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.
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WHAT PHASE I IS

The Kansas Department of Education requires an “official” beginning of teacher education, which is called “acceptance into teacher education.” At ESU, entry into secondary teacher education is also entry into Phase I. Phase I is a block of education courses and experiences in which candidates from all majors participate.

Because all the majors have different programs and methods courses, candidates come to Phase I with varying degrees of courses and experiences in education. Some candidates in Phase I have only had Introduction to Teaching. Some have had methods of teaching in their content areas, and some have not. These content area methods courses are designed to provide instruction in education specific to the content areas. The methods courses differ significantly from department to department; a couple of the majors even include a field experience, but most do not.

Phase I gives candidates a pre-student teaching, broad experience in teaching and the education profession which allows them to see the big picture of the profession. There is much more to the teaching job than planning and conducting lessons; thus, the Phase I experience goes beyond simply teaching lessons. Phase I should be considered a stepping stone to Phase II (student teaching), not its equivalent.

Phase I consists of three courses totaling nine credit hours: Principles of Secondary Education, Classroom Management, and Educational Psychology. An extensive field experience is required; this field experience is called Secondary Teacher Expanded Practice (STEP) and is designed to have the candidate gain first-hand experience in regular classroom teaching and other classroom operations at the high school level and at the middle school level. In both schools, candidates can expect to do some whole class teaching, small group teaching, working with individual students, and various teaching tasks as assigned by their mentor teacher. In addition, STEP provides candidates with experiences in other school classrooms such as special education, ELL classrooms, alternative school, etc. STEP also provides candidates with a week of seminar experiences with personnel such as the guidance counselor, librarian, athletic director, special education or ESL coordinator, principal. The goal is to show the roles that each professional plays in the school, the district, and the community, as well as to show ways in which each professional works with teachers.

PURPOSE OF ED 333, PRINCIPLES OF SECONDARY EDUCATION

Students completing ED 333 will demonstrate curriculum development, including decision-making, planning for all learners, instruction, and assessment skills and reflection required of effective middle level and secondary teachers. They will demonstrate critical thinking skills in internship settings, and work with individuals, small groups, and whole class. Students will also describe basic elements associated with current reform movements. The course also prepares candidates for the Kansas Performance Teaching Portfolio (KPTP) and contributes to their preparation for the Principles of Learning and Teaching (PLT) exam.

PURPOSE OF ED 334, CLASSROOM MANAGEMENT

Students completing ED 334 will demonstrate an understanding on the importance of confidentiality, student and teacher rights, dress and professional conduct. Will be able to choose appropriate classroom rules and procedures for maintaining an effective classroom environment designed to maximize learning. Will be able to develop a plan to successfully begin a new school year. Will be able manage instruction and materials in a variety of ways to keep students on task. Will demonstrate effective communication skills, prevent and manage problem behaviors; motivate learners, and demonstrate knowledge of elements of school law and ethics. The course also contributes to the preparation of candidates for the Kansas Performance Teaching Portfolio (KPTP) and to their preparation for the Principles of Learning and Teaching (PLT) exam.
PURPOSE OF PY 334, EDUCATIONAL PSYCHOLOGY

Students completing PY 334, Educational Psychology will demonstrate knowledge of the relationship between psychological principles and the educative process. Students will apply this knowledge to their classroom organization and management, planning and conduct learning activities and assessments. The course also prepares candidates for the Kansas Performance Teaching Portfolio (KPTP) and contributes to their preparation for the Principles of Learning and Teaching (PLT) exam.

The Emporia State University Catalog makes the following statement:

ESU has a commitment to a positive, quality environment that nurtures academic and personal excellence in learning and teaching. Students, faculty, staff, and administrators share a responsibility for sustaining an environment that is conducive to learning, teaching, and personal growth.

Based on the above ESU general policy statement, the secondary Phase 1 has enacted the following specific policy:

Phase I students who have children must make arrangements for their care other than bringing them to class. This action is taken to ensure that “an environment that is conducive to learning, teaching, and personal growth” is maintained for all students throughout the secondary Phase 1 experience.

ESU students who have children should contact the Non-Traditional Student Center, in the Memorial Union, to learn what kinds of programs and support services are available to assist them. The staff in that office can be reached at (620) 341-5901 and at www.emporia.edu/nontrad/.

Substitute Teaching During Internships: Prohibited

91-19-6(e): “Student teachers prohibited from serving as regular or substitute teachers. Certified student teachers shall be prohibited from serving as regular or substitute teachers in Kansas-accredited or Kansas-approved educational agencies.” (Authorized by and implementing K.S.A. 2007 Supp. 72-1392; effective, E-70-36, July 31, 1970; effective Jan. 1, 1971; amended May 1, 1979; amended July 1, 1989; amended July 18, 2008.)
POLICY ON ETHICS AND PROFESSIONALISM
Department of School Leadership and Middle/Secondary Teacher Education
The Teachers College of Emporia State University

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

- Academic dishonesty shall be interpreted to include all cases in which students attempt to claim as their own the work of others (fellow classmates, authors [published or unpublished], visual or graphic representations, computer or media applications, etc.) without giving appropriate credit to the author or originator of the idea. Cheating and plagiarism are considered serious breaches of ethics.

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

In accordance with policy stated in the University Policy Handbook, faculty members may: (1) make such disposition of the case as they deem appropriate, (2) make available to their Department Chair and Office of the Dean of Students a record of the dishonest or disruptive behavior and action taken by the faculty member, and (3) send a copy of the report to the student's advisor together with a copy of this policy on ethics and professionalism.

Further, the Chair of the Department shall cause a file to be maintained of such offenses. If a student exhibits two or more instances of such inappropriate behavior before admission to Phase I, it is possible that student will not be admitted to Phase I of the teacher preparation program (elementary or secondary). An offense during or after Phase I shall be deemed sufficient cause to warrant a hearing before the Admissions Committee. The Committee may take a variety of actions including refusing admission or postponing the admission to Phase II and/or the assignment to student teaching.

Effective: August 22, 1994
Reaffirmed by SL/MSTE: November 9, 1998

ESU Student Academic Dishonesty Policy

Academic dishonesty, a basis for disciplinary action, includes but is not limited to activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources). The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question. The faculty member may consent to refer the case to other academic personnel for further action. Divisions, schools, and colleges may have provisions for more severe penalties than are set forth above.

The division chair will be advised of any action taken by the faculty member regarding academic dishonesty. The division chair will notify the Vice President of Academic Affairs. The Vice President for Academic Affairs will act as the record keeper for student academic infractions. The Vice President for Academic Affairs will notify the student in writing that an infraction has been reported, and notify the student, the department chair, and the faculty member that initiated the proceedings, of any additional action taken. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university.

The student has the right to appeal the charge of academic dishonesty in accordance with the university's Academic Appeals policy and procedure as set forth in section 9A-04 of the Faculty Handbook.
Kansas Educator Code of Conduct

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

- Responsibilities to Student
- Responsibilities to District
- Responsibilities to Profession

For more information:
Kansas State Department of Education
Landon State Office Building
900 SW Jackson Street, Suite 106
Topeka, Kansas 66612-1212
(785) 296-2288
www.ksde.org

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, age or in its programs and activities and provides equal access to all programs and activities offered by the State Board of Education. The Kansas Board of Education has determined that in the use of its facilities, access and activities the State Board of Education will not exclude any person on the basis of race, color, national origin, sex, disability, age or in its programs and activities and provides equal access to all programs and activities offered by the State Board of Education. The Kansas Board of Education has determined that in the use of its facilities, access and activities the State Board of Education will not exclude any person on the basis of race, color, national origin, sex, disability, age or in its programs and activities and provides equal access to all programs and activities offered by the State Board of Education.
Responsibilities to Student:

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

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

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

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

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

Responsibilities to District:

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

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

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

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

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

Responsibilities to Profession:

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

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

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

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

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


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PHASE I PERFORMANCE REQUIREMENTS

Students enrolled in Phase I will do all the following in all Phase I courses.

Because of the importance of professional responsibility, not abiding by these requirements could result in reduction of grade and/or removal from the program.

- demonstrate commitment to professional and ethical standards through exemplary attendance and punctuality in all Phase I courses. [There are no excused absences; work missed during any absence must be completed to the satisfaction of the instructor. Contact instructors prior to the absence to find out what will be missed. Because of the importance of professional responsibility, the instructor may take corrective action appropriate to the circumstances, which could include reduction of the course grade and/or removal from the program. Students are expected to demonstrate professional dispositions by being on time to class. Individual instructors may include attendance and/or participation as course requirements for which points are gained or lost.]

- contact BEFOREHAND if it becomes necessary to miss any Phase I class. Call or email your instructor to report absences. [Leave a message if necessary. State when you will be absent and for what reason. If missing class is due to validated university activities, WRITTEN NOTICE FROM THE INSTRUCTOR OR SPONSOR MUST BE PROVIDED PRIOR TO THE CLASS SESSION MISSED. THIS INCLUDES ABSENCES IN THE STEP INTERNSHIP.]

- contribute to Phase I by participating in class activities and discussions in all Phase I courses in the manner specified by the instructor.

- complete various reading and written assignments in all Phase I courses by the due date, and in the manner specified by the instructor.

- use devices for coursework only.

- participate in a midterm conference with a Phase I instructor.

Secondary Phase I Faculty Concerns / Interventions Levels

At times students in Phase I encounter academic difficulties or have dispositional behaviors that will cause them to not be successful in Phase II (student teaching.) The Phase I faculty is tasked with making every effort to extinguish those behaviors (academic and dispositional) and bring about improved performance. The interventions described in the steps below are followed when a Phase I student does not meet academic or dispositional expectations of the Phase I faculty.

Level 1 / Notice of Faculty Concern / Probationary Period

1. The Phase I faculty identifies a “Needs Improvement” designation in academics, dispositions, or both.

2. The Phase I faculty meets and determines specific criteria that the student must meet to show improvement in the identified areas in which improvement is needed.

3. The Director of Secondary Education notifies the student in writing of the required areas of improvement, meets with the student to assist him/her as needed, and student signs a performance contract. If the student shows improvement, no further action by the Phase I faculty is taken.
4. The Director of Secondary Education documents the actions in the student’s record and forwards the documentation to the student’s advisor and to the Student Teaching Admissions Committee. This committee studies the records of all students before admitting them to student teaching.

5. The Director of Secondary Education reserves the right to bypass Level 1 and advance the student to Level 2 in cases where the student demonstrates egregious or otherwise exceptionally-concerning behaviors, or enters Phase I with previously-identified concerning behaviors.

**Level 2 / Notice of Unsatisfactory Progress / Due Process on Continuance in Teacher Education**

1. The Phase I faculty determines that either the student has not shown satisfactory improvement, or additional areas of needed improvement of any kind have been identified, or both.

2. The Director of Secondary Education calls a Due Process hearing at which the student meets with the Phase I faculty and his/her academic adviser or other department representative. Possible outcomes of this Due Process hearing:
   a. The student continues with Phase I with additional or continued performance stipulations.
   b. The student is dropped from all or part of Phase I, but can reapply for Phase I in a future semester.

3. The Director of Secondary Education notifies the student in writing of the outcome of the Due Process hearing and meets with the student to assist him/her as needed. If the student completes the additional or continued stipulations, no further action by the Phase I faculty is taken.

4. These actions are documented in the student’s record and forwarded to the student’s advisor for departmental dispositional assessment. The Student Teaching Admissions Committee is advised that the candidate will not be entering into Phase II.
The STEP Internship

OVERVIEW
1. A substantial portion of the ESU secondary Phase I is a field experience called the Secondary Teacher Expanded Practice internship, or STEP. STEP is integrated with university coursework to provide a well-rounded pre-student teaching experience in teacher education that goes beyond teaching a lesson in a school. The goal for the STEP is to have students come as close as possible to experiencing the real thing without actually taking over for an extended period of time. It should be considered a stepping stone to Phase II, not its equivalent.
2. Phase I candidates are called interns and the Phase I field experience is called the STEP internship. Mentor teachers are those who accept a Phase I intern.
3. Attendance: STEP attendance is required. As a professional, you must demonstrate positive work habits, and if you are not present, you will lose learning opportunities. In the case of an internship absence where the mentor teacher and instructor have been notified in advance, you may receive partial make-up credit by creating and submitting a detailed “substitute plan” over the missed internship day(s).

OUTCOMES
According to the Kansas Professional Education Standards (KPE), candidates will demonstrate the ability to successfully:
1. work with individual students (KPE Standards 1-3)
2. work with small student groups (KPE Standards 1-3)
3. work with the whole class (KPE Standards 1-3)
4. write an appropriate lesson plan (KPE Standard 7)
5. use multiple measures to monitor and assess individual students (KPE Standard 6)
6. demonstrate expected knowledge of subject (KPE Standard 4-5)
7. demonstrate expected oral communication skills (KPE Standard 8)
8. demonstrate expected written communication skills (KPE Standard 8)
9. demonstrate the ability to reflect on experiences in the classroom to improve decision making about teaching (KPE Standard 9)
10. demonstrate proper dispositions as outlined in the conceptual framework.

APPLICATION PROCESS
1. Students will apply for STEP placements at their application to Phase I appointment by completing the placement request form (next page).
2. All students will have a placement at in a regular education classroom at Emporia High and Emporia Middle Schools in their content areas.
3. Students will decide on two placements from the following options (if the options are available): Flint Hills Learning Center High (alternative school), Turning Point Academy charter school, an elementary school placement for non-Physical Education K–12 programs only), interdisciplinary placement, special education classroom, English as a Second Language classroom, Advancement Via Individual Determination (AVID), and Jobs for America’s Graduates (JAG).
4. STEP applicants will rank all options in terms of 1st, 2nd, 3rd choice. Placement decisions will be made on a first come, first served basis. Some options have limited placements.
**STEP Application**

**Section:** a.m. p.m.

**Name:** ____________________________________________

**How name should appear on name badge (Ms., Mrs., Miss, Mr.):** __________________________

### High School / Middle School Placements

<table>
<thead>
<tr>
<th>Content Area: ____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd Content Area, if any: ____________________________</td>
</tr>
</tbody>
</table>

**If music, circle specialty:**
- band (or)
- orchestra (or)
- vocal

**If art, write specialty area (drawing, ceramics, etc.):**
  ____________________________

### Specials Placement

**INDICATE PREFERENCE, rank all 8, #1 being 1st choice, etc. Put N.A. if necessary.**

- **Flint Hills Learning Center High.** ESL adult learner school completion and workplace skills enhancement—at the Flint Hills Mall. **Morning only. ESL or related field only.**

- **Turning Point Academy.** Charter school for grades 5-8 “offers a unique learning environment for self-directed learners who participate in crafting their own learning opportunities”—housed at William Allen White Elementary School. **Morning only.**

- **Elementary placement (art, music, & Spanish only)**
  specify content area ____________________________

- **interdisciplinary placement, specify three possible subject areas:**
  ____________________________
  ____________________________
  ____________________________

- **special education classroom**

- **English as a Second Language (ESL) classroom in one of these integrated classrooms (no choice):** social studies, math, English, chemistry, physical science.

- **Advancement Via Individual Determination (AVID):** program dedicated to closing the achievement gap by preparing all students for college and other post-secondary opportunities.

- **Jobs for America’s Graduates (JAG):** school-to-work transition program focusing on helping at-risk youth graduate from high school. **Blocks 2-5; 1st & 3rd trimester only.**
Phase I Secondary Teacher Expanded Practice Internship (STEP) TENTATIVE schedule.
Phase I students will attend the STEP internship as scheduled by the Phase I faculty.

<table>
<thead>
<tr>
<th>First three weeks of semester, M-F</th>
<th>All interns on campus for course sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Next three weeks, M - F</td>
<td>⅓ of the Phase I interns—group A—is in their high school placement, one period of the day.</td>
</tr>
<tr>
<td>One week M - F</td>
<td>All Interns on campus for course sessions</td>
</tr>
<tr>
<td>Next three weeks M - F</td>
<td>Group A in middle school placement</td>
</tr>
<tr>
<td>One week M - F</td>
<td>Interns on campus for course sessions</td>
</tr>
<tr>
<td>Next three weeks, M - F</td>
<td>Group A in specials placements</td>
</tr>
<tr>
<td>Remainder of semester M - F</td>
<td>Students on campus for course sessions</td>
</tr>
<tr>
<td>Days and Times</td>
<td>When on campus: VH 126, 8:00-9:50 or 1:00-2:50</td>
</tr>
<tr>
<td>---------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>Monday, August 20</td>
<td>ED 334, Classroom Mgmt and ED 333, Prin of Secondary Ed</td>
</tr>
<tr>
<td>Monday, August 27</td>
<td>ED 334, Classroom Mgmt and ED 333, Prin of Secondary Ed</td>
</tr>
<tr>
<td>Monday, September 3</td>
<td>Labor Day (no classes)</td>
</tr>
<tr>
<td>Monday, September 10</td>
<td>In schools for STEP internship</td>
</tr>
<tr>
<td>Monday, September 17</td>
<td>In schools for STEP internship</td>
</tr>
<tr>
<td>Monday, September 24</td>
<td>In schools for STEP internship</td>
</tr>
<tr>
<td>Monday, October 1</td>
<td>ED 334, Classroom Mgmt and ED 333, Prin of Secondary Ed</td>
</tr>
<tr>
<td>Monday, October 8</td>
<td>In schools for STEP internship</td>
</tr>
<tr>
<td>Monday, October 15</td>
<td>In schools for STEP internship</td>
</tr>
<tr>
<td>Monday, October 22</td>
<td>In schools for STEP internship</td>
</tr>
<tr>
<td>Monday, October 29</td>
<td>ED 334, Classroom Mgmt and ED 333, Prin of Secondary Ed</td>
</tr>
<tr>
<td>Monday, November 5</td>
<td>In schools for STEP internship</td>
</tr>
<tr>
<td>Monday, November 12</td>
<td>USD 253 Teacher Workday (no school)</td>
</tr>
<tr>
<td>Monday, November 19</td>
<td>In schools for STEP internship</td>
</tr>
<tr>
<td>Monday, November 26</td>
<td>In schools for STEP internship</td>
</tr>
<tr>
<td>Monday, December 3</td>
<td>ED 334, Classroom Mgmt and ED 333, Prin of Secondary Ed</td>
</tr>
</tbody>
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### Bell Schedules
Emporia High School, 2018-2019

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Block 1 8 – 9:18</td>
<td>Block 1 8 – 9:06</td>
<td>PLCs 7:30 – 9:00</td>
<td>Block 1 8 – 9:06</td>
<td>Block 1 8 – 9:18</td>
</tr>
<tr>
<td>Block 1 9 – 10:06</td>
<td>Block 1 9 – 10:06</td>
<td></td>
<td>Block 1 8 – 9:06</td>
<td></td>
</tr>
<tr>
<td>Block 3 and lunch 10:22 – 12:59</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Block 4 12:40 – 1:59</td>
<td>Block 4 1:04 – 2:10</td>
<td>Block 4 1:04 – 2:10</td>
<td>Block 4 1:04 – 2:10</td>
<td>Block 4 12:40 – 1:58</td>
</tr>
</tbody>
</table>

### Emporia Middle School, 2018-2019

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>7th/8th</td>
<td>Wednesday</td>
<td>9:00-10:07</td>
<td>10:10-11:17</td>
<td>11:20-1:02</td>
<td>1:05-2:12</td>
<td>2:15-3:22</td>
<td>------</td>
</tr>
</tbody>
</table>

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Directions to “Specialty” Placement Locations:

Turning Point Academy:
(within William Allen White Elementary)
902 Exchange Street
Emporia, KS 66801
Phone: (620) 341-2294
Principal: Mr. Tell Kirk
tell.kirk@usd253.net

Flint Hills Learning Center:
(within the Flint Hills Mall, near theatre)
1624 Industrial Road
Emporia, KS 66801
Phone: 620-341-2250
Director: Mrs. Stephanie Sullivan
Stephanie.Sullivan@usd253.net

Elementary School(s):
Logan Avenue Elementary School
521 S East St.
Phone: (620) 341-2264

Riverside Elementary School
327 S. West St.
Phone: (620) 341-2276

Grant F. Timmerman Elementary School
2901 Timmerman Dr.
Phone: (620) 341-2270

Village Elementary School
2302 W. 15th Ave.
Phone: (620) 341-2282

Walnut Elementary School
801 Grove Ave.
Phone: (620) 341-2288

William Allen White Elementary School
902 Exchange St.
Phone: (620) 341-2294

Other Placements (located within the middle school or high school):
Interdisciplinary, Special Education, English Language Learners, AVID, JAG, & Daily Sessions
**STEP Specifics**

1. Your STEP placement must be arranged by the university and the cooperating school.

2. You must attend and be participating in regularly-scheduled ED 333, ED 334, and PY 334 class sessions on campus to also attend the STEP internship.

3. Your mentor teacher is expecting you and your assistance. Attend the STEP placement according to the schedule below. Attendance and punctuality will be closely monitored.

   What you can expect to do while in the regular education classrooms (3 week rotations):

   a. Week 1, Monday – Friday:
      - Introduction to class
      - Working with individual students / student groups

   Week 2, Monday – Friday:
      - Working with individual students / student groups
      - Doing BCAs and other like tasks

   Week 3, Monday – Friday
      - Working with individual students / student groups
      - Doing BCAs and other like tasks
      - Doing whole class teaching &/or co-teaching

   b. While in the classrooms, focus on student learning and teaching strategies.

   c. Make yourself useful to the teacher in as many ways as possible. Check with the teacher. Here are some ideas:
      - Take attendance
      - Assist absentees to catch up with material they missed
      - Assist students with seat work/lab work
      - Answer questions asked by students
      - Circulate in the room during individual or small group work
      - Assist the mentor teacher with distribution and collection of materials
      - Grade tests/papers for the class to which you are assigned
      - Lead beginning class/warm-up/starter activities
      - Give demonstrations or mini-lessons for the mentor teacher
      - Help students review for tests and proctor exams
      - Modify materials to serve students with special needs
      - Prepare materials for class with mentor teacher
      - Take students to media center/library and supervise their research
      - Deliver whole-class instruction

4. Learn student names as soon as possible.
5. Conduct yourself as a professional at all times. In addition to your appearance and interactions, this includes turning off cell phones and all other electronic devices and removing headphones/earphones prior to entering the building.

6. Talk with teacher about how else you can be of assistance. Show initiative in wanting to help but do not be overbearing about inquiring about what to do. If your teacher asks you to do something, then do it.

7. Ask questions when you are not sure what to do.

8. Confer with your Phase I instructor on a regular basis, or as needed.

9. Do not complete work for other classes while participating in the classroom.

10. Submit all required written work for the internship to your Phase I instructor on or before the announced due date.

11. Your mentor teacher will complete an evaluation of your lesson, a final evaluation of you at the end of your placement with that teacher, and potentially a dispositions assessment.
### USD 253 Literacy First Instructional Model
(Lesson Plan has been modified to meet Phase I requirements)

<table>
<thead>
<tr>
<th>Intern’s Name:</th>
<th>Lesson Date &amp; Time:</th>
<th>Course &amp; Lesson Topic:</th>
<th>Grade Level(s):</th>
<th>Mentor Teacher Name &amp; Room #:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Content Standards with Indicators:**

**Essential Question:**

**Lesson Objectives (SWBAT...):**

**Content Vocabulary:**

**Materials Needed (including digital links):**

<table>
<thead>
<tr>
<th>Lesson Part</th>
<th>Estimated Time (per task)</th>
<th>Strategies/Activities in Outline Format (Consider both teacher and student tasks)</th>
<th>WICOR+</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activate Prior Knowledge (APK): Beginning, 20%</strong></td>
<td>1. 2. 3.</td>
<td>[ ] Writing [ ] Inquiry [ ] Collab. [ ] Organ. [ ] Reading [ ] Tech</td>
<td></td>
</tr>
<tr>
<td><strong>Teacher Input (TIP): Middle, 20%</strong></td>
<td>1. 2. 3.</td>
<td>[ ] Writing [ ] Inquiry [ ] Collab. [ ] Organ. [ ] Reading [ ] Tech</td>
<td></td>
</tr>
<tr>
<td><strong>Student Active Participation (SAP): Middle, 45%</strong></td>
<td>1. 2. 3.</td>
<td>[ ] Writing [ ] Inquiry [ ] Collab. [ ] Organ. [ ] Reading [ ] Tech</td>
<td></td>
</tr>
<tr>
<td><strong>Identify Student Success (ISS): End, 15%</strong></td>
<td>1. 2. 3.</td>
<td>[ ] Writing [ ] Inquiry [ ] Collab. [ ] Organ. [ ] Reading [ ] Tech</td>
<td></td>
</tr>
<tr>
<td><strong>Adaptations, Extensions, Modifications, &amp; Accommodations:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Teacher &amp; Student Technology Use:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
All students seeking admission into Phase I are required to complete the following background check with Validity Screening Solutions, in addition to the current disclosure statement. Please note: you may be required to complete an additional background check prior to Phase II.

**In order for you to be placed in a school, you must complete a background check with Validity Screening Solutions.**

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

* **Your results will not be released to your institution until you successfully submit your request and payment to Validity.**

Results will be forwarded to Emporia State University. Instructions on how to access your completed report via your profile page will also be sent via email once your profile has been submitted.

If you have any questions please feel free to contact **Shannon Hall** at (620) 341–5447 or **shall6@emporia.edu**. You may also contact Validity Screening Solutions with technical questions at 913.322.5995, toll-free at 866.920.5995 or via email at **students@validityscreening.com**.
## Teacher Candidate Dispositions Assessment Form for Candidate Self-Assessment (Copy)

*Students will complete this form electronically through Google Forms; this copy is just for reference.*

### EMPORIA STATE UNIVERSITY

**Teacher Candidate Dispositions Assessment Form for Candidate Self-Assessment**

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

<table>
<thead>
<tr>
<th>Candidate Name:</th>
<th>ESU ID:</th>
<th>Semester/Year:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

### Explanation of Ratings:

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

### Criteria

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

Information for USD 253 Mentor Teachers

Overview: The goal for the Phase I Internship is to have ESU students participate in one or two block periods M-F for three, 3-week rotations, under the supervision of mentor teachers, in order to experience an expanded range of instructional opportunities/settings. Therefore, interns should not merely observe (although that may be an initial experience as they learn the operations of the classroom). Their experience should come as close as possible to experiencing the “real thing”—including several instances of teaching—without actually taking over for multiple consecutive days or weeks, like student teaching (Phase II).

1. The morning interns will be in your classroom for Block 1 or 2 while the afternoon interns will be in your classroom for Block 4 or 5 on Mondays-Fridays for three week rotations, unless other arrangements are made. *Spring Phase 1 only has a morning section.

2. Emporia State University sends payment to USD 253 to be included in your USD 253 paycheck at the end of the semester. Payment for serving as a mentor teacher each semester is as follows:
   a) $52.50/intern for each 3 week regular classroom rotation
   b) $10/intern for 1 week specialty placements—AVID, JAG, ESL, SPED, TPA, FHLC, etc.
   c) $50/presentation for 1 day session (counselors, principals, instructional coaches, librarians, etc.)
   d) $15/intern for HS/MS placement coordinators
   e) $5/intern for specialty placement coordinators

3. Accepting payment at the conclusion of the semester means that Mentor Teachers will do all the following:
   a) Preview Phase I handbook and evaluations before serving as a Phase I mentor.
   b) Model effective teaching for interns.
   c) Explain reasons for planning, teaching, and management decision to interns.
   d) Make the intern think critically about teaching.
   e) Turn the intern into a classroom assistant to the point they do some teaching. Increase their responsibility gradually so they work with individuals, small groups, and the whole class for growing periods of time (eventually teaching a whole-class lessons for the duration of the period); see next page.
   f) Provide both verbal (informal) and written (lesson evaluation form) feedback to the intern on the quality of his/her work and offer constructive suggestions for improvement.
   g) Submit an electronic final evaluation of the intern at the end of their rotation in your classroom.
   h) Complete a dispositional assessment regarding the intern at the end of their time in your classroom.

Please sign below, acknowledging that you have read and agree to the duties of a Phase I mentor teacher.

Return a copy of (keep the original for yourself) this signed page by September 10th (fall) or February 4th (spring) to Amanda Lickteig in the department of School Leadership/Middle & Secondary Teacher Education at alicktei@emporia.edu or 620-341-5768 (fax) or Campus Box 4037, Visser Hall 204, Emporia, KS 66801.

Printed Name: __________________________________________________ Building: _________________
Signature: _______________________ Date: _____________________

4. Contact your building coordinators, Kathleen Gilliland (high school) or Kristin Oberle (middle school), with any concerns. ESU staff to contact with questions or concerns are Dr. Amanda Lickteig at 341-5096 (alicktei@emporia.edu); or Dr. Paul Bland at 341-5078, (pbland@emporia.edu).
**Tentative Mentor Teacher Calendar**
*(to assist with guided release of responsibility)—16 week ESU schedule*

*The number of weeks students will spend on campus at the semester’s beginning are subject to change due to calendar changes.*

**This calendar provides guidance to middle school and high school content teachers who have interns for the 3 week rotations—not mentor teachers who are part of the 1 week specialty rotations.**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>no Phase I intern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>no Phase I intern</td>
</tr>
<tr>
<td>Week 3</td>
<td>no Phase I intern</td>
</tr>
</tbody>
</table>
| Week 4, Monday – Friday: 1<sup>st</sup> Phase I intern *(if placed)* | Introduce intern to class  
Assign intern to work with individual students / student groups |
| Week 5, Monday – Friday: 1<sup>st</sup> intern | Assign intern to work with individual students / student groups  
Assign intern to do BCAs, and other like tasks |
| Week 6, Monday – Friday: 1<sup>st</sup> intern | Assign intern to work with individual students / student groups  
Assign intern to do BCAs, and other like tasks  
Assign intern to do whole class teaching or co-teaching  
Complete final evaluation of intern |
| Week 7 | no Phase I intern |
| Week 8, Monday – Friday: 2<sup>nd</sup> Phase I intern *(if placed)* | Same as week 4 |
| Week 9, Monday – Friday: 2<sup>nd</sup> intern | Same as week 5 |
| Week 10, Monday – Friday: 2<sup>nd</sup> intern | Same as week 6 |
| Week 11 | no intern |
| Week 12, Monday – Friday: 3<sup>rd</sup> Phase I intern *(if placed)* | Same as week 4 |
| Week 13, Monday – Friday: 3<sup>rd</sup> intern | Same as week 5 |
| Week 14, Monday – Friday: 3<sup>rd</sup> intern | Same as week 6 |
| Week 15 | no Phase I intern |
| Week 16 | no Phase I intern |
### Phase I Lesson Evaluation Form

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

**Construct 1: Learner & Learning**

Minimum: 4 points

**Construct 2: Content Knowledge**

Minimum: 3 points

<table>
<thead>
<tr>
<th>Candidate/Intern:</th>
<th>Grade Level:</th>
<th>Date:</th>
</tr>
</thead>
</table>

**Directions:** Please select a rating and provide feedback & suggestions in the box provided.

*Rating: Ineffective (I), Developing (D), Effective (E), & Highly Effective (H) - (see descriptors below)

When marking an indicator, the cooperating/mentor teacher(s) and supervisor(s) should mark one of the following:

- **Highly Effective** (Exemplary) (2 points) – The candidate/intern accomplishes the indicator at the level beyond that of an experienced first year teacher. The highly effective level signifies the candidate/intern is above the target level expected for a candidate (Effective) and convincingly demonstrates exceptional skill for the indicator with the ability to adapt and create new strategies/techniques. Examples/evidence as to how the candidate/intern has achieved the Highly Effective level should be specified in the “Feedback & Suggestions” section associated with the indicator.

- **Effective** (Target) (2 points) – The candidate/intern accomplishes the indicator at a level reflecting classroom readiness with few minor deficiencies. At this level, the candidate/intern is often (but not always) able to recognize independently when teaching and learning are not going well and able to adapt. The effective level is the expected level of candidate/intern performance by the end of the student teaching/internship semester. Classroom readiness is defined as demonstrating proficiency to assume the professional role of a beginning, first-year teacher.

- **Developing** (1 point) – The candidate/intern struggles to accomplish the indicator and/or is inconsistent with several minor deficiencies. The candidate/intern may be able to recognize when teaching and learning are not going well but is unable to adapt on her/his own. For this indicator, the candidate/intern does not demonstrate classroom readiness. Suggestions for growth of this indicator should be included in the “Feedback & Suggestions” section associated with the indicator.

- **Ineffective** (0 points) – The candidate/intern demonstrates a lack of knowledge and/or ineffective implementation of indicator. He/she performs well below the expected level of performance (Effective) with significant deficiencies. Remediation may be necessary for the candidate/intern for this area. Examples of how the candidate/intern needs to improve with specific suggestions for improvement should be included in the “Feedback & Suggestions” section associated with the indicator.

**Maximum Points Possible:** 20 points

**Minimum Level of Proficiency:** 14 points (Expectation is that students meet minimum point value for each construct—averaging developing or higher for each indicator; see columns below.)
<table>
<thead>
<tr>
<th>Construct 3: Instructional Practice</th>
<th>Minimum: 4 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 The intern uses methods and techniques that are effective in meeting student needs. Planning rigorous activities, using objectives that align with standards, &amp; meeting needs of students.</td>
<td></td>
</tr>
<tr>
<td>3.2 The intern uses varied assessments to measure learner progress. Providing opportunities for students to demonstrate learning, using assessment data to inform instruction, &amp; providing feedback that encourages students to take responsibility for the learning.</td>
<td></td>
</tr>
<tr>
<td>3.3 The intern delivers effective instruction for students. Using a variety of strategies to engage and challenge students, incorporating strategies to differentiate and scaffold instruction, &amp; engaging students in higher order thinking skills.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Construct 4: Professional Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 The intern engages in reflection and continuous growth. Engaging in ongoing and purposeful PD, reflecting on practice and seeking PD, &amp; analyzing and reflecting on student data to guide instruction.</td>
</tr>
<tr>
<td>4.2 The intern participates in collaboration and leadership opportunities. Collaborating with multiple stakeholders, communicating in a variety of ways, &amp; demonstrating leadership skills.</td>
</tr>
</tbody>
</table>

Overall Effectiveness of Lesson: I D E H

General Comments:

Evaluator’s Signature:  
Position:

Strengths:  
Goals for Growth:

Candidate/Intern’s Signature:
In addition to the lesson evaluation and the dispositions assessment, mentor teachers will complete a final evaluation of the ESU students regarding their performance in the 3-week internship rotations (a copy of the final evaluation can be viewed on the following pages). Phase I faculty will send this evaluation directly to the mentor teachers &/or placement coordinators.

Phase I students will receive a copy of the evaluations the mentor teachers complete. These evaluations are included as screenshots on following pages, but will be distributed electronically via a link.

---

### Phase 1 Final Evaluation

In addition to the lesson evaluation and the dispositions assessment, mentor teachers will complete the following final evaluation of the ESU student regarding his/her summative performance in the 3-week STEP internship rotation. Please forward the completed evaluation receipt to the intern; this evaluation serves as a grade in ED 333. *Check your spam folder if the email doesn’t arrive within 3 minutes.

**Teacher Candidate’s Name**

First Name

Last Name

**Mentor Teacher’s Name**

First Name

Last Name

**Mentor Teacher’s Email**

School

**Grade Level(s)**

Content Area

---

**Individual Students**

Please select the most appropriate option for each of the activities/tasks listed below:

- The teacher candidate took initiative to assist students during independent work time &/or unobtrusively during the mentor teacher’s main instruction. *
  - The intern did not do this (0 pts)
  - The intern did this occasionally/has room for growth (1 pt)
  - The intern did this often/well (2 pts)
  - I preferred that the intern not do this (2 pts)

- The teacher candidate recognized when individual students were struggling with instructions, content, or assignment completion and provided individualized assistance. *
  - The intern did not do this (0 pts)
  - The intern did this occasionally/has room for growth (1 pt)
  - The intern did this often/well (2 pts)
  - I preferred that the intern not do this (2 pts)

---

**Small Student Groups**

Please select the most appropriate option for each of the activities/tasks listed below:

- The teacher candidate provided specific feedback to groups based on their group's progress. *
  - The intern did not do this (0 pts)
  - The intern did this occasionally/has room for growth (1 pt)
  - The intern did this often/well (2 pts)
  - I preferred that the intern not do this (2 pts)

- The teacher candidate re-directed small groups as needed. *
  - The intern did not do this (0 pts)
  - The intern did this occasionally/has room for growth (1 pt)
  - The intern did this often/well (2 pts)
  - I preferred that the intern not do this (2 pts)
Whole Class
Please select the most appropriate option for each of the activities/tasks listed below.

The teacher candidate meaningfully engaged students during whole class instruction/interaction. *

- The intern did not do this (0 pts)
- The intern did this occasionally/has room for growth (1 pt)
- The intern did this often/well (2 pts)
- The intern did this frequently/very well (2 pts)

The teacher candidate utilized proximity (walking between desks to monitor progress, discretely standing next to a student causing a disruption, etc.) and demonstrated withitness (aware of what was going on in all parts of the classroom at all times). *

- The intern did not do this (0 pts)
- The intern did this occasionally/has room for growth (1 pt)
- The intern did this often/well (2 pts)
- The intern did this frequently/very well (2 pts)

The teacher candidate provided clear and concise instructions regarding task/assignment expectations. *

- The intern did not do this (0 pts)
- The intern did this occasionally/has room for growth (1 pt)
- The intern did this often/well (2 pts)
- The intern did this frequently/very well (2 pts)

Lesson Planning & Preparation
Please select "yes" or "no" based on the following expectations.

The lesson plan arrived at least 48 hours in advance of the scheduled lesson. *

- No (0 pts)
- Yes (.5 pt)

The lesson plan utilized the Literacy First model. *

- No (0 pts)
- Yes (.5 pt)

The lesson plan was complete (included standards, objective(s), essential question, pacing, etc.). *

- No (0 pts)
- Yes (.5 pt)

The lesson plan was detailed (more than bullet points, but less than scripting). *

- No (0 pts)
- Yes (.5 pt)

The lesson plan included multiple methods to engage students. *

- No (0 pts)
- Yes (.5 pt)

The lesson plan reflected any lesson feedback given to the intern. *

- No (0 pts)
- Yes (.5 pt)

The teacher candidate developed, shared, revised, and copied/set up any supplementary lesson materials (handouts, presentation slides, software, equipment, supplies, etc.) in advance of the lesson and the materials were appropriate and relevant to the lesson(s). *

- The intern did not do this (0 pts)
- The intern did this occasionally/has room for growth (1 pt)
- The intern did this often/well (2 pts)
- The intern did this frequently/very well (2 pts)
- I preferred that the intern not do this (2 pts)

Content Knowledge
Please select the most appropriate response.

The teacher candidate had a firm grasp on the content. *

- Unsatisfactory (0 pts)
- Developing (1 pt)
- Target (2 pts)
- Exceptional (2 pts)
Clerical Tasks
Please select the most appropriate response.

The teacher candidate sought out clerical tasks to complete (attendance, collecting papers, grading assignments, entering grades, etc.).
- The intern did not do this (0 pts)
- The intern did this occasionally/has room for growth (1 pt)
- The intern did this often/well (2 pts)
- The intern did this frequently/very well (2 pts)
- I preferred that the intern not do this (2 pts)

The teacher candidate completed clerical tasks well and without repeated instructions.
- The intern did not do this (0 pts)
- The intern did this occasionally/has room for growth (1 pt)
- The intern did this often/well (2 pts)
- The intern did this frequently/very well (2 pts)
- I preferred that the intern not do this (2 pts)

General
Please select the most appropriate response.

The teacher candidate's attendance the past three weeks was:
- Unsatisfactory: 4+ absences, with/without notice (0 pts)
- Developing (1 pt): <4 absences, with notice
- Target (2 pts): <2 absences, with advanced notice
- Exceptional (2 pts): No absences

Overall, I would consider the teacher candidate's performance the past three weeks as:
- Unsatisfactory (0 pts)
- Developing (1 pt)
- Target (3 pts)
- Exceptional (3 pts)

Submit
Teacher Candidate Disposition Assessment Form for Mentor Teachers (Copy)

*Mentor Teachers will complete this form electronically through Google Forms; this copy is just for reference

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**Teacher Candidate Disposition Assessment Form**

**for Faculty, Mentor/Cooperating Teachers & Supervisors**

**Candidate Name:**

**ESU ID:**

**Candidate Level (check):** Elementary [ ] Secondary/PK-12 [ ]

**Content Area (Secondary/PK-12 only):**

**Semester/Year:**

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

**Rater Position (check):** University Faculty/Advisor [ ]

Mentor/Cooperating Teacher [ ]

University/PDS Supervisor [ ]

Academic Supervisor [ ]

(use if Pre-Student Teaching)

**Time of Completion (check):** Pre-Professional [ ] Admission to Phase I/Block 1 [ ]

(Teacher Education Program) [ Block 2 [ ] Admission to Phase II/Block 3 [ ]

(Student Teaching) [ ]

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

**Explanation of Ratings:**

- **Exceptional:** The candidate’s performance is exceptional (always exceeds expectations) on the disposition, and the candidate demonstrates exemplary understanding and/or attributes of the disposition at a level expected of a beginning level, first-year teacher.

- **Target:** The candidate’s performance meets the expectations (sometimes exceeds expectations) on a disposition, and the candidate demonstrates a good understanding and/or attributes of the disposition.

- **Developing:** The candidate’s performance is below expectations but shows progress (occasionally meeting expectations) on a disposition, and the candidate is beginning to develop an understanding and/or attributes of the disposition.

- **Unsatisfactory:** The candidate’s performance lacks adequate development on a disposition, and the candidate does not demonstrate an understanding and/or attributes for the disposition.

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<table>
<thead>
<tr>
<th><strong>Criteria</strong></th>
<th><strong>Tag</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Teacher Education Candidate: CEP 1.1, 2.3, 3.3, 3.4</strong></td>
<td></td>
</tr>
<tr>
<td>1. <em>assumes responsibility (comes prepared to class/to teach, takes responsibility for actions, follows directions)</em></td>
<td>InTASC 7, 9, 10 CF: Applies</td>
</tr>
<tr>
<td>2. <em>demonstrates ethical behavior; maintains confidentiality and integrity</em></td>
<td>KS Code of Conduct for Educators InTASC 9 CF: Service, CEP 3.6</td>
</tr>
<tr>
<td>3. <em>appropriate, respectful, truthful, trustworthy, and grammatically-correct in communications and interactions with others including use of social media and other technologies (includes verbal/non-verbal, speaking &amp; listening)</em></td>
<td>InTASC 3 CF: Service</td>
</tr>
<tr>
<td>4. is punctual and reliable (meets deadlines regarding coursework, lesson plans, paperwork, email correspondence, etc. and has consistent, on-time attendance)</td>
<td>InTASC 9 CF: Service</td>
</tr>
<tr>
<td>5. maintains a professional appearance and grooming</td>
<td>InTASC 9 CF: Service</td>
</tr>
<tr>
<td>6. values collaboration with others while working toward a shared goal; actively participates in small and large group settings</td>
<td>InTASC 1.3, 7.8 CF: Belongs</td>
</tr>
<tr>
<td>7. demonstrates appreciation for individual differences and points of view and belief that all students can learn</td>
<td>InTASC 1.2, 4, 5, 7.6 CF: Service/Responds</td>
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<tr>
<td>8. accepts constructive feedback and demonstrates a deliberate effort toward improvement (initiative), including using reflective practice for self-improvement</td>
<td>InTASC 5.10 CF: Engages/Reflects</td>
</tr>
<tr>
<td>9. actively seeks out opportunities to grow professionally; demonstrating curiosity and willingness to learn</td>
<td>InTASC 4.8, 9.10 CF: Engages/Belongs</td>
</tr>
<tr>
<td>10. demonstrates a positive outlook and perseverance (sees setbacks as an opportunity to learn)</td>
<td>InTASC 5.10 CF: Responds</td>
</tr>
</tbody>
</table>

If additional information is needed regarding your ratings or comments for this candidate, may we contact you? (If yes, please provide phone number and email.)

**Phone Number:**

**E-mail:**

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

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TEACH App/Website

**Description:** TEACH (Teacher Evaluation & Communication Hub) is an online resource for Emporia State University Phase I teacher candidates and USD 253 mentor teachers. This app contains forms necessary for successful completion of ED 333, including the Phase I internship experience and micro teach evaluations as well as resources for students and mentor teachers regarding the STEP rotations.

[Image of the TEACH app]

**Download:** The TEACH app is available as a web-based version, as well as for download in mobile marketplaces.

- **Mobile Download:** Go to [http://monk.ee/teach/esu](http://monk.ee/teach/esu) (or scan the QR code above) and click on the button compatible with your device’s operating system.
- **Web Version:** [http://h.theapp.mobi/teach_esu](http://h.theapp.mobi/teach_esu)

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APPENDIX

CONCEPTUAL FRAMEWORK OF THE TEACHERS COLLEGE
EMPORIA STATE UNIVERSITY
Adopted November 4, 2009

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

Knowledge

Candidates exhibit knowledge of:
1. characteristics of diverse learners.
2. legal issues and ethical standards that apply to sound educational practices.
3. educational strategies that support the learning for students from diverse cultural and linguistic backgrounds.
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.
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.
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.
13. theories of human physical, cognitive, social, and emotional development.
15. a variety of assessment strategies to diagnose and respond to individual learning needs.
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.

Skills

Candidates demonstrate ability to:
1. integrate and use concepts from their general, content, and professional studies in their educational environment.
2. demonstrate professional performance that incorporates theory, research, and practice in order to help all students learn.
3. implement non-biased techniques for meeting needs of diverse learners.
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.
7. utilize creative planning and curriculum integration to promote learning of all students.

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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.
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.
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.
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.

Dispositions

Candidates exhibit dispositions that exemplify:
1. professionalism and ethical standards.
2. respect for cultural and individual differences by providing equitable learning opportunities for all students.
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.
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.
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.
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.
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.

Conceptual Framework Model

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

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

THE PROFESSIONAL

SERVES
Provides service to society

APPLIES
Applies interdisciplinary scholarly knowledge

ENGAGES
Engages in effective practice

RESPONDS
Responds to uncertainty and change

REFLECTS
Relies on self-reflection

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

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

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate, relevant, and rigorous learning experiences.

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

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

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

Standard 2: Learning Differences. The teacher uses understanding of differences in individuals, languages, cultures, and communities to ensure inclusive learning environments that enable each learner to meet rigorous standards.

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

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

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

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

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

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

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates content-specific learning and literacy experiences that make the discipline accessible and relevant to assure mastery of the content.

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

  Function 2: The teacher creates learning experiences that make the discipline accessible and relevant for learners to assure mastery of the content and provides opportunities for literacy experiences across content areas.
Standard 5: Application of Content. The teacher understands how to engage learners through interdisciplinary lessons that utilize concept based teaching and authentic learning experiences to engage students in effective communication and collaboration, and in critical and creative thinking.

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

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

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

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

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

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

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

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, technology, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

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

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

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

Standard 8: Instructional Strategies. The teacher understands and uses a variety of appropriate instructional strategies and resources to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in relevant ways.

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

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

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Function 1: The teacher engages in ongoing professional learning.

Function 2: The teacher uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, support staff, and community members to ensure learner growth, and to advance the profession.

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

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

Phase II Admissions Timeline—Secondary Education

1. At the Phase I semester’s beginning, the Director of Secondary Education does the following:
   a. obtains from each candidate in Phase I an Intent to Student Teach form, which indicates his/her anticipated Phase II semester.
   b. informs the candidates in Phase I of all policies, requirements, and procedures relevant to admission to Phase II.
   c. provides evaluation forms to the candidates. Each must obtain 5 recommendations. The Director of Secondary Education details procedures the candidates will follow for obtaining the recommendations.

2. As soon as the Intents to Student Teach are collected, the Director of Secondary Education sends a form to each academic department. The form lists each candidate who is applying for Phase II for the following semester. Each academic department has its own timeline and procedures for approving Phase II candidates, and communicating approval status to each candidate. The department documents each candidate’s status and returns it to the Director of Secondary Education.

3. The Director of Secondary Education assembles the data on each candidate and schedules the meeting of the Phase II Admissions Committee.

4. The Admissions Committee meets at semester’s end and makes a recommendation on each candidate.
Requirements and Information for Admission to Phase II

Decision Point 2: Candidates are admitted to Phase II (Student Teaching) their senior year when they meet all the criteria listed below:

1. Complete all the education courses that are required before the student teaching semester (listed), earning a final grade of at least a “C” in each:
   - ED/EL 220, Introduction to Teaching
   - SD 550, Survey of Exceptionality
   - EL 416 Integrating Literacy Strategies Across Sec. Content
   - ED 333, Principles of Secondary Education
   - PY 334, Educational Psychology
   - ED 334, Classroom Management
   - ED 340, Using Assessment and Data in the Secondary Classroom (if catalog year Fall 2017 or later)
     - MA 225, Math as a Decision-Making Tool (if catalog year prior to Fall 2017)
   - IT 360, Instructional Technology for Secondary Educators (if catalog year Fall 2017 or later)
     - IT 360, IT 325, IT 370, or approved departmental substitution (if catalog year prior to Fall 2017)

2. Submit completed and signed Disclosure Statement and Procedures for Early Termination statement to Office of Field Placement and Licensure (OFPL, VH 208) by the announced date.

3. Complete the student teaching application (due to OFPL by announced date)

4. Choose 5 designated instructors from which to obtain evaluations. Complete the “Selection of Evaluators” form and return it to Dr. Bland by the announced due date. Then, complete the candidate portion of the evaluation and deliver it to the instructors who will do the evaluation. They will forward the completed evaluation to Dr. Bland by Nov. 20 for Spring Phase II and April 20 for Fall Phase II.

5. Obtain departmental approval (including, but not limited to, meeting dispositional assessment and GPA requirements) prior to the Secondary Education Phase II Admissions Committee meeting (meets at end of each semester).

6. Maintain an overall GPA of at least 2.50

7. Obtain health clearance. (You will take a copy to your school when you go to student teach.)

8. Be approved by the Admissions Committee. The Admissions Committee consists of the Director of Secondary Education and representatives from academic departments. The decisions of the Admissions Committee are sent under the auspices of the Dean of the Teachers College to the Office of Field Placement and Licensure (OFPL, VH 208) for finalization of student teaching arrangements.

9. Candidates are also considered for approval according to these criteria:
   a. academic competence
   b. performance during Phase I, including the internship
   c. performance during any other field experience
   d. work in the department
   e. faculty evaluations
   f. oral and written communication skills
   g. assessments of dispositions

11. The Admissions Committee has the responsibility for recommending one or more of the following categories for each candidate being considered for admission to Phase II:
a. unconditional approval
b. conditional approval based on the completion of coursework in progress and/or other conditions, such as completion of Phase I appeal requirements, or any other stipulations.
c. interview with the committee prior to approval
d. no approval (In this case the committee will cite specific conditions under which approval could be granted. Candidates who are denied admission will have the right to appeal using specified procedures. Lack of departmental approval is not appeal-able through the Teachers College. Candidates must appeal through their department for this.)

12. Due Process: Phase II Admissions Committee procedures
a. The Phase II Admissions Committee meets in November/April to review the candidates who have been conditionally approved or approved by the departments and decides whether to approve, conditionally approve, or not approve each candidate. In some cases, the Admissions Committee may have a special meeting with its own timeline and the Phase II Admissions Committee may interview a candidate prior to making a decision, if committee members need more information.

b. The Director of Secondary Admissions communicates in writing the decision of the committee to the candidates within 5 days of the meeting.

c1. The status of any candidate who is conditionally approved by the department but does not complete remaining requirements will be changed to “Not Approved” by the department. The candidate can appeal the department’s decision through departmental channels.

c2. The status of any candidate who is conditionally approved by the Phase II Admissions Committee will change to “Not Approved” if the department changes its status to “Not Approved,” and / or if they do not meet one or more other admission requirements.

d. Candidates who are approved by the department but not approved by the Admissions Committee can appeal that decision to the Secondary Appeals Committee. The process for doing this is 1) the candidate meets with the Director of Secondary Admissions, 2) the candidate obtains and completes the appeal form and writes a letter to the Appeals Committee stating the plan to correct the admission requirement deficiency/deficiencies and/or the Phase II Admissions committee’s concern(s), and 3) the candidate returns the form and letter to the Director by noon on the Wednesday of the week before classes begin. The Appeals Committee meets and the appealee is notified of the committee’s decision by that week’s end. In some cases, the Appeals Committee may have a special meeting with its own timeline.

e. Candidates whose appeal is denied may appeal the decision to the Dean of the Teachers College. This appeal must happen before classes begin. The process for doing this is 1) the candidate contacts the Dean’s office and makes an appointment to see the Dean; and 2) at the appointment the candidate states his/her case verbally to the Dean. The Dean will communicate the decision to the appealee within 24 hours.

f. Candidates whose appeal is denied may not reapply for admission to Phase II for the current semester and any further appeal will be considered for admission to Phase II for the following semester.

Candidates will be informed by their advisers of any additional requirements or prerequisites unique to their teaching field(s). Exceptions to any of the requirements and criteria for approval cannot be permitted without written consent of the student’s adviser(s) and the Dean of The Teachers College.
Requirements and Information for Completion of Phase II

Decision Point 3: Candidates complete Phase II when they meet the criteria listed below:

1. Earn a grade of “C” or better in LE 487, Student Teaching (or appropriate course numbers)

2. Satisfactorily complete ED 431, Performance Assessment of Student Teachers which includes completing the Kansas Performance Teaching Portfolio assessment.

3. Satisfactorily complete all other Student Teaching requirements

Requirements and Information for Completion of Degree/Program

Decision Point 4: Candidates will complete their degree/program and qualify for initial teacher licensure when they meet all the criteria listed below:

1. Complete all required coursework & requirements

2. Meet the minimum score on the Principles of Learning and Teaching exam, a program and licensure requirement.

3. Meet the minimum score(s) the content area exam(s), a program and licensure requirement.