Teacher Education Program's Six Guiding Principles

Guiding Principles

Professionalism and Reflection on the Vocation
Human Development and Respect for Diversity
The Connection of Teaching and Assessment
Technology Integration
Understanding Content Knowledge and Pedagogical Content Knowledge and their Alignment with Standards
Collaboration with Stakeholders

** Note: This handbook is available online at: www.wichita.edu/education
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**PLEASE NOTE:** Material in this handbook may change in accordance with state, university, college or program standards, decisions, and/or policies. It is the student’s responsibility to follow up as necessary to be sure he/she has the most recent information. We will make every attempt to keep this handbook updated on the WSU COE website. The handbook is available on the COE website: [http://webs.wichita.edu/?u=coedess&p=/services/handbooks/](http://webs.wichita.edu/?u=coedess&p=/services/handbooks/)
Teacher Education Mission and Values

University Mission
The mission of Wichita State University is to be an essential educational, cultural and economic driver for Kansas and the greater public good.

University Vision
The university’s vision is to be internationally recognized as the model for applied learning and research.

University Values - At Wichita State University, we value...
- Seizing Opportunities
- Success for all stakeholders
- Diversity of culture, thought and experience
- Adaptive approaches
- Teamwork
- Positive risk-taking

University Strategic Plan
The history of Wichita State is built upon big ideas and the undaunted dreamers who turned them into reality. From the streets of Wichita to the far corners of space, Shockers have proven time and time again that, at Wichita State, anything is possible.

It was with this in mind that the university set out to create a strategic plan that capitalized on Wichita State's unique DNA in a way that would leave a lasting impact on its students, its city, its region and its world. The resulting document is a blueprint for the university's aspirations of obtaining greater global prominence and a declaration of its intentions to serve as the flag bearer for the future of higher learning. http://webs.wichita.edu/?u=wsustrategy&p=/wsu_strategy/

College Scope
The College of Education at Wichita State produces outstanding teachers and educational professionals — and we prepare excellent athletic trainers, sport and exercise professionals, as well.

Experience is everything in WSU's College of Education. That's why field experience is a vital part of every student's program of study. The college offers majors in a variety of areas relating to human development across the lifespan – teaching, counseling, educational leadership, athletic training, exercise science, sport management and more. Experience, combined with a solid foundation of knowledge gained in the classroom, positions College of Education graduates for success in their chosen professions.

Mission of the College of Education
The Mission of the College of Education is to “prepare education and other professionals to benefit society and its institutions through the understanding, the facilitation, and the illumination of the learning process and the application of knowledge in their disciplines.” There are two identifying characteristics of the college—the hands-on, site-based learning that is present across each
program in the college, and the strongly held belief of students and faculty in the “power of education to change the world.”

In order to carry out this mission, the College of Education has developed a conceptual framework and assessment system; has appointed committees to address the various aspects of the mission; and has established policies, procedures and accountability to guide the activities of the college.

**Overview of Conceptual Framework**

**Conceptual Framework**
The Professional Education Unit’s Conceptual Framework for the preparation of educational professionals is built upon the mission statement of the university supported by the missions of the colleges represented in the unit: the College of Education, College of Fine Arts, Fairmount College of Liberal Arts and Sciences, and the Graduate School. The Conceptual Framework informs governance, curriculum design, and learning activities at both the undergraduate and graduate level.

**Vision and Core Values**
The vision of the Professional Unit Conceptual Framework is to prepare teachers and other school personnel who exemplify the core values of “Highly Competent, Collaborative, and Reflective Professionals.” To fulfill this vision, the unit produces graduates who identify, understand and demonstrate the following six core values/guiding principles: 1) Professionalism and Reflection on the Vocation (PR); 2) Human Development and respect for Diversity (HDD); 3) the Connection of Teaching and Assessment (CTA); 4) Technology Integration (T); 5) Understanding of Content Knowledge, Pedagogical Content Knowledge and their alignment with Standards (CKS); and 6) Collaboration with Stakeholders (C).

**Unit Vision Linked to Guiding Principles**
The vision is directly connected to the guiding principles (core values): The Highly Competent Professional is reflected through explication of the guiding principles two through four: Human development and respect for diversity, the connection of teaching and assessment, technology integration, and understanding content knowledge, pedagogical content knowledge and their alignment with Standards. The vision of a collaborative professional is reflected in the guiding principle of collaboration with stakeholders. The vision of a reflective professional is shown in the guiding principle of professionalism and reflection on the vocation.

**The Unit Vision/Core Values Graphic**
The unit’s philosophy for the preparation of education professionals and other school personnel is presented visually in a series of elliptical strands (values) that wrap around the vision. The entwined strands illustrate how the six guiding principles (values) working together create highly competent, collaborative, and reflective professionals. Together the unit vision and six guiding principles reflect a visual representation of commonly agreed upon ideas and commitments and provide direction for individual and corporate efforts. The intertwining of the strands, or guiding principles around the “core” vision, creates one powerful conceptual framework.
Unit Vision: The Development of Highly Competent, Collaborative, and Reflective Professionals

Guiding Principles (Core Values):

- Professionalism and Reflection on the Vocation
- Human Development and Respect for Diversity
- The Connection of Teaching and Assessment
- Technology Integration
- Understanding Content Knowledge and Pedagogical Content Knowledge and their Alignment with Standards
- Collaboration with Stakeholders

Guiding Principles Defined

The Professional Education Unit at Wichita State University focuses on preparing candidates who identify, understand, and practice the six guiding principles which in turn, lead to internalization of the core values of highly competent, collaborative and reflective professionals thus fulfilling the unit’s vision. The Guiding Principles include proficiencies and dispositions.

1. Professionalism and reflection on the vocation (PR): The WSU teacher preparation program uses a reflective model to develop professional dispositions in candidates for the improvement of professional practice. Candidates are expected to value knowledge and continuous learning to improve professional practice*. Candidates understand and implement the legal and ethical practices of the profession. Candidates are familiar with major learning theories and strategies to enhance educational knowledge and are able to evaluate instructional decisions for their impact on students/clients.

2. Human development and respect for diversity (HDD): Candidates demonstrate a commitment to the basic principles and theories of human development, learning, and diversity and apply this knowledge to their own learning, teaching, guiding, and clinical situations which includes a commitment to “fairness” in all aspects of their work and the expectation that all students/clients can learn*. Candidates consider family, community, and school in advocating for students and clients* and have knowledge of relevant historical, philosophical, social and cultural factors.

3. The connection of teaching experiences and assessment (CTA): Candidates know and understand current theory, research and practice that inform the cyclical and interactive processes of good teaching (e.g., analysis, preparation, instruction, assessment [qualitative
and quantitative], and decision making based on assessment results). The candidates apply this knowledge across all facets of their work. The candidates develop skills to plan, implement, and evaluate developmental, cultural, and ethically appropriate techniques and strategies for addressing student and client needs. Respects and holds high expectations and fairness for all learners*.

4. **Technology integration (T):** Candidates can demonstrate skills in the use of technology appropriate to the respective disciplines. Technology is used to enhance professional productivity in planning, teaching, student learning, and assessment. The candidates seek opportunities to continually learn and improve professional practice*.

5. **Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS):** Candidates identify, understand, and use and continue to build knowledge in the disciplinary field(s). Candidates apply this knowledge to teaching within the structure of the standards and seek opportunities to continually learn and improve professional practice*.

6. **Collaboration with stakeholders (C):** Candidates identify, understand, and use processes to work, and advocate cooperatively and professionally, with students/clients, colleagues, parents and community to move toward mutual goals. Candidates collectively plan, gather, and build resources to create innovative solutions to existing problems. Candidates demonstrate effective communication and interpersonal skills and attitudes. The candidates plan, implement and sustain an appropriate environment that promotes effective professional practices. Candidates value working cooperatively with colleagues and others to advance best interest of students and clients*.

*Underlined portions designate dispositions

**WSU Initial Teacher Education Program Standards***

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

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

**Standard 3: Learning Environment.** The teacher works with others to create environments that support individual and collaborative learning, includes teacher and student use of technology, and encourages positive social interaction, active engagement in learning, and self-motivation.
Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates content-specific learning and literacy experiences that make the discipline accessible and relevant to assure mastery of the content.

Standard 5: Application of Content. The teacher understands how to engage learners through interdisciplinary lessons that utilize concept-based teaching and authentic learning experiences to engage students in effective communication and collaboration, and in critical and creative thinking.

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

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

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

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

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, support staff, and community members to ensure learner growth, and to advance the profession.

Standard 11: The values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. For example, they might include a belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment. (NCATE, 2000).

*Standard 1-10 aligned to KSDE Professional Education Standards, Standard 11 is a Unit Standard, not one of the required KSDE Professional Education Standards
College of Education’s Advising

Education Support Services (ESS)
Office: Room 107, Corbin Education Center
Phone: (316) 978-4753 ** Fax: (316) 978-3302

Advising Office Hours:

- **Teacher Education majors**: Corbin Education Center, Room 107
  Monday-Friday: 8:00 a.m. - 5:00 p.m.
  
  *Walk-in hrs: 8:30-4:00 Mon and Wed.*

- **Human Performance Studies majors**: Heskett Center, Room 107
  Monday-Friday: 8:00 a.m.-5:00 p.m.

- **Sport Management majors**: Heskett Center, Room 109
  Monday-Friday: 8:00 a.m.-5:00 p.m.
  
  *Walk-in hrs: 1:00-4:00 Wed.*

- **Shocker One Stop**: *(available to handle general questions)*
  Monday-Thursday 8:00 a.m. - 7:00 p.m.
  Friday 8:00 a.m. - 5:00 p.m.

Web Information: [http://www.wichita.edu/education](http://www.wichita.edu/education)

**Call this number to schedule advising appointments**

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**Education Support Services (ESS) Advising**

- **Director**
  Sherena Langley
  sheren.langley@wichita.edu

- **Licensure Specialist/Accreditation**
  Stacie Ogborn
  stacie.ogborn@wichita.edu

- **Administrative Specialist**
  Jane Eshelman
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- **Records Specialist**
  Sherri Heersche
  sherri.heersche@wichita.edu

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**Advisors**

- **Human Performance Studies (HPS)**
  Sheri Barnes
  sherri.barnes@wichita.edu

- **Sport Management (SMGT)**
  Kayla Jasso
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- **Teacher Education**
  Sherena Langley
  sherena.langley@wichita.edu

  Twambi Kerstetter
  twambi.kerstetter@wichita.edu

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**Other Student Support Services**

- **Outreach Coordinator**
  Kayla Jasso
  kayla.jasso@wichita.edu

- **Placement Coordinator**
  Melissa Dimeo
  melissa.dimeo@wichita.edu

- **Scholarship Coordinator**
  Johny Buchanan-Spachek
  johny.buchanan-spachek@wichita.edu
Dean’s Office:

Office: Room 104, Corbin Education Center
Phone: (316) 978-3301 Fax: (316) 978-3302

Dr. Shirley Lefever, Dean Shirley.lefever@wichita.edu
Dr. Clay Stoldt, Associate Dean Clay.Stoldt@wichita.edu
Dr. Ashlie R. Jack, Assistant Dean/Accreditation Officer Ashlie.Jack@wichita.edu

College of Education Chairs:
~ Ms. Kim McDowell, Department Chair Curriculum and Instruction (C&I)
~ Dr. Jody Fiorini, Department Chair Counseling, Educational Leadership, Educational & School Psychology (CLES)
~ Dr. Michael Rogers, Department Chair Human Performance Studies (HPS)
~ Dr. Mark Vermillion, Department Chair Sport Management (SMGT)

Advisor Responsibilities:

1. Assist the candidate in understanding the purposes and goals of higher education and its effect on his/her life and personal goals.

2. Assist and encourage the candidate by providing accurate information about required courses, graduation requirements, WSU resources and WSU policies and procedures.

3. Be accessible for advising appointments, telephone, email and web correspondence.

4. Assist the candidate in utilizing university resources to maximize educational and personal potential.

5. Encourage the candidate to develop decision-making skills and take responsibility for his/her educational plans and goals.

6. Collaborate with the candidate to define, monitor and develop realistic academic and professional goals.

7. Collaborate with the candidate to develop an individual academic plan of study Maintain confidentiality.

8. Maintain up-to-date records in candidate’s file and Degree Works

Candidate (WSU College of Education Student) Responsibilities:

1. Discuss your career goals with the advisor in order to determine the best major and plan of study to reach those goals.
2. It is strongly recommended that you meet with an advisor each semester with questions regarding enrollment, plan of study, change of emphasis, gpa issues, difficulties in class, etc. 

3. Provide your advisor with accurate information about your interests and abilities.

4. Arrive on time and be prepared for each appointment.

5. Be an active learner by participating fully in the advising experience.

6. Know the requirements of your degree program and make sure that you are taking the courses your program requires for graduation.

7. Ask questions if you do not understand an issue of specific concern.

8. Become knowledgeable about college policies, deadlines, and procedures.

9. Become familiar with the College of Education handbooks and undergraduate catalog.

10. Follow through with all recommendations from your advisor.

11. Accurately complete all required applications and medical forms as required by the program and comply with any mandatory follow-up procedures.

12. Identify university resources and career opportunities.

13. Be aware of your actions and how they affect you, your academic progress, and your financial aid status.

14. Be professional in your field placements by: 1) respecting your supervisors, 2) dressing appropriately, 3) accepting constructive criticism and 4) being on time.

15. Request that all transfer work be sent to the registrar from each college attended, immediately following the semester in which the courses were completed.

16. Complete “Application for Degree” online two semesters prior to graduation.

17. Take any standardized tests in a reasonable time frame; allowing time for repetition if necessary.

18. Maintain a personal file at home with important documents such as TB tests, exceptions, emails, tests scores, etc.

**Student File**

Every College of Education student who is currently taking classes at WSU, should have a permanent folder located in the office of Education Support Services, Room 107 Corbin. Students are allowed to check out their folder at any time, by leaving a photo ID with the office manager. Students are encouraged to familiarize themselves with the contents within.
the folder, but may NOT take anything out.

**Expected Learning Outcomes for the Academic Advising Experience**

1. Students demonstrate thinking abilities about their future goals and a plan of study to reach those goals.

2. Students use campus resources such as work-based learning, study abroad, and Career Development to assist them in achieving their academic, personal and career goals.

3. Students demonstrate familiarity with WSU resources, policies, on-line technology and meet with their academic advisor in order to enroll and meet all graduation requirements.

4. Students demonstrate how to use their catalog, handbooks, and Degree Works

5. Students demonstrate how to use online technology (Degree Works, Blackboard, Banner Self-Service) to track individual progress toward a degree.

6. Students choose courses that contribute to the completion of the degree requirements.

7. Students develop a sense of responsibility and professionalism.

**Specific Notes of Interest for Teacher Education majors:**

1. All prerequisites for entrance into the Teacher Ed. program must be completed by the end of the semester previous to Core I (i.e, basic skills, Psy. 111, Statistics, CI 270, standardized tests, GPA, etc…). Candidates are advised to take the standardized testing for entrance into Teacher Education early since most tests require approximately four weeks for results to be posted.

2. All secondary and middle level majors are expected to begin Core I during a fall semester.

3. Elementary, Early Childhood, and PE majors may begin Core I either fall or spring.

4. Students should consider taking the PLT and Praxis Content testing either the semester before or during Teacher Internship.

5. All course work must be completed before the final semester of Teaching Internship. If a student must take a course with student Internship, an exception form must be submitted to the office of Education Support Services for committee approval.
Terminology

**College of Education Candidate:** Once admitted to Wichita State a student is referred to as a College of Education candidate if they claim a WSU degree code listed below under Teacher Education Program Options, WSU Initial Licensure and Endorsement Availability. This individual is accepted to the university but has not yet enrolled in any coursework that the institution has determined to be part of that teacher preparation program.

**Teacher Education Candidate:** Once admitted to the WSU teacher education preparation program, a student will be referred to as teacher education candidate. This individual is accepted into the teacher preparation program and is in the process of completing coursework but has not yet completed the teacher preparation program.

**Teacher Intern:** Once a teacher education candidate begins their final year in the program and assigned to their year-long internship they will be referred to as teacher intern. This individual is accepted into the teacher preparation program and is in the process of completing coursework but has not yet completed the teacher preparation program.

**Completer:** Any individual who exited the WSU teacher education preparation program by successfully satisfying the requirements of the program.

**Americans with Disabilities Act**

Wichita State University's Office of Disability Services provides individuals with learning, mental or physical disabilities an equal opportunity to attain their academic and personal goals to the fullest of their abilities. From note-taking assistance to auxiliary aids, the Office of Disability Services provides students, staff, faculty, and guests an assortment of accessibility services. Students may contact the Office of Disability Services (DS), Grace Wilkie, Room 203 or call (316) 978-3309. DS will review concerns and determine what accommodations are necessary. All information and documentation of student’s disability will be confidential and will not be released by DS without student’s written permission.

**Notice of Nondiscrimination**

Wichita State University does not discriminate in its employment practices, educational programs or activities on the basis of age, color, disability, gender, gender expression, gender identity, genetic information, marital status, national origin, political affiliation, pregnancy, race, religion, sex, sexual orientation, or status as a veteran. Retaliation against an individual filing or cooperating in a complaint process is also prohibited. Sexual misconduct, relationship violence and stalking are forms of sex discrimination and are prohibited under Title IX of the Education Amendments Act of 1972. Complaints or concerns related to alleged discrimination may be directed to the Director of Equal Opportunity or the Title IX Coordinator, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3187.
## Teacher Education Program Options
**WSU Initial Licensure and Endorsement Availability**

<table>
<thead>
<tr>
<th>Endorsement Areas</th>
<th>State Licensure Levels</th>
<th>WSU Degree Code</th>
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<tbody>
<tr>
<td>Early Childhood Unified</td>
<td>Birth-Grade 3</td>
<td>D20B</td>
</tr>
<tr>
<td>Elementary</td>
<td>K-6</td>
<td>D21A</td>
</tr>
<tr>
<td>ECU/Elementary Apprentice (effective 201730)</td>
<td>ECU/K-6</td>
<td>D21X</td>
</tr>
<tr>
<td>History Comprehensive/English</td>
<td>5-8</td>
<td>D24J</td>
</tr>
<tr>
<td>History Comprehensive/Math</td>
<td>5-8</td>
<td>D24K</td>
</tr>
<tr>
<td>History Comprehensive/Science</td>
<td>5-8</td>
<td>D24L</td>
</tr>
<tr>
<td>Science/English</td>
<td>5-8</td>
<td>D24F</td>
</tr>
<tr>
<td>Science/Math</td>
<td>5-8</td>
<td>D24P</td>
</tr>
<tr>
<td>English/Math</td>
<td>5-8</td>
<td>D24N</td>
</tr>
<tr>
<td>Math</td>
<td>5-8</td>
<td>D24M</td>
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<tr>
<td>English Language Arts</td>
<td>6-12</td>
<td>D22E</td>
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<tr>
<td>Mathematics</td>
<td>6-12</td>
<td>D22M</td>
</tr>
<tr>
<td>Biology</td>
<td>6-12</td>
<td>D22B</td>
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<tr>
<td>Chemistry</td>
<td>6-12</td>
<td>D22C</td>
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<td>History and Government</td>
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<td>D22H</td>
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<td>Art</td>
<td>PreK-12</td>
<td>F23E</td>
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<td>Foreign Language: French</td>
<td>PreK-12</td>
<td>D23F</td>
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<tr>
<td>Foreign Language: Spanish</td>
<td>PreK-12</td>
<td>D23N</td>
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<td>Instrumental Music</td>
<td>PreK-12</td>
<td>F23I</td>
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<td>Vocal Music</td>
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<td>F23V</td>
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<td>Physical Education</td>
<td>PreK-12</td>
<td>D23K</td>
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<tr>
<td>Earth and Space Science</td>
<td>6-12</td>
<td>D22S</td>
</tr>
<tr>
<td>Physics</td>
<td>6-12</td>
<td>D22P</td>
</tr>
</tbody>
</table>

### Undergraduate Teacher Education Admission Requirements

**A. Thirty-Five (35) Hours of General Education**

1. Basic skills course requirements with grades that meet Wichita State University policy
   a. English Composition I
   b. English Composition II
   c. Basic Public Speaking
   d. College Algebra or higher level mathematics course

   *Elementary, Early Childhood Unified, and Middle Level Math majors are required to have a 2.0 or better in College Algebra in order to take Math 501. A grade of C- is not accepted.*

2. Other general education course requirements
   a. General Psychology
   b. Elementary Statistics
** Secondary Math majors need Calc. I, instead of Elementary Statistics

B. Standardized Test Requirement
*(Beginning Fall 2017, CBASE will no longer be accepted for Reading, Writing and Math)*

A prospective teacher education candidate must meet *only one* of the following four standardized test requirements. The basic skills test used to fulfill his or her admission requirements must have been taken within ten (10) years from the date of the prospective candidate’s application to the teacher education program:

1. American College Testing Program (ACT). Composite score 21 or above.

2. College Assessment of Academic Proficiency (CAAP). Minimum required scores—Writing 55; Reading 56; Mathematics 53.

3. Praxis Core Academic Skills for Educators Tests. Minimum required scores—Reading (exam code 5712) 152; writing (exam code 5722) 162; and mathematics (exam code 5732) 142; or

4. SAT. Combined score 980 or above

C. Elementary and Early Childhood Program Additional Requirement

CBASE tests: Social Studies 235  Science 235

These tests are used to affirm a candidate’s mastery of elementary education content.

D. Introduction to the Teaching Profession Course

Prospective candidates must complete an introductory to the teaching profession course (e.g., CI 270) with an earned grade of B- or better in the course and a “satisfactory” grade in the corresponding field experience component.

E. Grade Point Average (GPA) Requirements

1. Overall GPA: 2.5
2. GPA in 35 hours of general education coursework: 2.75
3. WSU GPA: 2.5 (if applicable)

F. Signed Attestation of Eligibility

G. Background check cleared

1. Option #1: Provide a copy of current Substitute License (Applicant may also give SSN to Education Support Services staff to look up license on the KSDE website).
2. Option #2: Provide a copy of recent background clearance with Validity or NATSB.
3. Option #3: Validity Screening Solutions - Submit the Validity online background request form with payment within 10 business days from the date of the Teacher Ed. application (instructions attached).
H. Signed Grounds for Dismissal Regulations

I. Certification of Health for School Personnel (K.S.A. 72-5213)
Students are responsible for Negative TB exam and physical, completed by a medical professional (i.e., Student Health Services, or another medical professional). Student Health charges for this service and an appointment is necessary.

Teacher Education Program and Licensure Exam Requirements

PRAXIS Principles of Learning and Teaching Exam (PLT) **
The PRAXIS PLT requirement is mandated by the State of Kansas. Candidates must have a passing score to be recommended for state licensure. A passing score is not a degree requirement. In other words, a candidate may graduate with a degree, but he/she cannot be recommended for licensure without a passing score. Candidates are encouraged to take the exam prior to the final teaching internship semester.

PRAXIS Content Area Exam(s)**
The PRAXIS Content Area Exam is required of all candidates for each area of endorsement. In other words, if a candidate is getting both an elementary and an early childhood endorsement, he/she must take both content exams. Candidates are encouraged to take the PRAXIS content exam(s) prior to the student internship experience. Similar to the PLT, the Content Exam(s) is a state licensure requirement.

Kansas Performance Teaching Portfolio (KPTP)
Upon graduation, candidates are recommended for an “initial” teaching license from KSDE for two years if they have successfully passed the KPTP, completed program requirements, and passed all state mandated tests. All candidates will bear the cost of scoring their KPTP portfolio, which will be approximately $60.00. If a candidate decides to withdraw from the program and/or not submit a KPTP, the request for a refund must be submitted to Education Support Services at least one week prior to the KPTP deadline to be considered.

**All candidates must submit a copy of their Praxis II tests (PLT and Content) results report, both sides, (from ETS) as part of their application for licensure and degree completion.

Teacher Education Unit and Program Assessment Plans
Major Components of Program Assessment Which Necessitate Candidate Attention

Transition Points
Transition Points reflect designated stages within the curriculum where candidate progress is reviewed. Candidates must meet Transition Point criteria prior to being allowed to “transition,” or move on to the next phase of the program. Each program specifies four transition points as a minimum: program admission, admission to clinical practice (e.g., student Internship), exit from clinical practice, and degree completion and program completion/conditional licensure recommendation.
Remedial options exist for candidates who fail to meet established criteria
However, each program specifies a limit on the number of remediation opportunities it provides. Candidates must maintain communications with their course instructors and faculty advisor to identify remediation mandates/options and limits.

Assessment and Criteria/Rubrics
Specific common assessments will be required throughout the program. Assessments may be embedded within a course(s) or a free-standing assessment. Candidates will be required to pass these assessments in accordance with the defined criteria or level of proficiency. Failure to meet the defined criteria or level of proficiency can impede a candidate’s program progress or cause the candidate to be dismissed from the licensure/teacher education program. A limited number of remedial options, as specified by each program, exist for candidates who fail to meet established criteria. Candidates must maintain communications with the course instructor and faculty advisor to identify remediation mandates/options and limits.

STEPS TOWARDS GRADUATION

Transition I: Admission to Teacher Education

Transition II: Admission to Teacher Internship

1. 2.5 or better Content GPA
2. 2.5 or better Overall GPA
3. 2.5 or better WSU GPA
4. "B-" or better in most professional courses. See catalog for requirements.
5. Completed Application for Student Internship online:
   http://webs.wichita.edu/?u=coedess&p=/services/teacher_intern_app/
   a. Application
   b. TB Questionnaire Evaluation
   c. Successful completion of all courses prior to Teaching Internship.
6. Complete all courses within the teaching program before the final semester of Teaching Internship. Individual program areas/endorsements may have additional Transition Point criteria not listed that candidates must successfully meet. Please be sure to ask your faculty advisor for a copy of your program’s Assessment Plan and Transition Points.

Transition III: Exit from Clinical Practice (Teacher Internship)

1. Successful completion of all courses
2. 2.5 or Better Overall GPA
3. 2.5 or Better WSU GPA
4. Final Supervisor Evaluation Form
Transition IV: Degree Completion

1. Overall GPA – 2.5 or better
2. WSU GPA 2.5 or better
3. Meets all degree requirements

Transition V: Program Completion and Initial Licensure Recommendation

1. Passes common assessments for all program standards
2. Kansas Performance Teaching Portfolio (KPTP) passing score
3. PLT passing score
4. Praxis II content test(s) completed
   * Note: Separate tests are required for each endorsement area (e.g. separate tests for early childhood and elementary are required if candidate is pursuing both endorsements).
5. Licensure application, fee, and related paperwork

Kansas Educator Code of Conduct

Teacher Education Candidate Conduct Expectations
Teacher education candidates (TECs) in a teacher education program participating in a field experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. TECs should not engage in unprofessional conduct or unlawful behaviors in accordance to KSDE’s Kansas Educator Code of Conduct


In view of these expectations, teacher education candidates participating in a field experience who are unable to meet these standards, as judged by university faculty and cooperating teachers, may receive a failing grade and/or face possible removal from the field experience. For a more complete description of expectations and procedures for dismissal from field experiences see related documents in the Teacher Education Application Packet.

Clinical Experiences for Teacher Candidates at WSU

Initial Teacher Candidate Experiences**

Introduction to the Profession with Field Experience
Students examine the nature of teaching and the roles of teachers in the classroom.

Introduction to Diversity: Field Experience (Core I)
Teacher Education Candidates (TECs) experience their initial school placements with students. The focus is on learning in classroom environments, studying characteristics and behaviors of adult/student interactions, and student/student interactions as it relates to contextual factors; including cultural and developmental diversity, which impact instructional decision-making.
Practica
Some licensure levels and/or endorsement areas have developed additional practica that provide the teacher candidate with the opportunity to apply strategies and skills in an experiential setting.

Teacher Internship
Candidates spend one year in an appropriate classroom setting(s), working with a mentor/cooperating teacher(s) on planning, implementing, and assessing instruction aligned with state and/or district standards. The candidate, mentor/cooperating teacher, and university supervisor devise a plan so the candidate can assume full classroom responsibility for a designated period of time during the final semester of student internship.

Advanced Teacher Candidate Experiences
Every candidate pursuing an advanced endorsement will participate in one or more practica and/or internship. To view a complete listing of advanced programs please refer to the following website: http://webs.wichita.edu/?u=coedhome&p=/programs

Tuberculosis Requirement
All candidates participating in field placements must have proof of a negative TB test before being allowed to enter the schools to complete field experiences. This must be completed upon application to the College of Education teacher preparation program. These tests are good for one year. Candidates may make an appointment with the WSU Student Health Center to have this test administered by calling (316) 978-3620. If the candidate’s TB test expires during the semester, a new TB questionnaire must be submitted to WSU Student Health Center. This questionnaire can be found on the Educational Support Services (ESS) web page under student, application and forms or by following this link http://webs.wichita.edu/?u=coedess&p=/services/applicationsforms/

Placement Policy for Teacher Interns
Placement for interns are made in cooperation with the public schools, the faculty, and the Dean's Office. Major consideration in each placement will be the quality of the mentor and the field supervisor in relation to providing the candidate with the maximum potential to learn.

Teacher Intern Placement Guidelines
1. Teacher intern candidates in schools are not traditionally placed where they are currently assigned for cooperative education experiences or course work.
2. Teacher intern placements will be made to provide each candidate a wide range of diverse field experiences that reflect the individual’s program levels and licensure requirements. Pre-K-12, dual middle-level, and Early Childhood Unified programs will be provided split placements at two levels.
3. Teacher interns will not be placed where either their teacher responsibilities or supervisory relationships could pose conflict of interest. Teacher interns will not be placed in schools where their children, spouses or significant others, relatives, or close friends are associated.
4. Teacher intern candidates will be placed at approved schools in groups, if
possible, to minimize travel time for university supervisors and maximize teacher intern supervision time.

5. Teacher interns must meet all requirements of the COE teacher education program, Wichita State University, Kansas State Department of Education, and the Kansas Board of Regents, to be eligible for their teacher internship (student teaching).

6. Teacher interns will be placed with cooperating teachers who are highly-effective professionals who have at least three years of successful teaching in their licensure field.

7. Secondary and Pre-K 12 teacher interns will not be placed in high schools from which they graduated if it has been less than ten years.

Application for Teacher Internship
Candidates complete a year-long internship during their final two semesters, excluding summer. Applications are due November 1st for students beginning their year-long teacher internship in Spring Semester and March 1st for students beginning their year-long teacher internship in Fall Semester. The application process can be found on the Education Support Services under advising, application & forms or by accessing this link http://webs.wichita.edu/?u=coedess&p=/services/teacher_intern_app/

Kansas Licensure (91-1-201, 203)

One-year non-renewable license
The one-year non-renewable license is available for applicants who have completed a teacher education program but do not have Praxis content and/or pedagogy assessments completed for the initial license. This license would be appropriate, for example, for someone who has completed all degree requirements but has not taken the Praxis Content or PLT test.

Initial license
Initial licenses are valid for two years and are available for teaching (ECU, Elementary, Middle School, Secondary, and PK12), school specialist, and school leadership levels. This license is received upon application approval, submission of fingerprint/background check, completion of all program and degree requirements, and successful completion of the Praxis Content and PLT exams for teaching licenses, and/or upon successful completion of the graduate degree program and the content assessment for school specialist/leadership licenses. The Initial license may be renewed for two years if you haven’t taught one complete school year in an accredited school.

Professional license
Professional licenses are valid for five years and are available for teaching (ECU, Elementary, Middle School, Secondary, and PK-12), school specialist, and leadership licensure levels. This license is received upon application approval and the successful completion of a one-year mentoring program, or the internship for school specialist/leadership licenses during the initial licensing period.
Accomplished license
Accomplished licenses are valid for ten years and are issued based on achievement of National Board Certification. The endorsements on the accomplished license reflect the approved preparation programs the individual has completed.

Provisional license
Provisional licenses are available to licensed educators who are completing an approved preparation program in a new teaching field or endorsement area OR a school specialist program for school counselor, library media or reading specialist. A provisional license is available at the point where a prescribed portion of the new program is completed and a district wants to hire you in the new field. The provisional license is a two-year license and can be renewed for an additional two years by making appropriate progress on the remaining coursework.

1. Provisional teaching licenses are available only at the middle, secondary, and PK-12 licensure levels. Provisionals are not available for K-6 elementary endorsements. Provisional teaching licenses require (a) a current valid initial or professional license at the level, (b) completion of 50% of approved program in the requested field, (c) a deficiency plan, and (d) verification of employment and assignment in the provisional endorsement area. A Special education provisional (or) license must meet the same requirements except that instead of 50% of the approved program, completion of coursework in the areas of methodology, characteristics and a practicum in the special education field are required.

2. Provisional school specialist licenses are only available at the PK-12 licensure level. Provisional school specialist licenses require (a) a currently valid professional teaching license, (b) completion of 50% of an approved specialist program, (c) a deficiency plan, and (d) verification of employment and assignment in provisional licensure area. School counselor specialist also requires verification of supervision by a professionally licensed school counselor.

Restricted teaching license
Restricted teaching licenses are valid for a two-year period at the middle, secondary, and PK-12 licensure levels. These licenses are for individuals who have a degree in their content field and are working with a school district and a higher education institution to complete an alternative route to licensure. The restricted license cannot be renewed or reissued.

Emergency Substitute license
Emergency substitute licenses are valid for only the current school year at the PK-12 licensure level, whereas renewals of the first emergency substitute license are valid for two years. Emergency substitute licenses require a minimum of 60 semester credit hours and a KBI fingerprint/background check. The license is required by a local school district where the applicant will substitute.
Standard Substitute licenses
Standard Substitute licenses are valid for a period of five years at the PK-12 licensure level. Standard Substitute licenses require a bachelor’s degree and verification of the completion of an approved teacher education program but do not require passing scores on the Praxis or PLT exams. The Standard Substitute license can be renewed.

Exchange teaching license
Exchange teaching licenses are valid for two years at all licensure levels. Exchange licenses are available for individuals who have completed approved programs and hold a full license from states participating in an exchange agreement. Kansas is a participant in the Central States Exchange Agreement with Iowa, Minnesota, Nebraska, South Dakota, North Dakota, Ohio, Wisconsin, Missouri, and Oklahoma.

Note: In compliance with the criminal history records check (91-1-214), persons applying for their initial Kansas license OR applying to renew a license that has been expired more than six months must submit a complete set of legible fingerprints.

Transitional teaching license
The transitional teaching license is available for candidates who were previously licensed in Kansas but whose license has been expired for six or more months. Candidates who meet this criteria may be issued a one-year non-renewable transitional teaching license to allow them to take a teaching position in the interim while they work to meet their licensure renewal requirements.

Licensure Requirements and Procedures

Eligibility for Licensure Recommendation
1. Completed all course and program related assessments
2. Successfully completed ALL coursework for designated program/major
3. Achieved GPA of 2.50 or higher overall and 2.50 or higher in major field(s)
4. Successfully completed KSDE required tests, i.e., Principles of Learning and Teaching (PLT), the Praxis II Content test(s), and State mandated performance assessment (KPTP).
5. Successfully met requirements identified in the teacher intern’s degree audit
6. Degree posted by WSU Registrar
7. Submission of legible fingerprints
8. Completed licensure application – KSDE online Form 1 (see below)

Submitting the Licensure Application
1. Go to: https://appspublic.ksde.org/AuthenticationPublic/
2. Click on the “Register” button to display the KSDE User Registration Form.
3. Create a Username and password and enter all personal information (you will use this login information throughout your career, so write it down).
4. Leave “individual” as the Application Access Level and click “Submit”.
5. Once you have successfully logged in, you can access Form 1 for Initial Licensure or Added Endorsement.

6. After submitting your Form 1 application, wait for a message stating that your application has been submitted to WSU for evaluation. The university will verify and recommend you for licensure and confirm the recommendation by e-mail.

7. After the licensure officer has recommended you for licensure, you will be contacted by e-mail for payment options. (KSDE will not process your application until payment has been made.)

Questions about licensure should be directed to the College of Education Licensure Officer, Stacie Ogborn (stacie.ogborn@wichita.edu)

### Teacher Education Timeline – Core Program

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Due Date</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Entry to Teacher Education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Entry to Teacher Education</strong></td>
<td>Before enrollment into Teacher Education courses</td>
<td>All admission requirements must be completed and on file before enrolling in Core I classes (i.e., Teacher Education application, background clearance Health Certification Form submitted with proof of physical, and negative TB test).</td>
</tr>
</tbody>
</table>
| **Background clearance**           | Before enrollment into Teacher Education courses | Option #1: Provide a copy of current Substitute License (Applicant may also give SSN to Education Support Services staff to look up license on the KSDE website).
<p>|                                   |          | Option #2: Provide a copy of background clearance completed with USD 259. |
|                                   |          | Option #3: Validity Screening Solutions - Submit the Validity online background request form with payment within 10 business days from the date of the Teacher Ed. application (instructions attached). |
| <strong>Pre-Teaching Internship</strong>        |          |                                                                 |
| <strong>Application for Degree (online)</strong>| Two full semesters before anticipated graduation date. | All candidates must complete an online “Application for Degree” <strong>two semesters prior to graduation</strong>. |</p>
<table>
<thead>
<tr>
<th><strong>Application for Teaching Internship</strong></th>
<th>March 1 (for internship beginning in Fall semester)</th>
<th>Submit online application two semesters prior to graduation, excluding summer. <a href="http://webs.wichita.edu/?u=coedess&amp;p=/services/teacher_intern_app/">http://webs.wichita.edu/?u=coedess&amp;p=/services/teacher_intern_app/</a></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TB Questionnaire</strong></td>
<td>March 1 (for internship beginning in Fall semester)</td>
<td>Complete TB Questionnaire and submit form to <a href="mailto:student.health@wichita.edu">student.health@wichita.edu</a> <a href="http://webs.wichita.edu/?u=coedess&amp;p=/services/teacher_intern_app/">http://webs.wichita.edu/?u=coedess&amp;p=/services/teacher_intern_app/</a></td>
</tr>
<tr>
<td></td>
<td>Nov. 1 (for internship beginning in Spring semester)</td>
<td></td>
</tr>
<tr>
<td><strong>Praxis II Content Tests</strong></td>
<td>Prior to final semester</td>
<td>All candidates must have passing Content test score(s).</td>
</tr>
<tr>
<td><strong>Principles of Learning &amp; Teaching (PLT)</strong></td>
<td>Recommended to be taken prior to final semester</td>
<td>All licensure applicants must have a passing PLT score</td>
</tr>
</tbody>
</table>

**Teaching Internship**

| **Fingerprinting & Background Check** | Initiate 2-3 months before applying for licensure | Fingerprinting/background checks are valid for six months. The check can take up to three months to complete. Anyone with a current teaching license (including substitute license) will not need to be fingerprinted. Packets and instructions are provided in the office of Education Support Services |
| **Licensure Application** | No later than the end of the semester | Candidates must submit a completed application online. See KSDE website for forms: [www.ksde.org](http://www.ksde.org) |
| **Kansas Performance Teaching Portfolio (KPTP)** | Due date identified on Teacher Intern Calendar | Candidates must submit the KPTP during the final semester of Teaching Internship. Submission deadlines are strictly enforced! No candidate can be recommended for licensure without passing scores. Failure to pass will require a one credit hour remediation course. |

*NOTE: Candidate maintains responsibility for checking with his/her academic advisor regularly regarding any changes to his/her degree and/or licensure program requirements.*
Cooperative Education

Cooperative Education is an academic program through Career Development that allows students to connect academic knowledge with the business and professional world. Co-op expands learning experiences through paid employment in a supervised, educational work setting related to the student’s major field of study or career focus. A Cooperative Education position can be multi-semester with in-state and out-of-state opportunities. Enrollment is required and credit may be awarded.

Contact information and website
(316) 978-3688        www.wichita.edu/careerdevelopment

Scholarships in the College of Education

The College of Education annually awards more than $600,000 in both merit-based and need-based scholarships to all education majors in all classes, made possible by our gracious donors. Their generous gifts provide more than 200 students the opportunity to continue their studies in the field of counseling, educational leadership, education and school psychology, curriculum and instruction, human performance studies and sport management.

There are 85 scholarship funds from which awards are made to an average of 200 students each year. The guidelines differ for each scholarship. Students' qualifications are matched to the appropriate scholarships for final selection of awards.

How to Apply

- In order to be considered for College of Education scholarships, go to the link listed below. Only one application is necessary to apply for all scholarships available to students in the College of Education.
- College of Education Undergraduate/Graduate Scholarship Application.
- This application includes a one-page, single-spaced personal statement highlighting academic achievements, extracurricular activities, community service and work experience. Include special interests, short and long range goals and how a scholarship will assist you in achieving academic success.
- Priority dates for submitting an application are Aug. 1 to Feb. 1

NOTE: All renewable scholarships will be based on a student’s ability to meet scholarship guidelines and the availability of funds.

How the application process works

1. Both merit-based and need-based scholarships are available through the College of Education.
   - Need-based scholarships have special requirements.
• Need is determined through the Free Application for Federal Student Aid or FAFSA, so to be eligible for a need-based scholarship a FAFSA must to be on file at WSU.

2. Fill out the scholarship application at this link –
   [http://webs.wichita.edu/?u=coedess&p=/services/scholarships/](http://webs.wichita.edu/?u=coedess&p=/services/scholarships/)

3. Questions on the application will be used to match the applicant with the guidelines of the available scholarships. Be as accurate and as thorough as possible when answering the questions.

4. You will receive immediate confirmation after you click Submit.

5. If awarded, you will be notified with further instructions.

**College of Education Policy on Student Concerns**

University policy addresses student concerns of various types. Please see [http://webs.wichita.edu/depttools/depttoolsmemberfiles/VPSA/RevisedStudentConcernProcessGuide.pdf](http://webs.wichita.edu/depttools/depttoolsmemberfiles/VPSA/RevisedStudentConcernProcessGuide.pdf) as well as below for a resolution guide that references related university policies.

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### Wichita State University Student Concern Resolution Guide

Students should begin the process of resolving an issue by completing Step 1 for the appropriate concern type. If the issue is not resolved after completing Step 1, the student should complete Step 2, and so on until the issue is resolved or all steps have been exhausted. All policies referenced can be found in the [JFCU Policies and Procedures Manual](http://webs.wichita.edu/depttools/depttoolsmemberfiles/VPSA/RevisedStudentConcernProcessGuide.pdf).

<table>
<thead>
<tr>
<th>Concern Type</th>
<th>Step 1</th>
<th>Step 2</th>
<th>Step 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discrimination Concerns</td>
<td>Contact Student Conduct &amp; Community Standards 316-978-6681</td>
<td>Contact Title IX Coordinator 316-978-5177</td>
<td>File Guide Appeal with Associate Vice President for Academic Affairs 316-978-2046</td>
</tr>
<tr>
<td></td>
<td>Contact Associate Director of Human Resources 316-978-2023</td>
<td>Contact Equal Opportunity Office 316-978-3160</td>
<td>Contact Associate Vice President for Academic Affairs 316-978-2046</td>
</tr>
<tr>
<td></td>
<td>Contact Equal Opportunity Office 316-978-3160</td>
<td>Contact Department Chair or Program Director</td>
<td>Contact Vice President for Student Affairs 316-978-3021</td>
</tr>
<tr>
<td>Academic Concerns</td>
<td>Contact Course Instructor</td>
<td>Contact Department Chair</td>
<td>Contact Vice President for Student Affairs 316-978-3021</td>
</tr>
<tr>
<td></td>
<td>Contact Course Instructor or Department Chair (Contact Dean of College if Instructor is Chair)</td>
<td>Contact Dean of the Academic College</td>
<td>Contact Vice President for Student Affairs 316-978-3021</td>
</tr>
<tr>
<td></td>
<td>Contact Department Chair or Program Director</td>
<td>Contact Department Chair of the Academic College</td>
<td>Contact Vice President for Student Affairs 316-978-3021</td>
</tr>
<tr>
<td>Non-Academic Concerns</td>
<td>Contact Staff in Relevant University Office</td>
<td>Contact Student Conduct &amp; Community Standards 316-978-6681</td>
<td>Contact Student Conduct &amp; Community Standards 316-978-6681</td>
</tr>
<tr>
<td></td>
<td>Contact Supervisor/Director of Relevant University Office</td>
<td>Contact Student Conduct &amp; Community Standards 316-978-6681</td>
<td>Contact Student Conduct &amp; Community Standards 316-978-6681</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>Attempt to Resolve Issue</td>
<td>Attempt to Resolve Issue</td>
</tr>
</tbody>
</table>

---
Dispositions in Teacher Education

Professional Education– Field Experience Disposition Rubric - Pre
Courses where administered during the Pre-Teaching Internship semester:

CI 411B Pre-Teaching Internship: Elementary Core IIB
CI 412E Teaching Internship I: Middle Level English/Language Arts
CI 412J Teaching Internship I: Middle Level History/Government
CI 412M Teaching Internship I: Middle Level Math
CI 412S Teaching Internship I: Middle Level Science
CI 413E Teaching Internship I: Secondary Level English/Language Arts
CI 413J Teaching Internship I: Secondary Level Social Studies
CI 413M Teaching Internship I: Secondary Level Math
CI 413S Teaching Internship I: Secondary Level Science
Art E 410 Pre-Teaching Internship: Middle Level
MCLL 411F Pre-Teaching Internship: PreK-6
MCLL 413F Pre-Teaching Internship: 6-12
CI 614I ECU Pre-Teaching Internship: Infant, Toddler
CI 617P ECU Pre-Teaching Internship: Preschool
HPS 312 Instruction Strategies Assessment and Management (ISAM): Physical Education in Secondary Grades 6-12, Field Experience
HPS 401 Instruction Strategies Assessment and Management (ISAM): Health Education in PreK-12 Physical Education, Field Experience
MUS E 305 Pre-student Teaching

Professional Education– Field Experience Dispositions Rubric – Exit
Courses where administered during the Teaching Internship semester:

CI 447 E Elementary Teaching Internship
CI 461E Teaching Internship II: Middle Level English/Language Arts
CI 461J Teaching Internship II: Middle Level Social Studies
CI 461M Teaching Internship II: Middle Level Math
CI 461S Teaching Internship II: Middle Level Science
CI 471E Teaching Internship II: Secondary Level English/Language Arts
CI 471J Teaching Internship II: Secondary Level Social Studies
CI 471M Teaching Internship II: Secondary Level Math
CI 471S Teaching Internship II: Secondary Level Science
CI 647A Teaching Internship ECU: K-3
CI 647B Teaching Internship ECU: Birth-PreK
CI 749 Transition to Teaching or Residency Internship IV
ARTE 459 Teaching Internship: Elementary Art and
ARTE 462 Teaching Internship: Secondary Art
HPS 471 Teaching Internship: Physical Education-Secondary or
HPS 472 Teaching Internship: Physical Education-Elementary
MCLL 466 Teaching Internship: PreK-12 World Languages
MUSE 451 Teaching Internship Elementary School: Music
MUSE 452 Teaching Internship Special Music Education or
MUSE 469 Teaching Internship Secondary Music
### Professional Education Candidate Field Disposition Form

**Level of performance:** Target (Student/candidate demonstrates performance while in his/her field-based placement at high levels to demonstrate professionalism within each trait described); Acceptable (Student/candidate demonstrates performance while in his/her field-based placement at sufficient levels to demonstrate professionalism within each trait described); Unacceptable (Student/candidate was not able to demonstrate performance at acceptable levels of professionalism within each trait described). Scoring is ranked from 1 unacceptable to 2 acceptable, to 3 target levels.

**Passing Criteria:** Student/candidates must be scored at Acceptable Levels of Performance or higher for each trait described.

<table>
<thead>
<tr>
<th>Traits/Subjects</th>
<th>Unacceptable (rating score = 1)</th>
<th>Acceptable (rating score = 2)</th>
<th>Target (rating score = 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trait 1: Attendance</td>
<td>Did not attend regularly and had unexcused absences.</td>
<td>Attended regularly except when excused in advance.</td>
<td>Attended all assigned dates of field experience.</td>
</tr>
<tr>
<td>Trait 2: Punctuality</td>
<td>Was late more than once without excused permission.</td>
<td>Arrived on time.</td>
<td>Always arrived on or before times required.</td>
</tr>
<tr>
<td>Trait 3: Diversity</td>
<td>Did not demonstrate a respect for cultural/linguistic diversity and individual differences</td>
<td>Demonstrated respect for cultural/linguistic diversity and individual differences</td>
<td>Advocated and demonstrated respect for cultural/linguistic diversity and individual differences</td>
</tr>
<tr>
<td>Trait 4: Reliability,</td>
<td>Did not complete assignments, duties and/or tasks on time</td>
<td>Completed assignments, duties and/or tasks on time</td>
<td>Completed assignments, duties and/or tasks on or before time due or required</td>
</tr>
<tr>
<td>Dependability</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trait 5: Appearance</td>
<td>Dressed inappropriately; was careless about personal appearance</td>
<td>Dressed appropriately; presented a professional appearance</td>
<td>Always dressed appropriately; presented a professional appearance</td>
</tr>
<tr>
<td>Trait 6: Interactions</td>
<td>Was uncomfortable interacting with students; did not show concern for students</td>
<td>Was comfortable interacting with students; showed concern for students</td>
<td>Was always comfortable interacting with students; showed concern for all and individual students</td>
</tr>
<tr>
<td>with Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trait 7: Response</td>
<td>Was not reflective; unresponsive to feedback; unwilling to revise plans and implement</td>
<td>Was reflective; responsive to feedback; willing to revise plans and implement suggestions</td>
<td>Was always reflective; responsive to feedback; willing to revise plans and implement</td>
</tr>
<tr>
<td>to Feedback</td>
<td>suggestions</td>
<td></td>
<td>suggestions</td>
</tr>
<tr>
<td>Trait 8: Commitment</td>
<td>Expressed negative comments and feelings about teaching and learning</td>
<td>Exhibited an enthusiasm for teaching and a lifelong commitment to learning</td>
<td>Continually exhibited an enthusiasm for teaching and a lifelong commitment to learning</td>
</tr>
<tr>
<td>to the Profession</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trait 9: Collaboration</td>
<td>Interacted ineffectively with peers, supervisor, other professionals, parents and/or students</td>
<td>Worked effectively with peers, supervisors, other professionals, parents and/or students</td>
<td>Always worked effectively with peers, supervisors, other professionals, parents and/or students</td>
</tr>
<tr>
<td>and Teaming</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trait 10: Attitude</td>
<td>Expressed or demonstrated a negative attitude regarding the ability of all students to learn</td>
<td>Expressed or demonstrated a belief that all students can learn</td>
<td>Always expressed or demonstrated a belief that all students can learn</td>
</tr>
<tr>
<td>Toward Students as</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learners</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>