Initial program candidates who have expressed an interest in pursuing an education degree are assigned advisors who are knowledgeable about teacher education upon entering the university. Once a candidate has met the requirements to be admitted to Phase I/Block 1 (admission to teacher education) the candidate is carefully monitored by Unit faculty and the advisor. Data are collected throughout this professional segment to support the faculty’s assessment. During this time, the Kansas State Department of Education (KSDE) assessment requirements and standards are introduced and used. These have been aligned with the conceptual framework. Candidates provide evidence to meet the criteria and are engaged in self-reflection at various decision points of the program.

Initial candidates in Teacher Education are evaluated during their junior or senior year to determine their capacity for continuance in the professional component of the program. This is based on the PRAXIS I or CAAP, GPA in the Core General Studies Program, the cumulative GPA, and specific requirements in the major. Further, five faculty evaluations are required for entry into Phase II/Block 2, the student teaching component. Candidate progress is also monitored through assessments within each department. Entry into Phase II/Block 2 is a collaborative process coordinated by The Teachers College, with input from departments/schools/colleges that help prepare future teachers. Appeals to this procedure go through a committee of faculty from the above listed colleges and school.

The Teacher Work Sample (TWS) is an accountability, performance assessment where student teachers must demonstrate teaching proficiency and their impact on student learning by examining student learning gains and objective mastery. The purpose of the TWS is to evaluate the degree of impact student teachers have on ALL student learning by examining the student teachers’ ability to: 1) construct and deliver an instructional unit with attention to student and classroom diversity; 2) align classroom learning objectives with state and/or local learning objectives; 3) construct challenging meaningful classroom assessments, both formative and summative; 4) promote actual learning gain in the classroom as demonstrated through pre/post formative and unit assessments and/or student mastery ratings of stated learning objectives; 5) analyze and reflect on their experience, make modifications for individual students, and to promote their own professional growth. All elementary and secondary teacher education candidates in early field experience (Phase I/Block 2) will complete a simulated TWS and those doing student teaching (Phase II/Block 3) will complete a full TWS.

The sequence of the Unit’s system for performance assessment of initial candidates includes five decision points:

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The Teachers College has and continues to assess its professional programs for alignment with the university’s mission, the Unit’s mission and goals, state and regulatory agencies, the Unit’s conceptual framework, and research based best practices for preparing teachers of the future.

**Initial Candidate Admission to Phase I/Block 1, Decision Point 1**

Candidates may declare an education major upon admission to the university and are assigned an advisor who is familiar with the program. During their freshman and sophomore years, teacher education
candidates take an array of specific courses in composition, speech, mathematics, fine arts, history, literature and ideas, social and behavioral science, cultural diversity, life science, physical science, and physical fitness. Also during this time, candidates take the Praxis I or CAAP, basic skills assessments in mathematics, reading, and writing. These test scores provide guidance for candidate remedial work and indicate the quality of candidates who have been recruited to the university.

Since general education coursework is spread throughout candidates’ college experiences, not just during the first two years, candidates begin their professional education preparation before completing general education. They do however have to complete a set of core general education courses with at least a 2.75 GPA. Transfer candidates start their professional preparation soon after transferring to the university. The introductory education course, ED/EL 220, Introduction to Teaching, and its corresponding field experience must be completed before admission to Phase I/Block 1. In the ED/EL 220 field experience candidates are either placed in area PK-12 schools or document an equivalent experience. It provides candidates with an opportunity to observe and tutor students in a PK-12 classroom and to evaluate their choice of education as a career. A grade of "C" or higher is required in all education courses.

Knowledge ability, and disposition outcomes expected at each decision point have been identified. Within the conceptual framework document these are listed under the subsections: Provides Service to Society; Applies Interdisciplinary Scholarly Knowledge; Engages in Effective Practice; Responds to Uncertainty and Change; Relies on Self-Reflection; and Belongs to Professional Community. For convenience of identification and listing by decision point, the outcomes are have been relisted by knowledge, ability, and disposition (See Appendix B). For decision point one and later decision points, outcomes have been coded according the list in Appendix B (e.g. 1K refers to the first outcome under knowledge, 3A the third outcome under ability, and 1D the first outcome under disposition.

At the time of admission to the teacher education program (Phase I/Block 1) candidates are expected to have demonstrated at least at a beginning level the following conceptual framework outcomes:

**Knowledge of**
- characteristics of diverse learners. 1K
- legal issues and ethical standards that apply to sound educational practices. 2K
- educational strategies that support the learning for students from diverse cultural and linguistic backgrounds. 3K
- general education within an intellectual framework. 4K
- subject matter content and content-specific pedagogy that inform the basis for entitlement to practice. 5K
- philosophical, historical, social, and theoretical foundations of education. 6K
- ever changing educational needs of students living in a global society. 10K
- theories of human physical, cognitive, social, and emotional development. 13K
- professional ethics and standards for practice. 16K
- effective communication techniques in order to develop a positive learning environment. 18K

**Practical ability to**
- use and support effective communication techniques in order to develop a positive learning environment. 10A
- respond respectfully to ideas and views of others. 16A

**Dispositions that exemplify**
- professionalism and ethical standards. 1D
- respect for cultural and individual differences by providing equitable learning opportunities for all students. 2D
- dispositions appropriate for teaching.1-12D
Candidates apply for admission to teacher education must submit a completed secondary education Phase I application or an elementary education Block 1 application by the date specified by the applicable department and demonstrate:

Knowledge of basic skills
1. Achieve a grade point average of at least 2.75 in general education core.
2. Earn a grade of "C" or higher in the following courses EG 101, EG 102, SP 101, MA 110, and MA 225 (for Secondary) or MA 307 (for Elementary).
3. Meet Praxis I or CAAP requirements (PPST: Writing 172, Reading 173, Mathematics 172; or CAAP: Writing is sliding scale, Reading 57, Mathematics 55).
4. or Meet the Praxis I conditional acceptance requirement

Oral presentation skills
4. Earn a grade of "C" or higher in general education course SP 101.

Written communication skills
5. Earn a grade of "C" or higher in general education courses EG 101 and EG 102

Academic ability.
6. Successfully complete 60 semester hours of college work.
7. Achieve a cumulative grade point average of at least 2.50.

Content knowledge
8. Meet content area course GPA or grade requirement.
9. Meet requirements as specified by the candidate’s department.

Professional knowledge
10. Earn a grade of “C” or higher in the beginning education course

Ability to work with PK-12 students.
11. Validate 100 hours working with children.
12. Successfully complete tutoring equivalent assignment (part of ED/EL 220)

Dispositions suitability for teaching.
13. Receive an acceptable rating on the dispositions assessment (Block 2 for elementary)

During Phase I/Block 1 candidates will be developing knowledge, skills, and dispositions that: Provide Service to Society; Apply Interdisciplinary Scholarly Knowledge; Engage in Effective Practice; Respond to Uncertainty and Change; Rely on Self-Reflection; and Belong to Professional Community. At this early decision point, performance is demonstrated in the ED/EL 220 field experience, and further documented by departmental recommendations. If all criteria are not met, an Appeals Committee acts on appeals for candidates seeking conditional acceptance. There are scenarios for which conditional acceptance is appropriate, and decisions are made on a case by case basis by an appeals committee. However, all conditions must be met for full acceptance.

For admission to Phase I/Block 1 candidates must be at least a junior. Some candidates complete the program as post graduates. Candidates will not be allowed to take Phase I/Block 1 education courses without being admitted to Phase I/Block 1.

Initial Candidate Admission to Student Teaching, Secondary Phase II or Elementary Blocks 2 and 3, Decision Point 2

Phase II and Block 3 are 16-week student teaching experiences. Elementary education candidates are required to complete Block 2 requirements before being admitted to Block 3 student teaching/internship. The admission requirements for elementary Blocks 2 and 3 together, are the same as the admission requirements for secondary Phase II.
At the time of admission to student teaching/internship (Phase II/Blocks 2 & 3) candidates are expected to have demonstrated at least at a beginning level the following conceptual framework outcomes:

**Knowledge of:**
- educational strategies that support the learning for students from diverse cultural and linguistic backgrounds. 3K
- on-going developments in subject matter content, curriculum planning, instructional theory and practice, classroom management, and assessment. 7K
- a repertoire of teaching and learning strategies, designed to help students increase power as learners. 9K
- a variety of assessment strategies to diagnose and respond to individual learning needs. 15K
- teamwork and practices for creating healthy environments for learning and teaching. 17K

**Practical ability to:**
- demonstrate professional performance that incorporates theory, research, and practice in order to help all students learn. 2A
- implement non-biased techniques for meeting needs of diverse learners. 3A
- integrate knowledge across and within disciplines. 4A
- determine and assess what students need to know and be able to do in order to succeed. 6A
- create learning experiences commensurate with a student’s level of readiness. 8A
- apply a variety of instructional strategies and materials to promote student learning, critical thinking, and problem solving. 13A
- use and support effective communication techniques in order to develop a positive learning environment. 10A
- recognize and appropriately respond to the need for on-going self-development and professional development in response to professional standards of practice. 17A

**Dispositions that exemplify:**
- professionalism and ethical standards. 1D
- a willingness to think critically about content, curriculum planning, teaching and learning pedagogy, innovative technology, and assessment. 3D
- belief that educating children and adults requires the integration of multiple kinds of knowledge. 4D
- a desire to collaborate with colleagues, parents and community members, and other educators to improve student learning. 11D
- a willingness to learn from other professionals in the field. 12D

Decision Point 2 (Secondary Phase II): Candidates applying for admission to secondary education student teaching must submit a completed Phase II application by the date specified and provide evidence of meeting the following requirement:

**Knowledge**
1. Maintain a cumulative GPA of 2.50 or higher.
2. Attain grades of “C” or better in all education courses.
3. Receive approval of the major department.

**Skills**
4. Demonstrate technology competency (IT 325 or equivalent).
5. Satisfactorily complete Phase I field experience.
6. Secure five faculty evaluations.
7. Satisfactorily complete a teacher work sample assignment.
8. Receive approval of admissions committee.

**Dispositions**
9. Demonstrate successful completion of the diversity assessment.
10. Receive an acceptable rating on the dispositions assessment.
11. Receive acceptable rating on departmental dispositions assessment, if applicable.
Decision Point 2a (Elementary Block 2): Candidates applying for admission to elementary education pre-student teaching internship must submit a completed Block 2 application by the date specified by the applicable department and provide evidence of meeting the following requirement:

Knowledge
1. Maintain a cumulative GPA of 2.50 or higher.
2. Attain grades of “C” or better in all education courses.
3. Receive approval of the major department.

Skills
4. Demonstrate technology competency (IT 325 or equivalent).
5. Secure five faculty evaluations.

Dispositions
6. Demonstrate successful completion of the diversity assessment.
7. Receive an acceptable rating on the dispositions assessment.

Decision Point 2b (Block 3 for Elementary): Candidates for admission to elementary education student teaching must submit a completed Block 3 application for by the date specified by the applicable department. Candidates’ applications are acted upon by an Admission Committee. The Committee considers candidates’ performances as well as the above requirements. Candidates provide evidence of meeting the following requirement:

Knowledge, Skills and Dispositions
1. Satisfactorily complete Block 2 field experience.
2. Satisfactorily complete a teacher work sample assignment.
3. Receive acceptable rating on departmental dispositions assessment, if applicable.

Elementary or secondary candidates who are not successful at this decision point will be advised out of the teacher education program or if an instructor feels that a candidate can successfully complete the program by spending additional time in a PK-12 classroom, the candidate will be allowed to repeat a field experience.

Completion of Student Teaching, Decision Point 3

Performance skills are developed and evaluated in previous courses and field experiences and will be further refined and evaluated during Phase II/Block 3. University faculty and school supervisors provide feedback and assessment regarding candidate application of knowledge, skills and dispositions identified in the conceptual framework.

Completion of student teaching requires that candidates demonstrate acceptable knowledge, skills and dispositions. The six major assessments used are:

4. Diversity Lesson Plan Assessment.
6. Final Student Teacher Evaluation.
At the conclusion of student teaching Phase II/Block 3 candidates are required to demonstrate:

**Knowledge of:**
- teaching and learning as a dynamic, constructive, and metacognitive process. 8K

**Practical ability to**
- integrate and use concepts from their general, content, and professional studies in educational environment. 1A
- implement non-biased techniques for meeting needs of diverse learners. 3A
- integrate knowledge across and within disciplines. 4A
- use knowledge of subject matter content and instructional strategies to meet the widely-diverse needs of the students they educate. 5A
- utilize creative planning and curriculum integration to promote learning of all students. 7A,
- assess their educational practices, modify their assumptions and actions, and expand their repertoire of skills 9A
- use and support effective communication techniques in order to develop a positive learning environment. 10A
- make use of appropriate technology to support student learning. 11A
- integrate effective behavior management into all interactions with students. 12A
- apply a variety of instructional strategies and materials to promote student learning, critical thinking, and problem solving. 13A
- employ appropriate assessment techniques in order to measure student performance and growth. 14A
- develop a storehouse of learning strategies that help students understand and integrate knowledge. 15A
- utilize student learning standards to promote student learning and achievement. 16A

**Dispositions that exemplify**
- professionalism and ethical standards. 1D
- a desire to analyze concepts, evaluate clinical practices, experiment, and initiate innovative practices as needed. 5D
- a commitment to life-long learning by participating in professional organizations and by keeping current with research in their field. 6D
- a commitment to challenge all students to learn and to help every child to succeed. 7D
- an awareness of the larger social contexts within which learning occurs. 8D
- a commitment to self-reflection to recognize in all students human physical, cognitive, social, and emotional development 9D
- a belief that curriculum planning and teaching practices be meaningful, engaging, and adapted to the needs of diverse learners. 10D
- a desire to collaborate with colleagues, parents and community members, and other educators to improve student learning. 11D
- a willingness to learn from other professionals in the field. 12D

Although many of these knowledge and skills are the same as Phase II/Block 3, the level of candidates’ performance by the end of their student teaching is expected to be at the level of a beginning teacher.

Student teachers are assisted and formally assessed by a student teaching team consisting of the cooperating/mentor teachers, university supervisors from The Teachers College, and university faculty from the content disciplines. If a candidate is having difficulty in student teaching, he/she is provided with individual assistance from the student teaching team. If a candidate is unsuccessful in student teaching, he/she may be permitted to repeat student teaching after completing additional preparation and experience in a school setting.
Program Completion, Decision Point 4
At this time all performance and outcome data have been collected and recommendation for teacher licensure (program completion) is granted if the following requirements are completed successfully:

Knowledge
1. Earned a baccalaureate degree
2. Achieved a 2.50 or higher cumulative grade point average
3. Achieved a grade of “C” or better in professional education courses, including student teaching/internship.
4. Received passing scores on the applicable Praxis II content exam and the Praxis II Principles of Learning and Teaching exam

Skills
5. Successfully completed 16-weeks of student teaching through Emporia State University with a grade of “C” or higher
6. Received a grade of “C” or higher in the ED/EE 431 Professional Relations of Teachers course
7. Received passing ratings on the Teacher Work Sample assessment

Dispositions
8. Received approval from the Teachers College or Licensure Officer after review of all disposition data

All aspects of the conceptual framework have been assessed at the conclusion of Decision Point 3. Comprehensive assessment of the conceptual framework is further validated at program completion with the eight Decision Point 4 assessments. Also, passing scores on Praxis II assessments will be required prior to the awarding of a bachelor’s degree and recommendation for licensure.

Passing scores on Praxis II assessments will be required prior to the awarding of a bachelor’s degree and recommendation for licensure.

Follow-up of Graduates, Decision Point 5
Candidate and program follow-up data are collected and reviewed by the Council on Teacher Education. Follow-up studies are conducted every three years.

Appendix B: Conceptual Framework Competencies by Knowledge, Ability, and Disposition

Candidates exhibit knowledge of
1. characteristics of diverse learners.
2. legal issues and ethical standards that apply to sound educational practices.
3. educational strategies that support the learning for students from diverse cultural and linguistic backgrounds.
4. general education within an intellectual framework.
5. subject matter content and content-specific pedagogy that inform the basis for entitlement to practice.
6. philosophical, historical, social, and theoretical foundations of education.
7. on-going developments in subject matter content, curriculum planning, instructional theory and practice, classroom management, and assessment.
8. teaching and learning as a dynamic, constructive, and metacognitive process.
9. a repertoire of teaching and learning strategies, designed to help students increase their power as learners.
10. ever changing educational needs of students living in a global society.
11. appropriate technology and how it may be used to enhance teaching and learning.
12. various instructional strategies that can be used to meet the needs and learning styles of individual students.
13. theories of human physical, cognitive, social, and emotional development.
15. a variety of assessment strategies to diagnose and respond to individual learning needs.
16. professional ethics and standards for practice.
17. teamwork and practices for creating healthy environments for learning and teaching.
18. effective communication techniques in order to develop a positive learning environment.

Candidates demonstrate practical ability to
1. integrate and use concepts from their general, content, and professional studies in their educational environment.
2. demonstrate professional performance that incorporates theory, research, and practice in order to help all students learn.
3. implement non-biased techniques for meeting needs of diverse learners.
4. integrate knowledge across and within disciplines.
5. use knowledge of subject matter content and instructional strategies to meet the widely-diverse needs of the students they educate.
6. determine and assess what students need to know and be able to do in order to succeed.
7. utilize creative planning and curriculum integration to promote learning of all students.
8. learning experiences commensurate with a student’s level of readiness.
9. assess their educational practices, modify their assumptions and actions, and expand their repertoire of skills.
10. use and support effective communication techniques in order to develop a positive learning environment.
11. make use of appropriate technology to support student learning.
12. integrate effective behavior management into all interactions with students.
13. apply a variety of instructional strategies and materials to promote student learning, critical thinking, and problem solving.
14. employ appropriate assessment techniques in order to measure student performance and growth.
15. develop a storehouse of learning strategies that help students understand and integrate knowledge.
16. respond respectfully to ideas and views of others.
17. recognize and appropriately respond to the need for on-going self-development and professional development in response to professional standards of practice.
18. utilize student learning standards to promote student learning and achievement.

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