Spring 2014 Teacher Intern Handbook
For Teacher Interns, Cooperating Teachers and University Supervisors

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 and additional resources are available online at: [www.wichita.edu/education](http://www.wichita.edu/education)**
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The placement of a Teacher Intern is a cooperative venture involving both the University and the Placement School. Parties to this Agreement have the right and professional obligation to insist on standards of professionalism on the part of Teacher Interns that are consonant with prevailing standards in the school community. Neither party shall discriminate on the basis of age, gender, race, religion, national origin, color, or disability.
I. Role, Scope & Conceptual Framework

Role and Mission
Wichita State University is a regional university serving the state of Kansas and primarily a seven-county area that includes Wichita, the largest urban area in Kansas. WSU’s role is that of an urban-serving research university. Through teaching, research, and public service, the university seeks in its mission “to equip both students and the larger community with the educational and cultural tools they need to thrive in a complex world, and to achieve both individual responsibility in their own lives and effective citizenship in the local, national, and global community.”

University Scope
WSU’s approximately 15,000 students enjoy a broad scope of academic opportunities including study in colleges of Education, Engineering, Fine Arts, Health Sciences, and Fairmount College of Liberal Arts and Sciences, as well as the Barton School of Business and Graduate School. The scope of the university also encompasses external funding of more than $40 million university-wide each year, the discoveries made and contracts performed at the National Institute of Aviation Research, and the largest work-study cooperative education program in the state.

College Scope and Mission
Each year, the college recommends approximately 180 students for initial licensure among 240 students recommended for baccalaureate degrees. Approximately 140 master’s degrees, four specialists and five doctorates of education degrees are awarded. There are 48 full-time faculty and approximately 100 lecturers, cooperating teachers, and university supervisors. The college offices are housed in one of the last buildings designed by the famed American architect, Frank Lloyd Wright. The College of Education is an integrated college that focuses on human development and emphasizes academic innovation in living and learning. There are five departments in the College of Education: Curriculum and Instruction; Counseling, Education and School Psychology; Educational Leadership; Human Performance Studies; and Sport Management. The college houses two centers: The Center for Research and Educational Services and The Center for Physical Activity and Aging, which includes a research laboratory and community activity program. The college also supports innovative programs in Engineering Education and bio-engineering research for aging populations. 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.” 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.”

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/Guiding Principles 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**

- 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 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

**II. Initial Teacher Education Program Goals (Based on KSDE Standards and INTASC Principals)**

A. **Goal #1** – The educator demonstrates the ability to use the central concepts, tools of inquiry, and structures of each discipline he or she teaches and can create opportunities that make these aspects of subject matter meaningful for all students.

B. **Goal #2** – The educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development.

C. **Goal #3** – The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.

D. **Goal #4** – The educator understands and uses a variety of appropriate instructional strategies to develop various kinds of students' learning including critical thinking, problem solving, and reading.

E. **Goal #5** – The educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

F. **Goal #6** – The educator uses a variety of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
G. **Goal #7** – The educator plans effective instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading.

H. **Goal #8** – The educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners.

I. **Goal #9** – The educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), actively seeks out opportunities to grow professionally, and participates in the school improvement process (Kansas Quality Performance Accreditation [QPA]).

J. **Goal #10** – The educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all students’ learning and well-being.

K. **Goal #11** – The educator demonstrates the ability to integrate across and within content fields to enrich the curriculum, develop reading and thinking skills, and facilitate all students’ abilities to understand relationships between subject areas.

L. **Goal #12** – The educator understands the role of technology in society and demonstrates skills using instructional tools and technology to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and communication, and help all students use instructional technology effectively.

M. **Goal #13** – The educator is a reflective practitioner who uses an understanding of historical, philosophical, and social foundations of education to guide educational practices.

### III. Cooperating Teacher & University Supervisor Responsibilities

The Cooperating Teacher is responsible for:

A. Informing the teacher intern about the placement school’s policies and procedures;

B. Working with the teacher intern to establish a schedule of gradual assumption of teaching responsibilities proceeding from rudimentary contributions to full responsibility for the classroom for a designated period of time;

C. Holding regular (e.g. daily) conferences with the teacher intern to reflect on the intern’s experiences, assist in planning, and provide guidance;

D. Sharing all written observation forms with the teacher intern so they may have knowledge of how they are performing;

E. Communicating with the university supervisor immediately when there is a concern regarding the teacher intern’s performance;

F. Allowing the university supervisor to visit the teacher intern at all reasonable times for the purpose of observation and evaluation;

G. Maintaining the confidentiality of teacher intern information in accordance with the Family Educational Rights and Privacy Act (FERPA);

H. Working with the university supervisor and teacher intern to define mutually agreed upon educational objectives;
I. Retaining supervisory control, at all times, over the class and the program of instruction;

J. Notifying the university supervisor when it is necessary for the cooperating teacher to be absent more than five (5) days in case there is a need to reassign the teacher intern;

K. Completing teacher intern evaluations in accordance with the university schedule for summative and formative evaluations (See Student Teaching Semester Calendar);

L. Conferencing with the teacher intern and/or university supervisor in accordance with the university schedule for summative and formative evaluations.

The University Supervisor is responsible for:

A. Informing the teacher intern about all policies and procedures regarding the university’s student teaching expectations;

B. Being accessible to the teacher intern at all reasonable times;

C. Visiting the teacher intern at the placement school for the purpose of observation and evaluation in accordance with the university’s number of required evaluations;

D. Communicating to the teacher intern mutually agreed upon educational objectives;

E. Sharing all written observation forms with the teacher intern so they may have knowledge of how they are performing;

F. Maintaining the confidentiality of teacher intern information, as well as placement school student information that must remain private in accordance with the Family Educational Rights and Privacy Act (FERPA);

G. Determining the teacher intern’s grade after considering input from the cooperating teacher, the teacher intern, and evaluating the teacher intern’s performance throughout the defined educational experience;

H. Conferencing with the teacher intern and/or cooperating teacher in accordance with the university schedule for summative and formal evaluations (See Student Teaching Evaluation Due Dates); and

I. Completing teacher intern evaluations in accordance with the university schedule for summative and formative evaluations.

IV. Teacher Intern Guidelines for Professional Performance during Field/Clinical Experiences

The Teacher Intern is responsible for:

A. Communicating with the cooperating teacher the university supervisor on a routine and timely basis;

B. Adhering to all placement school policies and procedures;

C. Demonstrating academic and professional integrity as outlined by WSU’s policies and procedures regarding student conduct (visit http://webs.wichita.edu/inaudit/ch8_05.htm);

D. The professional dress standards for TECs are as follows:
a. Employees shall dress with appropriate attire for the curriculum being taught and the activity to be engaged in that day.
b. Clothing should convey a professional image by being modest, neat, and clean.
c. Tops/Blouses/Shirts and Dresses should have a modest/appropriate neckline. Strapless or “spaghetti strap” tops, low-cut or revealing tops are prohibited unless a shirt or jacket is worn appropriately at all times.
d. Tops/Blouses/Shirts must cover midriff area at all times.
e. Dresses, skirts, and/or shorts should be of modest length.
f. Jeans are not permissible.
g. Professional dress is expected at Parent-Teacher conferences.
h. Clothing with educational/college slogans is appropriate.
i. Clothing with slogans that feature large-letter advertising, inappropriate language, and/or drugs/alcohol are prohibited.

The professional dress standards apply to actual teaching days and parent/teacher conferences.

E. Completing all assignments and projects as mutually agreed upon and assigned by the university supervisor, cooperating teacher, and/or the Teacher Education Program (e.g., TWS, reflection evaluations, lesson plans);

F. Being punctual and regular in attendance;
   a. If for any reason a teacher education candidate must be absent, he/she should notify the university supervisor, the cooperating teacher, the building principal, and the school contact person prior to the absence.
   b. Absences should be limited to emergency situations only (e.g., illness or family emergencies).
   c. If a teacher education candidate is ill for an extended absence, he/she should provide the university supervisor with documentation such as a confirmation from his/her doctor. Similarly, the teacher education candidate must provide documentation reflecting the non-illness related absences if documentation is available (e.g., obituaries).
   d. The field experience requirement may be extended when absences occur.
   e. If a teacher education candidate is absent when he/she is scheduled to teach, he/she must provide a set of detailed lesson plans for the teacher who will assume the classroom responsibilities.

G. Demonstrating a sensitivity to students’ needs;

H. Demonstrating responsiveness to feedback;

I. Transporting him/herself to and from the placement school;

J. Maintaining the confidentiality of student information that must remain private in accordance with the Family Educational Rights and Privacy Act (FERPA); and

K. Any other appropriate assignment(s) or request(s) made by the cooperating teacher, university supervisor, or WSU faculty.

V. The Teacher Intern Semester - Miscellaneous Rules and Regulations

A. Employment of the Teacher Intern
   A teacher intern may not be hired to begin full-time teaching until after the last day of the semester as set forth in the Wichita State University Schedule of Courses.

B. Substitution for the Cooperating Teacher
In accordance with the Kansas Board of Education Regulation #91-19-6(f), the teacher intern may not act as a substitute for a placement school teacher, including the cooperating teacher.

C. **Transportation**
   The teacher intern shall not transport any children at any time during student teaching responsibilities. The teacher intern is responsible for providing his/her individual transportation to and from the school premises.

D. **Confidentiality of Student Educational Records**
   The placement school and cooperating teacher agree to treat all teacher intern records confidentially and will not disclose records relating to the teacher intern except to the university and school placement personnel possessing a legitimate need to know consistent with their official responsibilities. Teacher interns shall be considered as persons who have been determined by placement schools to have legitimate educational interests in the personally identifiable information contained in educational records of the placement school’s students.

E. **Compensation to the Placement School’s Personnel**
   In consideration of the mutually beneficial opportunity shared between the placement school and the university, the university will pay an honorarium of $50.00 to each cooperating teacher working with a teacher intern for a 15-week period. An honorarium of $33.33 will be paid to a cooperating teacher working with a teacher intern for a ten-week period. An honorarium of $25.00 will be paid to each cooperating teacher working with a teacher intern for an eight-week period. Honorariums are processed at the end of the academic semester.


**VI. Procedures for Field Experience Concerns**

University supervisors are encouraged to establish a positive, comfortable, and professional relationship with the candidate and the cooperating teacher. The comfortable dialogue is important in order to maintain routine, honest, and open communications regarding the candidate, his/her performance, and desired expectations (Teacher Intern Handbook, p. 8). Although serious concerns about the performance of candidates are rare, there are times when concerns about a candidate’s conduct or skills must be addressed jointly by the candidate, the field placement site, and the University. The following process will be followed in such a case:

1. Identification of the concern: The process described below provides initial documentation of any concern regardless of the severity. The documentation of a concern may be initiated by either the cooperating teacher and/or the university supervisor. Areas of concern may include but are not limited to the failure to:
   - Demonstrate academic integrity
   - Arrive on time and prepared to work
   - Take responsibility for the safety and welfare of students
   - Demonstrate respect for others
   - Demonstrate sensitivity to the needs of others
   - Consider and use suggestions and reflective feedback
   - Take responsibility for his or her acts
   - Generate and turn in work on time
   - Use resources and materials appropriately
1. Follow legal and ethical guidelines of the site and the University.

2. Process: Communication of the concern, including a detailed description and the date, can be accomplished by telephone, face-to-face meeting, memo, or email to the university supervisor and/or cooperating teacher. Care should be taken to protect the confidentiality of students and candidates when communicating concerns. If communication is via telephone or face-to-face conversation, documentation may consist of dated written notes taken of the conversation.

3. Contact with building administrator: Following the identification of a concern, the cooperating teacher and university supervisor will discuss the concerns related to the candidate’s performance and determine if an action plan is warranted. Depending upon the severity of the concern, the university supervisor makes contact with the building principal (usually within 24 hours) to confirm that concerns have been expressed and that there will be communication with him/her, the cooperating teacher, and candidate as soon as possible (Field Experience & Clinical Practice Handbook, p. 11).

4. Meeting to discuss the concern and devise a plan: A meeting is scheduled to discuss the concerns. Individuals at the meeting should include the placement coordinator, the university supervisor, the candidate, and, if desired by the candidate, an advocate for the candidate. If appropriate, others may attend such as the department chair and the cooperating teacher.

The purpose of the meeting is to explain the concerns that have been documented and, if appropriate, to create a suggested plan for resolution of the concerns. The plan would include objectives, procedures for assessment of progress, a timeline, and designation of a faculty member—who may be the university supervisor—to oversee progress and give feedback to the candidate. The plan is to be documented on the Candidate Action Plan.

The university supervisor will obtain approval for the proposed plan with the associate dean and, upon his/her approval, with the cooperating teacher and, if appropriate, the building principal. Upon their approval, a copy of the plan will be distributed to all concerned parties and a copy will be placed in the candidate’s file.

5. Field Experience Review team meeting. In severe cases, it may be determined that a candidate should be removed from the field placement immediately. In such instances, the Field Experience Review team (university supervisor, building administrator and Associate Dean for Initial Programs) will meet to determine whether the removal is permanent or if a Candidate Action Plan will suffice. In either case the Field Experience Review team will use the Candidate Action Plan document to record the cause for concern and resulting actions to be taken. A copy of the Candidate Action Plan will be sent to the department chair, Associate Dean for Initial Programs and the program chair.

6. Implementation of the plan: The university supervisor (or designee) will mentor the candidate, consult with the originators of the Candidate Action Plan as needed, review the candidate’s progress toward meeting the objectives, and provide feedback to the candidate. Implementation of the plan will be documented on the Candidate Action Plan.

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1 Depending upon the conduct of the candidate, WSU’s Student Disciplinary Procedures may apply. Please see http://webs.wichita.edu/inaudit/ch8_05.htm.
7. Meeting to report progress: Upon completion of the objectives or the conclusion of the scheduled time for the plan’s end, the university supervisor will schedule a meeting with concerned parties to report on the candidate’s progress. The meeting will determine either:

- Accomplishment of the objectives in the plan, or
- Failure to accomplish the objectives, in which case the plan may be revised or extended, or the candidate may fail the field experience.

In a few select situations, there is a need to make a change in the teacher intern’s placement. Please note that changes to a teacher intern’s placement are rarely made. The decision to make a change in placement is made jointly between the respective WSU and district administrators and faculty, with input from the teacher intern as well. WSU and district administrators and faculty will review and discuss the evidence accompanying the change in placement request before making a decision to remove the teacher intern from his/her current placement. Ultimately, decisions are made by the Assistant Dean of teacher education with an opportunity to appeal the decision to the Dean of the College of Education. The Change of Placement Request Form (see next page) must be initiated when a change of placement is being requested.

Change of Teacher Interns Placement Process

Cooperating teachers, university supervisors, and teacher interns are encouraged to establish a positive, comfortable, and professional rapport. The comfortable dialogue is important when establishing and maintaining routine, honest, and open communications regarding the teacher intern, his/her performance, and desired expectations.

Changes in a teacher intern’s placement can only be made if supporting documentation justifies the requested change in placement. It is imperative that evaluations and discussions (both formal and informal) are documented, particularly if there are areas of concern regarding the particular teacher intern’s placement. Please keep respective emails, written notes, evaluations, etc., which document the need for a change of placement.

It is important that the Field Experience Coordinator be contacted immediately when there are concerns. In other words, do not wait until the relationship is no longer tolerable to inform the FEC of the unsatisfactory situation. In many situations, the FEC is able to mediate effectively and/or offer suggestions regarding ways to effectively preserve and maintain a healthy working relationship that positively impacts both the learning of the teacher intern, as well as the learning of the classroom’s students.

When deemed appropriate, the FEC will schedule a meeting with the appropriate WSU and district administrators and faculty, as well as the teacher intern. A change in placement may be made only after a full review of available evidence and discussion with appropriate constituencies.
VII. Change of Placement Request Form

WSU Teacher Education Change of Placement Request Form
Date initiated: ____________

Part I: Parties Involved

Teacher Intern ____________________________ University Supervisor ____________________________

Current School Placement ____________________________ Cooperating Teacher ____________________________

Part II: Person(s) initiating request (please check all that apply):

___ Teacher intern ___ University supervisor ___ Cooperating Teacher ___ Principal ___ Other _________

Part III: Evidence Reviewed and Discussed

Please attach a written summary explaining and justifying your request for a change in your teacher intern placement. Attach all evidence related to your change of placement request, e.g., e-mail discussions, evaluations and lesson plans. Copies of all information must be made and distributed to the respective WSU and district administrators and faculty for their review.

Part IV: Decision Recommended, Signatures

Considering the discussions and evidence presented, please sign and indicate whether or not you support a change of placement for the teacher intern. Brief comments can be written below. Attach an additional page to elaborate in more detail if desired. Marking “Yes” indicates a change of placement is recommended whereas marking “No” indicates a change of placement is not recommended.

Cooperating Teacher ____________________________ Yes___ No___ Date ______________

Additional comments: ____________________________________________________________

School Principal ____________________________ Yes___ No___ Date ______________

Additional comments: ____________________________________________________________

University supervisor ____________________________ Yes___ No___ Date ______________

Additional comments: ____________________________________________________________

Placement Coordinator ____________________________ Yes___ No___ Date ______________

Additional comments: ____________________________________________________________

Dept. Chair (if appropriate) ____________________________ Yes___ No___ Date ______________

Additional comments: ____________________________________________________________

Assistant Dean of Teacher Ed. ____________________________ Yes___ No___ Date ______________

Additional comments: ____________________________________________________________

Part V: New Placement Information (if applicable)

School __________________________________________

Cooperating teacher __________________________________________

Date transfer will take effect __________________

Part VI: Plan of Study (if applicable)

Plan of study reviewed with student and on file with the Field Experience Coordinator Yes___ No___

Date plan of study reviewed with student __________________
VIII. Field Placement Exception Form

WICHITA STATE UNIVERSITY
APPLICATION FOR EXCEPTION TO FIELD PLACEMENT POLICY

Field Experience Placement Exceptions Policy

Elementary, middle level and secondary candidates in the teacher education program complete their field experiences in identified partnership schools. A list of current identified partnership schools is kept by the College of Education field placement coordinator. Candidates requesting an exception to the field placement policy seeking a placement outside of the partnership schools must file an application for exception. Exceptions sought by the teacher education candidate are only considered for the final semester (student teaching). Decisions regarding exceptions are based on one or more of the following hardships:

1) Documented medical conditions
2) Unanticipated, extenuating family circumstances

When exceptions are granted, a $500 per semester fee is assessed payable to College of Education Dean’s Office.

Name: 
Major:
MyWSU ID: 
Email address:
Address: 
Phone number:

Part I: Briefly state the nature of your request and include the semester and the courses involved, if any.

Part II: Justification for the request (attach document and additional pages, if necessary).

Applicant’s Signature: ___________________________ Date: __________________

EDUCATION COMMITTEE DECISION

Date ______________
Approved
Denied
Comments:

Recommended?
○ Yes
○ No
○ No Comment

__________________________
Chairperson

__________________________
Department Representative

Return form to: Education Support Services, Corbin Education Center room 107.
IX. Kansas Licensure (91-1-201, 203)

A. One-year pre-standard license/ non-renewable license

The one-year pre-standard license is available for applicants who do not have content and/or pedagogy assessments completed for the initial license and who have been hired to teach in a Kansas district in their endorsement area(s). This license would be appropriate, for example, for someone who has completed all degree requirements, but has not taken the Praxis Content test.

B. Initial licenses

Initial licenses are available for teaching (EC, EC-Late Childhood, Middle School, Secondary, and PK-12), school specialist, and leadership licensure levels and are valid for a period of two years. This license is received upon completion of all program and degree requirements and successful completion of the Praxis Content tests for teaching licenses, and/or upon successful completion of the graduate degree program and the content assessment for school specialist/leadership licenses. Initial license may be renewed if you haven’t taught one complete school year.

C. Professional licenses are valid for a period of five years

Professional licenses are available for teaching (EC, EC-Late Childhood, Middle School, Secondary, and PK-12), school specialist, and leadership licensure levels. This license is received upon the successful completion of the KPA for teaching licenses, or the internship for school specialist/leadership licenses during the initial licensing period.

D. Accomplished licenses are valid for a period of ten years

Accomplished licenses are issued based on achievement of National Board Certification. The endorsements on the accomplished license reflect the approved preparation programs the individual has completed.

E. Provisional licenses

Provisional licenses are valid for a period of two years and are issued only at the level for which the applicant already holds a valid teaching license.

1. **Provisional teaching licenses** are available only at the middle, secondary, and PK-12 licensure levels. Provisional teaching licenses require (a) a current valid conditional 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.

F. Restricted teaching licenses

Restricted teaching licenses are valid for a three-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.
G. Emergency Substitute licenses

Emergency substitute licenses are valid for only the current school year at the PK-12 licensure level. Emergency substitute licenses require a minimum of 60 semester credit hours. The license is requested through a local school district where the applicant will substitute.

H. Substitute licenses

Substitute licenses are valid for a period of five years at the PK-12 licensure level. Substitute licenses require a bachelor’s degree and verification of the completion of an approved teacher education program.

I. Exchange teaching licenses

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, Nebraska, South Dakota, Wisconsin, Michigan, Missouri, Illinois, and Oklahoma.

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

X. Licensure Requirements and Procedures

A. Eligibility for Licensure Recommendation

1. Completed all course and program related assessments
2. Completed Student Teaching coursework and seminar with a grade of B- or higher
3. Achieved a 2.50 or higher overall GPA
4. Achieved a 2.50 or higher overall GPA in major field(s)
5. 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 or TWS).
6. Submission of PLT and Content Test score sheets, if available copy of (front/back) pages
7. Successfully met requirements identified in the teacher intern’s degree audit
8. Submission of legible fingerprints
9. Completed licensure application Form #1 (see below)

B. Submitting the Licensure Application

1. Go to: https://online.ksde.org/authenticationpublic
2. Click on the “Register” button to display the KSDE User Registration Form
3. Enter all personal information.
4. Create a Login ID which will become your User Name for subsequent logins.
5. Create password (must be at least 8 characters, with at least one upper case letter, one lower case letter and one number or special character).
6. Leave “individual” as the appropriate Application Access Level. When you are ready to submit your registration, click “Submit”.
7. Once you have successfully logged in, you can access Form 1 for Initial License or Added Endorsement.
8. After submitting your application, you will receive a message stating that your application has been submitted to your university “Wichita State University” for evaluation. The university will verify and recommend you for licensure.
9. After the licensure officer has recommended you for licensure, you will be contacted by e-mail for payment options. (KSDE will not process application until payment has been made.)
Teacher Intern Calendar for All Placements (Spring 2014)

Elementary, Middle Level, Secondary Week Placement..... (January 21-May 8)
PK-12 Week Split Placement..... (January 21-March 14 & March 17-May 8)
ECU Week Split Placement..... (January 21-March 28 & March 31-May 8)

<table>
<thead>
<tr>
<th>DATE &amp; TIME (if applicable)</th>
<th>FORM / EVENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 03, 2013 (Tuesday)</td>
<td>Elementary/ECU Cooperating Teachers, University Supervisors &amp; Teacher Intern meeting (4:45 pm - 6:45 pm TBA) Eugene M. Hughes Metropolitan Complex (Room 132) Oliver and 29th Street</td>
</tr>
<tr>
<td>January 21, 2014 (Tuesday)</td>
<td>First Day of Attendance at assigned school</td>
</tr>
<tr>
<td>February 14, 2014 (Friday)</td>
<td>Mid-point of first 8-week placement for PK-12 — Mid-Term Student Teaching Evaluation due (CT &amp; US)</td>
</tr>
<tr>
<td>February 21, 2014 (Friday)</td>
<td>Field Experience Disposition Rubric due (Completed by the CT)</td>
</tr>
<tr>
<td>February 21, 2014 (Friday)</td>
<td>Mid-point of 10-week placement for ECU—Mid-Term Evaluation due (CT &amp; US)</td>
</tr>
<tr>
<td>March 11, 2014 (Tuesday)</td>
<td>Whole Group Seminar 1: Licensure, STEPS &amp; Required Performance Assessment (ATTENDANCE REQUIRED) (4:30 pm – 6:15 pm Hubbard Hall 209)</td>
</tr>
<tr>
<td>March 14, 2014 (Friday)</td>
<td>Last day of school at first school assignment for PK-12 placement</td>
</tr>
<tr>
<td>March 14, 2014 (Friday)</td>
<td>Mid-point of Elementary, Middle/Secondary placement – Mid-Term Intern Evaluation due (CT &amp; US)</td>
</tr>
<tr>
<td>March 17-21, 2014 (Mon-Fri)</td>
<td>Spring Break</td>
</tr>
<tr>
<td>March 24, 2014 (Monday)</td>
<td>First day of school at second school assignment for PK-12 split placement</td>
</tr>
<tr>
<td>March 28, 2014 (Friday)</td>
<td>Last day of school at first school assignment for ECU week split placement</td>
</tr>
<tr>
<td>March 31, 2014 (Monday)</td>
<td>First day of school at second school assignment for ECU split placement</td>
</tr>
<tr>
<td>April 1, 2014 (Tuesday)</td>
<td>Performance Assessment due (KPTP or TWS) (submit on-line)</td>
</tr>
<tr>
<td>April 4, 2014 (Friday)</td>
<td>Final Evaluation due from first ECU assignment (CT &amp; US)</td>
</tr>
<tr>
<td>April 15, 2014 (Tuesday)</td>
<td>K.T.O.Y Hughes Metroplex (Sudermann Room) 3:00 pm - 4:30 pm (ATTENDANCE REQUIRED)</td>
</tr>
<tr>
<td>April 18, 2014, (Friday)</td>
<td>Mid-point of second PK-12 placement– Mid-Term Evaluation due (CT, US &amp; ST)</td>
</tr>
<tr>
<td>May 8, 2014 (Thursday)</td>
<td>Last day of attendance at assigned school for all placements</td>
</tr>
<tr>
<td>May 8, 2014 (Thursday)</td>
<td>Elementary/ECU Cooperating Teachers, University Supervisors &amp; Core 2B Students meeting (4:45 pm - 6:45 pm TBA) Eugene M. Hughes Metropolitan Complex (Room 132) Oliver and 29th Street</td>
</tr>
<tr>
<td>May 9, 2014 (Friday) – Elem, Secondary, ECU</td>
<td>• Final Student Evaluation Due for all placements (CT, US &amp; ST)</td>
</tr>
<tr>
<td></td>
<td>• Submit all Completed Supervision Report Forms (University Supervisor)</td>
</tr>
<tr>
<td></td>
<td>• Classroom Observation Feedback Forms Due (CT &amp; US)</td>
</tr>
</tbody>
</table>

This calendar’s focus is on the requirements teacher education candidates must address for WSU. Candidates should get school district calendars from the schools/districts websites for information regarding in-service days, parent conference days, etc…

Abbreviations: CT is Cooperating Teacher, US is University Supervisor and ECU is Early Childhood Unified

* Foreign Language candidates complete a Teacher Work Sample (TWS). Contact course instructor for additional information.
XII. Feedback and Required Evaluations

Guidelines for Completing Evaluations

**Please note that it is very important for teacher interns to input and have access to all evaluation forms. Please use the space provided next to each item on the STEPs form to provide additional or clarifying comments.**

Evaluation of the teacher intern’s performance is a cooperative process that involves the cooperating teacher, the university supervisor and in some cases the building-level administrator. The evaluation process focuses on the growth of the individual. A comprehensive assessment of all student teaching activities will reflect an accurate perception of the teacher intern’s readiness for classroom teaching. In order to accomplish this, the cooperating teacher and university supervisor should:

- **Schedule** regular evaluation/feedback/reflection conferences with the teacher intern.
- **Provide** a continuous flow of information on the teacher intern’s performance.
- **Focus** on feedback about the student’s present performance.
- **Clarify** the teaching competencies that need attention.
- **Provide** the teacher intern with the opportunity for self-evaluation and reflection.
- **Provide** ongoing evaluation and reflection of professionalism.
- **Suggest** alternatives for planning to align with standards, instructing to meet standards and managing to control the classroom.
- **Discuss** reasons for various modes of operations and assessment.
- **Submit** a mid-term and final evaluation to the University supervisor.

The University supervisor takes responsibility for issuing the letter grade for student teaching. Evaluative information supplied by the cooperating teacher is most important and is given full consideration.

A plus minus grading system was adopted beginning the fall 2009. It applies to grades A, B, C, and D. For additional information concerning grading systems see the Undergraduate Catalog “General Information – Grading System”.

*Note: Candidates completing student teaching must earn a grade of “A, A-, B+, B or B-” to be recommended for licensure.*
XIII. Forms

*Note: If it is necessary to submit a paper copy of the dispositions or evaluations, please submit the form to the Field Experience Coordinator. Observation forms should be delivered or mailed to the COE Education Support Services Office, Corbin, room 107, box #131, WSU, Wichita, KS 67260-0131.

A. Mid Term / Final Student Teaching Evaluation Form (see form on line in STEPS and also directions in this handbook on pg 18-20 and a sample copy in the following pages in this handbook)
   Who: Completed by ALL participants (CT’s, US’s, SI’s)
   When: In accordance with schedule; based on whether SI is completing a 15-week placement, 10/6 split placement, or an 8/8-split placement
   Why: Document the visits to the schools for purposes of observing the teacher intern’s performance
   How: The Mid Term and Final Student Teaching Evaluation is submitted on-line via the STEPS system.

   ** Special Note Pertaining to the Mid Term Evaluation for SI’s with a Six-Week Placement: US’s responsible for supervising a six-week placement do not need to complete a mid-term evaluation during the six-week placement. US’s do complete the six-week placement final evaluation. The CT’s and SI’s do complete both the mid-term and final SI evaluations during the six-week placement.

B. Field Experience Disposition Rubric (see form on line in STEPS and also in this handbook on the following pages)
   Who: Completed by the CT’s
   When: Within the first three weeks of the semester
   Why: Document the SI’s dispositions demonstrated within the first few weeks of the student teaching experience
   How: The Field Experience Disposition Rubric is submitted on-line via the STEPS system.
   Note: This document is posted on-line and available to the students.

C. Seminar Class Disposition Rubric (see form on line in STEPS and also in this handbook on the following pages)
   Who: Completed by the US’s and SI’s
   When: Completed at the end of the semester, submitted with final Student Teaching Evaluation
   Why: Document the SI’s dispositions demonstrated during the WSU seminar course
   How: The Seminar Class Disposition Rubric is submitted on-line via the STEPS system.
   Note: This document is posted on-line and available to the students.

D. Classroom Observation Feedback Form
   Who: Completed by the CT’s, US’s
   When: In accordance with schedule; based on whether ST is completing a 15-week placement, 10/6 split placement, or an 8/8-split placement
   Why: Document the SI’s observations

E. Supervision Report Form (see sample on the following pages.)
   Who: Completed by the US’s
   When: In conjunction with SI evaluations, both summative and formative
   Why: Document the visits to the schools for purposes of observing the teacher intern

Directions for the STEPS system (see following three pages)

Students and Evaluators (University Supervisors and Cooperating Teachers)
Teacher Education Program Electronic Data Collection

STEPS Assessment Website Instructions for WSU Students

Address: https://steps.csuchico.edu

1. Logging In
   • Go to the STEPS website, choose Wichita State from the drop-down menu, and login.
   
   Your username is your MyWSU ID, the same as you use to login to MyWSU and Blackboard. Your password is not the same, and is set by you the first time you log into STEPS by clicking on the [First Time Users Click Here] link on the STEPS home page.

2. Understanding the Assessments Listed
   • You will see a list of courses that you are enrolled in this semester and below that a list of assessments in each course. Many of these assessments are filled out by your instructor or other evaluator (such as a Cooperating Teacher) and do not require any action on your part.
   • You can click on the name of the assessment in the Required Work column to see a description and download a copy of the assignment or its instructions if provided.

3. Uploading Assignments
   • For those items where you need to upload an assignment (such as the Teacher Work Sample), there will be an [Upload] button in the Assignment File column. Click the button and follow the instructions.

4. Completing Evaluations
   • If you click on the Evaluations tab in the yellow navigation bar you will see a list of evaluations that you need to complete (such as Student Teaching self evaluations). Click on the pencil icon next to each to fill it out.
   • For each question on the rubric, click the bubble corresponding to the appropriate rating. When you are finished scoring the rubric, click the [Save & Submit Evaluation] button at the bottom.
   • If you would like to save your work and come back later to finish the evaluation, you can click the [Save & Finish Later] button.
   • When you look at the list of evaluations, the completed evaluation will no longer have a pencil, but an eye icon, which if you click on it will let you view and print the completed evaluation.
   • You can toggle between the short and long names for each item on the rubric by clicking on the [View trait names] or [View trait descriptions] bubbles at the top of the page.
   • You can view the rubric with descriptions or download a PDF of the original rubric by clicking on the [View Measurement Instrument] link at the top of the page.

5. Looking at Your Scores
   • When your instructor or evaluator has finished scoring your assessments, an eye icon will appear in the Evaluated column. Click on it to bring up the completed rubric for that assessment.

6. Log Out - When you’re finished, log out of the system by clicking the [Logout] link in the upper-right corner.

Help & Instructions: http://webs.wichita.edu/?u=steps

rev 6/15/2011
Address: https://steps.csuchico.edu

This explains how to complete the Field Experience Dispositions Rubric in the STEPS System. Extra attention needs to be paid when answering questions 1a and 2b.

For these questions, the number in parenthesis should be used to indicate the number of Unexcused Absences (question 1a) or the number of Times Late (question 2b). You should ignore the Acceptable or Unacceptable ratings for these two questions. If the student never had an unexcused absence or was never late, then do not check any bubble for these questions.

Note: If you make a mistake, please say so in the Comments box so we don't rate the Candidate poorly.

Help & Instructions: http://webs.wichita.edu/?u=steps

rev 5/15/2011
STEPS Assessment Website Instructions for Evaluators

Address: https://steps.csuchico.edu

1. Go to the STEPS website, choose Wichita State from the drop-down menu, and login.
   Your username and password are not the same as what you use for other WSU systems. Faculty and Staff will use their MyWSU ID to login. Cooperating Teachers and others not in the system at WSU will use fnst.las (ex: john.doe).

   - For WSU Faculty & Staff Only:
     - Click on Evaluations in the top yellow navigation bar.

     You will see a list of students for whom you have been assigned evaluations. If this list is not complete/correct, please contact us to make corrections.

2. Optional: In the middle of each line if a file was attached to the assessment for you to read (like the Teacher Work Sample), you will see it listed. Click the link to download a copy to your computer.

3. On the right of each line, you will see a pencil icon. Click on the pencil icon to bring up a new browser window listing the evaluations that need to be completed for the student.

   If there is only one evaluation to be completed, the evaluation will open directly in the new window, otherwise the window will have a list of the evaluations you need to complete, with a pencil icon next to each.

4. Optional: If you have a file you would like to attach to your evaluation for the student to download (like a Teacher Work Sample that you have made comments in), click on the [Browse] button to find it on your computer, and then the [Upload] button to attach it to the assessment.

5. For each question on the rubric, click the bubble corresponding to the appropriate rating. When you are finished scoring the rubric, click the [Save & Submit Evaluation] button at the bottom.
   - If you would like to save your work and come back later to finish the evaluation, you can click the [Save & Finish Later] button.
   - When you look at the list of evaluations for this student, the completed evaluation will no longer have a pencil, but an eye icon, which if you click on it will let you view and print the completed evaluation.
   - You can toggle between the short and long names for each item on the rubric by clicking on the [View trait names] or [View trait descriptions] bubbles at the top of the page.
   - You can view the rubric with descriptions or download a PDF of the original rubric by clicking on the [View Measurement Instrument] link at the top of the page.

6. When you’re finished, log out of the system by clicking the [Logout] link in the upper-right corner.

Help & Instructions: http://webs.wichita.edu/?u=steps

rev 6/15/2011


University Supervisor Supervision Report

Teaching intern ____________________________ Semester _______ Yr __________
Cooperating Teacher ______________________ Supervisor __________________
School ____________________________ Gr. Level(s)/Subject(s) ________ Liaison __________________

Initial Visit: Date __________ Purpose: set dates for other observations, review expectations, exchange cell
phone and email information, get copy of calendar plan,

Observation #1: Date ______________________ Time In ________ Time Out __________
Check off: Conferenced with: Adm. _____ CT _____ IC _____ TI _____
Comments:

Observation #2: Date ______________________ Time In ________ Time Out __________
Check off: Conferenced with: Adm. _____ CT _____ IC _____ TI _____
Comments:

Observation #3: Date ______________________ Time In ________ Time Out __________
Check off: Conferenced with: Adm. _____ CT _____ IC _____ TI _____
Comments:

Observation #4: Date ______________________ Time In ________ Time Out __________
Check off: Conferenced with: Adm. _____ CT _____ IC _____ TI _____
Comments:

Observation #5: Date ______________________ Time In ________ Time Out __________
Check off: Conferenced with: Adm. _____ CT _____ IC _____ TI _____

Final Visit: Date ______________________ Time In ________ Time Out __________
Check off: Conferenced with: Adm. _____ CT _____ IC _____ TI _____

Signature of Supervisor ____________________________ Final Grade Issued ________

TI=Teacher Intern, CT=Classroom tchr, IC=Instructional coach, Adm=Administrator (hc) = hard copy
KPTP Attestation Clause

(Sign and attach to your paper copy of the KPTP)

Submission of this form implies your consent for the use of your KPTP document and/or scores for potential research conducted by faculty. All information collected is confidential. In the event of any presentation or publication resulting from research, no personally identifiable information will be shared. Your consent to have your KPTP data included in any potential research will not negatively impact you in any way. Benefits of allowing your KPTP data to be part of any research will inform future instruction and decision-making regarding its use. Questions regarding use of this data for research purposes can be directed to the College of Education Associate Dean at (316) 978-3301.

______________________________
Signature Date

Submission of my KPTP to the Teacher Education Unit verifies that this KPTP is my own work documenting an instructional unit taught during my student teaching experience. I understand that any misrepresentation of facts may result in disciplinary action to the full extent of the Wichita State University Student Code of Conduct, including dismissal from WSU and/or a failure to be recommended for licensure. I further understand that my KPTP will be submitted to Safe Assign (Plagiarism check reporter). For more information about Safe Assign go to: http://safeassign.com/

______________________________
Signature Date
XIV. Federal and State Statutes

A. Student Privacy Considerations - Family Educational Rights and Privacy Act (FERPA)

The following represents USD #259 policy. Please check your district policy if you are not in a USD #259 school.

In talking with others, specific statements about a student, a teacher or a classroom should never be made. General statements about observation and experiences in the school may be presented in class or in written comments.

Generally, a signed consent from the parent or eligible student (i.e., age 18+) is required in order to release any personally identifiable information from a student's education record. However, FERPA allows disclosure of those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School/District officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the School/District;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

A signed consent is generally not required for disclosure of "directory" information. The District has designated the following information as directory information:

- Student name
- Date of birth
- Parent/guardian name
- Home address
- Home phone number
- Student E-mail address provided by school
- School and grade level
- Photographic, video, or digital image
- Dates of attendance
- School and extra-curricular activities
- Honors, awards, and competition results
- Height and weight of athletes

The Wichita Public Schools may, in its discretion, use "Directory Information" in school and district publications. "Directory Information" is designated in the most recent District-level Parent/Student Calendar. However, a signed Publication Consent Form from the parent or eligible student is required prior to disclosure of information that would otherwise be "directory information" if a parent or eligible student has previously objected to the disclosure of such information.

B. KSA 72-1397 • Restrictions on issuance and renewal of certificates; hearings upon denial; reports required of county and district attorneys.

1. The state board of education shall not knowingly issue a certificate to or renew the certificate of any person who has been convicted of any offense or attempt to commit any offense specified in subsection (c) of K.S.A. 21-4619 and amendments thereto.

2. Except as provided in subsection (c),
   a. The state board of education shall not knowingly issue a certificate to or renew the certificate of any person who:
(1) Has been convicted of a felony under the uniform controlled substances act; (2) has been convicted of a felony described in any section of article 34 of chapter 21 of the Kansas Statutes Annotated or an act described in K.S.A. 21-3412 or K.S.A. 2002 Supp. 21-3412a, and amendments thereto, if the victim is a minor or student; (3) has been convicted of a felony described in any section of article 35 of chapter 21 of the Kansas Statutes Annotated, other than an act specified in subsection (c) of K.S.A. 21-4619 and amendments thereto, or has been convicted of an act described in K.S.A. 21-3517 and amendments thereto, if the victim is a minor or student; (4) has been convicted of any act described in any section of article 36 of chapter 21 of the Kansas Statutes Annotated, other than an act specified in subsection (c) of K.S.A. 21-4619 and amendments thereto; (5) has been convicted of a felony described in article 37 of chapter 21 of the Kansas Statutes Annotated; (6) has been convicted of an attempt under K.S.A. 21-3301, and amendments thereto, to commit any act specified in this subsection; (7) has been convicted of any act which is described in K.S.A. 21-4301, 21-4301a or 21-4301c, and amendments thereto; (8) has been convicted in another state or by the federal government of an act similar to any act described in this subsection; or (9) has entered into a criminal diversion agreement after having been charged with any offense described in this subsection.

b. The state board of education may issue a certificate to or renew the certificate of a person (1) who has been convicted of committing an offense or act described in subsection (2) or who has entered into a criminal diversion agreement after having been charged with an offense or act described in subsection (3) if the state board determines, following a hearing, that the person has been rehabilitated for a period of at least five years from the date of conviction of the offense or commission of the act or, in the case of a person who has entered into a criminal diversion agreement, that the person has satisfied the terms and conditions of the agreement.

c. The state board of education may consider factors including, but not limited to, the following in determining whether to grant a certificate:

   (1) The nature and seriousness of the offense or act;
   (2) The conduct of the person subsequent to commission of the offense or act;
   (3) The time elapsed since the commission of the offense or act;
   (4) The age of the person at the time of the offense or act;
   (5) Whether the offense or act was an isolated or recurring incident; and
   (6) Discharge from probation, pardon or expungement.

d. Before any certificate is denied by the state board of education for any of the offenses or acts specified in subsections (a) and (b), the person shall be given notice and an opportunity for a hearing in accordance with the provisions of the Kansas administrative procedure act.

e. The county or district attorney shall file a report with the state board of education indicating the name, address and social security number of any person who has been determined to have committed any offense or act specified in subsection (a) or (b) or to have entered into a criminal diversion agreement after having been charged with any offense or act specified in subsection (b). Such report shall be filed within 30 days of the date of the determination that the person has committed any such act or entered into any such diversion agreement.

f. The state board of education shall not be liable for civil damages to any person refused issuance or renewal of a certificate by reason of the state board's compliance, in good faith, with the provisions of this section. History: L. 1998, ch.171, § 1; L. 2001, ch.177, § 11; Jul 1

XV. Relevant KSBE Regulations

A. KSBE #91-19-1 • Definitions

1. "Teacher intern" means a student who has been issued a teacher intern certificate by a teacher education institution to assume teaching responsibilities in an accredited or approved Kansas educational agency under the supervision of a cooperating teacher.

2. "Cooperating teacher" means a certified staff member of an accredited or approved educational agency to whom a teacher intern has been assigned, and who is performing assigned duties in supervising and instructing the teacher intern in actual teaching experiences with pupils. Teacher interns
3. "Teacher education institution" means a college or university engaged in teacher preparation and accredited by the state board of education or a state authorized agency of the state in which the institution is located.

4. "Approved educational agency" means an early childhood agency or an interlocal agency, which has been granted approved status by the state board of education.

5. This rule and regulation shall take effect on and after July 1, 1989. (Authorized by and implementing K.S.A. 72-1392; effective, E-70-36, July 31, 1970; effective Jan. 1, 1971; amended May 1, 1979; amended July 1, 1989.)

B. KSBE #91-19-2 • Teacher intern certification

1. Each individual serving as a teacher intern in an accredited or approved educational agency in Kansas shall hold a valid teacher intern certificate.

2. Issuance of teacher intern certificates. Teacher intern certificates shall be issued only to students who have fulfilled the requirements of the teacher education institution and have been recommended by the designated official responsible for teacher education at the teacher education institution. Only teacher education institutions shall issue teacher intern certificates.

3. Provision and filing of certificates. The state board of education shall provide teacher intern certificate forms to teacher education institutions. Each teacher intern serving in an accredited or approved educational agency shall file a valid teacher intern certificate in the office of the administrator of the accredited or approved educational agency. The certificate shall be returned to the teacher intern upon completion of the student teaching assignment. A copy of the teacher intern certificate shall be filed with the state board of education and with the teacher education institution.

4. Form of certificate. The form of the teacher intern certificate shall be as prescribed by the state board.

5. This rule and regulation shall take effect on and after July 1, 1989. (Authorized by and implementing K.S.A. 72-1392; effective, E-70-36, July 31, 1970; effective Jan. 1, 1971; amended May 1, 1979; amended July 1, 1989.)

C. KSBE #91-19-6 • Teacher intern contracts, liabilities and responsibilities

1. Necessity for written contracts. Persons certified for student teaching shall engage in student teaching only in educational agencies which are accredited or approved by the state board of education and which have entered into a written contract with a teacher education institution. The contract shall set out all of the arrangements made between the teacher education institution and the cooperating accredited or approved educational agency.

2. Assignment of teacher interns. Only teacher education institutions shall assign teacher interns to cooperating accredited or approved educational agencies for the purpose of student teaching.

3. Teacher intern responsibilities. Accredited or approved educational agency administrators and cooperating teachers to whom the teacher interns are assigned, in cooperation with the designated officials of the teacher education institution and in conformity with the terms of the contract required by this rule and regulation, shall determine when and to what extent teacher interns shall assume responsibilities or enter into teaching activities in the assigned accredited or approved educational agency.

4. Supervision of teacher interns. Teacher interns shall be under the supervision of cooperating teachers and administrators of the accredited or approved educational agencies to which they are assigned, and shall not be expected to assume tasks or responsibilities not generally assigned to teachers.

5. Compensation prohibited. No compensation shall be paid to teacher interns performing assignments under contracts as provided in this rule and regulation.

6. Teacher interns are prohibited from serving as regular or substitute teachers. Certified teacher interns shall be prohibited from serving as regular or substitute teachers in Kansas accredited or approved educational agencies.

7. This rule and regulation shall take effect on and after July 1, 1989. (Authorized by and implementing K.S.A. 72-1392; effective, E-70-36, July 31, 1970; effective Jan. 1, 1971; amended May 1, 1979; amended July 1, 1989.)
D. Sexual Harassment in The Schools

The following represents USD #259 policy. Please check your district policy if you are not in a USD #259 school.

Sexual Harassment will not be tolerated in this school district.

Legal definition of Sexual Harassment (as stated in Title VII of the 1964 Civil Rights Act)

“Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when (1) submission to such conduct is made either explicitly or implicitly a term of condition of an individual’s employment, (2) submission or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or (3) such conduct has the purpose of effect of unreasonably interfering with an individual’s work performance or creating an intimidating, hostile, or offensive work environment.”

Title VII requires managers to maintain an atmosphere free of intimidation and harassment. This means if a subordinate complains about co-workers harassing him/her either physically or verbally, management must make it clear that it will not tolerate any kind of harassment or intimidation, sexual or other forms, within the organizations.

The courts do not want to increase the EEOC’s backlog by making every complimentary or uncomplimentary remark or flirtatious approach to a member of the opposite sex the basis for a cause of action under Title VII. However, on the other hand, in recent decisions the courts have increasingly recognized there is a point beyond which a person in a supervisory position should not be permitted to go, thereby abusing his/her power by making a sexual demand on or a lewd or suggestive remark to an employee. While the most frequent example of sexual harassment may well be that of the supervisor attempting to take advantage of his/her position, we must all be aware of the fact many other forms of sexual harassment can and do take place.

Discrimination of Any Type Is Not Acceptable To The School System!

It is the intent of USD 259 to take prompt and effective action toward elimination of sexual harassment in whatever manner it might exist in order to improve working, school and educational conditions for employees, students and other customers and to meet legal commitments. It is difficult to make a single statement as to what constitutes positive action, especially since action taken will likely vary from situation to situation.

Complaints may remain anonymous. If an investigation is desired, it will limit the degree of anonymity. If warranted, appropriate disciplinary action will be taken against the party charged with and found guilty of discriminatory practices.

No employee, student or customer of USD 259 should fail to report sexual harassment because of intimidation of free of embarrassment. Each complainant will be consulted regarding his/her preferences as to procedures for follow through. Individuals who feel they are a victim of sexual harassment should not “suffer in silence.” Each victim is urged to use one of the procedures described below.
SEXUAL HARASSMENT: WHAT TO DO?

- Be assertive—At the first sign of trouble, be honest and direct in your disapproval. Don’t hint. Without smiles, evasion, or apologies, say you find the behavior offensive. Say “no” clearly. Choosing to ignore the behavior isn’t a clear enough signal of disapproval. Part of the problem can be that the harasser is accustomed to thinking the behavior is okay. Make it obvious that you believe it is not okay.

- Sexual harassment is a matter of perception. If you are offended by a comment or behavior, it is important to put the offender on notice. If you do not, how will the offender know the behavior is offensive to you? You must let him/her know that the line has been crossed.

- Check with others—See if this has happened before. You should assume there is no such thing as a first-time sexual harasser that the person has done it to others and after bothering you, will try it again on somebody else. Ask others if something similar ever has happened to them. A complaint that can be backed up by others makes retaliation less likely.

- Keep a record—Document the incident as it happens. Note the date, time, and place, and describe the harasser’s words and behavior along with what you said, did, and felt. Be factual and thorough in your documentation. Time tends to dull even vivid experiences, so a record is a must.

- Employees should watch for downward changes in their evaluation—If work performance has continued at the same level, but you are involved in a sexual harassment episode, watch for downward changes in your evaluation. Ask for specific explanations.

- Make a formal complaint—

  File a complaint with your supervisor or a school administrator. If the complaint is against your supervisor or school administrator, take your concern to a higher level.

  Employees may contact their bargaining unit representative/or report their complaint to the Director of Title IX in Human Resources (973-4616).

  Students and customers are to inform the appropriate Elementary, Middle, or High School’s Assistant Superintendent’s office.

At WSU specific Policy and Procedures are in place prohibiting sexual harassment of students.

Students who suspect that they have been an object of sexual harassment are encouraged to make inquiry, seek advice, and understand University procedure. These services are provided confidentially by the following offices: Student Life and Services, Student Advocate, Counseling Center, and the Office of Multicultural Affairs. Students may pursue either informal or formal procedures in the interest of resolving a complaint. Prompt initiation of a complaint is essential. In no case will the University pursue formal resolution of a complaint that is filed more than six months after the date of the alleged incident.

To view more specific information and procedures regarding Policy and Procedures go to http://webs.wichita.edu/inaudit/ch8_11.htm (Revised January 18, 2011).
XVI. Materials for Teacher Intern Use and Cooperating Teacher Use

A. Wichita State University Middle/Secondary Level Lesson Plan Template

As you design your lesson plan, please delete the italicized explanatory remarks. Thank you.

<table>
<thead>
<tr>
<th>Candidate</th>
<th>Write your name here.</th>
<th>Grade Level/Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Title</td>
<td>Provide a descriptive, relevant title.</td>
<td>Lesson Date</td>
</tr>
<tr>
<td>Overview and Context</td>
<td>Describe the lesson briefly and how it fits into the overall context of the unit of study.</td>
<td></td>
</tr>
<tr>
<td>Assessed Standards</td>
<td>List the state/national standards assessed in this lesson. Type out the full standard (and benchmarks, if applicable).</td>
<td></td>
</tr>
<tr>
<td>Content Objectives Connected to the assessed standards listed above</td>
<td>Students will: * Using observable verbs and student-friendly language, write content objective(s) that can be taught, practiced, and assessed within this lesson.</td>
<td></td>
</tr>
<tr>
<td>Language Objectives</td>
<td>Reading, writing, listening, speaking, &amp; viewing processes</td>
<td></td>
</tr>
<tr>
<td>Students will: * Using observable verbs and student-friendly language, write language objectives that can be taught, practiced, and assessed within this lesson.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Key Vocabulary</td>
<td>Content – concepts specific to the discipline</td>
<td></td>
</tr>
<tr>
<td>Functional – skills or actions necessary to demonstrate understanding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials, Technology Needs</td>
<td>List any supplementary materials, technology needs, or instructions for room arrangement that you will use to scaffold students’ understanding and provide opportunities for practice and application.</td>
<td></td>
</tr>
<tr>
<td>Higher Order / Essential Questions</td>
<td>List open-ended questions, prompts, challenges, or problems you will pose to engage students’ thinking for meaningful and memorable learning.</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Learning Activities</td>
<td></td>
</tr>
<tr>
<td>In each of the cells below, describe what you and the students will do during this lesson. Lesson procedures should be sequential and easy to navigate. Include any necessary procedural instructions and management considerations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review &amp; Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In each of the cells below, describe how you will informally/formally assess students’ understanding throughout the lesson. Remember that all activities should provide opportunities for assessment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Building Background</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe how you will help students reflect on background experiences, activate prior learning, and make initial connections to the day’s lesson (e.g., bell work, anticipatory set).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meaningful Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe how you will help students achieve the content and language objectives (e.g., guided practice/modeling, student interaction, and independent practice).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wrap Up/Final Review</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Your assessment(s) of
Describe your wrap activity and how it provides you (and your students) with additional information that serves as the basis for the next lesson, as well as the next steps for individual students (e.g., remediation, enrichment). Students should help you and them determine if they have met the lesson’s content and language objectives.

<table>
<thead>
<tr>
<th>Teaching Performance</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Optional: Make note of any other experiences, classroom events that you deem important.</td>
</tr>
</tbody>
</table>

Self-Assessment/Reflection
In the cells below, reflect on and assess both your
- teaching performance (your subject matter expertise, teaching methods, and interactions with students and colleagues—if applicable) and
- materials (e.g., assignment sheets, visual aids, technology, etc.)

References
Using APA Style, cite all resources used in the design of this lesson.
B. Guidelines for Elementary Student Intern Lesson Planning

16 weeks: Elementary Education Teacher Candidate
- 8-10 formal observations (with WSU lesson plan template) by Cooperating Teacher
- 4-5 formal observations (with WSU lesson plan template) by University Supervisor

10 weeks: Early Childhood Teacher Candidate (elementary school setting)
- 4-6 formal observations (with WSU lesson plan template) by Cooperating Teacher
- 2-3 formal observations (with WSU lesson plan template) by University Supervisor

6 weeks: Early Childhood Teacher Candidate (early childhood setting)
- 2-3 formal observations (with WSU lesson plan template) by Cooperating Teacher
- 2-3 formal observations (with WSU lesson plan template) by University Supervisor

Please recall that ALL formal observations must include WSU lesson plans attached to the observation forms.
### Elementary Education Lesson Plan

<table>
<thead>
<tr>
<th>Name</th>
<th>Grade</th>
<th>School: Methods Instructor:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title of Lesson</th>
<th>Date</th>
<th>Content Area(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Standards (list by numbers here, attach full written)</th>
<th>Content Objective(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language Objective(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Vocabulary</th>
<th>Teacher Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Engaging the Learner Focus (ELF):</th>
<th>In what way(s) will students understand the purpose and relevancy of the lesson? What will you say to them?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Instruction Sequence- Also includes written directions for your ‘transitions’ to be used in appropriate sequence.</th>
<th>Instruction includes:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>___ Differentiation for diverse needs?</td>
</tr>
<tr>
<td></td>
<td>___ Higher level thinking (Bloom):</td>
</tr>
<tr>
<td></td>
<td>-highest level________</td>
</tr>
<tr>
<td></td>
<td>___ Problem solving/inquiry?</td>
</tr>
<tr>
<td></td>
<td>___ Parental involvement?</td>
</tr>
<tr>
<td></td>
<td>___ Safety issues addressed as needed?</td>
</tr>
<tr>
<td></td>
<td>___ State Assessment Indicators:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Differentiation Tools/Strategies (list tools or strategies for scaffolding, modifying, and/or extending instruction)</th>
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</table>

<table>
<thead>
<tr>
<th>Closure to lesson?</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>How will you know what they learned (assessment)?</th>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Reflection (What comes next? What would you do differently? What worked best?)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

*All observed lessons must have a formal WSU lesson plan.*
D. Worksheet for Planning a Tentative Student Calendar

The Teacher Intern and the Cooperating Teacher will plan this schedule together during the first two weeks of the semester. When completed, the Teacher Intern will share a copy with the University Supervisor so that she/he can make plans for visitations at appropriate times. On the schedule below, plan when the student will assume the identified responsibilities for the classroom. Be sure to include the time period where the Teacher Intern will teach his/her unit.

<table>
<thead>
<tr>
<th>Student Teaching Week</th>
<th>Dates</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
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<td>7</td>
<td></td>
<td></td>
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<tr>
<td>8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
All teacher interns are responsible for developing a weekly schedule for their supervisor's use. This schedule allows the US to make plans for visitation of all his/her teacher interns. If the schedule changes at any time, a new schedule should be given to the US as soon as possible.
E. Field Placement Guidelines/Grounds for Dismissal

Wichita State University College of Education
Teacher Education Candidate
Guidelines for Professional Performance during Field/Clinical Experiences

The WSU Teacher Education Candidate (includes any WSU student engaged in a field experience as part of their teacher preparation program) and Intern is responsible for:

1. Communicating with the cooperating teacher the university supervisor on a routine and timely basis;

2. Adhering to all placement school policies and procedures;

3. Demonstrating academic and professional integrity as outlined by WSU’s policies and procedures regarding student conduct (visit http://webs.wichita.edu/inaudit/ch8_05.htm);

4. Completing all assignments and projects as mutually agreed upon and assigned by the university supervisor, cooperating teacher, and/or the Teacher Education Program (e.g., KPTP, reflection evaluations, lesson plans);

5. Being punctual and regular in attendance;
   a. If for any reason a teacher education candidate must be absent, he/she should notify the university supervisor, the cooperating teacher, the building principal, and the school contact person prior to the absence.
   b. Absences should be limited to emergency situations only (e.g., illness or family emergencies).
   c. If a teacher education candidate is ill for an extended absence, he/she should provide the university supervisor with documentation such as a confirmation from his/her doctor. Similarly, the teacher education candidate must provide documentation reflecting the non-illness related absences if documentation is available (e.g., obituaries).
   d. The field experience requirement may be extended when absences occur.
   e. If a teacher education candidate is absent when he/she is scheduled to teach, he/she must provide a set of detailed lesson plans for the teacher who will assume the classroom responsibilities.

6. Demonstrating a sensitivity to students’ needs;

7. Demonstrating responsiveness to feedback;

8. Transporting him/herself to and from the placement school;

9. Maintaining the confidentiality of student information that must remain private in accordance with the Family Educational Rights and Privacy Act (FERPA); and

10. Any other appropriate assignment(s) or request(s) made by the cooperating teacher, university supervisor, or WSU faculty.
Candidates in a teacher education program participating in a clinical experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. Candidates in a teacher education program should likewise not engage in unprofessional conduct or unlawful behaviors. In view of these expectations, students in a teacher education program participating in a clinical experience who are unable to meet these academic standards, as judged by faculty and cooperating teachers, may receive a failing grade and/or face possible removal from their particular clinical/field experience:

1. Candidates may not engage in any inappropriate interactions with pupils, guardians of pupils enrolled in the school, or school or university personnel during the clinical experience. If you feel you are under any pressure to engage in inappropriate social activity, contact your university supervisor.

2. Candidates’ social interactions and communications, including use of cellular phones, Email, and the internet with school pupils, or guardians of pupils enrolled in the school, or school or university personnel, should be limited to those occurring in an official capacity at officially sponsored school events or sites.

3. Candidates may not be in the possession of or under the influence of alcoholic beverages, illegal drugs or dangerous weapons or substances on school property, nor with or in the presence of any school pupil(s).

4. Candidates may not use sexually explicit, obscene, profane, abusive, or derogatory language on school premises or at school sponsored events; nor may they suggest access to inappropriate material (e.g., on the Internet).

5. Candidates may not escort or transport pupils off school property unless accompanied by the cooperating teacher or another full-time employee assigned by the principal.

6. Candidates may not leave school early, be late to school or seminars, or have absences on a consistent basis.

7. Candidates may not falsify, forge, or alter any documents pertaining to academic records, including evaluation reports.

In addition, if at any time your conduct causes the cooperating teacher, the principal, or the university supervisor to determine that your presence in the classroom has become detrimental to the educational program of the pupils in the class, your actions will be reviewed by a field experience review team comprised of school and university officials and/or you may be asked to leave the school and your placement could be terminated by the University.

Should you be asked to leave the school based upon your behavior or your failure to perform at a satisfactory level, Wichita State University is not obligated to reassign you to another school. Failure to abide by these regulations may result in any of the following consequences: removal from field experiences, judicial action by Wichita State University, legal action, and/or failure of course work.

I have read and am aware of WSU’s Guidelines for Professional Conduct during Field Experiences and Grounds for Dismissal from Field Experiences.

Printed Name: ________________________________

Signature: ________________________________ Date: ________