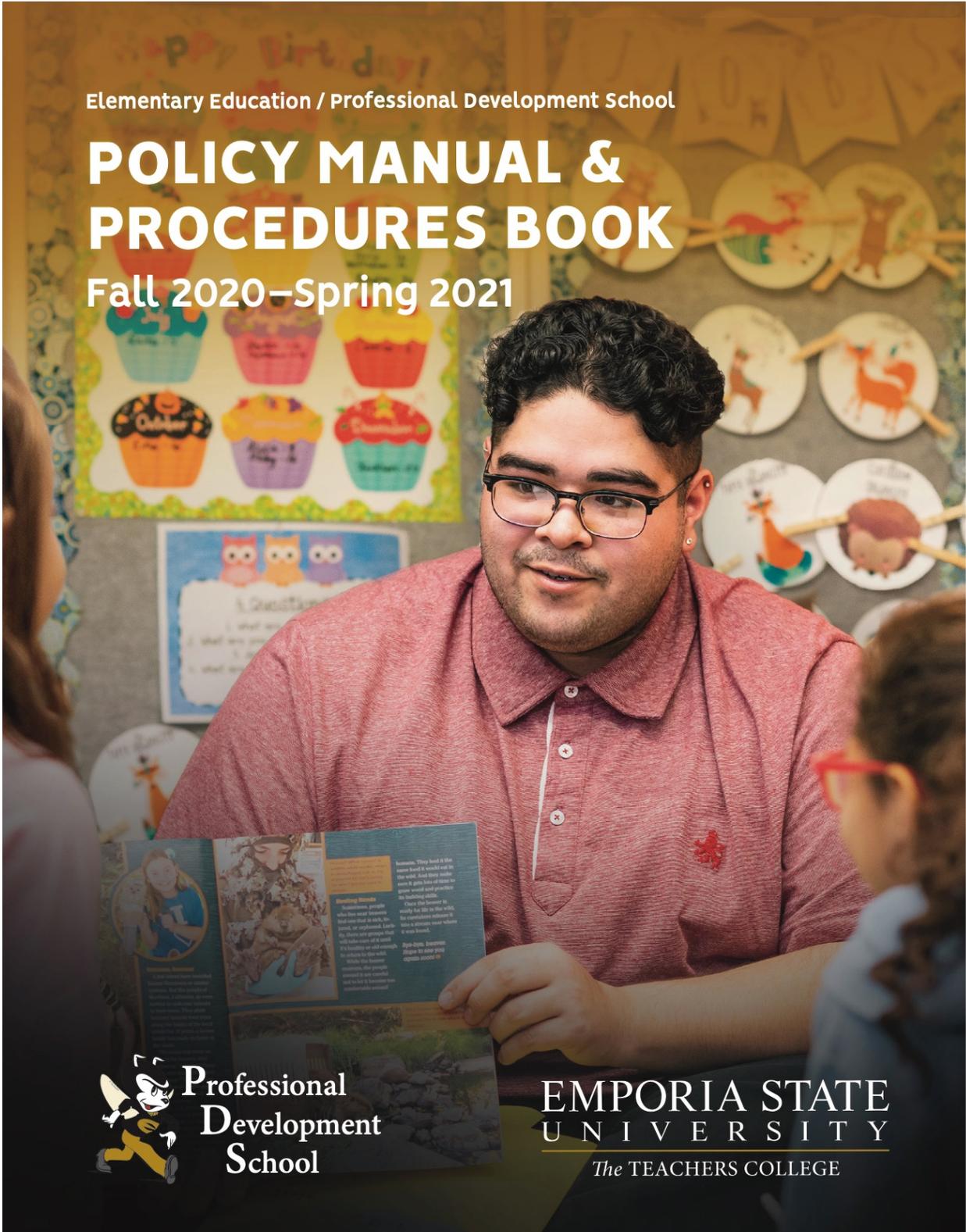


Elementary Education / Professional Development School

POLICY MANUAL & PROCEDURES BOOK

Fall 2020–Spring 2021



Professional
Development
School

EMPORIA STATE
UNIVERSITY

The TEACHERS COLLEGE

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Welcome

Dear Elementary Education Candidate,

Congratulations on your admission to our elementary education program and welcome to the Professional Development School at Emporia State University. You have put in hard work and effort to get to this place in your education journey and we are excited you have decided to include us in your endeavors.

In this Elementary Education/Professional Development (PDS) School Policy and Procedure Manual, you will find information about ESU personnel, PDS sites, Block Two and Block Three experiences, and policies. Please take the time to read through this information. It will be explained in more detail as you proceed through our program.

This is the beginning of your experience as a professional in elementary education. Please reach out to your professors, supervisors, mentor teachers, or me with any questions you may have along your journey. We wish you the best during each of your semesters.

Best,

Sara Schwerdtfeger, PhD

Professional Development School (PDS) Director

Elementary Education/Early Childhood/Special Education

Conceptual Framework of The Teachers College

Adopted: November 4, 2009

Mission

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

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

Candidate Proficiencies Related to Knowledge, Skills, and Professional Dispositions

Following is each proficiency and its respective list of candidate knowledge, practical ability, and dispositions, including proficiencies associated with diversity and technology, that are aligned with the expectations in professional, state, and institutional standards.

Proficiency 1: Provides Service to Society.

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

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

Proficiency 2: Applies Interdisciplinary Scholarly Knowledge.

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

- A. Candidates exhibit knowledge of
 - 1) general education within an intellectual framework.
 - 2) subject matter content and content-specific pedagogy that inform the basis for entitlement to practice.
 - 3) philosophical, historical, social, and theoretical foundations of education.
- B. Candidates demonstrate practical ability to
 - 1) integrate knowledge across and within disciplines.

- 2) use knowledge of subject matter content and instructional strategies to meet the widely-diverse needs of the students they educate.
 - 3) determine and assess what students need to know and be able to do in order to succeed.
- C. Candidates exhibit dispositions that exemplify
- 1) a willingness to think critically about content, curriculum planning, teaching and learning pedagogy, innovative technology, and assessment.
 - 2) the belief that educating children and adults requires the integration of multiple kinds of knowledge.

Proficiency 3: Engages in Effective Practice.

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

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

Proficiency 4: Responds to Uncertainty and Change.

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

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

Proficiency 5: Relies on Self-Reflection.

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

information, and make decisions about how to modify practices and how to appropriately assess student learning outcomes.

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

Proficiency 6: Belongs to Professional Community.

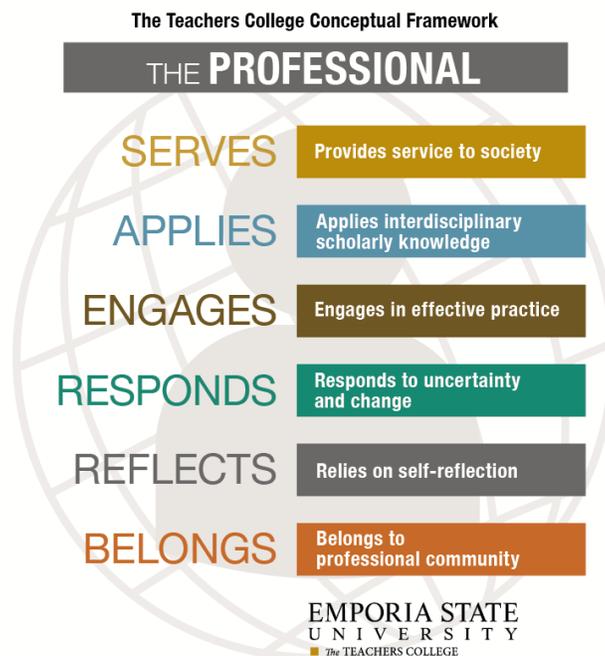
The Professional is a member of a professional community that creates, records, reproduces, disseminates, organizes, diffuses, utilizes, preserves, and deletes information and develops professional standards. The work of educators in schools is greater than the sum of the individual parts. Schools that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

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

Conceptual Framework Model

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

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



Description of Professional Development School Program

Emporia State University's elementary Professional Development School program is a **100 percent field-based**, year-long clinical internship experience. The program has been designed, implemented, and evaluated by school district and university personnel. The ESU Professional Development School (PDS) program began in the Olathe Unified School District in 1993 and expanded to the Emporia Unified School District in 1996. Beginning in the fall of 2003, all elementary candidates are required to complete a PDS assignment.

ESU's PDS has received a lot of national attention. In 2006, Dr. Arthur Levine, of Columbia University, published the results of a national study, naming **ESU's teacher training program as "one of the 4 best programs" in the United States**. In 2009, U.S. Secretary of Education Arne Duncan acknowledged ESU's teacher training program as a national model in teacher preparation. The U.S. Department of Education's 2011 blog highlights the ESU teacher training program (<http://bit.ly/2tt0NNQ>). In 2015, the PDS program was awarded the title of an exemplary PDS program by the National Association for Professional Development Schools.

The elementary Professional Development School program gives preservice teachers the opportunity to work in school settings where **public school and university faculty members collaborate** in their preparation. ESU faculty are fully involved at the PDS school site, with weekly visits. The administrative structure of the program encourages professional development and empowerment of all participants.

There are **four important considerations** in developing a collaborative PDS program in a school district and in each school site:

- Emporia State University interns benefit from working with teachers and administrators at school sites.
- Emporia State University faculty and public school faculty members benefit from collaboration and opportunities for professional growth.
- The elementary students at each site benefit from working with interns at their schools.
- Each of the teacher education candidates have the opportunity to work in a school setting that provides experiences with diverse elementary school students in inclusive classroom settings.

At each Professional Development School site, **supervisors** organize instructional activities, provide instruction, and give feedback to interns. Highly trained and committed **mentor teachers** and administrators ensure opportunities for all interns to grow professionally and personally. Each intern works in two classrooms during their year-long experience.

Interns have the opportunity to participate in all aspects of the teaching profession including the first days of school; professional meetings; parent teacher conferences; establishing routines and procedures; and planning, implementing, and evaluating developmentally appropriate instruction.

Current ESU Professional Development School Sites

Augusta, USD 402

Garfield Elementary
Robinson Elementary

Chase County, USD 284

Chase County Elementary

Circle, USD 375

Circle Greenwich Elementary
Oil Hill Elementary
Towanda Elementary

Derby, USD 260

Swaney Elementary

El Dorado, USD 490

Blackmore Elementary
Grandview Elementary
Skelly Elementary

Emporia, USD 253

Logan Avenue Elementary
Riverside Elementary
Timmerman Elementary
Turning Point Academy
Village Elementary
Walnut Elementary
William Allen White Elementary

Gardner-Edgerton, USD231

Grand Star Elementary

Goddard, USD266

Challenger Intermediate
Clark Davidson Elementary
Oak Street Elementary

Haysville, USD261

Prairie Elementary

Kansas City, Kansas, USD 500

Thomas A. Edison Elementary
Mark Twain Elementary
Stony Point South Elementary

Lebo-Waverly, USD 243

Lebo Elementary

Madison-Virgil, USD386

Madison Elementary

Maize, USD 266

Maize South Elementary
Vermillion Elementary

Morris County, USD417

Council Grove Elementary

North Lyon County, USD 251

Americus Elementary

Olathe, USD 233

Central Elementary
Countryside Elementary
Fairview Elementary
Havencroft Elementary
Heritage Elementary
Indian Creek Elementary
Mahaffie Elementary
Northview Elementary
Ridgeview Elementary
Rolling Ridge Elementary
Tomahawk Elementary
Washington Elementary
Westview Elementary

Osage City, USD 420

Osage City Elementary

Southern Lyon County, USD 252

Olpe Elementary
Neosho Rapids Elementary

Topeka, USD 501

Meadows Elementary

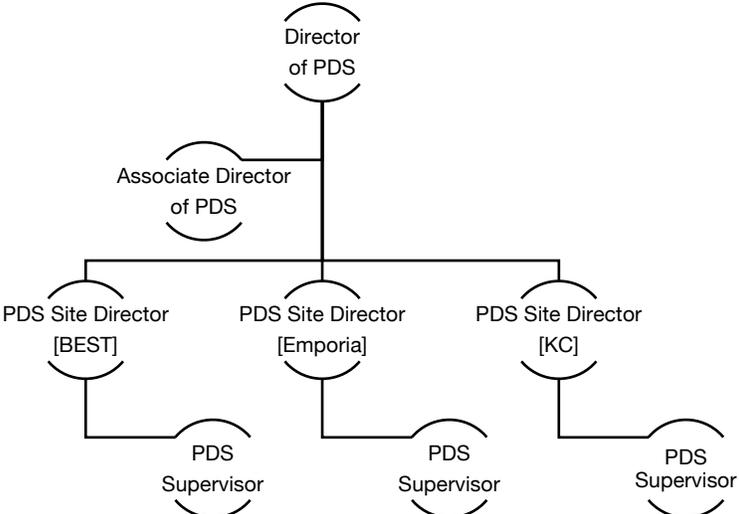
Valley Center, USD 262

Valley Center Intermediate School

Wichita, USD 259

Ortiz Elementary
Seltzer Elementary

Professional Development School Organizational Chart



Responsibilities of Individuals within the Professional Development School Program

President, Emporia State University Dr. Allison Garrett	Provide resources and staff
Provost & Vice President for Academic Affairs, Emporia State University Dr. David Cordle	
Dean, The Teachers College Emporia State University Dr. Joan Brewer	Provide resources and staff
Associate Dean, The Teachers College Emporia State University Dr. Zeni Colorado-Resa	Formulate policies Budget, supplies, equipment Interpret and administer policies
Superintendents	Provide resources and staff Formulate policies
Interim Chair, Elementary Education The Teachers College, Emporia State University Dr. Jerry Liss	Work with directors and supervisors to supervise and implement PDS program, and interpret and administer policies
PDS Directors and Supervisors	See description below
Principals	See description below
Mentor Teachers	See description below

Responsibilities of Professional Development School Directors and Supervisors

Communication displays effective listening and comprehension skills	<ul style="list-style-type: none">• Clearly communicate program goals and objectives for the PDS to mentor teachers and building and district administrators (Director).• Clearly communicate PDS goals, objectives, and policies to interns.• Clearly communicate time lines for required observations, presentations, etc. to interns.
Organization displays effective organization skills	<ul style="list-style-type: none">• Effectively coordinate the ESU Teacher Education Program outcomes.• Effectively coordinate university faculty presentation schedules for interns (Director).• Effectively coordinate additional learning opportunities for interns (Director).
Supervision displays effective supervision skills	<ul style="list-style-type: none">• Observe and supervise interns during Block Two and Three.
Conferencing displays effective conferencing skills	<ul style="list-style-type: none">• Conduct conferences with interns and mentors on a regular basis.• Work effectively one-on-one to answer questions about individual interns and/or PDS goals/objectives.

Responsibilities of Principals

<ul style="list-style-type: none">• Assist in the selection of mentor teachers• Assist the supervisor by helping to clarify expectations for the Professional Development School with mentor teachers, staff, parents, and interns• Interpret school culture and expectations for the supervisor and interns• Observe interns as requested and provide feedback• Teach interns in areas of the principal's expertise• Serve as a liaison with central office staff• Assist in presentations about the PDS as requested to a variety of audiences• Conduct an orientation meeting with the interns during the first week of PDS• Observe and critique intern lessons providing feedback to the intern as time permits

Responsibilities of Mentor Teachers

Selection of Interns

- Assist (as much as they wish to be involved) with interviews of potential interns

Planning

- Assist in developing a schedule for training for mentor teachers
- Become familiar with outcomes expected of interns and suggest how these outcomes can best be met in the Professional Development School settings
- Assist in scheduling learning activities to assist interns in meeting expected outcomes

Training

- Participation in training for mentor teachers is required*
- Participate in required mentor and intern meetings

Teaching

- Model effective teaching and best practices for interns
- Explain reason for teaching decisions to interns
- Engage interns in critical thinking to determine alternative strategies for accomplishing desired outcomes with diverse elementary students
- Provide appropriate opportunities of increasing responsibility in working with individuals, small groups, and the whole class
- Assist interns in becoming self-assessing professionals who are ready to assume responsibility for their own classrooms

Assessment

- Assist the supervisor in assessing the effectiveness of the Professional Development School and the Elementary Education program
- Assist the supervisor in assessing the performance of the interns assigned to the mentor
- Hold weekly conferences with the interns assigned to provide specific feedback on the intern's performance, reinforcement of areas of strength, and appropriate suggestions for improvement

Life-long Learning

- Demonstrate enthusiasm about learning and teaching
- Retaking mentor teacher sessions for payments must meet the following guidelines*:
 - Completed training six or more years ago
 - No more than 5 mentors per summer session can retake. This is on a first come first served basis.

*Questions regarding this policy can be addressed to:

Dr. Joan Brewer, Dean, The Teachers College, jbrewer@emporia.edu

Considerations for Professional Development School Sites

What Makes a Good Professional Development School Site

- Inclusive, productive, and positive learning environment for students
- Availability of qualified, effective, and enthusiastic mentor teachers
- Stable, enthusiastic leadership
- Diverse students
- Willingness to actively involve interns in the classroom
- School-wide willingness to have interns present, not just administrator and mentor teachers
- Opportunities for school and university collaboration

Challenges of Becoming a Professional Development School Site

- Interns require space in the classroom, at the lunch table, in the parking lot, etc.
- Interns require regular observation, coaching and oral and written feedback
- Mentors need to be willing to give up some control in the classroom
- Interns are learning how to be part of a professional community
- Interns arrive with a variety of confidence, skill, and maturity levels

Mentor Teacher Qualifications

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

Benefits for Professional Development School Participants

For University Faculty

- provides opportunity for faculty to keep up to date with what is going on in "real" classrooms
- provides real-life examples for course outcomes
- provides opportunities for collaboration
- develops long-term relationships with strong mentor teachers
- shared responsibility for intern professional development
- mentors model instructional practices taught in methods courses

For Future Teachers

- connect theory to practice
- exposed to various teaching/ learning styles and good role models
- hands-on experiences
- real world feedback
- more skill and confidence
- become a part of "school and district culture," see entire year
- extensive hands-on, in-depth experiences in effective Title I and ELL schools

For Elementary Students

- exposed to a variety of teaching styles and methods
- opportunity for small group and/or individualized instruction
- early reading intervention, guided reading groups
- another caring adult

For Mentor Teachers and Principal

- extra help in the school and classroom
- embedded professional development
- opportunities for collaboration
- chance to mentor a future colleague
- leads to more reflective teaching practices
- brainstorming, idea sharing, collaboration
- new energy and ideas

Professional Development School Curriculum and Admission Requirements

Admission Requirements: Entrance to Block One

See:

<https://www.emporia.edu/teachers-college/units/elementary-education-early-childhood-special-education/undergraduate-b/elementary-education/block-1/>

Admission Requirements: Entrance to Block Two

See:

<https://www.emporia.edu/teachers-college/units/elementary-education-early-childhood-special-education/undergraduate-b/elementary-education/block-2/>

Admission Requirements: Entrance to Block Three

See:

<https://www.emporia.edu/teachers-college/units/elementary-education-early-childhood-special-education/undergraduate-b/elementary-education/block-3/>

Block Two Experiences

In Block Two, interns are engaged in coursework related to teaching and learning, and extensive field experiences in a Professional Development School. When the intern is not in courses, he or she is expected to be at their Professional Development School. Interns will be enrolled in courses in the following areas in Block Two, and must receive a “C” or better in those courses, while maintaining an overall GPA of 2.5 or greater:

- Elementary Mathematics Methods
- Elementary Reading Methods II, with an Elementary Reading Practicum
- Elementary English Language Arts Methods
- Observing Teaching and Learning Models
- Elementary Classroom Management

In addition to activities associated with their coursework, interns can expect to engage in activities in the Professional Development School that are of increasing rigor as the semester progresses, culminating full-time teaching responsibilities:

- Participate in district and building in-service opportunities, as appropriate.
- Interact with their supervisor each week via email and/or in person.
- Receive formal feedback about their performance from the mentor teacher through:
 - A regular [Weekly Conference](#) with the mentor teacher.
 - Three formative conference reviews, called a [Conference Summary](#).
 - A final evaluation, using the [Student Teacher Assessment Rubric \(STAR\) tool](#).
 - Two disposition assessments, using the [Dispositions Assessment Form](#).
- Receive formal feedback from their building supervisor after he or she has observed at least three different lessons, and also at the conclusion of the semester through:
 - A final evaluation, using the [Student Teacher Assessment Rubric \(STAR\) tool](#). One disposition assessment, using the [Dispositions Assessment Form](#).

The First Ten Weeks

Plan and teach lessons for whole class instruction for each of the content areas:

- Social Studies
- Science
- Mathematics
- Reading/Language Arts

For each of the lessons above, the intern must:

- Prepare a detailed lesson plan using the ESU template. Part D, the Instructional Sequence, needs to be a format that the mentor and building supervisor have agreed upon.
- Obtain mentor approval on the lesson plan before it is taught.
- Receive feedback from their mentor after he or she has observed each of the lessons, using the [Lesson Evaluation Form](#).
- Complete a formal [Lesson Reflection](#) for each lesson.
- [Submit](#) the Lesson Plan, [Lesson Evaluation Form](#), and [Lesson Reflection](#) for each of these lessons to the EE320 Canvas course.
- All instructions above must be completed before the intern can continue with the tasks below.

The Final Four Weeks

The intern will work with the mentor teacher to plan for teaching during the final four weeks of the semester. A gradual increase in teaching responsibilities over the four weeks will occur, using the recommended guidelines below.

Interns should not be permitted to take on teaching responsibilities that exceed what is recommended below. Requests to take on fewer teaching responsibilities than are recommended below is dependent on supervisor approval.

- **Week One of Four**
 - The intern will teach one content area during Week One.
 - **Optional:**
Tasks that require minimal to no outside planning can be added to Week One. The decision to add optional tasks should be made based on the readiness of the intern.
- **Week Two of Four**
 - The intern will maintain all responsibilities from the previous week.
 - The intern will teach one additional content area during Week Two.
 - **Required:**
Tasks that require minimal to no outside planning can be added to Week Two.
- **Week Three of Four**
 - The intern will maintain all responsibilities from the previous week.
 - The intern should develop a plan, in collaboration with the mentor teacher, to take on additional responsibilities during Week Three. However, the intern should not teach all content areas during Week Three, reserving this requirement for the final week of the semester.
- **Week Four of Four**
 - The intern will maintain all responsibilities from the previous week.
 - The intern will teach all subject areas, including tasks that require minimal to no outside planning, during Week Four.

For each of the weeks above, the intern must:

- Prepare a detailed lesson plan using the ESU template. Part D, the Instructional Sequence, needs to be a format that the mentor and building supervisor have agreed upon.
- Obtain mentor approval on the lesson plan before it is taught.
- Receive feedback from their mentor after he or she has observed one lesson each week of The Final Four, using the [Lesson Evaluation Form](#). The intern should plan to be evaluated in at least three different content areas across these four observations.
- Submit the Lesson Plan and [Lesson Evaluation Form](#) to the EE320 Canvas course.

Table of Block Two Tasks and Assignments

Form	Type of Evaluation	When Completed	Completed By
Weekly Conference Form	Formative	Each week, except week 4, 8, 12, and 16.	Teacher in conference with intern.
Conference Summary	Formative Based on progress during previous four weeks; use prior conferences and lesson evaluation tool as a guide.	Week 4, 8, 12.	Teacher in conference with intern.

<u>Lesson Evaluation Form</u>	Formative Based on observation of a single lesson.	Nine total lesson evaluations including: <ul style="list-style-type: none"> ▪ Five content lesson evaluations during the first 10 weeks of PDS <ul style="list-style-type: none"> Social Studies Science Reading Math Language Arts ▪ One lesson evaluation during each of the final four weeks. 	Mentor Teacher, before a conference with intern.
<u>Lesson Evaluation Form</u>	Formative Based on observation of a single lesson.	At least three total observations.	PDS Supervisor, before a conference with intern.
<u>STAR Tool</u>	Summative Site Director will email this tool to the teacher one week prior to completion. Teacher should use previous formative evaluations as a guide; should not be based on single lesson.	Week 15 or 16. Week 15 or 16.	Mentor Teacher, before a conference with intern. PDS Supervisor
<u>Disposition Tool</u>	Summative Site Director will email this tool to the teacher one week prior to completion.	Week 8 and 16. Week 16. If concerns are present, it should be completed at the time that the first concern is observed.	Mentor Teacher PDS Supervisor
<u>Disposition Tool Self-Assessment</u>	Formative	Week 8.	PDS Intern

Successful Completion of Block Two

In addition, completion of Block Two requirements listed above, a recommendation from the mentor teacher and the PDS Supervisor to continue to Block Three, will be required if the intern is to move on to Block Three.

Elementary Education and Professional Development School Program Policies

Interns are expected to be familiar with the policies and procedures contained in this Policy Manual and are responsible for following all policies and procedures. Any questions about policies or procedures should be addressed to the PDS supervisor.

Interns are also responsible for following all policies and procedures established by the Board of Education in the school district to which they are assigned and by the school to which they are assigned.

Accommodations Policy

Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the office of Disability Services, the PDS Supervisor of the assigned site, and professors for all classes 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, the Supervisor, and all professors will be strictly confidential.

For additional information, please contact the [Office of Disability Services](#), located in Plumb Hall Room 106, (620) 341-6637, disabserv@emporia.edu or the Supervisor of your assigned PDS site.

Attendance and Schedule Policy

The PDS program does not follow the schedule of classes at Emporia State University. Instead, interns will follow the schedule established for their PDS site, which includes: orientation meetings, district in-service meetings, building in-service meetings, and class sessions.

Prior to participation in the PDS program, interns will sign an acceptance form that indicates they understand they are making a full year commitment to the PDS program. Interns are to be in their assigned buildings for the full day expected of all faculty, except for when they are attending required classes, seminars, and/or meetings. Interns have a closed lunch hour.

Extracurricular activities at the PDS site may require additional time beyond the school day. Interns are encouraged to enter into the extracurricular activities of the school as much as their schedule permits. Interns are to attend faculty and building in-service meetings. If students are involved in a grade-level performance, interns are expected to fulfill their duties at the evening performance. Each PDS Director will determine the schedule for flex days, early release days and parent teacher conferences.

Additional time is required outside of the school to complete assignments for required classes.

Interns are allotted a maximum of two absences from the Professional Development School. If the intern exceeds two absences, he or she must make up those absences at the end of the semester. The building supervisor will determine the details of when and how absences will be made up.

Interns are responsible for communicating future absences to their mentor and supervisor as soon as the date is known.

Confidentiality Policy

Interns will keep all information about students, parents, and staff members in the school at which they are working absolutely confidential.

Dress Code Policy

Interns are to be professionally and appropriately dressed for all school functions. If principal, mentor teacher, or building supervisor think an intern's dress is not appropriate, the intern will be asked to leave the PDS building until dress is appropriate.

Dress codes should be discussed with the principal and mentor since this may vary by building. Regardless of whether or not jeans are allowed in the building, interns are not allowed to wear jeans or other informal clothing, unless it is for a special occasion [e.g., Field Trip, Workout Wed., School Spirit Fri.]. To be clear, if there is a special event in which the principal requests that all teachers wear jeans, please feel free to wear jeans. However, placement in a building that allows jeans all of the time does not permit the intern to wear jeans.

Procedures of Due Process for Early Termination of an Off-Campus Teacher Education Assignment and/or Teacher Education Program

The Professional Development Program follows the The Teachers College Procedures of Due Process for Early Termination of an Off Campus Teacher Education Assignment and/or Teacher Education program. These procedures can be found at the following link: <http://www.emporia.edu/teach/education-majors/documents/2017-08-15-early-termination.pdf>.

Recess Policy

Emporia State University Block 2 and Block 3 interns are not permitted to supervise recess alone. The interns may assist with recess supervision, but must be accompanied at all times by a paid district employee who is responsible for the safety of students.

Repeater Policy

Policy for Repeating Block 1, 2, and 3 Coursework

Policy for Repeating Block 1, 2, and 3 courses including field experiences in ESU's PDS program is dedicated to providing a program of study that develops highly effective elementary teachers. Candidates who are unable to successfully complete any Block 1, 2, or 3 course after two attempts demonstrate a lack of proficiency in the knowledge, skills, dispositions, and/or standards of performance necessary to be an effective teacher. Candidates who have not received a grade of C or better on the first attempt will be provided a second opportunity at success.

This second opportunity for success will be accompanied by a detailed contract to support the candidate in overcoming the identified deficiencies. However, if a candidate is unsuccessful with the second attempt, the candidate will be counseled toward other degree options. If a candidate has exhausted his/her two attempts and feels there is just cause for reconsideration, the student may appeal using the University's Academic Appeals Policy. In accordance with the University enrollment policies, an attempt shall be defined as enrollment in the course or field experience that remains as a permanent record on the University transcript which is enrollment beyond the 10 day drop deadline.

For more information, see: <https://www.emporia.edu/regist/enroll/enroll-info.html>

Readmission After Absence Policy

If a candidate in good standing (still meets admission criteria), voluntarily leaves the University for more than one calendar year after completing Block 1 or Block 2 and wishes to re-enter, the candidate must submit an application form, available in the Elementary Advising Office, including the candidate's email address and phone number. The application must be received by the deadline for Block 1 and Block 2 applications which can be found on the application form. The application will be considered by the Elementary Education Admissions Committee. If the Elementary Education Admissions Committee determines that significant changes have occurred in a content area or in required course within the program since the time the candidate was last enrolled, the committee may recommend that the candidate retake selected courses in order to ensure the candidate has the knowledge of current pedagogy necessary for success.

Student Ethics and Professionalism, Policy on Student Ethics and Professionalism

Since it is a responsibility of the University and the Teachers College to instill and develop professional and ethical attitudes and practices in its candidates for certification as educational professionals, the Department of Elementary Education/Early Childhood/Special Education states the following position on matters of student behavior that are academically dishonest, belligerent, disruptive of order in the learning environment, or abusive of classmates, students, colleagues, or teachers. Such behavior will be considered to be unethical and/or unprofessional in the developing candidate for certification.

Academic dishonesty shall be interpreted to include all cases in which a student tries to pass off as his/her own the work of others (fellow classmates, authors [published or unpublished], visual or graphic representations, computer or media applications, etc.) without giving appropriate credit to the originator of the idea. Cheating and plagiarism are considered to be very serious breaches of ethics.

Behavior and/or use of language which is belligerent, disruptive of the learning environment, or abusive of classmates, students, colleagues, or teachers is considered to be inappropriate and a serious breach of professional behavior.

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

The chair(s) of the student's major and/or certification teaching field(s) shall cause a file of such offenses to be maintained and if a student exhibits one or more instance of such inappropriate behaviors before admission to the program of study and/or certification which he/she is pursuing, it is possible that said student may not be admitted to that program or to Phase I/Block 1 of the teacher preparation program (elementary or secondary). An offense during or after admission to a program of study and/or licensure program shall be deemed sufficient cause to warrant a hearing before the Admissions or Departmental Committee. The appropriate committee may take a variety of actions including refusing initial admission or postponing the admission to Phase II/Block 2 and/or the assignment to student teaching or practicum placement for one or more semesters.

Adopted 11/3/94 Revised 7/13/06
Council on Teacher Education