Emporia State University
Office of Field Placement, Licensure and Alternate Route Program
Visser Hall 208
Campus Box 4036
Emporia State University
Emporia, KS 66801
Phone: 620-341-5447
Fax: 620-341-6123
The Teachers College Conceptual Framework
Emporia State University

Vision

Emporia State University will be recognized as a premier student-centered university that provides high quality, state-of-the-art academic programs, and experiential opportunities preparing graduates for successful, professional careers in the dynamic environment of the information age and knowledge economy.

Mission

The unit, The Teachers College, affirms the institution’s vision as a premier student-centered university. The mission of The Teachers College and personnel preparation unit of Emporia State University is to develop The Professional: Critical Thinker, Creative Planner, and Effective Practitioner. Our graduates are skilled practitioners who are prepared with essential knowledge, skills, and dispositions in 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.

Philosophy, Purposes, Goals -- Institutional Standards of the Unit

The conceptual framework defines the philosophy, purpose, goals, and institutional standards of the program and integrates diversity, appropriate technology, and field experiences throughout the educational program. Our conceptual framework has evolved from the current, revised definition of the mission statement based on a 20th century view of the professional to a new definition and model of The Professional, who provides service to society, applies interdisciplinary scholarly knowledge, engages in effective practice, responds to uncertainty and change, relies on self-reflection, and belongs to professional community. The graphic below represents the new conceptual framework with the six proficiencies, exemplifying initial and advanced programs, defining quality, and preparing professionals for success in a complex, global information society.

The unit developed the new conceptual framework titled “The Professional” with program goals, outcomes, and assessment procedures that build on our earlier program goals, outcomes, and assessment procedures. This new conceptual framework captures the continuing philosophy that for educators to help all students learn, they 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. The unit embraces the idea that while successful professionals can be highly effective in different ways, common proficiencies draw on shared understanding of how to foster student learning.

Our philosophy, expressed in this new framework, is built on a knowledge base about teaching and learning from *A Good Teacher in Every Classroom: Preparing the Highly Qualified Teachers Our Children Deserve* edited by Linda Darling-Hammond and Joan Baratz-Snowden (2005), and *Preparing Teachers for a Changing World: What Teachers Should Learn and be Able To Do* edited by Linda Darling-Hammond and John Bransford (2005), both sponsored by The National Academy of Education. In addition to professional consensus, contributors to these documents used four kinds of research evidence to support recommendations for preparing teachers: basic research on how people learn within social contexts; the influences of different conditions, including specific teaching strategies on what and how people learn; what kind of teacher learning opportunities are associated with teaching practices that, in turn, influence student learning; and how teachers learn (p. 10). Contributors utilized John Dewey’s notion outlined in *The Child and the Curriculum* (1902) that the needs of the child and the demands of the curriculum are mediated by teachers to create a model that helps to organize vast amounts of information relevant to effective teaching and learning.

Underlying our philosophy are beliefs that the world has become a global society that, through the use of technology, is becoming “smaller”. Educators must have knowledge of and respect for all people. To be successful in a world without cultural boundaries requires a commitment to work with all children and youth in the context of their families and/or communities. Educators must have knowledge of and experiences with many cultures. We believe that throughout the education program, students should develop and possess upon graduation, the knowledge, skills, and dispositions outlined herein. In addition to providing opportunities to learn about diversity within course content and related learning experiences, the unit is committed to including diverse faculty, as well as diversity of candidates in the program.

Emporia State University’s (ESU) faculty, including professional education and content area faculty, support a program designed to develop educators to instruct learners. ESU’s candidates study, learn, and grow in an academic setting that integrates and highlights the connections among general studies, content studies, professional studies, and practical experiences.

The candidate preparing for a career in the field of education is immersed in an academic milieu that values a number of tents the faculty believe to be essential for the professional development and growth of teachers, other school personnel, and others in the helping professions: especially, the value of diversity; the relevance of authentic assessment; the essentials of professionalism; the importance of collaboration; the value of leadership; the significance of access to information; the usefulness of appropriate technology; and the power of reflection.

ESU’s professional education programs offered through The Teachers College are devoted to the proposition that candidates who learn and grow in such an atmosphere and who integrate knowledge, theory, and practice begin their professional lives as professional educators.

**Education is a Profession**

The Professional understands roles and responsibilities as a professional who upholds ethics and promotes equity and diversity in a democratic society. The professional educator prepares independent learners who use knowledge, skills, dispositions, and self-assessment strategies to thrive in a complex, global information society.

This view of The Professional grows out of research by the Carnegie Foundation for the Advancement of Teaching, which investigates the fields of law, engineering, teaching, nursing, and the clergy. Drawing from several professions, Shulman (1998, p. 516) identified “six commonplaces” shared by all professionals (see also Gardner &
Shulman, 2005). These six proficiencies inform the characteristics of our vision of The Professional: provides service to society; applies interdisciplinary scholarly knowledge, engages in effective practice; responds to uncertainty and change; relies on self-reflection; and belongs to professional community.

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 or 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 of 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 understanding 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 such things 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.

Summary Description of Unit’s Assessment System

The unit’s conceptual framework provides the basis for developing and assessing candidate proficiencies based on state and national standards. Five decision points have been delineated in the unit assessment system for each initial and advanced program: (1) admission to program or program of study, (2) admission to field experience or
clinical practice, (3) completion of field experience or clinical practice, (4) program completion, and (5) follow-up of program completers. Each program includes four to five types of assessments: a planning assessment; a field or clinical experience assessment; a student learning assessment; a dispositions assessment; and if applicable, a Praxis II assessment. Unit assessments for all initial candidates include the Praxis II scores, student teacher evaluation, teacher work sample (includes both planning and student learning), and a dispositions assessment. In addition, each initial program has a unique set of two to four assessments that apply to the content area. Advanced programs have six to eight assessments that apply specially to the content area but include the same five types of assessments. Assessment data for the unit assessments are maintained by the associate dean, and specific content assessments are maintained by program coordinators. Program coordinators submit annual assessment reports showing how the data documents that standards are being met and/or the need for program improvement. Unit assessment data is also reviewed by applicable committees and councils to assess programs and unit operations.

References


Course Syllabus
EE 431 Professional Competencies of Teachers

Instructor: Shannon Hall    Email: shall6@emporia.edu
Work Phone: 620-341-5447
Address: Campus Box 4036, Emporia State University, Emporia, KS 66801

CREDIT: Two Semester Hours

REQUIRED Professional Relations of Teachers (PRT) Handbook found in Canvas beginning
MATERIALS: on page 83 of the Student Teaching/Intern Manual

Objectives
• Students will use interpersonal skills to obtain information about policies and procedures in the school
district where they are student teaching or interning.
• Students will describe and explain the Mentor Teacher’s classroom management policy and discuss
administrative support for carrying out these procedures.
• Students will explain the district or building guidelines regarding grading and assessment policies and list
norm-referenced assessments that are given at the level they are teaching, describing how students are
prepared for these exams.
• Students will describe their Mentor Teacher’s grading system/record keeping and analyze the strengths and
weaknesses of the system.
• Students will discuss classroom budgets with their Mentor Teacher and identify any additional money
sources for classroom expenses.
• Students will explain any policy and procedure regarding copyrights and the use of machines.
• Students will explain the use of technology in instruction and assessment and describe how it is used to
improve student learning.
• Students will describe the professional development activities they have attended explain how they would
improve the learning environment.
• Students will indicate how they have communicated with parents or guardians of students to help support
learning.
• Students will collaborate with school personnel to support student learning and assess what they gained
through this collaboration.
• Students will create and critique a lesson plan that delivers a multicultural/diversity objective.
• Students will list the requirements to advance to a 5-year professional license and the process of renewing a
license.

Assignments
1. Completion of Competencies 1-4 during the first week of internship
2. Completion of Competency 9 due at Midterm Meeting.
3. Completion of Competencies 5-10, thus completing the handbook by midterm (at the end of 8 weeks of
   internship)
4. For interns with a second assignment during the last eight weeks, competencies 1-4 should be completed
   again during the ninth week.

How grades are determined for EE 431 Professional Relations of Teachers (PRT):

EE 431: Professional Relations of Teachers (PRT)  PRT Grade / PRT Points
(PRT Guidebook Points + TWS Project Points = PRT Grade)  A  95-100
Example:

1. **PRT Guidebook Points:** 33
   (33 points possible; competencies 1-10 must be completed)

2. **TWS Project Points:** 126 \( \div 2 = 63 \)
   (134 total points divided by 2 = 67 points possible.
   *Minimum score of 94 (70% of 134 points) required.*

1. \(33 + 2 \cdot 63 = 96\) Points = A
   **Final EE 431 PRT Grade Assigned**

**Points for the PRT Guidebook may be changed at the discretion of the Director of Field Placement.**

**Accommodation 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. Contact information for the Office of Disability Services and Non-Traditional Student Programs. 242 SE Morse Hall, 620/341-6637 Voice, 620/341-6646 TTY, or via e-mail disabser@emporia.edu.
Instructor: Shannon Hall   Email: shall6@emporia.edu
Work Phone: 620-341-5447
Address: Campus Box 4036, Emporia State University, Emporia, KS 66801

CREDIT: Two Semester Hours

REQUIRED MATERIALS: Professional Relations of Teachers (PRT) Handbook found in Canvas beginning on page 83 of the Student Teaching/Intern Manual

Objectives

- Students will use interpersonal skills to obtain information about policies and procedures in the school district where they are student teaching or interning.
- Students will describe and explain the Cooperating Teacher’s classroom management policy and discuss administrative support for carrying out these procedures.
- Students will explain the district or building guidelines regarding grading and assessment policies and list norm-referenced assessments that are given at the level they are teaching, describing how students are prepared for these exams.
- Students will describe their Cooperating Teacher’s grading system/record keeping and analyze the strengths and weaknesses of the system.
- Students will discuss classroom budgets with their Cooperating Teacher and identify any additional money sources for classroom expenses.
- Students will explain any policy and procedure regarding copyrights and the use of machines.
- Students will explain the use of technology in instruction and assessment and describe how it is used to improve student learning.
- Students will describe the professional development activities they have attended explain how they would improve the learning environment.
- Students will indicate how they have communicated with parents or guardians of students to help support learning.
- Students will collaborate with school personnel to support student learning and assess what they gained through this collaboration.
- Students will create and critique a lesson plan that delivers a multicultural/diversity objective.
- Students will list the requirements to advance to a 5-year professional license and the process of renewing a license.

Assignments

1. Completion of Competencies 1-4 during the first week of student teaching
2. Completion of Competency 9 due at Midterm Meeting.
3. Completion of Competencies 5-10, thus completing the handbook by midterm (at the end of 8 weeks of student teaching)
4. For student teachers with a second assignment during the last eight weeks, competencies 1-4 should be completed again during the ninth week.

How grades are determined for ED/EE 431 Professional Relations of Teachers (PRT):

ED 431: Professional Relations of Teachers (PRT)  PRT Grade / PRT Points
(PRT Guidebook Points + TWS Project Points = PRT Grade)  A 95-100

Example:

A- 90-94.9
3. **PRT Guidebook Points:** 33  
   (33 points possible; competencies 1-10 must be completed)  
   B+ 87.5-89.9  
   B  82.5-87.4  
   B- 80-82.4  

4. **TWS Project Points:** \( \frac{126}{2} = 63 \)  
   (134 total points divided by 2 = 67 points possible.  
   Minimum score of 94 (70% of 134 points) required.)  
   C+ 74.5-79.9  
   C  69.5-74.4  
   D  69.4 or less  
   (not eligible for licensure)  

   **Points for the PRT Guidebook may be changed at the discretion of the Director of Field Placement.**

   **Accommodation 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. Contact information for the Office of Disability Services and Non-Traditional Student Programs. 242 SE Morse Hall, 620/341-6637 Voice, 620/341-6646 TTY, or via e-mail disabser@emporia.edu.
Instructor: Shannon Hall   Email: shall6@emporia.edu
Work Phone: 620-341-5447
Address: Campus Box 4036, Emporia State University, Emporia, KS  66801

CREDIT: Twelve Semester Hours (can be a combination of course numbers above due to placement.)

REQUIRED MATERIALS: Student Teaching/Internship Manual found online in Canvas through your EE/ED 431 course or ED 890 course

Objectives:
- The student will engage in theory-based effective practice and decision making during their internship or student teaching.
- The student will create lesson plans appropriate for students’ developmental needs using a variety of instructional strategies, selecting activities that encourage critical thinking, problem solving and decision making and planning opportunities for students to demonstrate understanding throughout the lesson.
- The student will demonstrate that they can help all students learn by providing educational strategies that support learning for students from diverse cultural and linguistic backgrounds.
- The student exhibits knowledge of content and promotes student involvement through individual and cooperative learning activities.
- The student applies interdisciplinary knowledge and provides real world examples or application of the material being taught.
- The student uses available classroom technology appropriate for the lessons they teach.
- The student uses effective questioning in different ways for particular purposes.
- The student responds to uncertainty and change and adapts lesson plans as needed.
- The student uses good communication skills while conveying information and giving feedback in the classroom.
- The student manages the classroom environment by communicating high behavioral expectations, proactively preventing undesirable behavior, keeps students on task and handles disruptions fairly and firmly with verbal and non-verbal techniques.
- The student relies on self-reflection to improve their teaching and writes critiques of the lessons they taught.
- The student is open to new ideas and actively works to advance their own knowledge and use of instructional materials, collaborating with other colleagues, parents and community members.
- The student demonstrates professional and ethical behavior.
- The student participates in professional activities by attending faculty meetings and participating in school sponsored activities such as workshops, in-service programs, and committees.
- The student works and communicates effectively with other professionals and parents in a respectful, caring manner.

Requirements
1. Students are required to student teach or intern for 16 weeks, beginning with observations of their Mentor/Cooperating Teacher, gradually adding classes to reach a full schedule of total responsibility for a
few weeks and then gradually return teaching responsibilities to the Mentor/Cooperating Teacher (see Schedule for Assumption of Duties Week-by-Week in the Student Teaching/Internship Manual).

2. Students will journal to show self-reflection about their student teaching/internship experiences (see instructions in Student Teaching/Internship Manual) and make this available for visiting supervisors.

3. Students will complete a Teacher Work Sample (planning, teaching and analyzing a unit of study) during their student teaching. Instructions are on this website: www.emporia.edu/teach/tws/

4. Students will attend three Student Teaching/Intern on-campus meetings during the semester of internship/student teaching.

How grades are determined for LE Student Teaching Courses:
Points from the final student teaching evaluations from the Education Supervisor/Site Coordinator, the Academic Supervisor, and the Cooperating Teacher(s)/Mentor(s) are totaled and divided by the number of evaluators to give the average points. The average points on the following grading scale determine the final student teaching grade.

Grading Scale:  A = 70-100, B = 50-69, C = 40-49, D or F, 39 or less

Number of Evaluations and who does the evaluations

Supervision of Block 3 Teacher Candidates (LE464, 463, 481, 485)

<table>
<thead>
<tr>
<th>Education Supervisors who have expertise in Elementary Ed.</th>
<th>1 Initial Visit by phone (2 if split assignment*)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3 Formal Assessments (1 in 2nd 8 weeks if split)</td>
</tr>
<tr>
<td></td>
<td>3 Meetings with candidate on campus</td>
</tr>
</tbody>
</table>

*PDS interns with an additional endorsed area of concentration will also be assigned an Academic Supervisor, who will conduct one additional assessment during the 2nd 8 weeks.

Note: A minimum of 5 evaluation forms are submitted electronically for Block 3 Interns

- 2 times/semester by the Mentor Teacher (1 for midterm and 1 for final),
- 3 times/semester by the Education Supervisor
  (Visits are coordinated so they are spaced out during the entire semester.)

Supervision of Secondary (Phase II) and Pre-K-12 Teacher Candidates (LE480, 487, 490, 493, ED 890)

<table>
<thead>
<tr>
<th>Education Supervisors</th>
<th>1 Initial Visit by phone (2 or more if split assignment)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A Generalist)</td>
<td>2 Formal Assessments (1 before and 1 after Mid-Term)</td>
</tr>
<tr>
<td></td>
<td>3 Meetings with candidate on campus</td>
</tr>
<tr>
<td>Academic Supervisors**</td>
<td>1 or 2 Formal Assessments**</td>
</tr>
<tr>
<td>(Expertise in Specific Field)</td>
<td>3 Meetings with candidate on campus</td>
</tr>
</tbody>
</table>

**Note: 2 formal assessments for candidates with 1 teaching field (e.g. 2 per 16-week placement by Academic Supervisor) (One visit in the first 8 weeks and another one in the last 8 weeks)
2 formal assessments for candidates with 2 teaching fields (e.g. 1 per each 8-week placement by Academic Supervisor)

Note: A minimum of 5 evaluation forms are submitted electronically for Phase II Student Teachers

- 2 times/semester by the Cooperating Teacher (1 for midterm and 1 for final),
- 2 times/semester by the Education Supervisor (1 for midterm and 1 for final), and
- 1/semester by the Academic Supervisor.
Please note this is a minimum and more evaluations may be submitted to help the Student Teacher. We encourage the Cooperating Teacher to use the form and complete more evaluations that may not be submitted electronically but will give feedback to the Student Teacher in areas where they are doing well and areas they need to improve. Visits are coordinated so they are spaced out during the entire semester.

**Accommodation 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. Contact information for the Office of Disability Services and Non-Traditional Student Programs. 242 SE Morse Hall, 620/341-6637 Voice, 620/341-6646 TTY, or via e-mail disabser@emporia.edu.
KANSAS STATE DEPARTMENT OF EDUCATION

STANDARDS FOR PROFESSIONAL EDUCATION

Standard 1: The educator demonstrates the ability to use the central concepts, tools of inquiry, and structures of each discipline he or she teaches and can create opportunities that make these aspects of subject matter meaningful for all students.

Standard 2: The educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development.

Standard 3: The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.

Standard 4: The educator understands and uses a variety of appropriate instructional strategies to develop various kinds of students learning including critical thinking, problem solving, and reading.

Standard 5: The educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: The educator uses a variety of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard 7: The educator plans effective instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading.

Standard 8: The educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners.

Standard 9: The educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), actively seeks out opportunities to grow professionally, and participates in the school improvement process (Kansas Quality Performance Accreditation [QPA]).

Standard 10: The educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all students learning and well-being.

Standard 11: The educator demonstrates the ability to integrate across and within content fields to enrich the curriculum, develop reading and thinking skills, and facilitate all students’ abilities to understand relationships between subject areas.

Standard 12: The educator understands the role of technology in society and demonstrates skills using instructional tools and technology to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and communication, and help all students use instructional technology effectively.

Standard 13: The educator is a reflective practitioner who uses an understanding of historical, philosophical, and social foundations of education to guide educational practices.
Kansas Educator Code of Conduct

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

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

Responsibilities to District:
- Adhere to conditions of contractual obligations with professional practice
- Fulfill reporting requirements honestly and accurately
- Appropriately use funds, personnel, property, and equipment committed to his or her charge
- Refrain from falsifying any documents related to the employment process
- Conduct school district business through established procedures

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

See Appendix B for full document
Section I
Intern/Student Teaching Manual

* 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.
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. They are expected to demonstrate that they are critical thinkers, creative planners, and effective practitioners.

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 their university supervisors on a weekly basis.

How to Succeed as a Teacher Candidate

(Items 1-22 were adapted from the Student Teaching Handbook of Texas Wesleyan University’s School of Education, prepared by Ms. Bliss Dodd, Coordinator of Teacher Certification.)

1. **Plan to focus all your attention and energy on student teaching, which is demanding.** Eliminate employment at this time; expect to grade and write lesson plans at night, and expect to be tired. Do not take other courses during student teaching except those that are required as a part of student teaching (Note that special permission from the OFPL Director is required to take other courses). Consider a reduction in campus and/or community activities and reserve time for school activities or community activities related to student teaching.

2. **Become acquainted with the building principal immediately.** Express your appreciation for your placement. During your time at the school, take advantage of opportunities to interact with the principal in a professional manner. Consider inviting the principal to assess a lesson you teach.

3. **If possible, contact the Cooperating or Mentor Teacher(s) prior to your arrival.** Telephone the teacher to confirm your reporting date and time of your arrival. Offer to come and visit with the teacher prior to reporting. Clarify that you will check in at the office first.

4. **Expect to follow the calendar and daily schedule that the Cooperating/Mentor Teacher follows.** Clarify what hours are maintained by the Cooperating/Mentor Teacher and plan accordingly. Always arrive on time. Lack of punctuality may affect employment references. Principals seldom employ teachers lacking in punctuality. If teacher in-service days occur during student teaching, attend the training with the supervising teacher (You may attend before the semester on a volunteer basis). Follow the holiday schedule for the student teaching site even if it is different from the ESU schedule.

5. **If you are ill,** have been in an automobile accident, or if a family member is seriously ill or has died, contact the Cooperating/Mentor Teacher, the Principal, your University Supervisor(s), and OFPL (620-341-5447) to report an absence ahead of time if possible. Otherwise, teacher candidates are expected to be at the student teaching site and cannot get permission from the supervising teacher(s) for personal leave days such as
getting married or honeymoons. **There are no personal leave days.** Candidates with excess absences from illness will be required to make up absences. Teacher candidates with unexcused absences may be withdrawn from student teaching.

6. **From the beginning, look for ways to be helpful.** While teacher candidates will not have immediate teaching responsibilities, they can take roll and lunch count, arrange desks or equipment with approval of the supervising teacher, and assist a student who has trouble understanding a concept. Assist with routine tasks without waiting to be told. Memorize student names during the first week to be more helpful.

7. **Introduce yourself to adults who enter the room or who you see in the teachers’ lounge.** Faculty will appreciate the introduction and friendliness. Avoid talking about students or faculty while in the teachers’ lounge.

8. **Treat support staff such as the school secretary, the custodian, cafeteria employees, and bus drivers with respect and courtesy.** These are important people whose assistance will be needed frequently.

9. **Remember that you are a guest in the classroom and in the school.** Guests do not rearrange furniture (unless asked to do so by your cooperating/mentor teacher), dictate the family schedule, or reprimand the family for their communication style. Teacher candidates may disagree with a teacher’s or principal’s philosophy and/or methods but unless someone is hurt by abusive actions, candidates must refrain from criticism and remain courteous at all times. Confer with your ESU Education Supervisor if there are concerns. Never discuss these differences or concerns with other teachers or staff. Assume that anything you say about a teacher or administrator will be repeated and probably inaccurately to that person. Avoid negative comments because they are destructive and cannot be recalled. This can affect your ability to remain in your placement.

10. **Expect to complete student teaching even if it is tough.** Changes in assignments will not occur because of Student Teacher/Intern and Cooperating/Mentor Teacher differences in personalities or philosophies. These problems may occur among teaching team members in the future when a move will not be possible. Think of ways to improve the situation and resolve to try other ideas and methods later. Be as congenial as possible to avoid being asked to leave a school or classroom.

11. **Use the appropriate lesson plan.** Confer with your Cooperating/Mentor Teacher concerning what type of lesson plan is required at the school. Use the required form unless it is too brief or unacceptable to your Education Supervisor. For example, a supervisor may suggest a more detailed lesson plan to improve delivery of a lesson or to assure that all materials are readily available. Make sure you meet all expectations of submitting your lesson plans ahead of time and to your university supervisors as well.

12. **Dress like a professional to establish a positive prospective employee image that will convey maturity and self-confidence.** Teacher candidates are expected to follow the dress and appearance code set by the receiving school’s administration. Cooperating/Mentor Teachers should feel free to make suggestions to teacher candidates any time it is felt that the candidate is not appropriately dressed or well groomed. Candidates should avoid jeans and t-shirts even if the Cooperating/Mentor Teacher wears this attire with the exception of Physical Education classes or special events. Revealing clothing, such as shorts, short skirts, sheer blouses/shirts, and low cut necklines or waistlines should also be avoided. Teacher candidates who look the same age as the students they teach should be particularly careful to dress appropriately and professionally.

13. **Limit the time you spend in the teachers’ lounge.** Remember this is not the appropriate time or place to discuss students or to comment on faculty members.
14. **Maintain a professional relationship with students and parents.** Never take a student in your car or visit a student in his/her home even with parental approval. Avoid giving gifts to a “special” student and staying in a room with one student with the door closed. Always be sure that other adults are nearby and can see you when you talk with a student. Refrain from any type of touching that might be misinterpreted. Be cautious about advising students about personal or family problems since counselors are usually available. Find out what the school policy is for referring students to counselors. *Avoid discussing your own personal problems with students or parents.*

15. **Respect the confidentiality of students, parents, and colleagues.** Student teaching presents many varied situations in which teacher candidates will be expected to make sound decisions. Candidates should use discretion in their behavior. Refuse to discuss student records or problems, whether academic, behavioral, or personal with another student or parent. Limit professional conversations about students to problem-solving sessions. Remember that confidentiality of student records is an essential concern, but it is mandated by law. (See Appendix B and C.)

16. **Seriously consider purchasing health and professional liability insurance.** Medical expenses could prevent the completion of the student teaching semester. Although liability insurance is rarely needed, the peace of mind it affords is invaluable.

17. **Review the assessment form that will be used for your evaluations, but do not worry about it.** Teachers perform better when they forget the detailed list of criteria and concentrate on the lesson focus and the students. Consider teaching a new concept when being evaluated to accomplish most of the indicators intuitively. While you are being evaluated, remember to:

   - Provide focus, relating it to past knowledge and student interest. Be sure students know what they are expected to learn from the lesson.
   - Use two to three interesting methods for teaching the lesson – demonstrate, compare/contrast with previous lessons, clarify vocabulary, use a variety of visual aids, etc.
   - To observe whether students understand, provide opportunities for guided practice. Walk around. Check it out. Praise good effort.
   - Reteach using a different approach or explanation where there is a misunderstanding. Check for understanding again.
   - Redirect students who are off task throughout the lesson. Deal with student misbehavior when it occurs using the behavior management plan that the teacher candidate and the Cooperating/Mentor Teacher have agreed upon.
   - Review the main point of the lesson. Plan a review activity that will fill extra time while waiting for the bell or the next period.
   - If your evaluator has suggestions for improvement, welcome it. That will be an excellent learning opportunity, and it is what student teaching is all about.

18. **Review the Kansas Educator Code of Conduct** issued by the Kansas State Department of Education (see Appendix B). Following these will insure you are working in the best interest of students, school, district, community, state and profession.

19. **Review the Professional Education Standards** issued by the Kansas State Department of Education (See Appendix C). Incorporating these objectives into the classroom will insure your success as a Teacher Candidate and a first year teacher in Kansas.
20. When you leave an assignment, write thank you notes to the Principal, the Cooperating/Mentor Teacher, and anyone else who was especially helpful.

21. Refrain from talking negatively about a previous experience, the Cooperating/Mentor Teacher, other teachers, the Principal, or the school.

22. Rely on your ESU (faculty) Education and/or Academic Supervisor(s). These are the person/people with whom you may share negative concerns, complaints, and fears, anything that bothers you or anything you are proud of. Remember that your Education Supervisor is the leader of our student teaching team. Send your supervisor(s) your schedule at the beginning of your placement or placements. Find out when their office hours are as well as how to reach the supervisor(s) by phone and/or email. If you do not receive a response, contact the OFPL Director @ 620-341-5447. If there are problems during student teaching, supervisor(s) may require weekly written reports and may make unscheduled visits to the student teaching site.

23. If a school district offers employment to begin during the student teaching experience, report this to your Education Supervisor immediately AND contact the OFPL Director at 620-341-5447. A teacher candidate may not be employed or used as a substitute teacher during student teaching. This situation may prevent a teacher candidate from being licensed.

Legal Aspects and Requirements of Student Teaching

Intern and Student Teaching Certificates

It is required by law that each Student Teacher and Intern (teacher candidate) be officially certified or licensed 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 candidate is given the original certificate to present at the teaching site. (For PDS interns, the site coordinator will present the certificate(s) to the Principal, but it is a good idea to confirm that this has happened.) A copy is sent to the State Department of Education, and a copy is retained in the student’s file in 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 candidate is in more than one building, show the original to both principals and provide a copy for one. Consider making a copy of the certificate(s) for your records/file. At the termination of student teaching, the teacher candidate may ask for the certificate to be returned and retain the original certificate(s).

Substitute Teaching

The certificate that is issued to teacher candidates in student teaching is not a certificate to substitute teach. Kansas law prohibits student teachers from substitute teaching 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. Substitute teaching may prevent the issuance of a teaching license.

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 (See Appendix D).

TB/Health Certificate
Kansas law requires that anyone working with students on a regular basis in school settings 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. Note that a candidate has to wait a full year for the next TB test, and pregnant individuals must not have a TB test, as it is not safe for the unborn child. 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 your not being able to be in the classroom until the appropriate office in the district has received your certificate.

Attendance

Teacher candidates, who are teaching, are required to report on the first day of their assignment unless other arrangements have been made with the OFPL Director, the Cooperating/Mentor Teacher, and Principal. Teacher candidates are expected to be on the job every day. The importance of regular attendance cannot be over-emphasized. It is the responsibility of the candidate to obtain permission of the Principal, the Cooperating/Mentor Teacher, and the Education Supervisor, before any absence other than one caused by illness or an extreme emergency is excused. Many Academic Supervisors also expect to have input into the decision regarding planned absences. Candidates do not have personal leave days for getting married or attending special events. Absences, whether excused or unexcused, may result in an extended student teaching experience or in early termination of student teaching.

Daily Schedules

Teacher candidates engaged in student teaching should follow the time schedule established by the Cooperating/Mentor Teacher and make appropriate arrangements with baby-sitters, etc. Observe the cooperating school’s vacation days and work schedule even if it conflicts with university holidays.

Employment during Student Teaching

Teacher candidates should not be gainfully employed during student teaching or engage in extra-class activities such as coaching that could take needed time or energy for student teaching. If the candidate is employed and there are problems during student teaching, the teacher candidate may be withdrawn from the assignment until such time that full attention may be given to student teaching.

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 candidates. One of the major purposes of full-time student teaching is to provide the candidate an opportunity to become involved in appropriate extracurricular activities. By spending the full day in school, the candidate will have a more comprehensive idea of the life and work of a teacher. With the permission of the Principal and the Cooperating/Mentor Teacher, a candidate is expected to attend faculty meetings, parent-teacher meetings, and other meetings of a professional nature, which are available.

Accepting Assignments from the Cooperating/Mentor Teacher and Administrators

During student teaching, the candidate should accept any assignment given by the Cooperating/Mentor 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. In addition, the School Administrator may assign duties to the 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 Cooperating/Mentor Teacher and/or the ESU Education Supervisor so that additional training may be provided. 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.
Schedule for the Assumption of Duties by the Teacher Candidate

At first, the teacher candidate should be given minor responsibilities, possibly for short periods. The first few days will probably be spent in orientation, observation, and getting acquainted. As time passes, the candidate should be given more and more responsibility, stressing to the teacher candidate that the Cooperating/Mentor Teacher is always available to assist. As the candidate grows in skill and confidence, the Cooperating/Mentor Teacher may relinquish more of the professional teaching duties. This will be determined by the Cooperating/Mentor Teacher’s assessment of the candidate’s capabilities. The following can be used as a guide:

Schedule for Assumption of Duties Week-by-Week

(Important note: PDS Block 3 interns follow this schedule, which is significantly different from the Block 2 Schedule.)

Week 1

___ Find out which office requires your health form and student teaching certificate and turn in to that office (pick up certificate at the end of assignment).
___ Share Student Teacher (ST) Manual with Cooperating/Mentor Teacher (CT). Discuss expectations.
___ **Mail the classroom schedule to University Supervisor(s).**
___ Provide the school office with a local address, telephone, and emergency information.
___ Begin a journal of new information learned, questions that need to be asked, schedules for special programs, etc. (See Appendix M for optional Journaling Guide to follow)
___ Learn the emergency plans for disaster drills, school and district policies (ex: conduct, dress, dispensing medication, attendance).
___ Begin work on Section II of the Student Teacher Manual (Professional Relations of Teachers Guidebook for ED/EE 431).
___ Complete Competencies 1-4 and turn in to your PDS/Education Supervisor.
___ Consider preplanning for Interview Portfolio (Optional).
___ Learn student medical information you will need to be aware of.
___ Maintain the CT schedule, attending meetings, conferences and continue the CT schedule for the remainder of the semester.
___ **Proposed Schedule for Teaching:** This period should include observation, journaling, assisting in lesson planning, correcting papers, administrative class, and schoolwork. The CT is always present.
___ TWS (Refer to flowchart in Section III TWS Assignment.). Begin preparation to teach full-time for a three-week period.

Week 2

___ Continue journaling – include new information and knowledge learned, questions that need answering. (Appendix M—Journaling Guide)
___ Begin meeting regularly with the CT to plan teaching experiences, share journal information.
___ Sometime within the first two weeks, the Education Supervisor will conduct an initial visit with the teacher candidate and CT to review the university requirements. Currently, this visit is done via telephone due to budget constraints however, an on-site visit may be done if preferred.
___ Work on competencies for the PRT book.
___ **Proposed Schedule for Teaching:** Begin to maintain a lesson plan notebook. Begin with the Hunter Lesson Plan format or another detailed plan approved by your supervisors and CT.
___ Reflect in writing on the back of each plan daily and continue doing this throughout the semester. Detailed lesson planning should always be prepared and will be reviewed by Education and/or Academic Supervisor(s), as appropriate. Assume full or partial responsibility for one class period/subject. **Split assignments** should increase their teaching load at a faster pace. The student teacher (ST) should retain this class period for most of the semester as a major
responsibility. A midterm evaluation should be completed by CT for 4-week placements. The CT is always present for 16-week placements.

TWS (Refer to flowchart in Section III TWS Assignment.).

Week 3

__

Journal writing should be continued at this point.

__

Continue work on PRT Guidebook and Interview Portfolio (Optional) throughout semester.

__

Continue documenting teaching through written lesson plans, daily reflective writing, and journaling.

__

Proposed Schedule for Teaching: The student teacher may be ready to accept a second and third class period/subject. ST should be given full responsibility of at least 2 or 3 class periods or more if an 8-week placement. The CT is always present.

__

TWS (Refer to flowchart in Section III TWS Assignment.).

Week 4

__

Continue documenting teaching through written lesson plans, daily reflective writing, and journaling.

____ **Split assignment** candidates in 8-week placements need to make sure **CT completes midterm evaluation online**. To make the form official, we ask that the student teacher/candidate send an email to Field Placement at fieldplacement@emporia.edu with the following statement: “This email confirms that I have read and discussed my final assessment with my supervising teacher. I understand this email does not necessarily indicate agreement.”

__

Continue work on Interview Portfolio (Optional).

__

Proposed Schedule for Teaching: Continue planned teaching schedule. By this week, those in 8-week placements should be teaching full time (CT in an out of classroom).

__

TWS (Refer to flowchart in Section III TWS Assignment.).

Week 5

__

Continue documenting teaching through written lesson plans, daily reflective writing, and journaling.

__

Continue work on Interview Portfolio (Optional).

__

Continue teaching schedule (See week 3). Student teachers in 8-week placements should continue full-time teaching.

__

TWS (Refer to flowchart in Section III TWS Assignment.).

Week 6

__

Continue documenting teaching through written lesson plans, daily reflective writing, and journaling.

__

Continue work on Interview Portfolio (Optional).

__

**Proposed Schedule for Teaching:** Continue teaching schedule (See week 3). **Split assignments** in 8-week placements should complete full time teaching (CT is in and out of the room as needed).

__

TWS (Refer to flowchart in Section III TWS Assignment.).

Week 7

__

Continue documenting teaching through written lesson plans, daily reflective writing, and journaling.

__

Continue work on Interview Portfolio (Optional).

__

**Proposed Schedule for Teaching:** Continue teaching schedule (See week 3). **Split assignments** gradually begin to return teaching responsibilities to CT.

__

TWS (Refer to flowchart in Section III TWS Assignment.).
Week 8

- **Split assignments**, the final evaluation from CT from first 8-week placement is due. **16-week assignments**, the midterm evaluation from CT is due. CT submits online.
- **Split assignments**, CT retakes some of the teaching load to allow for smoother transition when the ST leaves.
- Continue documenting teaching through written lesson plans, daily reflective writing, and journaling.
- TWS (Refer to flowchart in Section III TWS Assignment.).

Week 9

- Continue documenting teaching through written lesson plans, daily reflective writing, and journaling.
- Continue work on Interview Portfolio (Optional).
- **Proposed Schedule for Teaching**: The teacher and teacher candidate share the responsibilities. The CT should continue to supervise and model for the ST. If it is a new placement, the CT should always be present.
- **Split assignments** begin teaching schedule of week 1; send a new schedule to University Supervisor(s).
- ST in new 8-week placements begins preparation to teach full-time for a three-week period.
- TWS (Refer to flowchart in Section III TWS Assignment.).

Week 10

- Continue documenting teaching through written lesson plans, daily reflective writing, and journaling.
- Continue work on Interview Portfolio (Optional).
- **Proposed Schedule for Teaching**: Continue teaching schedule (See week 9). **Split assignments**: (See week 2).
- TWS (Refer to flowchart in Section III TWS Assignment.).

Week 11

- Continue work on Interview Portfolio (Optional).
- **Proposed Schedule for Teaching**: Continue documenting the assumption of additional teaching responsibilities if this is not spring break for your district.
- **Split assignments** assume increasing teaching responsibility.
- TWS (Refer to flowchart in Section III TWS Assignment.).

Week 12

- Continue documenting teaching through written lesson plans, daily reflective writing, and journaling.
- **Split assignment** candidates make sure CT completes midterm evaluation; keep a copy for supervisor and yourself. CT submits online and the ST is responsible for distributing copies to university supervisor(s).
- **Proposed Schedule for Teaching**: Continue teaching schedule assuming more teaching responsibilities. By this week, those in 8-week placements should be teaching full time (CT in and out of classroom).
- TWS (Refer to flowchart in Section III TWS Assignment.).

Week 13

- Continue documenting teaching through written lesson plans, daily reflective writing, and journaling.
- Continue work on Interview Portfolio (Optional).
- **Proposed Schedule for Teaching**: By this date, ST usually has total responsibility for several
weeks of instruction. CT is in and out of room periodically even when ST has complete control. ST in 8-week placements continues full-time teaching.

TWS (Refer to flowchart in Section III TWS Assignment.).

**Week 14**

Continue documenting teaching through written lesson plans, daily reflective writing, and journaling.

Continue work on Interview Portfolio (Optional).

**Proposed Schedule for Teaching:** Continue teaching schedule (See week 13).

**Split assignments** in 8-week placements should complete full-time teaching.

TWS (Refer to flowchart in Section III TWS Assignment.).

**Week 15**

Continue documenting teaching through written lesson plans, daily reflective writing, and journaling.

Continue work on Interview Portfolio (Optional).

**Proposed Schedule for Teaching:** Continue teaching schedule. **Split assignments** gradually begin to return teaching responsibilities to CT (See week 14).

TWS Due

**Week 16**

Continue documenting teaching through written lesson plans, daily reflective writing, and journaling.

Continue work on Interview Portfolio (Optional).

**Proposed Schedule for Teaching:** CT assumes most of the teaching load to allow for a smoother transition when the ST leaves. ST would benefit from observations in other classes at this time.

**Final evaluations are due from CT**

Last day of student teaching
Grading

A detailed description of the ESU student teaching grading procedure is available on the final page of both the Cooperating/Mentor Teacher’s assessment and the University Supervisor’s assessment forms. The grading scale and points for assignments are in the syllabi for each student teaching course and the syllabus for the Professional Relations of Teachers course (at the beginning of this manual). Note two different grading scales for Cooperating/Mentor Teachers to use when assigning midterm and final grades. Cooperating/Mentor Teachers need to make sure that the letter grade assigned reflects the actual number of points given (See Appendix K).

The candidate’s grade for all courses except ED/EE 431 represents an average of the grades suggested by the Cooperating/Mentor Teacher(s) and the University Supervisor(s). However, both the Cooperating/Mentor Teacher(s) and the supervisor(s) are expected to document by giving examples or making specific suggestions when either indicator, “Target” or “Needs Improvement” is marked. In addition, grades assigned should be consistent with the appropriate grading scale on the evaluation 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.

ED/EE 431 is a two credit hour course that requires completion of the Professional Relations of Teachers Guidebook (PRT – Section IV of the Student Teacher Manual) and completion of the Teacher Work Sample (TWS). If Section II and/or the TWS is not completed, a grade of “Incomplete” or “F” may be assigned by the OFPL Director. The PRT represents 33% of the ED/EE 431 grade, and the TWS represents 67% of the grade. Successful completion of the TWS requires a minimum score of 94 (70% of the total 134 points).

Facilitating Good Classroom Management

The role of the teacher candidate in situations involving discipline is a delicate matter. The Cooperating/Mentor Teacher is always the agent responsible for maintaining and administering discipline in the classroom and any action on the part of the teacher candidate must be with the consent and approval of the supervising teacher. However, if the Cooperating/Mentor Teacher plans to be out of the room, the candidate should not be left without the authority necessary to keep an orderly and well-behaved classroom. Under the circumstances noted above, it would seem advisable for the Cooperating/Mentor Teacher to establish a definite policy to cover such situations and to make certain that both students and the teacher candidate understand the policy.

Some “dos” in gaining control:
1. Stress that the teacher candidate and the Cooperating/Mentor Teacher are partners and are working together.
2. Work for a “we” feeling in the classroom – try to make all students feel a part of the group.
3. Prepare lessons thoroughly. Being prepared will give everyone involved a stronger sense of security in what is taking place.
4. Learn as much as possible about individual students.
5. Analyze the reasons for loss of control.
6. Discuss the control techniques used by the Cooperating/Mentor Teacher.
7. Plan activities to keep students engaged in a constructive way.
8. Establish orderly classroom procedures and routines.
9. Make sure each student has a chance to succeed at something each day.
10. Have a plan for dealing with problems so that the teacher candidate is not perceived as indecisive or not in control.

Some “don’ts”:
1. Do not take students’ misbehavior as a personal affront.
2. Do not lose your temper.
3. Do not resort to sarcasm.
4. Do not embarrass a student in front of other students.
5. Do not let little violations “snowball” into major disruptions.
6. Do not keep reminding students of past mistakes in behavior.
7. Do not try to be a psychiatrist or physician.
8. Do not punish the entire group for the misbehavior of one or two students.
9. Do not come to school tired and lacking in vitality.
10. Do not resort to physical means for controlling behavior.

**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. 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 and/or Academic Supervisor for the entire semester. These Supervisors may also ask for regular journal entries to be sent to them.

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 University 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 Cooperating/Mentor Teacher with comments or suggestions. (See Appendix M for a sample journaling guide)
Section II
Cooperating/Mentor Teacher Manual
The Cooperating/Mentor Teacher

Qualifications

Academic Supervisors sign the placement requests for their student advisees and can make recommendations for specific Cooperating/Mentor Teachers. When arrangements are made with the administration for the school district or the individual designated by the school district, the university asks the district to adhere to the following criteria for assigning teachers as Mentors/Cooperating Teachers:

1. The Cooperating/Mentor Teacher must hold a bachelor’s degree and licensure endorsement in the area that the teacher candidate is seeking endorsement. In addition, the District Coordinator and the Building Principal must agree that this teacher is capable of assuming the responsibilities of a Cooperating/Mentor Teacher. The Cooperating/Mentor Teacher must be a strong mentor for adults.

2. The Cooperating/Mentor Teacher should have demonstrated highly effective skills as a teacher and should have had at least three years’ experience, at least one semester of which has been in the host district.

3. Continued professional growth on the part of the Cooperating/Mentor Teacher should be evident. This may include advanced study, travel, and/or other professional duties.

The university recognizes that the first responsibility of the Cooperating/Mentor Teacher is to the students in their classroom and will not knowingly assign a teacher candidate to any Cooperating/Mentor Teacher who has not expressed a willingness to provide this service. ESU’s Academic Supervisors may request another placement before the final placement is made if they feel the Cooperating/Mentor Teacher needs a different assignment.

Stipend

For each full-time (16 weeks) teacher candidate, a stipend is paid to the cooperating district or Cooperating/Mentor Teacher(s) by the university. Payments will be paid proportionally for placements that are less than 16 weeks. Some cooperating schools have formulated a policy concerning the distribution of this payment. Each Cooperating/Mentor Teacher should inquire of the Building Principal to determine the policy for that school.

A stipend of $153.50 per semester (16 weeks) is paid to the Cooperating/Mentor Teacher for each full-time teacher candidate. When a teacher candidate has more than one Cooperating/Mentor Teacher, this stipend is divided among each Cooperating/Mentor Teacher. PDS mentor teachers are paid an additional supplement for more intensive and expanded supervision requiring the preparation of PDS forms and reports.

Responsibilities of a Cooperating/Mentor Teacher

Understanding the Conceptual Framework of The Teachers College

The Conceptual Framework sets the expectations for our 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.

The Conceptual Framework is built on a knowledge base about teaching and learning based on *A Good Teacher in Every Classroom: Preparing the Highly Qualified Teachers Our Children Deserve* edited by Linda Darling-Hammond and Joan Baratz-Snowden (2005), and *Preparing Teachers for a Changing World: What Teachers Should Learn and*
be Able to Do edited by Linda Darling-Hammond and John Bransford (2005), both sponsored by The National Academy of Education. In addition to professional consensus, contributors to these documents used four kinds of research evidence to support recommendations for preparing teachers: basic research on how people learn within social contexts; the influences of different conditions, including specific teaching strategies, on what and how people learn; what kind of teacher learning opportunities are associated with teaching practices, that in turn, influence student learning; and how teachers learn. Contributors utilized John Dewey’s notion outlined in The Child and the Curriculum (1902) that the needs of the child and the demands of the curriculum are mediated by teachers to create a model that helps to organize vast amounts of information relevant to effective teaching and learning.

Emporia State University’s faculty, including professional education and content area faculty, support a program designed to transform candidates into Professional Educators. To help all students learn, Professional Educators 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 (Gardner and Shulman, 2005; Shulman, 1998) emerge from a shared evidence-based understanding of how to foster student learning. These six proficiencies define the Professional Educator; providing service to society, applying interdisciplinary, scholarly knowledge; engaging in practical action, responding to uncertainty and change; participating in self-reflection; and belonging to a professional community. These six proficiencies model what our candidates aspire to become – Professional Educators.

Each teacher education program reflects systematically designed and explicitly stated outcomes and competencies, supported by a specific knowledge base. Professional preparation programs are more than a collection of courses and experiences that candidates complete to receive a recommendation for initial licensure. These preparation programs produce graduates who are Professional Educators.

The partnerships between the Cooperating/Mentor Teacher and the faculty are crucial to the final transformation of our candidates into Professional Educators. The modeling, guidance, and instruction of candidates by Cooperating/Mentor Teachers in their classroom with their students is a precious opportunity for our 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.

Weekly Conferencing (please see Appendix E for checklists)

The Cooperating/Mentor Teacher should conduct at least one planned conference each week with the teacher candidate to discuss progress. A suggested list of topics for these conferences might include:

1. Orientation regarding school policies, regulations and other information of value to the candidate (See Appendix E).
2. Preparation of unit as related to the Teacher Work Sample 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.
17. Use and availability of building teaching materials.

To prepare for conferences, the Cooperating/Mentor Teacher might make notes of things done well and things needing more attention or training in a planner or on a daily calendar. A review of the ESU adapted state programs might be helpful.

Assessment and Documentation

Assessment and documentation of the teacher candidate's progress should be a continuous process. The teacher candidate is entitled to receive progress reports at regular intervals from the Cooperating/Mentor Teacher. Informal assessments may be conducted daily via writing comments on the candidate's lesson plans and having mini-conferences after a teaching experience. At a minimum, formal evaluations should be conducted several times during the semester (See Appendix K). This form is used as a formal evaluation at the midpoint of the student teacher placement and during the final week of the placement for single placements only.

For double placements, the Cooperating/Mentor Teacher completes the formal evaluation midway, during week four or week 12, marking “midterm”, and a final evaluation during the last week marked as “final grade”. When student teachers 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.

If a teacher candidate is having problems or is apprehensive about being evaluated, consider using a formal evaluation more frequently. The candidate should be given a hard copy of any assessment – whether formal or informal. Cooperating/Mentor Teachers are expected to complete formal evaluations online via the Internet, which may be accessed at: https://indri.emporia.edu/StudentTeacherAssessment/. In place of a signature, email Field Placement at fieldplacement@emporia.edu that the assessment has been completed.

The Director of the Office of Field Placement and Licensure records the final grades based on recommendations from the University Supervisor(s) and the Cooperating/Mentor Teacher(s). Only one grade will be given for student teaching, with the exception of ED/EE 431. Cooperating/Mentor Teachers are encouraged not to inflate grades. Make sure that assigned grades are consistent with the scales on the evaluation form. Note that a different scale is used by Cooperating/Mentor Teachers to assign midterm and final grades. Also specific comments or suggestions are expected for “Target” and “Needs Improvement” indicators that are assigned.

Planning and Guiding the Work of the Teacher Candidate

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 candidate puts into the student teaching experience, the greater 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 Cooperating/Mentor Teachers and classrooms of students. In addition, it is doubtful that any set pattern would fit the various subject areas adequately. However, the Cooperating/Mentor Teacher is expected to discuss the Teacher Work Sample (TWS) 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 Cooperating/Mentor Teacher and the 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 student teacher. **Candidates should be full-time teaching by the middle of the semester or the 8 week placement. If not, this is an indication that progress is unsatisfactory.** However, during the spring semester, full-time teaching may be delayed by the intensive testing schedule.

**The Importance of Lesson Planning**

The importance of lesson planning cannot be overstressed, particularly when teacher candidates frequently observe their Cooperating/Mentor Teacher spending comparatively little time in planning for teaching. However, it must be remembered that the Cooperating/Mentor Teacher has years of experience, and the teacher candidate will be expected to prepare and retain detailed lesson plans for the University Supervisor(s) to review when visiting. After each lesson is taught, the candidates should assess the lesson by writing reflective comments on the lesson plan.

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 pupils? 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 Cooperating/Mentor Teacher and the candidate will agree on a topic of work to be taught and developed and the suggested time necessary to teach it relevant to the Teacher Work Sample. Although the Cooperating/Mentor Teacher must be involved in TWS planning, the TWS is clearly the responsibility of the teacher candidate. **Detailed lesson plans are required even if the Cooperating/Mentor Teacher does not prepare detailed plans.** These plans should be organized, dated, and available at the student teaching site at all times. When the University Supervisor (Education and/or Academic Advisor) arrives for an assessment visit, the 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 University 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.**

Plans should be made in duplicate so that the Cooperating/Mentor Teacher may have a copy. 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 candidate needs adequate time to modify plans. The Cooperating/Mentor Teacher and University Supervisor(s) should provide input regarding the type of planning expected at various stages during the student teaching semester.
Lesson plans are the teacher candidate’s own working guides. The Cooperating/Mentor 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 provide satisfactory to all Cooperating/Mentor Teachers. However, sample lesson plans are included. (See Appendix F).

**Facilitating Good Classroom Management**

Classroom control is often a major problem for teacher candidates. Candidates often experience success with their teaching as long as the Cooperating/Mentor 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. See pages 20 & 29 for information that might be helpful to a candidate relevant to discipline and classroom management.

**Planning the Schedule for the Assumption of Duties in Student Teaching**

At first, the teacher candidate should be given minor responsibilities, possibly for short periods. The first few days will probably be spent in orientation, observation, and getting acquainted. As time passes, the candidate should be given more and more responsibility, stressing to the candidate that the Cooperating/Mentor Teacher is always available to assist. As the candidate grows in skill and confidence, the Cooperating/Mentor Teacher may relinquish more of the professional teaching duties. This will be determined by the Cooperating/Mentor Teacher’s assessment of the candidate’s capabilities. A guide for assumption of duties is found on pages 25-28. Any modification to this schedule should be mutually agreed upon by the teacher candidate, the Education Supervisor and the Cooperating/Mentor Teacher.

**Working With the University Supervisor(s) and ESU**

An Education Supervisor will be assigned to the teacher candidate and will be the liaison with the university (For PDS interns, this supervisor may or may not be the Site Coordinator). This supervisor may conduct an initial visit in each placement by phone and a total of two or three evaluation visits. (The initial visit may also be conducted on site.) Additional visits by phone may be made if appropriate. If the 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 University Supervisor(s) will assist the Cooperating/Mentor Teacher in any way possible if there are questions about the requirements for the program or if the teacher candidate is having difficulty. 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 Cooperating/Mentor Teachers and/or Principals.
Section III
University Supervisor Manual
The Role of Education Supervisors

The process of supervising teacher candidates is critically important to the candidate. It is also important for the Cooperating/Mentor Teacher, who has agreed to assume the responsibility for helping a candidate become a professional educator. 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 Cooperating/Mentor 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

<table>
<thead>
<tr>
<th>PDS Supervisors</th>
<th>1</th>
<th>Initial Visit (2 if split assignment*)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Expertise in Elementary Ed.)</td>
<td>3</td>
<td>Formal Assessments (1 in 2nd 8 weeks if split)</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Meetings with candidate on campus</td>
</tr>
</tbody>
</table>

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 2nd 8 weeks.

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

<table>
<thead>
<tr>
<th>Education Supervisors (Generalist)</th>
<th>1 or 2</th>
<th>Initial Visit (2 or more if split assignment)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>Formal Assessments</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Meetings with candidate on campus</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Supervisors** (Expertise in Specific Field)</th>
<th>1 or 2</th>
<th>Formal Assessments**</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td>Meetings with candidate on campus</td>
</tr>
</tbody>
</table>

**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)

On-Campus Supervisor Meeting with Teacher Candidates

On-campus meetings will be held on the orientation dates, at midterm, and when candidates return for their final meeting. Conferences with candidates on campus should include discussion of progress with the PRT Guidebook Competencies (Section IV of the Student Teacher Manual) as well as checking to find out if all paperwork is complete for the student at that time. Meetings with candidates on campus are at the discretion of the University Academic Supervisor, however all Teacher Candidates will meet with an Education/PDS Supervisor. **Note that teacher candidates are required to complete the PRT Guidebook by the midterm meeting held at the end of the first eight weeks, with the exception of the second set of competencies 1-4 that can’t be completed until the candidate is at the second student teaching site.**

The following includes a list of possible topics that teacher candidates and Education/PDS Supervisors may want to discuss at the initial meeting on campus.
1. Teacher Work Sample
2. Lesson planning
3. Visitation/Assessment dates
4. The teacher candidate’s relationship with Cooperating/Mentor Teacher(s)
5. Online evaluation by the Cooperating/Mentor 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. Competency guidebook (PRT)
17. Relationships with students

Academic Supervisors often cover issues pertinent to their discipline and situation as well as their expectations for teacher candidates.

Assessments and Visits

Initial Visits (by phone or on site)

The purpose of this visit is to outline expectations for the teacher candidate, to discuss the procedure for scheduling the candidate’s teaching experience, and to answer any questions that the teacher candidate may have. *Candidates should forward classroom schedules to each supervisor (Education and Academic Supervisor, if assigned) by the end of the first week in the placement so that this initial visit can be planned.*

An assessment may be scheduled on the same day as the initial visit to collect “baseline” data regarding the skills and abilities the candidate brings to the student teaching experience. The first day in a student teaching assignment should be spent getting acquainted with the school. It is important the candidate becomes familiar with the layout of the building, the school program including policies and regulations, the staff, and community. The candidate should be prepared to discuss the topics on the Initial Visit Checklist (See Appendix G).
Visits

Visits need to be scheduled in advance so that the supervisor does not waste travel time and arrive at a time when the teacher candidate is not teaching. This also facilitates coordination of visits so all who are evaluating can space out the visits during the semester. The teacher candidate, the Cooperating/Mentor Teacher, and the other University Supervisor, if applicable, should be aware of the planned visit. Supervisors are expected to communicate in advance with the school administrator and Cooperating/Mentor Teacher in the school to arrange student teacher visitation schedules with the exception of PDS sites. The teacher candidate is responsible for calling the supervisor if he/she is ill or has an emergency. If the supervisor is notified by email, the candidate should phone the supervisor to confirm the message was received. It is also important to communicate with the other university supervisor, if applicable, so that visits are scheduled throughout the semester and a candidate is not assessed several times in the same day or week. The supervisor is also responsible for getting a copy of each assessment to the other University Supervisor, if applicable.

Supervisors should check in at the school office and visit the Principal a few minutes on each visit when possible. If the supervisor is unable to make a scheduled visit to the school, this information should be made available to the school and teacher candidate as soon as possible so that schedules can be changed accordingly.

The observations/assessments completed by the University Supervisor will generally follow the pattern below:

An observation of 45 minutes or more
A conference with the Cooperating/Mentor Teacher
A conference with the teacher candidate
The conference may include both the candidate and the Cooperating/Mentor Teacher. Note that a University Supervisor must confer with the Cooperating/Mentor Teacher to accurately complete sections III and IV of assessment form).

During the observation, the supervisor will be assessing the progress the teacher candidate is making as a creative planner and effective practitioner and will complete Parts I and II of the assessment form. Results of the assessment (Parts I and II) should be discussed with both the candidate and the Cooperating/Mentor Teacher. Parts III and IV of the form, which addresses progress as a critical thinker and a professional should be completed in consultation with the Cooperating/Mentor Teacher and teacher candidate. To facilitate better understanding, the supervisor is expected to note specific strengths and needs in the comments section. If a supervisor indicates that a candidate exceeds expectations or needs improvement, at least one comment and/or example per subsection is required for documentation (See Appendix J).

Note: A teacher candidate should not be interrupted during the lesson presentation unless there is concern for the safety or well-being of students.

The supervisor will visit with the teacher candidate and with the Cooperating/Mentor Teacher, either individually and/or together before leaving. The supervisor may ask if there are any questions that need to be brought to his/her attention.

- What is the reaction of the Cooperating/Mentor Teacher and Principal to the teacher candidate?
- What strengths and weaknesses have been observed?
- Do these observations match the (faculty) supervisor’s observations?
- Is the teacher candidate willingly participating in related activities of the school?
- Are any of these related activities that go beyond the realm of normal teaching responsibilities for which the Cooperating/Mentor Teacher is paid additional compensation such as coaching or music instruction after the school day has ended?
• Is the teacher candidate accepted by the teaching staff and students?
• Are there any concerns regarding punctuality or attendance?
• Appropriate dress?
• The supervisor may assist the candidate to identify strengths and weaknesses that are noted and determine alternative actions that need to be taken for improvement.

Encourage teacher candidates to be actively involved in evaluation. See the Student Teacher/Intern assessment form used by University Supervisors during observations (Appendix J). Why is this form used? The indicators on this assessment form have been identified to assess the culminating phase of the pre-service preparation. Candidates are expected to demonstrate that they are critical thinkers, creative planners, and effective practitioners. Teacher candidates will be assessed according to the level of achievement and provided with written documentation. If the University Supervisor(s) has concerns about an indicator/field not indicated on the evaluation form, he/she is encouraged to express this concern in the narrative section of the form.

Who completes the form?

The University Supervisor of Student Teacher/PDS Intern Form will be completed by the Education/PDS Supervisor (See Appendix J). When Academic Supervisors are assigned, they have the option of using this form or one approved by their department. The Cooperating/Mentor Teacher will complete the Cooperating/Mentor Teacher Assessment Form online (See Appendix J) unless other arrangements are made with the student teaching director, call 620-341-5447.

May a University Supervisor access and complete the assessment form online at the student teaching site?

Supervisors are expected to utilize a tablet/computer to conduct assessments while in the teacher candidate’s classroom. A tablet may be provided and instructions will be provided when the tablet is distributed to the supervisor. Note that the tablet will not enable a supervisor to print until the tablet has been connected to a compatible printer, which may or may not be available at the student teaching site. The assessment is also available for supervisors to install on their personal desktop or laptop computers if they prefer to use their own. This can be loaded to a personal computer by calling the IT HELP DESK @ 620-341-5555. Supervisors are expected to distribute hard copies to the teacher candidate, the Cooperating/Mentor Teacher, and the other Education or Academic Supervisor as appropriate.

How often are the forms completed?

The University Supervisor completes the Student Teacher Assessment Form during each visit with the exception of the initial visit. Teacher candidates should expect two or more supervisor visits during the student teaching semester. Initial visits may be conducted by telephone or email. Whether the candidate is doing a 4 week, 8 week, or 16 week placement, each Cooperating/Mentor Teacher is expected to complete the Cooperating/Mentor Teacher Assessment Form as a midterm and final assessment online (Refer to the schedule on pages 25-28 to determine the candidate’s progress.) In addition, they may elect to use and submit this form as an informal progress report at other intervals during the student teaching placement to provide additional feedback. Teacher candidates may elect to ask Cooperating/Mentor Teachers to complete this form at other times as well and indicate that it is a routine assessment on the form.

What happens to the form once it is completed?

The form should always be reviewed by the teacher candidate with the Cooperating/Mentor Teacher or supervisor completing the form. Both the Cooperating/Mentor Teacher and the candidate should send an email to Field Placement at fieldplacement@emporia.edu to indicate that the completed form has been reviewed with the teacher candidate. This notice/email does not necessarily mean that the candidate agrees with the rating
The candidate should maintain a (hard) copy of each assessment in his/her student teaching notebook for review by faculty supervisors and Cooperating/Mentor Teachers.

The Education Supervisor should monitor the midterm and final evaluations from Cooperating/Mentor Teachers to ensure that teacher candidates are provided with written and oral feedback documenting their progress. It is essential that the Cooperating/Mentor Teacher use the correct form since a letter grade is required at midterm and final based on two different scales. *(University or faculty supervisors do not assign midterm grades.)*

**The Role of the Education/PDS Supervisor in Grading the Professional Relations of Teachers (PRT) Guidebook**

The Professional Relations of Teachers (PRT) is a separate course (ED/EE 431) taken during the student teaching semester. An AR/Post-Bac student enrolled in ED 890 will complete the PRT as part of this course. PRT competencies completed for this coursework are designed for teacher candidates to understand the professional roles and relationships that exist in school settings and prepare for interviewing. The Education/PDS Supervisor should follow these steps in the process of evaluating the guidebook and helping the candidate meet the expected timelines:

1. Help both the teacher candidate and the Cooperating/Mentor Teacher understand the use and importance of the guidebook.

2. Establish timelines for completion of competencies (should be completed by midterm).

3. Spend a few extra minutes each visit to discuss the guidebook and sign off on completed competencies.

4. At on-campus meetings with other teacher candidates, discuss the competences in the guidebook.

5. Remember that the completion of the guidebook is the candidate’s responsibility. The supervisor is responsible for offering assistance in understanding the competencies addressed.

6. The guidebook should be completed and submitted to the Education/PDS Supervisor at the midterm meeting. Education/PDS Supervisors will evaluate the guidebook and assign up to 33 points. Sixty-seven additional points may be earned for successful completion of the TWS, which will be graded by anonymous and independent raters.

**Procedures for Filling out Grade Cards**

The Education/PDS Supervisor should review the final evaluation from the Cooperating/Mentor Teacher and check to see if written feedback was provided to the Intern/Student Teacher. Only evaluation forms with written feedback are counted. *The Education/PDS Supervisor is encouraged to discuss the grade with the Cooperating/Mentor Teacher if the grade is substantially different from the teacher’s midterm grade or the grade(s) assigned by the supervisor(s).* The grading form should be completed by the Education/PDS Supervisor and returned to the Office of Field Placement and Licensure by finals’ week. *(See Appendix H).*

The Education/PDS Supervisor is responsible for entering:

1. Grade recommendations from
   a. Education Supervisor
   b. Academic Supervisor(s) when applicable – PDS supervisors enter this only when teacher candidate
has an 8 week content placement.

c. Cooperating/Mentor Teachers

2. Average or final grade
3. ED/EE 431 points earned
4. TWS points earned
5. Whether portfolio (optional) was successfully completed

Filing Travel Expenses

Education Supervisors are responsible for submitting travel expenses to the Office of Field Placement and Licensure before the end of the semester that they are supervising. Ideally, requests for reimbursement of travel expense will be submitted before the day of the final student teaching meeting. If this is not possible, travel requests should be submitted by the last workday before graduation. This is especially important at the end of the Spring Semester when accounts must be reconciled and closed for the fiscal year. All appropriate tax forms must have been received by the Office of Field Placement and Licensure in order to process requests for reimbursement.

The Academic Supervisor’s request for travel expenses should follow their individual department’s policy in regards to reimbursement.

Travel must be requested before the budget year ends and all forms received from the Supervisor in order to process payment.

The Role of the Supervisor(s) in Resolving Teacher Candidate Problems

Problems arise during the student teaching experience. The following steps will help ensure that they are handled as effectively as possible.

**Step 1:** Most problems will be resolved by simply keeping lines of communication open between the Cooperating/Mentor Teacher and the teacher candidate. Candidates should be in daily contact with Cooperating/Mentor Teachers, asking for and accepting feedback regarding each day’s progress and regarding their work. Problems that move beyond Step 1 have the potential for developing into something more serious. If necessary, the Cooperating/Mentor Teacher has been keeping a log of feedback given with how the teacher candidate has incorporated this into their teaching at this point.

**Step 2:** When the problem cannot be resolved by the Cooperating/Mentor Teacher and the candidate, the Education Supervisor should be made aware of the situation, particularly in regard to excessive (more than two or three) absences or if problems begin to escalate beyond the daily routine of Step 1. The Education Supervisor can provide valuable assistance, especially in the early stages of an issue that has not been resolved through communication between the Cooperating/Mentor Teacher and the candidate.

When the concern regards performance of the teacher candidate, the Education Supervisor should:

1. Analyze and document the candidate’s performance and/or behavior.
2. Confer with the Cooperating/Mentor Teacher; and together outline in writing the competencies and/or behaviors in which the candidate is exhibiting deficiencies or problems.
3. Discuss the deficiencies and/or behaviors with the teacher candidate and specify a period for improvement. Be certain the candidate realizes not meeting the expectations specified could result in early termination from student teaching and/or an unsatisfactory grade. Provide a written statement (letter, email, or comments section of the assessment form) to the teacher candidate that could serve as documentation in case of litigation.
4. Arrange with the Cooperating/Mentor Teacher to have a video made of the teacher candidate in a teaching situation (if appropriate and if possible).
5. When the concern regards an interpersonal issue between the teacher candidate and the Cooperating/Mentor Teacher, it may be helpful for the supervisor to meet separately with the candidate and Cooperating/Mentor Teacher to understand each perspective and assist with a strategy to correct the situation.

Director of the Office of Field Placement and Licensure at ESU should be contacted @ 620-341-5447 or when any of the parties involved believes it is necessary.

Although it is desirable that the teacher candidate become a junior member of the teaching faculty, the reality is that the candidate is a guest in the school. When there is cause to consider early termination on an off-campus teacher education placement, a due process procedure will be implemented (See Appendix I).

**Referencing Teacher Candidates for Employment**

Most beginning teachers obtain their first teaching positions through Career Services, the campus placement office. Teacher candidates, in their senior year, establish credentials with Career Services. The candidate reference form is available by contacting Career Services (620-341-5407).

Probably the most important part of a candidate’s credentials is the written recommendation from the Cooperating/Mentor Teacher. The Cooperating/Mentor Teacher is in the best position to determine the candidate’s potential teaching performance and to evaluate his/her work professionally, because the candidate has been under that person’s direct observation for an extended period. Since potential employers usually desire a second opinion, candidates should have at least one reference from university faculty such as Education or Academic Supervisors.

The candidate will provide supervisors and Cooperating/Mentor Teachers with a separate form for the placement folder if they agree to provide the candidate a letter of reference for the placement file. This reference form should be sent directly to Career Services, Campus Box 4014, and not to OFPL.

**Feedback from Teacher Candidates**

Teacher candidates will provide feedback regarding their Mentor/Cooperating/Mentor Teacher and Education Supervisor(s) by completing appropriate forms via Baseline at the end of the semester (See Appendix M and N).
Appendices
INTERN/STUDENT TEACHER CODE OF ETHICS

1. All information that the student teacher receives about pupils in class or school is to be kept confidential.

2. Student teachers should be more concerned with what is being achieved with the pupils than with the impression being made on the Cooperating/Mentor Teacher or the collegiate supervisor.

3. Student teachers should maintain the dignity necessary to gain the respect of pupils.

4. Student teachers should show enthusiasm concerning the learning experiences being developed with pupils.

5. Student teachers should be sympathetic and courteous toward all pupils.

6. Student teachers should be contributing members of the community.

7. Disciplinary measures used by student teachers should conform to the instructions of the Cooperating/Mentor Teacher.

8. Student teachers must be an example to their pupils in every way—physically, mentally, and ethically.

9. Student teachers should be interested in and ready to assist with the improvement of a class.

10. Student teachers must be impartial in dealing with pupils and must take into consideration individual abilities, interests, and capabilities for learning.

11. Student teachers must be impartial in dealing with pupils and must constantly strive to be fair while judging pupil’s actions.

12. Student teachers should refrain from imposing religious or political views upon pupils, and should exhibit a broad-minded, tolerant attitude toward other groups and individuals.
Appendix B

Kansas Educator Code of Conduct
Responsibilities to Student:

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

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

- Keeping in confidence information about students that has been obtained in the course of professional service
- Creating, supporting and maintaining a challenging learning environment for all students
- Advocating for fair and equitable opportunities for all children
- Nurturing the intellectual, physical, emotional, social and civic potential of all students
- Embodying for students the characteristics of honesty, diplomacy, tact and fairness
- Fulfilling all mandatory reporting requirements for child abuse
- Fulfilling the roles of mentor and advocate for students in a professional relationship. A professional relationship is one where the educator maintains a position of teacher/student authority while expressing concern, empathy and encouragement for students
- Providing professional education services in a nondiscriminatory manner
- Maintaining a professional relationship with parents of students and establish appropriate communication related to the welfare of their children

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

- Sharing confidential information concerning student academic and disciplinary records, health and medical information, family status/income and assessment/testing results unless disclosure is required or permitted by law
- Failure to provide appropriate supervision of students and reasonable disciplinary actions
- Engaging in harassing behavior on the basis of race, gender, national origin, religion or disability
- Furnishing tobacco, alcohol or illegal/unauthorized drugs to any student or allowing a student to consume alcohol or illegal/unauthorized drugs
- Committing any act of child abuse
- Committing any act of cruelty
- Committing any act of cruelty to children or any act of child endangerment
- Committing or soliciting any unlawful sexual act

Responsibilities to District:

- Adhere to conditions of contractual obligations with professional practice
- Fulfill reporting requirements honestly and accurately
- Appropriately use funds, personnel, property and equipment committed to his or her charge
- Refrain from falsifying any documents related to the employment process
- Conduct school district business through established procedures

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

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

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

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

Responsibilities to Profession:

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

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

- Encouraging and supporting colleagues in developing and maintaining high standards
- Insuring that institutional privileges are not used for personal gain
- Maintaining, diligently the security of standardized test supplies and resources
- Follow mandatory reporting requirements

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

- Harassment of colleagues
- Inappropriate language on school grounds or any school-related activity
- Accepting gifts or favors or offering gratuities that impair professional judgment or to obtain special advantage
- Violating confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items and violating local school board or state directions for the use of tests
- Being under the influence of, possessing, using or consuming illegal or unauthorized drugs
- Fabricating, misrepresenting, omitting or erroneously reporting employment history, professional qualification, criminal history, license/re-license
- A plea of guilty, nolo contendere or having been otherwise bound guilty of: any crime punishable as a felony; any crime involving a minor; any crime involving a theft; any crime involving drug-related conduct; any crime defined in any section of article 36 of chapter 21 of the Kansas statutes annotated; or any attempt as defined by K.S.A. 21-3301 and amendments thereto, to commit any crime specified in this subsection
PROFESSIONAL EDUCATION STANDARDS

Standard #1: The educator demonstrates the ability to use the central concepts, tools of inquiry, and structures of each discipline he or she teaches and can create opportunities that make these aspects of subject matter meaningful for all students.

K.1 The educator understands major concepts, assumptions, debates, and processes of inquiry, and ways of knowing that are central to the discipline being taught and can create opportunities that make these aspects of subject matter meaningful for all students.

K.2 The educator understands that students' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.

P.1 The educator represents and uses differing viewpoints, theories, "ways of knowing," and methods of inquiry in teaching of subject matter concepts.

P.2 The educator evaluates teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.

P.3 The educator engages students in constructing knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.

P.4 The educator develops or adapts and uses a curriculum that encourages all students to see, question, and interpret ideas from diverse perspectives.

Standard #2: The educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development.

K.1 The educator understands how learning occurs--how students construct knowledge, acquire skills, and develop critical thinking--and knows how to use instructional strategies that promote learning for all students.

K.2 The educator understands that students' physical, social, emotional, moral, and cognitive development influences learning and knows how to address these factors when making instructional decisions.

K.3 The educator is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral, and cognitive), can identify levels of readiness in learning, and understands how development in any one domain may affect performance in others.

P.1 The educator assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (physical, social, emotional, moral, and cognitive) and that leads to the next level of development.

P.2 The educator stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students' experiences, providing opportunities for active engagement, manipulation, and testing ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.

P.3 The educator seeks to discover students' thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.

Standard #3: The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.

K.1 The educator understands and can identify differences in approaches to learning and performance and can design instruction that helps use students' strengths as the basis for growth.

K.2 The educator understands that diversity, exceptionality, and limited English proficiency affect learning.

K.3 The educator knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English.

K.4 The educator understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.

K.5 The educator has a well-grounded framework for understanding cultural and community diversity and
knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction.

K.6 The educator has knowledge of state and federal regulations related to children and youth with exceptionalities.

P.1 The educator identifies and designs instruction appropriate to students' stages of development, strengths, and needs.

P.2 The educator uses teaching approaches that are sensitive to the multiple experiences of learners and that address diverse learning needs.

P.3 The educator makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication, and response modes) for individual students who have particular learning differences or needs.

P.4 The educator can identify when and how to use appropriate services or resources to meet diverse learning needs.

P.5 The educator seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures).

P.6 The educator brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms.

P.7 The educator creates a learning community in which individual differences are respected.

P.8 The educator is able to recognize learning problems and collaborate with appropriate special services personnel.

Standard #4: The educator understands and uses a variety of appropriate instructional strategies to develop various kinds of students' learning including critical thinking, problem solving, and reading.

K.1 The educator understands the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, invention, memorization, and recall) and how these processes can be stimulated.

K.2 The educator understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g. cooperative learning, direct instruction, discovery learning, whole group discussion, and independent study).

K.3 The educator knows how to enhance learning by using a wide variety of materials, including human and technological resources, primary documents and artifacts, texts, reference books, literature, and other print resources.

K.4 The educator understands the principles and techniques used in effective reading instruction.

P.1 The educator meets the learning needs of all students by evaluating how to achieve learning goals and by choosing alternative teaching strategies and materials.

P.2 The educator uses multiple teaching and learning strategies to engage all students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities, and that help all students assume responsibility for identifying and using learning resources.

P.3 The educator constantly monitors and adjusts strategies in response to learner feedback.

P.4 The educator varies his or her role in the instructional process (instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of all students.

P.5 The educator develops a variety of clear, accurate presentations and representations of concepts using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.

P.6 The educator uses a variety of reading strategies that are appropriate for students' diverse reading abilities and that support further growth and development.

Standard #5: The educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

K.1 The educator uses knowledge about human motivation and behavior drawn from the foundational
sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work.

K.2 The educator understands how social groups function and influence people and how people influences groups.

K.3 The educator knows how to help students work productively and cooperatively in complex social settings.

K.4 The educator understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.

K.5 The educator recognizes factors and situations that are likely to promote or diminish intrinsic motivation and knows how to help all students become self-motivated.

K.6 The educator understands crisis intervention strategies.

P.1 The educator creates a smoothly functioning learning community in which all students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, and engage in purposeful learning activities.

P.2 The educator engages all students in individual and cooperative learning activities that help them develop the motivation to achieve by, for example, relating lessons to students' personal interests, allowing students to have choices in their learning, and leading all students to ask questions and pursue problems that are meaningful to them.

P.3 The educator organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of all students in productive tasks.

P.4 The educator maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals.

P.5 The educator helps the group to develop shared values and expectations for student interaction, academic discussion, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry.

P.6 The educator analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.

P.7 The educator organizes, prepares students for, and monitors independent and group work in such a way that allows for full and varied participation of all individuals.

P.8 The educator can participate in the implementation of crisis intervention strategies.

Standard #6: The educator uses a variety of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

K.1 The educator understands communication theory, language development, and the role of language in learning.

K.2 The educator understands how differences in culture, gender, and exceptionality can affect communication in the classroom.

K.3 The educator recognizes the importance of non-verbal as well as verbal communication.

K.4 The educator knows about and can use effective verbal and non-verbal communication techniques.

P.1 The educator models effective communication strategies in conveying ideas and information and in asking questions (e.g. monitoring the effects of messages; restating ideas and drawing connections; using visual, aural, and kinesthetic cues; being sensitive to non-verbal cues given and received).

P.2 The educator develops learner expressions in speaking, writing, and other media.

P.3 The educator knows how to ask questions and stimulate discussion in different ways for particular purposes (e.g. probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk taking and problem solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question.)

P.4 The educator communicates in ways that demonstrate sensitivity to differences in culture, exceptionality, and gender (e.g. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation.)
Standard #7: The educator plans effective instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading.

K.1 The educator understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.

K.2 The educator knows how to use contextual considerations (e.g. instructional materials; individual student interests, needs, and aptitudes; and community resources) in planning instruction to create an effective bridge between curriculum goals and students' experiences.

K.3 The educator understands methods for teaching reading.

K.4 The educator understands the impact of using data from building, district, state, and national assessments to guide program development.

P.1 The educator creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.

P.2 The educator creates short- and long-term plans that are linked to all students' needs and performance and adapts the plans to ensure and capitalize on the progress and motivation of all students.

P.3 The educator responds to unanticipated sources of input, evaluates plans in relation to short- and long-term goals, and systematically adjusts plans to meet all students' needs and enhance learning.

P.4 The educator uses instructional strategies that help all students develop reading skills and that assist poor readers in gaining information.

P.5 The educator uses data from building, district, state, and national assessments to guide program development.

Standard #8: The educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners.

K.1 The educator understands the characteristics, uses, advantages, and limitations of different types of assessments (e.g. criterion-referenced and norm-referenced instruments, selected response and performance-based tests, observation systems, and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development.

K.2 The educator knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.

K.3 The educator knows the importance of aligning standards, goals, instruction, outcomes, and assessments.

P.1 The educator appropriately uses a variety of formal and informal assessment techniques (e.g. observation, portfolios of student work, educator-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance her or his knowledge of all learners, evaluate all students' progress and performances, and modify teaching and learning strategies.

P.2 The educator solicits and uses information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.

P.3 The educator uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.

P.4 The educator evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interaction, questioning, and analysis of student work.

P.5 The educator monitors his or her own teaching strategies and behavior in relation to student success, modifying plans, and instructional approaches accordingly.

P.6 The educator maintains useful records of student work and performance and communicates student progress knowledgeably and responsibly to students, parents, and other colleagues.

P.7 The educator knows how to align standards, goals, instruction, outcomes, and assessments.

Standard #9: The educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), actively seeks out
opportunities to grow professionally, and participates in the school improvement process (Kansas Quality Performance Accreditation [QPA]).

K.1 The educator uses a variety of self-assessment and problem-solving strategies for reflecting on his or her practice and the way that practice influences students' growth and learning and affects the complex interactions between student and educator.

K.2 The educator is aware of major areas of research on teaching and of resources available for professional learning.

K.3 The educator understands the school improvement process (QPA) in Kansas schools.

P.1 The educator uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.

P.2 The educator draws upon professional colleagues within the school and other professional resources as supports for reflection, problem solving, and new ideas, actively sharing experiences and seeking and giving feedback.

P.3 The educator demonstrates the skills necessary to contribute to the school improvement process (QPA) in Kansas.

Standard #10: The educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all students' learning and well-being.

K.1 The educator understands schools as organizations within the larger community context and understands the operations of the relevant aspects of the system within which he or she works.

K.2 The educator understands how factors in the students' environment outside of school (e.g. family circumstances, community environments, health, and economic conditions) may influence students' lives and learning.

P.1 The educator participates in collegial activities designed to make the entire school a productive learning environment.

P.2 The educator consults with parents, counselors, other educators within the schools, and professionals in other community agencies.

P.3 The educator identifies and uses community resources to foster learning for all students.

P.4 The educator establishes respectful and productive relationships with parents or guardians from diverse home and community situations and seeks to develop cooperative partnerships in support of learning and well-being for all students.

P.5 The educator talks with and listens to all students, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems.

Standard #11: The educator demonstrates the ability to integrate across and within content fields to enrich the curriculum, develop reading and thinking skills, and facilitate all students' abilities to understand relationships between subject areas.

K.1 The educator has depth of knowledge in his or her subject matter.

K.2 The educator understands the importance of integrating knowledge from a discipline across and within other fields.

K.3 The educator has knowledge of reading and thinking skills that pertain to learning a discipline and to integrating that discipline to other content fields.

K.4 The educator understands the relationships among and between various subject matter fields.

P.1 The educator creates interdisciplinary learning experiences that allow all students to integrate knowledge, skill, and methods of inquiry from several subject areas.

P.2 The educator effectively uses multiple representations and explanations to help all students construct new knowledge by building on prior student understandings.

P.3 The educator, as an individual and a member of a team, selects and creates integrated learning experiences that are appropriate for curriculum goals, relevant to all learners, and based upon principles of effective instruction.
P.4 The educator uses reading and thinking skills strategies to assist all students in learning about the relationships among and between various subject matter fields.

Standard #12: The educator understands the role of technology in society and demonstrates skills using instructional tools and technology to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and communication, and help all students use instructional technology effectively.

K.1 The educator understands different kinds of technologies available to society and the roles these technologies play.
K.2 The educator has knowledge of the uses of a variety of media communication tools and techniques to enrich learning opportunities.
K.3 The educator understands how technology and other instructional tools can be used to enhance instructional practices, enhance professional development, and facilitate professional productivity.
K.4 The educator understands the sociological, ethical, and economic issues related to technology use.
K.5 The educator understands the role of technology in gathering, analyzing, and presenting information and managing educational change.

P.1 The educator utilizes a variety of appropriate instructional technology and tools to prepare and deliver instruction.
P.2 The educator plans and teaches lessons in which all students apply technology and other instructional tools and resources appropriately and effectively.
P.3 The educator uses appropriate technology to gather, analyze, and present information, enhance professional development and learning, and facilitate professional productivity.

Standard #13: The educator is a reflective practitioner who uses an understanding of historical, philosophical, and social foundations of education to guide educational practices.

K.1 The educator understands how and why the American system of education developed.
K.2 The educator has critical awareness of the norms and values inherent in the American system education.
K.3 The educator understands how social forces have shaped and continues to shape American education.
K.4 The educator is aware of the ethical standards that should guide the professional teacher’s interaction with all students, colleagues, parents, and members of the community.
K.5 The educator understands how educational policy is formulated and how it affects classroom practices.
K.6 The educator understands legal issues that impact all students, classrooms, teachers, administrators, and parents.

P.1 The educator uses knowledge of historical, philosophical, and social foundations of education to guide interaction with all students, colleagues, parents, and community members in a manner that demonstrates respect for them as persons.
P.2 The educator uses knowledge of historical, philosophical, and social foundations of education to guide instruction, educational practices, and decision-making.
P.3 The educator supports policies and practices that promote student welfare and development.
P.4 The educator follows all legal requirements for working with all students, other teachers, administrators, and parents.
STUDENT TEACHING AGREEMENT

Between Emporia State University
and
Schools Cooperating in the Off-Campus Student Teaching Program

To promote mutual understanding and cooperative effort in providing valuable professional experiences in off-campus student teaching, the following provisions are recognized by the university and the public school concerned as being essential:

I. The University Agrees:
   A. To provide the appointed representative of the cooperating school with information about the student teacher through written materials (and conference if necessary), and to indicate the time period requested for student assignments.
   B. To provide adequate supervision of student teachers through scheduled classroom visitations and conferences with cooperating teachers, student teachers, and school administration personnel, as required for the field experience. It is recommended that only one student teacher be assigned per cooperating teacher each semester, unless a special circumstance such arise, (such as observation/tutoring, library media practicum, etc.) in which case, mutual agreement will be required.
   C. To work cooperatively with public school personnel and student teachers in constantly seeking to improve the student teaching program.
   D. To maintain close communications with the appointed personnel of the school district with respect to cancellations or changes which may occur in any student teacher assignment or any problem arising concerning the student during the intern/field experiences.

II. The Cooperating School Agrees:
   A. To provide a field assignment as specified in placement request, which meets the expectations of the intern/field experience (all-day participation) and allows the student to complete required the number of hours required for the for the intern/field experience.
   B. To select outstanding and certified/licensed cooperating teachers willing to work with the student teacher, and who are recommended by the school district.
   C. To work cooperatively with the university in the on-going supervision, evaluation and improvement of the off-campus student teaching program.
   D. To provide the appropriate department faculty and/or the director of intern field placement with reports of the progress of the ESU student in the intern/student teaching.

III. This agreement is to be valid for school years beginning in fall 2015 and shall continue unless written notice is given by the public school or university to the contrary.

Approved by School Superintendent or Designated Representative:

Superintendent
USD # Public Schools
Print Name
Date

Designated Representative Signature
Print Name and Title
Date

Dr. Kenneth A. Weaver, Dean
THE TEACHERS COLLEGE
EMPORIA STATE UNIVERSITY
CHECKLIST FOR PREPARATION FOR A COOPERATING/MENTOR TEACHER

Before the Student Teacher arrives, I:

_____ have prepared the pupils for his/her arrival,
_____ have learned about the background of the student teacher,
_____ have read the university student teaching materials and understand the role of the Cooperating/Mentor Teacher,
_____ have become aware of the legal status of student teachers in Kansas,
_____ have become familiar with the policy of my school and district concerning the responsibilities of student teachers,
_____ have had pre-teaching contact with the student teacher,
_____ have secured copies of materials that can be used in orienting the student teacher, e.g., school handbook, a daily schedule, seating charts, emergency procedures
_____ have made provision for the student teacher 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 student teacher, and
_____ have tentatively planned a balanced sequence of learning experiences, including the teaching of a Teacher Work Sample unit, for the student teacher for the total student teacher experience.
CHECKLIST FOR THE FIRST FEW DAYS OF INTERNSHIP/STUDENT TEACHING

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

_____ been aware of the special needs of the student teacher as he/she adjusts to a different environment,
_____ introduced the student teacher to the class(es) in such a way that she/he is given status,
_____ shown an attitude that indicated that the student teacher is welcome as a partner in the classroom,
_____ made a conscious effort to introduce the student teacher to other faculty members and administrative staff,
_____ familiarized the student teacher with the routine and management techniques in my classroom,
_____ acquainted the student teacher with work currently under way in the class,
_____ involved the student teacher in classroom participation,
_____ provided the student teacher with a textbook and a place to work,
_____ provided the student teacher with a copy of class schedules and a school handbook,
_____ oriented the student teacher to the school building,
_____ discussed pertinent school policies and regulations with the student teacher,
_____ assisted the student teacher in learning the names of pupils,
_____ included the student teacher in discussions and planning with pupils,
_____ reached an agreement concerning the responsibility and authority each will have,
_____ planned for the student teacher's gradual assumption of teaching responsibilities,
_____ assisted the student teacher in becoming familiar with different available instructional materials,
_____ oriented the student teacher to the community, and
_____ assisted the student teacher in acquiring background information on the pupils with whom he/she will be working.

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

Procedure recommended by: Kala Musick, Dorothy Moody Elementary School, Overland Park
Quick Reference of Timeline for Cooperating Teacher for Spring 2016

Schedule for Assumption of Duties Week-by-Week during the semester/placement. (See page 25 of Student Teacher Manual)

Complete the assessment of your student teacher anytime you wish, marking this as Routine on the form through https://indri.emporia.edu/StudentTeacherAssessment/ Submit online after discussing with your student teacher. (See page 34 of Student Teacher Manual)

Complete midterm assessment of student teacher with midterm marked on form, through https://indri.emporia.edu/StudentTeacherAssessment/ Submit online (before March 10, 2016 for 16 week assignments or before February 11, 2016/April 7, 2016 for 8 week assignments) after discussing with your student teacher. (See page 34 of Student Teacher Manual)

Complete final assessment of student teacher with final marked on form, through https://indri.emporia.edu/StudentTeacherAssessment/ Submit online (before May 5, 2016 for 16 week assignments or before March 10, 2016/May 5, 2016 for 8 week assignments) after discussing with your student teacher. (See page 34 of Student Teacher Manual)
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.
Appendix G

Initial Visit Checklist
(For PDS Interns, Middle, Secondary & PreK-12 Student Teachers)

Date: ________________________________   On-site Visit___________ Phone Visit __________

Student: ______________________________                 Education Supervisor: _______________________

Coop/Mentor Teacher(s): _________________                Subject/Grade Level: ________________________

E Mail: _________________________________

District/School: __________________________             Duration of On-site Visit: ____________________

_____ 1. Supervisor had made contact with building administrator. (If on-site visit)

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

_____ 3. Supervisor(s), Cooperating/Mentor Teacher, and Student Teacher/Intern have exchanged phone numbers (home
and/or cell numbers).

_____ 4. School and class schedules have been shared.

_____ 5. Student Teacher/Intern is maintaining an orderly notebook with daily journal, plans (including daily reflections),
evaluations (routine, midterm, and final), schedules, etc.

_____ 6. Student Teacher/Intern has been introduced to faculty and school personnel.

_____ 7. Student Teacher/Intern has been provided with a workspace.

_____ 8. Student Teacher/Intern has been informed of & provided with emergency procedures (See PRT Competency 1 in
the Student Teaching Manual relevant to emergencies).

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

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

_____ 11. A plan of progressive teaching integration has been developed and TWS unit discussed.
       Full-time teaching should begin before or by midterm unless extensive testing may delay this during spring. If not ready, this may be an indication additional support/communication is needed. Confer with Education Supervisor/Site Coordinator. PDS Mentor Teachers need to follow the schedule for Block 3 and Phase II Student Teachers to assure time for gradually returning teaching responsibilities to the mentor and for observing other classes.)

_____ 12. The TWS requirements have been reviewed and the ESU TWS Student Assistance Policy.

_____ 13. The Cooperating/Mentor Teacher Manual has been reviewed.

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

_____ 15. A schedule of assessments 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 student teacher has multiple Cooperating/Mentor Teachers.

_____ 16. On-line assessment has been discussed @ https://indri.emporia.edu/StudentTeacherAssessment/.

_____ 17. Assessment forms in Intern/Student Teaching Manual (Appendix I), documentation procedures, and the due process policy (Appendix H) have been reviewed.

_____ 18. The PRT Guidebook and the PRT Guidebook policy have been reviewed.

_____ 19. The Education Supervisor has responded to any other questions or concerns.

_____ 20. Next visit-assessment date/time: ______________________________

__________________________________  ______________________________
Student Teacher/Intern Signature       Education Supervisor Signature

(If on-site visit
Appendix H

1. ST Grade______*
2. PRT Grade_____**

Grade Form Completed by __John Doe__________________________
(Education Supervisor) (Signature)

EMPORIA STATE UNIVERSITY
Office of Field Placement and Licensure
Education Supervisor’s Student Teaching Grade Report

Student Teacher: Harold Smith Semester/Year FALL 2015
District: SOUTHERN LYON COUNTY USD #252 & BURLINGAME PUBLIC SCHOOL USD #454
School(s): Hartford High & Burlingame Jr./Sr. High

It is the responsibility of the education supervisor to recommend a final semester grade for field experience in which the student is enrolled based on points awarded by each evaluator using their last evaluation. Please make sure each final evaluation has written feedback. Indicate points assigned and final grade for each person listed. Academic supervisor grades and TWS points can be obtained in the OFPL office by Monday, December 7, 2015. Return this form by Wednesday, December 9, 2015. Your consideration will be appreciated.

<table>
<thead>
<tr>
<th>STTEUDENT TEACHING GRADE:</th>
<th>Evaluator Names</th>
<th>Points Awarded (last eval)</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Supervisor:</td>
<td>DOE</td>
<td>80</td>
<td>A</td>
</tr>
<tr>
<td>Academic Supervisor(s):</td>
<td>WILD</td>
<td>88</td>
<td>A</td>
</tr>
<tr>
<td>Cooperating/Mentor Teacher(s):</td>
<td>Tom Jones 90</td>
<td>90</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>Marie Wright</td>
<td>94</td>
<td>A</td>
</tr>
</tbody>
</table>

Total Points/(Final Pts. Only) Awarded for ST Grade only: 352 divided by (# evaluators) 4 = 88 (Average Points Awarded)

Grade Assigned re Final Student Teaching Grade Scale: (Refer to chart following) (1.) _A*_

<table>
<thead>
<tr>
<th>Final Grade Scale</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>70-100</td>
</tr>
<tr>
<td>B</td>
<td>50-69</td>
</tr>
<tr>
<td>C</td>
<td>40-49</td>
</tr>
<tr>
<td>D or F</td>
<td>39 or less</td>
</tr>
</tbody>
</table>

ED/EE 431: Professional Relations of Teachers (PRT) PRT Grade / PRT Points

(PRT Guidebook Points + TWS Project Points = PRT Grade)

<table>
<thead>
<tr>
<th>PRT Grade</th>
<th>PRT Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-94.9</td>
</tr>
<tr>
<td>B+</td>
<td>87.5-89.9</td>
</tr>
<tr>
<td>B</td>
<td>82.5-87.4</td>
</tr>
<tr>
<td>B -</td>
<td>80-82.4</td>
</tr>
<tr>
<td>C+</td>
<td>74.5-79.9</td>
</tr>
<tr>
<td>C</td>
<td>69.5-74.4</td>
</tr>
<tr>
<td>D</td>
<td>69.4 or less</td>
</tr>
</tbody>
</table>

Example:

5. **PRT Guidebook Points:** 33
(33 points possible; competencies 1-10 must be completed)

6. **TWS Project Points:** 126 ÷ 2 = 63
(134 total points divided by 2 = 67 points possible.
Minimum score of 94 (70% of 134 points) required.)

1. 33 + 2 * 63 = 96 Points = A** (2.) Final ED/EE 431 PRT Grade Assigned
Points may be changed at the discretion of the Director of Field Placement

62
EMPORIA STATE UNIVERSITY
THE TEACHERS COLLEGE

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 student teachers. Hereafter in this document, PDS Interns and student teachers 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 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 student teacher is teaching, appointed by the department chair of the academic area. If the student teacher has two placements, the academic area is the one that corresponds to the content area where the concern has arisen.

• One ESU faculty representative from elementary (if the candidate is elementary) or secondary (if the candidate is secondary) education appointed by the Associate Dean of the Teachers College.

• One Junior or Senior ESU teacher education candidate from the academic area of the student teacher and appointed by the department chair of that academic area.

The Associate Dean of The Teachers College or his/her designee will convene the Committee and serve as a non-voting chair of the Candidate Retention Appeals Committee. 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.
Emporia State University Supervisor Assessment of Student Teacher or Intern  
Grading Procedures

The indicators used on the Emporia State University Student Teacher/Intern assessment form assess the culminating phase of the pre-service experience and have been aligned with the Teachers College Conceptual Framework and state professional standards. Students 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 will be assessed according to their levels of achievement and provided with written documentation regarding their progress.

When marking an indicator, the Cooperating/Mentor Teacher(s), mentor, and university supervisor(s) will mark: Target, Acceptable, Needs Improvement, or Not Applicable.

- **Target** - Demonstrates implementation of the indicators at the level of a successful beginning teacher.
- **Acceptable** - Demonstrates implementation of the indicators as would be expected for a student teacher.
- **Needs Improvement** - Demonstrates a lack of knowledge and/or ineffective implementation of indicators.
- **Not Applicable** - Is marked only when the indicator is not observed in the lesson. It is not to be used to communicate that a student teacher is not yet teaching or is teaching using the teachers’ lesson plan or a scripted plan.

The following explanations provide a detailed definition of student teacher performance levels:

**Target** – The student teacher/intern clearly demonstrates implementation of a majority of the indicators at the level of a successful beginning teacher. Examples should be provided in the Comment section. Few problems occur. He/she is self-directed and always assumes responsibility. The student teacher/intern is very successful, demonstrating exceptional skills, and earns from 70 to 100 points.

**Acceptable** – The student teacher/intern clearly demonstrates implementations of a majority of the indicators as would be expected for a student teacher, who is still learning. He/she usually assumes responsibility and successfully demonstrates effective skills. The student teacher/intern is mostly aware of problems, and those problems are usually corrected by the student teacher/intern. Sometimes he/she is self-directed.

**Needs Improvement** – The student teacher/intern demonstrates lack of knowledge and/or ineffective implementation on a substantial number of indicators. The student teacher/intern is not routinely aware of difficulties and demonstrates ineffective skills. The person seldom assumes responsibility.

**Not Applicable** – Is marked only when the indicator is not observed in the lesson. It is not to be used to communicate that a student teacher/intern is not yet teaching or is teaching using the teachers’ lesson plan or a scripted plan. This category should not be consistently marked.

The scale below indicates the number of points required to earn a specific at the end of the semester:

- **Target** = 2 points per indicator
- **Acceptable** = 1 point per indicator
- **Needs Improvement** = no (0) points

Not applicable = no points gained or lost. If “Not Applicable,” the total number of indicators used to compute percentages will be reduced accordingly.

<table>
<thead>
<tr>
<th>FINAL GRADES</th>
<th>POINTS POSSIBLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>70 – 100</td>
</tr>
<tr>
<td>B</td>
<td>50 – 69</td>
</tr>
<tr>
<td>C</td>
<td>40 – 49</td>
</tr>
<tr>
<td>D</td>
<td>30 – 39</td>
</tr>
<tr>
<td>F</td>
<td>29 or less</td>
</tr>
</tbody>
</table>
EMPORIA STATE UNIVERSITY
University Supervisor Assessment of Student Teacher/Intern.

Date: ___________________  Supervisor: ___________________

Student Teacher/Intern: ___________________  Assessment: _____ Routine _____ Final _____ Conference with Student Teacher/Intern

If Final, recommended grade: ___________________

Subject/Grade Level: ___________________ Observation/Assessment: 1 2 3 4 5  _____ Conference with Cooperating/Mentor Teacher

Cooperating/Mentor Teacher/Mentor: ___________________ Duration of Visit: ___________________  _____ Joint Conference with Student Teacher/Intern and Cooperating/Mentor Teacher

District No./School: ___________________ Time/Date Next Visit: ___________________

Student Teacher/Intern Signature*: ___________________ Cooperating/Mentor Teacher Signature*: ___________________

*Signatures are not required when the assessment is submitted on-line. Supervisor may sign a hard copy for student teachers/interns to use re job hunting.

<table>
<thead>
<tr>
<th>Student Teacher/Intern Preparation: All lesson plans are:</th>
<th>PRF Guidebook (Ed. Supervisor, not HR,Remove)</th>
<th>Satisfactory Progress</th>
<th>Unsatisfactory Progress</th>
<th>Completed __ N.A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organized &amp; sequenced</td>
<td>Written reflections (journal plans)</td>
<td>Satisfactory Progress</td>
<td>Unsatisfactory Progress</td>
<td>Completed __ N.A</td>
</tr>
</tbody>
</table>

Check the appropriate box to indicate the level of achievement during the student teaching/internship experiences covered by this assessment. If “Target” or “Needs Improvement” is checked, provide at least one comment per subsection to support the indicator(s) marked.

**Topic of lesson:**

*Parts I through IV to be completed while observing a lesson. Observation results and general progress should be discussed with both the student teacher/intern and the Cooperating/Mentor Teacher.*

**PART I: THE PROFESSIONAL ENGAGES IN EFFECTIVE PRACTICE (Section 1)**

**A. Lesson Planning (Also consider indicators 46 & 49)**

1. Prepares clear, logical sequential lesson
2. Selects a variety of materials and has them readily available for the lesson
3. Prepares a lesson appropriate for students' developmental needs
4. Prepares several different instructional strategies
5. Selects activities which encourage critical thinking, problem solving, and decision making
6. Creates interdisciplinary learning experiences that employ reading and thinking strategies
7. Plans opportunities for students to demonstrate understanding throughout the lesson

<table>
<thead>
<tr>
<th>Not Applicable</th>
<th>Target</th>
<th>Acceptable</th>
<th>Needs Improvement</th>
</tr>
</thead>
</table>
| | | | | Comments: (Please note specific strengths & needs. Specify improvements needed. Give examples of how candidate meets the Target performance level.)
B. Teaching the Lesson (also consider indicators 46, 48, 49 & 50)

<table>
<thead>
<tr>
<th></th>
<th>Not Applicable</th>
<th>Target</th>
<th>Acceptable</th>
<th>Needs improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>Exhibits knowledge of content and essential concepts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Manages and makes effective use of materials and space</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Promotes student involvement, e.g., through individual and cooperative learning activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Uses available classroom technology appropriate for lesson</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PART II: THE PROFESSIONAL RESPONDS TO UNCERTAINTY AND CHANGE
(also consider Indicators 26 & 37)

<table>
<thead>
<tr>
<th></th>
<th>Not Applicable</th>
<th>Target</th>
<th>Acceptable</th>
<th>Needs improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.</td>
<td>Uses questioning effectively in different ways for particular purposes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Makes effective use of instructional time, e.g., introduction, transitions, and closure</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Adapts plans as needed</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PART III: THE PROFESSIONAL ENGAGES IN EFFECTIVE PRACTICE (Section 2)

A. Communicating

<table>
<thead>
<tr>
<th></th>
<th>Not Applicable</th>
<th>Target</th>
<th>Acceptable</th>
<th>Needs improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.</td>
<td>Conveys information, ideas, concepts, and directions effectively</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Uses appropriate oral and written communications</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Uses appropriate voice intonation and volume</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>Uses humor and/or enthusiasm effectively</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>Uses varied, specific, and accurate feedback</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>Communicates high academic expectations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>Knows and addresses students by name</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Managing the Classroom Environment

<table>
<thead>
<tr>
<th></th>
<th>Not Applicable</th>
<th>Target</th>
<th>Acceptable</th>
<th>Needs improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>22.</td>
<td>Encourages interaction in a mutually respectful and friendly manner</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>Communicates high behavioral expectations and maintains an orderly student-centered environment conducive to learning, health, and safety</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>Analyzes the classroom environment proactively to prevent undesirable behavior</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>Keeps students on task, reinforces appropriate behavior</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26.</td>
<td>Handles disruptions fairly and firmly with verbal and non-verbal techniques</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27.</td>
<td>Exhibits ability to complete multiple tasks simultaneously</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PART IV: THE PROFESSIONAL APPLIES INTERDISCIPLINARY KNOWLEDGE

Comments:
(Please note specific strengths & needs. Specify improvements needed. Give examples of how candidate meets the Target performance level.)
A. Demonstrating Content Knowledge

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>28. Presents lesson applicable to content objectives or justifies changes in the lesson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29. Provides appropriate practice for the content outcomes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30. Demonstrates knowledge of lesson content, incl. accurately answering student questions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31. Provides real world examples or application of the material</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32. Uses terminology/vocabulary appropriate to the content</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33. Presents content in the appropriate sequence, including review if applicable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34. Uses teaching strategies appropriate to the content area</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35. Collects evidence that students have learned the content</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>36. Ensures students have requisite skills necessary for understanding and applying content</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>37. Presents or clarifies lesson objectives to the learners</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PART V: THE PROFESSIONAL RELIES ON SELF-REFLECTION

A. Reflecting and Inquiring

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>38. Seeks and accepts feedback from a variety of sources, including other professionals and students, for insight and direction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>39. Is open to new ideas and continually refines practice through self-examination</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40. Uses reflective practices in planning, monitoring, assessing, and instructing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>41. Actively works to advance own knowledge and use of instructional materials, including technology, for teaching and learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>42. Reflects on lessons taught including written reflections on lesson plans</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PART VI: THE TEACHER PROVIDES SERVICE TO SOCIETY (indicators 43, 44, 46, 49, 50) and THE TEACHER BELONGS TO PROFESSIONAL COMMUNITY (indicators 45, 47, 48)

A. Demonstrating Professional Behavior and Addressing Diversity

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>43. Demonstrates professional behavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Presents a professional appearance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Is consistently punctual</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Accepts responsibility, completes duties promptly and accurately</td>
<td></td>
</tr>
<tr>
<td>44. Demonstrates ethical behavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrates good judgment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Follows district and building policies and procedures</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Uses discretion in confidential situations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Is honest and trustworthy</td>
<td></td>
</tr>
</tbody>
</table>

Comments:
(Please note specific strengths & needs. Specify improvements needed. Give examples of how candidate meets the Target performance level.)
45. Models values and dispositions commonly expected of teachers
   - Demonstrates an appropriate attitude
   - Receptive to feedback from the Coop/Mentor Teacher and University Supervisor
   - Demonstrates belief that all students can learn

46. Attends to diversity
   - Uses a variety of instructional strategies/materials appropriate for diverse learners
   - Plans assessments to allow students to demonstrate knowledge in a variety of ways
   - Responds to diverse needs of all students (e.g., cultural, gender, academic, SES, ELL)

PART VI: THE TEACHER PROVIDES SERVICE TO SOCIETY and THE TEACHER BELONGS TO PROFESSIONAL COMMUNITY (CONTINUED)

47. Participates in professional activities
   - Attends school faculty meetings
   - Participates in school sponsored activities such as workshops, in-service programs, and committees
   - Participates non-school activities such as state and national meetings, workshops, and committees

48. Works and communicates effectively with others
   - Relates to other professionals and parents in a respectful manner
   - Relates to students in a professional and caring manner
   - Is flexible in working with students and colleagues

49. When appropriate, makes adaptations for "exceptional" students
   - Uses available classroom devices to remove barriers for diverse populations
   - Provides adaptation for students on IEP’s
   - Provides enrichment or remediation opportunities when needed

50. Demonstrates appropriate communication skills
   - Uses standard written and oral English
   - Speaks and enunciates words clearly
   - Uses appropriate speaking voice (volume)

NOTES: The student teacher/intern is responsible for distributing copies of the evaluation to the supervisor(s) and to the Cooperating/Mentor Teacher(s). Comments:
(Please note specific strengths & needs. Specify improvements needed. Give examples of how candidate meets the Target performance level.)
Emporia State Cooperating/Mentor Teacher Assessment of Student Teacher or Intern Grading Procedures

The indicators used on the Emporia State Cooperating Teacher/Intern assessment form assess the culminating phase of the pre-service experience and have been aligned with the Teachers College Conceptual Framework and state professional standards. Students 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 will be assessed according to their levels of achievement and provided with written documentation regarding their progress.

When marking an indicator, the cooperating teacher(s), mentor(s) and university supervisor(s) will mark: Target, Acceptable, Needs Improvement, or Not Applicable.

**Target** - Demonstrates implementation of the indicators at the level of a successful beginning teacher.

**Acceptable** - Demonstrates implementation of the indicators as would be expected for a student teacher.

**Needs Improvement** - Demonstrates a lack of knowledge and/or ineffective implementation of indicators.

**Not Applicable** - Is marked only when the indicator is not observed in the lesson. It is not to be used to communicate that a student teacher is not yet teaching or is teaching using the teachers’ lesson plan or a scripted plan.

The following explanations provide a detailed definition of student teacher performance levels:

**Target** – The student teacher/intern clearly demonstrates implementation of a majority of the indicators at the level of a successful beginning teacher. Examples should be provided in the Comment section. Few problems occur. He/she is self-directed and always assumes responsibility. The student teacher/intern is very successful, demonstrating exceptional skills, and earns from 70 to 100 points.

**Acceptable** – The student teacher/intern clearly demonstrates implementations of a majority of the indicators as would be expected for a student teacher, who is still learning. He/she usually assumes responsibility and successfully demonstrates effective skills. The student teacher/intern is readily aware of problems, and those problems are usually corrected by the student teacher/intern. Sometimes he/she is self-directed.

**Needs Improvement** – The student teacher/intern demonstrates lack of knowledge and/or ineffective implementation on a substantial number of indicators. The student teacher/intern is not routinely aware of difficulties and demonstrates ineffective skills. The person seldom assumes responsibility.

**Not Applicable** – Is marked only when the indicator is not observed in the lesson. It is not to be used to communicate that a student teacher/intern is not yet teaching or is teaching using the teachers' lesson plan or a scripted plan. This category should not be consistently marked.

The scales below indicate the number of points required to earn a specific at the end of the semester:

- **Target** = 2 points per indicator
- **Acceptable** = 1 point per indicator
- **Needs Improvement** = no (0) points
- **Not applicable** = no points gained or lost. If “Not Applicable,” the total number of indicators used to compute percentages will be reduced accordingly.

<table>
<thead>
<tr>
<th>MIDTERM GRADES:</th>
<th>POINTS POSSIBLE:</th>
<th>FINAL GRADES:</th>
<th>POINTS POSSIBLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>60 – 100</td>
<td>A</td>
<td>70 – 100</td>
</tr>
<tr>
<td>B</td>
<td>50 – 59</td>
<td>B</td>
<td>50 – 69</td>
</tr>
<tr>
<td>C</td>
<td>40 – 49</td>
<td>C</td>
<td>40 – 49</td>
</tr>
<tr>
<td>D or F</td>
<td>39 or less</td>
<td>D or F</td>
<td>39 or Less</td>
</tr>
</tbody>
</table>
COOPERATING TEACHER/MENTOR'S ASSESSMENT OF ESU STUDENT TEACHER/PDS INTERN

Log-on to: https://indri.emporia.edu/StudentTeacherAssessment/ to complete assessment

Date: ______________ Assessment: ___ Routine ___ Midterm ___ Final ___ Conference with Student Teacher Only
Student Teacher: __________________________ *Suggested Grade (Midterm): _________
Subject/Grade Level: __________________________ *Suggested Grade (Final): _________
Cooperating Teacher: __________________________
District/School: __________________________ Assessment was discussed with student teacher

*Signatures are not required when the assessment is submitted online. Supervisor may sign a hard copy for student teachers/interns to use for job hunting.

<table>
<thead>
<tr>
<th>Student Teacher/Intern Preparation</th>
<th>PRT Guidebook (Ed. Supervisor: not Alt Route):</th>
<th>Satisfactory Progress</th>
<th>Un satisfactory Progress</th>
<th>Completed</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Available</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organized &amp; sequential</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adequate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Check the appropriate box to indicate the level of achievement during the student teaching/internship experiences covered by this assessment. If "Target" or "Needs Improvement" is checked, provide at least one comment per subsection to support the indicator(s) marked.

**PART I: THE PROFESSIONAL ENGAGES IN EFFECTIVE PRACTICE**
(Section 1)

### A. Lesson Planning (Also consider indicators 46 & 49)

<table>
<thead>
<tr>
<th></th>
<th>Not Applicable</th>
<th>Target</th>
<th>Acceptable</th>
<th>Need Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prepares clear, logical sequential lesson</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Selects a variety of materials and has them readily available for the lesson</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Prepares a lesson appropriate for students' developmental needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Prepares several different instructional strategies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Selects activities which encourage critical thinking, problem solving, and decision making</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Creates interdisciplinary learning experiences that employ reading and thinking strategies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Plans opportunities for students to demonstrate understanding throughout the lesson</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:
(Please note specific strengths & needs. Specify improvements needed. Give examples of how candidate meets the Target performance level.)
B. Teaching the Lesson (also consider indicators 46, 48, 49 & 50)

<table>
<thead>
<tr>
<th></th>
<th>Not Applicable</th>
<th>Target</th>
<th>Acceptable</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Exhibits knowledge of content and essential concepts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Manages and makes effective use of materials and space</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Promotes student involvement, e.g., through individual and cooperative learning activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Uses available classroom technology appropriate for lesson</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PART II: THE PROFESSIONAL RESPONDS TO UNCERTAINTY AND CHANGE (also consider indicators 26 & 37)

<table>
<thead>
<tr>
<th></th>
<th>Not Applicable</th>
<th>Target</th>
<th>Acceptable</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Uses questioning effectively in different ways for particular purposes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Makes effective use of instructional time, e.g., introduction, transitions, and closure</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Adapts plans as needed</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PART III: THE PROFESSIONAL ENGAGES IN EFFECTIVE PRACTICE (Section 2)

A. Communicating

<table>
<thead>
<tr>
<th></th>
<th>Not Applicable</th>
<th>Target</th>
<th>Acceptable</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Conveys information, ideas, concepts, and directions effectively</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Uses appropriate oral and written communications</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Uses appropriate voice intonation and volume</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Uses humor and/or enthusiasm effectively</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Uses varied, specific, and accurate feedback</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Communicates high academic expectations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Knows and addresses students by name</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Managing the Classroom Environment

<table>
<thead>
<tr>
<th></th>
<th>Not Applicable</th>
<th>Target</th>
<th>Acceptable</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>Encourages interaction in a mutually respectful and friendly manner</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Communicates high behavioral expectations and maintains an orderly student-centered environment conducive to learning, health, and safety</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Analyzes the classroom environment proactively to prevent undesirable behavior</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Keeps students on task, reinforces appropriate behavior</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Handles disruptions fairly and firmly with verbal and non-verbal techniques</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Exhibits ability to complete multiple tasks simultaneously</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PART IV: THE PROFESSIONAL APPLIES INTERDISCIPLINARY KNOWLEDGE

Comments:
(Please note specific strengths & needs. Specify improvements needed. Give examples of how candidate meets the Target performance level.)
A. Demonstrating Content Knowledge

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>28. Presents lesson applicable to content objectives or justifies changes in the lesson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29. Provides appropriate practice for the content outcomes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30. Demonstrates knowledge of lesson content, incl. accurately answering student questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31. Provides real world examples or application of the material</td>
<td></td>
<td></td>
</tr>
<tr>
<td>32. Uses terminology/vocabulary appropriate to the content</td>
<td></td>
<td></td>
</tr>
<tr>
<td>33. Presents content in the appropriate sequence, including review if applicable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>34. Uses teaching strategies appropriate to the content area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>35. Collects evidence that students have learned the content</td>
<td></td>
<td></td>
</tr>
<tr>
<td>36. Ensures students have requisite skills necessary for understanding and applying content</td>
<td></td>
<td></td>
</tr>
<tr>
<td>37. Presents or clarifies lesson objectives to the learners</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

(Please note specific strengths & needs. Specify improvements needed. Give examples of how candidate meets the Target performance level.)

PART V: THE PROFESSIONAL RELIES ON SELF-REFLECTION

A. Reflecting and Inquiring

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>38. Seeks and accepts feedback from a variety of sources, including other professionals and students, for insight and direction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>39. Is open to new ideas and continually refines practice through self-examination</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40. Uses reflective practices in planning, monitoring, assessing, and instructing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>41. Actively works to advance own knowledge and use of instructional materials, including technology, for teaching and learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>42. Reflects on lessons taught including written reflections on lesson plans</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PART VI: THE TEACHER PROVIDES SERVICE TO SOCIETY (indicators 43, 44, 46, 49, 50) and THE TEACHER BELONGS TO PROFESSIONAL COMMUNITY (indicators 45, 47, 48)

A. Demonstrating Professional Behavior and Addressing Diversity

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>43. Demonstrates professional behavior</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Presents a professional appearance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Is consistently punctual</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Accepts responsibility, completes duties promptly and accurately</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>44. Demonstrates ethical behavior</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Demonstrates good judgment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Follows district and building policies and procedures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Uses discretion in confidential situations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Is honest and trustworthy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>45. Models values and dispositions commonly expected of teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Demonstrates an appropriate attitude</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
• Receptive to feedback from the Coop/Mentor Teacher and University Supervisor
• Demonstrates belief that all students can learn

46. Attends to diversity
• Uses a variety of instructional strategies/materials appropriate for diverse learners
• Plans assessments to allow students to demonstrate knowledge in a variety of ways
• Responds to diverse needs of all students (e.g., cultural, gender, academic, SES, ELL)

PART VI: THE TEACHER PROVIDES SERVICE TO SOCIETY and THE TEACHER BELONGS TO PROFESSIONAL COMMUNITY (CONTINUED)

47. Participates in professional activities
• Attends school faculty meetings
• Participates in school sponsored activities such as workshops, in-service programs, and committees
• Participates in non-school activities such as state and national meetings, workshops, and committees

48. Works and communicates effectively with others
• Relates to other professionals and parents in a respectful manner
• Relates to students in a professional and caring manner
• Is flexible in working with students and colleagues

49. When appropriate, makes adaptations for "exceptional" students
• Uses available classroom devices to remove barriers for diverse populations
• Provides adaptation for students on IEPs
• Provides enrichment or remediation opportunities when needed

50. Demonstrates appropriate communication skills
• Uses standard written and oral English
• Speaks and enunciates words clearly
• Uses appropriate speaking voice (volume)

Comments:
(Please note specific strengths & needs. Specify improvements needed. Give examples of how candidate meets the Target performance level.)

NOTE: The student teacher/intern is responsible for distributing copies of the evaluation to the supervisor(s) and to the cooperating/mentor teacher(s).
Memo

To: Cooperating/Mentor Teacher and Mentor Teachers
From: Shannon Hall, Director of Field Placement/Alternate Route and Licensure
Regarding: Completing Student Teacher/Intern Evaluations Online
Date: August 12, 2015

Attached are instructions for completing the online evaluation of a teacher candidate during student teaching. All cooperating and mentor teachers are expected to complete a minimum of two evaluations online by the midterm and final student teacher meetings. If you do not have internet access, please call the OFPL office (620-341-5447).

An important reason for the online form is that we must aggregate data for our accrediting agency, and student teacher data will have to be entered into our database. It is a sizeable task to enter every teacher candidate’s evaluations and your help would make our job much easier. In addition, evaluations done on-line look much more professional in the Career Services file used in job hunting.

After you enter the form online, it would be helpful if you would email Field Placement at fieldplacement@emporia.edu so we will know that your evaluation has been done. Just a short statement like: “I completed (student’s name) midterm or final evaluation online on (date).” is all that would be needed.

The attached summary, Accessing Student Teacher/Intern Evaluations Online, may be useful to you in the evaluation process. Please do not hesitate to contact Ms. Shannon Hall (shall6@emporia.edu) if you have questions, and thanks for helping us with our student teacher and intern evaluations.
Directions for Completing the Mentor/Cooperating/Mentor Teacher’s Assessment of ESU Student Teacher/PDS Intern On-line

1. Go to the website: https://indri.emporia.edu/StudentTeacherAssessment/. Please do not share the web address with others as we have not created a password protection for the site.

2. Complete the appropriate form. Do not use the University Supervisor Assessment form which does not require a letter grade:
   - Fill in as many of the blanks in the top section as you can; if you do not know the student’s ID #, please provide the student teacher’s Social Security number.
   - Some parts of the form are “buttons” that only require a click of your mouse.
   - The signature lines do not need to be completed but an email should be sent (See #6 below.).
   - Complete the four parts of the form by clicking the buttons AND typing your comments in the boxes provided at the right; you may type as much as desired even if it more than fills a box. When the form is printed there will be a separate page that will show all comments.
   - For security purposes, there is a time limit for completing the form so complete the form at one time to avoid losing data.
   - Print a copy of the evaluation before submitting it to the data base (See #5.)

3. Once you have completed the entire form, click “submit” at the bottom (directly under question #50) of the form. The completed/submitted form will remain on the screen until you close the document or open a “New Form”.

4. How to make changes after submitting the form.
   - After you have submitted the evaluation, you will no longer be able to make further changes/corrections.
   - To make changes after submission, email Field Placement at fieldplacement@emporia.edu regarding any change(s) needed. You will be notified by email once the change(s)/correction(s) have been made.

5. Before printing it is VERY IMPORTANT to change the page setup to landscape (click on File at the top; move the mouse selector down to and click on Page Setup; click on Landscape; click OK.) You may also want to do a “Print Preview” to make sure the margins don’t need to be adjusted.

6. Print the form; notice the last page contains all of your comments by section.

7. To make the form official after you have submitted the evaluation on-line, please e-mail Field Placement at fieldplacement@emporia.edu a short statement: “I completed (student’s name’s) final evaluation on-line.” This will serve as your official signature.

   In place of the student teacher/intern’s signature, we ask that he/she also send an email to Field Placement at fieldplacement@emporia.edu with the following statement: “This email confirms that I have read and discussed my final assessment with my Cooperating/Mentor Teacher. I understand that my signature (this email) does not necessarily indicate agreement.”

8. If you want to enter data for another student teacher click on “New Form” (located next to the submit button) and repeat the above steps.

9. If you have questions about:
   - PDS forms or this assessment, contact – 620-341-5445, cseimear@emporia.edu
   - Phase II or this assessment, contact Field Placement at fieldplacement@emporia.edu – 620-341-5447,
   - Technical problems, contact Joan Brewer– 620-341-5367, jbrewer@emporia.edu or Field Placement at fieldplacement@emporia.edu 620-341-5447.
Accessing Student Teacher/Intern Evaluations Online

**Candidate/Student Teacher/Intern Access**

**University Supervisor Evaluation Forms**
1. Go to: [https://indri.emporia.edu/](https://indri.emporia.edu/)
2. Log in using your ESU ID and password
3. Click on Candidate Home Page (You may get a message something like "You are not currently active, click to activate;" if so, go ahead and activate)
4. Click on Phase Support Data in the row across the top and on the drop-down menu go to Supervisor Assessments
5. Click on Next Record to scroll through all of your supervisor evaluations

**Cooperating/Mentor Teacher Midterm and Final Evaluation Forms**
1. On the same Phase Support Data drop-down menu as above go to Student Teacher Assessments
   - These are your Cooperating/Mentor Teacher’s evaluations
   - Final Assessment or Midterm Assessment is indicated at the top of the form
   - Only subsection and total scores are shown on this page
2. Click on Show Form (bottom left) to see the complete evaluation
3. Click on the Explorer back arrow to go back to the totals page
4. Click on the Next button to go to the next form

**Faculty Access (does not include part-time faculty)**

**Cooperating/Mentor Teacher Midterm and Final Evaluation Forms**
1. On that the same Phase Support Data drop-down menu as above go to Student Teacher Assessments
   - These are the candidate’s Cooperating/Mentor Teachers evaluations
   - Final Assessment or Midterm Assessment is indicated at the top of the form
   - Only subsection and total scores are shown on this page
2. Click on Show Form (bottom left) to see the complete evaluation
3. Click on the Explorer back arrow to go back to the totals page
4. Click on the Next button to go to the next form
STUDENT TEACHING JOURNAL/LESSON REFLECTIONS

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 student teacher 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 cooperating 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?
EMPORIA STATE UNIVERSITY  
Office of Field Placement and Licensure

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 COOPERATING/MENTOR TEACHER!

<table>
<thead>
<tr>
<th>Cooperating/Mentor Teacher*</th>
<th>Grade/Subject</th>
<th>Date</th>
</tr>
</thead>
</table>

Building | District No. | District Name |

Circle the appropriate response.

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

YES  NO  2. The students were prepared for my arrival.

YES  NO  3. An orientation to the school building, its facility, the resource materials and facilities was conducted.

YES  NO  4. I was introduced to the teacher’s method of record keeping.

YES  NO  5. The cooperating/mentor teacher scheduled at least one weekly conference or met with me daily to evaluate my progress and plan for future improvements.

YES  NO  6. The cooperating/mentor teacher gave assistance in solving problems encountered during the assignment.

YES  NO  7. The cooperating/mentor teacher observed my teaching and discussed my strengths as well as areas needed improvement.

YES  NO  8. The cooperating/mentor teacher’s mid-term and final evaluation were clearly communicated and meaningful to me.

YES  NO  9. I was allowed a reasonable degree of freedom to use my own ideas, techniques, and approaches when teaching.

YES  NO 10. The cooperating/mentor teacher was supportive, even when making suggestions for improvement.

YES  NO 11. The cooperating/mentor teacher left the room so I could experience the full responsibility for directing and controlling the classes.

*PLEASE USE REVERSE SIDE FOR SPECIFIC COMMENTS*
EMPORIA STATE UNIVERSITY
Office of Field Placement and Licensure

Assessment of Education/Academic Supervisor/Site Coordinator
by the Student Teacher/Intern

(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 Ed.  ______ Mathematics
____ English/Journalism/Modern Languages  ______ Music

Please apply the following rating scale:


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 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 presented a nurturing supportive attitude.
8. The supervisor communicated clearly his/her expectations throughout the semester.
9. The supervisor assisted in resolving problems encountered during the semester.
10. The supervisor was accessible to me for the entire student teaching period.

COMMENTS:
Section IV
Professional Relations of Teachers (PRT) Guidebook
Introduction

Overview

The ED/EE 431 course requires the completion of the Professional Relations of Teachers Guidebook (PRT), which is Section IV of the Student Teacher Manual. This guidebook serves as a reference source and assessment tool. The tasks are designed for student teachers to utilize interpersonal skills and to interact with issues that impact the role of the teacher. Many questions are open to various points of view. The guidebook is designed to focus the candidate toward intellectual and practical tasks that are transferable to real-life teaching situations.

Each teacher candidate is expected to complete the PRT Guidebook independently by midterm. Candidates are required to successfully complete ten competencies and may choose to do the interview section by developing an interview portfolio. The interview section is not required. **Note: Candidates who do not complete competencies 1-10 with correct and appropriate answers will be given a grade of “Incomplete” or “F” for ED/EE 431.** Completion of the PRT Guidebook constitutes 33% of the grade for ED/EE 431 while successful completion of the Teacher Work Sample constitutes 67% of the grade.

Candidates are required to word process answers to the competencies in the PRT Guidebook. The guidebook is available online at [http://www.emporia.edu/teach/fieldplacement/supervisor-manuals.html](http://www.emporia.edu/teach/fieldplacement/supervisor-manuals.html) and through Canvas in ED 431 (Phase II), EL 431 (Block 3) and ED 890 (AR/Post-Bac) starting on page 83.

- Make sure that the questions or instructions precede the answers to facilitate grading by supervisors.

Education Supervisors are responsible for grading the guidebook and will expect to see what competencies have been completed during the first eight weeks when visiting. **Note that competencies 1-4 need to be completed during the first week of student teaching for each placement (1st 8 weeks AND 2nd 8 weeks).** The entire guidebook should be completed on or before midterm. For teacher candidates with a second assignment during the last eight weeks, competencies 1-4 should be completed again during the ninth week. Ideally, candidates will complete all the competencies during the first few weeks of student teaching before they are teaching full-time or intensely involved with the Teacher Work Sample. The Education Supervisor is expected to complete the record sheet, which is located immediately following the PRT Guidebook Policy, by indicating the competencies that are completed, the number of points earned, and by signing at the bottom of the form. **The original of this record sheet must be submitted by the Education Supervisor with the official grade sheet to the Office of Field Placement and Licensure. Points may be changed at the discretion of the Director of Field Placement.**

The Professional Relations of Teachers Guidebook Policy

The purpose of the Professional Relations of Teachers (PRT) Guidebook is to assure that a teacher candidate has adequate knowledge and preparation to assume all responsibilities in a classroom and to maintain an ethical and professional demeanor while assuming these responsibilities and working with other professionals to meet both school and district goals. By completing a variety of competencies, the candidate becomes aware of safety procedures, discipline policies, legal issues and social media issues. To ensure adequate understanding and fulfillment of duties related to assessment and instructional practice, teacher candidates are required to complete other competencies. Finally, candidates are required to complete competencies that will enable them to successfully apply for and obtain a teaching license. A section about interviewing and portfolios is included but is not required to complete. It is for information only.

Each teacher candidate is expected to complete each required competency to assure that learning and student understanding occurs. There must be evidence of critical thought, an effort to understand the professional being consulted or the national/state/district policies, procedures, or guidebook and relate these references to one’s own views, beliefs, and experiences. While it is appropriate for candidates to discuss the various issues addressed in the PRT Guidebook, it is not appropriate for candidates to formulate identical answers/responses to PRT competencies. Teacher candidates are expected to find the needed information via research and interaction with other professionals, process it by reflecting, and then present the information in their own words. Sharing answers may result in a grade being lowered or in failure to complete student teaching as a result of unprofessional and unethical behavior.
Professional Relations of Teachers Guidebook Record Sheet

Name _______________________________ Student E# ____________ Semester Enrolled ____________

Note: Education supervisors are responsible for submitting a copy of the completed PRT Guidebook Record Sheet with final grade sheets to OFPL.

Competencies

Student Supervisor
Check Check
Off Off Competency Title

Part I Policies and Procedures

_____ _____ 1. Safety Procedures (p. 88)
_____ _____ 2. Discipline Policy (p. 88)
_____ _____ 3. Legal Issues (p. 89)
_____ _____ 4. Social Media Policy (p. 89)

Part II Assessment and Instructional Strategies

_____ _____ 5. Assessment/Grading Policy (p. 91)
_____ _____ 6. Supplies and Resources (p. 91)
_____ _____ 7. Use of Technology (p. 92)
_____ _____ 8. Developing Professional Relationships (p. 92)
_____ _____ 9. Multicultural Diversity (p. 93)

NOTE: Submit Competency 9 through Canvas (ED 431 for Phase II, EE 431 for Block 3, ED 890 for AR/Post-Bac) by 5:00 pm of the Mid-Term meeting day. Points may be lost if late. Retain extra copy of Competency 9 to turn in with the other competencies to your Education Supervisor or Site Coordinator on or before the Final Student Teacher/Intern Meeting. Questions? Contact Shannon Hall, Director – shall6@emporia.edu.

Part III Obtaining and Keeping a Teaching Position

_____ _____ 10. Licensure (p. 98)

_____ 33 Total Points Required (3 points per competencies #1-10, plus 3 pts if turned in on time). A late Competency 9 will result in the loss of 3 points.

Important note: Candidates who do not successfully complete competencies 1-10 will be given a grade of “Incomplete” or “F” for ED/EE 431.

(Supervisor’s Signature)

Date submitted to Education Supervisor by teacher candidate: ________________________________

85
Outcomes for Professional Relations of Teachers

The candidate will:

1. List and explain a variety of policies and procedures that relate to teachers and students on a day-to-day basis

2. Describe the cooperating teacher’s discipline policy and procedures

3. Describe the teacher’s, district’s, and/or the school’s policy regarding academic dishonesty

4. Describe the district policy regarding the use of social media by teachers

5. Evaluate grading procedures used by teachers

6. Explain the district or building guidelines/policies regarding grading and assessment

7. Describe a variety of assessment materials

8. Explain policies and procedures regarding copyrights and use of machines

9. Explain uses of technology

10. Explain classroom budgeting procedures and identify revenues

11. Summarize data about the school(s) and the student(s) served by the school

12. List Kansas licensure and renewal requirements

13. Recognize effective communication and collaboration strategies used by the teacher

14. Describe professional development activities attended

15. Describe collaboration with other educators and/or school personnel

16. Describe communication with parents or guardians

17. Describe district policy and procedures for reporting abuse

18. Complete the Kansas Internet teacher application for a teaching position (optional)

19. Recognize and employ good interview techniques (optional)

20. Prepare a letter of application for a teaching position (optional)

21. Compile an interview portfolio (optional)
Part I – Policies and Procedures

NOTE: Policies and Procedures (Competencies 1-4) should be completed during the first week of student teaching. For those with a second assignment, competencies 1-4 should be completed again during the ninth week. Copies of relevant policies and procedures from both school settings should be duplicated and attached for quick reference, if applicable.
**Competency 1 – 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.

See Appendix for Applicable Conceptual Proficiencies and Framework Indicators AND KSDE Professional Education Standards (page 100)

Source(s) ________________________________ Date __________________

---

**Competency 2 – 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).

See Appendix for Applicable Conceptual Proficiencies and Framework Indicators AND KSDE Professional Education Standards (page 100)

Source(s) ________________________________ Date __________________
Competency 3 – 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.

See Appendix for Applicable Conceptual Proficiencies and Framework Indicators AND KSDE Professional Education Standards (page 102)

Source(s)______________________________________________________Date________________________

Competency 4 – 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.

See Appendix for Applicable Conceptual Proficiencies and Framework Indicators AND KSDE Professional Education Standards (page 102)

Source(s)______________________________________________________Date________________________
Part II – Assessment and Instructional Strategies
**Competency 5 – Assessment/Grading Policy**

**Tasks:**
1. Explain the district or building guidelines regarding grading and assessment policies.
2. Describe the Cooperating Teacher’s system of grading and record keeping. After consulting with the Cooperating Teacher, identify the strengths and weaknesses of the system.
3. List the norm-referenced assessments that are given at the level in which you are teaching and describe how your Cooperating Teacher prepares his/her students for them.

See Appendix for Applicable Conceptual Proficiencies and Framework Indicators AND KSDE Professional Education Standards (page 103)

Source(s) ___________________________ Date ___________________________

**Competency 6 – Supplies and Resources**

**Tasks:**
1. If your Cooperating Teacher is receiving a yearly classroom budget for supplies and materials, designate the amount and identify any additional money sources for classroom expenses.
2. Explain any policy and procedure regarding copyrights and the use of machines.
3. Describe district procedure and policy for attaining grant money to finance educational opportunities to the schools and community.

See Appendix for Applicable Conceptual Proficiencies and Framework Indicators AND KSDE Professional Education Standards (page 104)

Source(s) ___________________________ Date ___________________________
**Competency 7 – Use of Technology**

**Tasks:**
1. Explain how you use technology in instruction and assessment, including how your students use technology.
2. Explain how you use technology to enhance your professional productivity and to engage in ongoing professional development.
3. Explain how you use technology to communicate with and collaborate with peers, parents, and the community in order to improve student learning.
4. Explain how you teach and demonstrate legal and ethical practice related to technology use.
5. Explain how you use technology to improve the learning of students with diverse backgrounds, abilities, and characteristics.

See Appendix for Applicable Conceptual Proficiencies and Framework Indicators AND KSDE Professional Education Standards (page 105)

Source(s) __________________________ Date __________________

**Competency 8 – Developing Professional Relationships**

**Tasks:**
1. Describe the professional development activities you have attended that are designed to improve the learning environment.
2. Explain how you have communicated with parents or guardians of students, including those from diverse backgrounds, to support learning.
3. Explain how you have collaborated with other school personnel to support learning.
4. Explain how you have collaborated with other educators to develop, conduct, and assess interdisciplinary teaching.

See Appendix for Applicable Conceptual Proficiencies and Framework Indicators AND KSDE Professional Education Standards (page 106)

Source(s) __________________________ Date __________________
Competency 9 – Multicultural Diversity Lesson Planning

Tasks:
This competency is concerned with your ability to create a lesson plan that delivers a multicultural/diversity objective while employing an inclusive teaching strategy or strategies for all students. You must do your own lesson plan. Retain a copy, including the lesson plan and answered questions to turn in through CANVAS in your ED/EE 431 or ED 890 course prior to 5 pm the day of the Midterm meeting.

1. Create a lesson plan using any lesson plan format and follow the rubric to ensure you meet each Factor. It may be a lesson plan that you have conducted or will conduct, or it may be a lesson plan for a fictitious classroom created for this assignment (please indicate which type at the beginning of your lesson plan).

2. Respond to the following and attach answers to your lesson plan:
   a. Briefly describe the class (e.g. age/grade level, lesson content and student make-up [e.g. “A ___grade lesson on __________ to a class made up of...”])
   b. State the multicultural/diversity objective(s).
   c. What makes this a multicultural/diversity objective?
   d. What makes this an example of an inclusive teaching strategy for a diverse classroom?
   e. Given your lesson plan and content, what services did or would you provide for non-English speaking students in this classroom?

3. Copy or make a separate copy of this entire competency to submit at the Midterm Student Teacher Meeting or before submitting it to your Education Supervisor for grading. Submitting Competency 9 after the Midterm meeting can result in the loss of points for your PRT score.

4. Keep a backup copy of the entire PRT Guidebook on your computer and/or on a separate disk until your student teaching grade has been posted.

See Appendix for Applicable Conceptual Proficiencies and Framework Indicators AND KSDE Professional Education Standards (page 107)

Source(s) ___________________________ Date ___________________________
**Multicultural Diversity Lesson Planning Rubric**

**Factor 1: Lesson Plan Objectives**—content of Objectives has multicultural focus (Prompt 2b for Competency 9)

<table>
<thead>
<tr>
<th>Incomplete (1)</th>
<th>Unsatisfactory (2)</th>
<th>Developing (3)</th>
<th>Proficient (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Objective is absent or does not include a MC focus.</td>
<td>- MC focus is present but is not of primary importance in objective or is trivial (e.g., food day, making African beads).</td>
<td>- MC focus is central part of the lesson. Objective involves factual information about culture(s), but not on human interaction or understanding.</td>
<td>- MC focus is central part of the lesson. The objective centers on human interaction and/or understanding. It includes contributions of professionals from other cultures and ensures students make a personal connection to the lesson.</td>
</tr>
<tr>
<td>- MC focus does not actively involve students. Content of objective is too general.</td>
<td>- MC focus does not actively involve student participation.</td>
<td>- MC focus involves interaction of some but not all students.</td>
<td>- The lesson plan insures that students are actively involved throughout the lesson.</td>
</tr>
<tr>
<td>- Objective is at the knowledge level (i.e., knowledge of facts)</td>
<td>- Objective is at the knowledge level (i.e., knowledge of facts)</td>
<td>- Objective is at a comprehension level</td>
<td>- Objective includes at least one higher order thinking skill (e.g., analysis, synthesis, or evaluation)</td>
</tr>
<tr>
<td>- No age level indicated.</td>
<td>- Lesson is minimally appropriate for age level.</td>
<td>- Lesson is appropriate for age level.</td>
<td>- Lesson plan includes age level differentiation that is appropriate for the cultures represented in the classroom.</td>
</tr>
<tr>
<td>- Objective is NOT measurable</td>
<td>- Objective is NOT measurable</td>
<td>- Objective is measureable</td>
<td>- objective is measurable</td>
</tr>
<tr>
<td>- Objective is NOT connected to knowledge standard/gains</td>
<td>- Objective is NOT connected to knowledge standard/gains</td>
<td>- objective is NOT connected to knowledge standard/gains</td>
<td>- objective is connected to knowledge standard/gains</td>
</tr>
</tbody>
</table>

**Factor 2: Lesson Plan Mechanics**—Multicultural objectives are supported by lesson plan activities and matched to assessments (i.e., Multicultural Diversity Objective—Lesson Plan—Assessment link)
<table>
<thead>
<tr>
<th>Incomplete (1)</th>
<th>Unsatisfactory (2)</th>
<th>Developing (3)</th>
<th>Proficient (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LESSON PLAN</strong></td>
<td><strong>ASSESSMENT</strong></td>
<td><strong>ASSESSMENT</strong></td>
<td><strong>ASSESSMENT</strong></td>
</tr>
<tr>
<td>-Lesson plan is incomplete (i.e., is missing one of the following): Objective Content Procedure Evaluation/Assessment Check for Understanding</td>
<td>-No match between objectives, activities and assessment. -Assessment is too brief or doesn’t measure the objective -Assessment measures content facts/figures. -When checking for understanding, not all students are required to respond</td>
<td>-Assessment matches some but not all lesson objectives -Assessment measures facts and literal comprehension -Assessment is a measure of facts and literal comprehension. -Assessment uses one method of student response—although everyone is assessed, they must respond in the same way. (i.e. students will write answers to essay questions)</td>
<td>-Clear match between objectives, activities and assessment. -Assessment involves MC/Diversity with comprehensive assessment. -Assessment measures knowledge, comprehension and higher order thinking skills. -Assessment is tailored to accommodate students’ language skills (i.e. shorter sentences, simplified vocabulary, reading assessment to student to assure understanding of questions, etc.)</td>
</tr>
<tr>
<td>-Lesson activities minimally support objective -Lesson content is derived primarily from anecdotal evidence/personal opinions/stereotypes -Lesson content is presented in one manner (i.e., students will watch a video, students will read a story)</td>
<td></td>
<td></td>
<td>-Lesson activities support objective -Lesson content is from appropriate information sources and those are cited -Lesson content is presented in more than one way, using multiple modalities</td>
</tr>
</tbody>
</table>
**Factor 3: Personal Commitment to Understanding Cultural Diversity through Lesson Planning**

<table>
<thead>
<tr>
<th>Incomplete (1)</th>
<th>Unsatisfactory (2)</th>
<th>Developing (3)</th>
<th>Proficient (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- No personal reflection on bias/beliefs about teaching students from other cultures</td>
<td>- Personal reflection includes indifference or lack of concern for cultural diversity.</td>
<td>- Reflects recognition of and general acceptance of various cultures.</td>
<td>- Reflects respect and affirmation of individual cultural differences.</td>
</tr>
<tr>
<td></td>
<td>- No reflection of knowledge gained about teaching students from various cultural backgrounds</td>
<td>- Reflects on one example of knowledge gained about teaching students from various cultural backgrounds</td>
<td>- Some reflection on personal bias/beliefs about teaching students from other cultures.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Includes no reflection of generalization beyond the classroom of knowledge and skills gained</td>
<td>- Includes no reflection of generalization of knowledge and skills beyond the classroom</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- No discussion of strategies used to promote acceptance and respect of people from all cultures.</td>
<td>- Discusses 1 strategy you will incorporate into your teaching to promote acceptance and respect of people from all cultures.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Factor 4: Lesson Plan Inclusiveness—what makes this an example of an inclusive teaching strategy for a diverse classroom? (Competency 9, 2.d.) Given your lesson plan and content, what adaptations did or would you provide for diverse populations in this classroom? (Competency 9, 2.e.)

<table>
<thead>
<tr>
<th>Incomplete (1)</th>
<th>Unsatisfactory (2)</th>
<th>Developing (3)</th>
<th>Proficient (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>-No mention of adaptations to differentiate for students from various cultural backgrounds</td>
<td>-One adaptation is clearly written to differentiate for students from various cultural backgrounds</td>
<td>-Two adaptations are clearly written to differentiate for students from various cultural backgrounds</td>
<td>-More than two adaptations are written to differentiate for students from various cultural backgrounds</td>
</tr>
<tr>
<td></td>
<td>-Adaptations are unreasonable or inappropriate.</td>
<td></td>
<td>Adaptations indicate:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Age appropriate strategies are used</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Choices are given to students to meet their learning preferences and needs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Strategies with demonstrated effectiveness are used</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part III – Obtaining and Keeping a Teaching License
**Competency 10 – Licensure**

The State of Kansas issues licenses to teacher candidates, who successfully complete an accredited teacher education program. The following definitions are applicable for new license applicants:

- “Licensure” means the granting of access to practice teaching, administration, or school services in public schools.
- “Endorsement” means the legend printed on each license that identifies the subject in which an individual has specialization. It will identify the level (age/grade) of your license.
- “Initial license” means the first license that an individual holds to begin practice while preparing for the professional license.
- “Professional license” means a license issued to an individual based on successful completion of a performance assessment and maintained by professional development.
- An “Accomplished teaching license” means a license issued to an individual who has successfully completed an advanced performance assessment designated by the state board for the purpose of identifying accomplished teaching, or who has achieved national board certification.

**Tasks:**

Your first license is a 2-year initial teaching license.

1. Your goal will be to obtain a 5-year professional license. List the requirements to advance to a 5-year professional license.

2. If you do not qualify for a 5-year professional license, can you renew an initial license? Refer to 91-1-205(a)(1) and (a)(2) in Regulations and Standards for Kansas Educators at www.ksde.org. See Licensure, (Scroll down past Announcements), Licensure, Regulations and Standards, Regulations and Standards for Kansas Educators.

3. If requirements are not successfully completed within four years of accredited experience under an initial teaching license, what must you do to qualify for a 5-year professional license? Refer to 91-1-205(a)(3), including both (A) and (B) in Regulations and Standards for Kansas Educators on KSDE website and path referenced above (#2).

See Appendix for Applicable Conceptual Proficiencies and Framework Indicators AND KSDE Professional Education Standards (page 111)

Source(s) __________________________ Date __________________________
Appendices for PRT Competencies

Applicable Conceptual Proficiencies and Framework Indicators AND KSDE Professional Education Standards for each Competency

Part I – Policies and Procedures

Competency 1 – Safety Procedures
Applicable Conceptual Proficiencies and Framework Indicators:
Proficiency 3: Engages in Practical Action
A. Candidates exhibit knowledge of
   1) On-going developments in subject matter content, curriculum planning, instructional theory and practice, classroom management, and assessment

Candidates demonstrate practical ability to
   3) Assess their educational practices, modify their assumptions and actions, and expand their repertoire of skills.

Proficiency 4: Responds to Uncertainty and Change
B. Candidate demonstrates practical ability to
   1) Use and support effective communication techniques in order to develop a positive learning environment.
   3) Integrate effective behavior management into all interactions with students.

Proficiency 6: Belongs to Professional Community
A. Candidates exhibit knowledge of
   2) Teamwork and practices for creating healthy environments for learning and teaching.
   3) Effective communication techniques in order to develop a positive learning environment.

Applicable KSDE Professional Education Standards:
(Note: For this and all later references to KSDE Standards, the coding of indicators will note whether it is Knowledge (K) or Performance (P) and the number of the indicator (e.g. K.6 means Knowledge indicator number 6 and p.8 means Performance indicator number 8).

Standard #5 – The educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
   K.6 The educator understands crisis intervention strategies.
   P.8 The educator can participate in the implementation of crisis intervention strategies.

Standard #13 – The educator is a reflective practitioner who uses an understanding of historical, philosophical, and social foundations of education to guide educational practices.
   K.6 The educator understands legal issues that impact all students, classrooms, teachers, administrators, and parents.
   P.4 The educator follows all legal requirements for working with all students, other teachers, administrators, and parents.

Competency 2 – Discipline Policy
Applicable Conceptual Proficiencies and Framework Indicators:
Proficiency 1: Provides Service to Society
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 3: Engages in Practical Action
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.

B. Candidates demonstrate practical ability to
1) Utilize creative planning and curriculum integration to promote learning of all students.
3) Assess their educational practices, modify their assumptions and actions, and expand their repertoire of skills.

Proficiency 4: Responds to Uncertainty and Change
A. Candidates exhibit knowledge of
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.
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 succeed.
2) An awareness of the larger social contexts within which learning occurs.

Applicable KSDE Professional Education Standards:
Standard #10 – The educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all students’ learning and well-being.

K.2 The educator understands how factors in the students’ environment outside of school (e.g. family circumstances, community environments, health, and economic conditions) may influence students’ lives and learning.

P.2 The educator consults with parents, counselors, other educators within the schools, and professionals in other community agencies.

P.5 The educator talks with and listens to all students, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems.

Standard #13 – The educator is a reflective practitioner who uses an understanding of historical, philosophical, and social foundations of education to guide educational practices.

K.4 The educator is aware of the ethical standards that should guide the professional teacher’s interaction with all students, colleagues, parents, and members of the community.

K.5 The educator understands how educational policy is formulated and how it affects classroom practices.

P.3 The educator supports policies and practices that promote student welfare and development.
Competency 3 – Legal Issues
Applicable Conceptual Proficiencies and Framework Indicators:
Proficiency 1: Provides Service to Society
A. Candidates exhibit knowledge of
   2) Legal issues and ethical standards that apply to sound educational practices.

Proficiency 6: Belongs to Professional Community
A. Candidates exhibit knowledge of
   1) Professional ethics and standards for practice.

Applicable KSDE Professional Education Standards:
Standard #10 – The educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all students’ learning and well-being.
   K.2 The educator understands how factors in the students’ environment outside of school (e.g. family circumstances, community environments, health, and economic conditions) may influence students’ lives and learning.
   P.2 The educator consults with parents, counselors, other educators within the schools, and professionals in other community agencies.
   P.5 The educator talks with and listens to all students, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems.

Standard #13 – The educator is a reflective practitioner who uses an understanding of historical, philosophical, and social foundations of education to guide educational practices.
   K.4 The educator is aware of the ethical standards that should guide the professional teacher’s interaction with all students, colleagues, parents, and members of the community.
   K.5 The educator understands how educational policy is formulated and how it affects classroom practices.
   K.6 The educator understands legal issues that impact all students, classrooms, teachers, administrators, and parents.
   P.3 The educator supports policies and practices that promote student welfare and development.
   P.4 The educator follows all legal requirements for working with all students, other teachers, administrators, and parents.

Competency 4 – Social Media
Applicable Conceptual Proficiencies and Framework Indicators:
Proficiency 1: Provides Service to Society
A. Candidates exhibit knowledge of
   2) Legal issues and ethical standards that apply to sound educational practices.

C. Candidates exhibit dispositions that exemplify
   1) Professionalism and ethical standards.

Proficiency 4: Responds to Uncertainty and Change
A. Candidates exhibit knowledge of
   2) Appropriate technology and how it may be used to enhance teaching and learning.

B. Candidates demonstrate practical ability to
   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
   2) An awareness of the larger social contexts within which learning occurs.

Proficiency 5: Participates in Self-Reflection
A. Candidates exhibit knowledge of
   2) Appropriate techniques for teaching and using self-reflection strategies.
Proficiency 6: Belongs to Professional Community

A. Candidates exhibit knowledge of
   1) Professional ethics and standards for practice.

B. Candidates demonstrate practical ability to
   1) Respond respectfully to ideas and views of others.

C. Candidates exhibit dispositions that exemplify
   2) A willingness to learn from other professionals in the field.

Applicable KSDE Professional Education Standards:
Standard #2 – The educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development.
   K.2 The educator understands that students’ physical, social, emotional, moral, and cognitive development influences learning and knows how to address these factors when making instructional decisions.
   P.2 The educator stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students’ experiences, providing opportunities for active engagement, manipulation, and testing ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.

Standard #5 – The educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
   K.2 The educator understands how social groups function and influence people and how people influences groups.
   K.3 The educator knows how to help students work productively and cooperatively in complex social settings.

Standard #12 – The educator understands the role of technology in society and demonstrates skills using instructional tools and technology to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and communication, and help all students use instructional technology effectively.
   K.1 The educator understands different kinds of technologies available to society and the roles these technologies play.
   K.4 The educator understands the sociological, ethical, and economic issues related to technology use.
   P.1 The educator utilizes a variety of appropriate instructional technology and tools to prepare and deliver instruction.

Part II – Assessment and Instructional Strategies

Competency 5 – Assessment/Grading Policy
Applicable Conceptual Proficiencies and Framework Indicators:

Proficiency 1: Provides Service to Society
A. Candidates exhibit knowledge of
   2) Legal issues and ethical standards that apply to sound educational practices.

Proficiency 2: Applies Interdisciplinary, Scholarly Knowledge
B. Candidates demonstrate practical ability to
   3) Determine and assess what students need to know and be able to do in order to succeed.

C. Candidates exhibit disposition that exemplify
   1) A willingness to think critically about content, curriculum planning, teaching and learning pedagogy, innovative technology, and assessment.

Proficiency 3: Engages in Practical Action
A. Candidates exhibit knowledge of
1) On-going developments in subject matter content, curriculum planning, instructional theory and practice, classroom management, and assessment.

Proficiency 5: Participates in Self-Reflection
A. Candidates exhibit knowledge of
   3) A variety of assessment strategies to diagnose and respond to individual learning needs.
B. Candidates demonstrate practical ability to
   2) Employ appropriate assessment techniques in order to measure student performance and growth.

Proficiency 6: Belongs to Professional Community
B. Candidates demonstrate practical ability to
   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.

Applicable KSDE Professional Education Standards:
Standard #8 – The educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners.
   K.1 The educator understands the characteristics, uses, advantages, and limitations of different types of assessments (e.g. criterion-referenced and norm-referenced instruments, selected response and performance-based tests, observation systems, and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development.
   K.2 The educator knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.
   P.6 The educator maintains useful records of student work and performance and communicates student progress knowledgeably and responsibly to students, parents, and other colleagues.

Competency 6 – Supplies and Resources
Applicable Conceptual Proficiencies and Framework Indicators:
Proficiency 1: Provides Service to Society
C. Candidates exhibit dispositions that exemplify
   1) Professionalism and ethical standards.

Proficiency 2: Applies Interdisciplinary, Scholarly Knowledge
B. Candidates demonstrate practical ability to
   2) Use knowledge of subject matter content and instructional strategies to meet the widely-diverse needs of the students they educate.

Proficiency 3: Engages in Practical Action
A. Candidates exhibit knowledge of
   3) A repertoire of teaching and learning strategies, designed to help students increase their power as learners.
C. Candidates exhibit dispositions that exemplify
   1) A desire to analyze concepts, evaluate clinical practices, experiment, and initiate innovative practices as needed.

Proficiency 4: Responds to Uncertainty and Change
A. Candidates exhibit knowledge of
   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
2) Make use of appropriate technology to support student learning.

Proficiency 5: Participates in Self-Reflection
B. Candidates demonstrate practical ability to
   1) Apply a variety of instructional strategies and materials to promote student learning, critical thinking, and problem solving.
   3) Develop a storehouse of learning strategies that help students understand and integrate knowledge.
C. Candidates exhibit dispositions that exemplify
   2) A belief that curriculum planning and teaching practices be meaningful, engaging, and adapted to the needs of diverse learners.

Applicable KSDE Professional Education Standards:
Standard #10 – The educator fosters collegial relationships with school personnel, parents and agencies in the larger community to support all students’ learning and well-being.
   K.1 The educator understands schools as organizations within the larger community context and understands the operations of the relevant aspects of the system within which he/she works.
   P.1 The educator participates in collegial activities designed to make the entire school a productive learning environment.
   P.3 The educator identifies and uses community resources to foster learning for all students.

Competency 7 – Use of Technology
Applicable Conceptual Proficiencies and Framework Indicators:
Proficiency 2: Applies Interdisciplinary, Scholarly Knowledge
B. Candidates demonstrate practical ability to
   2) Use knowledge of subject matter content and instructional strategies to meet the widely-diverse needs of the students they educate.
C. Candidates exhibits dispositions that exemplify
   1) A willingness to think critically about content, curriculum planning, teaching and learning pedagogy, innovative technology, and assessment.

Proficiency 3: Engages in Practical Action
A. Candidates exhibit knowledge of
   1) On-going developments in subject matter content, curriculum planning, instructional theory and practice, classroom management, and assessment.
   3) A repertoire of teaching and learning strategies, designed to help students increase their power as learners.
C. Candidates exhibit dispositions that exemplify
   1) A desire to analyze concepts, evaluate clinical practices, experiment, and initiate innovative practices as needed.

Proficiency 4: Responds to Uncertainty and Change
A. Candidates exhibit knowledge of
   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.
C. Candidates exhibit dispositions that exemplify
   1) A commitment to challenge all students to learn and to help every child to succeed.

Proficiency 6: Belongs to Professional Community
A. Candidates exhibit knowledge of
3) Effective communication techniques in order to develop a positive learning environment.

C. Candidates exhibit dispositions that exemplify
   1) A desire to collaborate with colleagues, parents, and community members, and other educators to improve student learning.

Applicable KSDE Professional Education Standards:
Standard #12 – The educator understands the role of technology in society and demonstrates skills using instructional tools and technology to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and communication, and help all students use instructional technology effectively.
   K.3 The educator understands how technology and other instructional tools can be used to enhance instructional practices, enhance professional development, and facilitate professional development.
   K.4 The educator understands the sociological, ethical, and economic issues related to technology use.
   K.5 The educator understands the role of technology in gathering, analyzing, and presenting information and managing educational change.
   P.1 The educator utilizes a variety of appropriate instructional technology and tools to prepare and deliver instruction.
   P.2 The educator plans and teaches lessons in which all students apply technology and other instructional tools and resources appropriately and effectively.
   P.3 The educator uses appropriate technology to gather, analyze, present information, enhance professional development and learning, and facilitate professional productivity.

Competency 8 – Developing Professional Relationships
Applicable Conceptual Proficiencies and Framework Indicators:
Proficiency 1: Provides Service to Society
B. Candidates demonstrate practical ability to
   1) Integrate and use concepts from their general, content, and professional studies in their educational environment.

C. Candidates exhibit dispositions that exemplify
   1) Professionalism and ethical standards.

Proficiency 2: Applies Interdisciplinary, Scholarly Knowledge
C. Candidates exhibit dispositions that exemplify
   2) The belief that educating children and adults requires the integration of multiple kinds of knowledge.

Proficiency 3: Engages in Practical Action
A. Candidates exhibit knowledge of
   1) On-going developments in subject matter content, curriculum planning, instructional theory and practice, classroom management, and assessment.

C. Candidates exhibit dispositions that exemplify
   1) A desire to analyze concepts, evaluate clinical practices, experiment, and initiate innovative practices as needed.

Proficiency 4: Responds to Uncertainty and Change
A. Candidates exhibit knowledge of
   3) Various instructional strategies that can be used to meet the needs and learning styles of individual students.

C. Candidates exhibit dispositions that exemplify
   1) A commitment to challenge all students to learn and to help every child to succeed.

Proficiency 5: Participates in Self-Reflection
A. Candidates exhibit knowledge of
   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.

Proficiency 6: Belongs to Professional Community

B. Candidates demonstrate practical ability to
   2) Recognize and appropriately respond to the need for on-going self-development and professional development in response to professional standards of practice.

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.

Applicable KSDE Professional Education Standards:
Standard #10 – The educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all students’ learning and well-being.
   P.1 The educator participates in collegial activities designed to make the entire school a productive learning environment.
   P.2 The educator consults with parents, counselors, other educators within the schools, and professionals in other community agencies.
   P.4 The educator establishes respectful and productive relationships with parents or guardians from diverse home and community situations and seeks to develop cooperative partnerships in support of learning and well-being for all students.

Standard #11 – The educator demonstrates the ability to integrate across and within content fields to enrich the curriculum, develop reading and thinking skills, and facilitate all students’ abilities to understand relationships between subject areas.
   P.3 The educator, as an individual and a member of a team, selects and creates integrated learning experiences that are appropriate for curriculum goals, relevant to all learners, and based upon principles of effective instruction.

Competency 9 – Multicultural Diversity Lesson Planning

Applicable Conceptual Proficiencies and Framework Indicators:

Proficiency 1: Provides Service to Society
A. Candidates exhibit knowledge of
   1) Characteristics of diverse learners.

B. Candidates demonstrate practical ability to
   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
   2) Respect for a cultural and individual differences by providing equitable learning opportunities for all students.

Proficiency 2: Applies Interdisciplinary, Scholarly Knowledge
B. Candidates demonstrate practical ability to
   2) Use knowledge of subject matter content and instructional strategies to meet the widely-diverse needs of the students they educate.

C. Candidates exhibit dispositions that exemplify
   2) The belief that educating children and adults requires the integration of multiple kinds of knowledge.
**Proficiency 3: Engages in Practical Action**

A. **Candidates exhibit knowledge of**
   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.

**Proficiency 4: Responds to Uncertainty and Change**

A. **Candidates exhibit knowledge of**
   1) Ever changing educational needs of students living in a global society.
   3) Various instructional strategies that can be used to meet the needs and learning styles of individual students.

**Proficiency 5: Participates in Self-Reflection**

A. **Candidates exhibit knowledge of**
   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.

**Proficiency 6: Belongs to Professional Community**

A. **Candidates exhibit knowledge of**
   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.

C. **Candidates exhibit dispositions that exemplify**
   1) A desire to collaborate with colleagues, parents and community members, and other educators to improve student learning.

**Applicable KSDE Professional Education Standards:**

**Standard #1** – The educator demonstrates the ability to use the central concepts, tools of inquiry, and structures of each discipline he/she teaches and can create opportunities that make these aspects of subject matter meaningful for all students.

K.1 The educator understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline being taught and can create opportunities that make these aspects of subject matter meaningful for all students.

P.1 The educator represents and uses differing viewpoints, theories, “ways of knowing,” and methods of inquiry in teaching of subject matter concepts.

P.4 The educator develops or adapts and uses a curriculum that encourages all students to see, question, and interpret ideas from diverse perspectives.

**Standard #2** – The educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally, and provides learning opportunities that support this development.

K.1 The educator understands how learning occurs – how students construct knowledge, acquire skills, and develop critical thinking – and knows how to use instructional strategies that promote learning for all students.
K.2 The educator understands that the students’ physical, social, emotional, moral, and cognitive development influences learning and knows how to address these factors when making instructional decisions.

K.3 The educator is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral, and cognitive), can identify levels of readiness in learning, and understands how development in any one domain may affect performance in others.

P.1 The educator assesses individual and group performance in order to design instruction that meets learners’ current needs in each domain (physical, social, emotional, moral, and cognitive) and that leads to the next level of development.

Standard #3 – The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.

K.1 The educator understands and can identify differences in approaches to learning and performance and can design instruction that helps use students’ strengths as the basis for growth.

K.2 The educator understands that diversity, exceptionality, and limited English proficiency affect learning.

K.3 The educator knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English.

K.4 The educator understands how student’s learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.

K.5 The educator has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students’ experiences, cultures, and community resources in instruction.

K.6 The educator has knowledge of state and federal regulations related to children and youth with exceptionalities.

P.1 The educator identifies and designs instruction appropriate to students’ stages of development, strengths, and needs.

P.2 The educator uses teaching approaches that are sensitive to the multiple experiences of learners and that address diverse learning needs.

P.3 The educator makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication, and response modes) for individual students who have particular learning differences or needs.

P.4 The educator can identify when and how to use appropriate services or resources to meet diverse learning needs.

P.5 The educator seeks to understand students’ families, cultures, and communities, and uses this information as a basis for connecting instruction to students’ experiences (drawing explicit connections between subject matter and community matters, making assignments that can be related to students’ experiences and cultures).

P.6 The educator brings multiple perspectives to the discussion of subject matter, including attention to students’ personal, family, and community experiences and cultural norms.

P.7 The educator creates a learning community in which individual differences are respected.

P.8 The educator is able to recognize learning problems and collaborate with appropriate special services personnel.

Standard #4 – The educator understands and uses a variety of appropriate instructional strategies to develop various kinds of students’ learning, including critical thinking, problem solving, and reading.

K.1 The educator understands the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and solving, invention, memorization, and recall) and how these processes can be stimulated.

K.2 The educator understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g. cooperative learning, direct instruction, discovery learning, whole group discussion, and independent study).
K.3 The educator knows how to enhance learning by using a wide variety of materials, including human and technological resources, primary documents and artifacts, texts, reference books, literature, and other print sources.

P.1 The educator meets the learning needs of all students by evaluating how to achieve learning goals and by choosing alternative teaching strategies and materials.

P.2 The educator uses multiple teaching and learning strategies to engage all students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities, and that help all students assume responsibility for identifying and using learning resources.

P.3 The educator constantly monitors and adjusts strategies in response to learner feedback.

P.4 The educator varies his/her role in the instructional process (instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of all students.

P.6 The educator develops a variety of clear, accurate presentations and representations of concepts using alternative explanations to assist students’ understanding and presenting diverse reading abilities and that support further growth and development.

P.7 The educator uses a variety of reading strategies that are appropriate for students’ diverse reading abilities and that support further growth and development.

Standard #5 – The educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

K.1 The educator uses knowledge about human motivation and behavior drawn from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work.

K.2 The educator understands how social groups function and influence people and how people influence groups.

K.3 The educator knows how to help students work productively and cooperatively in complex social settings.

K.4 The educator understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.

K.5 The educator recognizes factors and situations that are likely to promote or diminish intrinsic motivation and knows how to help all students become self-motivated.

P.3 The educator organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of all students in productive tasks.

P.5 The educator helps the group to develop shared values and expectations for student interaction, academic discussion, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry.

P.6 The educator analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.

Standard #6 – The educator uses a variety of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

K.1 The educator understands communication theory, language development, and the role of language in learning.

K.2 The educator understands how differences in culture, gender, and exceptionality can affect communication in the classroom.

K.4 The educator communicates in ways that demonstrate sensitivity to differences in culture, exceptionality, and gender (e.g. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgement of and responsiveness to different modes of communication).

Standard #7 – The educator plans effective instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading.

P.1 The educator creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.
P.2 The educator creates short/long-term plans that are linked to all students’ needs and performance and adapts the plans to ensure and capitalize on the progress and motivation of all students.

P.3 The educator responds to unanticipated sources of input, evaluates plans in relation to short/long-term goals, and systematically adjusts plans to meet all students’ needs and enhance learning.

**Standard #8 – The educator understands and uses formal and informal assessment strategies to evaluate and ensure intellectual, social, and other aspects of personal development of all learners.**

P.1 The educator appropriate uses a variety of formal and informal assessment techniques (e.g. observation, portfolios of student work, educator-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance his/her knowledge of all learners, evaluate all students’ progress and performances, and modify teaching and learning strategies.

P.2 The educator solicits and uses information about students’ experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.

P.4 The educator evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interaction, questioning, and analysis of student work.

**Standard #13 – The educator is a reflective practitioner who uses an understanding of historical, philosophical, and social foundations of education to guide educational practices.**

K.1 The educator understands how and why the American system of education developed.

K.2 The educator has critical awareness of the norms and values inherent in the American system of education.

K.3 The educator understands how social forces have shaped and continues to shape American education.

K.4 The educator is aware of the ethical standards that should guide the professional teacher’s interaction with all students, colleagues, parents, and members of the community.

K.6 The educator understands legal issues that impact all students, classrooms, teachers, administrators, and parents.

P.1 The educator uses knowledge of historical, philosophical, and social foundations of education to guide interaction with all students, colleagues, parents, and community members in a manner that demonstrates respect for them as persons.

P.2 The educator uses knowledge of historical, philosophical, and social foundations of education to guide instruction, educational practices, and decision making.

P.3 The educator supports policies and practices that promote student welfare and development.

P.4 The educator follows all legal requirements for working with students, other teachers, administrators, and parents.

**Part III – Obtaining and Keeping a Teaching License**

**Competency 10 - Licensure**

Applicable Conceptual Proficiencies and Framework Indicators:

**Proficiency 1: Provides Service to Society**

A. Candidates exhibit knowledge of
   2) Legal issues and ethical standards that apply to sound educational practices.

C. Candidates exhibit dispositions that exemplify
   1) Professionalism and ethical standards.

**Proficiency 3: Engages in Practical Action**

C. Candidates exhibit dispositions that exemplify
   2) A commitment to life-long learning by participating in professional organizations and by keeping current with research in their field.

**Proficiency 6: Belongs to Professional Community**

A. Candidates exhibit knowledge of
   1) Professional ethics and standards for practice.

B. Candidates demonstrate practical ability to
2) Recognize and appropriately respond to the need for on-going self-development and professional development in response to professional standards of practice.

Applicable KSDE Professional Education Standards:
Standard #13 – The educator is a reflective practitioner who uses an understanding of historical, philosophical, and social foundations of education to guide educational practices.
  K.6 The educator understands legal issues that impact all students, classrooms, teachers, administrators, and parents.
  P.4 The educator follows all legal requirements for working with all students, other teachers, administrators, and parents.
The following are not required for your PRT Guidebook. These are exercises you can use to prepare for interviewing, resume writing, cover letters, etc. Realize that interviewers may ask different things or look for different things than what is listed in these sections.

**Interviewing**

The Student Support Services Team and the Kansas Department of Education have redesigned the Kansas Education Employment Board (KEEB). The KEEB provides job seekers with a variety of tools to customize their employment effort including creating and/or modifying a resume and searching and applying for a position. KEEB provides up-to-date information about job openings in the form of job and employer search tools. An applicant, who has created an Applicant Account by signing up on this website, is notified when a new job is posted in the system.

Beyond locating jobs and applying for positions, KEEB provides data analysis for applicants to improve their job search effort. For example, applicants can view data such as how often their application is viewed based on an employer search, whether an employer viewed an application submitted for a specific job, and how often they use a particular application to apply for a position.

**Exercises:**

1. Go to [http://www.kansasteachingjobs.com](http://www.kansasteachingjobs.com) and click on “Login” or “Sign up” in the “Employee” section in the upper left hand side of the page. If you do not have an account go ahead and set one up now. Login and immediately below the login section are 5 sections. Click on the first section “”. Once you have completed that section go on to the next section and continue by working your way down to the “Resume” section. (Note that there is no charge for creating or using an account.)

2. Complete a resume.

3. Create a letter of application. Before completing these tasks, read the following article in the PRT Guidebook, “Preparing Your Resume and Cover Letter” and use the information to develop an actual letter of application to explain to a future employer what type of position you are looking for and the qualifications you bring to the position. Avoid overuse of the word “I.”

4. Print out a hard copy of the resume. While these exercises will take time initially, it is a time-efficient process as an applicant can modify any resume, letter and/or application for use in the future or create several different resumes or letters to be used when applying for different types or levels of positions. Most districts have electronic/online applications however, some may still use hard copies or require these as attachments to emails.

5. Read the following, “Make the Most of Your Interview.” For each of the following stages, list several tips you considered helpful from the article:
   a. Pre-Interview
   b. During the Interview
   c. Post Interview

6. If an administrator at your school is willing, do a mock (or real) interview for a teaching position. Comment on what you might have done to create a more favorable impression on the interviewer and on what you think made a favorable impression.
Preparing Your Resume and Cover Letter

A resume is a means of introducing yourself to a potential employer and acquiring an interview. The purpose of a resume is not to get a job, but to open the door for an interview so you have a chance to sell yourself. The resume is designed to show how your qualifications and achievements can meet the employer’s needs. There is no one accepted format for a resume. It should be individualized for each type of position sought, and positive – with the emphasis on your assets. It is a tool to help show the employer that you are a hard worker, a doer, a people relater, as well as energetic, ambitious, and a self-starter. In addition to utilizing this resume guide and the instructions incorporated in your web registration materials, Career Services recommends that you prepare your resume in rough draft printout form and have it evaluated by a Career Services staff member before finalizing it.

Appearance Makes First Impression

A neat-appearing resume will go a long way in creating a good, first impression. If the appearance is messy, then you may be perceived the same even though your qualifications may seem desirable in every other way. The resume should be kept simple and limited to one page. Most interviewers will review a resume in 30-60 seconds. In most cases, a resume should be no more than one page in length.

Your resume should be printed on good quality bond paper. The appearance must be neat since careless errors or misspelled words may cost you a chance for a job.

Use of “white space” is important in creating an impression of neatness and orderliness. Double spacing, underlining, or boldfacing can be used to highlight important points to which you want to draw the employer’s attention. Sufficient spacing between all elements helps to create a clean, pleasing impression. Crowding in too many details results in an untidy appearance that repels the reader.

Organization

It is important to show an orderly, reasonable process of organizing the separate elements of your resume. Sentences can be incomplete but should be easy to follow. Unless you have proof that you have a better idea, it is wise to stick to a rather conventional, conservative layout with straight lines and nonerratic paragraphing. The major elements of a resume include Identification, Career Objective, Education, Experience, Activities/Honors/Awards, Interests, and References.

Identification

It is necessary for you to list your current address and telephone number so a potential employer reading your resume knows how to get in contact with you. Your permanent address should also be included so if you move and an employer tries to reach you at a later date, there is a more permanent address to contact.

Career Objective

If possible, this statement should be broad enough to cover a general area employment including short and long range goals. If you have several job interests that are not compatible, then separate resumes should be prepared for each interest. The remaining information on the resume is designed to support your career objective and your qualifications for the stated type of position.
Education

Since your major courses in school and your achievement in these courses indicate your interests and ability, this section should show the degree(s) achieved and any highlights involved. The highest degree level should be listed first showing graduation date and major (and minor) subject. You may also want to list “Additional Area(s) of Study,” including fields in which you have 8-10 credits. You should list only those colleges from which you have received degrees. If is not necessary to include your high school attendance.

Many employers would like an indication of your grades. If you have a grade point average above 3.00 overall for your junior/senior years, it would be well to include it.

You may also include in this section a one-sentence statement indicating the percent of your college expenses earned from employment and/or scholarships.

Experience

Virtually all graduates have experience relevant to the positions they seek. Sample resumes can be obtained from Career Services.

If the candidate has held positions similar to those being sought, he/she may show that “Professional Experience” in reverse chronological order with the most recent experience first. Each experience should include a job title, employer, city, state, and dates. Those experiences should include 2-4 brief statements, introduced by action verbs, describing the highlights of the experiences (e.g. supervised six employees; developed unit on Olympics). Additional employment may be listed under the category of “Other Experience” and include only job title, employer, city, state, and dates.

If the candidate has not held a position similar to the type being sought, he/she may create a list of 6-8 employment, volunteer, and classroom highlights, each introduced by action verbs, to show preparation relevant to the career goal. It is a good idea to link the career objective (e.g. management) with the experience section (e.g. management experience). Since employers want to know where candidates have worked, the highlights section should be followed by a “Work History” section listing job title, employer, city, state, and date of each experience.

Activities/Honors/Awards

This section is more important for the recent college graduate than for the person who has a number of years of work experience after graduation. Employers often look to this section for indications of leadership skills. Offices held or projects carried out for campus or community organizations should be listed.

Interests

To be certain that you represent yourself as a well-rounded individual, it is helpful to list some of your physical and mental interests.

References

It is proper to state “references furnished by request,” or you may indicate that credentials are on file and available from ESU Career Services upon request. If a job announcement calls for you to provide the names and addresses of references, you should submit your placement file or attach your resume on a separate sheet of paper listing the names, business addresses, and telephone numbers of the requested number of references. A
sample reference page can be obtained from Career Services. A form is available by contacting Career Services (620-341-5407). Your references should be from people who are familiar with your academic and work capabilities. Professors who know you well and former employers carry considerable influence. People with a high professional standing as well as individuals employed in the career field which you are seeking are excellent references.Courtesy dictates that you ask your references’ permission before using their names and that you provide each reference with a copy of your resume.

Cover Letter

A resume or application form should never be sent without a cover letter. A cover letter should be prepared after you have completed your resume and should address three items: 1) the position for which you are applying and identification of the source(s) which you found out about the job; 2) highlights of your education and/or experience which make you particularly well-qualified for the position; and 3) a request for an interview or a statement indicating that you will be calling to set up an interview.

It is advisable to prepare each letter individually on paper that matches the paper used for your resume. It is often worth a telephone call to find out the correct name and title of the employer in order to avoid beginning letters with “Dear Sir/Madam.” You may want to ask another person to read your cover letter, checking spelling and grammar. Although it is not always possible, you should avoid beginning sentences with “I.” Remember to sign your letters above your typed name.

Final Thoughts

The written materials you submit in an application for a position are extremely important. While such materials will not produce a job offer, inadequate materials will probably remove you from further consideration. To be certain that your cover letter and resume are of a high quality, you are encouraged to utilize the assistance of Career Services.

Career Services – Emporia State University

Common Questions Asked by Educational Employers in the Interview

You will be more poised and less tense during the interview if you have formulated in advance some answers to anticipated questions. Listed below are some of the questions which are frequently asked by the hiring official.

1. Why do you want to teach?
2. Why do you want to teach in this district?
3. Why do you think you will be a successful teacher?
4. What are your strengths? What are your weaknesses?
5. What are your attitudes toward extra-duty activities?
6. What do you believe your role and obligations to be toward other faculty members?
7. What are your attitudes toward supervision?
8. What techniques do you use in developing rapport with students?
9. How would you individualize instruction in your classroom?

10. What do you consider to be the ideal learning environment?

11. What teaching techniques are effective for you?

12. How would you organize and what would you include in a unit lesson plan?

13. How do you expect to motivate students?

14. What subjects are you qualified for and certified to teach?

15. Why did you choose your particular major field?

16. What was the greatest highlight of your college career?

17. What out-of-school experiences have you had working with children?

18. Tell me about your student teaching experience.

19. How would you handle discipline problems?

20. What type of classroom atmosphere would you establish to prevent discipline problems?

21. Do you anticipate any difficulty in classroom control?

How to Improve Your Chances for Employment through the Interview

1. Do not display a demanding attitude to secretaries or personnel workers.

2. Show enthusiasm, particularly for the learner.

3. Show a genuine interest in teaching. Know pertinent information about the district to which you are applying.

4. Be positive in your attitude and self-confident.

5. Show maturity and flexibility.

6. Be willing to accept additional non-teaching assignments.

7. Know what you are qualified to teach. Be qualified to teach in more than one subject field.

Pet Peeves of Administrators

1. Poorly written letters of application (e.g. grammatical errors, misspelled words).

2. Duplicated letters of application. (Most go straight to the wastebasket.)

3. Collect telephone calls by candidates without permission.
4. Use of political pressure and name dropping.
5. Failure to inform potential employers or placement officials of address and telephone number changes.
6. Poor resumes.
7. Unsolicited contacts and support of a candidate from persons whom the interviewer does not know.
8. Insisting on an interview when no vacancies are listed or anticipated.
9. Bringing friends or relatives to an interview. (Jobs are lost this way.)
10. Lack of communication skills.
11. Stressing the satisfaction of personal needs.
12. Negative remarks about student teaching.
13. Accepting a position and then rejecting it.

• Much of the information listed above was taken from A Nationwide Study of Teacher Employment Practices conducted by Merle R. Lesher and Stanley Wade, of the Department of Secondary Education at Northwest Missouri State University.

Make the Most of Your Interview

The interview process is one of the most important experiences in your life. The time you spend with an interviewer, usually 20-30 minutes, could well determine what you do for the rest of your life. Therefore, it is important to make the most of this opportunity to present your qualifications. To accomplish this, it is important to understand that there is more to a successful interview than those 30 minutes. A successful interview is definitely a process. The next few pages show you the stages in the interview process and how to make the best of those 20-30 minutes which can affect the rest of your life.

Pre-Interview

Be prepared

A successful interview is the result of hours of preparation on your part. Before you can do a good job of letting the interviewer get to know you, you need to know yourself – thoroughly. What are your aspirations and goals? What type of position are you looking for? Why would you be good at certain jobs? What are your strengths and weaknesses? What are your basic values? Career Services has several exercises you can complete to get a self-evaluation.

Research the school to which you are applying

Valuable interview time is saved if you already know the basic information about the institution, its location, number of students, sites of attendance centers, and something about the community. But don’t stop there. Find out all you can. The more you know, the more comfortable you’ll be with the interviewer, and the better you will do in the interview. Career Services can help you find resources to research the school, college, or university in which you are interested.

Once you have researched the school and know yourself thoroughly, write out a number of questions you would like to ask the interviewer.
An interview is a two-way street. You want to obtain as much information about the employer as he/she wants to find out about you. Learn what your responsibilities will be, the budget allocated to your area, how discipline problems are handled and the extra-duties which will be expected. This accomplishes two things – you find out what you want to know, and the interviewer perceives you as a serious candidate. Therefore, think about the questions you will ask. Make sure they reflect your interest and that you are not asking just to be asking.

Choose what you wear carefully

Your appearance is vital to the success of your interview. Most experts agree that the initial impression you create in the first five to ten minutes will determine whether or not you are offered a position. It is possible to reverse a negative impression, but why work from a deficit. A positive first impression does not mean new and expensive clothes. It does mean a clean and neat appearance – top to bottom. Don’t be outlandish. Avoid extremes. Just as long hair creates an expression, so does a shaved head. Bright, trendy clothes create an impression about you, as do clothes that were in fashion ten years ago.

A good rule of thumb is to be sensible and comfortable. New clothes that are uncomfortable won’t serve you as well as the clothes you already have and know are comfortable. Neutral or dark colored suits (black, navy, brown, tan, and gray) give a professional impression.

Practice the interview

Use the mirror and a tape recorder. Do you know how you sound? Once you know yourself, practice your responses to the list of commonly asked questions on page 116. Don’t practice so you’ll know your answers word for word, but so you will be comfortable with your ability to answer questions. Be ready for unexpected questions: “Tell me a story” or “What can I do for you?” or “Tell me about yourself.” By knowing yourself and practicing, you’ll be ready to handle most questions the interviewer may ask. Practice sitting. Don’t laugh. Have you ever had to sit for 30 minutes while the focus of the conversation is on you? You need to be comfortable, yet alert. Don’t slouch, but don’t sit on the edge of the chair so that it is in danger of tipping. Practice all this in front of a mirror and with someone you trust so you can see what type of impression you create. This will allow you to make changes if necessary.

Be familiar with your portfolio

Use the portfolio to answer interview questions. Consider taking an extra copy for the interviewer(s) to see.

Promptness

Be early. Don’t plan to arrive on time. Plan to be at your interview site 5-10 minutes before the interview is scheduled to begin. Check ahead of time so you know in which room the interview is being conducted.

Nervousness

It’s time for the interview. Relax. You know yourself and what you want. You know the interviewer’s name. (If you are not sure of the pronunciation, check with someone who is.) Nervousness is natural. The interviewer expects it. So expect it yourself. Be ready for it. Don’t let it beat you. You are prepared for this interview, so that even though you are nervous, you can give the appearance of calmness. You’re OK.

During the Interview

Be yourself

You’ve prepared. You know who you are so let yourself come through. Respond to the interviewer’s questions thoroughly, with more than yes or no answers, yet not too lengthy. While it is essential that you give the interviewer the information he/she is seeking, it is also important that you not talk yourself out of the job. This is
where your practice with someone you trust will help. You have received the feedback when you’ve been too wordy. This is your chance to let the interviewer know what you can do for the school and students. Therefore, complete responses to several questions will serve you better than a long digression on one or two questions. Your answers should highlight your strengths and minimize any weaknesses you may have. Be positive – about yourself and your experiences. If, for some reason, you have had a bad work experience, don’t dwell on it and the negative impressions you have of the employer. Talk about what you’ve learned as well as the experience and knowledge you can bring to this new position.

Be honest

It is important the interviewer gets to know the real you. If you misrepresent yourself, you may experience some difficulties once you get on the job. The interviewer is just as anxious to find a quality employee as you are to find a suitable position. Let the interviewer get to know you, and you find out for yourself if the position for which you are interviewing is what you want.

Listen

Answer a question only after the interviewer is completely finished. Listening to your interviewer is as essential as speaking out honestly and forthrightly about your abilities. The ability to listen shows your attentiveness and reflects your interest in the job. It also helps you to understand both what is said and what is meant. If a question or comment is confusing, ask for a clarification.

Post Interview

Review

Now that the interview itself has concluded, the interview process has one final stage – review and follow-up. Evaluate yourself. How did you do? Were you adequately prepared? Were your responses concise, yet comprehensive? Did you find out everything you wanted to know? How do you feel now? If you know you have some areas to improve, start now. Most folks don’t obtain a job after a single interview. Prepare for the next interview you have.

If you deem it appropriate based on the content of your interview, it is courteous to follow-up the interview with a letter thanking the interviewer again and seeking to see if a decision has been made. This should be done no sooner than a week after the interview. Give the interviewer at least a week to return to the office to discuss the candidates, make the decisions, and then notify the person chosen for the position.

If you are not chosen for the position, you’re still OK. Don’t worry. Think about it. While you should be disappointed at not receiving the position, you need to understand the variety of reasons you may not have been chosen – none of which may have anything to do with your capabilities. It is important for you to maintain confidence in yourself. Make sure you’ve worked on any areas that you feel need strengthening and get ready to go again. Look at the first interview as a good experience. Did you learn from it? Sure you did! Now, prepare for the next time, and go through each stage of the interview process. If you would like some assistance, don’t hesitate to contact Career Services (620-341-5407).

Interview Portfolio

Overview

The interview portfolio is to be prepared so that it can be used appropriately in an employment interview. At least one of the pieces in your interview portfolio should address diversity and demonstrate your respect for the dignity and worth of each individual. (See “Interview Portfolio Diversity Piece” below.)
Your interview portfolio is to be of top quality, so that it will assist you in obtaining the job you want. You should have your portfolio edited and proofed by at least two other persons from the district where you are student teaching. The portfolio will also be reviewed by your Education Supervisor. Information on how to prepare an interview portfolio and how to use the portfolio in an interview situation are found in “Interview Portfolio Guidelines” on page 122.

Description of Interview Portfolio

Recommended Format

Your interview portfolio may consist of 8-10 pages divided into three sections:
1. Materials from self
2. Materials from others
3. Products

Interview Portfolio Diversity Piece

It is recommended that at least one of the pieces in your interview portfolio should demonstrate your respect for the dignity and worth of each individual; your appreciation of the diversity represented in each group of learners; and/or, your use of a variety of teaching/learning strategies that meet the needs of all learners in a diverse setting. The piece should demonstrate that you have had experience in, and/or an understanding of, diverse settings (“diversity” could include: gender, socioeconomic status, culture of any kind, ethnicity, age, groups of students with different points of view, inequities of any kind, elitism, stereotyping, and prejudice.). The piece should demonstrate that you would know what to do in such a setting and provide some evidence that you would be comfortable in such a setting. The piece should tie in your own experience with any one of the following areas:

- Evidence of your understanding of the cultural influences that shape a student’s point of view.
- Evidence of your respect for varied points of view, including those reflecting cultural privilege or oppression.
- Evidence that you assist learners to investigate and articulate their own cultural background.
- Your need to know about the diversity in each group of learners, including experiences of oppression and subordination.
- Evidence of an appreciation of your position as a member of a dominant or subordinate group.
- Your creation and use of integrated curriculum materials that make use of information, stories, artifacts, or activities from diverse populations.
- Evidence you use a variety of teaching styles to meet the needs of all learners.
- Evidence you search out non-biased teaching materials and methods, valuing teamwork and the participation and recognition of all learners.
- Your plan for future professional growth as related to competence in cultural diversity.

Possible Materials to Include
(Blanks to be completed by the teacher candidate as appropriate)

1. Materials from Self
   a. Your philosophy of education (or teaching/learning)
   b. A narrative piece which reflects on the topic, “Myself as a Critical Thinker, Creative Planner, and Effective Practitioner.”
   c. Your one-page resume
   d. __________________________
   e. __________________________
2. Materials from Others
   a. Final evaluation from Cooperating Teacher
   b. Final evaluation from Education Supervisor
   c. __________________________

3. Products
   a. __________________________
   b. __________________________
   c. __________________________

Portfolio Review/Critique Requirement

Ask two professionals in your school district to carefully look over your interview portfolio and make suggestions for improvement. Urge them to edit and proof as appropriate.

Interview Portfolio Guidelines

What is an Interview Portfolio?

- A narrative document that concisely organizes details of your teaching efforts and accomplishments.
- Most effective portfolios run eight to ten double-spaced pages in length. Balances 1) materials from oneself, 2) materials from others, and 3) products.

Purpose of an Interview Portfolio

- To show off your strong points (e.g. energy, creativity, planning, etc.).
- To “showcase” your best work, highlight your distinctive efforts, show what you are capable of doing.
- To demonstrate your professional development.
- To maintain the validity of empirical evidence.
- To provide evidence that you can relay a message verbally or visually, or both, to a third party.

Possible Contents of an Interview Portfolio

General Information

- Table of contents
- Resume (should also be included in your application packet)
- Appendix as needed for detailed samples of materials, evidential items, etc.

Materials from Self

- Reflective statement of educational philosophy (or philosophy of learning/teaching).
- Short/long term goals in teaching.
- Documentation of your growth as a teacher, perhaps as a reflective piece.
- A narrative piece that reflects on the topic, “Myself as a Critical Thinker, Creative Planner, and Effective Practitioner.”
- A narrative piece that describes one of your strengths and demonstrates how that strength is displayed as you work with students.
- Highlight a couple of professional experiences that have had a significant impact on your teaching.
- A narrative of how you have developed in a certain area and how your involvement has contributed beyond the school building – to the district, state, or national level.
- A narrative of how you have worked with families or other caregivers and have made a meaningful impact.
- A narrative describing your formal or informal collaboration or partnerships with other teachers.
- A narrative describing how you regularly reflect on and analyze your own work, including the results of that reflection.
• Any other items of your choice.

**Materials from Others**
• Description and analysis of student, peer, parental, or administrative evaluation of your teaching.
• A letter from a colleague or administrator attesting to your involvement in a program, your subsequent development, and your achievements in the program.
• A newspaper article describing your work with students.
• Notes from parents or others.

**Products**
• Classroom materials you have developed.
• Examples of student work or achievement under your guidance.
• Materials developed in curriculum or instruction.
• Publications.
• Any other products, such as a win/loss record if you coached an activity, or a program of a theatrical or musical performance. Be sure to attach a descriptive narrative explaining why this is of significance and how it leads to your value as a teacher.

Many of the above items would be strengthened in their impact by an attached narrative explaining the importance of the item to your value as a teacher.

The “Interview Portfolio Diversity Requirement” may be fulfilled in any of these areas:
Self, Others, and Products

**Interviewing Teams Might be Looking for Content Items That:**
• Show parent/community links.
• Demonstrate understanding of children’s developmental stages.
• Reflect ongoing personal and professional development.
• Show a consistent philosophy.
• Reflect professional excellence.
• Reflect breadth and depth of knowledge, skill, and experience.
• Reflect an awareness of cultural diversity.
• Show strengths that would benefit the school.
• Reflect an understanding of current educational issues.
• Demonstrate a personal commitment to caring about children.

**How the Interview Portfolio is Put Together:**
• Present all the information in a single folder or notebook: an ample three-ring binder or accordion folder – best if it appears to be professional and of high quality.
• Use loose-leaf page protectors.
• Arrange materials in separate sections labeled with identification tabs or titled divider pages.
• Keep in a separate folder or notebook: supplemental descriptions, copies of articles, audio, or videotapes. These can be briefly discussed in the narrative and can be selected and rearranged according to each prospective employer’s needs.
• Position all work in the same direction. You should not have to turn the portfolio as you view the pieces in it.

**Hints:**
• Collaborate with a mentor, perhaps your Cooperating Teacher or Education Supervisor, to flush out objective information that is evident or readily discovered in your work.
• Focus your portfolio in order to highlight your strengths/specialty.
• Tailor your portfolio to each employer every time you prepare to interview. Resist the urge to include anything that doesn’t apply.
• Be very critical when selecting samples. Don’t include mediocre items.
• Check and re-check your items for accuracy and neatness – a typo or mechanical error can create a bad impression about your capabilities and your judgment. No errors! Your portfolio should create an impression that you are a competent, skilled professional ready to put your talents to work.

Using the Interview Portfolio in an Interview

• Use only during the interview. Do not send it with the application.
• Keep it unobtrusively at your side until you use it.
• Use it in response to an interview question that a portfolio piece could help you answer, saying something like: “I’ve put a lot of thought into that topic. In fact, I have even written something about it.” “I really believe that…and this (product) shows how I carry out my belief.” Or, use it at the end of the interview when asked, “Is there anything else you would like to tell us about yourself?”

Remember: A portfolio developed to indicate overall teaching quality is more valuable than one created solely for the interview. Your interview portfolio should reflect depth and sincerity. It should clearly demonstrate your professional development and indicate your commitment to continued positive growth.