The Teachers College
Teacher Candidate Manual

Manual for Teacher Education Candidates, Teachers, and University Supervisors
Fall 2017-Spring 2018

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The Teachers College Conceptual Framework
Emporia State University

To view the complete Conceptual Framework:
https://www.emporia.edu/teach/accountability/conceptual-framework.html
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:

To view the Kansas Educator Code of Conduct:

KANSAS STATE DEPARTMENT OF EDUCATION

REGULATIONS AND STANDARDS FOR KANSAS EDUCATORS – full document


Professional Education Standards begin on page 60. Follow the link found on this page.
Teacher Candidate Manual

* Emporia State University is committed to equal employment opportunity, equal educational opportunity, and non-discrimination in the operations and administration of all university programs and services. All decisions with reference to employment (including, but not limited to, selection, discipline, promotion, or termination) and all decisions with reference to student status (including, but not limited to, admission, academic achievements, or discipline) will be made without regard to age, race, color, religion, gender, marital status, national origin, handicap or disability, status as a Vietnam Era Veteran, sexual orientation, or any other factors which cannot lawfully be considered, to the extent specified by applicable federal and state laws.
Definitions

Teacher Candidate – The student in the ESU teacher education program. The teacher candidate is in the capstone experience for continuing professional growth during this important part of teacher preparation. The teacher candidate is provided assistance from individuals who collaborate as the support team for them – the Supervisor from the University, the Teacher in the school, and the Director of Field Placement.

University Supervisor – Referred to as the “supervisor” in this manual. This individual represents Emporia State University. A supervisor is an education supervisor who provides pedagogical support to the teacher candidate, an academic supervisor who provides content support to the teacher candidate, and/or a professional development supervisor who provides both to a teacher candidate in the elementary education program. These individuals provide support and feedback to the teacher candidate in the student teaching experience. The supervisor schedules visits to the classrooms, observes the instruction implemented by the teacher candidate, and evaluates the teacher candidate’s progress during the semester. These individuals are the first line of communication for the teacher candidate. The supervisor collaborates with the teacher, principal, and any other school personnel involved with the teacher candidate’s progress. The supervisor also informs and collaborates with the Director of Field Experience.

Teacher – The teacher is in the school where a teacher candidate has been placed for the student teaching experience. Some teacher candidates will be placed with one teacher, while others will be placed with more than one teacher in schools. The teacher has a minimum of three years of teaching experience and is recommended by the school administration to host a teacher candidate. The teacher is the teacher of the classroom, responsible for the progress of their students, and who mentors the teacher candidate during this time, evaluating the candidate’s progress. This teacher helps the teacher candidate develop as a professional in the classroom and school environment. They also help the teacher candidate understand the school’s organization as well as how to work with parents, the community, other school colleagues and staff.

Director of Field Placement – The Director of Field Placement plans, prepares and coordinates the roles and responsibilities with the supervisors. The Director works closely with teachers and principals of the schools to ensure teacher candidates are provided supportive and constructive feedback for the teacher candidate’s professional growth.

The Teacher Candidate

Student teaching is an exciting time when teacher candidates are at the point in their education where they will be able to practice all that they have worked so hard to learn. Student teaching is the culminating phase of the pre-service preparation when candidates are expected to integrate educational theory and knowledge with the practical problems of actual classroom teaching. Students are expected to provide service to society, apply interdisciplinary knowledge, engage in effective practice, respond to uncertainty and change, rely on self-reflection, and belong to professional community.

It is assumed that teacher candidates will bring to this semester an understanding of students, their growth patterns, their interests, and a variety of teaching strategies. This understanding should have developed through the study of educational theory and direct experiences in working with students. Candidates should have an understanding of subject matter and insight into skills, concepts, understandings, and attitudes they propose to teach.

To a great extent, what is learned in student teaching will depend upon how much the teacher candidate takes advantage of opportunities to observe and participate in the school. An alert observer who can intelligently interpret what is observed builds up a reservoir of vicarious experiences upon which to draw in later years. Candidates should be involved in dialogue on a daily basis with those in the school regarding these observations and experiences, as well as dialoguing with their university supervisors on a weekly basis.
Requirements of Teacher Candidates

Student Teaching Certificates
It is required by law that each Teacher Candidate be officially certified to teach students in the classroom of accredited public and private Kansas schools. The certificate must have the proper information concerning the student teaching assignment and be signed by the institutional officer. The teacher candidate is given the original certificate to present at the teaching site. A copy is sent to the State Department of Education, and a copy is retained in the student’s file in OFPL (VH 208). The Principal will keep the original for the duration of student teaching in that building OR turn it over to the main district office. If the teacher candidate is in more than one building, show the original to both principals and provide a copy for one. Make a copy of the certificate(s) for your records/file. At the completion of student teaching, the teacher candidate may ask for the original certificate to be returned and retain the original certificate(s).

Background checks
Teacher Candidates are required to have completed a background check through ESU’s link with Validity Screening Solutions (VSS) to be on file in the Office of Field Placement (OFPL) by the designated due date in July for Fall Teacher Candidates; in December for Spring Teacher Candidates to be eligible to receive the student teaching certificate. Other background checks will not be accepted in place of the ESU required VSS background check. The information to complete the ESU VSS background check follows this short section. A copy of your report is automatically sent to ESU. A copy of your VSS background check is required to be submitted to your Canvas course – Student Teaching Phase II Progress Report, for Phase II Teacher Candidates; to the Block 3 Intern Progress Report, for Block 3 Teacher Candidates by the specified date. The VSS background check must be valid for the entire student teaching semester. The “valid period” of a VSS background check, by ESU policy, is within a year from the Completed Date (found on the VSS background check) which extends to the last day of the student teaching semester. Any incident of legal or questionable professionalism will require a new Disclosure form to be completed in the OFPL within one week of the new criminal charge. A teacher candidate is not allowed in the building to student teach without receiving the student teaching certificate. Schools require a background check to be provided to their main office before an individual can be around students in their schools. Teacher Candidates are held accountable for providing their background check from your VSS account to your school/district via email or in person at the designated time the school requires. Every teacher candidate will also complete a disclosure form at the Campus Orientation meeting in August/January which will be kept on file in OFPL.

VSS CRIMINAL BACKGROUND CHECK INSTRUCTIONS

In the Fall of 2015, the ESU Council on Teacher Education passed a resolution which requires all students seeking admission into Block 1/Phase I, following the Spring 2016 semester, to complete the following background check with Validity Screening Solutions, in addition to the current disclosure statement. Please note: you may be required to complete an additional background check at a later date.

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

Here is what you need to do:
1. Go to the secure link below:
   https://www.validityacademics.com
2. Enter the Username and Password below:
   Username: emp1345
   Password: background
3. Create a personal profile by completing the required fields
   1. If your email has been used in a previously created profile you will need to log in via the “Returning Student Log-In” section, select the “New Screening Profile” link on the next page.
2. If you have forgotten your password you can click on the “password (forget?)” link and answer the security question you chose when you first creating your personal profile.

4. Complete each section of the screening profile
   1. Choose a payment option:
      i. Credit Card (Visa or MasterCard) $36.00 plus $2.00 administrative fee
      ii. Money Order or Cashier’s Check $36.00
   2. Review the screening profile to ensure all sections are complete and click Next
   3. Read the “Notice and Disclosure” and check the confirmation box
   4. Read the “Summary of Rights under the Fair Credit Reporting Act” and check the confirmation box.
   5. Fill out all form fields in the Certification and Release and enter your signature in the electronic signature box.
   6. Select Submit

* Your results will not be released to your institution until you successfully submit your request to Validity. This can be verified if you have received the confirmation email titled ‘Academic Screening Profile Received.’

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

If you have any questions about completing a background check, please feel free to contact Shannon Hall at (620) 341 – 5447 or shall@emporia.edu. Technical issues with accessing your account or completed background check should be directed to Validity Screening Solutions at 913.322.5995, toll-free at 866.920.5995 or via email at students@validityscreening.com.

**Liability Insurance**

All teacher candidates must purchase liability insurance or be covered by a liability insurance clause under another policy to be protected from issues which can occur in the classroom during the student teaching semester. Any student member of KNEA, KANAAE, or a professional organization such as SHAPE America (for PE majors), which has liability included with the membership will be accepted. Check your membership policy to confirm the coverage. A copy of the membership card will be required to be sent to your Canvas course – Student Teaching Phase II Progress Report, for Phase II Teacher Candidates; to the Block 3 Intern Progress Report, for Block 3 Teacher Candidates. Other documentation must include the teacher candidate’s name, dates of liability coverage, and agency. This must be completed to receive the student teaching certificate and prior to entering the building to student teach.

**Substitute Teaching**

The student teaching certificate that is issued to teacher candidates in student teaching is *not a certificate to substitute teach*. Kansas License regulations prohibit student teachers from substitute teaching or serving as the regular teacher during the time in which they are certified to student teach. If you hold a valid emergency substitute license during this time, put it away for the semester until you have successfully completed your student teaching. *If you are asked to serve as a substitute teacher, or your Mentor/Cooperating Teacher leaves the building for any period of time and no sub is secured by the school, please notify the Director of Field Placement immediately.*

**Intern/Student Teaching Agreement**

In compliance with legislative action taken by the state of Kansas, the university is required to enter into a mutual contract with each school district concerning the assignment of candidates as student teachers and interns. This contract is arranged with the district superintendent, and a copy is retained by the Superintendent and by OFPL or the Department of Elementary Education/Early Childhood /Special Education.

**TB/Health Certificate**

Kansas law requires that anyone working with students on a regular basis in school settings is to have a health clearance. A TB/Health clearance form can be obtained from VH 208. If the TB clearance expires during student teaching, the teacher candidate should check with school administrators to see if a new TB clearance needs to be obtained. Check with your doctor if there are concerns about getting the TB clearance for other acceptable ways to
meet the required health clearance. The teacher candidate is responsible for obtaining a current clearance to avoid being asked to leave the student teaching placement site and should present the new certificate to the building principal(s) or to the main office of the district. Failure to do so may result in not being able to be in the classroom until the appropriate office in the district has received the current TB/Health certificate.

Attendance
Teacher candidates are required to report on the first day of the assignment unless other arrangements have been made with the OFPL Director, the Cooperating/Mentor Teacher, and Principal to begin earlier or later. Teacher candidates are expected to be at the student teaching placement every day. The importance of regular attendance cannot be over-emphasized. It is the responsibility of the teacher candidate to obtain permission of the Principal, the Cooperating/Mentor Teacher, the Education Supervisor, and OFPL Director before any absence other than one caused by illness or an extreme emergency to be considered for an excused/unexcused absence. Many Academic Supervisors also expect to have input into the decision regarding planned absences. Communication is of the utmost importance during the student teaching semester. Please communicate any absence to the OFPL Director via email shall6@emporia.edu. Teacher candidates do not have personal leave days for attending special events or personal events. Absences, whether excused or unexcused, may result in an extended student teaching experience or in early termination of student teaching. Attendance at all campus meetings (Orientation, Midterm, and Final) are required. Additional work will be required if an absence cannot be avoided. Plan your Praxis tests on days that do not conflict with student teaching or the required campus meetings. Family vacations and/or Spring Break trips should not be scheduled on days of the campus meetings or during the time to be in the classroom for student teaching. Any unexcused absence from a campus meeting will result in the loss of points for the student teaching final grade.

PROCEDURES OF DUE PROCESS FOR EARLY TERMINATION

The following policy outlines specific steps that should be taken as concerns begin to arise with teacher candidates.

PROCEDURES OF DUE PROCESS FOR EARLY TERMINATION
OF AN OFF-CAMPUS TEACHER EDUCATION ASSIGNMENT*
(Revised 2015)

The following statement of procedures and policy pertains to candidates of Emporia State University who are assigned by The Teachers College as PDS Interns or Teacher Candidates. Hereafter in this document, PDS Interns and Teacher Candidates 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
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 Teacher Candidate is teaching, appointed by the department chair of the academic area. If the Teacher Candidate 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 Teacher Candidate 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.

**Daily Schedules**
Teacher Candidates are expected to follow the school calendar at their student teaching site, not Emporia State University’s calendar.

**Employment during Student Teaching (including coaching)**
Many teacher candidates have a financial need to remain employed in some capacity while student teaching. This is acceptable if it does not interfere with the student teaching schedule. The focus should remain toward completing all tasks for the successful completion of student teaching. Coaching is one form of employment which can support the professional rapport with students in the classroom. However, coaching responsibilities should not interfere with the student teaching schedule. It is not allowable for a teacher candidate to leave early for practices. On game days, the teacher candidate may leave with the team for away games, or be out on the court/field when the team is expected to report. If there are difficulties with employment taking the teacher candidate’s focus away from being successful, the teacher candidate should immediately contact the OFPL Director for a conference.
School Activities/Out of Classroom Activities
Teacher candidates, who are student teaching, should plan to participate in numerous school activities. Questions often arise as to the type, number, and amount of extra duties, which may be assigned to teacher candidates. One of the major purposes of full-time student teaching is to provide the teacher candidate an opportunity to become involved in appropriate extracurricular activities. By spending the full day in school, the teacher candidate will have a more comprehensive idea of the life and work of a teacher. With the permission of the Principal and the Cooperating/Mentor Teacher, a teacher candidate is expected to attend faculty meetings, parent-teacher meetings, and other meetings of a professional nature, which are available, and is required by a cooperating/mentor teacher.

Accepting Assignments from the Teacher and Administrators
During student teaching, the teacher candidate should accept any assignment given by the Cooperating/Mentor Teacher. For example, if the teacher is assigned to sponsor a school dance or to sell tickets for a basketball game or school carnival, the candidate should also participate and give assistance in any way possible if it is required by the cooperating/mentor teacher as part of their regular duties. In addition, the School Administrator may assign duties to the teacher candidate on the same basis as assignments are given to any regular faculty member. When a candidate is not comfortable with the assignment, the teacher candidate should make this known to the Cooperating/Mentor Teacher and/or the ESU Education/PDS Supervisor so the teacher candidate is supported in this type of teaching situation. Teacher candidates should not be placed in positions of responsibility for which they do not feel adequately prepared, confident to assume or which violate student teaching regulations, such as substituting.

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

### Schedule for Assumption of Duties Week-by-Week

**Week 1**

- Find out which office requires your health form and student teaching certificate and turn in to that office (pick up certificate at the end of assignment).
- Share Block 3/Phase II Manual Link with your Teacher
- **Submit the classroom schedule in Canvas**
- Provide the school office with a local address, telephone, and emergency information.
- Begin a journal of new information learned, questions that need to be asked, schedules for special programs, etc. Continue journaling for the semester as indicated by your supervisor.
- Learn the emergency plans for disaster drills, school and district policies (ex: conduct, dress, dispensing medication, attendance).
- Complete the 4 Policies & Procedures found in the back of your Teacher Candidate Manual. Submit these in Canvas.
- Learn student medical information you will need to be aware of.
- Maintain your teacher’s schedule for the remainder of the semester. This means attending all staff meetings, professional development meetings, etc., which your teacher is required to attend.
- **Proposed Schedule for Teaching:** This period should include observation, journaling, assisting in lesson planning, correcting papers, administrative class, and schoolwork. The CT is always present.
- Select subject and topic for your KPTP. Select dates to teach this 10-12 day unit. Must be taught before midterm. Continue your KPTP planning.
- Submit Weekly Conference and Weekly Lesson Evaluation (as appropriate) forms in Canvas for your University Supervisors, and continue throughout the semester. Copy should also go to school principal, if requested.
Week 2
__ Meet regularly with your Teacher to plan teaching experiences, share journal information.
Sometime within the first two weeks, the Education/PDS Supervisor will conduct an initial visit with the teacher candidate and the teacher to review the university requirements. This initial visit is usually held in the classroom or an agreed upon location within the school.
__ Proposed Schedule for Teaching: Begin to maintain a lesson plan notebook. Begin with the Hunter Lesson Plan format or another detailed plan approved by your supervisors and teacher. Reflect in writing on the back of each plan daily and continue doing this throughout the semester. Detailed lesson planning should always be prepared and will be reviewed by Education and/or Academic Supervisor(s), as appropriate. Assume full or partial responsibility for one class period/subject.
__ Split placement Teacher Candidates should increase their teaching load at a faster pace. The teacher candidate should retain this class period for most of the semester as a major responsibility. A midterm evaluation should be completed by the teacher for 4-week placements. The teacher is always present for 16-week placements.

Week 3
__ Proposed Schedule for Teaching: The teacher candidate may be ready to accept a second and third class period/subject. Teacher Candidate should be given full responsibility of at least 2 or 3 class periods or more if a split placement. The teacher is always present.

Week 4
__ Proposed Schedule for Teaching: Continue planned teaching schedule.
__ Split placement Teacher Candidates should be teaching full time (teacher is in and out of classroom). Teacher candidate should make sure the teacher completes midterm STAR evaluation online through the Google link. To make the form official, we ask the teacher candidate send an email to Field Placement at fieldplacement@emporia.edu with the following statement: “This email confirms I have read and discussed my midterm assessment with my teacher. I understand this email does not necessarily indicate agreement.”

Week 5
__ Reminder!! KPTP is due in” Canvas KPTP” to ESU by 5:00 pm on Monday, November 6, 2017 for fall 2017; Monday, April 2, 2018 for Spring 2018

Week 6
__ Split placement in 8-week placements should complete full time teaching (Teacher is in and out of the room as needed).

Week 7
__ Split placement gradually returns teaching responsibilities to teacher.

Week 8
__ Split placement, Teacher candidate should make sure the teacher completes final STAR evaluation online through the Google link. To make the form official, we ask the teacher candidate send an email to Field Placement at fieldplacement@emporia.edu with the following statement: “This email confirms I have read and discussed my midterm assessment with my teacher. I understand this email does not necessarily indicate agreement.” Teacher retakes teaching load to allow for smoother transition when teacher candidate leaves, and to allow teacher candidate to observe other classrooms this week.
__ 16-week placements, Teacher candidate should make sure the teacher completes midterm STAR evaluation online through the Google link. To make the form official, we ask the teacher candidate send an email to Field Placement at fieldplacement@emporia.edu with the following statement: “This email confirms I have read and discussed my midterm assessment with my teacher. I understand this email does not necessarily indicate agreement.”

Week 9
__ Split placement See teaching schedule of week 1; submit in Canvas a new schedule to University Supervisor(s).
__ Split placement: For your new school, complete the 4 Policies & Procedures found in the back of your
Teacher Candidate Manual. Submit these in Canvas.

**Week 10**
- __Split placement__ (See week 2).

**Week 11**
- __Split assignments__ (See week 3).

**Week 12**
- KPTP is due prior to 5 PM TODAY - Monday, November 6, 2017 in “Canvas KPTP”; Monday, April 2, 2018 for Spring 2018.
- __Split assignments__ (See week 4).

**Week 13**
- Submit Follow-Up Summary Evaluation of Weekly Summaries
- __Split assignments__ (See week 5).

**Week 14**
- __Split assignments__ (See week 6).

**Week 15**
- __Split assignments__ (See week 7).

**Week 16**
- __ALL Teacher candidates__ should make sure the teacher completes final STAR evaluation online through the Google link. To make the form official, we ask the teacher candidate send an email to Field Placement at fieldplacement@emporia.edu with the following statement: “This email confirms I have read and discussed my midterm assessment with my teacher. I understand this email does not necessarily indicate agreement.”
- __Last day of student teaching for all successful Teacher Candidates!!

**Timing of Formal Assessments**

The following is a timeline of the assessments/evaluations each teacher candidate will receive and from whom. These assessments allow teacher candidates to receive feedback during the semester as well as determine the final grade for their student teaching/intern experience.

<table>
<thead>
<tr>
<th>Form</th>
<th>Type of Evaluation</th>
<th>When Completed</th>
<th>Completed By</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Visit</td>
<td>Formative</td>
<td>Within first two weeks from start date of ESU classes</td>
<td>University Education Supervisor in consultation with teacher candidate</td>
</tr>
<tr>
<td>Weekly Conference Form</td>
<td>Formative</td>
<td>Weekly</td>
<td>Teacher in conference with teacher candidate</td>
</tr>
<tr>
<td>Teacher’s Weekly Evaluation of Lessons</td>
<td>Formative</td>
<td>Weekly or more if needed</td>
<td>Teacher followed by conference with teacher candidate</td>
</tr>
</tbody>
</table>
## Follow-Up Summary

**Evaluation of Weekly Conferences**  
Formative (based on previous 4 weeks progress; use weekly conference & lesson evals to guide)

**Fall Semester:** September (at end of 4 weeks) & November (4 weeks after mid-term evaluation)  
Spring Semester: February (at end of 4 weeks) & April (4 weeks after mid-term evaluation)

Teacher in conference with teacher candidate

(for 8 week split placements these will coincide with mid-term evaluations)

---

**Teacher’s evaluation of teacher candidate using STAR: Student Teacher Assessment Rubric**  
Summative (use previous formative evaluations & other sources of evidence as a guide; should not be based on single lesson)

Midterm (end of 1st 8 weeks)*  
Final (end of semester)*  
*see above schedule for split placements

Teacher (should include follow-up conference with teacher candidate)

---

**University Education Supervisor’s evaluation of teacher candidate using STAR: Student Teacher Assessment Rubric**  
Summative (use previous formative evaluations & other sources of evidence as a guide; should not be based on single lesson)

At least two times during the semester (one to occur between weeks 5-7 but prior to Teacher mid-term evaluation; second to occur between weeks 10-14 but after mid-term evaluation; other visits scheduled as needed)

University Education Supervisor (should include follow-up conference with teacher candidate)

---

**University Academic Content Area Supervisor’s evaluation of teacher candidate using STAR: Student Teacher Assessment Rubric**  
Summative (use previous formative evaluations & other sources of evidence as a guide; should not be based on single lesson)

At least two times during the semester (one visit should occur prior to midterm; second visit should occur after midterm with at least 4 weeks between visits; other visits scheduled as needed)

University Academic Content Area Supervisor (should include follow-up with teacher candidate)

---

## Schedule for Formal, Summative Evaluation Based on Placement

<table>
<thead>
<tr>
<th>Placement Length</th>
<th>Evaluation Schedule</th>
<th>Links to Evaluations/Date of Submission</th>
</tr>
</thead>
</table>
| **16 Week Placements** | midterm @ 8 weeks  
final @ 16 weeks | Complete the Assessment of your teacher candidate any time you wish, marking this as Routine on the form through Google. **Submit online via the emailed Google link** after discussing with your teacher candidate. |
| **8 Week Placements** | 1st 8-weeks placements  
- midterm @ 4 weeks  
- final @ 8 weeks  
2nd 8-week placements  
- midterm @ 12 weeks  
- final @ 16 weeks | Complete midterm assessment of teacher candidate with midterm marked on form, through Google. **Submit online via the emailed Google link (before Oct. 9, 2017 for 16 week assignments or before Sept.15, 2017/Nov. 10, 2017 for 8 week assignments)** after discussing with your teacher candidate. |
Complete midterm STAR assessment of teacher candidate with midterm marked on form, through Google. Submit online via the emailed Google link (before Oct. 9, 2017 for 16 week assignments or before Sept. 15, 2017/Nov. 10, 2017 for 8 week assignments) after discussing with your teacher candidate.

Complete final STAR assessment of teacher candidate with final marked on form, through Google. Submit online via the emailed Google link (before Dec. 4, 2017 for 16 week assignments or before Oct. 9, 2017/Dec. 4, 2017 for 8 week assignments) after discussing with your teacher candidate.

**Grading**

A detailed description of the ESU teacher candidate grading procedure is available on the Instructions for the Student Teacher Assessment Rubric (STAR). *Teachers need to make sure that the letter grade assigned reflects the actual number of points given.*

The grading scale and points for assignments are in the syllabi for the student teaching course and on the following page.

Grades for ED/EE 431 are given as a Satisfactory or Unsatisfactory. This is based on completion of a valid ESU VSS Background check on file in the OFPL and a completed ESU Disclosure Statement on file from the Orientation meeting in August/January.

The candidate’s grade for all courses except ED/EE 431 represents an average of the grades by the Teacher(s)) and the University Supervisor(s) from the final evaluations. However, both the Teacher(s) and the Supervisor(s) are expected to document by giving examples or making specific suggestions in the feedback sections, as needed. *In addition, grades assigned should be consistent with the appropriate grading scale on the evaluation instruction form.*

In order for the teacher candidate to be recommended for licensure, a grade of “C” or better is required in all student teacher courses. Evaluations are 2/3 of the teacher candidate grade including the Policies & Procedures worksheet (graded by the teacher candidate’s supervisor). The teacher candidates’ KPTP score is 1/3 of the teacher candidate grade.

*Candidates not receiving a 67% score will be given one opportunity to rewrite the KPTP to achieve a passing score. The score recorded for the rewrite will be no higher than 20 (minimum passing score) since the candidate is being given a rewrite opportunity and to be fair to candidates who achieved a passing score with the first submission. If the candidate does not achieve a passing score on the rewrite, he/she will not pass student teaching and will need to re-enroll in another semester to complete the KPTP as part of a field experience.*
KPTP scores cannot be appealed directly to the state of Kansas. However, should a candidate desire to have her/his KPTP evaluated by a third scorer, the candidate may make this request in writing through the Emporia State University Office of Field Placement and Licensure. The cost to resubmit the KPTP document to KSDE for a third scoring evaluation is $30.00 and is due at the time of the request.

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)

Your completed KPTP is to be submitted into Canvas KPTP Fall 2017. First you must do these things:
1. Submit your Student Verification in KPTP Fall 2017. This is verifying your KPTP is your own work. It cannot be submitted if you have not yet written your KPTP!
2. Verification of Observation/Required Videos: Video TWO of your KPTP Focus Lessons and with advance permission, email one of these or the YouTube link as instructed at Orientation, to your teacher, your supervisor/education supervisor or building administrator to view and complete the form in the next step. You will also be required to upload these videos to the course Canvas site. More information on how to do this upload will be shared at the Orientation student teacher meeting.
3. Supervisor Scoring Sheet located in the KPTP Content Guidelines on page 58: Provide this 4 (four) page form to the individual who views your Video from #2 above. This person must hand this back to you with their signature in the appropriate place on the form, and you must submit ALL 4 PAGES into the Module: Verification of Observation.
4. Provide your Teacher the information in the Cooperating/Mentor Teacher Verification Module. Again, this cannot be done by your Teacher unless you have written your KPTP! Your KPTP will NOT be submitted for grading until your Teacher has submitted this verification that this is your own work, to the best of her/his knowledge.
5. Submit your full KPTP saved with the CODE provided to you by ESU.
6. All steps must be completed prior to the KPTP Due Date.
Sample Grade Report

1. ST Grade ______*  
2. ED/EE 431 - S or U

Grade Form Completed by ___John Doe__________________________
(Supervisor Signature)

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

Teacher Candidate: Harold Smith  
Semester/Year FALL 2017/Spring 2018  
District: SOUTHERN LYON COUNTY USD #252 & BURLINGAME PUBLIC SCHOOL USD #454

School(s): Hartford High & Burlingame Jr./Sr. High

It is the responsibility of the education supervisor to recommend a final semester grade for field experience in which the student is enrolled based on points awarded by each evaluator using their last evaluation. Please make sure each final evaluation has written feedback. Indicate points assigned and final grade for each person listed. Academic supervisor grades and TWS/KPTP points can be obtained in the OFPL office by Monday, December 11, 2017/May 7, 2018. Return this form by Wednesday, December 13, 2017/May 9, 2018. Your consideration will be appreciated.

STUDENT TEACHING Evaluation:

<table>
<thead>
<tr>
<th>Evaluators</th>
<th>Evaluator Names</th>
<th>Points Awarded (FINAL eval)</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Supervisor:</td>
<td>DOE</td>
<td>40</td>
<td>A</td>
</tr>
<tr>
<td>Academic Supervisor(s):</td>
<td>WILD</td>
<td>44</td>
<td>A</td>
</tr>
<tr>
<td>Cooperating/Mentor Teacher(s):</td>
<td>Tom Jones</td>
<td>45</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>Marie Wright</td>
<td>47</td>
<td>A</td>
</tr>
</tbody>
</table>

Total Points/(Final Pts. Only) Awarded for ST Grade: 176 divided by (# evaluators) 4 x 2 = 88* (Average Points Awarded)

Total points available on STAR evaluation = 50 pts

ED/EE 431: Performance Assessment of Student Teachers  
_____ Satisfactory _____ Unsatisfactory  
_______ VSS Background check & Disclosure

LE Course – Student Teaching

Example:

1. Average # of Points for ST Evals: 88 (see above)

2. KPTP Project Points: 25  
Minimum score of 20 (67% of 30 points) required to pass.

3. Policy & Procedures Points: 8  2 pts per P&P

Points deducted:  
Unexcused absence, Campus meeting: - 10 per mtg

1. 88 + 2. 25 + 3. 8 = 121 total minus any deducted points 0 = 88 B+ Final Student Teaching Grade Assigned**

**Points will be deducted (10) for missing any campus meeting without a valid, documented excuse. Illness must be verified from your university supervisor. Director of OFPL must be notified in advance by email with documentation attached. Excuse is subject to review. Points may be changed at the discretion of the Director of Field Placement
Journaling and Reflecting

Teacher candidates learn to be reflective practitioners when observing during the beginning and end of the student teaching experience. To document these observation experiences and other facets of the student teaching experience, candidates are required to maintain a daily journal noting what went well during a lesson and during the school day, what did not go well, and what was learned from the observation or experience. Teacher Candidates might observe for a particular purpose; e.g., how the teacher uses positive reinforcement to manage a classroom. They should also observe in classrooms different from the one to which they are assigned for student teaching. The journal should be available for review by the visiting Education/PDS and/or Academic Supervisor for the entire semester. These Supervisors may also ask for regular journal entries to be sent to them. Discuss with your supervisors about journaling and the expectations during the semester, as this may change based on your individual progress in your student teaching.

Another important aspect of being a reflective practitioner is to reflect daily after teaching. Should the lesson plans be modified in any way? The teacher candidate is expected to write notes on the lesson plan(s) and to have these reflections available when the University Supervisor(s) visits as evidence that the candidate is reflecting. The candidate is also expected to maintain a notebook of suggestions or lesson plans returned from the Teacher with comments or suggestions. On the next 3 pages are some sample guides for journaling.

TEACHER CANDIDATE JOURNAL/LESSON REFLECTIONS

Journaling guide developed by Mrs. Gwen Eidman

The purpose of the journal is to provide an anecdotal and reflective account of your experiences during student teaching. The journal provides a means of confidential communication between the teacher candidate and education supervisor.

Journal Entry components:

- What significant classroom events have happened? (student relationships, environmental issues, students’ responses to your teaching and lessons, etc.)

- What do you really believe to be meaningful to the students and what changes do you plan to make as you do things differently?

- How well are you and your teacher communicating?

- Any concerns / questions / frustrations?

Reflections for daily lesson plans:

- What did you want the students to learn?

- How did you know if they have learned it?

- What will you do if they don’t learn it?

- What could you have done better during the teaching of the lesson?
To be effective, one must be reflective!

For each sentence stem below, provide as many details as you can to show us what you are learning about teaching. You are welcome to rephrase the stems to help your sentences flow more smoothly. However, be sure to provide the information the stem is asking for; e.g., why you liked something, what you would do differently, etc. Each week you should end up with at least five reflection statements. Remember, the only way you are going to improve is if you stop and THINK/REFLECT about your actions and observations in the classroom!

Sentence Stems for Beginning of the Semester and/or when you aren’t teaching your own lessons

Choose at least two of these:

- One lesson/activity my CT did this week that I really liked was.... I liked it because....

- One lesson/activity that the students responded well to this week was.... I think they liked the activity because...

- One lesson/activity that the students seemed to struggle with this week was ..... I think they struggled because.... One thing that might have helped the lesson/activity go better is...

Choose at least one of these:

- One classroom management/discipline strategy my CT used this week that I really like is ................. I think that’s a great strategy because....

- One thing I think I will do differently in my future class is.... I would do it differently because....

Choose at least two of these:

- One highlight of my week was....It was a highlight because...From this experience I learned...

- One lowlight of my week was... It was a lowlight because... From this experience, I learned....

- One thing I can tell I am going to have work on when I start teaching full-time is....I need to work on this because...Some steps I can take to work on this are...

- One thing I wish my cooperating teacher would do with me/for me is....because...

- One thing I did this week that my cooperating teacher seemed to like/appreciate/approve of was...This made me feel.....because....

Sentence Stems for when you are teaching your own lessons
Choose at least two of these:

- One lesson/activity I did this week that I really liked was.... I liked it because....
- One lesson/activity I used this week that really engaged the students was.... I know they were engaged because.... However, if I were to use the activity again, I would....
- One lesson/activity I used this week that didn’t work very well was.... I think it didn’t work the way I wanted it to because.... To improve the activity, I should have....
- One BCA I tried that worked well was....I think it was a good choice because....
- One Closure activity I tried that worked well was....I think it was a good choice because....
- I know my students are learning what I am teaching them because....

Choose at least one of these:

- One classroom management/discipline strategy that is working really well for me is....
- One area of classroom management/discipline that I need to work on is...To improve, I need to....
- One struggling student with whom I’ve made a positive connection is....I know I’m making a difference with this student because....

Choose at least two of these:

- One highlight of my week was....It was a highlight because....From this experience I learned....
- One lowlight of my week was....It was a lowlight because.... From this experience, I learned....
- One thing I still need to work on is....I need to work on this because....Some steps I can take to work on this are....
- One of the most important things I learned this week was....It was important because....
- One thing I wish my cooperating teacher would do differently with me is....
- One of this week’s biggest challenges was....It was challenging because....To deal with this challenge, I need to....
- One success I experienced this week was....To repeat this positive experience, I need to....
- Next week, one thing I am going to work on improving is....I need to get better at this because....
- My biggest improvement this week was....I am so happy I made improvements in this area because....
To: Teachers with a Teacher Candidate

From: Shannon Hall, Director of Field Placement and Licensure

Regarding: Completing STAR Assessment of a Teacher Candidate through Google

Instructions for completing the evaluation through an emailed Google link of a teacher candidate during student teaching will be included in the email with the link.

All teachers are expected to complete a minimum of two evaluations online through Google prior to the midterm and final teacher candidate meetings.

An important reason for the online form is that we must aggregate data for our accrediting agency, and teacher candidate data will have to be entered into our database. It is a sizeable task and your help would make our job much easier. In addition, the feedback for the teacher candidate is critical to their success and growth as an educator.

Please use the PDF Fillable forms emailed to you as a guide while you are evaluating your teacher candidate on an ongoing basis. These are what will help you to fill out the STAR Assessment in Google. These PDF Fillable forms may be copied or emailed to your teacher candidate once filled out.

Once the Google form has been submitted, it is not retrievable.

After you enter the form online in the Google link, it would be helpful if you would email Field Placement at fieldplacement@emporia.edu so we will know that your STAR 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. We also ask your teacher candidate to email to Field Placement with a statement, “This email confirms that I have read and discussed my final STAR assessment with my Cooperating/Mentor Teacher. I understand that my signature (this email) does not necessarily indicate agreement.”

During student teaching (Phase II/Block 3), assessment of candidate dispositions will be combined with both the midterm and final evaluations to be completed by the supervisors, and the teacher. This is also a Google link and will be included in the email to you with the other forms and STAR Google link. Candidates will complete a self-assessment of dispositions at completion (after the midterm of the student teaching semester (Phase II/Block 3).

The information in the FORMS section at the back of this Manual, Completing the STAR Assessment of ESU Teacher Candidate through Google will be useful to you in the evaluation process. Please do not hesitate to contact Ms. Shannon Hall (shall6@emporia.edu) if you have questions. Thank you for helping us with our teacher candidate and intern evaluations.
THE ROLE OF THE TEACHER WITH A TEACHER CANDIDATE

Throughout the teacher candidate’s time in the classroom, the Teacher will be the most important day to day person in the learning process. The Teacher will help the teacher candidate to develop and work on skills important to becoming a successful teacher. The following are responsibilities the university asks of the Teacher in providing this to the teacher candidate for a smooth, continually developing professional relationship with all members of the school community, as well as methods of providing helpful feedback for the teacher candidate in your classroom.

- Provide an introduction about your teacher candidate to your students, such as when they will be arriving, what to expect and introduce the teacher candidate on their first day.
- Provide your teacher candidate with all the classroom protocols for established things such as grading, projects, recording grades, necessary transitions, interests/abilities of certain students, etc.
- Appropriate behaviors and mannerisms within the classroom and school building.
- Inform the teacher candidate about classroom rules and procedures, overall objectives and goals of the classroom, school, and school district.
- Orient the teacher candidate to the school building, regulations, use of equipment, materials, and supplies.
- Introduce her/him to administrators, other teaching staff and office personnel, media specialists, etc.
- Be flexible with the teacher candidate in developing her/his own lesson plans and teaching styles.
- Provide frequent constructive feedback to aid in the improvement of the teacher candidate’s abilities.
- Allow your teacher candidate to participate in faculty meetings, parent-teacher conferences, professional development, and other pertinent school functions.
- Be available to engage with the Supervisor following each observation they conduct with the teacher candidate (2-3 times during the semester).
- Inform the Supervisor of any concerns about the teacher candidate’s performance.
- When the Teacher is absent, a licensed substitute teacher should always be called upon to supervise the teacher candidate. Teacher candidates are prohibited from serving as a substitute teacher or regular teacher, as per state regulations.
- The Teacher should check with his/her school administration about being outside the classroom when the teacher candidate is teaching.

EVALUATION RESPONSIBILITIES

- Effectively communicate in weekly conferences with the teacher candidate on forms provided by the teacher candidate.
- Provide the teacher candidate with evaluations of her/his performance, and prepare mid-term and final evaluations during the student teaching term.
- Once the teacher candidate begins teaching, daily feedback is a benefit while the lesson and events of the day are fresh in the mind. Setting aside a few minutes to discuss the positives and areas for improvement leads to a more rewarding teaching and learning experience for both the teacher candidate as well as the Teacher.
- Teacher Candidates complete a self-assessment of dispositions at entry points of the ESU Teacher Education Program and at completion of the student teaching semester.
- Teachers will complete the Teacher Candidate Dispositions Assessment Form with both the midterm and final STAR evaluations. This is also completed by the supervisors

Weekly Conferencing
The Teacher should conduct **at least one planned conference each week** with the teacher candidate to discuss progress. A weekly conference form in addition to a weekly lesson plan evaluation form have been included for use in these weekly conferences. A suggested list of topics for these conferences might include:

1. Orientation regarding school policies, regulations and other information of value to the candidate.
2. Preparation of unit as related to the Kansas Performance Teaching Portfolio and daily lesson plans.
3. Classroom policies and procedures.
4. Preparation of the physical environment of the classroom.
5. Teaching strategies.
6. Grading systems.
7. Teacher-made and standardized tests.
8. Classroom control.
9. Understanding students (individual differences)
10. Homework vs. supervised study.
11. Teacher-student relations.
12. Progress during the semester.
13. Professionalism.
14. Community resources.
15. Teacher-teacher relations and teacher-administrator relations.
17. Use and availability of building teaching materials.

To prepare for conferences, the Teacher might make notes of things done well and things needing more attention or training on the weekly conference and lesson plan evaluation forms.

**The Role of Supervisors**

The process of supervising teacher candidates is critically important to the candidate. It is also important for the Teacher, who has agreed to assume the responsibility for helping a candidate become a professional educator. Supervisors also complete the STAR Assessment and Disposition forms. Formal assessments must include written feedback to help the Teacher Candidate know specific areas that went well and areas that need improvement. The university depends upon the knowledge and experiences of supervisors in assisting teacher candidates and teachers. Supervisors are encouraged to communicate with each other regarding schedules and/or other needs regarding the teacher candidate.

**Supervision of Block 3 Teacher Candidates**

- **PDS Supervisors**
  - 1 Initial Visit (2 if split assignment*)
  - (Expertise in Elementary Ed.)
  - 3 Formal Assessments (1 in 2nd 8 weeks if split)
  - 3 Meetings with candidate on campus

Additional visits may occur beyond what is above for Block 3 Teacher Candidates.

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

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

- **Education Supervisors**
  - (Generalist)
  - 1 Initial Visit (2 or more if split assignment)
  - 2 Formal Assessments
  - 3 Meetings with candidate on campus

- **Academic Supervisors**
  - (Expertise in Specific Field)
  - 1 or 2 Formal Assessments**
  - 3 Meetings with candidate on campus

**Note:**
- 2 formal assessments for candidates with 1 teaching field (e.g. 2 per 16-week placement by Academic Supervisor)
- 2 formal assessments for candidates with 2 teaching fields (e.g. 1 per each 8-week placement by Academic Supervisor)
On-Campus Supervisor Meeting with Teacher Candidates

On-campus meetings will be held on the orientation dates, at midterm, and when teacher candidates return for their final meeting. Meetings with teacher candidates on campus are at the discretion of the Academic Supervisor, however all Teacher Candidates will meet with an Education/PDS Supervisor.

The following includes a list of possible topics that teacher candidates and Supervisors may want to discuss at the initial meeting on campus.

1. Kansas Performance Teaching Portfolio
2. Lesson planning
3. Visitation/Assessment dates
4. The teacher candidate’s relationship with Teacher(s)
5. Online evaluation by the Teacher(s)
6. Suggestions for observations during the first week
7. When teaching, including 3 week full-time teaching, should start and end
8. Professional expectations for teacher candidates
9. Personal characteristics that enhance teaching
10. Discipline and motivation tips
11. Responsibilities outside the classroom
12. Discretion about comments made to others
13. Criticism of others
14. Variety of instructional strategies
15. Professional Education Standards (KSDE)
16. Relationships with students

Academic Supervisors often cover issues pertinent to their discipline and situation as well as their expectations for teacher candidates. There may some overlap, which reinforces the importance for teacher candidates.
Examples of the ONLINE Surveys completed at the end of the teacher candidate’s student teaching experience.

Diversity Preparedness Survey  
(completed by the teacher candidate)

Semester and Year: ____________________________

Based on your placement, check as many as apply:

_____ Elementary  _____Middle School  _____High School  _____PK-12

Check the department(s) to which your placement applies:

_____Art
_____Physical Sciences
_____Biological Sciences
_____Psychology/Art Therapy/Rehab/MHC
_____Business Administration & Education
_____Health/Physical Education/Recreation
_____Communications/Theatre
_____Social Sciences
_____Early Childhood/Elementary Education
_____Mathematics/Computer Science/Econ
_____English/Modern Languages/Journalism
_____Music

Please answer the following questions by circling the response which best corresponds to your experiences.

**Considering all my course work at ESU to this point, I feel ____ prepared to deal with:**

<table>
<thead>
<tr>
<th>Students with physical challenges</th>
<th>Well-prepared (WP)</th>
<th>Adequately-prepared (AP)</th>
<th>Ill-prepared (IP)</th>
<th>Not-prepared (NP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with physical challenges</td>
<td>WP</td>
<td>AP</td>
<td>IP</td>
<td>NP</td>
</tr>
<tr>
<td>Students with cognitive challenges</td>
<td>WP</td>
<td>AP</td>
<td>IP</td>
<td>NP</td>
</tr>
<tr>
<td>Students with emotional/behavioral challenges</td>
<td>WP</td>
<td>AP</td>
<td>IP</td>
<td>NP</td>
</tr>
<tr>
<td>Students with different modality preferences</td>
<td>WP</td>
<td>AP</td>
<td>IP</td>
<td>NP</td>
</tr>
<tr>
<td>Students of the various gender identities</td>
<td>WP</td>
<td>AP</td>
<td>IP</td>
<td>NP</td>
</tr>
<tr>
<td>Students from various racial/ethnic backgrounds</td>
<td>WP</td>
<td>AP</td>
<td>IP</td>
<td>NP</td>
</tr>
<tr>
<td>Students from diverse family structures</td>
<td>WP</td>
<td>AP</td>
<td>IP</td>
<td>NP</td>
</tr>
</tbody>
</table>
The purpose of this survey is to gain your perception of the mentor/cooperating teacher’s collaboration with you and your student teacher/intern over the course of this semester. Please respond to each item honestly and objectively. Please note that your responses to this survey will remain confidential and will not be directly shared with the person(s) you are evaluating. Results will be combined for all evaluated and shared as an aggregated total to protect the anonymity of respondents.

*Please complete a survey for each Mentor/Cooperating Teacher with whom you had a student teacher/intern placed this semester (if applicable).

Education/Academic Supervisor Name: ________________________ Date: _________________

Name of Cooperating Teacher/Mentor: ________________________

Check Type of Placement:___PDS/Elementary___MiddleSchool___HighSchool___Pre K-12

Check Your Department(s):

_____ Art  _____ Physical Science
_____ Biology  _____ Psychology
_____ Business  _____ Health/Physical Education
_____ Communications/Theatre  _____ Social Studies
_____ Elementary Ed.  _____ Mathematics

YES  NO The mentor/cooperating teacher submitted the mid-term and/or final student teaching evaluations on time.

YES  NO I would be willing to work with this mentor/cooperating teaching again with another student teacher.

Please apply the following rating scale:

4. Excellent  3. Good  2. Fair  1. Poor  Not Applicable

1. Quality of support and assistance provided by the mentor/cooperating teacher to the student teacher.

2. Quality of the feedback provided by the mentor/cooperating teacher to the student teacher/intern (consider content, timeliness, fairness and consistency of feedback).

3. Reasonable degree of flexibility provided by the mentor/cooperating teacher to the student teacher/intern to use his/her own ideas, techniques and approaches when teaching.

4. Ability of mentor/cooperating teacher to be an effective model of best practices in the classroom.

5. Availability of communication of mentor/cooperating teacher with you (the University Supervisor) in regards to the student teacher/intern.

COMMENTS: (Please include any additional comments you may have regarding the Mentor/Cooperating Teacher.)
The purpose of this survey is to gain your perception of the university supervisor’s collaboration with you and your student teacher/intern over the course of this semester. Please respond to each item honestly and objectively. Please note that your responses to this survey will remain confidential and will not be directly shared with the person(s) you are evaluating. Results will be combined for all evaluated and shared as an aggregated total to protect the anonymity of respondents.

*Please complete a survey for both the Education Supervisor and Academic Supervisor (if applicable).

Cooperating/Mentor Teacher’s Name: _________________________ Date: ______________
Supervisor’s Name: __________________________________________
Check Whether: _Education Supervisor/Site Coordinator  Academic (Content) Supervisor
Check Type of Placement: ___PDS/Elementary___MiddleSchool___HighSchool___Pre K-12
Check __Your__ Department(s):
   ___Art
   ___Biology
   ___Business
   ___Communications/Theatre
   ___Elementary Ed.
   ___Physical Science
   ___Psychology
   ___Health/Physical Education
   ___Social Studies
   ___Mathematics

YES  NO  The university supervisor provided the student teacher/intern with a written evaluation following each observation.
YES  NO  I would be willing to work with this university supervisor again with another student teacher/intern.

Please apply the following rating scale:


1. Provided appropriate support and assistance to the student teacher/intern.

2. Clearly communicated expectations for student teaching/internship.

3. Responded in a timely manner.

4. Kept scheduled appointments and was one time, or gave adequate notice of the need to reschedule.

5. Observed the student teacher teaching/intern and stayed for the appropriate amount of time (at least one full class period).

6. Provided relevant and useful feedback to the student teacher/intern.

COMMENTS: (Please include any additional comments you may have regarding the university supervisor.)
Forms
Used during Teacher Candidate’s student teaching experience
Weekly Conference Form
(submitted in Canvas by Teacher Candidate - Progress Report)

Student Teacher: _________________________ Cooperating Teacher: _______________________

Week #:____________Date:_________________ Absences: __________Times Tardy: __________

CONFERENCE AGENDA:

TARGET ACTIVITIES:

Note: Please tie strengths/goals back to at least one of the six Conceptual Framework proficiencies as identified in “The Professional” image on the right-hand side of the page.

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

Teacher Candidate Signature

Teacher Signature

Date
Original to: Supervisor

Copies to: Principal, teacher & Teacher Candidate
Lesson Evaluation Form

Candidate/Intern: ___________________________ Grade Level: ______ Date: ________________

Directions: Please select a rating and provide feedback & suggestions in the box provided.
* Rating: Ineffective (I), Developing (D), Effective (E), & Highly Effective (H) - (see descriptors bottom)

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

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

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

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

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

<table>
<thead>
<tr>
<th>Components &amp; Indicators</th>
<th>Rating*</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I</td>
<td>D</td>
</tr>
</tbody>
</table>

**Construct 1: Learner & Learning**

1.1 The intern plans instruction based on learning and developmental levels of all students.
   Planning instruction, aligning instruction with student learning needs, using a variety of approaches/resources, & providing adaptations for instruction.

1.2 The intern recognizes and fosters individual differences to maintain a positive classroom culture.
   Getting to know all students, creating a culture of respect, & meeting needs of all students.

1.3 The intern maintains a classroom environment conducive to learning.
   Collaborating with students & establishing a safe, respectful, and academically challenging environment.

**Construct 2: Content Knowledge**

2.1 The intern demonstrates a thorough knowledge of the content.
   Encouraging use of multiple representations, explanations, and a wide variety of experiences building student understanding.

2.2 The intern provides a variety of innovative applications of knowledge.
   Using problem solving, critical thinking skills and technology, exploring and delivering content through real world application of knowledge, & collaborating with colleagues to provide cross-curricular opportunities.
<table>
<thead>
<tr>
<th>Construct 3: Instructional Practice</th>
<th>Construct 4: Professional Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 The intern uses methods and techniques that are effective in meeting student needs. Planning rigorous activities, using objectives that align with standards, &amp; meeting needs of students.</td>
<td>4.1 The intern engages in reflection and continuous growth. Engaging in ongoing and purposeful PD, reflecting on practice and seeking PD, &amp; analyzing and reflecting on student data to guide instruction.</td>
</tr>
<tr>
<td>3.2 The intern uses varied assessments to measure learner progress. Providing opportunities for students to demonstrate learning, using assessment data to inform instruction, &amp; providing feedback that encourages students to take responsibility for the learning.</td>
<td>4.2 The intern participates in collaboration and leadership opportunities. Collaborating with multiple stakeholders, communicating in a variety of ways, &amp; demonstrating leadership skills.</td>
</tr>
<tr>
<td>3.3 The intern delivers effective instruction for students. Using a variety of strategies to engage and challenge students, incorporating strategies to differentiate and scaffold instruction, &amp; engaging students in higher order thinking skills.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall Effectiveness of Lesson:</th>
<th>I  D  E  H</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Comments:</td>
<td></td>
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<tr>
<td>Evaluator's Signature:</td>
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<tr>
<td>Position:</td>
<td></td>
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<tr>
<td>Candidate/intern's Signature:</td>
<td></td>
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<tr>
<td>Strengths:</td>
<td></td>
</tr>
<tr>
<td>Goals for Growth:</td>
<td></td>
</tr>
</tbody>
</table>
(Circle one)

Fall  September evaluation  November evaluation
Spring  February evaluation  April Evaluation

Name of Teacher Candidate

School  ____________________________  Grade Level  _______________________
Teacher  ________________________________

Note: Please tie strengths/goals back to the at least one of the six Conceptual Framework proficiencies as identified in “The Professional” image on the bottom of the second page of this form.

Strengths

Areas to Work On

Teachers-Please do not omit this section!
## Plans for the Next Four Weeks

<table>
<thead>
<tr>
<th>Week 1</th>
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<tbody>
<tr>
<td>Week 2</td>
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<tr>
<td>Week 3</td>
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<tr>
<td>Week 4</td>
<td></td>
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</tbody>
</table>

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

Signature of Teacher Candidate ___________________________ Date ___________

Signature of Teacher ___________________________ Date ___________
Initial Visit Checklist
(For ALL Teacher Candidates)

Date: ________________________________   On-site Visit_______________________________
Teacher Candidate: __________________________                 Supervisor: ___________________________
Teacher(s): ____________________________                Subject/Grade Level: ________________________
E Mail: _________________________________
District/School: __________________________             Duration of On-site Visit: ____________________

_____ 1. Supervisor made contact with building administrator.
_____ 2. Student has turned in: 1) Health Certificate
   2) Blood Borne Pathogen Certificate
   3) Student Teaching Certificate
_____ 3. Supervisor(s), Teacher, and Teacher Candidate have exchanged contact information to be used during the
   semester for scheduling and support.
_____ 4. School and class schedules have been shared in Canvas with all supervisors.
_____ 5. Teacher Candidate is maintaining an orderly method for sharing daily journal, plans (including daily
   reflections), evaluations (routine, midterm, and final), schedules, etc.
_____ 6. Teacher Candidate has been introduced to faculty and school personnel.
_____ 7. Teacher Candidate has been provided with a workspace.
_____ 8. Teacher Candidate has been informed of and provided with emergency procedures (See Policies and
   Procedures -in Forms at back of Teacher Candidate Manual).
_____ 9. The Teachers College Conceptual Framework, the basis for evaluation, has been reviewed.
_____ 10. 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 be completed before midterm unless extensive testing may delay this during
    spring. If not ready, this may be an indication additional support/communication is needed. Confer with
    Supervisor. Teachers need to follow the schedule for Teacher Candidates to assure time for gradually
    returning teaching responsibilities to the teacher and for observing other classes.
_____ 12. The KPTP requirements have been reviewed and the KPTP Overview, found on the KSDE Website.
_____ 13. The Teacher Manual has been reviewed.
_____ 14. Lesson plan format has been discussed and determined. Supervisors, if applicable, should also approve
    the format.
_____ 15. A schedule of assessments including dispositions 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
    Teacher Candidate has multiple Teachers.
_____ 16. On-line assessment has been discussed and the submission through a Google link emailed to the Teacher
    and Supervisors.
_____ 17. Student Teacher Assessment Rubric (STAR) Evaluation and Dispositions in Teacher Candidate Manual,
    documentation procedures, have been reviewed, and the webcast has been watched.
_____ 18. Due process policy has been reviewed.
_____ 19. The Policies and Procedures have been reviewed.
_____ 20. The Supervisor has responded to any other questions or concerns.
_____ 21. Next visit-assessment date/time: ______________________________

__________________________________________  _________________________________________
Teacher Candidate Signature         Supervisor Signature
Directions for Completing the STAR Assessment of ESU Teacher Candidate through Google
(subject to change as updates occur 8.11.2017)

1. PDF Fillable forms for the Lesson Evaluation Tool, Dispositions Assessment, and STAR Tool will be emailed to you to use during your classroom evaluations. The Dispositions Assessment and STAR Tool Google links will also be emailed to you and save these Google links for the midterm and final evaluation times.

2. The PDF Fillable form (Lesson Evaluation Tool) is to be used as a guide for multiple lesson evaluations to aid in your evaluation using the STAR assessment. You may save a copy of the PDF fillable form to email to your Teacher Candidate. Please save or print the PDF forms to help in completing the STAR assessment in Google. You may also use the PDF fillable form (STAR Tool) to aid in completing this through Google once the evaluation has been concluded.

3. Fill in as much of the top section as you can; if you do not know the teacher candidate’s ID #, please either ask your teacher candidate for this ID # or make sure you have all names the candidate has been known for the purpose of matching the evaluation with their record.

4. Complete the STAR assessment for your Teacher Candidate through the Google link AFTER you have completed one or more of the PDF fillable form from evaluating your Teacher Candidate.
   - The Google form requires clicking the appropriate “button” for the most appropriate assessment of your teacher candidate in each construct. Each construct should be answered as best as possible. There are no NA’s.
   - Please check your answers carefully to ensure you have evaluated your teacher candidate as accurately as possible and not based on Points.
   - There is no option to Save a Google form. Once you have submitted the Google form, it is sent to The Teachers College for data collection and for the Teacher Candidates grade.

5. Once you have completed the entire form, please send the following emails to confirm with the Field Placement office.
   - To make the form official after you have submitted the evaluation through Google, please e-mail Field Placement at fieldplacement@emporia.edu a short statement: “I completed (student’s name) final evaluation on-line.” This will serve as your official signature.
   - In place of the Teacher Candidate’s signature, we ask that he/she also send an email to Field Placement at fieldplacement@emporia.edu with the following statement: “This email confirms that I have read and discussed my final assessment with my Cooperating/Mentor Teacher. I understand that my signature (this email) does not necessarily indicate agreement.”

6. If you want to complete a new STAR assessment for another Teacher Candidate click on the Google link again to start on a new form.

7. If you have questions about:
   - Block 3 or STAR assessment, contact – 620-341-5445, cseimear@emporia.edu
   - Phase II or STAR assessment, contact Field Placement at fieldplacement@emporia.edu – 620-341-5447,
   - Technical problems, contact Joan Brewer– 620-341-5367, jbrewer@emporia.edu or Field Placement at fieldplacement@emporia.edu 620-341-5447.
Teacher Candidate Dispositions Assessment Form

Candidate Name: _________________________________________  ESU ID: _________________________________  Semester/Year:___________

Candidate Level (circle): Elementary  Secondary/PK-12  Content Area (Secondary/PK-12 only): ________________________________

Rater Name: ____________________________________________

Rater Position (circle one): University Faculty/Advisor  Mentor/Cooperating Teacher  University/PDS Supervisor  Academic Supervisor
(Use if Pre-Student Teaching)

Time of Completion (circle one): Pre-Professional  Admission to Phase I/Block I (Teacher Education)  Block 2 Admission to Phase II/Block 3 (Student Teaching)

Teacher education candidates will be assessed on dispositions a minimum of four times throughout the teacher education program. (1) The first required assessment will be at entry as a requirement for admissions into Phase I/Block I. This assessment will be completed by the content advisor(s) (for secondary/PK-12) or their EL 250 instructor (for elementary). (2) Dispositions will be assessed at the end of Phase I (by a Phase I instructor) or Block I (by a Block I instructor). (3) For elementary, dispositions will be assessed at the end of Block 2 (by a mentor teacher and/or Block 2 instructor). (4) During student teaching (Phase II/Block 3), assessment of candidate dispositions will be combined with both the midterm and final evaluations to be completed by the university/PDS supervisor, academic/content supervisor and mentor/cooperating teacher. Candidates will complete a self-assessment of dispositions at entry (during Phase I/Block I) and at completion (after the midterm of the student teaching semester (Phase II/Block 3).

Explanation of Ratings:

- **Exceptional**: The candidate’s performance is exceptional (always exceeds expectations) on the disposition, and the candidate demonstrates exemplary understanding and/or attributes of the disposition at a level expected of a beginning level, first-year teacher.
- **Target**: The candidate’s performance meets the expectations (sometimes exceeds expectations) on a disposition, and the candidate demonstrates a good understanding and/or attributes of the disposition.
- **Developing**: The candidate’s performance is below expectations but shows progress (occasionally meeting expectations) on a disposition, and the candidate is beginning to develop an understanding and/or attributes of the disposition.
- **Unsatisfactory**: The candidate’s performance lacks adequate development on a disposition, and the candidate does not demonstrate an understanding and/or attributes for the disposition.
<table>
<thead>
<tr>
<th>#</th>
<th>Criteria</th>
<th>Tag</th>
<th>Un satisfactory</th>
<th>Developing</th>
<th>Target</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>is punctual and reliable (meets deadlines regarding coursework, lesson plans, paperwork, email correspondence, etc. and has consistent, on-time attendance)</td>
<td>InTASC 9, CF: Service</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2.</td>
<td>*assumes responsibility (comes prepared to class/to teach, takes responsibility for actions, follows directions)</td>
<td>InTASC 7, 9, 10, CF: Applies</td>
<td></td>
<td></td>
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<tr>
<td>3.</td>
<td>maintains a professional appearance and grooming</td>
<td>InTASC 9, CF: Service</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4.</td>
<td>*demonstrates ethical behavior; maintains confidentiality and integrity</td>
<td>KS Code of Conduct for Educators, InTASC 9, CF: Service, CAEP 3.6</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5.</td>
<td>values collaboration with others while working toward a shared goal; actively participates in small and large group settings</td>
<td>InTASC 1, 3, 7, 8, CF: Belongs</td>
<td></td>
<td></td>
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<tr>
<td>6.</td>
<td>*appropriate, respectful, truthful, trustworthy, and grammatically-correct in communications and interactions with others including use of social media and other technologies (includes verbal/non-verbal; speaking &amp; listening)</td>
<td>InTASC 3, CF: Service</td>
<td></td>
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<tr>
<td>7.</td>
<td>demonstrates appreciation for individual differences and points of view and belief that all students can learn</td>
<td>InTASC 1, 2, 4, 5, 7, 8, CF: Service</td>
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<tr>
<td>8.</td>
<td>accepts constructive feedback and demonstrates a deliberate effort toward improvement (initiative), including using reflective practice for self-improvement</td>
<td>InTASC 9, 10, CF: Engages/Reflects</td>
<td></td>
<td></td>
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<tr>
<td>9.</td>
<td>actively seeks out opportunities to grow professionally; demonstrating curiosity and willingness to learn</td>
<td>InTASC 4, 8, 9, 10, CF: Engages/Belongs</td>
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<tr>
<td>10.</td>
<td>demonstrates a positive outlook and perseverance (sees setbacks as an opportunity to learn)</td>
<td>InTASC 9, 10, CF: Responds</td>
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</table>

Candidates are expected to receive consistent ratings in the Target or Exceptional columns in order to be advanced through each program decision point. However, some dispositions are viewed as essential (noted by *). Ratings below Target on these items may prevent a candidate from advancing in the program and/or lead to a remediation contract to address the deficiency(ies) even if the majority of the ratings falls within the expected range. Disposition ratings will be reviewed by the elementary and secondary admissions committees each semester.
<table>
<thead>
<tr>
<th>Learner &amp; Learning</th>
<th>1.1. Learner Development (TASC 1)</th>
<th>1.2. Learner Differences (TASC 2)</th>
<th>1.3. Learning Environment (TASC 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responds to Uncertainty &amp; Change</td>
<td>1.4. Instruct Students</td>
<td>1.5. Classroom Management</td>
<td>1.6. The Students' College Concordance Framework</td>
</tr>
<tr>
<td></td>
<td>1.7. Classroom Culture</td>
<td>1.8. Learning Environment</td>
<td>1.7. Learning Environment</td>
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<td>1.9. Learner Background</td>
<td>1.10. Learner Background</td>
<td>1.8. Learning Environment</td>
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<td></td>
<td>1.11. Learner Development</td>
<td>1.12. Learner Development</td>
<td>1.9. Learning Environment</td>
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<td>1.16. Learner Development</td>
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<td>1.18. Learner Development</td>
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<td>1.63. Learner Development</td>
<td>1.64. Learner Development</td>
<td>1.35. Learning Environment</td>
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</tbody>
</table>

**Notes:**
- The table outlines the components of the Learner & Learning framework, detailing specific areas such as Classroom Management, Learning Environment, and Learner Development.
- Each component is associated with particular standards and competencies.
- The context of the framework includes considerations for diverse learner backgrounds and the development of effective learning environments.

**Additional Information:**
- The Learner & Learning framework is a comprehensive approach designed to ensure that educational practices are responsive to the needs and diversity of students.
- It emphasizes the creation of supportive environments that facilitate learning and personal growth.
- The framework integrates various elements, including classroom management strategies, instructional methods, and learner development programs, to enhance educational outcomes.
<table>
<thead>
<tr>
<th>Beliefs on Self-Reflection</th>
<th>2.1 Content Knowledge (in ASC)</th>
<th>2.2 Innovative Applications of Content Knowledge (in ASC)</th>
<th>Content Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applies Interdisciplinary Scholarship Knowledge</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Believes in Critical and Creative Thinking and in Critical and Creative Thinking</td>
<td>2.2a Real World Application</td>
<td>CEP 11</td>
</tr>
<tr>
<td></td>
<td>Applies Interdisciplinary Scholarship Knowledge</td>
<td></td>
<td>CEP 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.2b Problem Solving</td>
<td>CEP 11</td>
</tr>
<tr>
<td></td>
<td>Applies Interdisciplinary Scholarship Knowledge</td>
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<tr>
<td></td>
<td>Responds to Uncertainty &amp; Change</td>
<td>2.1c Instructional Strategies</td>
<td>CEP 14</td>
</tr>
<tr>
<td></td>
<td>Applies Interdisciplinary Scholarship Knowledge</td>
<td></td>
<td>CEP 11</td>
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<td></td>
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<td>2.1d Content Clarity</td>
<td>CEP 13</td>
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<td></td>
<td>Applies Interdisciplinary Scholarship Knowledge</td>
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<td></td>
<td>Standard 4: Content Knowledge / The Teacher</td>
<td>2.1e Content Representations</td>
<td>CEP 11</td>
</tr>
<tr>
<td>3.1: Planning for Instruction (imTASC 7)</td>
<td>3.2: Assessment (imTASC 8)</td>
<td>3.3: Instructional Strategies (imTASC 9)</td>
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<tr>
<td>EP-22 (PL) 3.2d Observation</td>
<td>EP-23 (PL) 3.2c Feedback</td>
<td>EP-24 (PL) 3.2b Data analysis</td>
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</tr>
<tr>
<td>EP-25 (PL) 3.2a Varied assessments</td>
<td>EP-26 (PL) 3.2c Feedback</td>
<td>EP-27 (PL) 3.2b Data analysis</td>
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</tr>
<tr>
<td>EP-28 (PL) 3.2d Observation</td>
<td>EP-29 (PL) 3.2a Varied assessments</td>
<td>EP-30 (PL) 3.2c Feedback</td>
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<tr>
<td>EP-31 (PL) 3.2b Data analysis</td>
<td>EP-32 (PL) 3.2d Observation</td>
<td>EP-33 (PL) 3.2c Feedback</td>
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<tr>
<td>EP-34 (PL) 3.2a Varied assessments</td>
<td>EP-35 (PL) 3.2b Data analysis</td>
<td>EP-36 (PL) 3.2d Observation</td>
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</tr>
<tr>
<td>EP-42 (PL) 3.2d Observation</td>
<td>EP-43 (PL) 3.2c Feedback</td>
<td>EP-44 (PL) 3.2a Varied assessments</td>
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<tr>
<td>EP-45 (PL) 3.2b Data analysis</td>
<td>EP-46 (PL) 3.2d Observation</td>
<td>EP-47 (PL) 3.2c Feedback</td>
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<td>EP-48 (PL) 3.2a Varied assessments</td>
<td>EP-49 (PL) 3.2b Data analysis</td>
<td>EP-50 (PL) 3.2d Observation</td>
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<td>EP-51 (PL) 3.2c Feedback</td>
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<td>EP-53 (PL) 3.2b Data analysis</td>
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<td>EP-54 (PL) 3.2d Observation</td>
<td>EP-55 (PL) 3.2c Feedback</td>
<td>EP-56 (PL) 3.2a Varied assessments</td>
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</tr>
<tr>
<td>Belongs to Professional Community</td>
<td>4.2b Leadership</td>
<td>4.2a Collaboration</td>
<td>4.1 Collaboration</td>
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<tr>
<td>Behaviors to Professional Community</td>
<td>Belongs to Professional Community</td>
<td>and community members to ensure learning outcomes collide.-Roll out school professional support strategies.</td>
<td>Belongs to Professional Community</td>
</tr>
<tr>
<td>Engages in Effective Practice</td>
<td>Belongs to Professional Community</td>
<td>and community members to ensure learning outcomes collide.</td>
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Emporia State University Evaluation of Student Teacher/Intern
Evaluation Procedures using the Student Teacher Assessment Rubric (STAR)

The indicators used on the Emporia State University Student Teacher Assessment Rubric assess the culminating phase of the pre-service experience. These indicators have been aligned with the Teachers College Conceptual Framework and the Kansas state professional standards. Candidates 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 are to be assessed according to their levels of achievement and provided with written documentation regarding their progress. At minimum, this assessment should be completed at the midterm and final point of the semester by the cooperating/mentor teacher, the university supervisor and the content/academic supervisor. Each should complete her/his own separate evaluation of the student/intern. Completion of this evaluation rubric should not be based on a single observation but instead on the performance and progress of the student teacher/intern from the beginning of the field experience to the point of evaluation. (Please see list of Possible Sources of Evidence for the STAR for evaluating each of the indicators.)

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

- **Highly Effective** (Exemplary) (2 points) – The student teacher/intern demonstrates implementation of the indicator at the level of a successful beginning teacher or beyond. Marking this level would indicate the student teacher/intern is above the level expected for a student teacher. This would indicate the student teacher/intern is very successful and demonstrates exceptional skill for the indicator. Examples as to how the student teacher/intern has achieved the Highly Effective level should be specified in the “Feedback & Suggestions” section associated with the indicator.

- **Effective** (Target) (2 points) – The student teacher/intern demonstrates implementation of the indicator at a level expected for a student teacher/intern. (This is the expected level of performance for student teachers by the Final Evaluation.)

- **Developing** (1 point) – The student teacher/intern demonstrates a developing level of implementation for the indicator but at a level below that expected of a student teacher. He/she struggles to fully implement the indicator successfully into practice. Suggestions for growth of this indicator should be included in the “Feedback & Suggestions” section associated with the indicator.

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

**Maximum Points Possible:** 50 points (Expectation is achievement of “Effective” (2 points) for each indicator by the final student teaching/internship evaluation.)

**Minimum Level of Proficiency:** 35 points

- For those candidates earning a score below 35 on any evaluation during the semester, cooperating/mentor teachers and supervisors will consult with the Office of Field Placement and Licensure to determine if a performance contract is needed for the candidate. If this is evaluation is a final evaluation, it could mean failure to pass student teaching/internship and/or remediation and extension of student teaching.

- Candidates must achieve an average of 35 or higher on the average of all final student teaching evaluation to pass student teaching/internship.
**Emporia State University: (STAR) Student Teacher Assessment Rubric-- Possible Sources of Evidence**

**Construct 1: Learner and Learning**
To ensure that each student learns new knowledge and skills, Interns must understand that learning and developmental patterns vary individually, that students bring unique individual differences to the learning process, and that students need supportive and safe learning environments to thrive.

1.1 Learner Development: The intern planned instruction based on the learning and developmental levels of all students.

<table>
<thead>
<tr>
<th>Ineffective</th>
<th>Developing</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1a Developmentally Appropriate Instruction</td>
<td>○ The evidence indicates that the intern planned the same instruction for all students with no consideration given to students’ varying developmental levels.</td>
<td>○ The evidence indicates that the intern demonstrated a partial understanding of students’ developmental levels, planning instruction that aligned to the developmental levels of most (at least 50%) of the students; however, instruction was still inappropriate for specific groups of students.</td>
<td>○ The evidence indicates that the intern demonstrated an accurate understanding of students’ developmental levels, planning instruction that aligned with overall subsets of student’s developmental levels. (Captured needs of groups/subsets of students but could not address the individualized needs of all students.)</td>
</tr>
<tr>
<td>1.1b Varied Instructional Approaches &amp; Resources</td>
<td>○ The evidence indicates that the intern used instructional approaches and resources not relevant to the lesson or were inappropriate for students.</td>
<td>○ The evidence indicates that the intern used appropriate instructional approaches and resources to support learning goals but did not actively engage students in learning.</td>
<td>○ The evidence indicates that the intern used varied instructional approaches and resources aligned to the instructional purposes of the lesson and appropriate to support learning goals, actively engaging students in the learning.</td>
</tr>
<tr>
<td>1.1c Appropriate Adaptations</td>
<td>○ The evidence indicates that the intern did not recognize the need to and/or did not attempt to provide adaptation of plans and instruction to make the lesson accessible and challenging to meet students’ learning needs.</td>
<td>○ The evidence indicates that the intern recognized the need and attempted to provide adaptation of plans and instruction to make the lesson accessible to and challenging to meet the students’ learning needs but the adaptation was inappropriate.</td>
<td>○ The evidence indicates that the intern recognized the need and was able to provide for appropriate adaptations of plans and instruction to support student learning needs, making learning accessible and challenging for most but not all students.</td>
</tr>
</tbody>
</table>

**Possible Sources of Evidence for Learner Development:**
- Lesson/unit plans
- Observation/Video
- Weekly conference notes
- Weekly lesson evaluations
- Candidate reflections
1.2 Learner Differences: The intern recognized and fostered individual differences to encourage a positive classroom culture.

<table>
<thead>
<tr>
<th>1.2a Learner Background</th>
<th>Ineffective</th>
<th>Developing</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>The evidence indicates that the intern demonstrated a lack of familiarity with students’ backgrounds (analysis of students’ readiness for learning and prior experiences).</td>
<td>The evidence indicates that the intern demonstrated only partial familiarity with the students’ background (analysis of students’ readiness for learning and prior experiences) and/or was unable to use this information to inform instruction.</td>
<td>The evidence indicates that the intern demonstrated familiarity with groups (but not individuals) of students’ background (analysis of students’ readiness for learning and prior experiences) and was able to use this information to inform instruction.</td>
<td>The evidence indicates that the intern demonstrated familiarity with each student’s background (analysis of students’ readiness for learning and prior experiences) and was able to use this information to inform instruction.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1.2b Classroom Culture</th>
<th>Ineffective</th>
<th>Developing</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>The evidence indicates that the intern did not incorporate knowledge of individual students to create a classroom culture of respect and rapport that meets the needs of all students.</td>
<td>The evidence indicates that the intern used partial analysis of students’ backgrounds to create a positive culture of respect and rapport in the classroom but tailored to specific populations of students versus meeting the needs of all students.</td>
<td>The evidence indicates that the intern accurately analyzed students’ backgrounds to create a positive culture of respect and rapport in the classroom that meets the needs of all students.</td>
<td>The evidence indicates that the intern accurately analyzed students’ backgrounds to create a positive culture of respect and rapport in the classroom that meets the needs of all students and can articulate the connection between specific strategies, content and delivery used to meet the needs of individual students and groups of students in the classroom.</td>
<td></td>
</tr>
</tbody>
</table>

Possible Sources of Evidence for Learner Differences:
- Lesson/unit plans
- Pre/post assessment
- Weekly conference notes
- Candidate reflections
- Behavior/office referrals
- Interactions of candidate with students and/or parents
- PK-12 student reflections/contributions of personal experiences in classroom setting
- PK-12 student writings
- Classroom rules/expectations (demonstration of fairness)
- KPTP
1.3 Learning Environment: The intern encouraged a classroom environment conducive to learning.

<table>
<thead>
<tr>
<th>Ineffective</th>
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<th>Highly Effective</th>
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</thead>
<tbody>
<tr>
<td>○ The evidence indicates that the intern has little or no positive rapport with the students (e.g., the intern may respond disrespectfully to students or ignore their questions or comments).</td>
<td>○ The evidence indicates the intern is fair in the treatment of students and establishes a basic rapport with them (e.g., the intern address students’ questions or comments but does not inquire about their overall well-being).</td>
<td>○ The evidence indicates the intern has a positive rapport with students and demonstrates respect for and interest in all students (e.g., the intern makes eye contact and connects with individual students).</td>
<td>○ The evidence indicates that the intern has a positive rapport with students and demonstrates respect for and interest in individual student’s experiences, thoughts and opinions (e.g., the intern responds quietly, individually, and sensitively to student confusion or distress).</td>
</tr>
<tr>
<td>○ The evidence indicates that the intern uses transitions that are inefficient with considerable time lost. Students are disengaged.</td>
<td>○ The evidence indicates that the intern transitions between learning activities but with some loss in instructional time. Students remain engaged in lesson.</td>
<td>○ The evidence indicates that the intern transitions efficiently and smoothly between learning activities with minimal loss of instructional time, using varied learning situations such as whole class, cooperative learning, small groups and independent learning.</td>
<td>○ The evidence indicates that the intern uses transitions that are seamless, effectively maximizing instructional time, and combining independent, collaborative, and whole class learning situations.</td>
</tr>
<tr>
<td>○ The evidence indicates that the intern is often unaware of behavior issues and/or failed to address the behavior issues appropriately or at all.</td>
<td>○ The evidence indicates that the intern monitors for and appropriately responds to behavior (both positive and negative behaviors) but responses to behavior are inconsistent.</td>
<td>○ The evidence indicates that the intern has set clear expectations for student behavior that includes monitoring and responding to student behavior (both positive and negative) in a way that is consistent, appropriate and effective for meeting classroom and individual student needs.</td>
<td>○ The evidence indicates that the intern uses research-based strategies to lessen disruptive behaviors and reinforce positive behaviors in the classroom. Response to student behavior is consistent, appropriate and effective for meeting the individual needs of all students.</td>
</tr>
</tbody>
</table>

Possible Sources of Evidence:
Interactions with students
Feedback to students
Classroom rules/expectations
Observation/Video
Candidate reflections
Weekly lesson evaluations
**Construct 2: Content Knowledge**

Teachers must have a deep and flexible understanding of their content area(s) and be able to draw upon it as they work with students to access information, apply knowledge in real world settings and work with meaningful issues.

### 2.1 Content Knowledge: The intern demonstrated a thorough knowledge of content.

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<thead>
<tr>
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<tbody>
<tr>
<td><strong>2.1a Content Representations</strong></td>
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<tr>
<td>○ The evidence indicates that the intern demonstrated limited knowledge of the important content in the discipline.</td>
<td>○ The evidence indicates that the intern demonstrated knowledge of the important content using explanations that were accurate and clear but limited in scope, leading to student confusion.</td>
<td>○ The evidence indicates that the intern displayed knowledge of the important content in the discipline by using multiple representations and explanations, clearly identifying how concepts related to one another.</td>
<td>○ The evidence indicates that the intern displayed extensive knowledge of the important concepts in the discipline by using multiple representations, explanations, and a wide variety of experiences and opportunities to allow learners to tie concepts together.</td>
</tr>
<tr>
<td><strong>2.1b Content Clarity</strong></td>
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<tr>
<td>○ The evidence indicates that the intern was unable to identify possible student misconceptions or confusion or provided explanations that were illogical or inaccurate.</td>
<td>○ The evidence indicates that the intern was able to identify possible student misconceptions/confusion but is not always able to provide an effective alternate explanation.</td>
<td>○ The evidence indicates that the intern was able to identify possible student misconceptions/confusion and to re-explain topics to ensure understanding.</td>
<td>○ The evidence indicates that the intern anticipated possible student confusion by presenting content information in multiple formats and clarifying content before students ask questions.</td>
</tr>
<tr>
<td><strong>2.1c Instructional Strategies for Content</strong></td>
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<tr>
<td>○ The evidence indicates that the intern used inappropriate content-related strategies, including ineffective question and discussion techniques.</td>
<td>○ The evidence indicates that the intern used appropriate content-related strategies, including beginning level questioning and discussion techniques, but developmentally inappropriate terminology/language to build understanding of content for all students.</td>
<td>○ The evidence indicates that the intern used appropriate content-related strategies, including effective questioning and discussion techniques, and developmentally appropriate terminology/language to build an understanding of content for all students.</td>
<td>○ The evidence indicates that the intern effectively used appropriate content-related strategies and developmentally appropriate terminology/language, including varied levels of questioning and discussion techniques, to build a higher-level of understanding of content for all students.</td>
</tr>
</tbody>
</table>

**Possible Sources of Evidence:**
- Lesson/unit plans
- Observation/video
- Weekly lesson evaluations
- Candidate reflections
- Candidate developed assessments
- Weekly conference notes
2.2 Innovative Applications of Content Knowledge: The intern provided a variety of innovative applications of knowledge.

<table>
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<tbody>
<tr>
<td>2.2a Problem Solving</td>
<td>The evidence indicates that the intern did not or inappropriately used problem solving as a way to explore content.</td>
<td>The evidence indicates that the intern used problem solving as a way to explore content; however, the lesson was almost entirely teacher-directed, limiting independent, creative and critical thinking by the students.</td>
<td>The evidence indicates that the intern used problem solving as a way to explore content with a balance between teacher-directed and student-led learning activities in such a way that it encouraged independent, creative and critical thinking by the students.</td>
</tr>
<tr>
<td>2.2b Real World Application</td>
<td>The evidence indicates that the intern could not provide meaningful connections between lesson content and real-world application of content.</td>
<td>The intern provided meaningful connections between the lesson content and real-world experiences.</td>
<td>The evidence indicates that the intern provided meaningful connections between the lesson content and real-world experiences by providing an opportunity for students to apply learning using real world application of content.</td>
</tr>
<tr>
<td>2.2c Cross-Curricular</td>
<td>The evidence indicates that the intern focused on specific content only with no cross-curricular learning opportunities.</td>
<td>The evidence indicates that the intern provided cross-curricular learning opportunities; however, the connections between content and other disciplines were not clear and/or left students confused.</td>
<td>The evidence indicates that the intern provided meaningful and purposeful cross-curricular learning opportunities, with clear connections between content and other disciplines.</td>
</tr>
</tbody>
</table>

*mentor/coop teach/Supervisors

**Possible Sources of Evidence:**
- Lesson/unit plans
- PK-12 student projects/assignments
- Observation/video
- Weekly lesson evaluations
**Construct 3: Instructional Practice**

Effective instructional practice requires that teachers understand and integrate planning, instructional strategies and assessment in coordinated and engaging ways.

### 3.1 Planning for Instruction: The intern used methods and techniques that are effective in meeting student needs.

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<tbody>
<tr>
<td><strong>3.1a Lesson Objectives</strong></td>
<td>○ The evidence indicates that the intern developed lesson objectives that were inappropriate or too general to guide lesson planning and/or were not aligned with district, state, and/or national standards, including College and Career Readiness Standards (CCRS).</td>
<td>○ The evidence indicates that the intern planned activities using student-appropriate objectives that were aligned with district, state and/or national standards, including CCRS, but did not include measurable goals.</td>
<td>○ The evidence indicates that the intern planned challenging activities using student-appropriate and measurable objectives that aligned with district, state and/or national standards, including CCRS.</td>
</tr>
<tr>
<td><strong>3.1b Build on Prior Learning</strong></td>
<td>○ The evidence indicates that the intern sequenced instruction with no consideration given to students’ prior knowledge of the content or how the content connects to previous or future learning.</td>
<td>○ The evidence indicates that the intern attempts to build on students’ prior knowledge and identify how the content connects to previous and future learning but is not completely successful.</td>
<td>○ The evidence indicates that the intern appropriately plans and sequences instruction to build on student’s prior learning and clearly identifies how the content connects to previous and future learning.</td>
</tr>
</tbody>
</table>

**Possible Sources of Evidence:**
- Lesson/unit plan aligned to standards
- KPTP
- Candidate reflections
- Weekly conference notes
- Weekly lesson evaluations
- Observation/video
### 3.2 Assessment: The intern used varied assessments to measure learner progress.

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<tr>
<td><strong>3.2a Varied Assessments</strong></td>
<td>○ The evidence indicates that the intern did not provide opportunities for students to demonstrate learning by using formative, summative, informal and/or formal assessments.</td>
<td>○ The evidence indicates that the intern provided a single opportunity for students to demonstrate learning by using a formative, summative, informal and/or formal assessment and/or only used informal assessments to check student understanding.</td>
<td>○ The evidence indicates that the intern provided multiple opportunities for students to demonstrate learning by using formative, summative, informal, and/or formal assessments. (<em>Must demonstrate use of more than just informal &amp; summative assessments.</em>)</td>
<td>○ The evidence indicates that the intern provided multiple opportunities for students to demonstrate learning by using formative, summative, informal, and/or formal assessments. Assessments were differentiated choices to match a full range of student needs and abilities. (<em>Must demonstrate use of more than just informal &amp; summative assessments.</em>)</td>
</tr>
<tr>
<td><strong>3.2b Data Analysis</strong></td>
<td>○ The evidence indicates that the intern did not analyze student learning data to inform future instruction.</td>
<td>○ The evidence indicates that the intern attempted to analyze student learning data but struggled to effectively utilize the data to inform future instruction.</td>
<td>○ The evidence indicates that the intern analyzed student learning data identifying student strengths and areas for growth to inform future instruction to meet the learning needs of the student group as a whole.</td>
<td>○ The evidence indicates that the intern analyzed student learning data to identify student strengths and areas for growth to inform future instruction to meet the specific, individualized learning needs of all students.</td>
</tr>
<tr>
<td><strong>3.2c Feedback</strong></td>
<td>○ The evidence indicates that the intern did not provide or provided inappropriate feedback to students about their performance.</td>
<td>○ The evidence indicates that the intern provided general feedback to students about their performance.</td>
<td>○ The evidence indicates that the intern provided substantive, specific and timely feedback to students about their performance.</td>
<td>○ The evidence indicates that the intern provided substantive, specific and timely feedback to students about their performance and encouraged students to engage in self-assessment, demonstrating awareness of their own strengths and weaknesses.</td>
</tr>
</tbody>
</table>

**Possible Sources of Evidence:**
- Candidate developed assessments
- KPTP
- Lesson/unit plans
- Candidate reflections on assessments & data
- Candidate feedback to students
- Observation/video
- Weekly conference notes
### 3.3 Instructional Strategies: The intern delivered comprehensive instruction for students.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>3.3a Varied Instructional Strategies &amp; Technology</td>
<td>○ The evidence indicates that the intern did not use available technologies as an instructional strategy.</td>
<td>○ The evidence indicates that the intern used appropriate instructional strategies, including use of at least one available technology, to engage and challenge students.</td>
<td>○ The evidence indicates that the intern used a variety of instructional strategies, including available technologies, to engage and challenge students in a variety of learning situations.</td>
</tr>
<tr>
<td>3.3b Differentiation</td>
<td>○ The evidence indicates that the intern taught the lesson using the same strategies for all students with little thought given to differentiating instruction.</td>
<td>○ The evidence indicates that the intern differentiated instruction for a small subset of students (only a few students) but most strategies were targeted to the group as a whole.</td>
<td>○ The evidence indicates that the intern used multiple strategies to differentiate and scaffold information to meet the needs of groups of students. (Captured needs of groups/subsets of students but could not address the individualized needs of all students.)</td>
</tr>
</tbody>
</table>

**Possible Sources of Evidence:**

- Observation/video
- Lesson/unit plans
- Weekly lesson evaluations
- Candidate reflection
- KPTP
Construct 4: Professional Responsibility

Creating and supporting learning environments that result in students achieving at the highest levels is an intern’s primary responsibility. To do this well, interns must engage in professional self-renewal, which means they regularly examine their own practice through self-reflection and collaboration and accept support and feedback from mentor teachers/supervisors that assures a continuous cycle of self-improvement.

4.1 Reflection and Continuous Growth: The intern engaged in reflection and continuous growth.

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</tr>
</thead>
<tbody>
<tr>
<td>4.1a Professional Development</td>
<td>○ The evidence indicates that the intern did not participate in professional development.</td>
<td>○ The evidence indicates that the intern actively participated in professional development opportunities relevant to student learning but was unable to make application of the professional development in their teaching.</td>
<td>○ The evidence indicates that the intern engaged in professional development opportunities relevant to student learning and attempted application of activities in their teaching.</td>
<td>○ The evidence indicates that the intern engaged in professional development opportunities relevant to student learning and successfully made application of activities in their teaching.</td>
</tr>
<tr>
<td>4.1b Self-Reflection</td>
<td>○ The evidence indicates that the intern did not reflect on her/his practices or was unable to accurately self-assess her/his performance.</td>
<td>○ The evidence indicates that the intern demonstrated the ability to reflect on practices and could identify strengths and opportunities for improvement.</td>
<td>○ The evidence indicates intern demonstrated the ability to reflect on her/his practice, identify strengths and opportunities for improvement and took action on this information, leading to self-improvement.</td>
<td>○ The evidence indicates that the intern demonstrated the ability to reflect on her/his practice, identify strengths and opportunities for improvement and take action, understanding the connection between self-assessment to improve practice and improved student learning in the classroom.</td>
</tr>
</tbody>
</table>

Possible Sources of Evidence:
Professional development attendance log
Candidate reflections on professional development implementation on lesson/future lessons
Candidate reflection to video recordings (KPTP)
Use of analysis of student assessment data to improve instruction/demonstrate student growth (KPTP)
Weekly conference notes (with goals)
4.2 Collaboration and Leadership: The intern participated in collaboration and leadership opportunities.

<table>
<thead>
<tr>
<th>Ineffective</th>
<th>Developing</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>The evidence indicates that the intern did not collaborate with colleagues* about school issues.</td>
<td>The evidence indicates that the intern met with and discussed school issues with colleagues* and other stakeholders.</td>
<td>The evidence indicates that the intern collaborated on multiple occasions with colleagues* and stakeholders in leadership, school, and professional activities.</td>
<td>The evidence indicates that the intern collaborated with multiple stakeholders in school and professional activities using a variety of methods of communication.</td>
</tr>
</tbody>
</table>

4.2a Collaboration

<table>
<thead>
<tr>
<th>Developing</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>The evidence indicates that the intern did not collaborate with colleagues* about school issues.</td>
<td>The intern met with and discussed school issues with colleagues* and other stakeholders.</td>
<td>The intern collaborated on multiple occasions with colleagues* and stakeholders in leadership, school, and professional activities.</td>
</tr>
</tbody>
</table>

4.2b Leadership

<table>
<thead>
<tr>
<th>Developing</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>The evidence indicates that the intern did not demonstrate leadership skills by initiating, advocating, and/or leading activities in the classroom.</td>
<td>The evidence indicates that the intern demonstrated leadership skills by initiating, advocating, or leading at least one activity in the classroom.</td>
<td>The evidence indicates that the intern demonstrated leadership skills by initiating, advocating, and/or leading multiple activities in the classroom to improve and support student learning.</td>
</tr>
</tbody>
</table>

*mentor/coop teach/Supervisors

Possible Sources of Evidence:
Candidate reflections
Copies of communications with colleagues
Weekly conference notes
Meetings attended (IEP, PLC, etc.)
List of leadership activities (resume/vitae)

1. Submit through a link in Google emailed to you as the Cooperating/Mentor Teacher.
2. Email the confirmation of completing this form to: fieldplacement@emporia.edu with “I completed (student’s name) final evaluation on-line.” In the body of the email.
3. Please have your Teacher Candidate email fieldplacement@emporia.edu with “This email confirms that I have read and discussed my final assessment with my Cooperating/Mentor Teacher. I understand that my signature (this email) does not necessarily indicate agreement.” In the body of her/his email.

THANK YOU!!
NOTE: Policies and Procedures 1-4 (P&P) should be completed during the first week of student teaching. (it is recommended to teach your KPTP unit in the 1st 8 weeks of your placement whether full 16 weeks or a split placement). For those with a 2nd 8 week placement, these should again be completed for your new school. This will aid the Teacher Candidate in critical knowledge every teacher must know and be prepared to handle in school situations. Submit your Policies and Procedures 1-4 in Canvas for your supervisors to view and grade. Block 3 in Student Teaching Block 3 Progress Report; Phase II in Student Teaching Phase II Progress Report.
Name of Teacher Candidate ____________________________________  ESU ID __________________________

Policy & Procedures- Safety Procedures

Tasks:
1. Describe the building policy and the procedures for fire and tornado drills, including signals and expected student/teacher behavior.

2. In case of an actual crisis situation/safety situation, explain policy and procedure for reporting.

3. In the event of a school intruder and “lock down,” explain building policy and procedure.

4. If a student is injured or ill while in your classroom or under your supervision, list recommended policy and procedures for the safety of all students.

Source(s)_______________________________________________
Date________________________

Policy & Procedures- Discipline Policy

Tasks:
1. Define your Cooperating Teacher’s discipline policy and detail its procedures.

2. Discuss the kinds of administrative support in place to help your Cooperating Teacher carry out the disciplinary policy/procedures.

3. Describe how discipline plans are communicated to students and parents.

4. Describe the district’s or school’s as well as your Cooperating Teacher’s policy concerning academic dishonesty (e.g. cheating and plagiarism).

Source(s)_______________________________________________
Date________________________

Date turned in (filled out by Supervisor) - ______________________________
Supervisor’s initials ___________________
Policy & Procedures - Legal Issues

Tasks:
A 1999 Kansas law requires schools to expel for not less than one academic year any student caught bringing a weapon to school and to report acts of violence to local police and the Kansas Board of Education and SRS.

1. In your assigned district, “weapons” are defined as:
2. Describe situations in this district in which a student is entitled to a due process hearing regarding this law.
3. If an alternative educational program is in place for students expelled for this offense, describe the program.

In 1974, Congress passed the Family Educational Rights and Privacy Act, known as the Buckley Amendment. Schools must adhere to this amendment to receive federal funds.

4. Discuss who has the legal right to look at a student’s academic file.
5. If there is a procedure in your assigned building regarding teachers viewing student academic files, explain the process.
6. Define the district policy for the procedures teachers must follow in reporting suspected instances of students being abused.

See Appendices for PRT Competencies for Applicable Conceptual Proficiencies and Framework Indicators AND KSDE Professional Education Standards (page 137)

Source(s)________________________
Date________________________

Policy & Procedures - Social Media Policy

Tasks:
1. Find out what social media is used within your school/district and list these.
2. Explain the district’s Acceptable Use Policy (AUP) and describe how social media is included in this policy.
3. Describe proper ways social media can be used as an educator in the classroom and with students within the district’s AUP.

See Appendices for PRT Competencies for Applicable Conceptual Proficiencies and Framework Indicators AND KSDE Professional Education Standards (page 137)

Source(s)________________________
Date________________________

Date turned in (filled out by Supervisor) - ______________________________
Supervisor’s initials ______________________