of the university supervisor's collaboration with you and your student teacher/intern over the course of this semester. Please respond to each item honestly and objectively. Please note that your responses to this survey will remain confidential and will not be directly shared with the person(s) you are evaluating. Results will be combined for all evaluated and shared as an aggregated total to protect the anonymity of respondents.
*Please complete a survey for both the Education Supervisor and Academic Supervisor (if applicable).

Mentor/Cooperating Teacher's Name: _____ Date: _____

Supervisor's Name: _____

Check Whether :   _Education Supervisor/Site Coordinator   Academic (Content) Supervisor

Check Type of Placement:___PDS/Elementary___MiddleSchool___HighSchool___Pre K-12

Check Your Department(s):
_____Art   _____Physical Science
_____Biology   _____Psychology
_____Business   _____Health/Physical Education
_____Communications/Theatre   _____Social Studies
_____Elementary Ed.   _____Mathematics

YES NO The university supervisor provided the student teacher/intenr with a written evaluation following each observation.

YES NO I would be willing to work with this university supervisor again with another student teacher/intern.

Please apply the following rating scale:
4. Strongly Agree   3. Agree 2. Disagree   1. Strongly Disagree Not Applicable

_____   1.   Provided appropriate support and assistance to the student teacher/intern.

_____   2.   Clearly communicated expectations for student teaching/internship.

_____   3.   Responded in a timely manner.

_____   4.   Kept scheduled appointments and was one time, or gave adequate notice of the need to reschedule.

_____   5.   Observed the student teacher teaching/intern and stayed for the appropriate amount of time (at least one full class period).

_____   6.   Provided relevant and useful feedback to the student teacher/intern.

COMMENTS: (Please include any additional comments you may have regarding the university supervisor.)

EMPORIA STATE UNIVERSITY
Office of Field Placement and Licensure

Assessment of PDS/Education/Academic Supervisor by the Intern/Student Teacher

(Fill Out a New Feedback FORM FOR EACH Supervisor)

Supervisor Name:_____ Date:_____

Check Whether:_____Education Supervisor/Site Coordinator _____Academic Supervisor

Check Type of Placement:___PDS/Elementary___MiddleSchool___HighSchool___Pre K-12

Check **Your** Department(s):

_____Art	_____Physical Science
_____Biology	_____Psychology
_____Business	_____Health/Physical Education
_____Communications/Theatre	_____Social Studies
_____Elementary Education	_____Mathematics
_____English/Journalism/Modern Languages	_____Music

Please apply the following rating scale:

1. Strongly Agree   2. Agree   3. Disagree   4. Strongly Disagree

_____   1. The supervisor met with me when scheduled to do so.

_____   2. The supervisor explained his/her expectations for student teachers early in the semester.

_____   3. The supervisor made specific suggestions on how you should approach teaching responsibilities during the semester.

_____   4. Conferences held with the supervisor during the semester were beneficial.

_____   5. The supervisor made specific suggestions when the need for corrections/improvement was cited.

_____   6. The supervisor shared specific examples of teaching strategies.

_____   7. The supervisor was positive and supportive.

_____   8. The supervisor communicated clearly his/her expectations throughout the semester.

_____   9. If necessary, the supervisor assisted in resolving problems encountered during the semester.

_____   10.The supervisor responded to communications with the student teacher within 3 school days during the
    student teaching period.

COMMENTS:

Intern/Student Teacher Feedback Form
To be completed by the Intern/Student Teacher
(All Responses Will Be Confidential)

*FILL OUT A NEW FEEDBACK FORM FOR EACH MENTOR/COOPERATING TEACHER!

_____ _____ _____
Cooperating/Mentor Teacher*   *Grade/Subject*   *Date*

_____ _____ _____
Building   *District Number   District Name*

Circle the appropriate response.

YES   NO   1.   The mentor/cooperating teacher welcomed and accepted me in a professional manner.

YES   NO   2.   An orientation to the school building, its faculty and staff, the resource materials (including policy manual/handbook) and facilities was conducted no later than the first week of placement.

YES   NO   3.   I was instructed in the mentor/cooperating teacher's attendance and grade management system.

YES   NO   4.   The mentor/cooperating teacher scheduled at least one weekly conference or met with me daily to evaluate my progress and plan for future improvements.

YES   NO   5.   The mentor/cooperating teacher gave assistance in solving problems encountered during the assignment.

YES   NO   6.   The mentor/cooperating teacher observed my teaching and discussed my strengths as well as areas needed improvement.

YES   NO   7.   The mentor/cooperating teacher's mid-term and final evaluation were clearly communicated and meaningful to me.

YES   NO   8.   I was allowed a reasonable degree of flexibility to use my own ideas, techniques, and approaches when teaching.

YES   NO   9.   The mentor/cooperating teacher was supportive, even when making suggestions for improvement.

YES   NO   10. The mentor/cooperating teacher left the room so I could experience the full responsibility for directing and controlling the classes.

PLEASE USE REVERSE SIDE FOR SPECIFIC COMMENTS