PDS Policy Manual
and
Procedures Book

Spring 2017
Welcome to the Professional Development School!

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

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

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

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

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

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

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

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

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

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

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

Augusta, USD 402
- Garfield Elementary
- Robinson Elementary

Chase County, USD 284
- Chase County Elementary

Circle, USD 375
- Circle Greenwich Elementary
- Oil Hill Elementary
- Towanda Elementary

El Dorado, USD 490
- Grandview Elementary
- Jefferson Elementary
- Lincoln Elementary
- Skelly Elementary

Emporia, USD 253
- Logan Avenue Elementary
- Riverside Elementary
- Timmerman Elementary
- Turning Point Academy
- Village Elementary
- Walnut Elementary
- William Allen White Elementary

Gardner, USD 231
- Grand Star Elementary
- Wheatridge Middle School

Kansas City, USD 500
- Eugene Ware Elementary
- Mark Twain Elementary
- Stony Point South Elementary

Lebo-Waverly, USD 243
- Lebo Elementary

Maize, USD 266
- Maize South Elementary
- Vermillion Elementary

North Lyon County, USD 251
- Americus Elementary
- Reading Elementary

Olathe, USD 233
- Central Elementary
- Countryside Elementary
- Fairview Elementary
- Havencroft Elementary
- Indian Creek Elementary
- Northview Elementary
- Ridgeview Elementary
- Rolling Ridge Elementary
- Washington Elementary
- Westview Elementary
- Woodland Elementary

Osage City, USD 420
- Osage City Elementary

Shawnee Mission, USD 512
- Roesland Elementary
- Santa Fe Trail Elementary

Southern Lyon County, USD 252
- Neosho Rapids Elementary
- Olpe Elementary

Topeka, USD 501
- Meadows Elementary
- Ross Elementary

Wichita, USD 259
- Christa McAuliffe Academy
- Ortiz Elementary
- Seltzer Elementary

What Makes a Good Professional Development School Site
- inclusive, productive, positive learning environment for students
- availability of qualified, effective, enthusiastic mentor teachers,
- capacity for 3-5 interns per building
- stable, enthusiastic leadership
- diverse students
- willingness to actively involve interns in the classroom
- school-wide willingness to have interns present, not just administrator and mentor teachers
- opportunities for school and university collaboration
Mentor Teacher Qualifications
- Regular elementary classroom teacher, grades K-5
- At least 3 years of experience, at least one year in current grade level
- Recommended by building principal as excellent teacher, willing to nurture and coach, evidence of being a lifelong learner (e.g., master's degree, evidence of professional development activities above and beyond that provided by the district)

Benefits for Professional Development School Participants

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

For Future Teachers
- Connect theory to practice
- Exposed to various teaching/learning styles and good role models
- Hands-on experiences
- Real world feedback
- More skill and confidence
- Become a part of “school and district culture”, see entire year
- Extensive hands-on, in-depth experiences in effective Title I and ELL schools

For Children
- Exposed to a variety of teaching styles and methods
- Opportunity for more small group and/or individualized instruction
- Early reading intervention, guided reading groups
- Another caring adult

For Mentor Teachers and Principal
- Extra help in the school and classroom, co-teaching
- University support
- Embedded professional development
- Opportunities for collaboration
- Chance to mentor a future colleague
- Leads to more reflective teaching practices
- Brainstorming, idea sharing, collaboration
- New energy and ideas
- Stipend

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

Block 3 (Student Teaching) Overview

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

Challenges of becoming a Professional Development School

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

Why mentors participate

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

PLEASE RETURN TO YOUR BUILDING PRINCIPAL BY __________

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

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

Name ___________________________________________ ______________________________________

Building ___________________ District Email: ____________________________

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

Years you have been teaching __________

Years you have been teaching in current school __________

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

Summer Address ____________________________________________________________

Mailing Address City State Zip

Home email__________________________ Home Phone ________________________

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

_____ Both Fall 2017 and Spring 2018 Semesters

_____ Fall 2017 Semester Only

_____ Spring 2018 Semester Only

____________________________________ __________________________

Teacher’s Signature Date

____________________________________ __________________________

Principal’s Signature Approving Application Date

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

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

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

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

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

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

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

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

**Personality:**
- Introvert
  - Extrovert

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

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

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

**Other comments or special needs that I would like to share:**
University President

Dean
The Teachers College

Associate Dean
The Teachers College

PDS Directors & Coordinators

Chair
Elementary Education/Early Childhood/Special Education

Interns

Block 2 and Block 3 Faculty

Superintendent

Assistant Superintendent

Director of Elementary Education

Building Principals

Mentor Teachers

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

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

Outcomes for Teacher Candidates and Other School-Based Professionals

Candidates demonstrate knowledge of

Proficiency 1: Provides Service to Society
1. characteristics of diverse learners.
2. legal issues and ethical standards that apply to sound educational practices.
3. educational strategies that support the learning for students from diverse cultural and linguistic backgrounds.

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

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

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

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

**Candidates demonstrate practical ability to**

**Proficiency 1: Provides Service to Society**
1. integrate and use concepts from their general, content, and professional studies in their educational environment.
2. demonstrate professional performance that incorporates theory, research, and practice in order to help all students learn.
3. implement non-biased techniques for meeting needs of diverse learners.

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

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

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

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

Candidates exhibit dispositions that exemplify

Proficiency 1: Provides Service to Society
1. professionalism and ethical standards.
2. respect for cultural and individual differences by providing equitable learning opportunities for all students.

Proficiency 2: Applies Interdisciplinary Scholarly Knowledge
3. a willingness to think critically about content, curriculum planning, teaching and learning pedagogy, innovative technology, and assessment.
4. the belief that educating children and adults requires the integration of multiple kinds of knowledge.

Proficiency 3: Engages in Effective Practice
5. a desire to analyze concepts, evaluate clinical practices, experiment, and initiate innovative practices as needed.
6. a commitment to life-long learning by participating in professional organizations and by keeping current with research in their field.

Proficiency 4: Responds to Uncertainty and Change
7. a commitment to challenge all students to learn and to help every child to succeed.
8. an awareness of the larger social contexts within which learning occurs.

Proficiency 5: Relies on Self-Reflection
9. a commitment to self-reflection to recognize in all students human physical, cognitive, social, and emotional development.
10. a belief that curriculum planning and teaching practices be meaningful, engaging, and adapted to the needs of diverse learners.

Proficiency 6: Belongs to Professional Community
11. a desire to collaborate with colleagues, parents and community members, and other educators to improve student learning.
12. a willingness to learn from other professionals in the field.
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.
Elementary Education/Early Childhood/Special Education
The Teachers College
Emporia State University

POLICY ON STUDENT ETHICS AND PROFESSIONALISM

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

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

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

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

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

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

__________________________________________________________
Signature

__________________________________________________________
Date

__________________________________________________________
Print Name

__________________________________________________________
E-Number
STUDENT TEACHER CODE OF ETHICS

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

2. Student teachers should be more concerned with what is being achieved with the pupils than with the impression being made on the cooperating teacher or the collegiate supervisor.

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

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

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

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

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

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

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

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

11. Student teachers must be completely impartial in dealing with pupils and must constantly strive to be fair while judging pupils' actions.

12. Student teachers should refrain from imposing religious or political views upon pupils, and should exhibit a broad-minded, tolerant attitude toward other groups and individuals.
Kansas Educator Code of Conduct

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

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

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

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

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

Possible Interview Questions for Candidates

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

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

**TO BE COMPLETED BY PDS INTERN:**

Block 3 Request for ________ District Requested __________ District ___________(semester)

<table>
<thead>
<tr>
<th>Legal Name:</th>
<th>ID#:</th>
</tr>
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<tbody>
<tr>
<td>ESU Address:</td>
<td>Phone:</td>
</tr>
<tr>
<td>Home Address:</td>
<td>Cell:</td>
</tr>
<tr>
<td>ESU Email:</td>
<td>Email:</td>
</tr>
</tbody>
</table>

Placement Requested for 2nd Academic Field/Endorsement: Check below as applies to you.

- Middle School: ( ○ Content Area ___________________ for 2nd 8 weeks only)
- High School: ( ○ Content Area ___________________ for 2nd 8 weeks only)
- ESOL: ( ○ Block 3 only - Elementary)

**TO BE COMPLETED BY PDS COORDINATOR. Also, signatures of the coordinator and Elementary Advising Office are requested in the boxes below:**

Tentative PDS Assignment_________________________ Dates_________________

Education Supervisor for Block 3 ___________________________________

Deadline: Submit to OFPL by the 10th class day of the Block 2 Semester or earlier before sending to the appropriate academic department and/or second field advisor.

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

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

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

**Elementary Advising Office**

(Comments)

*Signature, Elementary Advisor*  
Date

**Area of Concentration/Second Field Advisor**

(Comments)

**PDS Coordinator**

(Comments)

*Signature, PDS Coordinator*  
Date

*OFPL will send this form to the appropriate academic department for the placement request/approval. When approval is obtained and the completed form is returned to OFPL, copies will be sent to: Elementary Advising, PDS Coordinator, Second Field Advisor.*
Statement of Disclosure

(Please do not use check marks or X's where you are to initial)

1. Have you ever been convicted of a felony?
   Initial ______ No ______ Yes If yes, indicate conviction(s) & date(s) it/they occurred.

2. Have you ever been convicted of any crime(s) involving theft, drugs, alcohol, a child, or domestic battery toward a child?
   Initial ______ No ______ Yes If yes, indicate conviction(s) & date(s) it/they occurred.

3. Have you ever entered into a criminal diversion agreement(s) after being charged with any offense involving theft, drugs, alcohol, a child or domestic battery toward a child?
   Initial ______ No ______ Yes If yes, list reason for each diversion and specify date each incident (not diversion) occurred.
   Has each diversion agreement listed been completed?
   Initial _____ N/A _____ No ______ Yes If yes, list (each) diversion and the date(s) completed.

4. Are criminal charges pending against you in Kansas?
   Initial ______ No ______ Yes What charge(s) is pending? __________________________ Date(s) occurred? __________________

5. Are criminal charges pending against you in any state other than Kansas?
   Initial ______ No ______ Yes If yes, which state(s)? __________________ Date(s) occurred? __________________

6. Have you had a teacher's or school administrator's certificate or license denied, suspended or revoked in any state?
   Initial ______ No ______ Yes If yes, which state(s)? __________________ When? __________________
   If yes, please indicate the action(s) taken: ______ Denied ______ Suspended ______ Revoked

7. Have you ever been disbarred or had a professional license or state issued certificate denied, suspended, or revoked or been the subject of disciplinary action regarding any profession in Kansas or any other state?
   Initial ______ No ______ Yes If yes, which state(s)? __________________ When? __________________
   If yes, please indicate the action(s) taken: ______ Denied ______ Suspended ______ Revoked

8. Is disciplinary action pending against you in any state regarding a teacher's or administrator's certificate or license?
   Initial ______ No ______ Yes If yes, which state(s)? __________________ When? __________________

9. Have you ever been terminated, suspended, or otherwise disciplined by a local Board of Education for falsifying or altering student tests or student test scores?
   Initial ______ No ______ Yes If yes, which state(s) & district(s)? __________________ When? __________________

10. Have you ever falsified or altered assessment data, documents, or test score reports required for licensure?
   Initial ______ No ______ Yes If yes, what state(s)? __________________ When? __________________

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

   a) admission to teacher education,  c) admission to student teaching, and
   b) transition to each block/phase,  d) application for Kansas teacher license

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

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

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

_____________________________        ________________________________        ________________________________
Signature                             Maiden Name                                Phone Number

______________________________        ________________________________        ________________________________
Print Name                            Student ID Number (E# please)            Today's Date

______________________________        ________________________________        ________________________________
Local Address                         City, State, Zip                             E-mail Address

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

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

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

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

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

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

1. Nature and seriousness of the offense
2. Conduct of the person subsequent to the offense
3. Time elapsed since the commission of the offense
4. Age of the person at the time of the offense
5. Whether that offense was an isolated or recurring incidence
6. Discharge from probation, pardon or expungement

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

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

Statement of Disclosure January 2016
3F.02 Procedures of Due Process for Early Termination of an Off-Campus Teacher Education Assignment * and/or Teacher Education Program (Revised 2015)

The following statement of procedures and policy pertains to candidates of Emporia State University who are assigned by The Teachers College as PDS Interns or student teachers. Hereafter in this document, PDS Interns and student teachers will both be referred to as candidates. The following steps shall apply unless the Office of Field Placement (OFPL) Director or designee determines that an emergency situation exists at which time a candidate may be immediately removed from an assignment. Should an immediate removal from an assignment be deemed necessary at any step of this procedure, the candidate may file an appeal beginning at step 5. Should the removal of the candidate from a placement site be initiated by the placement site, the candidate may file an appeal beginning at step 5.

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

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

3. If deficiencies or problems are not resolved in accordance with the timeframe for improvement specified in step 2, the education supervisor acting on behalf of the candidate’s supervision team will notify the OFPL Director or designee of the deficiencies or problems. The OFPL Director or designee will set up a joint meeting of the mentor teacher(s), candidate, candidate’s supervisor(s), and her/himself to clarify the problem, mediate the positions of all parties, and identify resolutions that are acceptable to all parties. This may include but is not limited to termination of the student teaching placement, removal from the teacher education program, continuation under contract, and/or change of placement. If the decision is made to allow the candidate to continue in a placement, a contract signed by all parties will specify the expectations of the candidate and the timeframe for improvement, including a date by which expectations must be met. Failure to do so will lead to Step 5. NOTE: Should the candidate be placed in split placements or have more than one mentor teacher, the contract prepared in Step 3 will be shared with all mentor teachers and academic supervisors. The candidate will be expected to adhere to any expectations outlined in the contract into any subsequent placements.
On or before the date by which expectations must be met, as specified in the contract during either Step 2 or 3, the candidate will be informed by the OFPL Director or designee whether she/he will be allowed to continue or withdrawn from an assignment. If the candidate is withdrawn from an assignment, she/he will receive verbal notification via a phone call and will be given final notification in writing as to the reasons for the withdrawal, date withdrawal is effective, and information regarding appeal procedures. A candidate may be withdrawn from placement and the teacher education program by the principal of the host school or the OFPL director for violation of or failure to meet expectations of the contract established in Step 2 or 3.

5. If the candidate is withdrawn from his/her assignment, then he/she may appeal the decision and request that the Associate Dean of The Teachers College convene a Candidate Retention Appeals Committee. The candidate must submit his/her appeal in writing within three (3) working days after receiving the notice of withdrawal from an assignment. The candidate’s appeal should clearly outline the reason for the appeal and why he/she should have not been removed from placement and/or the teacher education program. The candidate will not be allowed to continue an assignment during the appeal process. In most all cases, removal from the placement also means removal from the teacher education program.

6. Within five (5) working days after receiving the request for an appeal, the Associate Dean shall oversee the appointment of members to a Candidate Retention Appeals Committee and schedule a hearing.

*Assignment will usually refer to a student teaching placement but may apply to any placement of a candidate in a school or other setting outside of the University.

**Mentor teacher refers to any candidate supervisor in a school or other setting outside of the University.

7. The Candidate Retention Appeals Committee shall be composed of the following five (5) voting members:

• Two representatives from the school district in which the candidate is placed. The cooperating teacher should not be one of the representatives.

• One ESU faculty representative excluding the designated academic supervisor from the academic area in which the student teacher is teaching, appointed by the department chair of the academic area. If the student teacher has two placements, the academic area is the one that corresponds to the content area where the concern has arisen.

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

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

The Associate Dean of The Teachers College or his/her designee will convene the Committee and serve as a non-voting chair of the Candidate Retention Appeals Committee. The Associate Dean will provide the names of the committee representatives to the candidate via email. A Committee member may be replaced only if the candidate can demonstrate a conflict of interest as judged by the Associate Dean of the Teachers College. The candidate has 24 hours (from the time the information is sent by the Associate Dean) to respond with any concerns regarding conflict of interest.

The Candidate Retention Appeals Committee must meet within ten (10) working days of the date of the appeal.
8. For the purpose of answering any questions that might arise, the following persons should be present for the meeting of the Candidate Retention Appeals Committee:

• Candidate
• OFPL Director or designee
• Education Supervisor(s)
• Academic Supervisor (s) (if applicable)
• Mentor teacher(s)

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

A parent or guardian may attend the hearing. The parent or guardian may not speak during the hearing and may only be present in the hearing room while the candidate is presenting his/her case. Neither the University nor the candidate may be represented by legal counsel at the meeting of the Candidate Retention Appeals Committee.

9. The place of the hearing shall be determined by the College and shall be held at a location that is reasonably convenient for all parties involved.

10. The candidate shall present his/her own case to the Candidate Retention Appeals Committee.

11. Within 24 hours of the meeting, the Candidate Retention Appeals Committee shall make one of the following decisions:

(a) Uphold the decision to withdraw the candidate from his/her assignment. If the Committee’s decision is option (a), the candidate may appeal to the Dean of the Teachers College. This appeal should be submitted within 3 working days of receipt of the certified letter with the findings and decision of the Committee. The letter should clearly outline the reason for this appeal and clearly document the reason for the disagreement with the findings and decision of the Committee.

(b) Reinstate the candidate to his/her current assignment. If the Committee’s decision is option (b), the candidate will return to his/her current placement at a time specified by the Committee. If the placement site is not willing to take the candidate back, the candidate will work with his/her education supervisor and director of OFPL to find a new placement for the candidate to complete the assignment.

(c) Permit the candidate to complete an assignment as stipulated in a written contract (e.g. redemption, lengthen time, different placement). If the Committee’s decision is option (c), the candidate must agree to the stipulations and fulfill them. The OFPL Director or designee, mentor teacher(s), and education and academic supervisors will prepare the contract based on the Committee’s recommendations and determine if the conditions of the contract have been fulfilled by the candidate. Failure on the part of the candidate to meet the stipulations will result in a failing grade for student teaching and related coursework, as well as removal from the teacher education program.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Effectively coordinate additional learning opportunities for interns. (Director)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Coordinator ___________________________________       Date_______________________________  

PDS Site____________________________________  (Circle one)  Intern     Mentor Teacher     Principal

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

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

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

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

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

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

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

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

1. **Admission Requirements.**

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

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

2. **Commitment of Time and Energy**

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

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

3. **Schedule and Attendance Policy**

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

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

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

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

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

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

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

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

4. Policies and Procedures

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

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

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

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

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

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

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

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

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

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

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

Policy Revision:

The Council on Teacher Education voted on May 4, 1995, to accept up to 50 hours of supervised university teaching experience (e.g. freshman science labs, etc.) towards the 100 hours child advocacy experience requirement for entrance to teacher education.
A minimum of 100 hours of supervised work experience with children or youth in advocacy roles is required for admission to Phase I or PDS of the Teacher Education Program at Emporia State University. This form is to be completed and utilized by each on-site supervisor as documentation for the work experience. See “Guidelines for Tutoring Waiver for ED/EL 220” for details regarding experiences that qualify for a waiver.

I verify that ___________________________ has completed _________

as ___________________________

during ___________________________ at ___________________________

(position) (name of facility/organization)

(street) (city/state/zip) (phone)

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

_____ supervised children (ages and brief description of duties)

_____ provided individual instruction (ages and brief description of duties)

_____ provided small group instruction (ages and brief description of duties)

_____ provided large group instruction (ages and brief description of duties)

_____ instructed children with disabilities (ages and brief description of duties)

_____ instructed children of diverse backgrounds (ages and brief description of duties)

_____ instructed children of low SES (ages and brief description of duties)

This student’s performance was:

_____ Outstanding _____ Satisfactory _____ Unsatisfactory

_________________________ __________________________
Supervisor's signature Date
EMPORIA STATE UNIVERSITY

FACULTY EVALUATION - ADMISSION TO TEACHER EDUCATION (BLOCK 2)

To: ___________________________________________  For: ___________________________________________

(name of reference)  (name of student)

Reference from (class or classes) ________________________________ taken at:  

____ ESU
____ BCCC
____ JCCC
____ KCKCC
____ other________________________________________

ID No.: ____________________

Date: __________________________

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

<table>
<thead>
<tr>
<th>5</th>
<th>Excellent</th>
<th>4</th>
<th>Very Good</th>
<th>3</th>
<th>Average</th>
<th>2</th>
<th>Below Average</th>
<th>1</th>
<th>Unacceptable</th>
<th>LE (limited evidence)</th>
</tr>
</thead>
</table>

1. **Knowledge of Subject Matter** in Evaluator's Subject Area
   
   Comments:  

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

   Comments:  

3. **Relationships with Others.** May include aspects of cooperation, openness and honesty, courtesy, enthusiasm, empathy, cordiality, friendliness.

   Comments:  

4. **Personal Responsibility.** May include ability to assume and carry out tasks, personal integrity, commitment, dependability, self-direction, initiative, perseverance, professional appearance.

   Comments:  

5. **Attendance and Punctuality.**

   Comments:  

6. **Potential for becoming an effective teacher,** including professional attitude, lesson planning, lesson presentation, assessing student progress, classroom management.

   Comments:  

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

_____ Admitted  _____ Admitted conditionally  _____ Not admitted

Comments:

Submitted by ______________________________ Date __________________

Signature of Candidate ____________________________ Date ____________

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

[ ] I retain the right to review this reference.

[ ] I waive the right to review this reference.

Faculty—Please forward to ESU Elementary Advising Office by March 15 for Fall Semester and October 15 for Spring Semester.
ADMISSION TO BLOCK 3
For admission into Block 3, the following requirements must be met:
- A cumulative grade point average of at least 2.5.
- Completion of all Block 2 courses with a grade of C or better
- Satisfactory recommendation from the PDS mentor teacher.
- Satisfactory recommendation from the university supervisor.

DEGREE COMPLETION AND LICENSURE
To receive the Bachelor of Science degree in Elementary Education (K-6) and be recommended for teacher licensure, the student must complete the following standards:
- Completion of all required course work.
- Satisfactory completion of a Teacher Work Sample product.
- Satisfactory evaluations from the PDS mentor teacher and the university supervisor.
- Successful completion of the Principles of Learning and Teaching Examination, including content test(s) required by the Kansas State Department of Education.
- Student is responsible for making application for licensure to the Kansas State Department of Education.
Contact Andra Baldwin VH 208 for more information.

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

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

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

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

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

W:\TC\Faculty\PDS\PDS Brochure\NewGen El Ed Brochure

REQUIRED COURSES FOR THE ELEMENTARY EDUCATION DEGREE
(BASIC DEGREE - ADDED ENDORSEMENTS WILL TAKE EXTRA TIME)

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

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

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<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Freshman - 2nd Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EG 102</td>
<td>Composition II (EG 101 prereq.)</td>
<td>3</td>
<td>#</td>
</tr>
<tr>
<td>GE/PO/Lang</td>
<td>Multicultural Perspectives: (GE 101, GE 354, PO 330 or a 5 hr. Foreign Language course)</td>
<td>3-5</td>
<td>#</td>
</tr>
<tr>
<td>AR 105</td>
<td>Art Appreciation</td>
<td>2</td>
<td>#</td>
</tr>
<tr>
<td>GB 100</td>
<td>General Biology (GB 100, GB 102 or GB 103)</td>
<td>3</td>
<td>#</td>
</tr>
<tr>
<td>PO</td>
<td>Social &amp; Behavioral Science (PO 100, PO 121, or PO 322)</td>
<td>3</td>
<td>#</td>
</tr>
<tr>
<td>MU 124</td>
<td>Basic Music</td>
<td>2</td>
<td>#</td>
</tr>
<tr>
<td>PE/BU/SC/SO</td>
<td>Personal &amp; Social Well-Being (PE 100, BU 241, BU 293, LR 170, or SO 261)</td>
<td>1-3</td>
<td>#</td>
</tr>
</tbody>
</table>

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**CORE or CAAP should be taken after EG 101, EG 102, & MA 110 and before applying to Block 1.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Sophomore - 1st Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EG/JO/PI</td>
<td>Literature/Mass Media or Philosophy (EG 207, JO 200, PI 225, or PI 301)</td>
<td>3</td>
<td>#</td>
</tr>
<tr>
<td>EL 220</td>
<td>Intro to Teaching (also ED 220) (Soph. Standing)</td>
<td>2</td>
<td>* #</td>
</tr>
<tr>
<td>HI</td>
<td>History (HI 111, HI 112, HI 101, HI 102, or HI 302)</td>
<td>3</td>
<td>#</td>
</tr>
<tr>
<td>PY 211</td>
<td>Developmental Psychology (PY 100 prereq.)</td>
<td>3</td>
<td>* #</td>
</tr>
<tr>
<td>IT 325</td>
<td>Instructional Tech for Educ.</td>
<td>3</td>
<td>* #</td>
</tr>
<tr>
<td>AN/CW</td>
<td>Anthropology/Ethnic &amp; Gender Studies (AN 210 or ID 301)</td>
<td>3</td>
<td>#</td>
</tr>
<tr>
<td>MA 307</td>
<td>Elementary Math I (MA 110 prereq.)</td>
<td>3</td>
<td>* #</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Sophomore - 2nd Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL 230</td>
<td>Children's Literature</td>
<td>3</td>
<td>* #</td>
</tr>
<tr>
<td>PE 381</td>
<td>Elementary Health &amp; PE</td>
<td>2</td>
<td>*</td>
</tr>
<tr>
<td>PS 115</td>
<td>Our Physical World</td>
<td>5</td>
<td>#</td>
</tr>
<tr>
<td>EL 310</td>
<td>Adapting Curriculum for Diverse Learners+</td>
<td>2</td>
<td>* ^</td>
</tr>
<tr>
<td>MA 308</td>
<td>Elementary Math II (MA 307 prereq.)</td>
<td>3</td>
<td>* ^</td>
</tr>
<tr>
<td>Electives/Licensure (hours as needed)</td>
<td></td>
<td>3</td>
<td>18</td>
</tr>
</tbody>
</table>

* Must have grade of C or better. Courses in italics are professional education courses. 
# Must be taken before Block 1. 
+ ESL concentration students must take ED 535 instead of EL 310. All other students may take either course.
* Concurrent enrollment with Block 1 permitted.
ADMISSION TO BLOCK 1
Apply by October 1 (spring placement) or March 1 (summer/fall placement). All application processes are completed through Elementary Advising Office, VH 225. For an elementary education major to be admitted into Block 1 the following requirements must be met:

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

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

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

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

Please initial in each box.

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

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

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

☐ Must Pass GATEWAY

☐ Passing the Reading, Writing, and Math sections of either (or through a combination of) the Praxis CORE and/ or CAAP tests.
  REQUIRED PASSING CORE SCORES:    Reading- 156, Math- 150, Writing- 162
  REQUIRED PASSING CAAP SCORES:    Reading- 57, Math- 55, Writing- equivalent to 162 CORE
  A study guide is available at act.org

☐ Core General Education GPA of 2.75
  a. All Core General Education courses must be complete before Block 1.
  b. Please use GPA simulator on ESU website if assistance is needed in figuring your GPA

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

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

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

☐ Discuss iPad to HCL Q & A page on Website
  Spelling, Reading, & Handwriting Tests-Passed
  a. This is a series of tests completed in the course EL 312—Reading and Writing Connections

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

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

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

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

☐ Additionally a $60 fee will be added to score the Kansas Performance Teaching Portfolio (KPTP) f/k/a Teacher Work Sample

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

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

_______________________________________________________                  _____________________________________
Student’s Signature                                      Date

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

Please initial in each box.

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

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

☐ Math Gateway passed

☐ Discussed and understand iPad requirements

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

☐ Core General Education GPA of 2.75

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

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

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

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

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

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

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

_______________________________________      _________________________________
Student’s Signature                          Date

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

Please initial in each box.

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

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

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

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

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

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

☐ Additionally a $60 fee will be added to score the Kansas Performance Teaching Portfolio (KPTP) f/k/a Teacher Work Sample.

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

________________________________________________________________________
Student’s Signature                                        Date

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

Initial Program Entry
- Set long range plan with advisor
- To be done by end of sophomore year
- Each semester request pin or meet with advisory

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

Summer Block 1
- Apply by February 1
- Block 1 Orientation: May
  (1 hr before first Block class)

Fall Block 1
- Apply by March 1
- Block 1 Orientation: August
  (1 hr before first Block class)

Spring Block 1
- Apply by October 1
- Block 1 Orientation: January
  (1 hr before first Block class)

Block 2 PDS Requirements
- 5 Faculty References/ Addressed Envelopes Due
- TB Test & Physical Due

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

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

Final Request for Block 2 Placement Due

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

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

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

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

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

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

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

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

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

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

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

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

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

I. Policy for Repeating Block 1, 2, and 3 Coursework

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

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

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

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

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

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

August, 2016
### Outcomes for Discussion, Goal Setting, and Assessment (Weeks 1-6)

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

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

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

*The evaluation conference form should be completed and submitted to the PDS Coordinator when completed.*
### Ongoing Activities

<table>
<thead>
<tr>
<th>Plan and teach lessons for each methods class: Science, Social Studies, Math, Language Arts, Reading as required by each instructor. Mentor will use Intern Evaluation Form. During 3-5 day teach, one formal evaluation by Mentor. During 10-day teach, one formal evaluation by mentor each week.</th>
<th>The PDS Coordinator will make informal visits and formal observations during the semester.</th>
<th>Videotape at least one lesson and evaluate your performance. ESU has provided camcorders at most sites or contact Visser Hall 241 to reserve a camcorder. Please bring a student ID to check out student equipment.</th>
<th>Complete mentor teacher requirements (as applicable)</th>
<th>Plan and teach one subject (3-5 days)</th>
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<tbody>
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<td></td>
<td>Two week student teaching assignment (as appropriate)</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Week of</strong></th>
<th><strong>Weekly Benchmarks (adjust as needed)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 7</strong></td>
<td>Anticipating and preventing behavior problems Using appropriate, engaging anticipatory sets</td>
</tr>
<tr>
<td><strong>Week 8 &amp; 9</strong></td>
<td>Assessing student learning during and after teaching Preparing and conducting Parent-Teacher Conferences (Parent-Teacher Conference schedules may vary by site) (see site calendar)</td>
</tr>
<tr>
<td><strong>Week 10 &amp; 11</strong></td>
<td>Checking for student understanding while teaching Modifying instruction when students do not understand Keeping students involved and on task Using varied strategies for presenting lessons</td>
</tr>
<tr>
<td><strong>Week 12 &amp; 13</strong></td>
<td>Making smooth transitions from one activity to another. Begin teaching 3-5 days sequence of lessons for one subject area if schedule permits. Summary conference (See PDS calendar) Giving clear, effective directions</td>
</tr>
<tr>
<td><strong>Week 14</strong></td>
<td>Increase teaching responsibilities (see PDS calendar for sequence of responsibilities). Questioning strategies Using varied resources in lessons “Mini” student teaching week 14 or 15</td>
</tr>
<tr>
<td><strong>Week 15 &amp; 16</strong></td>
<td>Full time “mini” student teaching meeting the learning needs of all students; one formal evaluation each week by mentor teacher</td>
</tr>
<tr>
<td><strong>Week 17 &amp; 18</strong></td>
<td>Complete student teaching; continue active involvement in classroom working on previous outcomes Final evaluation due on the last day at the PDS site Schedule meeting with Block 3 mentor.</td>
</tr>
<tr>
<td><strong>Finals week</strong></td>
<td>Finals week-- make-up days if needed * Adjust schedule as needed for Spring Break</td>
</tr>
<tr>
<td><strong>Week</strong></td>
<td><strong>Benchmarks</strong></td>
</tr>
<tr>
<td><strong>Week 7</strong></td>
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Clarification of the 3-5 Day Teaching Requirement

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Itemized list of lesson evaluations for whole-class instruction required of all Block 2 interns:
Submit copies to Instructors and Site Coordinator

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

8 total evaluations *

* Some PDS sites may have additional requirements for lesson evaluations. This will be addressed by the PDS Director for each PDS site, but all interns at each site will be required to submit the eight (8) lesson evaluations listed above.
SCIENCE LESSON REQUIREMENT
FOR BLOCK 2 INTERNS
EMPORIA AND AREA PDS

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

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

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

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

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

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

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

*Lesson Design and Teaching Guidelines:

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

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

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

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

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

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

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

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

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

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

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

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

- **Lesson Design and Teaching Guidelines:**

  - The plan should be written in detail, using the Hunter lesson design format found in the PDS Procedures Manual.

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

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

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

  - The social studies lesson is one of the five content area lessons that must be completed and on file for CAEP accreditation requirements.
**Candidate Assessment of Dispositions—Elementary Education Undergraduate**

Candidate Name ___________________________________________ ESU ID _________________________

Rater Name __________________________ Signature ________________________________ Date ___________

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

Candidates exhibit dispositions that exemplify:

<table>
<thead>
<tr>
<th></th>
<th>Accomplished</th>
<th>Effective</th>
<th>Developing</th>
<th>Needs Improvement</th>
<th>NA</th>
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</table>

### 1. Professionalism and ethical standards.

A. Meets deadlines punctually (coursework, lesson plans, paperwork, readiness to teach, responding to emails, etc.)

B. Demonstrates consistent, on-time attendance; promptly notifies appropriate individual(s) regarding absences

C. Active participation in small and large group settings

D. * Demonstrates preparedness for daily responsibilities (lessons, materials, assignments, etc.)

E. Maintains professional behaviors and attitude

F. Maintains professional appearance

G. * Appropriate, truthful, and trustworthy in communications and interactions with others including use of social media outlets; follows all district and university policies regarding technology usage

H. * Demonstrates ethical behavior and maintains confidentiality

I. Develops positive interpersonal relationships with others

J. Accepts and takes appropriate action on constructive feedback

K. Takes responsibility for own actions and professional growth

L. Recognizes and enhances personal strengths through self-reflection

M. Recognizes and seeks ways to compensate for personal limitations through self-reflection

N. * Follows directions, district and university policies, procedures, and legal requirements

O. Demonstrates appropriate speaking skills (standard English, volume, pacing, fluency, clarity, etc.)

P. Writes appropriately using standard English (spelling, capitalization, punctuation, and usage)

Comments:

### 2. Respect for cultural and individual differences by providing equitable learning opportunities for all students.

A. * Is tolerant and respectful of the ideas and views of others

B. Always treats others with the utmost respect and consideration

C. Considers backgrounds, interests, and attitudes of all students when planning

D. Develops positive and productive interpersonal relationships with all students

Comments:

### 3. A willingness to think critically about content, curriculum planning, teaching and learning pedagogy, innovative technology, and assessment.

A. Uses a variety of instructional strategies and materials

B. Is curious and willing to experiment with new ideas

C. Aligns instruction and assessment with appropriate standards

D. Selects and integrates appropriate technology

Comments:
**Candidate Assessment of Dispositions—Elementary Education Undergraduate**

Candidate Name _____________________________________________  ESU ID _________________________

Candidates exhibit dispositions that exemplify:

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<tr>
<td>4. The belief that educating children and adults requires the integration of multiple kinds of knowledge.</td>
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<td>C.</td>
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Comments:

5. A desire to analyze concepts, evaluate clinical practices, experiment, and initiate innovative practices as needed.

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Comments:

6. A commitment to life-long learning by participating in professional organizations and by keeping current with research in their field.

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Comments:

7. A commitment to challenge all students to learn and to help every child to succeed.

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Comments:

8. An awareness of the larger social contexts within which learning occurs.

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Comments:
Candidate Assessment of Dispositions—Elementary Education Undergraduate

Candidate Name ___________________________________________ ESU ID _________________________

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</tr>
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<tbody>
<tr>
<td>9. A commitment to self-reflection to recognize in all students human physical, cognitive, social, and emotional development.</td>
<td>A. accepts responsibility for own actions</td>
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<td></td>
<td>B. recognizes personal strengths and limitations</td>
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<td>Comments:</td>
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<tr>
<td>10. A belief that curriculum planning and teaching practices be meaningful, engaging, and adapted to the needs of diverse learners.</td>
<td>A. demonstrates a belief that all students can learn at their potential</td>
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<td>B. responds to the needs of all learners</td>
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<td>C. establishes and maintains control of learning environment</td>
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<td>Comments:</td>
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<td>11. A desire to collaborate with colleagues, parents and community members, and other educators to improve student learning.</td>
<td>A. relates well to peers, faculty, staff and other professionals</td>
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<td>B. works well with others to develop opportunities for peer and student learning</td>
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</tr>
<tr>
<td>12. A willingness to learn from other professionals in the field.</td>
<td>A. is willing to share information and ideas with others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>B. is receptive to ideas of other professionals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Accomplished:** Candidate consistently and effectively displays appropriate dispositions as defined by the program at a level expected of practicing professional educators.  
**Effective:** Candidate consistently and effectively displays appropriate dispositions as defined by the program.  
**Developing:** Candidate is not yet consistently displaying appropriate dispositions but is making progress towards meeting the expectations  
**Needs Improvement:** Candidate has not demonstrated an adequate level of professional behaviors as defined by the program OR has displayed behaviors counter to those accepted as professional dispositions.

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

Intern: _______________________________ Mentor: _______________________________

Week #: _______________ Date: _______________ Absences: __________ Times Tardy: __________

CONFERENCE AGENDA:

TARGET ACTIVITIES:

Strengths

Goals for Growth

Intern Signature

Mentor Signature

Date _______________________________

Original to: University Site Coordinator or Supervisor
Xerox Copies to: Principal, Mentor teacher & Intern
Name of Intern _________________________________________________

School ____________________________________ Grade Level _________

Mentor Teacher ________________________________________________

**Strengths**

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

**Areas to Work On**

Mentors-Please do not omit this section!
Plans for the Next Five-Seventy Weeks

Week 1

Week 2

Week 3

Week 4

Week 5

Week(s) 6-7

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

Signature of Intern ____________________________ Date ________________

Signature of Mentor ____________________________ Date ________________
Mentor Teacher’s Evaluation of Intern
End of Block 2

Name of Intern__________________________________________

Mentor Teacher_____________________________________________________

School_________________________ Grade Level_______________________

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

### THE PROFESSIONAL ENGAGES IN EFFECTIVE PRACTICE

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

### THE PROFESSIONAL RELIES ON SELF-REFLECTION

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

Comments:

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

### End of Block 2

Name of Intern___________________________

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

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

<table>
<thead>
<tr>
<th>THE PROFESSIONAL Applies Interdisciplinary Scholarly Knowledge</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Oral language skills: correct grammar, pronunciation enunciation and volume.</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>11. Written language skills: grammar and mechanics.</td>
<td>4 3 2 1</td>
</tr>
</tbody>
</table>

Comments:
**THE PROFESSIONAL PROVIDES SERVICE TO SOCIETY**

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

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

**Comments:**
Mentor Teacher’s Evaluation of Intern

End of Block 2

Name of Intern ____________________________________________

<table>
<thead>
<tr>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on my work with the intern this semester, in my professional judgment:</td>
</tr>
<tr>
<td>_____ I recommend admission to Block 3 in the Professional Development School Program.</td>
</tr>
<tr>
<td>_____ I do not recommend admission to Block 3 in the Professional Development School Program.</td>
</tr>
</tbody>
</table>

Comments:

__________________________________________________________

Signature of Mentor Teacher

Date

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

__________________________________________________________

Signature of Intern

Date

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

Page 4 of 4
Original: PDS Coordinator

Xerox Copies to: Mentor, Intern & Principal
# Emporia Professional Development School
## Formative and Summative Evaluations
### Block 2

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

### Block 3

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

* [http://indri.emporia.edu/StProgram/PreviousVersions/StudentTeacherAssessmentForm.aspx](http://indri.emporia.edu/StProgram/PreviousVersions/StudentTeacherAssessmentForm.aspx)
# Evaluation of Lessons

**Professional Development School**

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

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

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

## Intern evidenced independence in planning a lesson.

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

## Clarity and completeness of lesson plan

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

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

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

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

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

## Overall clarity and effectiveness of the lesson delivery

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

## Effective explanation:

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

## Checking for understanding:

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

## Effective practice/engagement strategies used:

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

Management of student behavior/strategies used:

- Proximity
- Eye Contact
- Positive Reinforcement
- Other

Intern made appropriate and effective transitions.

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

## Overall effectiveness of the lesson:

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

## Strengths:

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

## Goals for Growth:

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

Evaluator's Signature: _______________________

Intern Signature: _______________________

(Circle One: Mentor Teacher, Coordinator, Other)

Date: ______________________

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

**Block 2**

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

**Mathematics**

Subject

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

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

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

**Clarity and completeness of lesson plan**

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

**The intern used instructional techniques appropriate for the individual differences of the students when teaching mathematics to help all students understand relationships that can represent phenomena, solve problems, and manage data.**

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

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

**Introduction:**

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

**Modeling:**

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

**Effective explanation:**

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

**Checking for understanding:**

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

**Effective practice/engagement strategies used:**

<table>
<thead>
<tr>
<th>Cooperative Grouping</th>
<th>Brainstorming</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every Pupil Response</td>
<td>Paired Response</td>
</tr>
<tr>
<td>Manipulatives</td>
<td>Other</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Proximity</th>
<th>Eye Contact</th>
<th>Positive Reinforcement</th>
<th>Other</th>
</tr>
</thead>
</table>

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

**Intern made appropriate and effective transitions.**

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

**Overall effectiveness of the lesson:**

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

**Strengths:**

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

**Goals for Growth:**

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

**Evaluator’s Signature:**

**Intern Signature:**

(Circle One: Mentor Teacher, Coordinator, Other)

**Date:**

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

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

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

<table>
<thead>
<tr>
<th></th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intern evidenced independence in planning a lesson.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>Clarity and completeness of lesson plan</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>The intern used instructional techniques appropriate for the individual differences of the students when teaching reading, writing, speaking, viewing, listening, and thinking skills.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>The intern helped all students successfully apply their developing literacy skills in reading, writing, speaking, listening, viewing, and thinking skills.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction :</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>Modeling :</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>Effective explanation:</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>Checking for understanding:</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>Effective practice/engagement strategies used :</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>□ Cooperative Grouping</td>
<td>Brainstorming</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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<td>□ Every Pupil Response</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Manipulatives</td>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management of student behavior/strategies used:</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>□ Proximity</td>
<td>□ Eye Contact</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Positive Reinforcement</td>
<td>□ Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intern made appropriate and effective transitions.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>Overall effectiveness of the lesson:</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
</tbody>
</table>

**Strengths:**

**Goals for Growth:**

Evaluator’s Signature:

Intern Signature:

(Circle One: Mentor Teacher, Coordinator, Other)

Date:

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

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

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

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

---

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intern evidenced independence in planning a lesson.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>Clarity and completeness of lesson plan</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>The intern used instructional techniques appropriate for the individual</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>differences of the students when teaching science to help all students build</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>a base for scientific and technological literacy.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>Overall clarity and effectiveness of the lesson delivery</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>Introduction :</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>Modeling :</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>Effective explanation:</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>Checking for understanding:</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>Effective practice/engagement strategies used :</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>Management of student behavior/strategies used:</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>Intern made appropriate and effective transitions.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>Overall effectiveness of the lesson:</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
</tbody>
</table>

- **Strengths:**
- **Goals for Growth:**

Evaluator's Signature: 

Intern Signature: 

(Circle One: Mentor Teacher, Coordinator, Other) 

Date: 

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

**Professional Development School**

**Intern**

**School/Grade**

**Subject**

**Social Studies**

---

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

---

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

Clarity and completeness of lesson plan

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

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

---

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

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

---

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

**Introduction:**

**Modeling:**

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

**Effective explanation:**

**Checking for understanding:**

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

**Effective practice/engagement strategies used:**

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

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

- Proximity
- Eye Contact
- Positive Reinforcement
- Other

**Intern made appropriate and effective transitions.**

**Overall effectiveness of the lesson:**

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

**Strengths:**

**Goals for Growth:**

Evaluator's Signature:________________________

Intern Signature:________________________

(Circle One: Mentor Teacher, Coordinator, Other)

Date:________________________

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

---

**Plans Approved for Teaching** (for those professors or mentor teachers requiring prior approval BEFORE you teach the lesson)

a. Host or Mentor Classroom Teacher____________________________________ Date______________

b. University Professor____________________________________ Date______________
7. Instructional Design – Teaching Plan

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

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

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

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

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

*7.4. Guided Practice – Describe what you’ll say and do to guide students to practice doing what your original objectives say you want them to achieve. Include specific examples and explanations you’ll use.
NOTE: Insert at those points where they are most likely to occur additional examples of “teacher input” and/or “modeling” that you consider essential to student progress in achieving the lesson’s objectives.”

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

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

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

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

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

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

The Teaching Plan

| 7.1. Introduction/Anticipatory Set and Establishing Lesson’s Purpose | Introduction not related to objectives; unclear or not engaging, motivating. Purpose of lesson not established. | Lesson intro. is somewhat related to objectives, mildly motivating; purpose conveyed to children but in less motivating terms. | Anticipatory set focuses student attention and interest (motivation); reviews prior knowledge, when appropriate; conveys lesson’s purpose in clear, age-appropriate manner so students will WANT to start. |
| 7.2. Input | Includes information given to students that is inaccurate or not related to lesson’s objectives. | Input of some essential information is given but is incomplete or unclear. | Input is clearly stated, contains all essential information students need for the lesson and is related to its objectives. |
| 7.3. Modeling | Modeling of procedures or end product is missing (with no explanation) or is incorrect in some way, or is not related to lesson’s objective. | Modeling is hard to follow; explanations, examples and questions are unclear or incomplete, though somewhat related to the objectives. | Modeling clearly shows students how to do the tasks related to the objectives. All key explanations, questions, examples, or problems are included. |
| 7.4. Guided Practice | G.P. is unrelated to the objectives; student participation is unclear or not described at all. | Guided practice includes limited active student involvement; explanations, examples, and questions are somewhat relevant but not completely clear. | G.P. engages students in active practice doing what the objectives specify; key explanations, input, modeling, questions, and examples are skillfully blended at appropriate intervals. |
| 7.5. Checks for Understanding | Checks for understanding are not described at all, or are invalid measures of lesson’s objectives. | Includes some checks for understanding but it is not clear or complete in describing how or when these checks are to be done. | Checks for understanding clearly explain how and when teacher will check each student’s achievement of objectives. |
| 6. Independent Practice | Ind. Practice is not included (without any explanation given) or is unrelated to any lesson objectives, or is unclear, with few if any directions. | Independent practice is somewhat related to one or more objectives but is of questionable length; directions incomplete or unclear. | Independent practice is clearly related to one or more lesson objectives, is of appropriate length and rigor. Directions are clear, students engaged independently from the teacher (as appropriate). |
| 7.7 Conclusion | Conclusion/wrap-up is not related to lesson’s objectives or activities; Includes no summary or reflection. | Conclusion has limited summary or reflection involving students; is incomplete or unclear. | Conclusion/closure/wrap-up explains how students are engaged in reflecting and summarizing their achievements; may include brief preview of future lessons, etc. |

EDITING

| Editing not evident; plan includes multiple errors in spelling and/or grammar; description of activities not logically sequenced, not written to include “…who is doing what…” | Editing reflects only minor errors in spelling and/or grammar, sequence of activities generally logical and written in a teachable style and format. | Editing shows attention to correct spelling and grammar usage; activities are written in a logically sequenced, clear and ‘teachable’ style that specifies “…who is doing what…” |

* These components may be inserted repeatedly, as needed.

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

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

<table>
<thead>
<tr>
<th>Size</th>
<th>Time</th>
<th>Level of Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapt the number of items that the learner is expected to learn or complete.</td>
<td>Adapt the time allotted and allowed for learning, task completion, or testing.</td>
<td>Increase the amount of personal assistance with a specific learner.</td>
</tr>
<tr>
<td><em>For example:</em> Reduce the number of social studies terms a learner must learn at any one time.</td>
<td><em>For example:</em> Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.</td>
<td><em>For example:</em> Assign peer buddies, teaching assistants, peer tutors, or cross-age tutors.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Input</th>
<th>Difficulty</th>
<th>Output</th>
<th>Substitute Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapt the way information is delivered to the learner.</td>
<td>Adapt the skill level, problem type, or the rules on how the learner may approach the work.</td>
<td>Adapt how the student can respond to instruction.</td>
<td>Provide different instruction and materials to meet a student’s individual goals.</td>
</tr>
<tr>
<td><em>For example:</em> Use different visual aids, plan more concrete examples, provide hands-on activities, place students in cooperative groups.</td>
<td><em>For example:</em> Allow the use of a calculator to figure math problems; simplify task directions; change rules to accommodate learner needs.</td>
<td><em>For example:</em> Instead of answering questions in writing, allow a verbal response, use a communication book for some students, allow students to show knowledge with hands on materials.</td>
<td><em>For example:</em> During a language test one student is learning computer skills in the computer lab.</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

   **Explanation (required):**

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

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

   **Explanation (required):**

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

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

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

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

Name of Intern________________________________________________________

Mentor Teacher_______________________________________________________

School_________________________________________ Grade Level____________

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

<table>
<thead>
<tr>
<th>THE PROFESSIONAL ENGAGES IN EFFECTIVE PRACTICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The intern plans appropriate instructional activities for the needs, interests,</td>
</tr>
<tr>
<td>and abilities of the students.</td>
</tr>
<tr>
<td>2. The intern plans activities which provide opportunities for student problem</td>
</tr>
<tr>
<td>solving, critical thinking, and creativity.</td>
</tr>
<tr>
<td>3. The intern evidences preparation and readiness for instruction.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THE PROFESSIONAL RELIES ON SELF-REFLECTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The intern demonstrates commitment to excellence and to professional growth.</td>
</tr>
<tr>
<td>2. The intern accepts and appropriately uses feedback to improve teaching.</td>
</tr>
<tr>
<td>3. The intern is open to new ideas.</td>
</tr>
<tr>
<td>4. The intern demonstrates a positive attitude and enthusiasm.</td>
</tr>
</tbody>
</table>

Comments:

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

End of Block 2

Name of Intern___________________________________________________________

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

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

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

Comments:

Page 2 of 4
Original: PDS Coordinator Xerox Copies to: Mentor, Intern & Principal
## THE PROFESSIONAL PROVIDES SERVICE TO SOCIETY

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

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

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

End of Block 2

Name of Intern___________________________________________________________

<table>
<thead>
<tr>
<th>Recommendation</th>
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<tbody>
<tr>
<td>Based on my work with the intern this semester, in my professional judgment:</td>
</tr>
<tr>
<td>_____ I recommend admission to Block 3 in the Professional Development School Program.</td>
</tr>
<tr>
<td>_____ I recommend admission to the Block 3 Professional Development School Program but only under the terms stated in the attached contract.</td>
</tr>
<tr>
<td>_____ I do not recommend admission to Block 3 in the Professional Development School Program.</td>
</tr>
</tbody>
</table>

Comments: ________________________________________________________________

_______________________________________ ________________________________
Signature of Coordinator Date

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

_______________________________________ ________________________________
Signature of Intern Date

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

Block 3 Classes (14 hours)

- EL 466 Student Teaching, Elementary (or other appropriate Student Teaching Course or courses approved by the Elementary Advising Office) 12 hours
- EE 431 Professional Competencies of Teachers 2 hours

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

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

- Completion of all Block 2 courses with a grade of C or better
- Satisfactory recommendation from the P.D.S. mentor teacher
- Satisfactory recommendation from the P.D.S. coordinator
- A cumulative grade-point average of at least 2.5
Common Questions Asked by Educational Employers* in the Interview

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

1. Why do you want to teach?
2. Why do you want to teach in this district?
3. Why do you think you will be a successful teacher?
4. What are your strengths? What are your weaknesses?
5. What are your attitudes toward extra-duty activities?
6. What do you believe your role and obligations to be toward other faculty members?
7. What are your attitudes toward supervision?
8. What techniques do you use in developing rapport with students?
9. How would you individualize instruction in your classroom?
10. What do you consider to be the ideal learning environment?
11. What teaching techniques are effective for you?
12. How would you organize and what would you include in a unit lesson plan?
13. How do you expect to motivate students?
14. What subjects are you qualified for and certified to teach?
15. Why did you choose your particular major field?
16. What was the greatest highlight of your college career?
17. What out of school experiences have you had working with children?
18. Tell me about your student teaching experience.
19. How would you handle discipline problems?
20. What type of classroom atmosphere would you establish to prevent discipline problems?
21. Do you anticipate any difficulty in classroom control?

How to Improve Your Chances for Employment Through the Interview

1. Do not display a demanding attitude to secretaries or personnel workers.
2. Show enthusiasm, particularly for the learner.
3. Show a genuine interest in teaching. Know pertinent information about the district to which you are applying.
4. Be positive in your attitude and self-confident.
5. Show maturity and flexibility.
6. Be willing to accept additional non-teaching assignments.
7. Know what you are qualified to teach. Be qualified to teach in more than one subject field.
Pet Peeves of Administrators

1. Poorly written letters of application, i.e. grammatical errors, misspelled words.
2. Duplicated letters of application. (Most go straight to the wastebasket.)
3. Collect telephone calls by candidates without permission.
4. Use of political pressure and name dropping.
5. Failure to inform potential employers or placement officials of address and telephone number changes.
6. Poor resumes.
7. Unsolicited contacts and support of a candidate from persons whom the interviewer does not know.
8. Insisting on an interview when no vacancies are listed or anticipated.
9. Bringing friends or relatives to an interview. (Jobs are lost this way)
10. Lack of communication skills.
11. Stressing the satisfaction of personal needs.
12. Negative remarks about student teaching.
13. Accepting a position and then rejecting it.
Objective: To provide elementary education teaching candidates with two semesters of field experience in elementary schools selected specifically for the Emporia State University’s Professional Development School Program, enabling candidates to observe and experience a full academic year of student teaching.

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

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

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

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

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

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

Conceptual Framework:
## Overview of PDS Student Teaching Internship (Senior Year)

<table>
<thead>
<tr>
<th>Component</th>
<th>Block 2 (EE320)</th>
<th>Block 3 (EL466)</th>
</tr>
</thead>
</table>
| **Description** | - In most districts, Interns have the opportunity to attend district professional development and help prepare for start of school  
- First 10 weeks, interns attend ESU methods courses 2 days/week, with remainder of the time at the PDS site  
- At the PDS site, interns are assisting, co-teaching, and gradually working up to full-time teaching after methods classes are completed  
- Interns conduct an individual case-study and teach small reading groups during the semester  
- Interns design and teach lessons in one subject area 3-5 days, and in all content areas for 10 days.  
- ESU Coordinator observes, conferences with, and supports interns and mentors on weekly basis | - At the PDS site, interns are assisting, co-teaching, and gradually working up to full-time teaching (4-6 weeks)  
- Interns complete a capstone curriculum course before/after PDS school assignment  
- Interns complete a Teacher Work Sample, demonstrating ability to plan, teach, and self-evaluate implementation of a multi-lesson teaching unit  
- Interns complete a Professional Relations of Teachers (PRT) comprehensive assignment related to teaching competencies and school/district policies and procedures  
- ESU Coordinator observes, conferences, and supports interns and mentors on weekly basis |
| **Feedback/Evaluation** | - Mentor teacher consistently conferences with interns on teaching responsibilities (weekly conference form)  
- Mentor teacher formally observes, assesses, provides feedback for 8 intern lessons during semester  
- Mentor teacher completes 2 formative progress and disposition evaluations of intern and 1 summative evaluation  
- ESU Coordinator conducts weekly school site visits, with feedback and support as appropriate  
- ESU Coordinator conducts at least 3 formal observation evaluations with feedback during block 2  
- ESU Coordinator completes summative end-of-semester evaluation of intern | - Mentor teacher consistently conferences with interns on teaching responsibilities (weekly conference form)  
- Mentor teacher formally observes, assesses, provides feedback for intern lessons on weekly basis  
- Mentor teacher completes 2 formative progress and disposition evaluations of intern and 1 summative evaluation  
- ESU Coordinator conducts weekly school site visits, with feedback and support as appropriate  
- ESU Coordinator conducts at least 3 formal observation evaluations with feedback during block 3  
- ESU Coordinator completes summative end-of-semester evaluation of intern |
### Course Content for Block 2 and Block 3

<table>
<thead>
<tr>
<th>Performance Tasks</th>
<th>Assessment/Evaluation</th>
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</thead>
</table>
| **1.** Demonstrate independence in planning lessons and units and knowledge of components needed to accomplish lesson objectives: how to assess the objectives and teach lessons from these plans ESU Conceptual Framework 1B2, 2B1, 2B2, 2B3, 3A3, 3B1, 3B2, 4A3, 5A2, 5A3, 5B1, 5B2, 5C2, 6B3  
Kansas Professional Standards:  
Standard #3 K 1,2, 4. P 1,2,3.  
Standard#7 K 1-4  P 1,2 3.  
For each of the block 2 content classes of math, reading, and language arts, candidates will design a lesson and teach that lesson in elementary setting.  
Candidates will design and teach 3-5 lessons in one subject in the elementary classroom (called the 3-5 day teach) in block 2.  
Candidates will design and teach content lessons for ten consecutive days (called the 10-day teach) in block 2.  
Candidates will design and teach content lessons for minimum of 4 weeks of full time student teaching in block 3.  
A scoring guide is provided. Work not meeting acceptable level is returned to be rewritten with specific suggestions for improvement provided by the coordinator.  
Lesson plan evaluation forms for evaluating the block 2 content lessons are provided for the candidates and mentors. The mentor teacher evaluates each of the lessons and provides written and verbal feedback to the intern.  
The coordinator evaluates lessons at least three times during each semester, more often as needed, and provides written and verbal feedback. | **2.** Identify and be able to list and describe the various roles and responsibilities of the classroom teacher. ESU Conceptual Framework 1A2, 1C1, 6A1, 6A2, 6C1, 6C2  
Kansas Professional Standards:  
Standard #4 K2  P 4  
Standard #7 K 1,2,4.  P 1,2,3,5.  
Standard #10  K1,2  
During block 2 and 3 field observations the candidate will observe and note the various roles and responsibilities of the mentor.  
Mentors will discuss and clarify with the interns regarding various roles and responsibilities in the weekly meetings. |
| **2.** Identify and be able to list and describe the various roles and responsibilities of the classroom teacher. ESU Conceptual Framework 1A2, 1C1, 6A1, 6A2, 6C1, 6C2  
Kansas Professional Standards:  
Standard #4 K2  P 4  
Standard #7 K 1,2,4.  P 1,2,3,5.  
Standard #10  K1,2 |  |
| **3.** List and describe the characteristics of effective schools and effective teachers as identified by school effectiveness research and Federal/state testing mandates. ESU Conceptual Framework 2A2, 3A1,  
Kansas Professional Standards  
Standard #7  K 1,2.  P 1,2 5.  
Standard #13  K1,2,3.  P 1,2  
Participation in block 2 seminars, assigned activities, building training, and block 2 and block 3 field observations. | **3.** List and describe the characteristics of effective schools and effective teachers as identified by school effectiveness research and Federal/state testing mandates. ESU Conceptual Framework 2A2, 3A1,  
Kansas Professional Standards  
Standard #7  K 1,2.  P 1,2 5.  
Standard #13  K1,2,3.  P 1,2  
Participation in block 2 seminars, assigned activities, building training, and block 2 and block 3 field observations. | 
| **4.** Use preventative and effective management techniques during field experiences. | **4.** Use preventative and effective management techniques during field experiences.  
Block 2 – 3 Field experiences working with children in a variety of situations including teaching lessons.  
Mentor’s weekly conference/feedback, lesson evaluations, and summative and evaluations |
<table>
<thead>
<tr>
<th>ESU Conceptual Framework</th>
<th>Kansas Professional Standards</th>
<th>Standard # 5</th>
<th>4B3</th>
<th>TWS Factor 5</th>
<th>Coordinator’s block 2 and block 3 monthly evaluations with written and verbal feedback, and summative evaluations in block 2 and block 3.</th>
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<tbody>
<tr>
<td><strong>5.</strong> Analyze the demographics of a classroom and other contextual information to use when making instructional decisions. <strong>ESU Conceptual Framework 1A1, 4A1, 4C2, 5A1.</strong></td>
<td><strong>Kansas Performance Standards</strong></td>
<td>Standards K1.</td>
<td>P 3,6,</td>
<td><strong>TWS Factor 1 Exercise</strong></td>
<td><strong>Factor 1 will be shared with the mentor teacher. Completion of TWS Factor 1 Exercise in block 2 and TWS unit in block 3.</strong></td>
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<tr>
<td>Kansas Performance Standards</td>
<td><strong>Standard #7</strong></td>
<td>K2.</td>
<td>P5.</td>
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<td><strong>6.</strong> Explain and identify the salient phases of the direct instruction model and investigative model of instruction. <strong>(CT,CP)</strong> <strong>ESU Conceptual Framework 3A1, 4A3.</strong></td>
<td><strong>Kansas Performance Standards</strong></td>
<td>Standard #1</td>
<td>K1,</td>
<td><strong>Participation in field experiences and class observations.</strong></td>
<td><strong>Content teachers evaluate written lesson plans with the direct instruction model and/or investigative instruction model prior to instruction in the PDS.</strong></td>
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<td></td>
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<td>P 3,4</td>
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<td><strong>Written lesson plans with direct instruction model and/or investigative instruction model.</strong></td>
<td><strong>Mentors use the provided lesson evaluation forms to evaluate the intern’s use of the lesson plan in direct instruction, and provide written and verbal feedback.</strong></td>
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<td>Standard #2</td>
<td>K1,</td>
<td><strong>Use of appropriate and legal ethics.</strong></td>
<td><strong>Coordinators also evaluate content lessons with monthly evaluations, providing written and verbal feedback.</strong></td>
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<td>P 2.</td>
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<td>Standard #4</td>
<td>K2,</td>
<td>P2</td>
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<td>Participation in PDS activities and staff development.</td>
<td>Questions and comments during school law seminars and conduct during field experiences.</td>
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<td>Use of appropriate and legal ethics.</td>
<td>Mentor feedback on professionalism using the weekly conference forms, the mentor and coordinator feedback on content lesson evaluations, the summative evaluation and disposition forms.</td>
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<td>Block 2 seminar participation, assigned readings, class discussion, field observations; writing lesson plans; writing the Factor 1 TWS Exercise and Factor 3 and 6 adaptations.</td>
<td>Participation in block 2 seminar discussions, feedback from mentors during lesson planning.</td>
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<td>Evaluations completed by mentor teachers and PDS coordinators in block 2 and block 3.</td>
</tr>
<tr>
<td>Framework 1A1, 1A3, 1B3, 1C2, 4A3, 4C1</td>
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<td><strong>Kansas Professional Standards Standard #3 K1 P 5,6,7.</strong></td>
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<td><strong>Kansas Professional Standards Standard #9 K2,3 P 1.</strong></td>
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<td><strong>10. Demonstrate ability to self-evaluate and reflect on teaching/instruction. ESU Conceptual Framework 2C1, 3B3,3C1, 5C1</strong></td>
<td>The student will use self-reflection in writing after each formal lesson taught and informally on a daily basis with mentor. TWS Factor 7 exercise.</td>
<td>The mentor and PDS coordinator will discuss reflections with the intern as part of feedback process in block 2-3. The coordinator will evaluate the TWS Factor 7 exercise in block 2.</td>
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<td><strong>Kansas Professional Standards Standard #4 K2 P1,2,3. Standard #5 K1,4,5. P 1,2 6.</strong></td>
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<td><strong>11. Demonstrate an understanding of the scientific basis that guides the art of teaching. ESU Conceptual Framework 3A1.</strong></td>
<td>Assigned readings, classroom observations, lesson planning participation in seminars and written reflection.</td>
<td>Feedback from mentor teachers and coordinators on planning and teaching, feedback from methods teachers, and self-evaluation of planning and teaching.</td>
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<td><strong>Kansas Professional Standards Standard #6 K3 P 1,3,4.</strong></td>
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<td><strong>12. Demonstrate effective communication skills in speaking and writing. ESU Conceptual Framework 1B1, 2A1, 2A2, 4B1, .</strong></td>
<td>Write a letter of introduction to mentor teachers in block 2. Write lesson plans, present lessons to children, discussions with mentor teachers and faculty members, written reflections and TWS in block 2 and block 3.</td>
<td>Mentor and coordinator will evaluate intern’s oral and written language during field experiences, as noted on the weekly conference forms, lesson evaluations, summative evaluations in block 2 and block 3. Methods teachers will also evaluate communication skills within their classes.</td>
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<td><strong>13. Demonstrate the traits of a professional which include positive attitude when working in educational settings, punctuality, excellent attendance, meeting deadlines, promptness, neatness and accuracy of content in written assignments and other projects, accepting responsibility, being a courteous listener, using standard English in speaking and writing, neatness in appearance, and other traits associated with those of a professional. ESU Conceptual Framework 1A2, 1C1, 6A1,</strong></td>
<td>Participation in PDS activities and seminars.</td>
<td>Written comments by mentor, coordinator, principal and all staff associated with the intern as noted on the weekly conference forms, the lesson evaluations, disposition forms, and summative evaluations in block 2-3. Methods teachers will also evaluate traits of professionalism within their classes.</td>
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<tr>
<td>6A3, 6B1</td>
<td>Kansas Professional Standards Standard #9 K3 P3</td>
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<td>14. Observe the use of technology and computers during classroom observation and apply when appropriate in lesson planning ESU Conceptual Framework</td>
<td>Interns are provided feedback on integration of technology by the mentor teacher and others who observe lessons as noted on weekly conference forms, lesson evaluations, and summative evaluations. Methods teachers will also evaluate technology usage within their classes. Scoring of the TWS Factor 3 exercise.</td>
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<tr>
<td>Kansas Professional Standards 4A2, 4B2 Standard #12 K 1,3,5 P1,2.</td>
<td>During block 2-3 field experiences the intern will observe how teachers incorporate the use of technology in planning and teaching lessons during observation and participate and apply appropriately.</td>
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Block 3
Introduction

Overview

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

Each teacher candidate is expected to complete the PRT Guidebook independently by midterm. Candidates are required to successfully complete ten competencies and may choose to complete a twelfth competency by developing an interview portfolio. **Note: Candidates who do not complete competencies 1-11 with correct and appropriate answers will be given a grade of "Incomplete" or "F" for ED/EE 431. Completion of the PRT Guidebook constitutes 33% of the grade for ED/EE 431 while successful completion of the Teacher Work Sample constitutes 67% of the grade.**

Candidates are required to word process answers to the competencies in the PRT Guidebook. The guidebook is available online at [https://indri.emporia.edu/Downloads/](https://indri.emporia.edu/Downloads/).

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

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

The Professional Relations of Teachers Guidebook Policy

The purpose of the Professional Relations of Teachers (PRT) Guidebook is to assure that a teacher candidate has adequate knowledge and preparation to assume all responsibilities in a classroom and to maintain an ethical and professional demeanor while assuming these responsibilities and working with other professionals to meet both school and district goals. By completing a variety of competencies, the candidate becomes aware of safety procedures, discipline policies, and legal and accreditation issues. To ensure adequate understanding and fulfillment of duties related to assessment and instructional practice, teacher candidates are required to complete other competencies. Finally, candidates are required to complete competencies that will enable them to successfully apply for and obtain a teaching position.

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

*(For PDS Interns, Middle, Secondary & PreK-12 Student Teachers)*

<table>
<thead>
<tr>
<th>Date: ____________________________</th>
<th>On-site Visit _________</th>
<th>Phone Visit _________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student: __________________________</td>
<td>Education Supervisor: ____________________________</td>
<td></td>
</tr>
<tr>
<td>Coop/Mentor Teacher(s): ____________</td>
<td>Subject/Grade Level: ____________________________</td>
<td></td>
</tr>
<tr>
<td>E Mail: ____________________________</td>
<td>District/School: ____________________________</td>
<td></td>
</tr>
<tr>
<td>Duration of On-site Visit: ____________________________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Supervisor had made contact with building administrator. (If on-site visit)
2. Student or site coordinator has turned in:
   1) Health Certificate
   2) Blood Borne Pathogen Certificate
   3) Student Teaching Certificate
3. Supervisor(s), Cooperating Teacher, and Student Teacher/Intern have exchanged phone numbers (home and/or cell numbers).
4. School and class schedules have been shared.
5. Student Teacher/Intern is maintaining an orderly notebook with daily journal, plans (including daily reflections), evaluations (routine, midterm, and final), schedules, etc.
6. Student Teacher/Intern has been introduced to faculty and school personnel.
7. Student Teacher/Intern has been provided with a workspace.
8. Student Teacher/Intern has been informed of & provided with emergency procedures (See PRT Competency 1 in the Student Teaching Manual relevant to emergencies).
9. The Teachers College Conceptual Framework, the basis for evaluation, has been reviewed.
10. Coop/Mentor Teacher has established a regular conference time for planning, evaluation, and feedback.
11. A plan of progressive teaching integration has been developed and KPTP unit discussed. Full-time teaching should begin before or by midterm unless extensive testing may delay this during spring. If not ready, this may be an indication additional support/communication is needed. Confer with Education Supervisor/Site Coordinator. **PDS Mentor Teachers need to follow the schedule for Block 3 and Phase II Student Teachers to assure time for gradually returning teaching responsibilities to the mentor and for observing other classes.**
12. The KPTP requirements have been reviewed and the ESU KPTP Student Assistance Policy.
13. The Student Teacher Manual has been reviewed.
14. Lesson plan format has been discussed and determined. Education Supervisor and Academic Supervisor, if applicable, should also approve the format.
15. A schedule of assessments has been discussed. Both midterm and final evaluations are required, even for 4 week and 8 weeks placements. Collaboration on evaluations is prohibited when a student teacher has multiple cooperating teachers.
16. On-line assessment has been discussed @ [https://indri.emporia.edu/StudentTeacherAssessment/](https://indri.emporia.edu/StudentTeacherAssessment/).
17. Assessment forms in Student Teaching Manual (Appendix J & K), documentation procedures, and the due process policy (Appendix H) have been reviewed.
18. The PRT Guidebook and the PRT Guidebook policy have been reviewed.
19. The Education Supervisor has responded to any other questions or concerns.
20. Next visit-assessment date/time: ____________________________

__________________________________________  ____________________________
Student Teacher/Intern Signature                  Education Supervisor Signature
(If on-site visit)
WEEKLY CONFERENCE FORM

Intern: _______________________________ Mentor: ________________________________

Week of: ________________________________ Absences: _______ Times Tardy: _______

CONFERENCE AGENDA:

TARGET ACTIVITIES:

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

Intern Signature _______________________________ Mentor Signature _______________________________

Date ________________________________

Original to: University Site Coordinator or Supervisor

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

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

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

**Block 3 Formative and Summative Evaluations**

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

* [http://indri.emporia.edu/StProgram/PreviousVersions/StudentTeacherAssessmentForm.aspx](http://indri.emporia.edu/StProgram/PreviousVersions/StudentTeacherAssessmentForm.aspx)
To receive the Bachelor of Science degree with a major in Elementary Education and to be recommended for teacher licensure, the candidate must complete the following standards:

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

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

+ Achieve and maintain a 2.5 cumulative grade point average.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>On time</td>
<td>Role Model</td>
</tr>
<tr>
<td>Attentive</td>
<td>*Responsible</td>
</tr>
<tr>
<td>Takes initiative</td>
<td>Reliable</td>
</tr>
<tr>
<td>Appropriate dress</td>
<td>Receptive</td>
</tr>
<tr>
<td>Positive interaction with students</td>
<td>Enthusiastic</td>
</tr>
<tr>
<td>Positive interaction with faculty</td>
<td>Organized</td>
</tr>
<tr>
<td>Flexible</td>
<td>Professional</td>
</tr>
<tr>
<td>Creative</td>
<td>Good sense of humor</td>
</tr>
<tr>
<td>*Communicates well orally and in writing</td>
<td>Handle criticism</td>
</tr>
<tr>
<td>Communicates well with body language</td>
<td>Attention to detail</td>
</tr>
<tr>
<td>Patient</td>
<td>Willing to relearn</td>
</tr>
<tr>
<td>Knowledgeable</td>
<td>Projects voice</td>
</tr>
<tr>
<td>*Has common sense</td>
<td>Empathetic</td>
</tr>
<tr>
<td>Honest</td>
<td>Has Integrity</td>
</tr>
<tr>
<td>Trustworthy</td>
<td>Classroom control</td>
</tr>
<tr>
<td>Maintains confidentiality</td>
<td></td>
</tr>
</tbody>
</table>

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

*Chosen as most important by ten mentor teachers.
Appendix A
Online Student Teacher/Intern Evaluation
Memo

To: Cooperating/Mentor Teacher and Mentor Teachers

From: Shannon Hall, Director of Field Placement/Alternate Route and Licensure

Regarding: Completing Student Teacher/Intern Evaluations Online

Date: August 1, 2015

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Candidate/Student Teacher/Intern Access**

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

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

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

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

The indicators used on the Emporia State Cooperating Teacher/Intern assessment form assess the culminating phase of the pre-service experience and have been aligned with the Teachers College Conceptual Framework and state professional standards. Students are expected to engage in effective practice, respond to uncertainty and change, apply interdisciplinary knowledge, rely on self-reflection, provide service to society, and belong to professional community. Student teachers/interns will be assessed according to their levels of achievement and provided with written documentation regarding their progress.

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

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

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

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

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

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

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

The scales below indicates the number of points required to earn a specific at the end of the semester:
   Target = 2 points per indicator
   Acceptable = 1 point per indicator
   Needs Improvement = no (0) points
   Not applicable = no points gained or lost. If “Not Applicable,” the total number of indicators used to compute percentages will be reduced accordingly.

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

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

<table>
<thead>
<tr>
<th>Date: ____________</th>
<th>Assessment: ____Routine ____Midterm ____Final</th>
<th>____Conference with Student Teacher Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Teacher: ______________</td>
<td>*Suggested Grade (Midterm): ________________</td>
<td>____Joint Conference with Student Teacher and Education Supervisor</td>
</tr>
<tr>
<td>Subject/Grade Level: ______________</td>
<td>*Suggested Grade (Final): ________________</td>
<td>____Joint Conference with Student Teacher and Academic Supervisor</td>
</tr>
<tr>
<td>Cooperating Teacher: ______________</td>
<td>*Use appropriate scale on page 5 as a guide.</td>
<td></td>
</tr>
<tr>
<td>District/School: ___________________</td>
<td>Assessment was discussed with student teacher____</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Student Teacher/Intern Preparation: All lesson plans are:</th>
<th>PRT Guidebook (Ed. Supervisor; not Alt. Route):</th>
<th>____Satisfactory Progress ____Unsatisfactory Progress ____Completed ____N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>___Available</td>
<td>TWS Progress (Ed. Supervisor):</td>
<td>____Satisfactory Progress ____Unsatisfactory Progress ____Completed ____N/A</td>
</tr>
<tr>
<td>___Organized &amp; sequential</td>
<td>Written reflections (journal/plans):</td>
<td>____Satisfactory Progress ____Unsatisfactory Progress</td>
</tr>
<tr>
<td>___Adequate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**Topic of lesson:**

*(Parts I through IV to be completed while observing a lesson. Observation results and general progress should be discussed with both the student teacher/intern and the cooperating/mentor teacher.)*

<table>
<thead>
<tr>
<th>PART I: THE PROFESSIONAL ENGAGES IN EFFECTIVE PRACTICE (Section 1)</th>
<th>Not Applicable</th>
<th>Target</th>
<th>Acceptable</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Lesson Planning (Also consider indicators 46 &amp; 49)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Prepares clear, logical sequential lesson</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Selects a variety of materials and has them readily available for the lesson</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Prepares a lesson appropriate for students’ developmental needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Prepares several different instructional strategies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Selects activities which encourage critical thinking, problem solving, and decision making</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Creates interdisciplinary learning experiences that employ reading and thinking strategies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Plans opportunities for students to demonstrate understanding throughout the lesson</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

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

<table>
<thead>
<tr>
<th></th>
<th>Not Applicable</th>
<th>Target</th>
<th>Acceptable</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>Exhibits knowledge of content and essential concepts</td>
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<tr>
<td>9.</td>
<td>Manages and makes effective use of materials and space</td>
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<tr>
<td>10.</td>
<td>Promotes student involvement, e.g., through individual and cooperative learning activities</td>
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<tr>
<td>11.</td>
<td>Uses available classroom technology appropriate for lesson</td>
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PART II: THE PROFESSIONAL RESPONDS TO UNCERTAINTY AND CHANGE
(also consider indicators 26 & 37)

<table>
<thead>
<tr>
<th></th>
<th>Not Applicable</th>
<th>Target</th>
<th>Acceptable</th>
<th>Needs Improvement</th>
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<tbody>
<tr>
<td>12.</td>
<td>Uses questioning effectively in different ways for particular purposes</td>
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<td>13.</td>
<td>Makes effective use of instructional time, e.g., introduction, transitions, and closure</td>
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<td>14.</td>
<td>Adapts plans as needed</td>
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PART III: THE PROFESSIONAL ENGAGES IN EFFECTIVE PRACTICE (Section 2)

A. Communicating

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

B. Managing the Classroom Environment

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

PART IV: THE PROFESSIONAL APPLIES INTERDISCIPLINARY KNOWLEDGE

A. Demonstrating Content Knowledge

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<th></th>
<th>Not Applicable</th>
<th>Target</th>
<th>Acceptable</th>
<th>Needs Improvement</th>
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<tbody>
<tr>
<td>28.</td>
<td>Presents lesson applicable to content objectives or justifies changes in the lesson</td>
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<td>29.</td>
<td>Provides appropriate practice for the content outcomes</td>
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<td>30.</td>
<td>Demonstrates knowledge of lesson content, incl. accurately answering student questions</td>
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<td>31.</td>
<td>Provides real world examples or application of the material</td>
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<td>32.</td>
<td>Uses terminology/vocabulary appropriate to the content</td>
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<td>33.</td>
<td>Presents content in the appropriate sequence, including review if applicable</td>
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<tr>
<td>34.</td>
<td>Uses teaching strategies appropriate to the content area</td>
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<td>35.</td>
<td>Collects evidence that students have learned the content</td>
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<td>36.</td>
<td>Ensures students have requisite skills necessary for understanding and applying content</td>
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<td>37.</td>
<td>Presents or clarifies lesson objectives to the learners</td>
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PART V: THE PROFESSIONAL RELIES ON SELF-REFLECTION

A. Reflecting and Inquiring

<table>
<thead>
<tr>
<th></th>
<th>Not Applicable</th>
<th>Target</th>
<th>Acceptable</th>
<th>Needs Improvement</th>
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<tbody>
<tr>
<td>38.</td>
<td>Seeks and accepts feedback from a variety of sources, including other professionals and students, for insight and direction</td>
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<td>39.</td>
<td>Is open to new ideas and continually refines practice through self-examination</td>
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<td>40.</td>
<td>Uses reflective practices in planning, monitoring, assessing, and instructing</td>
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<td>41.</td>
<td>Actively works to advance own knowledge and use of instructional materials, including technology, for teaching and learning</td>
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<td>42.</td>
<td>Reflects on lessons taught including written reflections on lesson plans</td>
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PART VI: THE TEACHER PROVIDES SERVICE TO SOCIETY (indicators 43, 44, 46, 49, 50) and THE TEACHER BELONGS TO PROFESSIONAL COMMUNITY (indicators 45, 47, 48)

A. Demonstrating Professional Behavior and Addressing Diversity

|   |   |   |   |
| 43. Demonstrates professional behavior |   |   |   |
|   | Presents a professional appearance |   |   |   |
|   | Is consistently punctual |   |   |   |
|   | Accepts responsibility, completes duties promptly and accurately |   |   |   |

|   |   |   |   |
| 44. Demonstrates ethical behavior |   |   |   |
|   | Demonstrates good judgment |   |   |   |
|   | Follows district and building policies and procedures |   |   |   |
|   | Uses discretion in confidential situations |   |   |   |
|   | Is honest and trustworthy |   |   |   |

|   |   |   |   |
| 45. Models values and dispositions commonly expected of teachers |   |   |   |
|   | Demonstrates an appropriate attitude |   |   |   |
|   | Receptive to feedback from the Coop/Mentor Teacher and University Supervisor |   |   |   |
|   | Demonstrates belief that all students can learn |   |   |   |

|   |   |   |   |
| 46. Attends to diversity |   |   |   |
|   | Uses a variety of instructional strategies/materials appropriate for diverse learners |   |   |   |
|   | Plans assessments to allow students to demonstrate knowledge in a variety of ways |   |   |   |
|   | Responds to diverse needs of all students (e.g., cultural, gender, academic, SES, ELL) |   |   |   |
47. Participates in professional activities
- Attends school faculty meetings
- Participates in school sponsored activities such as workshops, in-service programs, and committees
- Participates non-school activities such as state and national meetings, workshops, and committees

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

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

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

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

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

CREDIT: Two Semester Hours

REQUIRED Handbook found online at
MATERIALS: www.emporia.edu/teach/opes/supervisor-manuals.html beginning
on page 120 of the Student Teaching/Intern Manual

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

Assignments
1. Completion of Competencies 1-4 during the first week of internship
2. Completion of Competency 9 due at Midterm Meeting
3. Completion of Competencies 5-10, thus completing the handbook by midterm (at the end of 8 weeks of student teaching)
4. For Teacher Candidates with a second assignment during the last eight weeks in a different district, competencies 1-4 should be completed again during the ninth week.
How grades are determined for ED/EE 431 Professional Relations of Teachers (PRT):

ED 431: Professional Relations of Teachers (PRT)
(PRT Guidebook Points + TWS/KPTP Project Points = PRT Grade)

<table>
<thead>
<tr>
<th>PRT Grade / PCT Points</th>
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<tbody>
<tr>
<td>A</td>
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<tr>
<td>B+</td>
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<tr>
<td>B</td>
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<tr>
<td>B-</td>
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<tr>
<td>C+</td>
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<tr>
<td>C</td>
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<td>D</td>
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Example:

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

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

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

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

**Accommodation Statement:** Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential. Contact information for the Office of Disability Services and Non-Traditional Student Programs. 242 SE Morse Hall, 620/341-6637 Voice, 620/341-6646 TTY, or via e-mail disabser@emporia.edu.

**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 of 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, or for any components or requirements for that course. Departments, schools, and colleges may have provisions for more severe penalties. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the student’s major or from the University. In addition, acts of academic dishonesty shall be grounds to deny admission to a department or program. The student has the right to appeal the charge of academic dishonesty (see Student Conduct section). If after an appeal it is found that the student did not commit an act of academic dishonesty, no penalties will be imposed on the student.
Appendix B
Kansas Performance Teaching Portfolio (KPTP)
f/k/a
Teacher Work Sample (TWS)
Kansas Performance Teaching Portfolio (KPTP) prompts and rubrics can be found at the Kansas State Department of Education website via the following link:

http://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation/Postsecondary/Educator-Preparation/Kansas-Performance-Teaching-Portfolio-KPTP

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

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