EMPORIA STATE UNIVERSITY

Elementary Education/Early Childhood/Special Education

Professional Development School

PDS Policy Manual and Procedures Book

Fall 2016
Welcome to the Professional Development School!

Congratulations on being part of our PDS program this year. In order to meet the many requirements for admission to the Teacher Education program at Emporia State and successfully complete your Block 1 classes, you have worked hard and demonstrated your commitment to becoming a qualified teaching professional. We are proud of you and wish you the best this semester.

As you participate in the PDS, you will be working with highly qualified and experienced E.S.U. faculty members, mentor teachers, and principals. For these reasons, we all share high expectations for PDS interns. We know the challenges you will encounter in the classroom and we are concerned for the welfare of the students with whom you will be working. It is your responsibility to budget your time this semester so that you can meet these high expectations while maintaining a positive, professional attitude.

Your attitude this semester is crucial to your success. You are expected to demonstrate the attitudes and behaviors that professionals exhibit. Dress accordingly. Arrive on time for your PDS assignment and for methods classes. Participate actively and enthusiastically in your PDS classrooms and in your methods classes. You will get out of the PDS experience as much as you are willing to put into your classes and field experiences. The faculty, along with mentor teachers and principals, have the responsibility to recommend only those interns who are able to demonstrate a positive work ethic, responsible and professional behavior, and appropriate knowledge, skills, and dispositions to continue in the PDS program.

This is the beginning of your experience as a professional educator. We expect you to make your PDS experience a priority this semester. Work and social life must have a lesser priority if you expect to do well. Please call on me or any member of our faculty if we can help you in any way.

C. Matt Seinears Ph.D., Chair
Elementary Education/Early Childhood/Special Education
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General Information
The Elementary Professional Development School Program

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

ESU’s Field Based PDS has received a lot of national attention. In 2006, Dr. Arthur Levine, of Columbia University, published the results of a national study, naming **ESU’s teacher training program as “one of the 4 best programs” in the United States**. In 2009, U.S. Secretary of Education Arne Duncan acknowledged ESU’s teacher training program as a national model in a speech about teacher preparation. The U.S. Department of Education’s 2011 blog highlights the ESU teacher training program (video also available at [http://www.youtube.com/watch?v=c0qXPv-bm4o&feature=youtu.be](http://www.youtube.com/watch?v=c0qXPv-bm4o&feature=youtu.be)). Secretary Duncan met with teacher education candidates in September 2012. In 2015, the PDS program was named an exemplary PDS program by the National Association for Professional Development Schools.

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

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

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

At each Professional Development School site, **university coordinators** organize instructional activities, provide instruction, and give feedback to interns. Highly trained and committed **mentor teachers** and administrators assure opportunities for all interns to grow professionally and personally. Each intern works in two classrooms during their year-long experience. **Interns have the opportunity to participate in all aspects of the teaching profession** including the first days of school; professional meetings; parent teacher conferences; establishing routines and procedures; and planning, implementing, and evaluating developmentally appropriate instruction.
## ESU Elementary Professional Development School Sites

<table>
<thead>
<tr>
<th>Augusta, USD 402</th>
<th>Maize, USD 266</th>
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<tbody>
<tr>
<td>Garfield Elementary</td>
<td>Maize South Elementary</td>
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<tr>
<td>Robinson Elementary</td>
<td>Vermillion Elementary</td>
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<tr>
<th>Chase County, USD 284</th>
<th>North Lyon County, USD 251</th>
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<tr>
<td>Chase County Elementary</td>
<td>Americas Elementary</td>
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<td>Reading Elementary</td>
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<tr>
<th>Circle, USD 375</th>
<th>Olathe, USD 233</th>
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<tr>
<td>Circle Greenwich Elementary</td>
<td>Central Elementary</td>
</tr>
<tr>
<td>Oil Hill Elementary</td>
<td>Countryside Elementary</td>
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<tr>
<td>Towanda Elementary</td>
<td>Fairview Elementary</td>
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| El Dorado, USD 490 | | |
|-------------------|------------------|
| Grandview Elementary | Indian Creek Elementary |
| Jefferson Elementary | Northview Elementary |
| Lincoln Elementary | Ridgeview Elementary |
| Skelly Elementary | Rolling Ridge Elementary |

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<tr>
<th>Emporia, USD 253</th>
<th>Osage City, USD 420</th>
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<tr>
<td>Logan Avenue Elementary</td>
<td>Osage City Elementary</td>
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<td>Riverside Elementary</td>
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<td>Timmerman Elementary</td>
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<td>Turning Point Academy</td>
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<td>Village Elementary</td>
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<td>Walnut Elementary</td>
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<td>William Allen White Elementary</td>
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<tr>
<th>Gardner, USD231</th>
<th>Shawnee Mission, USD 512</th>
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<tbody>
<tr>
<td>Grand Star Elementary</td>
<td>Roesland Elementary</td>
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<tr>
<td>Wheatridge Middle School</td>
<td>Santa Fe Trail Elementary</td>
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<tr>
<th>Kansas City, USD 500</th>
<th>Southern Lyon County, USD 252</th>
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<tbody>
<tr>
<td>Eugene Ware Elementary</td>
<td>Neosho Rapids Elementary</td>
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<tr>
<td>Mark Twain Elementary</td>
<td>Olpe Elementary</td>
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<tr>
<td>Stony Point South Elementary</td>
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<tr>
<th>Lebo-Waverly, USD 243</th>
<th>Wichita, USD 259</th>
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<tr>
<td>Lebo Elementary</td>
<td>Christa McAuliffe Academy</td>
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## What Makes a Good Professional Development School Site

- inclusive, productive, positive learning environment for students
- availability of qualified, effective, enthusiastic mentor teachers,
- capacity for 3-5 interns per building
- stable, enthusiastic leadership
- diverse students
- willingness to actively involve interns in the classroom
- school-wide willingness to have interns present, not just administrator and mentor teachers
- opportunities for school and university collaboration
Mentor Teacher Qualifications

- Regular elementary classroom teacher, grades K-6
- At least 3 years of experience, at least one year in current grade level
- Recommended by building principal as excellent teacher, willing to nurture and coach, evidence of being a lifelong learner (e.g., master's degree, evidence of professional development activities above and beyond that provided by the district)

Benefits for Professional Development School Participants

For University Faculty

- provides opportunity for faculty to keep up to date with what is going on in "real" classrooms
- provides real-life examples for course outcomes
- provides opportunities for collaboration
- Develops long-term relationships with strong mentor teachers
- Shared responsibility for intern professional development
- Mentors model instructional practices taught in methods courses
- Some university course objectives are met through field experiences

For Future Teachers

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

For Children

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

For Mentor Teachers and Principal

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

Block 2 (Pre-Student Teaching) Overview

- Interns attend New Educator training and help prepare for start of school.
- First 10 weeks, interns attend ESU methods courses 3 days a week.
- Interns will have lessons, interviews, and observations to complete in the PDS classroom.
- Interns will teach a guided reading group each morning.
• Last 6 weeks, interns are in PDS classroom full time, gradually increasing responsibility until 2 weeks of full-time teaching.
• ESU building coordinator observes, conferences with, and supports interns and mentors on a regular basis.

Block 3 (Student Teaching) Overview

• Student Teaching, interns are full-time in PDS site, gradually working up to full-time teaching, usually 3-4 weeks.
• Interns complete a capstone course before and after semester.
• Interns complete a Teacher Work Sample.
• ESU building coordinator observes, conferences with, and supports interns and mentors on a regular basis.

Challenges of becoming a Professional Development School

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

Why mentors participate

“A huge benefit is the impact it has on my students. While I’m teaching, my intern can work with individuals or small groups to assist them. Once my intern begins teaching subjects, that gives me the opportunity to work with students who need extra assistance, re-teaching, or enrichment. With the increase in what we’re expected to teach and with larger class sizes, my students wouldn’t be getting this additional teacher/student time without the PDS program. Another benefit is that I can keep current on new research, ideas, and strategies…yes, I learn from my intern, too!!” —Donna Kimpel, FV Mentor
ESU Olathe PDS Mentor Teacher Application

PLEASE RETURN TO YOUR BUILDING PRINCIPAL BY __________

Plans are being made for the 2017-2018 PDS. Mentors will be paid $250 for each 16 week placement as recognition of service to the profession for working with teacher interns.

Please indicate your interest in serving as a mentor for the 2017-18 school year by completing the form below. We will email placement information to you over this summer. Thanks for your help to make our PDS a success!

Name ____________________________________________

Building __________________________ District Email: ____________________________

I wish to be considered as a mentor for the 2017-2018 school year.  ____ Yes  ____ No

Years you have been teaching __________

Years you have been teaching in current school __________

Next Year’s Grade Level ________ New grade level? ________

Summer Address _________________________________________________________________

<table>
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<tr>
<th>Mailing Address</th>
<th>City</th>
<th>State</th>
<th>Zip</th>
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</table>

Home email________________________________ Home Phone __________________

Rate your preferences for assignments with 1 being your first choice. If you do not wish to be considered for a choice, leave it blank.

____ Both Fall 2017 and Spring 2018 Semesters

____ Fall 2017 Semester Only

____ Spring 2018 Semester Only

__________________________________  ____________________________

Teacher’s Signature                  Date

__________________________________  ____________________________

Principal’s Signature Approving Application                  Date

Important Notes: New Mentors are required to complete training over the summer (online). New intern welcome reception in May, Date TBD. Mentors meet building interns. Orientation for all mentors and interns in August during preservice.

(Over)
Let me tell you about myself…. (New Mentor-describe yourself below. Interns also do this when interviewing for PDS. This information will help us make compatible placements.)

Describe your work style and preferences: Using the following scale, mark yourself on each continuum. You may also add clarifying comments. There are no right or wrong answers. This is just a description of yourself:

**Organization:**
Very Organized  x------------------
Need help with organization

**Time Management:**
Works ahead  x------------------
Procrastinator

**Learning Preference:**
Independent learner  x------------------
Prefer interaction, support

**Interpersonal:**
Prefer working independently  x------------------
Prefer working with others

**Approach to conflict:**
Addresses problems immediately  x------------------
Keep problems inside hesitant to speak up

**Personality:**
Introvert  x------------------
Extrovert

**Reaction to Pressure:**
Not easily stressed  x------------------
Tend to worry

**Delivery of feedback:**
Gentle  x------------------
Direct

**Class organization:**
Very Organized  x------------------
Spontaneous, unstructured
Orderly procedures

**Other comments or special needs that I would like to share:**
Organizational Chart
Emporia State University
Professional Development Schools

University President

Dean
The Teachers College

Associate Dean
The Teachers College

Chair
Elementary Education/Early Childhood/Special Education

PDS Directors & Coordinators

Interns

Block 2 and Block 3 Faculty

Superintendent

Assistant Superintendent

Director of Elementary Education

Building Principals

Mentor Teachers

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

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

Outcomes for Teacher Candidates and Other School-Based Professionals

Candidates demonstrate knowledge of

Proficiency 1: Provides Service to Society
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.

Proficiency 2: Applies Interdisciplinary Scholarly Knowledge
4. general education within an intellectual framework.
5. subject matter content and content-specific pedagogy that inform the basis for entitlement to practice.
6. philosophical, historical, social, and theoretical foundations of education.

Proficiency 3: Engages in Effective Practice
7. on-going developments in subject matter content, curriculum planning, instructional theory and practice, classroom management, and assessment.
8. teaching and learning as a dynamic, constructive, and metacognitive process.
9. a repertoire of teaching and learning strategies, designed to help students increase their power as learners.

Proficiency 4: Responds to Uncertainty and Change
10. ever changing educational needs of students living in a global society.
11. appropriate technology and how it may be used to enhance teaching and learning.
12. various instructional strategies that can be used to meet the needs and learning styles of individual students.
Proficiency 5: Relies on Self-Reflection
13. theories of human physical, cognitive, social, and emotional development.
15. a variety of assessment strategies to diagnose and respond to individual learning needs.

Proficiency 6: Belongs to Professional Community
16. professional ethics and standards for practice.
17. teamwork and practices for creating healthy environments for learning and teaching.
18. effective communication techniques in order to develop a positive learning environment.

Candidates demonstrate practical ability to

Proficiency 1: Provides Service to Society
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.

Proficiency 2: Applies Interdisciplinary Scholarly Knowledge
4. integrate knowledge across and within disciplines.
5. use knowledge of subject matter content and instructional strategies to meet the widely-diverse needs of the students they educate.
6. determine and assess what students need to know and be able to do in order to succeed.

Proficiency 3: Engages in Effective Practice
7. utilize creative planning and curriculum integration to promote learning of all students.
8. learning experiences commensurate with a student’s level of readiness.
9. assess their educational practices, modify their assumptions and actions, and expand their repertoire of skills.

Proficiency 4: Responds to Uncertainty and Change
10. use and support effective communication techniques in order to develop a positive learning environment.
11. make use of appropriate technology to support student learning.
12. integrate effective behavior management into all interactions with students.

Proficiency 5: Relies on Self-Reflection
13. apply a variety of instructional strategies and materials to promote student learning, critical thinking, and problem solving.
14. employ appropriate assessment techniques in order to measure student performance and growth.
15. develop a storehouse of learning strategies that help students understand and integrate knowledge.
Proficiency 6: Belongs to Professional Community
   16. respond respectfully to ideas and views of others.
   17. recognize and appropriately respond to the need for on-going self-development and professional development in response to professional standards of practice.
   18. utilize student learning standards to promote student learning and achievement.

Candidates exhibit dispositions that exemplify

Proficiency 1: Provides Service to Society
   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
   3. a willingness to think critically about content, curriculum planning, teaching and learning pedagogy, innovative technology, and assessment.
   4. the belief that educating children and adults requires the integration of multiple kinds of knowledge.

Proficiency 3: Engages in Effective Practice
   5. a desire to analyze concepts, evaluate clinical practices, experiment, and initiate innovative practices as needed.
   6. 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
   7. a commitment to challenge all students to learn and to help every child to succeed.
   8. an awareness of the larger social contexts within which learning occurs.

Proficiency 5: Relies on Self-Reflection
   9. a commitment to self-reflection to recognize in all students human physical, cognitive, social, and emotional development.
   10. 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
   11. a desire to collaborate with colleagues, parents and community members, and other educators to improve student learning.
   12. a willingness to learn from other professionals in the field.
Emporia State University’s faculty, including professional education and content area faculty, support a program designed to transform candidates into professionals. To help all students learn, the professional must have a command of content, critical ideas, and skills, and the capacity to reflect on, evaluate, and learn from their practice so that it continually improves. While there are different ways that successful professional educators can be highly effective, six proficiencies emerge from a shared evidence-based understanding of how to foster student learning. These six proficiencies define the Professional: providing service to society; applying interdisciplinary scholarly knowledge; engaging in effective practice; responding to uncertainty and change; relying on self-reflection; and belonging to professional community.

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

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

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

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

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

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

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

____________________________________  ________________________
Signature                             Date

____________________________________  ________________________
Print Name                             E-Number
STUDENT TEACHER CODE OF ETHICS

1. All information which 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 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 could be contributing members of the community.

7. Disciplinary measures used by student teachers should conform to the instructions of the cooperating teacher.

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

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

10. Student teachers must realize that each pupil is an individual and must take into consideration individual abilities, interests, and capabilities for learning.

11. Student teachers must be completely impartial in dealing with pupils and must constantly strive to be fair while judging pupils’ 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.
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
Selection of Professional Development School Interns

When submitting an application for admission to Block 2, all candidates will indicate their preferences for placement in Professional Development Schools. Interviews with all candidates will be required. Interviews will be conducted by directors and coordinators of Professional Development School sites. Mentor teachers and administrators will also be invited to participate in the interview process.

Possible Interview Questions for Candidates

1. Tell us about yourself.
2. What experiences have you had with children?
3. Why do you want to be a teacher?
4. What is your philosophy of teaching?
5. What subjects do you like best and why?
6. What are your strengths?
7. Tell us about a teacher who had a strong positive or negative influence on you.

In selecting candidates, preference is given to candidates who meet all admission requirements for Block 2. Assignment to PDS sites will be made on a space-available basis when all required application materials have been received in the Elementary Advising Office and the candidate has met all requirements. Final approval for admission to Block 2 and placement at any Professional Development School site is not given until the candidate meets all requirements for admission. Candidates will not be allowed to participate in the P. D. S. program until all Block 2 admission requirements are met or an appeal is approved by the Dean’s Office.
EMPORIA STATE UNIVERSITY
The Teachers College
Professional Development School
Middle____ or Secondary_____ Assignment Request
Added Endorsement _____

TO BE COMPLETED BY PDS INTERN:
Block 3 Request for _______    District Requested _________ District _________
(semirster)

Legal Name:_____________ ID#:_________________________
ESU Address:_____________ Phone:_______________________
Home Address:_____________ Cell:_______________________
ESU Email:_____________ Email:_____________________

Placement Requested for 2nd Academic Field/Endorsement: Check below as applies to you.
 Middle School: ( ○ Content Area ___________________ for 2nd 8 weeks only)
 High School:    ( ○ Content Area ___________________ for 2nd 8 weeks only)
 ESOL:    ( ○ Block 3 only - Elementary)

TO BE COMPLETED BY PDS COORDINATOR. Also, signatures of the coordinator and
Elementary Advising Office are requested in the boxes below:
Tentative PDS Assignment_____________________________ Dates_________________
Education Supervisor for Block 3 ______________________________
Deadline: Submit to OFPL by the 10th class day of the Block 2 Semester or earlier
before sending to the appropriate academic department and/or second field advisor.

ASSIGNMENT REQUESTED BY 2nd Field Advisor. Please indicate and sign below.

<table>
<thead>
<tr>
<th>School Name</th>
<th>Dates Requested</th>
<th>Teacher Request (Optional)</th>
<th>Grade/Subject</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Signature of advisor(s) indicates approval to request placement(s) but does not grant approval to student teach.

Elementary Advising Office* (Comments)

PDS Coordinator* (Comments)

Area of Concentration/Second Field Advisor* (Comments)

*OFPL will send this form to the appropriate academic department for the placement request/approval. When approval is obtained and the completed form is returned to OFPL, copies will be sent to: Elementary Advising, PDS Coordinator, Second Field Advisor.
Instructor______________ CRN#__________ Course__________ Section______ Semester__________

Circle current enrollment:  EL/ED 220   Block 1   Phase I   Block 2   Phase II   Block 3   Alt.Rte   PP Sch.Co.   ECU

Enrolled in an off campus program? Yes _____ No _____  If yes, which program? ____________________________

**Directions:** Please read and keep the standards/policies on the first page of this statement. Then initial “yes” or “no” for each statement below as appropriate and provide the information requested including a signature at the bottom of the page.

### Statement of Disclosure

*Please do not use check marks or X’s where you are to initial*

1. Have you ever been convicted of a felony?
   Initial _____No _____Yes  If yes, indicate conviction(s) & date(s) it/they occurred.

2. Have you ever been convicted of any crime(s) involving theft, drugs, alcohol, a child, or domestic battery toward a child?
   Initial _____No _____Yes  If yes, indicate conviction(s) & date(s) it/they occurred.

3. Have you ever entered into a criminal diversion agreement(s) after being charged with any offense involving theft, drugs, alcohol, a child or domestic battery toward a child?
   Initial _____No _____Yes  If yes, list reason for each diversion and specify date each incident (not diversion) occurred.

   Has each diversion agreement listed been completed?
   Initial _____N/A _____No _____Yes  If yes, list (each) diversion and the date(s) completed.

4. Are criminal charges pending against you in Kansas?
   Initial _____No _____Yes  What charge(s) is pending? __________________________ Date(s) occurred? __________

5. Are criminal charges pending against you in any state other than Kansas?
   Initial _____No _____Yes  If yes, which state(s)? __________________________ Date(s) occurred? __________

6. Have you had a teacher’s or school administrator’s certificate or license denied, suspended or revoked in any state?
   Initial _____No _____Yes  If yes, which state(s)? __________________________ When? __________

   If yes, please indicate the action(s) taken: _____Denied _____Suspended _____Revoked

7. Have you ever been disbarred or had a professional license or state issued certificate denied, suspended, or revoked or been the subject of other disciplinary action regarding any profession in Kansas or any other state?
   Initial _____No _____Yes  If yes, which state(s)? __________________________ When? __________

   If yes, please indicate the action(s) taken: _____Denied _____Suspended _____Revoked

8. Is disciplinary action pending against you in any state regarding a teacher’s or administrator’s certificate or license?
   Initial _____No _____Yes  If yes, which state(s)? __________________________ When? __________

9. Have you ever been terminated, suspended, or otherwise disciplined by a local Board of Education for falsifying or altering student tests or student test scores?
   Initial _____No _____Yes  If yes, which state(s) & district(s)? __________________________

   When? __________

10. Have you ever falsified or altered assessment data, documents, or test score reports required for licensure?
    Initial _____No _____Yes  If yes, what state(s)? __________________________ When? __________

I understand that I am obligated to disclose the above information for the following purposes:

- admission to teacher education,
- admission to student teaching, and
- transition to each block/phase,
- application for Kansas teacher license

In addition, I certify that the information on this disclosure form is true and complete to the best of my knowledge. Further, I understand that any misrepresentation of facts may result in the denial or revocation of my license or certificate.

I understand that The Teachers College may request verification, and I give my consent to this verification of the above information if necessary. Further, I understand that if I am denied placement for laboratory experiences or admission to the Emporia State University Teacher Education Program, I am entitled to a hearing regarding this decision.

I have read and retained a copy of the disclosure regulations/policy and understand that although Emporia State University verifies the completion of the approved teacher education program, only the Kansas State Board of Education has the right to issue, suspend, revoke, or deny a Kansas teaching license.

<table>
<thead>
<tr>
<th>Signature</th>
<th>Maiden Name</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print Name</td>
<td>Student ID Number (E# please)</td>
<td>Today's Date</td>
</tr>
<tr>
<td>Local Address</td>
<td>City, State, Zip</td>
<td>E-mail Address</td>
</tr>
</tbody>
</table>

Statement of Disclosure January 2016
Teacher Education Disclosure Statement  
(Revised December, 2013)

The Teachers College of Emporia State University reserves the right to refuse admission to the teacher education program to any person who has a felony conviction or has otherwise committed offenses inappropriate for a teacher (The Teachers College Policies and Procedures Manual).

In addition, the KSDE Regulations and Standards for Kansas Educators (Adopted July 1, 2003) addresses restrictions regarding issuance and renewal of licenses, hearings upon denial, and reports required of county and district attorneys. (See Statue # 72: Schools, Article 13: Teachers’ Certificates, Title: Restrictions on issuance and renewal of licenses, hearings upon denial, etc.) For a copy of these regulations, contact Shannon Hall, Chair of the Disclosure Committee in Visser Hall 208, phone: 620-341-5447, email: shall6@emporia.edu.

This statute empowers the Kansas State Board of Education to deny a teaching license or certificate or to cancel or revoke a license or certificate for several reasons, including but not limited to:

1. Conviction of, or a plea of guilty for violation of any law punishable as a felony including a felony under the Uniform Controlled Substances Act.
2. Criminal charges pending in Kansas or in any other state.
3. Evidence that a license holder or prospective license holder has injured the health or welfare of a child through physical or sexual abuse or exploitation.
4. Evidence that a license holder or prospective license holder has committed domestic battery toward a minor.
5. Suspension, cancellation or the revocation of a license or certificate from another state when an applicant for a teacher license or school administrator license applies for a Kansas license.
6. Disciplinary action pending against you in any state regarding a teacher’s or administrator’s license or certificate.
7. Termination, suspension or any other disciplinary action(s) against you by a local Board of Education for falsifying or altering student tests or student test scores.
8. Falsification or alteration of assessment data, documents, or test score reports required for licensure.

The Kansas State Board of Education will consider individuals for licensure who have entered into a criminal diversion agreement(s) provided the individual has satisfied the terms and conditions of the agreement. The state board of education may consider other factors, including but not limited to:

1. nature and seriousness of the offense
2. conduct of the person subsequent to the offense
3. time elapsed since the commission of the offense
4. age of the person at the time of the offense
5. whether that offense was an isolated or recurring incidence
6. discharge from probation, pardon or expungement

Individuals who are denied licensure or who have certificates revoked are entitled to a hearing and shall be given notice and an opportunity for a hearing in accordance with the provisions of the Kansas administrative procedure act. The county or district attorney shall file a report with the state board of education indicating the name, address and social security number of any person who has been determined to have committed any offense or act as described above, or who has entered into a criminal diversion agreement after having been charged with such acts or offenses.

Although Emporia State University verifies the completion of the approved teacher education program, only the Kansas State Board of Education has the right to issue, suspend, revoke, or deny a Kansas teaching license. To enable The Teachers College and candidates to make sound judgments about continuance in the teacher education program and placements in school settings, candidates are asked to disclose information concerning conviction of crimes involving controlled substances (including alcohol), theft, welfare of a child, domestic battery toward a minor or other felonies and diversion agreements for such crimes. Information provided on the Statement of Disclosure may be used to deny admission to programs or placements in laboratory experiences in schools.

Statement of Disclosure January 2016
3F.02 Procedures of Due Process for Early Termination of an Off-Campus Teacher Education Assignment * and/or Teacher Education Program (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.
ACCOMMODATIONS POLICY

Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the office of Disability Services, the PDS Coordinator of the assigned site, and professors for all classes as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students the Office of Disability Services, the Coordinator, and all professors will be strictly confidential.

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

Block 2 and Block 3 classes must be taken at a Professional Development School (PDS). PDS sites are located in the Emporia area, in the Kansas City area, in Topeka, and in Butler County. Assignment to PDS sites will be made on a space-available basis when all required application materials have been received in the Elementary Advising Office and the candidate has met all requirements. To insure placement for spring semester, completed application materials should be received in the Elementary Advising Office by October 1. To insure placement for fall semester, completed application materials should be received in the Elementary Advising Office by March 1.

Block 2 Courses (16 hours) - First Semester PDS
(Must be completed in a Professional Development School)
EE315 Teaching Language Arts in the Elementary School .......................... 3 hours
EE317 Teaching Mathematics in the Elementary School ............................ 3 hours
EE318 Classroom Management ................................................................. 2 hours
EE320 Observing Teaching/Learning Models ............................................. 4 hours
EE413 Reading for the Elementary Teacher II ........................................... 3 hours
EE414 Reading Practicum ........................................................................... 1 hour

For admission to Block 2, the PDS phase of Emporia State’s teacher education program, a student must meet the following standards:
• Senior-level or post-baccalaureate classification in the university.
• A cumulative grade-point average of at least 2.5.
• A minimum 2.75 grade-point average in the “core curriculum general education courses”.
• Minimum of “C” grade in Block 1 courses.
• Health clearance must be completed to be in a school setting.
• Complete all application processes in Elementary Advising, VH225.
• Have permission of the Elementary Admissions Committee.
• Participate in personal interview when requested by the Elementary Admissions Committee or the Elementary Education/Early Childhood/Special Education Department.
• Have 5 references on file from faculty members from whom the student has taken courses: one or two from general education faculty members; one or two from teachers of professional education courses (AR 324, ED/EL 220, ED 535, IT 371, EL 319, MA 307, MA 308, MU 124, MU 344, PE 381, PY211, SD 550, SD 560); and at least two from teachers of elementary education courses (EL 230, EL 310, EE 311, EL 312, EE 313, EE 314, or EE 316).

Block 3 Courses (14 hours) - Second Semester PDS
(Must be completed in a Professional Development School)
EL466 Student Teaching, Elementary ......................................................... 12 hours
(Or EL464 and appropriate LE courses approved by the Elem. Advising Office)
EE431 Professional Competencies of Teachers ............................................. 2 hours

For admission to Block 3 courses, the student must complete each of the following standards:
• Completion of all Block 2 courses with a grade of C or better.
• A cumulative grade-point average of at least 2.5.
• Satisfactory recommendation from the PDS mentor teacher.
• Satisfactory recommendation from the university supervisor.
Personnel and Responsibilities
## PDS Administrative Responsibilities

<table>
<thead>
<tr>
<th>Title</th>
<th>Responsibilities</th>
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<tbody>
<tr>
<td>President, Emporia State University</td>
<td>Provide resources and staff</td>
</tr>
<tr>
<td>Dr. Allison Garrett</td>
<td></td>
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<tr>
<td>Provost &amp; Vice President for Academic Affairs</td>
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<tr>
<td>Emporia State University</td>
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<tr>
<td>Dr. David Cordle</td>
<td></td>
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<tr>
<td>Dean, The Teachers College, ESU</td>
<td>Provide resources and staff</td>
</tr>
<tr>
<td>Dr. Ken Weaver</td>
<td></td>
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<tr>
<td>Associate Dean</td>
<td>Formulate policies</td>
</tr>
<tr>
<td>The Teachers College, ESU</td>
<td>Budget, supplies, equipment</td>
</tr>
<tr>
<td>Dr. Joan Brewer</td>
<td>Interpret and administer policies</td>
</tr>
<tr>
<td>Superintendents (or designees)</td>
<td>Provide resources and staff</td>
</tr>
<tr>
<td>Mr. John Black, Augusta</td>
<td>Assure compliance with board policies</td>
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<tr>
<td>Mr. Jeff Kohlman, Chase County</td>
<td>Formulate policies</td>
</tr>
<tr>
<td>Mr. Jim Johnson, Circle</td>
<td></td>
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<tr>
<td>Ms. Sue Givens, El Dorado</td>
<td></td>
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<tr>
<td>Mr. Kevin Case, Emporia</td>
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<tr>
<td>Ms. Pam Stranathan, Gardner-Edgerton</td>
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<tr>
<td>Dr. Cynthia Lane, Kansas City, KS</td>
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<tr>
<td>Mr. Corey Reese, Lebo-Waverly</td>
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<tr>
<td>Mr. Chad Higgins, Maize</td>
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<td>Mr. Aron Dody, North Lyon County</td>
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<tr>
<td>Dr. Marlin Berry, Olathe</td>
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<tr>
<td>Mr. Troy Hutton, Osage City</td>
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<tr>
<td>Dr. Jim Hinson, Shawnee Mission</td>
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<tr>
<td>Dr. Mike Argabright, Southern Lyon County</td>
<td></td>
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<tr>
<td>Dr. Tiffany Anderson, Topeka</td>
<td></td>
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<tr>
<td>Dr. John Allison, Wichita</td>
<td></td>
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<tr>
<td>Chair, Elementary Educ./Early Childhood/ Special Educ., ESU</td>
<td>Work with directors and coordinators to supervise and implement PDS program,</td>
</tr>
<tr>
<td>Dr. Matt Seimears</td>
<td>interpret and administer policies, assign ESU faculty</td>
</tr>
<tr>
<td>PDS Directors and Coordinators</td>
<td>See Personnel and Responsibilities section</td>
</tr>
<tr>
<td>Principals</td>
<td>See Personnel and Responsibilities section</td>
</tr>
<tr>
<td>Mentor Teachers</td>
<td>See Personnel and Responsibilities section</td>
</tr>
<tr>
<td>Interns</td>
<td>See Personnel and Responsibilities section</td>
</tr>
</tbody>
</table>
Responsibilities of P. D. S. Directors and Coordinators

**Communication** - *displays effective listening and comprehension skills*

A PDS Director or Coordinator will:
Clearly communicate program goals and objectives for the PDS to mentor teachers and building and district administrators. (Director-district administrators)

Clearly communicate PDS goals, objectives, and policies to interns.

Clearly communicate time lines for required observations, presentations, etc. to interns.

**Organization** - *displays effective organization skills*

A PDS Director or Coordinator will:
Effectively coordinate the ESU Teacher Education Program outcomes.

Effectively coordinate university faculty presentation schedules for interns. (Director)

Effectively coordinate additional learning opportunities for interns. (Director)

**Supervision** - *displays effective supervision skills*

A PDS Director or Coordinator will:
Observe and supervise interns during Block 2.

Observe and supervise interns during the student teaching semester (Block 3), providing student teaching assessment and documentation.

**Conferencing** - *displays effective conferencing skills*

A PDS Director or Coordinator will:
Conduct conferences with interns and mentors on a regular basis.

Work effectively one-on-one to answer questions about individual interns and/or PDS goals/objectives.
Expectations for Professional Development School Mentor Teachers

1. Selection and Induction of Interns
   - Assist (as much as they wish to be involved) with interviews of potential interns
   - Help to develop initial training for interns, participate (as volunteers) in the delivery of awareness sessions and other training for interns who are selected to participate in the Professional Development School

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

3. Training
   - Participation in 2-3 days of training for mentor teachers is required*
   - Participate in required mentor and intern meetings

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

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

6. Life-long Learning
   - Demonstrate enthusiasm about learning and teaching

*Retaking mentor teacher sessions for payments must meet the following guidelines:
Completed training six or more years ago,
No more than 5 mentors per summer session can retake. This is on a first come first serve basis.

Questions regarding this policy can be addressed to:
Dr. Joan Brewer, Associate Dean, The Teachers College. jbrewer@emporia.edu
The Teachers College  
Professional Development School  
Intern/Mentor Teacher/Principal Evaluation of PDS Coordinator

Coordinator ___________________________       Date_______________________________

PDS Site____________________________________  (Circle one)  Intern     Mentor Teach ___________ Principal ___________

(To be sent to Chair of EE/EC/SE, Campus Box 4037, The Teachers College)

<table>
<thead>
<tr>
<th>The PDS Coordinator….</th>
<th>Low</th>
<th>High</th>
<th>No Info.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Clearly communicates program goals and outcomes for the PDS to interns, mentor teachers and building administrators</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2. Provides monthly calendars and up to date communications</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3. Works effectively one-on-one to answer questions about individual situations and the PDS program</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4. Is available for consultation or meetings by appointment and/or by e-mail</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5. Displays effective listening and communication skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>6. Provides appropriate feedback</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

The next 2 items are to be completed only by Principals and Mentors:

<table>
<thead>
<tr>
<th>The next 2 items are to be completed only by Principals and Mentors:</th>
<th>Low</th>
<th>High</th>
<th>No Info.</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Schedules mentor meetings as needed</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>8. Relates well to mentor teachers, building-level staff and administration</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

**A copy of this evaluation will be given to the Site Coordinator.**

What has your coordinator done well in her/his role as a coordinator of the Professional Development School program?

How could your coordinator improve her/his performance as a coordinator of the Professional Development School program?

Please make any additional comments you feel would be helpful. You may use the back of this sheet if needed.
Principal Responsibilities

1. Assist in the selection of mentor teachers
2. Assist the coordinator by helping to clarify expectations for the Professional Development School with mentor teachers, staff, parents, and interns
3. Interpret school culture and expectations for the coordinator and interns
4. Observe interns as requested and provide feedback
5. Teach interns in areas of the principal’s expertise
6. Serve as a liaison with central office staff
7. Assist in presentations about the PDS as requested to a variety of audiences
8. Conduct an orientation meeting with the interns during the first week of PDS.
9. Observe and critique intern lessons providing feedback to the intern as time permits.
Responsibilities and Expectations of Interns

1. Admission Requirements.

Interns must meet all requirements for admission to Block 2 before beginning the PDS program. Any exceptions must be approved by the Dean’s Office.

Interns must meet all requirements for admission to Block 3 in order to participate in the second semester of the PDS program.

2. Commitment of Time and Energy

Interns agree to make the commitment of time and energy necessary for participation in the PDS program.

Prior to participation in the PDS program, interns will sign an acceptance form which indicates they understand they are making a full year commitment to the PDS program. 8:00-4:00 Monday through Friday is considered the minimum time an intern will be in attendance at the PDS site. Earlier and/or later times of attendance may be required according to the intern’s district policy. Extracurricular activities at the PDS site will require additional time beyond the school day. Methods classes and staff development activities may be scheduled after this time, depending on the PDS site. Additional time is required outside of the school to complete assignments for required classes.

3. Schedule and Attendance Policy

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

Interns will follow the district schedule for holidays except as noted on the calendar distributed for their PDS site.

Interns are in their assigned buildings for the full day expected of all faculty, except for when they are attending required classes, seminars, and/or meetings. Interns do have a closed lunch hour. They are to remain at the PDS site the entire school day.

Interns are encouraged to enter into the activities of the school as much as their schedule permits. They are to attend faculty and building in-service meetings. Interns are required to attend PTO meetings with their mentor teacher. If they are involved in a grade-level performance, they are expected to fulfill their duties at any scheduled evening performance. Interns are required to attend parent-teacher conferences including evening conferences. Each PDS Director will determine the schedule for flex days, early release days and parent teacher conferences.

Interns are to attend the parent-teacher conference days at their assigned school as directed by their PDS coordinators.
(Attendance Policy)

Interns are to be present on all school days. If an intern is sick or has some other emergency, he/she must notify his/her mentor and the PDS coordinator if he/she will not be coming to school or will be coming in late. If the intern is responsible for teaching on a day when an absence is necessary, appropriate lesson plans and materials must be provided for the mentor teacher to use. There are no personal leave days.

If a necessary absence occurs on a day when class or seminar is scheduled, the intern is responsible for getting notes, assignments, etc. Because each PDS methods class meets fewer times than regular classes, any absence may influence the student’s final course grade adversely.

The policy for absences and make up days is addressed by PDS coordinators during orientation for Block 2. Candidates are responsible for following these policies.

4. Policies and Procedures

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

Interns are responsible for following all policies and procedures established by the Board of Education in the school district to which they are assigned and by the school to which they are assigned. This includes having a current TB clearance form with Advising.

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

Interns will demonstrate professional dispositions for teaching as indicated in this Procedures Book. Interns are to be professionally and appropriately dressed for all school functions. Dress codes should be discussed with the principal and mentor at each site since this may vary by building. If principal or mentors think an intern’s dress is not appropriate, the intern will be asked to leave the PDS site until dress is appropriate. Interns must remember they represent Emporia State University. Dress codes will be addressed during Block 2 orientation. Candidates are to follow the dress code stated by their PDS site coordinator.
Program and Admission Requirements
ESU Supervised Work Experience

The State of Kansas requires students applying for acceptance into programs of teacher education, beginning Fall 1995, to provide evidence of their experience in working with, supervising, and/or caring for children and youth. A minimum of 100 hours supervised work experience with children or youth in advocacy roles is required for admission to Phase I/Block 1 of the Teacher Education Program at ESU. These experiences must meet the following guidelines:

1. Experiences must be with children or youth from preschool through grade twelve in schools or agencies that work with youth in advocacy roles.

2. Experiences must show evidence of responsibility for the health, safety, physical and/or emotional well-being of children.

3. Only the applicant’s experiences after his/her enrollment in high school can be counted.

4. The experiences can involve paid positions and/or unpaid volunteer work.

5. The experiences must be documented by supervisors on the Service Work Experience Form and included in the portfolio requirement for the Phase I/Block 1 application.

For further information, please contact Sharon Brown, Director of Admissions to Teacher Education, Elementary Advising Office, Visser Hall 225.

Policy Revision:

The Council on Teacher Education voted on May 4, 1995, to accept up to 50 hours of supervised university teaching experience (e.g. freshman science labs, etc.) towards the 100 hours child advocacy experience requirement for entrance to teacher education.
Service Work Experience Form

A minimum of 100 hours of supervised work experience with children or youth in advocacy roles is required for admission to Phase I or PDS of the Teacher Education Program at Emporia State University. This form is to be completed and utilized by each on-site supervisor as documentation for the work experience. See “Guidelines for Tutoring Waiver for ED/EL 220” for details regarding experiences that qualify for a waiver.

I verify that ____________________________ has completed _________

as ____________________________________________

__________________________

during ________________ at ___________________________

(name of facility/organization)

__________________________

The student served in the following capacities while at our facility: (check all that apply)

_____ supervised children __________________________________________

_____ provided individual instruction ______________________________

_____ provided small group instruction ______________________________

_____ provided large group instruction ______________________________

_____ instructed children with disabilities __________________________

_____ instructed children of diverse backgrounds ______________________

_____ instructed children of low SES _________________________________

This student’s performance was:

_____ Outstanding _____ Satisfactory _____ Unsatisfactory

_________________________________ _________________________

Supervisor's signature Date
EMPORIA STATE UNIVERSITY
FACULTY EVALUATION - ADMISSION TO TEACHER EDUCATION (BLOCK 2)

To: ________________________________  For: ________________________________  ID No.: __________________
(name of reference)  (name of student)

Reference from (class or classes) ______________________________________ taken at: ________
ESU  BCCC  JCCC  KCKCC  ________ other __________________________________________

Circle the number which best describes the candidate's characteristics. In the blank area for each, feel free to add comments which will support the rating given.

5 - Excellent  4 - Very Good  3 - Average  2 - Below Average  1 - Unacceptable  LE (limited evidence)

1. **Knowledge of Subject Matter** in Evaluator's Subject Area
   Comments: 5  4  3  2  1 LE

2. **Communication.**
   a. written: Includes the ability to write legibly, logically, coherently, and fluently, using conventional grammar, usage, spelling, and mechanics.
   Comments: 5  4  3  2  1 LE
   b. oral: Includes the ability to speak fluently, clearly, confidently, and logically, and the ability to listen to and respond to the oral communication of others.
   Comments: 5  4  3  2  1 LE

3. **Relationships with Others.** May include aspects of cooperation, openness and honesty, courtesy, enthusiasm, empathy, cordiality, friendliness.
   Comments: 5  4  3  2  1 LE

4. **Personal Responsibility.** May include ability to assume and carry out tasks, personal integrity, commitment, dependability, self-direction, initiative, perseverance, professional appearance.
   Comments: 5  4  3  2  1 LE

5. **Attendance and Punctuality.**
   Comments: 5  4  3  2  1 LE

6. **Potential for becoming an effective teacher,** including professional attitude, lesson planning, lesson presentation, assessing student progress, classroom management.
   Comments: 5  4  3  2  1 LE

On the basis of my professional judgment this student should be: (check one of the following)

_____ Admitted  _____ Admitted conditionally  _____ Not admitted

Comments:

Submitted by ________________________________ Date __________________
(signature)

Candidate should complete this box before giving this form to reference writer. If this box is not completed the form will be regarded as one to which the candidate has waived the right to review. I understand that the decision to waive the right to review my file is irreversible. (Check One)

[ ] I retain the right to review this reference.

[ ] I waive the right to review this reference.

Signature of Candidate ______________________ Date ____________

Faculty—Please forward to ESU Elementary Advising Office by March 15 for Fall Semester and October 15 for Spring Semester.
**ADMISSION TO BLOCK 3**

For admission into Block 3, the following requirements must be met:

- A cumulative grade point average of at least 2.5.
- Completion of all required course work.
- Satisfactory recommendation from the PDS mentor teacher.
- Satisfactory recommendation from the university supervisor.

**DEGREE COMPLETION AND LICENSURE**

To receive the Bachelor of Science degree in Elementary Education (K-6) and be recommended for teacher licensure, the student must complete the following standards:

- Completion of all Block 2 courses with a grade of C or better.
- Satisfactory completion of a Teacher Work Sample product.
- Satisfactory evaluations from the PDS mentor teacher and the university supervisor.
- Successful completion of the Principles of Learning and Teaching Examination, including content test(s) required by the Kansas State Department of Education.
- Student is responsible for making application for licensure to the Kansas State Department of Education. Contact Andra Baldwin VH 208 for more information.

**ELECTIVES**

All elementary education majors must complete enough elective hours to complete 136 credit hours to graduate – normally 5-8 hours. These hours must be approved by the Elementary Advising Office, and it is recommended they be selected from the following areas: art, bicultural education, coaching, early childhood education, English, ethnic/gender studies, health education, instructional technology, mathematics, music, natural sciences, psychology, social sciences, or theatre/drama. Middle school licensure (5th-8th) endorsement may be earned in English, mathematics, science, social sciences, or English as a Second Language. Completion of one or more areas of concentration may require additional student teaching.

**ENDORSEMENTS**

If a student wants to add a Middle School endorsement through Emporia State University to their K-6 license content courses in the preferred area must be taken and the ETS Praxis II Content area exam must be passed. Additional student teaching may be required.

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For additional information contact the Elementary Education Advising Office
Visser Hall 225
Emporia State University
Phone: 620-341-5770
E-mail: elemadvi@emporia.edu

Check us out at [http://www.emporia.edu/teach/elecse](http://www.emporia.edu/teach/elecse) or Follow us on TWITTER at @eledesu.

This flyer is for information purposes and does not constitute a contract. Material included herein is based on information available as of July, 2016.

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**REQUIRED COURSES FOR THE ELEMENTARY EDUCATION DEGREE**

**BASIC DEGREE - ADDED ENDORSEMENTS WILL TAKE EXTRA TIME**

Please note: The following is the suggested sequence listed in a four year format. It is each students’ own responsibility to keep themselves informed regarding their program.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Freshman - 1st Semester</th>
<th>Hours</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>EG 101</td>
<td>Composition I</td>
<td>3</td>
<td>#</td>
</tr>
<tr>
<td>MA 110</td>
<td>College Algebra</td>
<td>3</td>
<td>#</td>
</tr>
<tr>
<td>SP 101</td>
<td>Public Speaking</td>
<td>3</td>
<td>#</td>
</tr>
<tr>
<td>PY 100</td>
<td>Introductory Psychology</td>
<td>3</td>
<td>#</td>
</tr>
<tr>
<td>HL 150</td>
<td>Critical Health Issues</td>
<td>3</td>
<td>#</td>
</tr>
<tr>
<td>MU/TH</td>
<td>Creative Arts (choose one): MU 226 or TH 105</td>
<td>2</td>
<td>#</td>
</tr>
<tr>
<td>EL 150</td>
<td>Introduction to the Elementary Education Major</td>
<td>1</td>
<td>#</td>
</tr>
</tbody>
</table>

**W:TC\Faculty\PDS\PDS Brochure\NewGen El Ed Brochure**
Courses in Blocks 2 and 3 must be taken as a block while completing the year-long assignment in a Professional Development School (PDS). PDS schedule is 8:00-5:00, Monday-Friday. Additional time is required to complete class assignments.

<table>
<thead>
<tr>
<th>Junior - 1st Semester</th>
<th>Hours</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>SD 550</td>
<td>3</td>
<td>* #</td>
</tr>
<tr>
<td>EL 312</td>
<td>3</td>
<td>* #</td>
</tr>
<tr>
<td>GB 303</td>
<td>3</td>
<td>* ^</td>
</tr>
<tr>
<td>MU 344</td>
<td>2</td>
<td>*</td>
</tr>
<tr>
<td>AR 324</td>
<td>2</td>
<td>*</td>
</tr>
<tr>
<td>EL 250</td>
<td>1</td>
<td>*</td>
</tr>
<tr>
<td>Electives/Licensure (hours as needed)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>18</strong></td>
<td></td>
</tr>
</tbody>
</table>

Note: Classes in Blocks 1, 2 and 3 must be taken in order indicated.

<table>
<thead>
<tr>
<th>Senior - 1st Semester</th>
<th>Hours</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>EE 315</td>
<td>3</td>
<td>*</td>
</tr>
<tr>
<td>EE 317</td>
<td>3</td>
<td>*</td>
</tr>
<tr>
<td>EE 318</td>
<td>2</td>
<td>*</td>
</tr>
<tr>
<td>EE 320</td>
<td>4</td>
<td>*</td>
</tr>
<tr>
<td>EE 413</td>
<td>3</td>
<td>*</td>
</tr>
<tr>
<td>EE 414</td>
<td>1</td>
<td>*</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Senior - 2nd Semester</th>
<th>Hours</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL 466</td>
<td>12</td>
<td>*</td>
</tr>
<tr>
<td>EE 431</td>
<td>2</td>
<td>*</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>14</strong></td>
<td></td>
</tr>
</tbody>
</table>

Total hours: 136

* Must have grade of C or better.
# Must be taken before Block 1.
^ Concurrent enrollment with Block 1 permitted.

Courses in *italics* are professional education courses.

ADMISSION TO BLOCK 1
Apply by October 1 (spring placement) or March 1 (summer/fall placement). All application processes are completed through Elementary Advising Office, VH 225. For an elementary education major to be admitted into Block 1 the following requirements must be met:

- Junior-level or post-baccalaureate classification in the university.
- Minimum grade point average of 2.75 in the “Core Curriculum General Education Courses” (courses in bold).
- Cumulative grade point average of at least 2.5.
- Have a grade of “C” or better in EL 312, EL/ED 220, EL 230, EL 310*, EG 101, EG 102, MA 110, MA 307, MA 308*, SD 550, SD 560*, SP 101, GB 303*, and IT 371*. (*Concurrent enrollment permitted.)
- CORE (passing scores of mathematics-150, reading-156, and writing-162) or Collegiate Assessment of Academic Proficiency (CAAP scores of mathematics-55, reading-57, and writing equivalent to 162 CORE).
- Completion of a minimum of 100 hours of supervised work experience with children or youth in advocacy roles.
- Successfully met the cutoff scores for the required reading, spelling and handwriting tests.
- Demonstrate required dispositions in The Teachers College conceptual framework.
- Disclosure Statement completed and signed.
- Must complete a background check.
- Must be approved by the appropriate Education Admissions Committee.

Block 2 and Block 3 classes must be taken at a Professional Development School (PDS). PDS sites are available in these areas: Emporia, Kansas City, Olathe, Shawnee Mission, Topeka, Wichita and El Dorado. Assignments to PDS sites will be made on a space-available basis when all required application materials have been received in the Elementary Advising Office and all requirements have been met.

ADMISSION TO BLOCK 2
All application processes are completed through Elementary Advising Office, VH 225. For admission into Block 2, the PDS phase of Emporia State’s teacher education program, the following requirements must be met:

- Senior-level or post-baccalaureate classification in the university.
- A minimum grade point average of 2.5 in the required professional studies (courses in *italics*).
- A cumulative grade point average of at least 2.5.
- Completion of all Block 1 courses with a grade of “C” or better.
- Health clearance completed and turned in (TB test and physical).
- Ethics and Professionalism Statement signed.
- Have 5 references on file from faculty members from whom the student has taken courses: one or two from general education faculty members; one or two from teachers of professional education courses (AR 324, ED/EL 220, ED 535, IT 371, EL 319, MA 307, MA 308, MU 124, MU 344, PE 381, PY 211, SD 550, SD 560); and at least two from teachers of elementary education courses (EL 230, EL 310, EE 311, EL 312, EE 313, EE 314, or EE 316).
- Participate in personal interview when requested by the Elementary Admissions Committee.
- Must be approved by the Elementary Admissions Committee.
Elementary Education Requirements  
Emporia State University

Please initial in each box.

I know that I will not be allowed into Block 1 until I have met the following requirements. I am also aware that to enter Block 2, I must have successfully completed Block 1 with a ‘C’ or better in all courses. To enter Block 3, I must successfully complete Block 2 with a ‘C’ or better in all courses. I must interview and be accepted by the PDS site, to receive placement in a Block 2 and 3 classroom.

I have been informed of the minimum requirements to enter Block I. They are:

☐ Student will have converted all AP tests with passing scores to courses on the transcript AND will have had their transcripts officially reviewed to see what courses from AP credit count for ESU credit.

☐ Must Pass GATEWAY

☐ Passing the Reading, Writing, and Math sections of either (or through a combination of) the Praxis CORE and/ or CAAP tests.

  REQUIRED PASSING CORE SCORES:  
  Reading- 156, Math- 150, Writing- 162

  REQUIRED PASSING CAAP SCORES:  
  Reading- 57, Math- 55, Writing- equivalent to 162 CORE

  A study guide is available at act.org

☐ Core General Education GPA of 2.75

  a. All Core General Education courses must be complete before Block 1.

  b. Please use GPA simulator on ESU website if assistance is needed in figuring your GPA

  https://www.emporia.edu/sac/academic-success-program/academic-probation-workshop/gpa.html

☐ Cumulative GPA of 2.5 (this includes all colleges attended)

☐ 100 hours of Supervised Work Experience with Children or Youth- Documentation required. At least 30 hours must be completed in an elementary classroom.

☐ Discuss iPad to HCL Q & A page on Website

  Spelling, Reading, & Handwriting Tests-Passed

  a. This is a series of tests completed in the course EL 312—Reading and Writing Connections

☐ Must have a ‘C’ or better in the courses marked with a • on your BSE degree completion plan.

☐ Junior-level or post-baccalaureate classification in the university.

☐ As part of my educational training, I will compete two semesters (Block 2 and 3) as an intern in a Professional Development School (PDS). This is an 8:00-5:00 Monday through Friday obligation. There is a 10-week period in Block 2 when you will meet as a class during the day at a designated site to complete your Elementary Methods courses. The second semester of internship (Block 3) is my full time “student teaching” experience. I know I must complete Block 2 and 3 at one of our partnered PDS sites.

☐ There will be an extra fee of $200 per semester for the Block 2 and 3 experiences in a PDS classroom. This fee is an addition to other required tuition and fees.

☐ Additionally a $60 fee will be added to score the TWS (Teacher Work Sample).

☐ The Principles of Learning and Teaching Exam (PLT) and Content Area Test must successfully passed to graduate from ESU and to be recommended for teacher licensure in the State of Kansas.

☐ I am responsible for knowing and fulfilling all the requirements in order to attain an elementary education degree from ESU.

_______________________________________________________  _____________________________________  
Student’s Signature                Date

_______________________________________________________  _____________________________________  
Student’s Printed Name               Phone Number
Elementary Education Cohort/Block 1 Requirements
Emporia State University

Please initial in each box.

☐ I am responsible for knowing and fulfilling all the requirements in order to attain an elementary education degree from ESU.

☐ Advanced Placement (AP) tests are sometimes taken in order to receive college credit by examination. Students who have completed any of these tests must have the Educational Testing Service (ETS) forward an official report of their scores to the Office of Admissions at Emporia State University in order to receive credit if passing scores to courses are accepted.

☐ Math Gateway passed

☐ Discussed and understand iPad requirements

☐ I have been informed of the minimum requirements to enter Block I. They are:

☐ Passing the Reading, Writing, and Math sections of either (or through a combination of) the Praxis CORE and/or ESU CAAP tests. Please use the following url’s for more information:
  www.ets.org/praxis
  http://www.emporia.edu/oira/testing/caap.html
  REQUIRED PASSING CORE SCORES:  Reading- 156, Math- 150, Writing- 162
  REQUIRED PASSING CAAP SCORES:  Reading- 57, Math - 55, Writing- equiv.to 162 CORE

☐ Core General Education GPA of 2.75

☐ Cumulative GPA of 2.5 (this includes all colleges attended)

☐ All Core General Education courses must be completed before Block 1.

☐ 100 hours of Supervised Work Experience with Children or Youth - Documentation required. At least 30 hours recommended in an elementary classroom.

☐ Spelling, Reading, & Handwriting Tests- Passed
  ○ This is a series of tests completed in the course – EL312 Reading and Writing Connections

☐ Must have a ‘C’ or better in the courses marked with a ☐ on your BSE degree completion plan.

☐ Junior-level or post-baccalaureate classification in the university.

☐ Additional meetings may be required throughout the program as needed.

____________________________________  ____________________________________
Student’s Signature                           Date

____________________________________  _________________________________
Student’s Printed Name                        Phone Number
Elementary Education Blocks 2 and 3 Requirements
Emporia State University

Please initial in each box.

☐ I am responsible for knowing and fulfilling all the requirements in order to attain an elementary education degree from ESU.

☐ Advanced Placement (AP) tests are sometimes taken in order to receive college credit by examination. Students who have completed any of these tests must have the Educational Testing Service (ETS) forward an official report of their scores to the Office of Admissions at Emporia State University in order to receive credit if passing scores to courses are accepted.

☐ Run a copy of a degree evaluation through Buzzin to make sure all core/gen.ed. requirements have been met. Please follow directions at: http://www.emporia.edu/teach/opes/licensure/.

☐ I am also aware that to enter Block 2, I must have successfully completed Block 1 with a ‘C’ or better in all courses. To enter Block 3, I must successfully complete Block 2 with a ‘C’ or better in all courses. I must interview and be accepted by the PDS site, to receive placement in a Block 2 and 3 classroom.

☐ As part of my educational training, I will complete two semesters (Block 2 and 3) as an intern in a Professional Development School (PDS). This is an 8:00-5:00 Monday through Friday obligation. There is a 10-week period in Block 2 when you will meet as a class during the day at a designated site to complete your Elementary Methods courses. The second semester of internship (Block 3) is my full time "student teaching" experience. I know I must complete Block 2 and 3 at one of our partnered PDS sites.

☐ There will be an extra fee of $200 per semester for the Block 2 and 3 experiences in a PDS classroom. This fee is in addition to other required tuition and fees.

☐ Additionally a $60 fee will be added to score the TWS (Teacher Work Sample).

☐ The Principles of Learning and Teaching Exam (PLT) and Content Area Test must be successfully passed to graduate from ESU and to be recommended for teacher licensure in the State of Kansas.

________________________________________________________________________________________
Student’s Signature __________________________________________________ Date

________________________________________________________________________________________
Student’s Printed Name __________________________________________ Phone Number
Emporia State University
Elementary Education Program Flow Chart

Initial Program Entry

Set long range plan with advisor

To be done by end of sophomore year

Each semester request pin or meet with advisory

Apply to Block 1
All requirements must be met
Run Degree Evaluation

Summer Block 1
Apply by February 1

Fall Block 1
Apply by March 1

Spring Block 1
Apply by October 1

Block 1 Orientation:
May
(1 hr before first Block class)

Block 1 Orientation:
August
(1 hr before first Block class)

Block 1 Orientation:
January
(1 hr before first Block class)

Block 2 PDS Requirements

5 Faculty References/Addressed Envelopes Due

TB Test & Physical Due

Final Request for Block 2 Placement Due

Fall Block 2:
March 15
Spring Block 2:
October 15
Summer Block 2:
April 1

Fall Block 2:
August 1
Spring Block 2:
December 1

Fall Block 2:
October 1
Spring Block 2:
March 1

*Please note: For all PDS information please contact Sharon Brown at sbrown20@emporia.edu
Block 2
 BLOCK 2 EXPERIENCES

Interns will be taking college courses in math, reading, social studies, language arts, and teaching/learning models, as well as completing a required reading practicum. Successful completion of all assignments and examinations is required and the professor in each course will assign the grade. In order to student teach, interns must receive a minimum of a C in each course, with an overall GPA of 2.5.

Interns will participate in district and building in-service opportunities, as appropriate.

Mentors will confer with interns on focused topics weekly. There will be two formative conference reviews and a final evaluation.

Interns will interact weekly with coordinator via e-mail and/or in person.

Interns are required to plan and teach lessons for whole class instruction for each content area: (social studies, math, reading, language arts). A written critique/reflection by the intern for each lesson is required. Mentor teachers will evaluate these lessons using the Evaluation of Intern Lessons form. The required reading lesson should be whole class instruction for Content Area Reading. Required lessons are not to be combined but planned and taught separately.

Interns must write detailed plans for each lesson taught during the 3-5 day teach and the 10-day full teach. Lessons cannot be used for two separate requirements or class assignments. For example, teaching a math unit during the 3-5 day teach cannot be counted to meet the math lesson requirement for EE 317.

Coordinators will observe lessons/interactions informally throughout the semester and at least once formally during the 10-day teach.

Intern teaching responsibilities during Block 2 should be structured by the Mentor Teacher based on the intern’s level of performance. Intern teaching responsibilities should gradually build toward the 10-day teach. At the end of the semester the intern must have submitted 7 lesson evaluations to the site coordinator.

Coordinator will observe one lesson during 10-day teaching using the University Supervisor Assessment of Student Teacher Form.

Completion of all requirements for admission to Block 3, including satisfactory recommendations from the mentor teacher and the PDS coordinator, will be required to move on to the second semester of the PDS (Block 3, student teaching).

Dress codes should be discussed with the principal and mentor at each site since this may vary by building. If principal or mentors think an intern’s dress is not appropriate, the intern will be asked to leave the PDS site until dress is appropriate. Interns must remember they represent Emporia State University. Dress codes will be addressed during Block 2 orientation. Candidates are to follow the dress code stated by their PDS site coordinator.
I. Policy for Repeating Block 1, 2, and 3 Coursework

ESU’s PDS program is dedicated to providing a program of study that develops highly effective elementary teachers. Candidates who are unable to successfully complete any individual Block 1, 2, or 3 course (excluding field experience) after two attempts demonstrate a lack of proficiency in the knowledge, skills, dispositions, and standards of performance necessary to be an effective teacher. Candidates who have not received a grade of C or better on the first attempt will be provided a second opportunity at success. This second opportunity for success will be accompanied by a detailed contract to support the candidate in overcoming the identified deficiencies. However, if a candidate is unsuccessful with the second attempt, the candidate will be counseled toward other degree options. (By designing a program of study consisting of 33 additional hours, students are able to transfer over to the Bachelor of Interdisciplinary Studies program (BID). The hours previously attempted may be able to be applied to this degree. Since this program can be completed online, it is a viable option for on campus and distance site students).

If a candidate has exhausted his/her two attempts and feels there is just cause for reconsideration, the student may appeal using the University’s Academic Appeals Policy. (In accordance with the University enrollment policies, an attempt shall be defined as enrollment in the course or field experience that remains as a permanent record on the University transcript (enrollment beyond the 10 day drop deadline) https://www.emporia.edu/regist/enroll/enroll-info.html

II. Policy for Repeating Block 2 & 3 Field Experiences (EE 320 and EL 466)

ESU’s PDS program is dedicated to providing a program of study that develops highly effective elementary teachers. A candidate not demonstrating proficiency in his/her field experience will be provided, if desired, a second opportunity to demonstrate the knowledge, skills, dispositions, and standards of performance necessary to be an effective teacher. For Block 2 or Block 3 field experiences, there will be only one repeat option offered. This second opportunity for success will be accompanied by a detailed contract to support the candidate in overcoming the identified deficiencies. For example: If a Block 2 field experience is attempted twice and the candidate passes on the second attempt, the candidate will have one attempt at Block 3. If Block 2 is completed successfully in one attempt, the candidate would have the option to repeat Block 3 one time if necessary. If Block 2 or Block 3 is not successfully completed in the allowed number of attempts, the candidate will be counseled toward other degree options. (By designing a program of study consisting of 33 additional hours, students are able to transfer over to the Bachelor of Interdisciplinary Studies program (BID). The hours previously attempted may be able to be applied to this degree. Since this program can be completed online, it is a viable option for on campus and distance site students).

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III. Policy for Readmission After Absence

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

August, 2016
<table>
<thead>
<tr>
<th>Week of</th>
<th>Weekly Benchmarks</th>
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</table>
| **Weeks 1 and 2**           | Expectations of the mentor teacher  
School and classroom rules and procedures  
Accuracy of observation of students  
Getting acquainted with students  
(based on Block 2 calendar) |
| Begins ___________          |                                                                                   |
| **Week 3**                  | Developing positive relationships with students and staff  
Willingness to assume responsibilities as assigned  
Language Arts activities suggested by the instructor  
Enthusiasm and attitude  
Overall adjustment to the classroom and to the PDS program |
| **Week 4**                  | Intern identification of elements of lesson planning (anticipatory set, checking for understanding)  
Time and stress management  
Ability to be proactive, anticipation of possible problems and conflicts  
Working with small groups of students |
| **Week 5**                  | Intern identification of elements of lesson planning (input, modeling, guided practice, assessment)  
Prepare and/or teach a lesson to small group or class  
Discipline with dignity |
| **Week 6**                  | Maintaining positive feeling tone with students and staff  
Prepare and/or teach a lesson to small group or whole class  
Analyzing student needs when planning lessons |

Twice during the Block 2 semester (see PDS Block 2 calendar for specific weeks), the intern and mentor should meet together to summarize:

1. Areas of strength displayed by the intern
2. Areas of concern and suggestions for working on weaknesses
3. Plan for the next month
   a. Teach lessons in as many subject areas as possible
   b. Plan for full-time teach
   c. Plan additional responsibilities for next 5 weeks (see Evaluation Conference Summary)

The evaluation conference form should be completed and submitted to the PDS Coordinator when completed.
<table>
<thead>
<tr>
<th>Ongoing Activities</th>
<th>Weekly Benchmarks (adjust as needed)</th>
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</thead>
</table>
| Plan and teach lessons for each methods class: Science, Social Studies, Math, Language Arts, Reading as required by each instructor. Mentor will use Intern Evaluation Form. During 3-5 day teach, one formal evaluation by Mentor. During 10-day teach, one formal evaluation by mentor each week. | Week 7  
Anticipating and preventing behavior problems  
Using appropriate, engaging anticipatory sets |
| The PDS Coordinator will make informal visits and formal observations during the semester. | Week 8 & 9  
Assessing student learning during and after teaching  
Preparing and conducting Parent-Teacher Conferences (Parent-Teacher Conference schedules may vary by site) (see site calendar) |
| Videotape at least one lesson and evaluate your performance. ESU has provided camcorders at most sites or contact Visser Hall 241 to reserve a camcorder. Please bring a student ID to check out student equipment. | Week 10 & 11*  
Checking for student understanding while teaching  
Modifying instruction when students do not understand  
Keeping students involved and on task  
Using varied strategies for presenting lessons |
| Complete mentor teacher requirements (as applicable) | Week 12 & 13  
Making smooth transitions from one activity to another.  
Begin teaching 3-5 days sequence of lessons for one subject area if schedule permits.  
Summary conference (See PDS calendar)  
Giving clear, effective directions |
| Plan and teach one subject (3-5 days)  
Two week student teaching assignment (as appropriate) | Week 14  
Increase teaching responsibilities (see PDS calendar for sequence of responsibilities).  
Questioning strategies  
Using varied resources in lessons  
“Mini” student teaching week 14 or 15 |
| | Week 15 & 16  
Full time “mini” student teaching  
meeting the learning needs of all students; one formal evaluation each week by mentor teacher |
| | Week 17 & 18  
Complete student teaching; continue active involvement in classroom working on previous outcomes  
Final evaluation due on the last day at the PDS site  
Schedule meeting with Block 3 mentor. |
| | Week 18  
Finals week– make-up days if needed  
* Adjust schedule as needed for Spring Break |
Clarification of the 3-5 Day Teaching Requirement

Rationale: The 3-5 day teach provides the intern an opportunity to plan and teach a sequence of lessons for one subject rather than the single plan/presentation for earlier lessons. The intent is to better prepare the intern for the 10 full-day teaching experience.

Suggested dates for the 3-5 day teach are indicated on the PDS calendar. This will occur later in the semester but prior to the 10 full-day teach. However, intern teaching responsibilities should gradually increase before the 10-day teach begins.

Detailed plans must be written/typed for each day’s lesson and pre-approved by the mentor before the intern teaches the lessons. All plans must follow the lesson plan format whenever possible, based on the M. Hunter Model, located in the PDS Procedures; it can be adjusted as appropriate for the subject/content being taught.

The subject/content for the 3-5 day teach is optional. It may be any content area or subject as determined by the mentor. However, lesson objectives must align with state/district standards.

The lessons should cover only ONE (1) subject taught in a sequence over a period of 3-5 days. Prior to this requirement the mentor needs to gradually be increasing the intern’s teaching responsibilities so the intern can ease into teaching multiple lessons during the 10 full-day teaching experience.

The mentor is required to formally evaluate ONE (1) of the lessons during the 3-5 day teach. The evaluation form the mentor must use is the Evaluation of Intern Lessons (see the PDS Procedures Book).

The 3-5 day teach must be whole class instruction.

The length of time for the 3-5 day teach is a minimum of three (3) days and not longer than five (5). It will vary by grade level and subject. Continuous lessons, or a unit, usually takes more days in the intermediate grades. However, the mentor will make the decision concerning the number of days as long as it meets the requirement.

A copy of the evaluation of one of these lessons must be given to the site coordinator to be placed in the intern’s file. The evaluation form should be labeled (hand-written) at the top: Lesson from 3-5 day teach: to document this requirement was completed.

If an intern teaches either math, social studies, language arts or reading for his 3-5 day sequence of instruction, the evaluation from one of these lessons may not be counted as meeting the requirement for a lesson taught and evaluated for any of the methods courses including: social studies, math, language arts (poetry), or reading. In short, one evaluation may not be submitted to meet TWO separate requirements.
Clarification of the 10 Full-Day Teaching Requirement

Rationale: The 10 full-day teach provides the intern an opportunity to plan and teach multiple lessons over a period of several days rather than teaching isolated lessons. This is a student teaching experience for a Block 2 intern; the intent is to better prepare the intern for the rigors of Block 3.

The amount of teaching by the intern during the 10 full-day teaching experience will be determined by the mentor and site coordinator, based on the level of competence demonstrated by the intern up to this point in the semester, and the mentor’s confidence in relinquishing teaching responsibilities to the Block 2 intern. The configuration for teaching responsibilities may vary slightly for each intern. The objective is to have the intern plan and teach multiple subjects/lessons during the 10 full-day student teaching experience. It could be longer than 10 days depending on the scheduling.

The 10 full-day teach occurs near the end of the semester. A suggested time to begin is marked on the PDS Block 2 calendar. This requirement must be completed by the end of Block 2. The last three weeks of the semester at the PDS site are set aside for this teaching experience. The starting date does not have to start exactly as stated on the PDS calendar but must be completed before the end of the semester. There is some flexibility on the starting date.

The intern is required to write detailed lesson plans for all lessons taught during the 10-day teach as appropriate. The lesson plan format is based on the M. Hunter Model (format is in the PDS Procedures Book) and should be used whenever possible, or some configuration of that model as is appropriate for the subject/content. Templates may vary for some subjects, such as guided reading, but templates are only acceptable if approved by the mentor and site coordinator and have all the key components needed for a thorough, sequential lesson plan. All plans must have clearly stated objectives and assessment, must align with state standards and be pre-approved by the mentor before the intern teaches.

The mentor is required to formally evaluate one lesson each week of the 10 full-day teach, or at least twice (2) during the 10 full-day teach; more if needed. The evaluations may be of any lesson/subject being taught during this time. The mentor will use the Evaluation of Intern Lessons form for documentation. These evaluation forms should be labeled (hand-written) at the top of the form to indicate they are evaluations for the 10 full-day teaching requirement. The original copy of each of the evaluations must be submitted to the site coordinator who will place the forms in the intern’s file.

Emporia interns are given a checklist at orientation for Block 2 to assist them in keeping track of completed assignments for EE 320 Observing Learning/Teaching Models. There is a place to mark on the checklist when the 3-5 day teach and the 10 full-day teach assignments are completed.

If there are questions concerning these assignments, please contact the building site coordinator.
During the last week at the PDS site the Block 2 intern will remain actively-engaged in the classroom teaching and/or assisting the mentor. The intern can tutor one-on-one, teach small groups, teach whole class lessons, or whatever the mentor determines the intern shall do. **A Block 2 intern will not visit/observe in other classrooms during this time if at an Emporia PDS. Only a Block 3 intern may observe in other classrooms during the final week at the PDS site. Each PDS site coordinator will provide specific guidelines for observations.** Every opportunity for planning and teaching should be utilized during the last week.

All Block 2 interns should contact their new mentors for the Block 3 semester during the last week of Block 2 to set up a time to meet before the next semester.

**Itemized list of lesson evaluations for whole-class instruction required of all Block 2 interns:**

Submit copies to Instructors and Site Coordinator

1 for science
1 for math methods
1 for language arts methods (poetry)
1 for reading methods in the content area
1 for social studies (submit entire lesson plan reflection to site Coordinator only. See next page for clarification.)
1 from the 3-5 day teach for EE 320
2 from the 10 full-day teach for EE 320

8 total evaluations *

* Some PDS sites may have additional requirements for lesson evaluations. This will be addressed by the PDS Director for each PDS site, but all interns at each site will be required to submit the eight (8) lesson evaluations listed above.
All Block 2 interns are required to plan and teach a science lesson. This lesson must be formally evaluated by the mentor teacher using the lesson evaluation form in the PDS Procedures Manual. Since interns take science in Block 1, this lesson is different from the other required lessons for math, language arts, and reading in the content area. Those lessons go along with current block 2 courses. Please direct specific questions to: Dr. C. Matt Seimears

- **Your Science lesson can come from one of the following:**

  1. A lesson that goes along with the district literacy program that has science integrated in the literacy basal. It can come directly from the basal reader or science text if one is used by the district.

  2. A lesson that goes along with a science activity/lab, such as: The Water Cycle, Force and Motion, Physical Reactions, Earth/Space Science, Gravity, Inquiry, Ecosystems, Recycling, or even Habitats, etc.

  3. A lesson topic from the district’s science curriculum, if there is a separate scope and sequence for science.

  4. A lesson that uses a classroom periodical such as “Time for Kids,” “Scholastic News,” etc.

  5. A random lesson, where the mentor gives the intern special permission to pick a particular topic not included in the regular science curriculum.

- **Lesson Design and Teaching Guidelines:**

  - The plan should be written in detail, using the Hunter lesson design format found in the PDS Procedures Manual (Also used in EE 311 Planning and Assessment).

  - The lesson design should align with district and state standards.

  - The Block 1 science instructor does NOT need to review or approve the lesson topic or plan. ONLY the mentor needs to give pre-approval. The intern and mentor will work out the details of the lesson.

  - After the intern has taught the lesson, a copy of the lesson plan with the reflection, and the mentor’s evaluation should be given to the PDS-ESU site coordinator.

  - The science lesson is one of the five content area lessons that must be completed and on file for CAEP accreditation requirements.
SOCIAL STUDIES LESSON REQUIREMENT
FOR BLOCK 2 INTERNS
EMPORIA AND AREA PDS

All Block 2 interns are required to plan and teach a social studies lesson. This lesson must be formally evaluated by the mentor teacher using the lesson evaluation form in the PDS Procedures Manual. Since interns take social studies in Block 1, this lesson is different from the other required lessons for math, language arts, and reading in the content area. Those lessons go along with current block 2 courses. Please direct specific questions to: Dr. Scott Waters

- Your social studies lesson can come from one of the following:

1. A lesson that goes along with the district literacy program that has social studies integrated in the literacy basal. It can come directly from the basal reader or social studies text if one is used by the district.

2. A lesson that goes along with a special event occurring during the semester, such as: President’s Day, Grandparent’s Day, Black History Month, Thanksgiving, Veteran’s Day, Presidential election, Fire Safety Week, etc.

3. A lesson topic from the district’s social studies curriculum, if there is a separate scope and sequence for social studies.

4. A lesson that uses a classroom periodical such as “Time for Kids,” “Scholastic News,” etc.

5. A random lesson, where the mentor gives the intern special permission to pick a particular topic not included in the regular social studies curriculum.

- Lesson Design and Teaching Guidelines:
  - The plan should be written in detail, using the Hunter lesson design format found in the PDS Procedures Manual.
  - The lesson design should align with district and state standards.
  - The Block 1 social studies instructor does NOT need to review or approve the lesson topic or plan. ONLY the mentor needs to give pre-approval. The intern and mentor will work out the details of the lesson.
  - After the intern has taught the lesson, a copy of the lesson plan with the reflection, and the mentor’s evaluation should be given to the PDS-ESU site coordinator.
  - The social studies lesson is one of the five content area lessons that must be completed and on file for CAEP accreditation requirements.
### Candidate Assessment of Dispositions—Elementary Education Undergraduate

Candidate Name _____________________________________________  ESU ID _________________________

Rater Name _________________________   Signature ________________________________Date ___________

Evaluator may choose to mark only the numbered dispositions and areas needing improvement.

### Candidates exhibit dispositions that exemplify:

| 1. Professionalism and ethical standards.                                                                 |
|---------------|-----------------------------------------------|
| A.            | meets deadlines punctually (coursework, lesson plans, paperwork, readiness to teach, responding to emails, etc.) |
| B.            | demonstrates consistent, on-time attendance; promptly notifies appropriate individual(s) regarding absences |
| C.            | active participation in small and large group settings |
| D.            | * demonstrates preparedness for daily responsibilities (lessons, materials, assignments, etc.) |
| E.            | maintains professional behaviors and attitude |
| F.            | maintains professional appearance |
| G.            | * appropriate, truthful, and trustworthy in communications and interactions with others including use of social media outlets; follows all district and university policies regarding technology usage |
| H.            | * demonstrates ethical behavior and maintains confidentiality |
| I.            | develops positive interpersonal relationships with others |
| J.            | accepts and takes appropriate action on constructive feedback |
| K.            | takes responsibility for own actions and professional growth |
| L.            | recognizes and enhances personal strengths through self-reflection |
| M.            | recognizes and seeks ways to compensate for personal limitations through self-reflection |
| N.            | * follows directions, district and university policies, procedures, and legal requirements |
| O.            | demonstrates appropriate speaking skills (standard English, volume, pacing, fluency, clarity, etc.) |
| P.            | writes appropriately using standard English (spelling, capitalization, punctuation, and usage) |

Comments:

<table>
<thead>
<tr>
<th>2. Respect for cultural and individual differences by providing equitable learning opportunities for all students.</th>
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<tbody>
<tr>
<td>A.</td>
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<tr>
<td>B.</td>
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<tr>
<td>C.</td>
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<tr>
<td>D.</td>
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</table>

Comments:

<table>
<thead>
<tr>
<th>3. A willingness to think critically about content, curriculum planning, teaching and learning pedagogy, innovative technology, and assessment.</th>
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<tbody>
<tr>
<td>A.</td>
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<tr>
<td>B.</td>
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<tr>
<td>C.</td>
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<tr>
<td>D.</td>
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</tbody>
</table>
# Candidate Assessment of Dispositions—Elementary Education Undergraduate

Candidate Name _____________________________________________  ESU ID _________________________

<table>
<thead>
<tr>
<th>Candidates exhibit dispositions that exemplify:</th>
<th>Accomplished</th>
<th>Effective</th>
<th>Developing</th>
<th>Needs Improvement</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. The belief that educating children and adults requires the integration of multiple kinds of knowledge.</td>
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<tr>
<td>A. demonstrates adequate subject matter knowledge</td>
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<td>B. applies and integrates content appropriately</td>
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<td>C. helps students build social and communication skills</td>
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<td>Comments:</td>
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<tr>
<td>5. A desire to analyze concepts, evaluate clinical practices, experiment, and initiate innovative practices as needed.</td>
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<tr>
<td>A. uses a variety of instructional strategies, techniques, assessments, and materials</td>
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<td>B. accepts and takes appropriate action on constructive feedback</td>
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<td>C. displays appropriate time management skills</td>
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<td>D. manages the multiple responsibilities of a classroom teacher; reflects upon and takes action to improve instruction and management in the classroom; has effective time management skills</td>
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<td>Comments:</td>
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<tr>
<td>6. A commitment to life-long learning by participating in professional organizations and by keeping current with research in their field.</td>
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<tr>
<td>A. is familiar with research and efforts of professional organization in their fields</td>
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<tr>
<td>B. demonstrates awareness of new ideas</td>
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<td>Comments:</td>
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<td>7. A commitment to challenge all students to learn and to help every child to succeed.</td>
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<tr>
<td>A. accommodates for modalities, multiple intelligences, learning styles</td>
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<tr>
<td>B. plans learning activities and assessments that are developmentally appropriate</td>
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<tr>
<td>C. implements ongoing assessments to monitor student progress</td>
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<td>D. provides encouraging feedback to all students</td>
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<td>Comments:</td>
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<td>8. An awareness of the larger social contexts within which learning occurs.</td>
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<td>A. is sensitive to students and families from different cultures and with special needs</td>
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<td>B. includes parent or guardian in planning for student success</td>
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<tr>
<td>C. considers community factors when planning</td>
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<td>Comments:</td>
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</table>
Candidate Assessment of Dispositions—Elementary Education Undergraduate

Candidate Name _____________________________________________  ESU ID _________________________

Candidates exhibit dispositions that exemplify:

9. A commitment to self-reflection to recognize in all students human physical, cognitive, social, and emotional development.
   A. accepts responsibility for own actions
   B. recognizes personal strengths and limitations
   Comments:

10. A belief that curriculum planning and teaching practices be meaningful, engaging, and adapted to the needs of diverse learners.
    A. demonstrates a belief that all students can learn at their potential
    B. responds to the needs of all learners
    C. establishes and maintains control of learning environment
    Comments:

11. A desire to collaborate with colleagues, parents and community members, and other educators to improve student learning.
    A. relates well to peers, faculty, staff and other professionals
    B. works well with others to develop opportunities for peer and student learning
    Comments:

12. A willingness to learn from other professionals in the field.
    A. is willing to share information and ideas with others
    B. is receptive to ideas of other professionals
    Comments:

**Accomplished:** Candidate consistently and effectively displays appropriate dispositions as defined by the program at a level expected of practicing professional educators.

**Effective:** Candidate consistently and effectively displays appropriate dispositions as defined by the program.

**Developing:** Candidate is not yet consistently displaying appropriate dispositions but is making progress towards meeting the expectations.

**Needs Improvement:** Candidate has not demonstrated an adequate level of professional behaviors as defined by the program OR has displayed behaviors counter to those accepted as professional dispositions.

Candidates are expected to receive consistent ratings in the **Effective** or **Accomplished** columns in order to be advanced through each decision point. However, some dispositions are viewed as such essential items that ratings below Effective in these areas may prevent the candidate from advancing even if majority of ratings fall within the expected range. These essential dispositions are noted with *. 
WEEKLY CONFERENCE FORM

Intern: _______________________________ Mentor: _______________________________

Week #: ____________ Date: ______________ Absences: __________ Times Tardy: __________

CONFERENCE AGENDA:

TARGET ACTIVITIES:

Strengths

Goals for Growth

Intern Signature

Mentor Signature

Date ________________________________

Original to: University Site Coordinator or Supervisor
Xerox Copies to: Principal, Mentor teacher & Intern
EMPORIA STATE UNIVERSITY
Elementary Education/Early Childhood/Special Education
Professional Development School

Evaluation Conference Summary

(Circle one)

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>February</td>
</tr>
<tr>
<td>evaluation</td>
<td>evaluation</td>
</tr>
<tr>
<td>November</td>
<td>April</td>
</tr>
</tbody>
</table>

Name of Intern

__________________________

School

__________________________

Grade Level

Mentor Teacher

__________________________

Strengths


Areas to Work On
Mentors-Please do not omit this section!


Plans for the Next Five-Seven Weeks

Week 1

Week 2

Week 3

Week 4

Week 5

Week(s) 6-7

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

Signature of Intern ________________________________ Date ________________

Signature of Mentor ________________________________ Date ________________
Mentor Teacher’s Evaluation of Intern

End of Block 2

Name of Intern__________________________________________________________

Mentor Teacher________________________________________________________

School_________________________________________________________ Grade Level_______________________

<table>
<thead>
<tr>
<th>Level of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>4—Excellent: The intern is exceeding the expectations for a Block 2 Intern.</td>
</tr>
<tr>
<td>3—Satisfactory: The intern is meeting the expectations for a Block 2 Intern.</td>
</tr>
<tr>
<td>2—Developing: The intern is below expectations for a Block 2 Intern but has demonstrated on-going progress toward meeting expectations.</td>
</tr>
<tr>
<td>1—Area of Concern: The intern is below expectations for a Block 2 Intern and has not demonstrated (on-going) progress toward satisfactorily meeting expectations.</td>
</tr>
</tbody>
</table>

THE PROFESSIONAL ENGAGES IN EFFECTIVE PRACTICE

1. The intern plans appropriate instructional activities for the needs, interests, and abilities of the students. 4 3 2 1

2. The intern plans activities which provide opportunities for student problem solving, critical thinking, and creativity. 4 3 2 1

3. The intern evidences preparation and readiness for instruction. 4 3 2 1

THE PROFESSIONAL RELIES ON SELF-REFLECTION

1. The intern demonstrates commitment to excellence and to professional growth. 4 3 2 1

2. The intern accepts and appropriately uses feedback to improve teaching. 4 3 2 1

3. The intern is open to new ideas. 4 3 2 1

4. The intern demonstrates a positive attitude and enthusiasm. 4 3 2 1

Comments:

Page 1 of 4

Original: PDS Coordinator Xerox Copies to: Mentor, Intern & Principal
Mentor Teacher’s Evaluation of Intern

End of Block 2

Name of Intern___________________________________________________________

THE PROFESSIONAL Responds to Uncertainty and Change

1. The intern promotes active student involvement. 4 3 2 1
2. The intern displays flexibility as needed. 4 3 2 1
3. The intern communicates clearly with students. 4 3 2 1
4. The intern provides appropriate feedback to students. 4 3 2 1
5. The intern effectively manages student behavior. 4 3 2 1
6. The intern demonstrates a positive attitude and enthusiasm. 4 3 2 1

THE PROFESSIONAL BELONGS TO A PROFESSIONAL COMMUNITY

7. The intern follows classroom, building, district, and university policies and procedures. 4 3 2 1
8. The intern follows all legal requirements for working with students, colleagues, and parents. 4 3 2 1
9. The intern relates positively and professionally with students, colleagues, supervisors, and parents. 4 3 2 1

THE PROFESSIONAL APPLIES INTERDISCIPLINARY SCHOLARLY KNOWLEDGE

10. Oral language skills: correct grammar, pronunciation enunciation and volume. 4 3 2 1
11. Written language skills: grammar and mechanics. 4 3 2 1

Comments:

Page 2 of 4
Original: PDS Coordinator Xerox Copies to: Mentor, Intern & Principal
Mentor Teacher’s Evaluation of Intern
End of Block 2

Name of Intern___________________________________________________________

<table>
<thead>
<tr>
<th>THE PROFESSIONAL PROVIDES SERVICE TO SOCIETY</th>
</tr>
</thead>
<tbody>
<tr>
<td>(See “initial Candidate Assessment of Dispositions” for specific indicators for items 1-7).</td>
</tr>
<tr>
<td>1.   The intern demonstrates professionalism and ethical standards.</td>
</tr>
<tr>
<td>2.   The intern demonstrates respect for cultural and individual differences by providing equitable learning opportunities for all students.</td>
</tr>
<tr>
<td>3.   The intern demonstrates a willingness to think critically about content, curriculum planning, teaching and learning pedagogy.</td>
</tr>
<tr>
<td>4.   The intern demonstrates a belief that educating children and adults requires the integration of multiple kinds of knowledge.</td>
</tr>
<tr>
<td>5.   The intern demonstrates a desire to analyze concepts, evaluate clinical practices, experiment and initiate innovative practices as needed.</td>
</tr>
<tr>
<td>6.   The intern demonstrates a commitment to life-long learning by participating in professional organizations and by keeping current with research in their field.</td>
</tr>
<tr>
<td>7.   The intern demonstrates commitment to challenge all students to learn and to help every child succeed.</td>
</tr>
<tr>
<td>8.   The intern demonstrates an awareness of the larger social contexts in which learning occurs.</td>
</tr>
<tr>
<td>9.   The intern demonstrates a commitment to self-reflection to recognize all students' physical, cognitive, social and emotional development.</td>
</tr>
<tr>
<td>10.  The intern demonstrates a belief that curriculum planning and teaching practices need to be meaningful, engaging and adapted to the needs of diverse learners.</td>
</tr>
<tr>
<td>11.  The intern demonstrates a desire to collaborate with colleagues, parents, community members and other educators to improve student learning.</td>
</tr>
<tr>
<td>12.  The intern demonstrates a willingness to learn from other professionals in the field</td>
</tr>
</tbody>
</table>

Comments:

Page 3 of 4
Original: PDS Coordinator Xerox Copies to: Mentor, Intern & Principal
Mentor Teacher’s Evaluation of Intern

End of Block 2

Name of Intern___________________________________________________________

Recommendation

Based on my work with the intern this semester, in my professional judgment:

_____ I recommend admission to Block 3 in the Professional Development School Program.

_____ I do not recommend admission to Block 3 in the Professional Development School Program.

Comments:

_______________________________________  ____________________________
Signature of Intern                          Date

My signature on this form indicates that I have had an opportunity to review the information on this form in conference with the coordinator. It does not necessarily imply that I agree with the coordinator’s assessment of my progress.

_______________________________________  ____________________________
Signature of Mentor Teacher                  Date

After completing the summative conference with the intern, the coordinator will provide a copy of the evaluation to the intern. A copy will be retained in the coordinator’s file.

Page 4 of 4
Original: PDS Coordinator                  Xerox Copies to: Mentor, Intern & Principal
## Emporia Professional Development School
### Formative and Summative Evaluations

#### Block 2

<table>
<thead>
<tr>
<th>Form</th>
<th>When Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Conference Form</td>
<td>Weekly</td>
</tr>
<tr>
<td>Evaluation of Lessons</td>
<td>• As required by methods professors or PDS Coordinators: math, science, social studies, reading and language arts.</td>
</tr>
<tr>
<td></td>
<td>• Once during 3-5 day teach</td>
</tr>
<tr>
<td></td>
<td>• Twice during 10-day teach</td>
</tr>
<tr>
<td>Evaluation Conference Summary</td>
<td>September and November for Fall interns</td>
</tr>
<tr>
<td></td>
<td>February and April for Spring interns</td>
</tr>
<tr>
<td>Site Coordinator’s Evaluation of Intern</td>
<td>End of semester</td>
</tr>
<tr>
<td>Mentor Teacher’s Evaluation of Intern</td>
<td>End of semester</td>
</tr>
<tr>
<td>Documentation of Participation in Parent-</td>
<td>When Parent-Teacher Conferences are completed</td>
</tr>
<tr>
<td>Teacher Conferences - Noted on Weekly</td>
<td>Conference Form</td>
</tr>
<tr>
<td>Conference Form</td>
<td></td>
</tr>
</tbody>
</table>

#### Block 3

<table>
<thead>
<tr>
<th>Form</th>
<th>When Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Conference Form</td>
<td>Weekly</td>
</tr>
<tr>
<td>Mentor Teachers Evaluation of lessons</td>
<td>Weekly or more if needed</td>
</tr>
<tr>
<td>Documentation of Participation in Parent-</td>
<td>When Parent-Teacher Conferences are completed</td>
</tr>
<tr>
<td>Teacher Conferences - Noted on Weekly</td>
<td>Conference Form</td>
</tr>
<tr>
<td>Conference Form</td>
<td></td>
</tr>
<tr>
<td>Cooperating Teacher’s Assessment of PDS</td>
<td>Midterm (end of 1st 8 weeks)*</td>
</tr>
<tr>
<td>Student Teacher/PDS Intern</td>
<td>Final (end of semester)*</td>
</tr>
<tr>
<td>University Supervisor Assessment of Student</td>
<td>At least three times during the semester</td>
</tr>
<tr>
<td>Teacher/PDS Intern</td>
<td></td>
</tr>
</tbody>
</table>

* [http://indri.emporia.edu/StProgram/PreviousVersions/StudentTeacherAssessmentForm.aspx](http://indri.emporia.edu/StProgram/PreviousVersions/StudentTeacherAssessmentForm.aspx)
### EVALUATION OF LESSONS

<table>
<thead>
<tr>
<th>Block 2</th>
<th>Block 3 (Circle one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intern</td>
<td>School/Grade</td>
</tr>
<tr>
<td></td>
<td>Subject</td>
</tr>
</tbody>
</table>

**Professional Development School**

**English/Language Arts**

**Intern** evidenced independence in planning a lesson.

**Clarity and completeness of lesson plan**

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NA</th>
</tr>
</thead>
</table>

**The intern obtained materials ahead of time, was prepared to teach when scheduled, and cleaned up after.**

**The intern used instructional techniques appropriate for the individual differences of the students when teaching reading, writing, speaking, viewing, listening and thinking skills.**

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NA</th>
</tr>
</thead>
</table>

**The intern helped all students successfully apply their developing literacy skills in reading, writing, speaking, listening and thinking skills.**

**Overall clarity and effectiveness of the lesson delivery**

<table>
<thead>
<tr>
<th>Introduction:</th>
<th>Modeling:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

**Effective explanation:**

<table>
<thead>
<tr>
<th>Checking for understanding:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>5</td>
</tr>
</tbody>
</table>

**Effective practice/engagement strategies used:**

- Cooperative Grouping
- Brainstorming
- Every Pupil Response
- Paired Response
- Manipulatives
- Other

**Management of student behavior/strategies used:**

- Proximity
- Eye Contact
- Positive Reinforcement
- Other

**Intern made appropriate and effective transitions.**

<table>
<thead>
<tr>
<th>Overall effectiveness of the lesson:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>5</td>
</tr>
</tbody>
</table>

**Strengths:**

<table>
<thead>
<tr>
<th>Goals for Growth:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>5</td>
</tr>
</tbody>
</table>

**Evaluator’s Signature:**

**Intern Signature:**

(Circle One: Mentor Teacher, Coordinator, Other)

(Date:)

*Original copy to PDS Coordinator, Copies to Mentor, Intern, and Principal*
**Intern**

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>School/Grade</th>
<th>Subject</th>
</tr>
</thead>
</table>

**Directions:** The Evaluator is asked to assess each characteristic of the lesson by circling a number 1-5.

*5: Excellent  4: Very Good  3: Average  2: Needs Improvement  1: Unacceptable  NA: Not Applicable*

<table>
<thead>
<tr>
<th>Intern evidenced independence in planning a lesson.</th>
<th>The intern obtained materials ahead of time, was prepared to teach when scheduled, and cleaned up after.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 4 3 2 1 NA</td>
<td>5 4 3 2 1 NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clarity and completeness of lesson plan</th>
<th>The intern used instructional techniques appropriate for the individual differences of the students when teaching mathematics to help all students understand relationships that can represent phenomena, solve problems, and manage data.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 4 3 2 1 NA</td>
<td>5 4 3 2 1 NA</td>
</tr>
</tbody>
</table>

**Overall clarity and effectiveness of the lesson delivery**

<table>
<thead>
<tr>
<th>Introduction :</th>
<th>Modeling :</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 4 3 2 1 NA</td>
<td>5 4 3 2 1 NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Effective explanation:</th>
<th>Checking for understanding:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 4 3 2 1 NA</td>
<td>5 4 3 2 1 NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Effective practice/engagement strategies used :</th>
<th>Management of student behavior/strategies used:</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ Cooperative Grouping</td>
<td>___ Proximity</td>
</tr>
<tr>
<td>___ Every Pupil Response</td>
<td>___ Eye Contact</td>
</tr>
<tr>
<td>___ Manipulatives</td>
<td>___ Positive Reinforcement</td>
</tr>
<tr>
<td>___ Other</td>
<td>___ Other</td>
</tr>
<tr>
<td>5 4 3 2 1 NA</td>
<td>5 4 3 2 1 NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intern made appropriate and effective transitions.</th>
<th>Overall effectiveness of the lesson:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 4 3 2 1 NA</td>
<td>5 4 3 2 1 NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strengths:</th>
<th>Goals for Growth:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 4 3 2 1 NA</td>
<td>5 4 3 2 1 NA</td>
</tr>
</tbody>
</table>

**Evaluator’s Signature:**

**Intern Signature:**

**Date:**

*(Circle One: Mentor Teacher, Coordinator, Other)*

*Original copy to PDS Coordinator, Copies to Mentor, Intern, and Principal*
**EVALUATION OF LESSONS**

<table>
<thead>
<tr>
<th>Intern</th>
<th>School/Grade</th>
</tr>
</thead>
</table>

**Directions:** The Evaluator is asked to assess each characteristic of the lesson by circling a number 1-5.

- **5:** Excellent
- **4:** Very Good
- **3:** Average
- **2:** Needs Improvement
- **1:** Unacceptable
- **NA:** Not Applicable

### Intern evidenced independence in planning a lesson.

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NA</th>
</tr>
</thead>
</table>

### Clarity and completeness of lesson plan

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NA</th>
</tr>
</thead>
</table>

The intern used instructional techniques appropriate for the individual differences of the students when teaching reading, writing, speaking, viewing, listening, and thinking skills.

<table>
<thead>
<tr>
<th>The intern helped all students successfully apply their developing literacy skills in reading, writing, speaking, listening, viewing, and thinking skills.</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NA</th>
</tr>
</thead>
</table>

### Overall clarity and effectiveness of the lesson delivery

#### Introduction:

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NA</th>
</tr>
</thead>
</table>

#### Modeling:

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NA</th>
</tr>
</thead>
</table>

#### Effective explanation:

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NA</th>
</tr>
</thead>
</table>

#### Checking for understanding:

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NA</th>
</tr>
</thead>
</table>

### Effective practice/engagement strategies used:

- [ ] Cooperative Grouping
- [ ] Brainstorming
- [ ] Every Pupil Response
- [ ] Paired Response
- [ ] Manipulatives
- [ ] Other

Management of student behavior/strategies used:

- [ ] Proximity
- [ ] Eye Contact
- [ ] Positive Reinforcement
- [ ] Other

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NA</th>
</tr>
</thead>
</table>

### Overall effectiveness of the lesson:

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NA</th>
</tr>
</thead>
</table>

### Strengths:

### Goals for Growth:

**Evaluator’s Signature:**

**Intern Signature:**

(Circle One: Mentor Teacher, Coordinator, Other)

**Date:**

*Original copy to PDS Coordinator, Copies to Mentor, Intern, and Principal*
**EVALUATION OF LESSONS**

<table>
<thead>
<tr>
<th>School/Grade</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intern</td>
<td>Scien</td>
</tr>
</tbody>
</table>

**Directions:** The Evaluator is asked to assess each characteristic of the lesson by circling a number 1-5.  
5-Excellent  4-Very Good  3-Average  2-Needs Improvement  1-Unacceptable  NA-Not Applicable

**Intern evidenced independence in planning a lesson.**

<table>
<thead>
<tr>
<th>5 4 3 2 1 NA</th>
</tr>
</thead>
</table>

**Clarity and completeness of lesson plan**

<table>
<thead>
<tr>
<th>5 4 3 2 1 NA</th>
</tr>
</thead>
</table>

**The intern used instructional techniques appropriate for the individual differences of the students when teaching science to help all students build a base for scientific and technological literacy.**

<table>
<thead>
<tr>
<th>5 4 3 2 1 NA</th>
</tr>
</thead>
</table>

*Overall clarity and effectiveness of the lesson delivery*

<table>
<thead>
<tr>
<th>Introduction :</th>
<th>Modeling :</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 4 3 2 1 NA</td>
<td>5 4 3 2 1 NA</td>
</tr>
</tbody>
</table>

**Effective explanation:**

<table>
<thead>
<tr>
<th>5 4 3 2 1 NA</th>
</tr>
</thead>
</table>

**Checking for understanding:**

<table>
<thead>
<tr>
<th>5 4 3 2 1 NA</th>
</tr>
</thead>
</table>

**Effective practice/engagement strategies used :**

- Cooperative Grouping
- Every Pupil Response
- Manipulatives
- Brainstorming
- Paired Response
- Other

**Management of student behavior/strategies used:**

- Proximity
- Eye Contact
- Positive Reinforcement
- Other

<table>
<thead>
<tr>
<th>5 4 3 2 1 NA</th>
<th>5 4 3 2 1 NA</th>
</tr>
</thead>
</table>

**Intern made appropriate and effective transitions.**

<table>
<thead>
<tr>
<th>5 4 3 2 1 NA</th>
</tr>
</thead>
</table>

**Overall effectiveness of the lesson:**

<table>
<thead>
<tr>
<th>5 4 3 2 1 NA</th>
</tr>
</thead>
</table>

**Strengths:**

<table>
<thead>
<tr>
<th>5 4 3 2 1 NA</th>
</tr>
</thead>
</table>

**Goals for Growth:**

<table>
<thead>
<tr>
<th>5 4 3 2 1 NA</th>
</tr>
</thead>
</table>

**Evaluator’s Signature:**

**Intern Signature:**

(Circle One: Mentor Teacher, Coordinator, Other)  
**Date:**

*Original copy to PDS Coordinator, Copies to Mentor, Intern, and Principal*
EVALUATION OF LESSONS

Block 2  Block 3  (Circle one)

Professional Development School

Intern School/Grade Subject

Directions: The Evaluator is asked to assess each characteristic of the lesson by circling a number 1-5.

5-Excellent  4-Very Good  3-Average  2-Needs Improvement  1-Unacceptable  NA-Not Applicable

Intern evidenced independence in planning a lesson.

Clarity and completeness of lesson plan

The intern used instructional techniques appropriate for the individual differences of the students when teaching social studies to promote all students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

The intern helped all students successfully apply their abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world through their study in social studies.

Overall clarity and effectiveness of the lesson delivery

Introduction:

Modeling:

Effective explanation:

Checking for understanding:

Effective practice/engagement strategies used:

Management of student behavior/strategies used:

Intern made appropriate and effective transitions.

Overall effectiveness of the lesson:

Strengths:

Goals for Growth:

Evaluator's Signature:

Intern Signature:

(Circle One: Mentor Teacher, Coordinator, Other)

Date:

Original copy to PDS Coordinator, Copies to Mentor, Intern, and Principal
ESU ELEMENTARY EDUCATION LESSON PLANNING FORMAT

NOTE: Not all lesson plans will include all the components listed below and the components will not always be in the order shown here. If a component is not included, a brief explanation should be inserted at the appropriate point in the plan where that component would normally fit.

1. **Context and Learning Environment for this Lesson:**
   - Intern’s Name____________________________________ School___________________________
   - Host/Mentor Teacher____________________________________ Subject____________________
   - Grade Level(s) ____________ Tentative Date to be Taught _____________ Time_______________

   1.1. **The setting** – Write a brief description of the group or class for whom this lesson is planned (number of children, gender, children with special needs, any special conditions that might influence how lesson is taught, etc.):

   1.2. **Materials** needed for the lesson include:

2. **Lesson Goals, Outcomes, Objectives:** - Describe what you expect students to achieve, including:

   2.1. **Instructional Objectives** – In clear, concise ABCD format, list what student will know and/or be able to do by the end of the lesson – written in developmentally appropriate terms and coded in parentheses as cognitive, affective, and/or psychomotor and by Bloom level:

   2.2. **Relevant Local District Outcomes, State (KSDE.org) and/or National Standards:**

3. **Assessment:** How will you determine the extent to which students have achieved?

   3.1. **Assessment/Evaluation** – I will know students have achieved the lesson objectives when they….:

   3.2. **Strategies and tools/materials** used to assess students will include:

   3.3. **Criteria for Mastery and/or Rubric for judging/scoring student success** – list points needed (4 out of 5, etc.) or essential actions or products that must be part of their performance of each objective.

4. **Adaptations:** - Describe materials and/or strategies you’ll use to gear the lesson up or down to engage students with special needs, including…

   4.1. “Gearing down” for students who may struggle with the lesson, 9e.g., ELL, etc.) might include:

   4.2. “Gearing up” for higher achieving students who may need alternate challenges such as:

5. **Integration:** - Explain your creative use of interdiscipliary learning experiences within or across subject areas:

6. **References/Resources Used:** - List in formal APA bibliographical style; websites in URL format.

<table>
<thead>
<tr>
<th>Plans Approved for Teaching (for those professors or mentor teachers requiring prior approval BEFORE you teach the lesson)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Host or Mentor Classroom Teacher____________________________________ Date______________</td>
</tr>
<tr>
<td>b. University Professor___________________________________________________ Date______________</td>
</tr>
</tbody>
</table>
7. **Instructional Design** – Teaching Plan

7.1. **Introduction** – Describe things you’ll do to get the lesson off to an engaging start, including:

   a. **Anticipatory Set** – Describe the first attention-getting thing you will do or say to focus students’ anticipation for ‘what’s coming next!’:

   b. **Communication of Objectives**: Write what you’ll do or say in age-appropriate “kid-speak” to preview for students what they will be doing, the purpose of the lesson, (e.g. Hold up a flashlight bulb and say, “Today, you’ll find ways to make this object light up!”), etc.:

*7.2. **Input** – Include any background information students may need to know so they can engage in the lesson:

7.3. **Modeling** – Where appropriate, describe how you’ll show students some performance or product or demonstration you expect them to practice during the lesson. Include specific examples and explanations you’ll use:

*7.4. **Guided Practice** – Describe what you’ll say and do to guide students to practice doing what your original objectives say you want them to achieve. Include specific examples and explanations you’ll use.

NOTE: Insert at those points where they are most likely to occur additional examples of “teacher input” and/or “modeling” that you consider essential to student progress in achieving the lesson’s objectives.”

*7.5. **Checks for Understanding** – How will you quickly check each student’s progress? Give examples of the questions you’ll ask, the responses, performance or products you’ll be listening and watching for as each student exhibits evidence they have achieved each of the lesson’s objectives:

7.6. **Independent Practice/Assignment** – Describe extensions or application of earlier activities students will DO on their own or in small groups – with your initial directions, perhaps more brief input and/or modeling (as needed), but followed by less guidance from you, - may also include informal and/or written, formative checks for understanding, homework, projects, etc.:

7.7 **Closure, Wrap-up** – Explain how you’ll engage students in reflecting and summarizing what they have practiced and achieved during the lesson:

NOTE: Edit your plan for correct spelling and grammar. Check your plan for clearly written, concise, logically sequenced activities. Continue editing until you are confident a classmate or substitute teacher could teach the lesson based on your written plan. Your plan should be easily readable – even while teaching.

*Lesson components with an asterisk (*) may be inserted repeatedly on an as-needed basis.
Overview of Lesson

<table>
<thead>
<tr>
<th>Scoring/Rating Components</th>
<th>Below Expectations</th>
<th>“Developing”...</th>
<th>Meets Expectations</th>
<th>Weight</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Context and Learning Environment</td>
<td>Most who-when-where items complete; setting of lesson and/or materials list incomplete or unclear.</td>
<td>Who-when-where items complete; basic minimal information given on the setting; materials lists reasonable.</td>
<td>Who-when-where items all complete; Details of setting address issues that may influence adaptations in lesson. Materials list is complete.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Lesson Objectives</td>
<td>Objectives do not describe an ABCD format what students will achieve; Little or no indication of developmental or Bloom’s levels, or cognitive, affective, or psychomotor domain; Standards absent or not related to lesson’s objectives.</td>
<td>Objectives have some essential elements but we are incomplete or unclear; Bloom’s level and/or domain somewhat appropriate; Standards addressed but less complete or less clearly related to lesson’s objectives.</td>
<td>Objectives clearly written in ABCD format, developmentally appropriate terms with Bloom’s levels and cognitive, affective, and psychomotor domains noted; Standards listed show clear match with objectives.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Assessment</td>
<td>Assessment activities not related to all objectives; does not measure degree of student achievement; When and/or how assessment is done is incomplete or unclear.</td>
<td>Assessment is marginally related to objectives but criteria for judging degree of mastery, scoring points, tools and/or materials used is unclear.</td>
<td>Assessment clearly related to lesson objectives; criteria for measuring degree of achievement is clearly defined; When and how assessment is done is also clear.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Adaptations</td>
<td>Adaptations are vague; with catch-phrase cliches but few if any strategies for gearing lesson up or down.</td>
<td>Adaptations less clear and/or may include tactics for gearing up or down but not both.</td>
<td>Adaptations are clear, specific, and included effective strategies for gearing lesson up and down.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Integration of Content Area</td>
<td>No inclusion of concepts, skills, or outcomes that blend this lesson with other content disciplines.</td>
<td>Limited blending of concepts, skills, outcomes within or across at least one additional content disciplines.</td>
<td>Several parts of lesson show creative blending of concepts, skills, or outcomes within/across one or more subject areas.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. References and Resources used</td>
<td>References/resources used are not listed in any form or are inaccurate, invalid, or incomplete-with no explanation.</td>
<td>References/resources used are mostly complete, accurate, and in professional style.</td>
<td>References/resources used are listed in standard bibliographical URL web address format that is complete &amp; accurate.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Teaching Plan

<table>
<thead>
<tr>
<th>7.1. Introduction/Anticipatory Set and Establishing Lesson’s Purpose</th>
<th>Introduction not related to objectives; unclear or not engaging, motivating.</th>
<th>Lesson intro. Is somewhat related to objectives, mildly motivating; purpose conveyed to children but in less motivating terms.</th>
<th>Anticipatory set focuses student attention and interest (motivation); reviews prior knowledge, when appropriate; conveys lesson’s purpose in clear, age-appropriate manner so students will WANT to start.</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.2. Input</td>
<td>Includes information given to students that is inaccurate or not related to lesson’s objectives.</td>
<td>Input of some essential information is given but is incomplete or unclear.</td>
<td>Input is clearly stated, contains all essential information students need for the lesson and is related to its objectives.</td>
</tr>
<tr>
<td>7.3. Modeling</td>
<td>Modeling of procedures or end product is missing (with no explanation) or is incorrect in some way, or is not related to lesson’s objective.</td>
<td>Modeling is hard to follow; explanations, examples and questions are unclear or incomplete, though somewhat related to the objectives.</td>
<td>Modeling clearly shows students how to do the tasks related to the objectives. All key explanations, questions, examples, or problems included.</td>
</tr>
<tr>
<td>7.4. Guided Practice</td>
<td>G.P. is unrelated to the objectives; student participation is unclear or not described at all.</td>
<td>Guided practice includes limited active student involvement; explanations, examples, and questions are somewhat relevant but not completely clear.</td>
<td>G.P. engages students in active practice doing what the objectives specify; key explanations, input, modeling, questions, and examples are skillfully blended at appropriate intervals.</td>
</tr>
<tr>
<td>7.5. Checks for Understanding</td>
<td>Checks for understanding are not described at all or are invalid measures of lesson’s objectives.</td>
<td>Includes some checks for understanding but it is not clear or complete in describing how or when these checks are to be done.</td>
<td>Checks for understanding clearly explain how and when teacher will check each student’s achievement of objectives.</td>
</tr>
<tr>
<td>7.6 Independent Practice</td>
<td>Ind. Practice is not included (without any explanation given) or is unrelated to any lesson objectives, or is unclear, with few if any directions.</td>
<td>Independent practice is somewhat related to one or more objectives but is of questionable length; directions incomplete or unclear.</td>
<td>Independent practice is clearly related to one or more lesson objectives, is of appropriate length and rigor. Directions are clear, students engaged independently from the teacher (as appropriate).</td>
</tr>
<tr>
<td>7.7 Conclusion</td>
<td>Conclusion/wrap-up is not related to lesson’s objectives or activities; Includes no summary or reflection.</td>
<td>Conclusion has limited summary or reflection involving students; is incomplete or unclear.</td>
<td>Conclusion/closure/wrap-up explains how students were engaged in reflecting and summarizing their achievements; may include brief preview of future lessons, etc.</td>
</tr>
</tbody>
</table>

EDITING

Editing not evident; plan includes multiple errors in spelling and/or grammar; description of activities not logically sequenced, not written to include “…who is doing what…”

*These components may be inserted repeatedly, as needed. ADDITIONAL NOTE: If you’re using the above rubric to double-checked your plan for completeness and clarity, edit for correct spelling and grammar, too. Check your plan for clearly written, logically sequenced activities. Continue editing until you are confident a classmate or substitute teacher could teach the lesson based on your written plan.
## Nine Types of Adaptations

Curriculum and instructional adaptations can take many forms. This Desk Reference identifies nine different categories of changes teachers can consider when selecting adaptation options (Figure 2). The nine types of adaptations may be expanded to over 100 when mixed and matched. The adaptations the teacher selects from day to day will vary depending on individual student needs and goals and on the particular lesson content and structure that is planned. The nine types of adaptations are not intended to be an exhaustive list. As teachers increase their skills, they will continue to create new and better ways to provide meaningful learning opportunities for all students.

<table>
<thead>
<tr>
<th><strong>Size</strong></th>
<th>Adapt the number of items that the learner is expected to learn or complete.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>For example:</strong></td>
<td>Reduce the number of social studies terms a learner must learn at any one time.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Input</strong></th>
<th>Adapt the way information is delivered to the learner.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>For example:</strong></td>
<td>Use different visual aids, plan more concrete examples, provide hands-on activities, place students in cooperative groups.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Participation</strong></th>
<th>Adapt the extent to which a learner is actively involved in the task.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>For example:</strong></td>
<td>In geography, have a student hold the globe, while others point out locations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Time</strong></th>
<th>Adapt the time allotted and allowed for learning, task completion, or testing.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>For example:</strong></td>
<td>Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Difficulty</strong></th>
<th>Adapt the skill level, problem type, or the rules on how the learner may approach the work.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>For example:</strong></td>
<td>Allow the use of a calculator to figure math problems; simplify task directions; change rules to accommodate learner needs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Level of Support</strong></th>
<th>Increase the amount of personal assistance with a specific learner.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>For example:</strong></td>
<td>Assign peer buddies, teaching assistants, peer tutors, or cross-age tutors.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Output</strong></th>
<th>Adapt how the student can respond to instruction.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>For example:</strong></td>
<td>Instead of answering questions in writing, allow a verbal response, use a communication book for some students, allow students to show knowledge with hands on materials.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Alternate Goals</strong></th>
<th>Adapt the goals or outcome expectations while using the same materials.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>For example:</strong></td>
<td>In social studies, expect a student to be able to locate just the states while others learn to locate capitals as well.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Substitute Curriculum</strong></th>
<th>Provide different instruction and materials to meet a student’s individual goals.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>For example:</strong></td>
<td>During a language test one student is learning computer skills in the computer lab.</td>
</tr>
</tbody>
</table>

[Reprint with permission from: Deschenes, C., David Eberling, and J. Sprague (1994) *Adapting Curriculum and Instruction in Inclusive Classrooms: A Teacher’s Desk Reference*, (pp.18,19). Institute for the Study of Developmental Disabilities, University of Indiana, Bloomington]
INTERN’S AFTER-TEACHING REFLECTION

Directions: As soon as possible after you’ve taught the attached lesson plan, type out your response to each of the following reflection points. Block 2 and 3 interns have found it is helpful to do this reflection BEFORE conferencing with their mentor teacher about the lesson. Please give a copy of each lesson reflection to your mentor teacher.

A. Describe at least two things that went well during the lesson.

B. Describe one thing that went “differently” than expected (if applicable).

C. On the scale below, circle the number that best reflects the attitude *children exhibited during your lesson.*

(Negative/frustrated) 1 2 3 4 5 (Positive/optimistic)

Explanation (required):

D. On the scale below, circle your rating of the degree of difficulty you experienced in teaching your lesson.

(Very difficult) 1 2 3 4 5 (Taught with ease)

Explanation (required):

E. Briefly describe evidence of the degree to which students achieved the objectives of your lesson. This might include a summary of student assessment data or work sample.

F. Based on the extent to which the students achieved the lesson’s objectives, describe any changes you’d consider if you were to teach this lesson again.

G. Also related to the degree of success students achieved, describe what you would do if you had the opportunity to plan and teach a follow-up lesson to the same group of students.

H. As a result of your work I planning, teaching, and reflecting on this lesson, plus your mentor teacher and/or university professor’s coaching and assessment, what have you learned about yourself as a teacher-to-be?
Coordinator’s Evaluation of Intern
End of Block 2

Name of Intern__________________________________________

Mentor Teacher_____________________________________________________

School_________________________  Grade Level_______________________

<table>
<thead>
<tr>
<th>Level of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>4—Excellent: The intern is exceeding the expectations for a Block 2 Intern.</td>
</tr>
<tr>
<td>3—Satisfactory: The intern is meeting the expectations for a Block 2 Intern.</td>
</tr>
<tr>
<td>2—Developing: The intern is below expectations for a Block 2 Intern but has demonstrated on-going progress toward meeting expectations.</td>
</tr>
<tr>
<td>1—Area of Concern: The intern is below expectations for a Block 2 Intern and has not demonstrated (on-going) progress toward satisfactorily meeting expectations.</td>
</tr>
</tbody>
</table>

THE PROFESSIONAL ENGAGES IN EFFECTIVE PRACTICE

1. The intern plans appropriate instructional activities for the needs, interests, and abilities of the students. 4 3 2 1
2. The intern plans activities which provide opportunities for student problem solving, critical thinking, and creativity. 4 3 2 1
3. The intern evidences preparation and readiness for instruction. 4 3 2 1

THE PROFESSIONAL RELIES ON SELF-REFLECTION

1. The intern demonstrates commitment to excellence and to professional growth. 4 3 2 1
2. The intern accepts and appropriately uses feedback to improve teaching. 4 3 2 1
3. The intern is open to new ideas. 4 3 2 1
4. The intern demonstrates a positive attitude and enthusiasm. 4 3 2 1

Comments:

Page 1 of 4
Original: PDS Coordinator   Xerox Copies to: Mentor, Intern & Principal
Coordinator’s Evaluation of Intern

End of Block 2

Name of Intern___________________________________________________________

<table>
<thead>
<tr>
<th>THE PROFESSIONAL RESPONDS TO UNCERTAINTY AND CHANGE</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The intern promotes active student involvement.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The intern displays flexibility as needed.</td>
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<td></td>
</tr>
<tr>
<td>3. The intern communicates clearly with students.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>4. The intern provides appropriate feedback to students.</td>
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</tr>
<tr>
<td>5. The intern effectively manages student behavior.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The intern demonstrates a positive attitude and enthusiasm.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THE PROFESSIONAL BELONGS TO A PROFESSIONAL COMMUNITY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. The intern follows classroom, building, district, and university</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>policies and procedures.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>8. The intern follows all legal requirements for working with</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>students, colleagues, and parents.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>9. The intern relates positively and professionally with students,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>colleagues, supervisors, and parents.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THE PROFESSIONAL APPLIES INTERDISCIPLINARY SCHOLARLY KNOWLEDGE</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Oral language skills: correct grammar, pronunciation enunciation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and volume.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>11. Written language skills: grammar and mechanics.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

Page 2 of 4
Original: PDS Coordinator
Xerox Copies to: Mentor, Intern & Principal
Coordinator’s Evaluation of Intern
End of Block 2

Name of Intern___________________________________________________________

THE PROFESSIONAL PROVIDES SERVICE TO SOCIETY

(See “initial Candidate Assessment of Dispositions” for specific indicators for items 1-7).

1. The intern demonstrates professionalism and ethical standards. 4 3 2 1
2. The intern demonstrates respect for cultural and individual differences by providing equitable learning opportunities for all students. 4 3 2 1
3. The intern demonstrates a willingness to think critically about content, curriculum planning, teaching, and learning pedagogy. 4 3 2 1
4. The intern demonstrates the belief that educating children and adults requires the integration of multiple kinds of knowledge. 4 3 2 1
5. The intern demonstrates a desire to analyze concepts, evaluate clinical practices, experiment, and initiate innovative practices as needed. 4 3 2 1
6. The intern demonstrates a commitment to life-long learning by participating in professional organizations and by keeping current with research in their field. 4 3 2 1
7. The intern demonstrates a commitment to challenge all students to learn and to help every child succeed. 4 3 2 1
8. The intern demonstrates an awareness of the larger social contexts in which learning occurs. 4 3 2 1
9. The intern demonstrates a commitment to self-reflection to recognize all students’ physical, cognitive, social, and emotional development. 4 3 2 1
10. The intern demonstrates a belief that curriculum planning and teaching practices need to be meaningful, engaging, and adapted to the needs of diverse learners. 4 3 2 1
11. The intern demonstrates a desire to collaborate with colleagues, parents, community members, and other educators to improve student learning. 4 3 2 1
12. The intern demonstrates a willingness to learn from other professionals in the field. 4 3 2 1

Comments:
Coordinator’s Evaluation of Intern

End of Block 2

Name of Intern___________________________________________________________

Recommendation

Based on my work with the intern this semester, in my professional judgment:

_____ I recommend admission to Block 3 in the Professional Development School Program.

_____ I recommend admission to the Block 3 Professional Development School Program but only under the terms stated in the attached contract.

_____ I do not recommend admission to Block 3 in the Professional Development School Program.

Comments:

_______________________________________  ________________________________

Signature of Coordinator                   Date

My signature on this form indicates that I have had an opportunity to review the information on this form in conference with the coordinator. It does not necessarily imply that I agree with the coordinator’s assessment of my progress.

_______________________________________  ________________________________

Signature of Intern                        Date

After completing the summative conference with the intern, the coordinator will provide a copy of the evaluation to the intern. A copy will be retained in the coordinator’s file.
Admission to Block 3 Classes

(Block 3 Professional Development School)

Block 3 Classes (14 hours)

- EL 466 Student Teaching, Elementary (12 hours)
  (or other appropriate Student Teaching Course or courses approved by the Elementary Advising Office)

- EE 431 Professional Competencies of Teachers 2 hours

Block 3 classes must be completed in a Professional Development School.

Admission to Teacher Education does not assure that the candidate will be admitted to Block 3 classes and Student Teaching. In order to be admitted to Block 3 classes, the candidates must complete all of the following standards. Any exceptions to completion of these standards must be approved by the Dean’s Office.

- Completion of all Block 2 courses with a grade of C or better
- Satisfactory recommendation from the P.D.S. mentor teacher
- Satisfactory recommendation from the P.D.S. coordinator
- A cumulative grade-point average of at least 2.5
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, i.e. 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.
Objective: To provide elementary education teaching candidates with two semesters of field experience in elementary schools selected specifically for the Emporia State University’s Professional Development School Program, enabling candidates to observe and experience a full academic year of student teaching.

Required Text: PDS Student Teaching Manual (Block 2 and Block 3)

Course Description: These courses are designed to provide two semesters of internship field experience in the Professional Development School during block 2 and block 3. The in-class experience with the mentors provides the opportunity to observe and participate for a full academic year in the various aspects of the teacher’s role, the application of the theory into practice, and to gain an understanding of student diversity as they become effective practitioners and creative planners. Interns will develop and implement lesson plans, receive feedback from mentors and university supervisors. In block 2, interns attend seminars to review the Teacher Work Sample (TWS) in preparation for the completion of the TWS during the Block 3 experience, and to discuss current trends and practices in education in the block 2 seminars.

Academic Honesty Statement: Academic dishonesty, a basis for disciplinary action includes but is not limited to, activities such as cheating and plagiarism (presenting as one’s own the intellectual or creative accomplishments of another without giving credit to the source or sources). If academic dishonesty should occur in this course, the policy stated in the ESU Handbook will be applied which includes a report of the incident of unethical behavior to the Chair of the Education Department. The student will receive no credit for the assignment.

Accommodations Policy: Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor for this class as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communications between students, the Office of Disability Services, and the professor will be strictly confidential. To reach the office, contact: Plumb Hall 106, 620-341-6637 Voice, 620-341-6646 TTY, or via e-mail disabser@emporia.edu.
**Course Evaluation:** Grades will be determined through a combination of seminar coursework and evaluation performance in block 2 and block 3 field experiences. In block 2: mentors provide weekly feedback conferences, a minimum of 8 lesson evaluations and 3 summative evaluations. PDS coordinators conduct weekly school visits, a minimum of 3 observation evaluations, and a summative evaluation. In block 3: mentors provide weekly feedback conferences, weekly lesson evaluations, and 2 summative evaluations. PDS coordinators conduct weekly school visits and a minimum of 3 observation evaluations.

**Graded Work:** The student should always make sure to save copies of any assignments submitted. As individuals seeking to educate children, candidates are held to a higher expectation. Proper writing skills are expected in written assignments, including spelling, punctuation, grammar, and sentence structure. Points are deducted for errors in written communication. Assignments are expected when due. Points deducted for late work.

**Professionalism:** Cell phones and text messaging is not permitted during seminar or school time. Punctuality and positive class participation are expected. Appropriate professional dress is expected in the school setting.

**Conceptual Framework:**

![Conceptual Framework Image]
### Overview of PDS Student Teaching Internship (Senior Year)

<table>
<thead>
<tr>
<th>Component</th>
<th>Block 2 (EE320)</th>
<th>Block 3 (EL466)</th>
</tr>
</thead>
</table>
| **Description** | • In most districts, Interns have the opportunity to attend district professional development and help prepare for start of school  
  • First 10 weeks, interns attend ESU methods courses 2 days/week, with remainder of the time at the PDS site  
  • At the PDS site, interns are assisting, co-teaching, and gradually working up to full-time teaching after methods classes are completed  
  • Interns conduct an individual case-study and teach small reading groups during the semester  
  • Interns design and teach lessons in one subject area 3-5 days, and in all content areas for 10 days.  
  • ESU Coordinator observes, conferences with, and supports interns and mentors on weekly basis  | • At the PDS site, interns are assisting, co-teaching, and gradually working up to full-time teaching (4-6 weeks)  
  • Interns complete a capstone curriculum course before/after PDS school assignment  
  • Interns complete a Teacher Work Sample, demonstrating ability to plan, teach, and self-evaluate implementation of a multi-lesson teaching unit  
  • Interns complete a Professional Relations of Teachers (PRT) comprehensive assignment related to teaching competencies and school/district policies and procedures  
  • ESU Coordinator observes, conferences, and supports interns and mentors on weekly basis |
| **Feedback/Evaluation** | • Mentor teacher consistently conferences with interns on teaching responsibilities (weekly conference form)  
  • Mentor teacher formally observes, assesses, provides feedback for 8 intern lessons during semester  
  • Mentor teacher completes 2 formative progress and disposition evaluations of intern and 1 summative evaluation  
  • ESU Coordinator conducts weekly school site visits, with feedback and support as appropriate  
  • ESU Coordinator conducts at least 3 formal observation evaluations with feedback during block 2  
  • ESU Coordinator completes summative end-of-semester evaluation of intern | • Mentor teacher consistently conferences with interns on teaching responsibilities (weekly conference form)  
  • Mentor teacher formally observes, assesses, provides feedback for intern lessons on weekly basis  
  • Mentor teacher completes 2 formative progress and disposition evaluations of intern and 1 summative evaluation  
  • ESU Coordinator conducts weekly school site visits, with feedback and support as appropriate  
  • ESU Coordinator conducts at least 3 formal observation evaluations with feedback during block 3  
  • ESU Coordinator completes summative end-of-semester evaluation of intern |
<table>
<thead>
<tr>
<th>Performance Tasks</th>
<th>Assessment/Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Demonstrate independence in planning lessons and units and knowledge of components needed to accomplish lesson objectives: how to assess the objectives and teach lessons from these plans. ESU Conceptual Framework 1B2, 2B1, 2B2, 2B3, 3A3, 3B1, 3B2, 4A3, 5A2, 5A3, 5B1, 5B2, 5C2, 6B3 Kansas Professional Standards: Standard #3 K 1,2, 4. P 1,2,3. Standard#7 K 1-4 P 1,2 3.</td>
<td>Candidates will complete exercises related to the TWS Factors in block 2 and will complete TWS teaching unit in block 3. For each of the block 2 content classes of math, reading, and language arts, candidates will design a lesson and teach that lesson in elementary setting. Candidates will design and teach 3-5 lessons in one subject in the elementary classroom (called the 3-5 day teach) in block 2. Candidates will design and teach content lessons for ten consecutive days (called the 10-day teach) in block 2. Candidates will design and teach content lessons for minimum of 4 weeks of full time student teaching in block 3. A scoring guide is provided. Work not meeting acceptable level is returned to be rewritten with specific suggestions for improvement provided by the coordinator. Lesson plan evaluation forms for evaluating the block 2 content lessons are provided for the candidates and mentors. The mentor teacher evaluates each of the lessons and provides written and verbal feedback to the intern. In addition to the three content lessons, the mentor teacher evaluates lessons weekly beginning the tenth week of the semester and provides written and verbal feedback. The coordinator evaluates lessons at least three times during each semester, more often as needed, and provides written and verbal feedback.</td>
</tr>
<tr>
<td><strong>2.</strong> Identify and be able to list and describe the various roles and responsibilities of the classroom teacher. ESU Conceptual Framework 1A2, 1C1, 6A1, 6A2, 6C1, 6C2 Kansas Professional Standards: Standard #4 K2 P 4 Standard #7 K 1,2,48. P 1,2,3,5. Standard #10 K1,2</td>
<td>During block 2 and 3 field observations the candidate will observe and note the various roles and responsibilities of the mentor. Mentors will discuss and clarify with the interns regarding various roles and responsibilities in the weekly meetings.</td>
</tr>
<tr>
<td><strong>3.</strong> List and describe the characteristics of effective schools and effective teachers as identified by school effectiveness research and Federal/state testing mandates. ESU Conceptual Framework 2A2, 3A1, Kansas Professional Standards Standard #4: K 1-4. P 1-4. Standard #7 K 1,2. P 1,2,5. Standard #13 K1,2,3. P 1,2</td>
<td>Participation in block 2 seminars, assigned activities, building training, and block 2 and block 3 field observations. EE320/EL466 observations, reflections and class discussions, TWS exercises, and feedback from mentors.</td>
</tr>
<tr>
<td><strong>4.</strong> Use preventative and effective management techniques during field experiences.</td>
<td>Block 2 – 3 Field experiences working with children in a variety of situations including teaching lessons. Mentor’s weekly conference/feedback, lesson evaluations, and summative and evaluations</td>
</tr>
<tr>
<td>ESU Conceptual Framework</td>
<td>TWS Factor 5</td>
</tr>
<tr>
<td>--------------------------</td>
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<tr>
<td>Kansas Professional Standards</td>
<td>Written self-reflection after each formal lesson taught and informally/verbally on a daily basis with the mentor.</td>
</tr>
<tr>
<td>Standard # 5 K1,4,5. P3,6,7.</td>
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<tr>
<td>5. Analyze the demographics of a classroom and other contextual information to use when making instructional decisions. ESU Conceptual Framework 1A1, 4A1, 4C2, 5A1.</td>
<td>TWS Factor 1 Exercise</td>
</tr>
<tr>
<td>Kansas Performance Standards Standards K1. P 3,6, Standard #7 K2. P5.</td>
<td></td>
</tr>
<tr>
<td>6. Explain and identify the salient phases of the direct instruction model and investigative model of instruction. (CT,CP)ESU Conceptual Framework 3A1, 4A3.</td>
<td>Participation in field experiences and class observations. Written lesson plans with direct instruction model and/or investigative instruction model.</td>
</tr>
<tr>
<td>Kansas Performance Standards Standard #1 K1, P 3,4 Standard #2 K1, P 2. Standard #4 K2, P2</td>
<td></td>
</tr>
<tr>
<td>7. Demonstrate knowledge base appropriate for beginning teachers in the area of school law and ethics. ESU Conceptual Framework 1A2, 1B1, 2A1, 3A1, 5A1</td>
<td>Participation in PDS activities and staff development. Use of appropriate and legal ethics.</td>
</tr>
<tr>
<td>Kansas Performance Standards: Standard #3 K6 P 4,5,8.</td>
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<tr>
<td>8. Demonstrate knowledge of multiculturalism and diversity and how they affect classroom teaching/learning: explain why teachers in the 21st century must have strategies to meet the needs of diverse learners including knowledge of learning styles and multiple intelligence theory. Also, students will include adaptations and modification as part of each lesson plan. ESU Conceptual</td>
<td>Block 2 seminar participation, assigned readings, class discussion, field observations; writing lesson plans; writing the Factor 1 TWS Exercise and Factor 3 and 6 adaptations.</td>
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<tr>
<td></td>
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</tr>
<tr>
<td>Framework 1A1, 1A3, 1B3, 1C2, 4A3, 4C1</td>
<td>Kansas Professional Standards Standard #3 K1 P 5,6,7.</td>
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<td>---------------------------------------</td>
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<tr>
<td>Kansas Professional Standards Standard #9 K2,3 P 1.</td>
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</tr>
<tr>
<td>10. Demonstrate ability to self-evaluate and reflect on teaching/ instruction. ESU Conceptual Framework 2C1, 3B3,3C1, 5C1</td>
<td>The student will use self-reflection in writing after each formal lesson taught and informally on a daily basis with mentor. TWS Factor 7 exercise.</td>
</tr>
<tr>
<td>Kansas Professional Standards Standard #4 K2 P1,2,3. Standard #5 K1,4,5. P 1,2 6.</td>
<td></td>
</tr>
<tr>
<td>11. Demonstrate an understanding of the scientific basis that guides the art of teaching. ESU Conceptual Framework 3A1.</td>
<td>Assigned readings, classroom observations, lesson planning participation in seminars and written reflection.</td>
</tr>
<tr>
<td>Kansas Professional Standards Standard #6 K3 P 1,3,4.</td>
<td></td>
</tr>
<tr>
<td>12. Demonstrate effective communication skills in speaking and writing. ESU Conceptual Framework 1B1, 2A1, 2A2, 4B1, .</td>
<td>Write a letter of introduction to mentor teachers in block 2. Write lesson plans, present lessons to children, discussions with mentor teachers and faculty members, written reflections and TWS in block 2 and block 3.</td>
</tr>
<tr>
<td>Kansas Professional Standards Standard #6 K3 P 1,3,4.</td>
<td></td>
</tr>
<tr>
<td>13. Demonstrate the traits of a professional which include positive attitude when working in educational settings, punctuality, excellent attendance, meeting deadlines, promptness, neatness and accuracy of content in written assignments and other projects, accepting responsibility, being a courteous listener, using standard English in speaking and writing, neatness in appearance, and other traits associated with those of a professional. ESU Conceptual Framework 1A2, 1C1, 6A1,</td>
<td>Participation in PDS activities and seminars.</td>
</tr>
</tbody>
</table>
| 6A3, 6B1 | Kansas Professional Standards  
Standard #9 K3 P3 |  |
<table>
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<tr>
<th></th>
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<tbody>
<tr>
<td><strong>14.</strong> Observe the use of technology and computers during classroom observation and apply when appropriate in lesson planning</td>
<td><strong>ESU Conceptual Framework</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Kansas Professional Standards 4A2, 4B2  
Standard #12 K 1,3,5 P1,2. | During block 2-3 field experiences the intern will observe how teachers incorporate the use of technology in planning and teaching lessons during observation and participate and apply appropriately. | Interns are provided feedback on integration of technology by the mentor teacher and others who observe lessons as noted on weekly conference forms, lesson evaluations, and summative evaluations. Methods teachers will also evaluate technology usage within their classes. Scoring of the TWS Factor 3 exercise. |
Block 3
**Introduction**

**Overview**

The ED/EE 431 course requires the completion of the Professional Relations of Teachers Guidebook (PRT), which is Section II 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 tool. 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 complete a twelfth competency by developing an interview portfolio. **Note: Candidates who do not complete competencies 1-11 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 [https://indri.emporia.edu/Downloads/](https://indri.emporia.edu/Downloads/).

- 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.** 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 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.*

**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, and legal and accreditation 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 position.

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.
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 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 Student 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 teachers.
16. On-line assessment has been discussed @ [https://indri.emporia.edu/StudentTeacherAssessment/](https://indri.emporia.edu/StudentTeacherAssessment/).
17. Assessment forms in Student Teaching Manual (Appendix J & K), 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)
WEEKLY CONFERENCE FORM

Intern: _______________________________ Mentor: ________________________________

Week of: ________________________________ Absences: ________ Times Tardy: ________

CONFERENCE AGENDA:

TARGET ACTIVITIES:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Strengths                                          Goals for Growth

Intern Signature                                    Mentor Signature

Date ________________________________

Original to: University Site Coordinator or Supervisor

Xerox Copies to: Principal, Mentor teacher & Intern
## Outcomes for Discussion, Goal Setting, and Assessment

<table>
<thead>
<tr>
<th>Week</th>
<th>Weekly Benchmarks</th>
</tr>
</thead>
</table>
| Week 1 | Expectations of the mentor teachers  
School and classroom rules and procedures  
Getting acquainted with students  
Accuracy of observations of students  
Willingness to accept responsibility  
Enthusiasm  
Working with individuals and small groups of students |
| Week 2 | Time and stress management  
Overall adjustment to the class  
Ability to be proactive and anticipate possible problems  
Responsibility for planning and teaching lessons  
Begin planning Teacher Work Sample |
| Week 3 | Begin teaching one subject area  
Developing appropriate plans for needs of students  
Using effective instructional strategies  
Managing student behavior  
Progress on Teacher Work Sample |
| Week 4 | Time and stress management  
Continue teaching one subject, expand to two subjects if ready  
Attention to details  
Using a variety of strategies and methods for teaching  
Progress on Teacher Work Sample |
| Week 5 | Teach two subjects  
Meeting the needs of individual students  
Developing appropriate lesson plans  
Using effective instructional strategies  
Managing student behavior  
Progress on Teacher Work Sample |
| Week 6 | Responsibility for planning and teaching several subject areas  
Motivating students  
Developing appropriate plans  
Using effective instructional strategies  
Managing student behavior  
Progress on Teacher Work Sample |
| Week 7 | Midterm evaluation due (See PDS Calendar)  
Fall: October; Spring: March  
May only be sent electronically. |
From the midterm evaluation to the end of student teaching, the following topics should be discussed during the weekly conference:

1. Discuss progress weekly on any areas of concern noted at midterm.
2. Intern should reflect with mentor teacher weekly on strengths and weaknesses.
3. Progress on Teacher Work Sample.
4. Items of concern by mentor that may not have been noted at midterm.
5. Documentation of Participation in Parent-Teacher Conferences noted on Weekly Conference Form.
6. Intern’s use of correct grammar, word pronunciation, enunciation and writing skills.

**Block 3 Formative and Summative Evaluations**

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>WHEN COMPLETED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Conference Form</td>
<td>Weekly</td>
</tr>
<tr>
<td>Mentor Teachers Evaluation of lessons</td>
<td>Weekly or more if needed</td>
</tr>
<tr>
<td>Documentation of Participation in Parent-Teacher Conferences - Noted on Weekly Conference Form</td>
<td>When Parent-Teacher Conferences are completed</td>
</tr>
<tr>
<td>Cooperating Teacher’s Assessment of ESU Student Teacher/PDS Intern</td>
<td>Midterm (end of 1st 8 weeks)*</td>
</tr>
<tr>
<td></td>
<td>Final (end of semester)*</td>
</tr>
<tr>
<td>University Supervisor Assessment of Student Teach/PDS Intern</td>
<td>At least three times during the semester</td>
</tr>
</tbody>
</table>

* [http://indri.emporia.edu/StProgram/PreviousVersions/StudentTeacherAssessmentForm.aspx](http://indri.emporia.edu/StProgram/PreviousVersions/StudentTeacherAssessmentForm.aspx)
LICENSURE REQUIREMENTS (Kansas Teacher)  
Revised 7/23/15

To receive the Bachelor of Science degree with a major in Elementary Education and to be recommended for teacher licensure, the candidate must complete the following standards:

+ Bachelor’s Degree: completing the PLT and the content assessment(s) with passing scores are requirements for a Bachelor of Science in Education Degree in Elementary Education as well as a licensing requirement. For secondary education majors, the PLT and content are only licensure requirements.

+ Complete an approved teacher education program. Successful completion of student teaching is one of the requirements of the teacher education program.

+ Achieve and maintain a 2.5 cumulative grade point average.

+ Pass PLT with a score of 160 or higher. (PRAXIS test #5622)

+ Complete content assessment(s) for each teaching field.

+ Submit fingerprints for a background check unless you hold an emergency substitute license which is currently valid.

See The PRAXIS Series 2015-2016 Registration Bulletin:
5622 Principles of Learning & Teaching: Grades K-6 – 2 hours - $146
5624 Principles of Learning & Teaching: Grades 6-12 – 2 hours - $146
Those who are completing a PreK-12 program in Physical Education, Music, Art or a foreign language take test number 5624-computer.

You can register online at www.ets.org/praxis/ks. Please check this website for current information.

Emporia State University must be a designated score recipient. ESU’s code is 6335. If you do not do this and you have to request another report, the testing service will charge you $50* and this delay might move you to the next graduation date.

* Please check the ETS website for current information regarding possible costs associated with changing the test date, etc.

Contact Andra Baldwin, Education Licensing Officer with any questions.
Email: abaldwin@emporia.edu  Phone: 620-341-5412
Address: 1 Kellogg Circle, Campus Box 4036
Emporia, KS 66801-5415
Location: Room 208D, Visser Hall
Hours are 8:00 to 1:00 and 2:00 to 5:00 Monday through Friday
DEGREE COMPLETION REQUIREMENTS

To receive the Bachelor of Science in Education degree with a major in Elementary Education and to be recommended for teacher licensure, the candidate must complete the following standards:

+ Complete all required course work with required minimum grade point averages
+ Complete all Block 3 courses with a grade of C or better
+ Satisfactory recommendations from the PDS mentor teacher and the university supervisor
+ Satisfactory completion of a Teacher Work Sample product
+ Effective September 2000, all students completing an Elementary Education degree at Emporia State University must successfully pass the Collegiate Assessment of Academic Proficiency (CAAP) or the Core Academic Skills for Educators (CORE), the Principles of Learning and Teaching Test (PLT), and the Elementary Education: Curriculum, Instruction, and Assessment Test (Test #5017). The passing score is 153 for the content test (PRAXIS test # 5017) and 160 for the PLT (PRAXIS test # 5622). These are also graduation requirements for a Bachelor of Science in Education with a major in Elementary Education.

The preparation materials for the Principles of Learning and Teaching tests are available through ETS and in the Reading Lab (VH 222). If additional testing help is needed please see Dr. Seimears.

+ All students seeking licensure in additional areas must also pass additional content area tests.

Upon successful completion of all Bachelor of Science in Education degree with a major in Elementary Education degree requirements and successful completion of the Collegiate Assessment of Academic Proficiency (CAAP) or the Core Academic Skills for Educators (CORE), the Principles of Learning Test (PLT), and all required content area tests, interns will be recommended for licensure by Emporia State University as teachers of grades K-6. The Kansas State Department of Education issues the initial license. A performance assessment must be completed to obtain a professional license.

For additional information, please check with the Elementary Advising Office (620-341-5770) or the Licensing Officer (620-341-5412).
Expected Behaviors of PDS Interns

The following positive intern behaviors have been cited by mentor teachers and administrators at ESU training sessions. The behaviors are not necessarily in order of importance.

On time
Attentive
Takes initiative
Appropriate dress
Positive interaction with students
Positive interaction with faculty
Flexible
Creative
*Communicates well orally and in writing
Communicates well with body language
Patient
Knowledgeable
*Has common sense
Honest
Trustworthy
Maintains confidentiality

Role Model
*Responsible
Reliable
Receptive
Enthusiastic
Organized
Professional
Good sense of humor
Handle criticism
Attention to detail
Willing to relearn
Projects voice
Empathetic
Has Integrity
Classroom control

Remember not to use electronic devices during instructional day (such as cell phones, personal e-mail, Facebook, etc.).

*Chosen as most important by ten mentor teachers.
Appendix A
Online Student Teacher/Intern Evaluation
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 1, 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 the OFPL office @ 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 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 Mary Benjamin at mbenjami@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 Mary Benjamin at mbenjami@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 Mary Benjamin at mbenjami@emporia.edu with the following statement: “This email confirms that I have read and discussed my final assessment with my cooperating 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 Mary Benjamin at mbenjami@emporia.edu – 620-341-5447,
   - Technical problems, contact Joan Brewer – 620-341-5367, jbrewer@emporia.edu, or Mary Benjamin 620-341-5447 or mbenjami@emporia.edu.
Accessing Student Teacher/Intern Evaluations Online

Candidate/Student Teacher/Intern Access

University Supervisor Evaluation Forms
1. Go to: 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 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 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
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 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>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’S ASSESSMENT OF ESU STUDENT TEACHER/PDS INTERN

Log-on to: [https://indri.emporia.edu/StudentTeacherAssessment](https://indri.emporia.edu/StudentTeacherAssessment) to complete assessment

Date:______________  Assessment: ____Routine  ____Midterm  ____Final  ____Conference with Student Teacher Only  ____Conference with Student Teacher Only

Student Teacher:__________________________  *Suggested Grade (Midterm):___________________

Subject/Grade Level:______________________  *Suggested Grade (Final):______________________

Cooperating Teacher:______________________  *Use appropriate scale on page 5 as a guide.

District/School: __________________________  Assessment was discussed with student teacher_____

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>PRT Guidebook (Ed. Supervisor; not Alt. Route):</th>
<th>Satisfactory Progress</th>
<th>Unsatisfactory Progress</th>
<th>Completed</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ Available</td>
<td>____ Satisfactory Progress</td>
<td>____ Unsatisfactory Progress</td>
<td>____ Completed</td>
<td>____ N/A</td>
<td></td>
</tr>
<tr>
<td>___ Organized &amp; sequential</td>
<td>____ Satisfactory Progress</td>
<td>____ Unsatisfactory Progress</td>
<td>____ Completed</td>
<td>____ N/A</td>
<td></td>
</tr>
<tr>
<td>___ Adequate</td>
<td>____ Satisfactory Progress</td>
<td>____ Unsatisfactory Progress</td>
<td>____ Completed</td>
<td>____ N/A</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.

**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.)

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

### 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></th>
<th>Not Applicable</th>
<th>Target</th>
<th>Acceptable</th>
<th>Needs 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>
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<tr>
<td>3. Prepares a lesson appropriate for students’ developmental needs</td>
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<tr>
<td>4. Prepares several different instructional strategies</td>
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<td></td>
<td></td>
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<tr>
<td>5. Selects activities which encourage critical thinking, problem solving, and decision making</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>6. Creates interdisciplinary learning experiences that employ reading and thinking strategies</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>7. Plans opportunities for students to demonstrate understanding throughout the lesson</td>
<td></td>
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</tbody>
</table>
### 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>
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<tr>
<td>9.</td>
<td>Manages and makes effective use of materials and space</td>
<td></td>
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<tr>
<td>10.</td>
<td>Promotes student involvement, e.g., through individual and cooperative learning activities</td>
<td></td>
<td></td>
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<tr>
<td>11.</td>
<td>Uses available classroom technology appropriate for lesson</td>
<td></td>
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</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>
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<tr>
<td>13.</td>
<td>Makes effective use of instructional time, e.g., introduction, transitions, and closure</td>
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<tr>
<td>14.</td>
<td>Adapts plans as needed</td>
<td></td>
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</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>
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<tr>
<td>16.</td>
<td>Uses appropriate oral and written communications</td>
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<tr>
<td>17.</td>
<td>Uses appropriate voice intonation and volume</td>
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<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>
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<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>
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</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>
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<tr>
<td>23.</td>
<td>Communicates high behavioral expectations and maintains an orderly student-centered environment conducive to learning, health, and safety</td>
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<tr>
<td>24.</td>
<td>Analyzes the classroom environment proactively to prevent undesirable behavior</td>
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<tr>
<td>25.</td>
<td>Keeps students on task, reinforces appropriate behavior</td>
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<tr>
<td>26.</td>
<td>Handles disruptions fairly and firmly with verbal and non-verbal techniques</td>
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<tr>
<td>27.</td>
<td>Exhibits ability to complete multiple tasks simultaneously</td>
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</tbody>
</table>

### PART IV: THE PROFESSIONAL APPLIES INTERDISCIPLINARY KNOWLEDGE

#### A. Demonstrating Content Knowledge

<table>
<thead>
<tr>
<th></th>
<th>Not Applicable</th>
<th>Target</th>
<th>Acceptable</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>28.</td>
<td>Presents lesson applicable to content objectives or justifies changes in the lesson</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>29.</td>
<td>Provides appropriate practice for the content outcomes</td>
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<tr>
<td>30.</td>
<td>Demonstrates knowledge of lesson content, incl. accurately answering student questions</td>
<td></td>
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<tr>
<td>31.</td>
<td>Provides real world examples or application of the material</td>
<td></td>
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<tr>
<td>32.</td>
<td>Uses terminology/vocabulary appropriate to the content</td>
<td></td>
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<tr>
<td>33.</td>
<td>Presents content in the appropriate sequence, including review if applicable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34.</td>
<td>Uses teaching strategies appropriate to the content area</td>
<td></td>
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<tr>
<td>35.</td>
<td>Collects evidence that students have learned the content</td>
<td></td>
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<tr>
<td>36.</td>
<td>Ensures students have requisite skills necessary for understanding and applying content</td>
<td></td>
<td></td>
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<tr>
<td>37.</td>
<td>Presents or clarifies lesson objectives to the learners</td>
<td></td>
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</tr>
</tbody>
</table>
(PARTS V & VI TO BE COMPLETED BY UNIVERSITY SUPERVISOR IN CONSULTATION WITH THE COOPERATING/MENTOR TEACHER AND STUDENT TEACHER/INTERN. While the cooperating/mentor teacher is the person who is best able to provide the knowledge for completion of Parts V and VI, it is the responsibility of the university supervisor to complete the section based on teacher input during the site visit.)

PART V: THE PROFESSIONAL RELIES ON SELF-REFLECTION

A. Reflecting and Inquiring

<table>
<thead>
<tr>
<th></th>
<th>Not Applicable</th>
<th>Target</th>
<th>Acceptable</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>38.</td>
<td>Seeks and accepts feedback from a variety of sources, including other professionals and students, for insight and direction</td>
<td></td>
<td></td>
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<tr>
<td>39.</td>
<td>Is open to new ideas and continually refines practice through self-examination</td>
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<tr>
<td>40.</td>
<td>Uses reflective practices in planning, monitoring, assessing, and instructing</td>
<td></td>
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<tr>
<td>41.</td>
<td>Actively works to advance own knowledge and use of instructional materials, including technology, for teaching and learning</td>
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</tr>
<tr>
<td>42.</td>
<td>Reflects on lessons taught including written reflections on lesson plans</td>
<td></td>
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<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

<table>
<thead>
<tr>
<th></th>
<th>Not Applicable</th>
<th>Target</th>
<th>Acceptable</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>43.</td>
<td>Demonstrates professional behavior</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• Presents a professional appearance</td>
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<tr>
<td></td>
<td>• Is consistently punctual</td>
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<td></td>
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<tr>
<td></td>
<td>• Accepts responsibility, completes duties promptly and accurately</td>
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<tr>
<td>44.</td>
<td>Demonstrates ethical behavior</td>
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<tr>
<td></td>
<td>• Demonstrates good judgment</td>
<td></td>
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<tr>
<td></td>
<td>• Follows district and building policies and procedures</td>
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<tr>
<td></td>
<td>• Uses discretion in confidential situations</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• Is honest and trustworthy</td>
<td></td>
<td></td>
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<tr>
<td>45.</td>
<td>Models values and dispositions commonly expected of teachers</td>
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<tr>
<td></td>
<td>• Demonstrates an appropriate attitude</td>
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<td></td>
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</tr>
<tr>
<td></td>
<td>• Receptive to feedback from the Coop/Mentor Teacher and University Supervisor</td>
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</tr>
<tr>
<td></td>
<td>• Demonstrates belief that all students can learn</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>46.</td>
<td>Attends to diversity</td>
<td></td>
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<tr>
<td></td>
<td>• Uses a variety of instructional strategies/materials appropriate for diverse learners</td>
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</tr>
<tr>
<td></td>
<td>• Plans assessments to allow students to demonstrate knowledge in a variety of ways</td>
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<td></td>
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</tr>
<tr>
<td></td>
<td>• Responds to diverse needs of all students (e.g., cultural, gender, academic, SES, ELL)</td>
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</tbody>
</table>
PART VI: THE TEACHER PROVIDES SERVICE TO SOCIETY and THE TEACHER BELONGS TO PROFESSIONAL COMMUNITY (CONTINUED)

<table>
<thead>
<tr>
<th></th>
<th>Not Applicable</th>
<th>Target</th>
<th>Acceptable</th>
<th>Needs Improvement</th>
</tr>
</thead>
</table>

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)

**NOTE:** The student teacher/intern is responsible for distributing copies of the evaluation to the supervisor(s) and to the cooperating/mentor teacher(s).
Course Syllabus
EE 431 Professional Competencies of Teachers

Instructor: Dr. Kirsten Limpert
Email: klimpert@emporia.edu
Work Phone: 620-341-5447
Address: Campus Box 4036, Emporia State University, Emporia, KS 66801

CREDIT: Two Semester Hours

REQUIRED MATERIALS: Handbook found online at www.emporia.edu/teach/opes/supervisor-manuals.html beginning on page 66 of the Student Teaching/Intern Manual or at https://indri.emporia.edu/Downloads/

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 Competencies 5-11, thus completing the handbook by midterm (at the end of 8 weeks of internship)
3. For interns with a second assignment during the last eight weeks, competencies 1-4 should be completed again during the ninth week.
Competencies

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.

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).

3. Legal Issues

Tasks

According to The American Academy of Pediatrics, 2002, corporal punishment is prohibited in 28 states, including D.C.

1. Summarize the Kansas statute regarding corporal punishment.

2. Summarize the district policy regarding corporal punishment.

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.

3. In your assigned district, “weapons” are defined as:

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

5. 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.

6. Discuss who has the legal right to look at a student’s academic file.

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

8. Define the district policy for the procedures teachers must follow in reporting suspected instances of students being abused.
4. Quality Performance Accreditation (QPA)

Tasks
In Kansas, each school is required to develop a school improvement plan based on the states’ accreditation process known as Quality Performance Accreditation (QPA). The Kansas QPA process sets annual requirements which each school must meet to achieve accreditation.

1. Discuss with your Cooperating Teacher the Kansas Curriculum Standards and indicators taught at your grade level. Discuss which state-tested indicators you will be responsible for teaching at your grade level (these help determine Adequate Yearly Progress (AYP) and QPA Performance Criteria for your school).

2. Discuss with your Building Principal:
   a. Who is involved in developing the school improvement plan?
   b. How is the improvement plan developed?
   c. How often is the plan reviewed or modified, and how often/when/what criteria does the staff use to monitor progress on the school improvement plan?
   d. Give three specific school improvement plan interventions for the school where you are placed as a student teacher for the semester?

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.

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.

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.
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.

9. Multicultural Diversity Lesson Planning

Tasks
This competency is concerned with your ability to identify a lesson plan that delivers a multicultural/diversity objective while employing an inclusive teaching strategy or strategies for all students. Retain a copy, including the lesson plan and answered questions to turn in at the Final Meeting.

1. Create a lesson plan using any lesson plan format. 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. Xerox or make a separate copy of this entire competency to submit at the Final Student Teacher Meeting or before submitting it to your Education Supervisor for grading.

4. This lesson plan and your accompanying responses to the above questions need to be Xeroxed and turning in at the last meeting of teacher candidates at the end of the semester. Keep the original in your PRT Guidebook so it may be graded by your Education Supervisor.

5. 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.

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 Educator Licensure, Regulations and Publications, 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 91-1205(a)(3), including both (A) and (B) in Regulations and Standards for Kansas Educators on KSDE website referenced above (#2).

11. Interviewing
The Student Support Services Team and the Kansas Department of Education have recently redesigned the Kansas Education Employment Board (KEEB). The new 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.

Tasks
1. Go to 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 on 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 and letter to submit with your PRT to get credit for Competency 11. While these tasks 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.

5. Read the following, “Common Questions Asked by Educational Employers in the Interview.” Select three questions that you believe are most difficult to answer verbally. Prepare a brief written response for each of these questions.

# _______
# _______
# _______

6. 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

7. 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.

Grading

PCT Grade / PCT Points

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

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

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.
## 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 have a MC focus (e.g., animals and what country they came from) or is absent.</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.</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 students.</td>
<td>-MC focus involves students at semi-passive level (i.e., performance without reflection).</td>
<td>-MC focus actively involves students. (e.g., role playing, cooperative learning, cooperative games, decision-making).</td>
</tr>
<tr>
<td>-Objective is below the knowledge level (i.e., no knowledge of facts).</td>
<td>-Objective is at the knowledge level (i.e., knowledge of facts)</td>
<td>-Objective is at a knowledge or comprehension level</td>
<td>-Objective is above knowledge and comprehension level (e.g., analysis, synthesis, evaluation).</td>
</tr>
<tr>
<td>-Stereotypes and bias in content of objective.</td>
<td>-Stereotypes and bias in content of objective.</td>
<td>-No stereotypes or bias in the content of objective.</td>
<td>-There are apparent efforts made to overcome/counteract stereotypes and bias in the content of objective.</td>
</tr>
<tr>
<td>-Developmental appropriateness-No age level indicated.</td>
<td>-Age level is given lesson is minimally appropriate.</td>
<td>-Lesson is appropriate for level.</td>
<td>-Lesson not only matches age-level but includes age-level adaptations.</td>
</tr>
<tr>
<td>-Objective is NOT measureable</td>
<td>-Objective is NOT measureable</td>
<td>-Objective is measureable</td>
<td>-objective is measureable</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 NOT connected to knowledge standard/gains</td>
</tr>
<tr>
<td></td>
<td></td>
<td></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>-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.</td>
<td>-Assessment matches objectives and activities only partially</td>
<td>-Clear match between objectives, activities and assessment.</td>
</tr>
<tr>
<td></td>
<td>-Assessment is cursory or topical or not specific enough Ex: “Papers will be graded”</td>
<td>-Assessment is cursory or topical or not specific enough. Ex: “Papers will be graded”</td>
<td>-Assessment involves MC/Div with comprehensive assessment.</td>
</tr>
<tr>
<td></td>
<td>-Assessment is on understanding of facts/figures. Student does not search for individual meaning of information/lesson.</td>
<td>-Assessment is on understanding of facts/figures. Student does not search for individual meaning of information/lesson.</td>
<td>-Assessment involves depth of student understanding (i.e., is meaningful or beyond understanding of facts/figures, students explain meaning, reflect on personal experiences related to MC content).</td>
</tr>
<tr>
<td></td>
<td>-Only some students are assessed. (i.e., Asking only the group leaders about understanding.)</td>
<td>-Assessment uses one method only—although everyone is assessed, they must respond in the same way. (i.e., students will complete a worksheet)</td>
<td>-Assessment is tailored to students’ learning styles (i.e., uses more than one method of assessing such as multiple intelligences).</td>
</tr>
<tr>
<td></td>
<td>-lesson activities minimally support objective</td>
<td>-lesson activities partially support objective</td>
<td>-lesson activities support objective</td>
</tr>
<tr>
<td></td>
<td>-lesson content is derived primarily from anecdotal evidence/personal opinions/stereotypes</td>
<td>-lesson content is derived partially from anecdotal evidence/personal opinions/stereotypes</td>
<td>-lesson content is from appropriate information sources</td>
</tr>
<tr>
<td></td>
<td>-lesson content is presented in one manner (i.e., students will watch a video, students will read a story)</td>
<td>-lesson content is presented in more than one way</td>
<td>-lesson content is presented in more than one way</td>
</tr>
</tbody>
</table>
**Factor 3: Lesson Plan Commitment to Understanding Diversity**—how does the lesson plan promote understanding/acceptance towards multicultural objectives? (Prompt 2c)

<table>
<thead>
<tr>
<th>Incomplete (1)</th>
<th>Unsatisfactory (2)</th>
<th>Developing (3)</th>
<th>Proficient (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Expresses apathy for differences. No mention of diversity.</td>
<td>-Reflects indifference or unconcern for diversity. Recognizing differences, but minimizes the importance of diversity.</td>
<td>-Reflects recognition of and general acceptance of differences. Some reflection on perspectives.</td>
<td>-Reflects respect and affirmation of individual differences. Students will use information learned in interactions with fellow students and their outside work.</td>
</tr>
<tr>
<td></td>
<td>-No mention or promotion of empathy for differences.</td>
<td>-Minimal promotion of empathy for differences.</td>
<td>-Reflects on feelings, knowledge, and personal experiences related to MC topic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Student-to-student interactions do not directly promote interpersonal skills related to MC.</td>
<td>-Promotes empathy for differences.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ex: Student will work in groups to complete the Venn Diagram.</td>
<td>-Encourages student-to-student interaction related to MC to promote interpersonal skills.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ex: Students will work in small groups without talking in order to better understand the experience of an individual without verbal ability.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-Knowledge gains about MC can translate to interpersonal interactions outside of the classroom.</td>
</tr>
</tbody>
</table>
Factor 4: Lesson Plan Inclusiveness—what makes this an example of an inclusive teaching strategy for a diverse classroom (Prompt 2d) and given your lesson plan and content, what services did or would you provide for diverse populations in this classroom (Prompt 2e).

<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 for differing learning abilities/styles. (e.g., gearing up/down, ESL)</td>
<td>- One adaptation is apparent for differing learning abilities/styles. (e.g., gearing up/down, ESL)</td>
<td>- Two adaptations to support more than one learning abilities/styles. (e.g., gearing up/down, ESL)</td>
<td>- More than two adaptations are indicated to support various learning abilities/styles. (e.g., gearing up/down, ESL)</td>
</tr>
<tr>
<td>- Adaptations are unreasonable or inappropriate.</td>
<td>- Adaptations are reasonable and appropriate.</td>
<td>- Adaptations are reasonable and appropriate.</td>
<td>- Adaptations are reasonable and appropriate.</td>
</tr>
</tbody>
</table>
Appendix B
Teacher Work Sample
Prompts and Rubrics
Teacher Work Sample Assignment

For Phase II Student Teachers, Block 3 Interns, and Restricted License Interns
And as Specified by Faculty in Other Field Experiences or Courses

Prompt & Evaluation Rubric

Emporia State University

The Teachers College

Revised July 2016

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Acknowledgments

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Assignment

The Teacher Work Sample (TWS) is a required assignment for Phase II student teachers and Block 3 interns. Faculty is encouraged to use the TWS, in part or in its entirety, in other field experiences or courses. In such cases, some portions of this document may not apply (e.g., verification forms). There will be a $60 assessment fee included in your enrollment fees to help cover the cost of scoring the TWS.

Vision

Successful candidates should have an impact on student learning. Their students should gain substantive knowledge and skills. Candidates should be able to demonstrate that they can deliver an effective instructional unit, employ meaningful classroom assessments, and analyze and reflect on their experiences. The purpose of this assessment is to evaluate the degree of impact candidates have on students learning by examining:

- Your ability to analyze your classroom context and make instructional decisions based upon that analysis.
- Your ability to construct and deliver an instructional unit.
- Your ability to construct challenging, meaningful classroom assessments.
- Your students’ learning.
- Your ability to provide information on assessment data, student achievement, and how your subject addresses College and Career Readiness (Common Core Standards).
- Your ability to analyze and reflect on your experience to promote your own professional growth.

This assessment provides candidates with feedback on their own professional development. In addition, candidates, who demonstrate evidence of their ability to impact learning, will be an asset to their school district and more professionally competitive in the job market.
Requirements
You are required to teach a multiple week instructional sequence. You will describe the learning context and any specific instructional adaptations you made to meet the learning needs of individual students. Your instructional goals should be based on Kansas Content Standards, College and Career Readiness and/or National Standards if there are no Kansas content standards. Your objectives must include outcomes in cognitive, affective, and/or psychomotor domains at the low, middle, and high levels. You will also need to create an assessment plan including (but not limited to) measures of student performance before (pre-assessment/diagnostic assessment), during, and after (post-assessment/summative assessment) your instructional sequence. (For purposes of the TWS, pre-assessment and diagnostic assessment and post-assessment and summative assessment are used synonymously.) Finally, you need to analyze and reflect on your instructional design, educational context, and degree of learning gains demonstrated by your students.

The Passing score on the TWS is 94 (70% of the 134 total points possible). The TWS counts as 2/3 of the grade for ED/EE 431, but a score of 94 is required regardless of the grade achieved in ED/EE 431. Candidates not receiving a 70% score will be required to re-write the TWS until a passing score is achieved.

Follow the instructions and prompts explicitly as they appear in this guide and in the Fall 2016 TWS Template. Terms that are italicized in the text are defined in the glossary in Appendix 3. You must address several questions when constructing a response for each factor of the Teacher Work Sample. These questions are found in the prompts that appear in this document before each of your checklists and scoring rubrics. Read each scoring rubric carefully to make sure that you provide information in your Template narrative or table to receive the maximum score possible.

CHECKLIST: Use the following checklist to make sure you have completed your TWS accurately

1. Your completed TWS does not exceed 25 pages with 12 point font, double-spaced text, and one-inch margins. Scorers are instructed not to read material in pages past the 25 page limit. Your page count begins with the first page of Factor 1. Pages beyond 25 will not be scored.

2. You have used the Fall 2016 template at TWS Template Fall2016.docx

3. You have numbered your pages, starting with the number 1 for the first page of narrative addressing Factor 1.

4. You have completed the cover page with appropriate verifications.

5. You have included your name only on the cover page so that your TWS can be scored anonymously.

6. You have not included any student names anywhere in your completed Teacher Work Sample. You have referred to students by number or an alias.

7. Your TWS is prepared in narrative/table format with the following factor headings indicated in bold print (suggested page length in parentheses; you have flexibility to make responses be longer or shorter):
   1. Contextual Information and Learning Environment (2 pages)
   2. Unit Goals and Objectives (2 pages)
   3. Instructional Design and Implementation (5 pages)
   4. Demonstration of Integration Skills (2 pages)
   5. Analysis of Classroom Learning Environment (4 pages)
   6. Analysis of Assessment Procedures (5 pages)
   7. Reflection and Self-Evaluation (5 pages)

For Block 3 Interns and Phase II Student Teachers:
Submit your TWS online through Canvas. (see instructions on pages 4-6)

TWS MUST be received NO LATER THAN 5:00 p.m. on Monday, November 28, 2016 for the Fall 2016 semester. Late penalties are described below in the Irregularities and Penalties Procedures section. All exceptions related to TWS must be approved by the Associate Dean and department chair/Shannon Hall.
Teacher Work Sample Submission

Login:

canvas..emporia.edu
Login with your ESU credentials

Canvas Home Page

Click on Courses>Teachers Work Sample

Submit TWS documents using the Modules tab.
Step 1 - You need to submit the TWS cover sheet information separately from the TWS. The **Cover Sheet Module** requires you to verify through electronic signature that the TWS submitted represents your own work. The TWS cannot be submitted until the cover sheet module is complete.

Step 2 - Once the Cover Sheet Module is complete, submit the TWS. You will need to submit the full TWS document and each factor. (See note below on submitting Factor sections.)

To submit documentation, click on the assignment name.

**Click on Submit Assignment.**

Click **Choose File**, locate the file on your computer and click **Submit Assignment**.
Important notes on Submitting the TWS and Supporting Documentation

1) You must prepare your TWS in Microsoft Word to ensure the formatting is correct. You must submit your TWS as either a .docx or a .pdf file. If prepared on a MacBook using Pages, save as a .pdf file and submit.

2) Verification of TWS work

   **Candidate Verification:** Prior to submitting the TWS through Canvas candidates must complete the cover sheet module. The module requires the candidate to verify through electronic signature that the TWS submitted represents his/her own work. The TWS cannot be submitted until the cover page module is complete.

   **Teacher Signature:** Ask your cooperating/mentor teacher to send an email to Debra Rittgers at drittger@emporia.edu stating: "This is verification that (insert student/intern's name) submitting the TWS is a student teacher/intern at this school and that to the best of my knowledge it is his/her own work." This email **must** come from the cooperating/mentor teacher’s school email address.

   A Teacher Work Sample will not be scored without proper verifications from both the candidate and the cooperating/mentor teacher!

Submitting the TWS Document and Factor Sections

Submit the individual sections of the work sample document (e.g., Factor 1, Factor 3) as separate documents through the appropriate assignment. This will require copy/cut/paste from the original document to the individual submission documents. Since you will be rated by two different instructors, submit separate documents to each assignment (e.g., Factor 1 (Rater A), Factor 1 (Rater B)).

Submit any applicable appendices as additional documents after the assignment document. After all applicable documents have been attached, click **Submit Assignment**.

Repeat this procedure for all Factors.

If you have questions or technical difficulties, contact Learning Technologies for assistance: Mark Summey (msummey@emporia.edu), 620-341-5387.
EMPIRIOA STATE UNIVERSITY
TEACHER WORK SAMPLE FLOWCHART
Number of Weeks until Activity Should be Completed (See notes below).

Identify the unit topic
2 ½ Weeks (2 Weeks) [2 Weeks]

Describe setting/context of learning
2 ½ Weeks (2 Weeks) [2 Weeks]

Use national, state, district, and/or school standards/goals
5 ½ Weeks (3 Weeks) [2 ½ Weeks]

Develop well-aligned goals/outcomes for unit
5 ½ Weeks (3 Weeks) [2 ½ Weeks]

Specify performances outcomes/objectives for the unit
5 ½ Weeks (3 Weeks) [2 ½ Weeks]

Develop assessment Plan
5 ½ Weeks (3 Weeks) [2 ½ Weeks]

Teaching/Learning

Design instruction to fulfill outcomes & meet students’ needs (with accommodations as needed)
11 ½ Weeks (7 Weeks) [4 ½ Weeks]

Analyze and record pre-assessment data (individual & group)
8 ½ Weeks (4 ½ Weeks) [3 ½ Weeks]

Conduct pre-assessment of learners
8 ½ Weeks (4 ½ Weeks) [3 ½ Weeks]

Design/align pre-assessment with items for each unit goal
6 ½ Weeks (3 ½ Weeks) [3 Weeks]

Conduct post-assessment of learners
5 ½ Weeks (3 Weeks) [2 ½ Weeks]

Analyze pre- and post-assessment data by individual by groups and by goal
For all placements complete by the TWS announced due date

Display student learning gains in graphic form
For all placements complete by the TWS announced due date

Write a narrative interpretation of the data
For all placements complete by the TWS announced due date

Write reflections (What have I learned from the data and the experience?)
For all placements complete by the TWS announced due date

Completed TWS must be submitted on Canvas.

TWS MUST be received NO LATER THAN 5:00 pm on the announced due date: November 28, 2016.
Irregularities and Penalties Procedures
And Integrity Guidelines

Irregularities and Penalties

I. A score will not be given for a TWS submitted in the following circumstances:

1. The TWS was not done in the candidate’s area of endorsement.

2. It is determined, after investigation, that there was a violation of academic integrity.

II. Fifteen points will be deducted the first day that the TWS is late, and an additional five will be deducted each day thereafter up to a maximum of a 30-point deduction.

Integrity Guidelines

If a candidate attempts to obtain a passing grade on a TWS by falsification or misrepresentation, the candidate may be assigned a failing grade in the course and/or removed from the teacher education program.

Academic integrity means engaging in scholarly activity that is conducted honestly and responsibly. A teacher education candidate should uphold this principle and adhere to a commitment not to falsify, misrepresent, or deceive in the preparation of the TWS. The TWS submitted must be the candidate’s own work. Candidates are expected to act with personal integrity at all times.

Some examples of violation of academic integrity include:

- Submitting a TWS that was prepared by a person other than the candidate.

- Submitting a TWS that was previously submitted as a part of an earlier course.

- Submitting a TWS that was prepared by the candidate in a setting other than that of the present student teaching or internship placement.

- Fabricating contextual, numerical or other data.

- Extensively collaborating with others in preparing the TWS. Having someone else plan your teaching or write sections of your TWS is unacceptable. However, getting advice from more experienced candidates and collaborating with other candidates regarding best practice or integrative activities are acceptable forms of collaboration and belonging to professional community that improve teaching and facilitate professional development.
Candidate Assistance Policy

The purpose of the TWS is to assess each preservice candidate’s ability to:
- plan and deliver an effective instructional unit,
- employ meaningful classroom assessments, and
- analyze and reflect on their experiences.

The TWS not only provides data for individual candidates but is also an overall program evaluation for ESU. Supervisors and mentor teachers should not assist the candidate in the actual construction of evidence nor offer help for any task, which is to be scored with the checklist or rubric.

Supervisors and mentor teachers are encouraged to provide assistance on any part of the TWS that would impact program evaluation factors such as gain scores, objective mastery, and any of the checklist item factors found in the prompt and rubric (listed in the “appropriate” column below). For example, the program evaluation data rely on the classification of unit objectives so that data (e.g., learning gain) can be disaggregated by the type of objectives used by our candidates.

Since it is possible to determine if higher levels of learning gains are reported in unit plans that use higher order objectives, it is acceptable for the supervisor or mentor teacher to help the candidate accurately classify the objectives (the candidates are not being evaluated down by this type of error yet program data will be inaccurate if misclassified). Supervisors or mentor teachers should not, however, actually choose the objectives, specify the number of objectives in each category, or select the appropriate level of objectives because these are related to the evaluation of the individual candidate.

The candidates have received previous instruction in the TWS process and format. Therefore,
- Candidates should develop their own unique TWS units. This is not a collaborative assignment.
- The role of university supervisors is to provide appropriate assistance, as specified below, when requested by candidates.
- The role of mentor teachers is to:
  - confirm that candidates completed the TWS assessment, instructional activities, and analysis in the mentor’s classroom during the student teaching semester. (On TWS coversheet)
  - confirm that the data reported in the TWS are authentic and are based on the performance of students in the mentor’s class. (On TWS coversheet)
  - provide appropriate assistance, as specified on the following page, when requested by the candidates.
<table>
<thead>
<tr>
<th>Appropriate Assistance</th>
<th>Inappropriate Assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General</strong></td>
<td><strong>General</strong></td>
</tr>
<tr>
<td>• Assist the candidate in selecting an appropriate, multiple week instructional unit that aligns with district and state standards</td>
<td>• Give a previous candidate’s or teacher’s TWS to use</td>
</tr>
<tr>
<td>• Discuss format, attachments, etc.</td>
<td>• Proofread, correct, and/or write portions of the TWS</td>
</tr>
<tr>
<td>• Discuss due dates, page length, and other document format requirements</td>
<td>• Provide feedback by reviewing and/or scoring all or part of the TWS</td>
</tr>
<tr>
<td>• Discuss rubric criteria, rater training, appeal process</td>
<td>• Give specific “hints” on what to write in order to earn a more favorable rating.</td>
</tr>
<tr>
<td>• Suggest sources to reference in creating an instructional unit</td>
<td></td>
</tr>
<tr>
<td>• Define terms</td>
<td></td>
</tr>
<tr>
<td><strong>Factor 1</strong></td>
<td><strong>Factor 1</strong></td>
</tr>
<tr>
<td>• Provide community and classroom demographics, including school improvement data.</td>
<td>• Select and provide specific adaptations and approaches for the unit.</td>
</tr>
<tr>
<td>• Provide general examples of developmentally appropriate practices and adaptations</td>
<td></td>
</tr>
<tr>
<td><strong>Factor 2</strong></td>
<td><strong>Factor 2</strong></td>
</tr>
<tr>
<td>• Provide district/state objectives</td>
<td>• Write the Unit objectives</td>
</tr>
<tr>
<td>• Assist in classification of objectives using Bloom’s Taxonomy <em>(cognitive, affective, psychomotor)</em></td>
<td>• Match instruction to the objectives</td>
</tr>
<tr>
<td><strong>Factor 3</strong></td>
<td><strong>Factor 3</strong></td>
</tr>
<tr>
<td>• Suggest appropriate/clear graphics</td>
<td>• Choose assessment-based adaptations, teaching/learning strategies, grouping strategies, and technology</td>
</tr>
<tr>
<td>• Review progressive sequencing</td>
<td>• Match instruction to the objectives</td>
</tr>
<tr>
<td>• Provide suggestions of ways to check for understanding <em>(formative assessment)</em></td>
<td></td>
</tr>
<tr>
<td><strong>Factor 4</strong></td>
<td><strong>Factor 4</strong></td>
</tr>
<tr>
<td>• Suggest general ways to integrate within and across content fields</td>
<td>• List specific integration techniques for the lesson being taught</td>
</tr>
<tr>
<td><strong>Factor 5</strong></td>
<td><strong>Factor 5</strong></td>
</tr>
<tr>
<td>• Discuss cooperating/mentor teacher management plan and rationale</td>
<td>• Cooperating/mentor teacher provides all alternate methods</td>
</tr>
<tr>
<td>• Read and confirm accuracy of the management plan</td>
<td></td>
</tr>
<tr>
<td>• Provide a copy of existing plan</td>
<td></td>
</tr>
<tr>
<td><strong>Factor 6</strong></td>
<td><strong>Factor 6</strong></td>
</tr>
<tr>
<td>• Suggest appropriate assessment adaptations</td>
<td>• Match the assessment to the objectives</td>
</tr>
<tr>
<td>• Discuss setting minimal levels of acceptable student performance</td>
<td>• Choose or suggest the assessment format and assessment plan</td>
</tr>
<tr>
<td>• Discuss issues surrounding assessment validity</td>
<td>• Create the graphics</td>
</tr>
<tr>
<td>• Discuss appropriateness of and designs relating to pre/post testing practices</td>
<td>• Calculate the gain scores</td>
</tr>
<tr>
<td>• Suggest appropriate/clear graphics</td>
<td>• Calculate the percent mastering</td>
</tr>
<tr>
<td>• Check accuracy of gain scores</td>
<td></td>
</tr>
<tr>
<td>• Check accuracy of percent mastering</td>
<td></td>
</tr>
<tr>
<td>• Provide software for graphing or calculating</td>
<td></td>
</tr>
<tr>
<td><strong>Factor 7</strong></td>
<td><strong>Factor 7</strong></td>
</tr>
<tr>
<td>• No assistance is appropriate. This should be a totally independent reflection.</td>
<td>• Suggesting ideas for reflection</td>
</tr>
</tbody>
</table>
**Submitting the TWS Cover Page**  
*(Electronic submission through Canvas)*

Prior to submitting your TWS online through Canvas, you must submit a cover page using the link provided in the cover page module in Canvas.

The cover page with electronic signature verifies that the TWS submitted is the candidates' own authentic work. The candidates understand that obtaining, or attempting to obtain, a passing grade on a TWS by falsification or misrepresentation may result in a failing grade in a course or expulsion from the teacher education program. I understand that any misrepresentation of facts may result in the denial or revocation of my license.

**Teacher Verification Signature:** Ask your cooperating/mentor teacher to send an email to Debra Rittgers at drittger@emporia.edu stating: "This is verification that (insert student/intern’s name) submitting the TWS is a student teacher/intern at this school and that to the best of my knowledge it is his/her own work." This email **must** come from the cooperating/mentor teacher’s school e-mail address.

A Teacher Work Sample will not be scored without proper verifications from both the candidate and the cooperating/mentor teacher!

You should NOT expect your supervising/mentor teacher to verify your TWS without having an opportunity to review it.

Candidates must submit/complete the Cover Page Module to access TWS submission.

Remember: Completed TWS must be submitted on Canvas (see instructions on previous pages). TWS MUST be received NO LATER THAN 5:00 p.m. on the specified due date: Monday, November 28, 2016 for the Fall 2016 semester.
Demographic Information Sheet
(Attach to your completed TWS after the cover page)

Please indicate:

Semester (Fall or Spring)______ Year: 20______

Your certification/licensure level (check all that apply):

_____ Early Childhood (Birth - Grade 3)  _____ Secondary (Grades 6 - 12)
_____ Elementary (Grades K - 6)  _____ Dual (Elem. and Secondary, Grades PK - 12)
_____Middle School (Grades 5 - 8)

Your certification/licensure area(s) (check all that apply):

_____Art  _____Eng. Lang. Arts, Mid. Level  _____Physics
_____Biology  _____French  _____Psychology
_____Business  _____German  _____Science, Middle Level
_____Chemistry  _____Health  _____History -Middle Level
_____Early Childhood B-8  _____Journalism  _____History and Government
_____Early Childhood B-K  _____Mathematics  _____Spanish
_____Earth-Space Science  _____Mathematics, Middle Level  _____Speech and Theatre
_____Elementary  _____Music  _____Other:_______________
_____English Language Arts  _____Physical Education
_____ESOL

Identify the course, unit content area (e.g., “English Language Arts,” “Biology,” “Mathematics,” “History and Government,” etc.), and grade level(s) of your Teacher Work Sample.

Course ____________________________ Content Area ________________________________

The grade(s)/level of students in your classroom (check all that apply):

_____Preschool  _____4th Grade  _____9th Grade
_____Kindergarten  _____5th Grade  _____10th Grade
_____1st Grade  _____6th Grade  _____11th Grade
_____2nd Grade  _____7th Grade  _____12th Grade
_____3rd Grade  _____8th Grade
Factor 1: Contextual Information and Learning Environment

The candidate understands how individuals learn, understands child and adolescent development, demonstrates knowledge of individual differences, and has the ability to provide instructional strategies that afford learning opportunities for all learners. [KSDE Standards 2, 7 and 10]

Discussion

A) Describe **community environmental factors** that affect planning, teaching, and learning. These should include such considerations as location (e.g., rural, intercity), socio-economic (e.g., high income level), unique characteristics of the population (e.g., drug problems, mostly farming), etc.

B) Describe the district, school, and classroom **environmental factors** that affect planning, teaching, and learning. These should include the district and school environmental considerations (e.g., district regulations about books), the physical classroom setting (e.g., self-contained, portable), non-traditional students (e.g., exceptionalities), and the number of students in the school and in the classroom.

C) Describe the important characteristics of students in your classroom. Describe these factors: ethnic/cultural make-up, gender make-up, school socio-economic status make-up, students with **special needs** and those at risk, and previously demonstrated academic performance/ability, **developmental characteristics**. Include a brief, general description of students in your class and then identify the groups for whom you will separate (disaggregate) data for analysis in Factor 6. Below are is a website to help better understand **developmental characteristics**.

All ages
http://homepages.utoledo.edu/kpugh/5-7320/ITcomponents/development.html

You may use a table to illustrate discussion items A, B, and C above. The Sample Optional Contextual Factor Table below provides several illustrative examples. You may have more or less contextual and environmental factors to address and they may be entirely different. The examples are provided only to help clarify your task, not to indicate the number you should have or to provide an exhaustive list of factors. Implications for instruction will not be specific in nature at this point of your planning. Specific instructional plans, including specific adaptation, will be included in later TWS Factors. A thoroughly prepared contextual table will reduce or completely eliminate the need for additional narrative but be sure there is sufficient information to address the rubric items. If there is no implication for instruction for a contextual or environmental factor, be sure to explain why.

D) Gather and list information about your school’s improvement plan, and state assessment data. Describe what you have found. You will be asked to reflect on the information in Factor 7.

E) For the rubric, discuss the implications for your instruction in consideration of environmental, personal, demographic and background characteristics, and the knowledge, skill, cognitive capacities, dispositions and readiness of your students. Discuss the learning needs of individual or clusters of students and how these considerations will influence your approach to instruction in order to address the learning and affective needs of all students in your class.
## Sample Optional Contextual Factor Table

<table>
<thead>
<tr>
<th>Contextual and Environmental Factors</th>
<th>Identify source of Factor: Community, District, School, or Classroom</th>
<th>Implications for Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural Community</td>
<td>Community</td>
<td>Include farming illustrations in my teaching.</td>
</tr>
<tr>
<td>Low Socio-economic Community</td>
<td>Community</td>
<td>Be careful not to ask students to bring or use materials that would cost money.</td>
</tr>
<tr>
<td>There is a great deal of drug related activities</td>
<td>Community</td>
<td>Include information the dangers of drugs in as many lessons as possible, some unobtrusively.</td>
</tr>
<tr>
<td>District office specifies textbooks that can be used</td>
<td>District</td>
<td>Be sure all supplemental books meet district guidelines before using them in the classroom.</td>
</tr>
<tr>
<td>1 student in wheelchair</td>
<td>School and Classroom</td>
<td>Be sure school facilities are handicapped accessible. Adapt psychomotor activities to match student’s physical ability to perform.</td>
</tr>
<tr>
<td>No air conditioning in the school</td>
<td>School and Classroom</td>
<td>Avoid strenuous activities on hot days; think of ways to provide air movement in the classroom.</td>
</tr>
<tr>
<td>First graders’ fine motor skills are still developing</td>
<td>Classroom</td>
<td>Provide opportunities for students to color and cut.</td>
</tr>
<tr>
<td>First graders are still egocentric</td>
<td>Classroom</td>
<td>Use small group size or pairs.</td>
</tr>
<tr>
<td>Mixed ethnic backgrounds among students</td>
<td>Classroom</td>
<td>Provide guidance and opportunities for cooperation among all students.</td>
</tr>
<tr>
<td>12 boys, 13 girls</td>
<td>Classroom</td>
<td>Provide mixed gender grouping during cooperative learning activities.</td>
</tr>
<tr>
<td>3 below, 17 at grade level, 5 above grade level</td>
<td>Classroom</td>
<td>Provide extra time for the below grade level students and challenging work for above grade level students.</td>
</tr>
</tbody>
</table>

### Scoring

**Checklist:** The Candidate describes *Context Data and Environmental Factors*:

- Community: ..........0 1
- District: ..........0 1
- Classroom physical setting: ..........0 1
- School population, including socio-economic status (SES) make-up: ..........0 1
- Classroom’s ethnic/cultural make-up: ..........0 1
- Classroom’s gender make-up: ..........0 1
- Classroom students’ with special needs/at-risk students: ..........0 1
- Classroom students’ *developmental characteristics*: ..........0 1
- School improvement plan and available assessment data: ..........0 1

**Score Possible for Checklist:** 9
<table>
<thead>
<tr>
<th>Rating → Indicator ↓</th>
<th>0 Standard Not Met</th>
<th>1 Standard Partially Met</th>
<th>2 Standard Met</th>
<th>Weight</th>
<th>Possible Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates an awareness of community environmental factors and the implications these have for teaching, instruction and student learning</td>
<td>No consideration or recognition or plan for community characteristics.</td>
<td>Sources and impact of community characteristics are adequately specified and recognized, but such considerations fail to be reflected in planning for the instructional needs of the students.</td>
<td>Community characteristics are appropriately recognized and identified, and the candidate offers reasonable plans to meet individual student needs.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Demonstrates an understanding of the district, school, and classroom environmental factors and the implications these have for teaching, instruction and student learning</td>
<td>No consideration or recognition of plan for student, school, or district factors.</td>
<td>Sources and impact of student, school, or district factors are adequately specified and recognized, but are not adequately reflected in planning for the instruction of the students.</td>
<td>Student, school, and district factors are appropriately recognized and identified, and the candidate appropriately suggests implications for instruction for individuals.</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Possible Score for Rubric: 4

Total Score Possible for Factor 1: 13
Factor 2: Unit Goals and Objectives

The candidate selects goals and objectives based upon knowledge of all students, subject matter, and curriculum outcomes. [KSDE Standard 3 and 7]

Discussion

As a part of this factor, list the course, unit content area (e.g., “English Language Arts,” “Biology,” “Math,” “History and Government,” etc.), and grade level(s) of your Teacher Work Sample, as identified on the Demographic Information sheet.

The Teacher Work Sample is a method for you to demonstrate and to self-assess your teaching skills. For this factor, you must specify all of the objectives for your unit. It is unlikely that you will be able to address all of your objectives in Factors 3-7 and keep within the 25 page limit. Therefore, we ask you to follow the required and suggested guidelines in Section A below and indicate with an asterisk those objectives that you will address for the checklists and rubrics for Factors 3-7. These objectives will hereafter be referred to as the TWS objectives and the full set of objectives as the Unit objectives.

Use Benjamin Bloom’s Taxonomy to classify and label your objectives. Following are the cognitive, affective, and psychomotor domains (listed low to high levels) and some websites that will provide additional information. You will find that there are numerous other websites if you need additional information.

Cognitive Domain (Bloom)*

- Knowledge - Recognize or recall information.
- Comprehension - Ability to grasp the meaning of material.
- Application - Ability to use learned material in new and concrete situations.
- Analysis - Ability to break down materials into its component parts so that its structure may be understood.
- Synthesis - The ability to put parts together to form a new whole.
- Evaluation - Ability to judge value.

Affective Domain (Krathwohl)**

- Receiving - Student's willingness to attend to classroom activity; getting, holding, and directing students' attention.
- Responding - Active participation on the part of the student.
- Valuing - The worth or value a student attaches to a particular object or behavior.
- Organization - Bringing together different values, resolving conflict between them and beginning the building of a consistent value system.
- Value or Value Complex - The individual has a value system that has controlled his or her behavior for a sufficiently long time for him or her to have developed a "life style."

Psychomotor Domain***

- Reflex Movements
- Fundamental Movements
- Perceptual Abilities
- Physical Abilities
- Skilled Movements


A) Your goal(s) and unit objectives (you may substitute the terms used in state standards such as “standards,” “benchmarks,” or “indicators”) must be clearly stated, developmentally appropriate, aligned with State Standards, College and Career Readiness (Common Core), or National Standards and described in terms of student performance, not as activities. Using Bloom’s Taxonomy, classify your Unit objectives as low, middle, and high levels, and label each objective according its domain (cognitive, affective, or psychomotor). You must include at
least one goal and two objectives for each level (low, middle, and high). Include a rationale for the choice of the Unit objectives. To be acceptable, the rationale must be more than a statement that the objectives are required by the school. The rationale should convey how the objectives relate to the lesson. Your TWS objectives (selected from the Unit objectives) must include all levels (low, middle and high). In order to stay within the 25 pages, it is recommended that no more than 10 TWS objectives be used for this instructional activity. Following is a suggested format for listing your goal(s) and Unit objectives:

Unit Goal

Low level objectives
(List objectives labeled as cognitive, affective, or psychomotor)

Middle level objectives
(List objectives labeled as cognitive, affective, or psychomotor)

High level objectives
(List objectives labeled as cognitive, affective, or psychomotor)

B) Identify and briefly discuss the source of your objectives, and explain why you selected the objectives in your list.

Below are numerous examples of objectives classified as low, middle, and high levels for the various domains. Be sure to follow the required and suggested guidelines in Section A, and don’t forget to mark your TWS objectives with an asterisk. Examples of goals are not provided, but they must be included with your TWS.

Examples of Objectives Classified Low Level of Difficulty
Cognitive: Knowledge & Comprehension (Bloom)
Affective: Receiving & Responding
Psychomotor: Reflex movements and Fundamental movements

1. The student will identify/locate seven continents and four oceans. (cognitive)
2. The student will describe the method for making a color wheel. (cognitive)
3. In a given music example, the student should be able to identify all of the basic elements of music. (cognitive)
4. The student will identify independent and dependent variables within a given situation (cognitive)
5. After instruction, the student will state Newton's second law of motion as described in the physics textbook. (cognitive)
6. After review, the student will list three rock types. (cognitive)
7. After an introduction, the student answers questions on photosynthesis (cognitive)
8. The student will integrate the practice of respect and cooperation in his/her interaction with students. (affective)
9. The student will answer questions about the feelings experienced by listening to a musical selection. (affective)
10. The student will report two likes and two dislikes as a response to the assigned reading. (affective)
11. After a discussion on rocks in science class, the student will select a book on rocks and minerals to read. (affective)
12. The student will be able to combine skills of pacing and compass reading to navigate a course. (psychomotor)
13. The student performs a music selection with correct notes and rhythms. (psychomotor)
14. The student performs a tennis serve with correct form. (psychomotor)
15. After instruction, the student will carry a microscope according to the directions provided by the instructor (psychomotor)

Examples of Objectives Classified Middle Level of Difficulty
Cognitive: Application & Analysis (Bloom)
Affective: Valuing & organizing of values
Psychomotor: Perceptual abilities and Physical abilities

1. Given a map, the student will find physical features using latitude and longitude. (cognitive)
2. Students will be able to read a full musical score, describing how the elements of music are used. (cognitive)
3. The student will solve two-variable linear equations. (cognitive)
4. The students in the alto (tenor, soprano, etc.) section of the choir will identify incorrect diction pronunciation of the recorded choral selection. *(cognitive)*

5. After instruction, the student will prepare a graph showing temperature changes of rising and sinking air. *(cognitive)*

6. After watching a video on scientific theories, the student will list at least one difference between the use of the term “theory” in science and the use of “theory” in non-science contexts. *(cognitive)*

7. The student will indicate in a music score, appropriate uses of crescendo and decrescendo. *(cognitive)*

8. The student will listen to others with respect and remember the name of at least five students in the class. *(affective)*

9. The student section leader assumes responsibility for leading the section performers in correct rhythmic and notation reading of the music. *(affective)*

10. During a debate, the student will defend the right of scientists to conduct research in a three-minute statement. *(affective)*

11. After completing the unit on the environment, the student will work on a community recycling project. *(affective)*

12. The students in the flute section of the band will perform the indicated musical passage of eight measures with correct notes and rhythms at a tempo of quarter note. *(psychomotor)*

13. The student will be able to assemble the clarinet correctly and prepare the reed mouthpiece for performance. *(psychomotor)*

14. The student will accurately perform a tennis serve with the correct spin and speed. *(psychomotor)*

15. Within the time allowed, the student will adjust a microscope so that the image is clear. *(psychomotor)*

**Examples of Objectives Classified High Level of Difficulty**

*Cognitive*: Synthesis & Evaluation (Bloom)

*Affective*: Internalizing values

*Psychomotor*: Skilled movements

1. The student will evaluate the recorded band selection for correct interpretation of musical dynamics. *(cognitive)*

2. The student will evaluate ten volleyball serves. *(cognitive)*

3. The student will compare and contrast the way in which the elements of music are used in diverse genres. *(cognitive)*

4. The student will generate real world problems that represent one-or two-linear equations. *(cognitive)*

5. Using materials provided, the student will design an experiment to solve an original scientific problem. *(cognitive)*

6. Given a map with six distinct geographical features, students will be able to evaluate the best location for building a new city. *(cognitive/affective)*

7. Using four or more references, the student will make a 15-minute speech defending a decision to build more nuclear power plants. *(affective)*

8. Student members of the jazz band will perform solo improvisations in Count Basie style for *One O’Clock Jump*. *(affective)*

9. After completing the required science classes, the student will make life decisions based on scientific values. *(affective)*

10. The student will accurately perform a tennis serve, including correct spin, speed and placement of the ball in the opposite side of the court. *(psychomotor)*

11. The student alters her playing technique on the solo instrument to better achieve the appropriate performance style. *(psychomotor)*

12. Without assistance, the student will use a telescope to find five objects in space using procedures of professional astronomers. *(psychomotor)*
Scoring

Checklist: Unit Goals, Unit objectives and TWS Objectives:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>N</th>
<th>Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specifies the grade level of the TWS unit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A rationale for the choice of the unit objectives is provided</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(must be more than a statement that the objectives are required by the school)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit goals and unit objectives are aligned with state standards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(or other standards if there are no state standards)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit goals and unit objectives are developmentally appropriate given the grade level and classroom context</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit goals and unit objectives are clearly stated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Focus of the unit goals and unit objectives is on what the student will learn or be able to do (i.e., described in terms of student performance, not as activities)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TWS objectives were identified and include low, middle and high objectives</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Score Possible for Checklist: 8

Rubric

<table>
<thead>
<tr>
<th>Rating</th>
<th>Indicator ↓</th>
<th>0 Standard Not Met</th>
<th>1 Standard Partially Met</th>
<th>2 Standard Met</th>
<th>Weight</th>
<th>Possible Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low level cognitive, affective and psychomotor TWS objectives</td>
<td></td>
<td>Absent; no low-level cognitive, affective, or psychomotor objectives are listed.</td>
<td>At least one low level cognitive, affective or psychomotor objective is listed and meets the low-level classification criteria.</td>
<td>At least two low level cognitive, affective or psychomotor objectives are listed and meet the low-level classification criteria.</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Middle level cognitive, affective and psychomotor TWS objectives</td>
<td></td>
<td>Absent; no middle level cognitive, affective or psychomotor objectives are listed.</td>
<td>At least one middle level cognitive, affective or psychomotor objective is listed and meets the middle level classification criteria.</td>
<td>At least two middle level cognitive, affective or psychomotor objectives are listed and meet the middle level classification criteria.</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>High level cognitive, affective and psychomotor TWS objectives</td>
<td></td>
<td>Absent; no high-level cognitive, affective or psychomotor objectives are listed.</td>
<td>At least one high-level cognitive, affective or psychomotor objective is listed and meets the high-level classification criteria.</td>
<td>At least two high level cognitive, affective or psychomotor objectives are listed and meet the high level classification criteria.</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

Possible Score for Rubric: 12

Total Score Possible for Factor 2: 20
Factor 3: Instructional Design and Implementation

The candidate understands and uses a variety of appropriate instructional strategies, including those that represent a wide range of technological tools, to develop various kinds of students’ learning including critical thinking, problem solving, reading, and subject matter knowledge. The candidate also uses knowledge of parents, community and agencies to support all students’ learning and well-being when planning and implementing instruction. [KSDE Standards 3, 4, 10 and 12]

Discussion

A) Complete a Design for Instruction Table (as illustrated below) outlining your instructional design for the unit in the order you plan to present the instructional activities. You may create this or any later tables using landscape page formatting if wider columns are needed. Your use of pre-assessment/diagnostic assessment data is evaluated in Factor 6 but should be included in your design for instruction.

<table>
<thead>
<tr>
<th>Time-line</th>
<th>Learning Objectives</th>
<th>Instructional Activities, including interdisciplinary activities</th>
<th>Assessments</th>
<th>Resources and Technology</th>
<th>Teaching and reading adaptations for specific students and subgroups, based on identified contextual and/or pre-assessment needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 2</td>
<td></td>
<td><strong>Read Punctuation Takes A Vacation</strong> to help students understand the importance of punctuation</td>
<td></td>
<td><strong>The book Punctuation Takes A Vacation by Robin Pulver</strong></td>
<td><strong>I will work one-on-one with Student B for him to complete this task.</strong></td>
</tr>
<tr>
<td>Tues.</td>
<td></td>
<td>• Complete a worksheet together that has missing punctuation.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aug. 30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B) Use narrative to explain your use of the following, as needed. Only use narrative to address topics not clearly evident in the Design for Instruction Table:

- multiple learning strategies
- student use of critical thinking and problem solving
- techniques used to foster active inquiry, collaboration (e.g., collaborative groups), social interaction and a supportive classroom environment
- accommodation of varied levels of reading skills and adaptations made for students who have reading difficulties
- adaptations (if any) based on contextual information and/or pre-assessment data, such as changes you made in the resources you used
- technology (e.g., audio-video, overhead, computers, calculators, adaptive, etc.) integrated into your instructional activities. Include information related to your teaching and to the students’ use of it for learning.
- how your plan meets the needs of the developmental levels of students (intellectual, social, and physical)
- how your plan demonstrates your comprehensive knowledge of factors in the students’ environment outside of school
- how you will assess TWS objectives
### Scoring

**Checklist: Instructional Design and Implementation of Instruction**

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are aligned with unit goals and TWS objectives that are as the stated TWS objectives in Factor 2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Are progressively sequenced</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Are developmentally appropriate (intellectually, socially and physically)</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Include evidence of assessment of TWS objectives</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Include a pre-assessment aligned with unit goals and TWS objectives that are the stated TWS objectives in Factor 2</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

**Score Possible for Checklist:** 5

### Rubric

<table>
<thead>
<tr>
<th>Rating → Indicator ↓</th>
<th>0 Standard Not Met</th>
<th>1 Standard Partially Met</th>
<th>2 Standard Met</th>
<th>Weigh</th>
<th>Possible Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Multiple instructional strategies</strong></td>
<td>Only one strategy is used throughout the unit.</td>
<td>Different instructional strategies are incorporated in the unit, but only direct instruction is used.</td>
<td>Multiple instructional strategies utilizing multiple types/levels of learning (other than direct instruction) are incorporated throughout the unit (e.g., application of the theories of multiple intelligences, learning styles, constructivist techniques, cooperative learning).</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td><strong>Provide and adapt instructional strategies</strong></td>
<td>No adaptations are considered or stated. (Referring a student to a specialist is not an appropriate strategy.)</td>
<td>Adaptations do not address the specific contextual needs of individuals, small group, or class. (Adaptations should be made for instruction of those groups in need of them as identified in Factor 1.)</td>
<td>Adaptations address the specific identified contextual needs of the individuals, small group, or class; or the candidate adequately defends the decision to not make instructional adaptations.</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td><strong>Active inquiry and learner centeredness</strong></td>
<td>Unit design provides no opportunities for active inquiry.</td>
<td>Unit design includes opportunities for engaging students only in passive forms of inquiry which are candidate controlled (e.g., specific set exercises, a prescribed product).</td>
<td>Unit design includes opportunities that actively engage students in questioning concepts, developing learning strategies, seeking resources and conducting independent investigations.</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td><strong>Reading instruction adaptations</strong></td>
<td>Instructional plans do not include strategies, suggestions/guidelines, or adaptations for student use of reading materials related to the subject.</td>
<td>Instructional plans list activities for student use of reading materials related to the subject, but no adaptations for students who have reading difficulty are identified or used.</td>
<td>Instructional strategies for student use of reading materials related to the subject are implemented. These strategies incorporate techniques that allow for assisting with a wide range of reading concerns and abilities.</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Technology</strong></td>
<td>Instruction does not include technology or no rationale was given why it is inappropriate to use technology with students.</td>
<td>Use of technology is limited (e.g., one-time, used for short period only) or is used without regard to learning outcomes (i.e., an add-on just to fulfill the requirement) or a limited rationale is given why it is inappropriate to use technology with students.</td>
<td>Technology makes a meaningful contribution to learning or a rationale is given why it is inappropriate to use technology with students in this particular unit.</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td><strong>Knowledge of factors in the students’ environment outside the school</strong></td>
<td>Instructional design and implementation fail to demonstrate knowledge of factors in the students’ environment outside of school (e.g., family circumstances, community environments, health, economic conditions, and community resources).</td>
<td>Instructional design and implementation demonstrate knowledge of specific factors in the students’ environment outside of school (e.g., family circumstances, community environment, health, economic conditions, and community resources) but are not included in the plan for instruction.</td>
<td>Instructional design and implementation demonstrate knowledge of specific factors in the students’ environment outside of school (e.g., family circumstances, community environment, health, economic conditions, and community resources) and are included in the plan for instruction.</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

**Possible Score for Rubric:** 22

**Total Score Possible for Factor 3:** 27
Factor 4: Demonstration of Integration Skills

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

Discussion

Use narrative to show how your instruction created an integrated learning experience. Evidence of integrated learning should be seen in the Design for Instruction Table in Factor 3.

Examples of integration:
1. Across content fields: a Civil War unit taught in both literature and American history classes using common content and objectives (i.e., reading Red Badge of Courage for both classes).
2. Within content fields: analyzes how geography played a role in an historical event.

Scoring

Checklist: The Candidate

Identifies content areas being integrated.................................................................................................................................................. 0 1
Identifies topics within the subject that are being integrated............................................................................................................ 0 1

Score Possible for Checklist: 2

Rubric

<table>
<thead>
<tr>
<th>Rating →</th>
<th>0 Standard Not Met</th>
<th>1 Standard Partially Met</th>
<th>2 Standard Met</th>
<th>Weight</th>
<th>Possible Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates the ability to integrate instruction across and within subject matter fields</td>
<td>Evidence of creation and use of interdisciplinary or interrelated content area learning experiences are not present.</td>
<td>There is evidence that the candidate is integrating knowledge across (from other subject areas) or within fields but not both.</td>
<td>There is evidence that the candidate creates interdisciplinary learning that integrates knowledge, skill, and methods of inquiry across (from other subject areas) and within fields.</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

Possible Score for Rubric: 4

Total Score Possible for Factor 4: 6
Factor 5: Analysis of Classroom Learning Environment

The candidate uses an understanding of individual and group motivation and behavior, including effective verbal and nonverbal communication techniques, to create a positive learning environment that fosters active inquiry, supportive interaction and self-motivation in the classroom. [KSDE Standards 5 and 6]

Specific note: Use what exists in your assigned classroom and what is appropriate to use. Make adjustments that are agreeable to your classroom teacher. You may want to explain what you would do differently if this were your own classroom.

Discussion

A) Describe specific elements of the environment in your classroom that makes it conducive to positive learning. Describe individual and group motivation and behaviors and strategies, and positive and negative verbal and nonverbal communication skills you use and ones you encourage students to use in their classroom communication and interaction with each other. Except for your classroom management plan, your comments should be related to this specific unit.

B) Describe your classroom management plan, the skills you have developed, and motivational techniques you have used. Describe, specifically, how you encourage individual and group student-to-student involvement in learning activities, in communicating effectively with classmates, in providing a comfort level for students where they are safe to ask and answer questions, and in facilitating the active involvement of students in questioning, interaction with others, and self-motivation for each individual. Explain how these factors have affected your decisions to develop a classroom environment that is conducive to learning by all students.

Scoring

Checklist The Candidate describes  

<table>
<thead>
<tr>
<th>Classroom environmental factors that affect learning</th>
<th>N</th>
<th>Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual student motivation strategies that are used</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Group motivation strategies used</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>The development of verbal communication among students</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>The development of nonverbal communication among students</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

Score Possible for Checklist: 5

Rubric

<table>
<thead>
<tr>
<th>Rating →</th>
<th>Indicator ↓</th>
<th>0 Standard Not Met</th>
<th>1 Standard Partially Met</th>
<th>2 Standard Met</th>
<th>Weight</th>
<th>Possible Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom management skills</td>
<td>The candidate has presented no evidence of a classroom management plan.</td>
<td>The candidate has presented evidence of the development of a classroom management plan; describes the management plan; but less than three strategies are provided.</td>
<td>Evidence of a sufficient and comprehensive classroom management plan is provided. Presents a range of at least three classroom management strategies.</td>
<td>2</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Classroom motivation skills</td>
<td>There is no evidence of techniques to develop student motivation.</td>
<td>The candidate identifies techniques for student motivation but does not apply them in the unit.</td>
<td>The candidate identifies techniques for student motivation and describes how they are applied in the unit.</td>
<td>2</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Lesion Encouraged to drive communication among students</td>
<td>No evidence is provided of student-to-student communication.</td>
<td>The candidate provides an opportunity for students to practice student-to-student communication techniques but does not facilitate positive student communication that is specific to the learning.</td>
<td>Evidence of effective student-to-student communication is evident and specific to the learning.</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Creates a learning environment that encourages active inquiry</td>
<td>A learning environment encouraging active inquiry and student questioning is not evident.</td>
<td>Specific examples of inquiry learning are given but not incorporated in learning activities.</td>
<td>An environment is created that actively involves students in inquiry learning activities. Specific examples of inquiry learning are given.</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Provides an environment supportive of student interaction in learning activities</td>
<td>The candidate does not encourage student interaction in learning activities. No evidence of group work or cooperative learning.</td>
<td>The candidate promotes positive interactions among students but does not provide specific learning activities that encourage interaction.</td>
<td>The candidate developed the environment within the classroom so that students are actively involved in most learning activities, especially in cooperative or group work.</td>
<td>2</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Possible Score for Rubric: 16

Total Score Possible for Factor 5: 21
Factor 6: Analysis of Assessment Procedures

The candidate 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.

[KSDE Standard 8]

Discussion

Consider the unit you have chosen. Begin this task BEFORE instruction. Provide information, data, and summary results as called for using written descriptions, copies of assessments, graphics, tables and charts. Include as Attachment #1 a copy of your pre-assessment and post-assessment items/activities and a copy of the answer key(s) or scoring rubric(s). A copy of an assessment with the correct answers included will serve both purposes. Do not include any student work in your TWS. If you do the following, you will be prepared to write the remainder of your TWS.

a. For the unit’s instructional objectives, carry out both a formal and informal assessment of your students’ readiness to engage in learning.

   i. Informal Assessment: Consider both information from school records, external assessment data, and your own observations of the students. Rely on measures you have used in previous instruction and your observations of the class.
   
   ii. Formal Assessment: For the unit objectives, your pre-assessment can serve as an appropriate measure of your students’ readiness to engage in learning.

b. Use the pre-assessment data to determine the emphasis of your instruction.

c. Analyze the results of your assessment. Identify students who already have considerable knowledge of the unit objectives, those who may have “prior knowledge” deficits, and those who in the main are ready for instruction as you have it planned. Use this information to proceed with instruction for these distinct groups of students. Address the specific objectives evaluated, and discuss instructional strategies for those with different readiness skills and knowledge.

d. Prepare at least one formative assessment tool to use during the period of the unit’s instruction. Use this assessment to advise students of their progress; also, use this tool to direct your instruction. Notice the reactions of your students to this information and use these interim results to re-direct, re-teach and otherwise inform your plan for instruction.

e. Prepare a post-assessment. The assessment is to be targeted at unit objectives. To the extent appropriate, use at least two distinct assessment item types (e.g., multiple choice, constructed response, performance assessment, cloze assessments etc.). You are to use this assessment as your “post-instruction” student and unit evaluation tool. For the specific objectives and also for the total assessment, establish reasonable achievement thresholds (grade decision points/passing scores).

f. At the end of the unit’s instruction, administer the unit’s post-assessment and collect student results. Collect data that describe the level of student performance on the unit’s objectives that can be presented graphically or in a table or chart. Disaggregate data for at least one pair of subgroups (e.g., ESL vs. native speakers). Subgroups should be no smaller than 10% of the total class. From these data, judge the success of the students and your instruction. With reference to instruction, what will be your next steps?

To summarize, you need to prepare (step a) and implement (step b) a pre-assessment instrument. You then need to analyze (step c) the pre-assessment data you collected, and eventually address how the process impacted your instruction. You also need to administer a formative assessment (step d) during your unit and indicate what changes, if necessary, were made in instruction based on the formative assessment. Finally, you need to prepare (step e) and administer (step f) a post-assessment, analyze its results, and draw conclusions about the success of your students and your instruction based on the post-assessment data.
**Pre-assessment and post-assessment issues**

1. The pre- and post-assessments should specifically measure each of the TWS objectives identified in Factor 2 and should be a balanced reflection of items addressing each of those objectives.
2. Pre- and post-assessments need not be the same but must measure the same TWS objectives in the same ways.
3. The pre- and post-assessment tasks can be different if both use the same rubric to assess achievement.
4. Do not automatically assume that the post-assessment has to be used for grading at the end of the unit.
5. Pre- and post-assessments can be separate from the assessments given on which student grades are to be based.
6. It is possible to plan for and teach additional Unit objectives as noted in Factor 2 and assessed on the pre/post-assessments.

**Examples of Assessments**

<table>
<thead>
<tr>
<th>Tests</th>
<th>Alternative Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Standardized (norm referenced) tests (ITBS,SRA, CAT, CTBS, MAT)</td>
<td>• Products</td>
</tr>
<tr>
<td>• Kansas state tests</td>
<td>Work Sample</td>
</tr>
<tr>
<td>• Criterion referenced tests</td>
<td>Classwork and homework</td>
</tr>
<tr>
<td>Teacher made tests</td>
<td>Writing</td>
</tr>
<tr>
<td>Textbook tests</td>
<td>Project</td>
</tr>
<tr>
<td>• Types of test questions</td>
<td>• Portfolio</td>
</tr>
<tr>
<td>✓ Multiple choice</td>
<td>Performance tasks</td>
</tr>
<tr>
<td>✓ True/false</td>
<td>Interviews, conferences</td>
</tr>
<tr>
<td>✓ Matching</td>
<td>Observations</td>
</tr>
<tr>
<td>✓ Fill in the blank</td>
<td>Questioning</td>
</tr>
<tr>
<td>✓ Diagram labeling</td>
<td>Self- or peer-assessment</td>
</tr>
<tr>
<td>✓ Short answer/essay</td>
<td></td>
</tr>
<tr>
<td>✓ “Show your work”</td>
<td></td>
</tr>
<tr>
<td>✓ Illustration</td>
<td></td>
</tr>
<tr>
<td>✓ Concept map</td>
<td></td>
</tr>
<tr>
<td>✓ Graphic organizer</td>
<td></td>
</tr>
</tbody>
</table>

As you prepare assessments include the following:

1. Label assessment items or tasks with TWS objectives.
2. Identify correct responses and assign point values.
3. Determine criteria for mastery. Include a rubric if necessary. (See the next section Scoring Assessments.)

**Scoring Assessments**

Assessments that can be scored right/wrong or yes/no may be scored with an answer key, checklist, or anecdotal record. Assessments that can have varying degrees of correctness or quality should be scored with a rubric and the rubric should be included.

**Discussion**

A) Provide a bar, pie, or line graphic representation of disaggregation of data. (A table is not a graphic representation.) This should consist of pre-assessment and post-assessment data. Include data for at least one pair of subgroups (e.g., ESL vs. native speakers). Subgroups should be no smaller than 10% of the total class. Tables, graphs, or other representations may use landscape page formatting if wider columns are needed.

B) Provide a table (see Example Assessment Plan Table below) outlining your pre-assessment, at least 2 formative assessments and the post-assessment to be administered to each student, all with their applicable adaptations. These assessments should measure the progress of students in your class toward all of your TWS objectives. List the assessments in the order in which they were administered.

The assessment table should include:

1. All assessments (pre-, formative, and post-assessments). Post-assessment may also be a summative assessment.
2. The TWS objectives identified in Factor 2.
3. Type of assessments (include a brief description of the assessment and criteria for mastery).
4. Assessment adaptations for needs identified in Factor 1.

Include as Attachment #1 a copy of your key for pre-assessment and post-assessment items/activities. An assessment key can simply be a copy of the assessment with the correct answers provided.

(IMPORTANT NOTE: The example table provided below is not an example of a single unit assessment table. The TWS objectives, types of assessments, and adaptations do not relate to each other, as they will in your table. The sample table was developed to illustrate different types of objectives, assessments, and adaptations.)

**EXAMPLE ASSESSMENT PLAN TABLE**

<table>
<thead>
<tr>
<th>Assessments</th>
<th>TWS Objectives (Use TWS objectives identified in Factor 2.)</th>
<th>Type of Assessment (Include a brief description and mastery level.)</th>
<th>Adaptations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pre-assessment</td>
<td>All TWS objectives.</td>
<td>10 multiple choice science questions and checklist for correctly setting up a microscope. Mastery criteria are 8 of 10 correct on the multiple choice and 4 of 5 on set up checklist.</td>
<td>(You should refer to the IEP team identified strategies and adaptations and list those that are applicable to the pre-assessment; see the formative assessments adaptations in the 3 rows below for examples of adaptations you might include here.)</td>
</tr>
<tr>
<td>2. Formative Assessment</td>
<td>The student will be able to solve 5 digit subtraction problems.</td>
<td>Example: 10 question worksheet with 8 of 10 correct.</td>
<td>Students with special needs will complete 4 out of 5 questions correctly.</td>
</tr>
<tr>
<td>3. Formative Assessment</td>
<td>The student performs a tennis serve with correct form.</td>
<td>Example: perform 10 tennis serves using correct form with 9 of 10 landing in bounds.</td>
<td>Student using wheelchairs will be allowed a decreased distance playing field, lower net height, the use of a drop serve, and a peer for assistance.</td>
</tr>
<tr>
<td>4. Formative Assessment (etc.)</td>
<td>The student will be able to perform a musical selection on a clarinet.</td>
<td>Example: Performance of selected music passage with no more than 2 errors.</td>
<td>Using known tunes (Jingle Bells, Happy Birthday) and color coded music sheets, the student will perform a music passage with no more than 4 errors.</td>
</tr>
<tr>
<td>5. Post-assessment</td>
<td>All TWS objectives.</td>
<td>Same as pre-assessment.</td>
<td>(You should refer to the IEP team identified strategies and adaptations and list those that are applicable to the pre-assessment; see the formative assessments adaptations in the 3 rows above for examples of adaptations you might include here.)</td>
</tr>
</tbody>
</table>

C) Develop a Mastery Learning Table (see Example Mastery Learning Table on the next page) that lists the TWS objectives from Factor 2. You must list each TWS objective from Factor 2 sorted into low, middle and high sub-categories. Calculate (1) the percentage of students achieving mastery for each TWS objective, (2) the average percentage of student achieving mastery for each of the three levels of objectives, (3) the overall average percentage of students achieving mastery for all TWS objectives, and (4) the number of students who achieved mastery with adaptations (a separate mastery learning calculation is needed for adaptation students). The evidence you use to determine this comes from your post-assessment, formal assessments, or informal assessments (e.g., checking for understanding) as long as they are clearly identified in the assessment plan table.
### EXAMPLE MASTERY LEARNING TABLE

<table>
<thead>
<tr>
<th>TWS Objectives</th>
<th>Percentage of Students Achieving Mastery on each TWS Objective</th>
<th>Average Percentage of Students Achieving Mastery for each Level of Objective</th>
<th>Number of Students Who Achieved Mastery with Adaptations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Low level objectives:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify/locate seven continents and four oceans. <em>(cognitive)</em></td>
<td>95%</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>The student performs a music selection with correct notes and rhythms. <em>(psychomotor)</em></td>
<td>83%</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Low Level Mastery Objective Index Sub-categories score. <em>(Average of percent of students achieving mastery of low level objectives.)</em></td>
<td>89%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Middle level objectives:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student accurately performs a tennis serve with the correct spin and speed. <em>(psychomotor)</em></td>
<td>80%</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>During a debate, the student will defend the right of scientists to conduct research in a three-minute statement. <em>(affective)</em></td>
<td>75%</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Middle Level Mastery Objective Index Sub-categories Score. <em>(Average of percent of students achieving mastery of middle level objectives.)</em></td>
<td>77.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>High level objectives:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Given a map with six distinct geographical features, students will be able to evaluate the best location for building a new city. <em>(cognitive)</em></td>
<td>70%</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Without assistance the student will use a telescope to find five objects in space using procedures of professional astronomers. <em>(psychomotor)</em></td>
<td>80%</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>High Level Mastery Objective Index Sub-categories Score. <em>(Average of percent of students achieving mastery of high level objectives.)</em></td>
<td>75%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Objective Mastery Index</strong> <em>(Average of percentage of students achieving mastery using all TWS objectives.)</em></td>
<td><strong>80.5%</strong></td>
<td></td>
<td><strong>3</strong></td>
</tr>
</tbody>
</table>

D) Include a table showing pre- and post-assessment scores for each student, calculated gain score for each student, and the group average gain score (See Sample Learning gain scores Calculation Attachment in Appendix 2).

E) Describe subgroup performances on low, middle, and high level TWS objectives. Provide the number in each subgroup and if subgroup performances are different, explain why you think they are different.

F) Explain in a narrative why you have chosen each assessment you used to measure your TWS Objectives.

G) Provide a narrative which describes how you monitored student progress with pre-assessment data and used your knowledge of student progress in instructional decision-making.

H) Provide a narrative which describes how you monitored student progress with formative assessment data and used your knowledge of student progress in instructional decision-making.

I) Provide a narrative which describes how you monitored student progress with post-assessment data and used your knowledge of student progress in instructional decision-making.

J) Provide a narrative in which you justify your assessment adaptations.
### Scoring

**Checklist: The Candidate**

<table>
<thead>
<tr>
<th>N</th>
<th>Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides graphic representation of <em>pre-assessment</em> and <em>post-assessment</em> data .................................................................</td>
<td>0</td>
</tr>
<tr>
<td>Includes mastery learning table with accurate percentages of students who attained mastery for each objective ..........................</td>
<td>0</td>
</tr>
<tr>
<td>Includes average percentage of students achieving <em>mastery of low level, middle, and high TWS objectives</em> (must accurately calculate all three levels)........................................................................</td>
<td>0</td>
</tr>
<tr>
<td>Includes average percentage of students achieving <em>mastery of all TWS objectives</em> ................................................................................</td>
<td>0</td>
</tr>
<tr>
<td>Includes the number of students who attained mastery with <em>adaptations</em> .........................................................................................</td>
<td>0</td>
</tr>
<tr>
<td>Includes accurate calculation of <em>gain scores</em> in a table including overall average gain (see Appendix 2) ........................................</td>
<td>0</td>
</tr>
<tr>
<td>Provides evidence of <em>disaggregation of data</em> for at least one pair of subgroups (e.g., ESL vs. rest of class) ..........................</td>
<td>0</td>
</tr>
<tr>
<td>Provides an explanation of why subgroup performances are different or similar ................................................................................</td>
<td>0</td>
</tr>
</tbody>
</table>

**Score Possible for Checklist:** 8

### Rubric

<table>
<thead>
<tr>
<th>Rating →</th>
<th>Indicator ↓</th>
<th>0 Standard Not Met</th>
<th>1 Standard Partially Met</th>
<th>2 Standard Met</th>
<th>Weight</th>
<th>Possible Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-Assessment is Utilized for Instruction and Evaluation</strong></td>
<td>No <em>pre-assessment</em> data are collected, or the data/information collected is not appropriate for (aligned with) unit objectives.</td>
<td>Appropriate student <em>pre-assessment</em> data are collected, but not used for instructional decision-making.</td>
<td>Student progress is monitored by <em>pre-assessment</em> data and used appropriately in instruction and decision-making.</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Formative assessment is utilized for instruction and evaluation</strong></td>
<td>No <em>formative assessment</em> data is collected.</td>
<td>Student <em>formative assessment</em> data are collected, but not used for instructional decision-making.</td>
<td>Student progress is monitored by assessment data and used in instructional decision-making with examples provided.</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Post-Assessment is Utilized for Evaluation and in Planning for Subsequent Instruction</strong></td>
<td>No <em>post-assessment</em> data are collected, or the data/information collected is not appropriate for (aligned with) unit objectives.</td>
<td>Appropriate student <em>post-assessment</em> data are collected, but not used for instructional decision-making or planning.</td>
<td>Student progress is monitored by appropriate <em>post-assessment</em> data and is used appropriately in instructional decision-making or planning.</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Variety of assessments</strong></td>
<td>Only one assessment and one type of assessment are used.</td>
<td>Multiple assessments are used but only one type of assessment is used.</td>
<td>Multiple assessments are used and there are at least two different types of assessments used.</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Alignment among TWS objectives, instruction and assessment</strong></td>
<td>Does not align <em>TWS objectives</em>, instruction, and assessment.</td>
<td>Aligns only two among <em>TWS objectives</em>, instruction, and assessment (i.e., omits alignment of one of the three.)</td>
<td>Aligns all <em>TWS objectives</em> with instruction and assessment.</td>
<td>2</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Assessment criteria</td>
<td>Response includes only two of the descriptions listed to the right.</td>
<td>Response includes all three descriptions below:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>---------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Measurable</strong> – all assessments are described in measurable terms. <strong>Comprehensive</strong> – Assesses essential content and skills covered during instruction. Does not assess irrelevant content and skills or eliminate relevant content. <strong>Mastery Level</strong> – Specifies the point at which students successfully meet the attainment of the TWS Objective.</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Justification of assessments | No explanation is given of why the assessments used were chosen. | An explanation of the reason for assessments is given but it does not relate to the TWS objectives. | A specific explanation of the reason for assessments is given and is tied to the TWS Objective. | 1 | 2 |

| Justification of adaptations | Did not address needed adaptations. | Needed adaptations were addressed but no justifications for the adaptations used were provided. | Needed adaptations were addressed and justifications for the adaptations used were provided. | 1 | 2 |

**Possible Score for Rubric:** 18

**Total Score Possible for Factor 6:** 26
Factor 7: Reflection and Self-Evaluation

The candidate is a **reflective practitioner** who continually evaluates the effects of her or his 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). [KSDE Standards 9 and 10]

**Discussion**

A) Select the activities and assessments where your students were most successful. Provide two or more reasons for this success. Consider your TWS objectives, instruction, and assessments along with student characteristics and other contextual factors under your control. Be sure your reasons are plausible ones. In addition, select the activities and assessments where your students were least successful. Provide two or more possible reasons for this lack of success. Again, consider your TWS objectives, instruction and assessment along with student characteristics and other contextual factors under your control. Be sure your reasons are plausible ones.

B) Explain how your instructional decisions had an impact on student learning including any mid-unit adaptations you made.

C) Discuss what you could do differently or better in the future to improve your students’ learning.

D) Discuss how and in what context you have communicated with students, parents and other professionals about your decisions regarding students learning and assessment.

E) Discuss how knowledge about your school’s improvement plan, and/or students’ performance on the state assessments has provided you with sound information and data that support your teaching. Discuss the implications of the state assessment in your classroom. Discuss your role in the school improvement process. Demonstrate that you understand your school improvement process/plan and explain how your efforts as a professional fit into that plan. Explain how your assessment of the unit you taught fits within the school improvement process. How can you contribute to achieving the school’s improvement goals?

F) Reflect on your possibilities for professional development. Describe at least two professional learning goals for you that emerged from your insights and experiences as a student teacher/intern while teaching this unit. Identify two specific activities you will undertake to improve your performance in the critical areas you identified.

**Scoring**

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Rating Indicator</th>
<th>0 Standard Not Met</th>
<th>1 Standard Partially Met</th>
<th>2 Standard Met</th>
<th>Weight</th>
<th>Possible Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effects of decisions on instruction and assessment</td>
<td>Provides no rationale for why some activities or assessments were more successful than others.</td>
<td>Identifies successful and unsuccessful activities or assessments and superficially explores reasons for their success or lack thereof.</td>
<td>Identifies successful and unsuccessful activities and assessments and provides plausible reasons for their success or lack thereof.</td>
<td></td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

31
| **Effects of decisions on student learning** | No evidence or reasons provided to support conclusions. | Provides some data or evidence of candidate’s impact on student learning, including any mid-unit adaptations but provides only one reason or hypothesis to support conclusions. | Uses evidence and data to support conclusions that the candidate did impact student learning, including any mid-unit adaptations. Explores multiple (two or more) hypotheses for why some students did not meet subject matter goals. | 2 | 4 |
| **Implications for future teaching of this unit** | Provides less than two ideas or only inappropriate ideas for redesigning learning goals, instruction, and assessment. | Provides at least two appropriate ideas for redesigning learning goals, instruction, or assessment but offers no rationale for why these changes would improve student learning. | Provides more than two appropriate ideas for redesigning learning goals, instruction, or assessment and explains why these changes would improve student learning. | 2 | 4 |
| **Communications with students, parents and other professionals** | Provides no information on communication with students, parents and other professionals. | Provides only a general description of communication with students, parents and other professionals but no specific details are provided. | Provides specific details of interactions with students, parents and other professionals. | 1 | 2 |
| **Information from School Improvement plan/process** | Provides no information detailing the school improvement plan/process. | Provides information on the school improvement plan/process or the role of the teacher in the school improvement plan/process but not both. | Provides information on the school improvement plan/process and about the role of the teacher in that plan/process. | 1 | 2 |
| **Implications for professional development/continuous learning** | Provides no professional development goals or activities that are related to the insights and experiences described in this Factor. | Presents one professional development goal that clearly emerges from the insights and experiences described in this Factor and describes at least one activity to meet the goal or presents two professional development goals that clearly emerge from the insights and experiences described in Factor but no activity is describe to meet each goal. | Presents at least two professional development goals that clearly emerge from the insights and experiences described in this Factor and describe at least one activity to meet each goal. | 2 | 4 |

**Possible Score for Rubric:** 20

**Total Score Possible for Factor 7:** 20
Teacher Work Sample
Appendices
Appendix 1: Teacher Work Sample Appeal Procedures

If a candidate feels her/his Teacher Work Sample (TWS) was incorrectly scored, s/he may file an appeal with the Associate Dean of The Teachers College. The candidate must:

1. Construct a written appeal listing the specific area(s) of concern and the reason(s) why the candidate feels her/his TWS was scored incorrectly.

2. Include candidate’s name, TWS#, phone number, mailing address, and, if possible, an email address with the appeal.

3. Submit a paper or email copy of the appeal to the Associate Dean’s Office in VH 211 or to drittger@emporia.edu no later than one week after the date the candidate receives her/his TWS score.

4. The Associate Dean will assign an experienced scorer to re-score the TWS.

5. A score change, including justification for the score change, shall be submitted to the Associate Dean.

6. The candidate will receive a written report of the outcome of the appeal within one week from the date of appeal. If necessary, the Associate Dean will meet with the candidate to discuss any revisions to the score.

7. The results of the appeal will be final.
Appendix 2: Sample Learning Gain Scores Calculation

You must calculate a learning gain score using percentages for each individual student. Once you have figured every student’s gain score, you must calculate the average gain score for the entire class as a whole.

Formula using percentage scores

**Formula:**

\[
\frac{(Post-assessment - Pre-assessment)}{(100\% - Pre-assessment)}
\]

**Interpretation:**

You are dividing the actual gain (numerator) by the potential gain (denominator). You are calculating how much the student gained out of the total possible that they could have gained from pre to post-assessment.

where: Pre-assessment is the percent correct on pre-unit assessment

Post-assessment is the percent correct on the post unit assessment

**Example using percentage scores when a student score is higher on the post-assessment than on pre-assessment**

Ex. for student #1 below: 70 - 45 = 25

\[
\frac{25}{55} = .45
\]

Student #1 demonstrated a gain of 25 percentage points out of a potential 55 percentage points that could have gained. Thus, Student #1 gained .45 (or 45%) of the possible percentage points they could have gained from pre to post-assessment.

**Example using percentage scores when a student score is higher on the pre-assessment than on post-assessment**

Ex. for student #2 below: 50 - 75 = -25

\[
\frac{-25}{25} = -1.00
\]

Student #2 could have gained up to 25 percentage points, but instead lost 25 percentage points (or 100%) of what could have been gained.

<table>
<thead>
<tr>
<th>Student #</th>
<th>Pre-Assessment Score</th>
<th>Post-Assessment Score</th>
<th>Individual Student Gain Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>45%</td>
<td>70%</td>
<td>.45</td>
</tr>
<tr>
<td>2</td>
<td>75%</td>
<td>50%</td>
<td>-1.00</td>
</tr>
<tr>
<td>3</td>
<td>60%</td>
<td>80%</td>
<td>.50</td>
</tr>
<tr>
<td>4</td>
<td>40%</td>
<td>40%</td>
<td>.00</td>
</tr>
<tr>
<td>5</td>
<td>65%</td>
<td>70%</td>
<td>.14</td>
</tr>
<tr>
<td>6</td>
<td>90%</td>
<td>95%</td>
<td>.50</td>
</tr>
<tr>
<td>7</td>
<td>53%</td>
<td>59%</td>
<td>.13</td>
</tr>
<tr>
<td>8</td>
<td>60%</td>
<td>90%</td>
<td>.75</td>
</tr>
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<td>95%</td>
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<tr>
<td>11</td>
<td>58%</td>
<td>88%</td>
<td>.71</td>
</tr>
<tr>
<td>12</td>
<td>24%</td>
<td>30%</td>
<td>.08</td>
</tr>
<tr>
<td>13</td>
<td>45%</td>
<td>89%</td>
<td>.80</td>
</tr>
</tbody>
</table>

**GROUP AVERAGE GAIN SCORE**

.31 (or a 31% average learning gain for the entire class)

* There is only one exception to calculating gain scores that does not fit the above calculations. If a student scores 100% on the pre-assessment, then you must record 99 for the pre-assessment score. And if the same student scores a 100 on the post-assessment, you must also enter a 99 for the post-assessment score.
Formula using raw score

Maximum score for this example is 50 points.

Formula: \[
\frac{(Post-assessment - Pre-assessment)}{(Maximum score* - Pre-assessment)}
\]

Interpretation
You are dividing the actual gain (numerator) by the potential gain (denominator). You are calculating how much the students gain out of the total possible that they could have gained from pre to post-assessment.

Where: \textit{Pre-assessment} is the raw/actual score on pre-unit assessment
\textit{Post-assessment} is the raw/actual score on the post unit assessment

Example using raw scores when a student score is higher on the \textit{post-assessment} than on \textit{pre-assessment}

Ex. for student #2 below:

\[
\frac{40 - 35}{50 - 35} = \frac{5}{15} = 0.33
\]

Interpretation
Student #1 demonstrated a gain up of 5 points out of a potential 15 points that could have been gained. Thus, Student #1 gained .33 (or 33%) of the possible points that could have been gained from pre to post-assessment.

Example using raw scores when a student score is higher on the \textit{pre-assessment} than on \textit{post-assessment}

Ex. for student #2 below:

\[
\frac{41 - 45}{50 - 45} = \frac{-4}{5} = -0.80
\]

Interpretation
Student #2 could have gained 5 points, but instead lost 4 points (or 80%) of what could have been gained.

<table>
<thead>
<tr>
<th>Student #</th>
<th>Pre-Assessment Score</th>
<th>Post-Assessment Score</th>
<th>Individual Student Gain Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>35</td>
<td>40</td>
<td>0.33</td>
</tr>
<tr>
<td>2</td>
<td>45</td>
<td>41</td>
<td>-0.80</td>
</tr>
<tr>
<td>3</td>
<td>45</td>
<td>50</td>
<td>1.00</td>
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<tr>
<td>4</td>
<td>40</td>
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<td>50</td>
<td>1.00</td>
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<td>9</td>
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<td>11</td>
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<td>48</td>
<td>0.83</td>
</tr>
<tr>
<td>12</td>
<td>24</td>
<td>30</td>
<td>0.23</td>
</tr>
<tr>
<td>13</td>
<td>45</td>
<td>49</td>
<td>0.80</td>
</tr>
</tbody>
</table>

GROUP AVERAGE GAIN SCORE 0.46 (or a .46 average learning gain for the entire class)

* There is only one exception to calculating gain scores that does not fit the above calculations. If a student gets the maximum raw score (50 in this example) on the \textit{pre-assessment}, then you must record a number one point less than maximum score (49 in this example) for the \textit{pre-assessment} score. And if the same student gets the maximum on the \textit{post-assessment}, you must also enter one point less than maximum raw score (49 in this example) for the \textit{post-assessment} score.
Appendix 3: A Glossary of Terms

For the purpose of the Teacher Work Sample methodology, the following terms have these definitions:

Academic Performance and Achievement: Information about previous student performance that could be used to plan instruction (e.g., grades, standardized tests, cumulative folder, anecdotal records, etc.).

Active Inquiry: A teaching/learning strategy in which the students are active in the pursuit of knowledge. They are asking questions, researching, and answering their own and each other’s questions. The candidate is a facilitator and guide but not the chief instructional agent. The use of inquiry does not have to be in every lesson, but it should occur often enough that it is a dominant instructional component of the unit.

Adaptations: Those adjustments in preparation and delivery of instruction and monitoring the learning environment that are made by a candidate to meet the special learning needs of any students. It also includes adjustments deemed necessary by the candidate to provide fair treatment of students during the assessments of learning.

Affective domain: Includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, cooperation, motivations, and attitudes.

Appropriate Rationale (for doing or not doing something that is addressed in the rubric): A statement or description of educationally defensible reasons for not using a device or method called for in the rubric. The statement may also be used to explain why the candidate is doing something differently than what is called for in the rubric. To be complete, the rationale should include a statement of how the candidate’s decision(s) will impact intended outcomes and their achievement together with a description of the learning benefits of the choice(s) that the candidate has made.

Classroom Environment: Information related to issues of culture, safety, classroom management, physical environment, and socio-personal interaction that have potential to influence the learning environment.

Cognitive Domain: Involves knowledge and the development of intellectual skills. This domain includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills.

Collaboration: The deliberate use by the candidate of educational strategies that require students to work together in pairs or other groupings to solve problems, accomplish tasks, or to achieve learning goals. Collaboration may include, but is not limited to, formal cooperative learning strategies.

Communication: Generally the sharing of meaning through the spoken and written word (also see “nonverbal communication”)

Community: Information about the school district or city/town as well as the attendance center that defines the community of learners in the school or classroom. Such information should focus on definitive student characteristics to which the candidate ought to pay attention and use in planning and delivering instruction in order to help all students achieve the unit goals.

Context Data: The “Contextual Information” characteristics that are narrated in Factor 1, such as, ethnic, gender, SES, special needs, varying developmental levels, varying intellectual/academic performance levels, emotional and/or behavioral deviations.
Critical Thinking/Problem Solving: Critical thinking/problem solving requires higher cognitive processing (e.g., using information in new ways, analyzing information/concepts and/or breaking into sub-parts or sub-concepts, making evaluations and judgments supported by appropriate rationales, creating new constructs, processes or products, etc.). Students are not to perform tasks which rely simply on rote learning, list making, recitation, or on simplistic manipulation of numbers, facts, or formulae.

Developmental Characteristics: Objectives, assessments, and activities should be aligned with the skills, abilities, maturity, as well as the intellectual and emotional or behavioral characteristics of the typical student at the grade or level at which one is teaching. Deviations from providing instruction at the expected developmental level of a particular grade should be explained and documented as to rationale.

Diagnostic Assessment/Pre-assessment: The measurement of student ability, skills, or knowledge before formal instruction has occurred. Such an assessment determines students’ previous knowledge in order to prepare or adjust objectives appropriately and sets a baseline for the measurement of student achievement.

Disaggregation of Data: Organizing and reporting data from the pre-assessment and/or post-assessment to show the achievement (learning gain) for subgroups present in the classroom (e.g., ESL v. native speakers, males v. females, identified students v. non-identified students, low achievers on the pre-assessment v. those who did better, racial or ethnic groups v. majority, etc.).

Domain: Categories of learning, including cognitive domain, affective domain, and psychomotor domain.

Environmental Factors: Circumstances or conditions in the school, the district, the community, and/or the classroom that might affect the students and their learning (e.g., school practices, district policies or regulations, transience in the community, physical attributes of the classroom, etc.)

Formative Assessment: Those assessments of student performance, formal or informal, done during the unit to give both the candidate and the student feedback regarding learning and the possible need for either enrichment or remediation.

Gain Score: The difference between pre- and post-assessment scores (same as Learning Gain Score).

Goals: General learning standards or outcomes. Goals are supported by more specific learning objectives.

High Level Objectives: See Low, Middle, and High Level Objectives.

Integration: The candidate has the knowledge and ability to import appropriate content, information or processes from other disciplines (subjects) as a means of expanding student thinking, and/or understanding and showing relation and relevance between subject fields. For example, a history and government candidate integrates math skills into a geographic map lesson, an English candidate incorporates history lessons into a Renaissance Literature unit, an elementary candidate integrates math, science, social studies, and language arts into a unit.

Knowledge Objective: For the purposes of the TWS, a lower level knowledge objective requires students to define, list, memorize, name, recall, recognize, recite or record. Higher knowledge level objectives may involve student comprehension where students demonstrate that they understand the meaning of what they have learned by describing, distinguishing between, discussing, explaining, expressing, identifying, locating, or reporting.

Learner-centered Instruction: Classroom learning activities in which the learner and not the candidate is the center of focus. The candidate may serve as facilitator but not as presenter or director. The student works independently or in a small group that is in charge of the learning sequence, timing, goal setting, and production of evidence of learning.
Learning Context: Information about the school, community, or individual students that should impact the manner in which the candidate plans, executes, and assesses learning for all students in the class.

Learning Gain Score: The difference between pre- and post-assessment scores.

Low Level Objectives: See Low, Middle, and High Level Objectives.

Low, Middle, and High Level Objectives: When Bloom (1956) originally presented his taxonomy, he described six cognitive objectives as hierarchically arranged from low-level (knowledge, comprehension) to middle level (application, analysis) to high level (synthesis, evaluation), with higher-level objectives building on the lower ones. Bloom’s cognitive objectives can be used when planning assessments. True/false, matching, multiple-choice, and short answer items are often used to assess knowledge and comprehension (low-level objectives). Portfolios, student work products, and projects are especially good for assessing application, analysis (middle level objectives). Essay questions, class discussions, position papers, and debates are especially good for assessing synthesis, and evaluations (high level objectives). For middle and high level objectives, however, the determination of the level is not so much on the type of assessment but on the specific expectation of the student (e.g., a project or an essay question could fit either level).

Nonverbal Communication: The use of positive nonverbal strategies could include, but is not limited to the following: using hand or body movements to indicate understanding, showing answers, using hands up or nodding, using eye contact, smiling, using hand gestures to indicate, for example, “Good job!” These nonverbal strategies fall generally into the categories of active listening use of positive body language and will complement such things as paying attention, facing the speaker, etc.

Nonverbal Communication Between and Among Students: Sharing of meaning through communication channels other than the spoken word that are used in student-to-student interaction or exchanges; nonverbal communication includes physical appearance (such as a t-shirt with an inappropriate quotation or multiple body piercings), gesture and movement (such as slouching or friendly hand wave), face and eye behavior (such as averting eye contact or a frown/smile/smirk), use of time (such as promptness or being perpetually tardy), vocal behavior (such as sarcasm or a fast rate of speech), touch, and the way we use the personal space and environment around us (see also “communication”).

Mastery: Meets the minimum level of competency set for an objective.

Middle Level Objectives: See Low, Middle, and High Level Objectives.

Post-assessment/Summative Assessment: An assessment of student performance made at the conclusion of instruction which, when compared with the pre-assessment will define the student’s gain in learning. Both pre- and post-assessments must use the same assessment device or at least use the same rubric or observation device to score performance.

Pre-assessment/Diagnostic Assessment: The measurement of student ability, skills, or knowledge before formal instruction has occurred. Such an assessment determines students’ previous knowledge in order to prepare or adjust objectives appropriately and sets a baseline for the measurement of student achievement.

Psychomotor Domain: Includes physical movement, coordination, and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution.
Reading: Understanding the communication of written ideas through skills taught by every candidate across the curriculum. Every candidate should reinforce important reading skills by incorporating them into instruction every day. Some teaching strategies include vocabulary building; using content-based reading material to help students identify main ideas and supporting information; providing questions to generate interest in a reading passage; and many developed systems to teach reading skills such as QAR, SQ3R, and KWL, which all involve questioning and reviewing.

Reasoning Objective: A reasoning objective requires students to analyze, synthesize and/or make judgments about (evaluate) information, knowledge and ideas. Students analyze, calculate, compare, criticize, differentiate, examine, create, organize, propose, compose, appraise, assess, and evaluate.

Rubric: An assessment tool that defines the quality of performance as well as identifying skills, knowledge, or concepts possessed by the student.

Skill/Performance Objective: A skill/performance objective requires students to apply the information that they have learned. Students apply, demonstrate, illustrate, practice, translate, interpret or dramatize. Lower skill objectives may require students to reproduce simple behaviors. Higher skill objectives are more authentic and require students to synthesize skills or apply a skill in a novel situation.

Post-assessment/Summative Assessment: The measurement of student ability, skills, or knowledge at the conclusion of formal instruction. Such an assessment is comprehensive in nature, provides accountability, and when compared with the pre-assessment, defines the student’s gain in learning. Both pre- and post-assessments must use the same assessment device or at least use the same rubric or observation device to score performance.

Pre-assessment/Diagnostic Assessment: The measurement of student ability, skills, or knowledge before formal instruction has occurred. Such an assessment determines students’ previous knowledge in order to prepare or adjust objectives appropriately and sets a baseline for the measurement of student achievement.

Special Needs: A description of students with special needs should not be limited to IEPs. Students with social, familial, emotional, cognitive, language and/or other needs should also be addressed. Students who are functioning below grade level or who have difficulty in reading could be included in the special needs area.

Summative Assessment/Post-assessment: The measurement of student ability, skills, or knowledge at the conclusion of formal instruction. Such an assessment is comprehensive in nature, provides accountability, and when compared with the pre-assessment, defines the student’s gain in learning. Both pre- and post-assessments must use the same assessment device or at least use the same rubric or observation device to score performance.

Technology: For the use of the Teacher Work Sample, technology includes a wide range of technological tools that a candidate can use to enhance instruction such as audio-visual devices, overhead projector, computers, calculators, adaptive technology, robotics, etc.

TWS Objectives: A sub-set of student learning objectives selected from the unit objectives (see unit objectives) that will be used to address the checklists and rubrics for Factors 3-7.

Unit Goals: The set of primary goals set by the candidate to guide the learning. The unit goals are stated in terms of student performance. They may be supported by lessons that further subdivide the goal into its subordinate tasks.

Unit Objectives: The full set of student learning objectives developed for the entire unit (see also TWS objectives).
### Appendix 4: TWS Scoring Sheet

**TWS Scoring Sheet (Revised June 1, 2011)**

<table>
<thead>
<tr>
<th>Factor 1: Contextual Information and Learning Environment</th>
<th>Factor 2: Learning Goals and Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checklist Items (0 or 1) The candidate describes:</td>
<td>Checklist Items (0 or 1) For goals and objectives:</td>
</tr>
<tr>
<td>Community</td>
<td>A rationale for the choice of the unit objectives is provided</td>
</tr>
<tr>
<td>District</td>
<td>(must be more than a statement that the objectives are required by the school)</td>
</tr>
<tr>
<td>Classroom physical setting</td>
<td>Unit goals and unit objectives are aligned with state standards (or other standards if there are no state standards)</td>
</tr>
<tr>
<td>School population, including SES make-up</td>
<td>Unit goals and unit objectives are developmentally appropriate given the grade level and classroom context</td>
</tr>
<tr>
<td>Classroom ethnic/cultural make-up</td>
<td>Unit goals and unit objectives are clearly stated</td>
</tr>
<tr>
<td>Classroom gender make-up</td>
<td>Unit objectives are correctly labeled by domain (cognitive, affective, psychomotor)</td>
</tr>
<tr>
<td>Classroom students' with special needs/at-risk</td>
<td>Focus of the unit goals and unit objectives is on what the student will learn or be able to do (i.e., described in terms of student performance, not as activities)</td>
</tr>
<tr>
<td>Classroom students’ developmental characteristics</td>
<td>TWS objectives were identified and include low, middle, and high objectives</td>
</tr>
<tr>
<td>School improvement plan/process &amp; available assessment data</td>
<td></td>
</tr>
</tbody>
</table>

**Total Checklist Score (9 possible)**

**Rubric**

<table>
<thead>
<tr>
<th>Demonstrates awareness of community environmental factors &amp; implications for teaching, instruction, and student learning</th>
<th>Low level cognitive, affective, or psychomotor TWS objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ]</td>
<td>x 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Demonstrates understanding of district, school, &amp; classroom environmental factors &amp; implications for teaching, instruction &amp; student learning.</th>
<th>Middle level cognitive, affective, or psychomotor TWS objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ]</td>
<td>x 2</td>
</tr>
</tbody>
</table>

| High level cognitive, affective, or psychomotor TWS objectives | x 2 |

**Total Rubric Score (4 possible)**

**Total Score for Factor 1 (13 possible)**

<table>
<thead>
<tr>
<th>Factor 3: Instructional Design and Implementation</th>
<th>Factor 4: Demonstration of Integration Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checklist Items (0 or 1) Instruction &amp; implementation:</td>
<td>Checklist Items (0 or 1) The Candidate:</td>
</tr>
<tr>
<td>Are aligned with unit goals &amp; TWS objectives that are stated TWS objectives in Factor 2</td>
<td>Identifies content areas being integrated</td>
</tr>
<tr>
<td>Are progressively sequenced</td>
<td>Identifies topics that are being integrated</td>
</tr>
<tr>
<td>Are developmentally appropriate (intellectually, socially and physically)</td>
<td></td>
</tr>
<tr>
<td>Include evidence of assessment of TWS objectives</td>
<td></td>
</tr>
<tr>
<td>Include a pre-assessment aligned with unit goals and TWS objectives that are the stated TWS objectives in Factor 2</td>
<td></td>
</tr>
</tbody>
</table>

**Total Checklist Score (5 possible)**

**Rubric**

<table>
<thead>
<tr>
<th>Multiple learning strategies</th>
<th>x 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide and adapt instructional strategies</td>
<td>x 2</td>
</tr>
<tr>
<td>Active inquiry and learner centeredness</td>
<td>x 2</td>
</tr>
<tr>
<td>Reading instruction adaptations</td>
<td>x 2</td>
</tr>
<tr>
<td>Technology</td>
<td>x 2</td>
</tr>
<tr>
<td>Knowledge of factors in the students’ environment outside the school</td>
<td>x 1</td>
</tr>
</tbody>
</table>

**Total Rubric Score (22 possible)**

**Total Score for Factor 2 (20 possible)**
**Factor 5: Analysis of Classroom Learning Environment**

<table>
<thead>
<tr>
<th>Checklist Items (0 or 1) The Candidate Describes:</th>
<th>Factor 6: Analysis of Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom environmental factors that affect learning</td>
<td>Provides graphic representation of pre-assessment and post-assessment data</td>
</tr>
<tr>
<td>Individual student motivation strategies that are used</td>
<td>Includes mastery learning table with accurate percentages of students who attained mastery for each objective</td>
</tr>
<tr>
<td>Group motivation strategies used</td>
<td>Includes average percentage of students achieving mastery of low level, middle, and high TWS objectives including objective mastery index (must accurately calculate all three levels)</td>
</tr>
<tr>
<td>The development of verbal communication among students</td>
<td>Includes average percentage of students achieving mastery of all TWS objectives</td>
</tr>
<tr>
<td>The development of nonverbal communication between and among students</td>
<td>Includes the number of students who attained mastery with adaptations</td>
</tr>
<tr>
<td></td>
<td>Includes accurate calculation of gain scores including overall average in a table</td>
</tr>
<tr>
<td></td>
<td>Provides disaggregation of data for at least one pair of subgroups (e.g., ESL vs. native speakers)</td>
</tr>
<tr>
<td></td>
<td>Provides an explanation of why subgroup performances are different or similar</td>
</tr>
</tbody>
</table>

*Total Checklist Score 5 possible*  
*Total Checklist Score (8 possible)*

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom management skills</td>
<td>x 2</td>
</tr>
<tr>
<td>Classroom motivation skills</td>
<td>x 2</td>
</tr>
<tr>
<td>Encourages effective communication among students</td>
<td>x 1</td>
</tr>
<tr>
<td>Creates a learning environment that encourages active inquiry</td>
<td>x 1</td>
</tr>
<tr>
<td>Provides an environment supportive of student interaction in learning activities</td>
<td>x 2</td>
</tr>
<tr>
<td>Assessment criteria</td>
<td>x 1</td>
</tr>
</tbody>
</table>

*Total Rubric Score (16 possible)*

*Total Score for Factor 5 (21 possible)*  
*Total Rubric Score (18 possible)*  
*Total Score for Factor 6 (26 possible)*

**Factor 7: Reflection and Self-Evaluation**

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Additional Notes for any Factor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effects of decisions on instruction and assessment</td>
<td>x 2</td>
</tr>
<tr>
<td>Effects of decisions on student learning</td>
<td>x 2</td>
</tr>
<tr>
<td>Implications for future teaching of this unit</td>
<td>x 2</td>
</tr>
<tr>
<td>Communications with students, parents, and other professionals</td>
<td>x 1</td>
</tr>
<tr>
<td>Information from school improvement plan/process</td>
<td>x 1</td>
</tr>
<tr>
<td>Implications for professional development/continuous learning</td>
<td>x 2</td>
</tr>
</tbody>
</table>

*Please add one point* 1  
*Reported Total Gain Score:*  
*Objective Mastery Index %*

**Total Rubric Score (21 possible)**  
**Total Score for Factor 7 (21 possible)**  
**TOTAL SCORE FOR THE TWS (134 possible)**