Elementary Teacher Education Program (ETEP) Handbook

INTRODUCTION

Welcome to the Elementary Teacher Education Program (ETEP) within the School of Education (SOE) at Haskell Indian Nations University. We are committed to offering a quality teacher preparation program as we meet the challenges of preparing teacher candidates to become critical thinkers, high achievers, reflective practitioners, and caring Native Leaders for tomorrow's learners. The ETEP provides varied avenues to support teacher candidates' exploration of ideas, examination of issues in education, consideration of alternative approaches, discovery of learning resources, decision making, problem solving and application of best practices to teaching opportunities in university and elementary classrooms. ETEP experiences encourage teacher candidates to view learning as a life-long endeavor to be approached with excitement and self-motivation to recognize and create opportunities for their own professional growth and the growth of their future students. Education is currently a focus topic, both locally and nationally. The ETEP is dedicated to developing Native Leaders who can make significant contributions to the educational field and tomorrow's learners.

The SOE/ETEP Handbook acquaints teacher candidates who enter the Elementary Teacher Education Program with valuable information. The handbook also provides host teachers with program information as they guide and mentor teacher candidates placed in elementary classrooms. Every teacher candidate receives a copy of the Handbook and is expected to maintain the document throughout the program.

The Handbook provides a detailed description of the Elementary Teacher Education Program including the transition points.

The Handbook also includes a variety of forms, policies, procedures, and Appendices that provide other important information. Contents are considered as extensions of the Haskell Indian Nations University Catalog.

In addition to general policies and procedures presented in the University Catalog, teacher candidates must adhere to the requirements presented in this Handbook. Documents are subject to change as a result of changes in the governance of Haskell Indian Nations University, accreditation agencies, Board of Regents, and/or SOE Advisory Board recommendations.

The School of Education is currently co-accredited by National Council of Accreditation of Teacher Education (NCATE) and Kansas State Department of Education (KSDE). The Elementary Teacher Education Program is accredited by Kansas State Department of Education.

Statements of Accreditation, Mission, and Vision

National Accreditation

Haskell Indian Nations University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools to award associate and baccalaureate degrees

Professional Accreditation

The Haskell Indian Nation University, School of Education is accredited by National Council for Accreditation of Teacher Education (NCATE).

Haskell Indian Nations University Mission Statement

The mission of Haskell Indian Nations University is to build the leadership capacity of our students by serving as the leading institution of academic excellence, cultural and intellectual prominence, and holistic education that addresses the needs of Indigenous communities.

Haskell Indian Nations University Vision Statement

Haskell is a unique and diverse intertribal university committed to the advancement of sovereignty, self-determination, and the inherent rights of tribes.

Haskell Indian Nations University Institutional Values (CIRCLE)

Communication – to successfully convey ideas, opinion, information, results, or creative expression using multiple strategies.
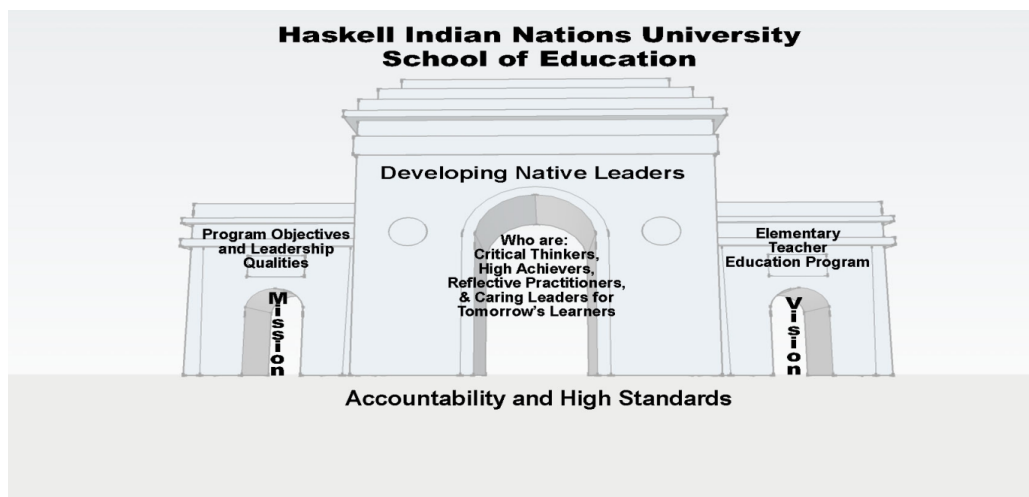
Integrity – to conduct ourselves in ways that honor the sacrifices of tribes on which treaty and trust responsibilities are based; and to carry out our responsibilities as students, staff, faculty, administrators and regents by engaging in actions-based on the highest standards of conduct.

Respect – to honor and promote the diversity of beliefs, rights, responsibilities, cultures, accomplishments of self and others, including all of our relations.

Collaboration – the willingness and ability to work successfully with others in accomplishing the goals of the university, our students, the mission of Haskell and the tribes we serve.

Leadership – the willingness to acquire the knowledge and skills required to advocate for, and to advance the sovereignty and self-determination of tribes, our university, and the students we serve in a variety of diverse venues.

Excellence – to strive toward the strongest level of accomplishment in our work, in every facet of the university and community, as students, staff, faculty, administration and the regents.

Haskell Indian Nations University
School of Education

Developing Native Leaders

Program Objectives
and Leadership
Qualities

Who are:
Critical Thinkers,
High Achievers,
Reflective Practitioners,
& Caring Leaders for
Tomorrow's Learners

Elementary
Teacher
Education Program

Mission

Vision

Accountability and High Standards

Conceptual Framework Model

The Haskell Memorial Arch, located on campus, serves as a model for the School of Education's (SOE) Conceptual Framework (CF). This model illustrates the strong foundation of knowledge and skills needed to develop Native Leaders who become critical thinkers, high achievers, reflective practitioners, and caring leaders for tomorrow's learners. This model symbolizes the importance of two main support systems; the mission and the vision, which are built upon high standards and accountability. The evaluation process includes a variety of assessment tools and practices with transition points throughout the program to monitor and enhance the candidate's growth and development.

Conceptual Framework Components
The Conceptual Framework for Haskell Indian Nations University's School of Education (SOE) includes three main components: the mission, the vision, and the evaluation process. These three components guide the operation of the Elementary Teacher Education Program (ETEP). Key defining elements are included to support each component. The SOE's mission is characterized and supported by 12 Program Objectives and six Leadership Qualities. The first ten program objectives demonstrate our candidate proficiencies in the areas of content knowledge and professional skills with the last two addressing the specific values of the university. The six Leadership Qualities are aligned to our Institution's Values that we expect our teacher candidates to exhibit (Dispositions). The SOE's vision is displayed through the Elementary Teacher Education Program of Study. The SOE Evaluation Process includes scheduled meetings, teacher candidate monitoring procedures, and utilization of a variety of assessment tools and practices at varying transition points.

SOE Vision
Haskell Indian Nations University's School of Education is dedicated to developing Native Leaders who are critical thinkers, high achievers, reflective practitioners, and caring leaders for tomorrow's learners.

SOE Mission
Haskell Indian Nations University's School of Education provides a quality Elementary Teacher Education Program grounded in traditional and contemporary American educational philosophies and theories, current best practices, and K-6 curriculum standards while integrating native and cultural perspectives to foster equitable learning communities for children.

Program Objectives/Candidate Proficiencies
To fulfill and support the SOE Mission Statement and Vision through extensive knowledge based research and current best practices, the SOE Advisory Board and SOE faculty have embraced the adoption and use of the ten Kansas Professional Education Standards as the Program Objectives. The Kansas State Board of Education (KSBE) adopted these revised standard in January 2015 as they were created to align closely with the ten INTASC Standards (April 2011). The Kansas Professional Education Standards (January 2015) are clearly divided and connected to the four categories: the learner and learning, content, instructional practice, and professional responsibility. Teacher candidates are expected to demonstrate target level performance of these candidate proficiencies in the process of becoming Native Leaders who are a critical thinkers, high achievers, reflective practitioners and caring leaders for tomorrow's learners. Our teacher candidates will demonstrate these candidate proficiencies in both content knowledge and professional skills for each program objective. The teacher candidate:

<u>The Learner and Learning</u>
1. understands how learners grow and develop, recognizing that patterns of learning and development varying individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate, relevant, and rigorous learning experiences.
2. uses an understanding of differences in individuals, cultures, and communities to ensure inclusive learning environments that enable each learner to meet rigorous standards.
3. works with others to create environments that support individual and collaborative learning, includes teacher and student use of technology, and encourages positive social interactions, active engagement in learning and self-motivation.

<u>Content</u>
4. 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.
5. 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.

<u>Instructional Practice</u>
6. understands how to use multiple measures to monitor and assess individual student learning, engage learners in self-assessment, and use data to make decisions.
7. 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.

8. 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.

    Professional Responsibility
9. 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.
10. 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 member to ensure learner growth and to advance the profession.

    Institutional Core Values
11. displays the ability to demonstrate confidence, pride, and commitment to the education profession by exhibiting the six Leadership Qualities identified in the ETEP.
12. displays the ability to develop Native leadership and service to sovereign First Nations and the world through the integration of Native and cultural perspectives.

Professional Leadership Qualities

Haskell Indian Nations University's ETEP believes essential leadership qualities are associated with becoming a Native Leader who is a critical thinker, high achiever, reflective practitioner, and a caring leader for tomorrow's learners. These qualities are a combination of personal and professional skills as identified by the faculty and Haskell's SOE Advisory Board as important teacher candidate dispositions. The identification of these Professional Leadership Qualities is based on the university's Institutional Core values (CIRCLE) which were adopted in 2014 by the Board of Regents. The circle philosophy is symbolic of the medicine wheel, used to represent a range of tribal teachings, including concepts of balance, the sacredness of power in the universe and the spirituality and cultures of Native peoples. The School of Education used the University's CIRCLE concept to develop dispositions expected from graduates.

The Leadership Qualities rubric is utilized to evaluate teacher candidate performance of the six identified leadership qualities. Haskell's Teacher Education Professional Leadership Qualities are:
1. **C**ommunication – to successfully convey ideas, opinions, information, results, or creative expression using multiple strategies.
2. **I**ntegrity – to conduct ourselves in ways that honor the sacrifices of tribes on which treaty and trust responsibilities are based; and to carry out our responsibilities as students, staff, faculty, administrators and regents by engaging in actions based on the highest standards of conduct.
3. **R**espect – to honor and promote the diversity of beliefs, rights, responsibilities, cultures, accomplishments of self and others, including our relations.
4. **C**ollaboration – the willingness and ability to work successfully with others in accomplishing the goals of the university, our students, the mission of Haskell and the tribes we serve.

5. **L**eadership – the willingness to acquire the knowledge and skills required to advocate the sovereignty and self-determination of tribes, our university and the students we serve in a variety of diverse venues.
6. **E**xcellence – to strive toward the strongest level of accomplishment in our work, every facet of the university and community, as students, faculty, administration, and regents.

GOVERNANCE

The Elementary Teacher Education Program (ETEP) at Haskell Indian Nations University is governed by the divisional structure of the university. The School of Education, which is the unit, is responsible for developing curriculum and policies related to the ETEP. The School of Education (SOE) Advisory Board oversees and approves program policies and admission of students into the program. Significant policy additions or changes are vetted through the Faculty Senate's Academic Standards Committee. The SOE Interview Committee for candidate applicants is comprised of board members, but may also include Haskell faculty, school principals, classroom teachers, program graduates, and current teacher candidates who are not board members, but have a stake in candidate selection. In addition, course approvals, changes to catalog course descriptions, and changes to programs are vetted through Faculty Senate's Curriculum Committee. The Dean of Professional Schools who reports to the Vice President of Academic Affairs of the University supervises the School of Education faculty. Final authority regarding all issues related to the University lie with the President and/or Board of Regents.

Associate of Arts Degree - Para-Professional Education and Admission to the Elementary Teacher Education Program
Students interested in pursuing an Elementary Education career must complete an Associate of Arts Degree with a Para-Professional Education emphasis. This emphasis provides foundational knowledge which supports employment as a Para-Professional Educator in an elementary classroom setting. SOE Academic Advisors are available to provide guidance as needed. Individuals are encouraged to apply for admission to the ETEP program during their sophomore year.

Admissions Process
Potential teacher candidates are advised to begin the application process in December. Application packets are due to the SOE Office by February 15. Incomplete and/or late application packets may delay the process or may not be considered.
Potential teacher candidates must meet the following admissions requirements:

1. Complete the Associate of Arts Degree with an emphasis in Para-Professional Education, a cumulative GPA of 2.8 or higher, and a "C" or better in all required courses;
2. Complete the Praxis Core Academic Skills for Educators: Combined Test (Reading, Writing, and Mathematics) successfully, prior to program application. (Successfully = meeting or exceeding current cut scores). The SOE utilizes the same cut scores identified by CAEP. Applicants are encouraged to take the Praxis Core Exam between December 1-January 30 to ensure test scores are received and recorded in the ETEP Application Form;
3. Submit a written vision statement indicating a commitment to teaching and an educational autobiography. (These two documents are completed in EED 241The Role of Writing in Teaching and Learning. They should be updated and carefully edited.);
4. Complete thirty documented classroom observation hours. (Completed in EED 214 Introduction to Field Experience via verification log sheet.);
5. Submit two letters of recommendation - one from a Haskell faculty member and one letter from a member of the community in which the candidate officially resides;
6. Verify good Social Standing with Students Rights Office (Complete Social Standing Status Form)
7. Complete Felony Disclosure Statement and disclose any misdemeanor(s) or felony charges to the Dean of Professional Schools (provide all necessary documents)
8. Submit application form and required documents by February 15 to the SOE Office; and
9. Complete an interview session with the SOE Interview Committee.

Transition Point I – Entry to the Elementary Teacher Education Program
There are three key assessments associated with Transition Point I of the Program of Study. These three key assessments will attest to the quality and preparedness of our teacher candidates who enter the Professional Elementary Teacher Education Program. The description of each key assessment and acceptable levels of performance are identified as follows:

1. Cumulative GPA – At the conclusion of the AA degree in Para-Professional Education, each potential teacher candidate must have achieved a cumulative GPA of 2.8 or higher

2. Praxis Core Academic Skills for Educator: Combined Test (Reading, Writing, and Mathematics) – This exam measures the academic skills in reading, writing, and math and the content knowledge of teacher candidate entering the program. This is a proprietary exam developed by Educational Testing Service (ETS) to be administered through computers at various testing sites – Prometric Testing Centers or some universities. The closest testing site is the University of Kansas and should be scheduled online through www.ets.org. Current Cut Scores are: Reading-168.06; Math-162.14; Writing-165);

3. Interview Scores – Potential teacher candidates will be interviewed by a SOE Interview Committee. The committee consists of five members (elementary principal, elementary teacher, Dean of Professional Schools, SOE faculty and a Haskell staff or faculty). Each committee member is responsible for scoring the response and making recommendation for acceptance. Responses are evaluated utilizing a 3-point rubric containing five topic areas. The required composite interview score is 2.4 or higher. If necessary a potential teacher candidate may be interviewed twice.

If a teacher candidate receives a non-acceptable rating on one of the three key assessments, he or she may be admitted provisionally to the program with a Candidate Support Plan. The Candidate Support Plan will identify the area needing improvement and monitored for progress throughout the semester. If satisfactory progress is not made, then the candidate will be placed on a Candidate Improvement Plan for a semester. If satisfactory progress is still not achieved by the end of the semester, the candidate will be counseled to select another career path.

Once admitted to the program, teacher candidates begin their professional study of Elementary Education. The ETEP prepares teacher candidates for licensure and teaching in the nation's elementary schools by equipping them with the theoretical and practical content knowledge, professional skills, and leadership qualities essential for novice teachers. The program stresses critical thinking and self-reflection to develop teacher candidate's professional skills to navigate educational dilemmas, to analyze related challenges, and to formulate alternative solutions.

Transition Point II – Entry to Student Teaching
There are six key assessments associated with Transition Point II of the Program of Study. These assessments verify teacher candidate's proficiency in content knowledge and pedagogical knowledge, skills, and dispositions in **six key assessments** as they prepare for clinical experiences (entry to student teaching). Each key assessment is carefully aligned to one or more standards - KSDE Professional Education Standards (January 2015), KSDE Elementary K-6 Educator Preparation Program Standards (July 2017) and InTASC Standards (April 2011). The description of each key assessment and acceptable levels of performance are identified as follows:

1. **Elementary CKT:** The Kansas State Board of Education approved the use of this new test that is effective with the 2019-20 assessment year - September 1, 2019. This is a complete change in a content test, not just adoption of a regenerated test, as test changes up to this point have been. Any applicant for a license for elementary education submitted on or after September 1, 2019 will be required to have the **NEW** Elementary CKT test completed (7811). This test is made of 4 Sub-tests in: Reading and Language Arts, Mathematics, Science and Social Studies. Candidates must take and pass this test between November 15 – December 15 in order to have results prior to the student teaching semester. Students must pass each Sub-test with the required cut scores. Elementary Education: Content Knowledge for Teaching, #7811: Social Studies #7815 with a cut score of 157; Reading/language arts #7812 cut score of 159; Mathematics #7813 cut score of 147; and Science #7814 cut score of 150.

2. **Lesson Evaluation using criteria from the Kansas Clinical Assessment Tool (K-CAT):** To demonstrate candidate proficiencies in pedagogical knowledge and skills, teacher candidates submit two lessons for every content area (English Language Arts, Math, Science and Health, Social Studies and Art, and PE and Music). Each lesson will assess the candidate's ability to organize and plan each content lesson following a structured lesson plan template developed by the university – SOE Lesson Plan Template. The evaluation rubric aligns directly with KSDE Professional Education Standards (January 2015), InTASC Standards (April 2011), and the K-CAT evaluation rubric as criteria specific to lesson planning have been extracted from the document. The acceptable rating level for each lesson evaluation is at the Apprentice Level, a 2.

3. **EE Content Lesson Evaluation:** To assess candidate proficiencies and depth of content knowledge and skills for each specific content area (English Language Arts, Math, Science and Health, Social Studies and Art, and PE and Music) each methodology faculty created a content evaluation rubric for their content area. Each rubric is aligned to the KSDE Elementary K-6 Educator Preparation Program Standards (July 2017) and will be used to validate the specific content in each lesson design. The acceptable rating level for each content lesson evaluation is at the Apprentice Level, a 2.

4. **K-CAT Evaluation:** To initially assess candidate's ability to assume and practice the duties and responsibilities of a teacher (i.e., design and implement meaningful lessons that impact student learning, uphold the classroom rules, routines, and procedures, engage in communication with families, host teachers and other staff, etc.). The host teacher and university supervisor will use the K-CAT rubric to evaluate the candidate's performance at mid-semester and end of semester. Teacher candidates also complete a self-evaluation using the K-CAT rubric. Information is shared and recorded between all evaluators at the mid-semester and end-of-semester conferences. The acceptable rating level for the K-CAT evaluation is at the Apprentice Level, a 2.

5. **LQ- CIRCLE Evaluation:** Teacher candidates receive leadership quality ratings and feedback from their university supervisor, host teacher, and self-evaluation at mid-semester and end of semester during pre- student teaching. These ratings will denote the teacher candidate's ability to exercise his or her qualities in an effective and professional manner. Information is shared and recorded between all evaluators at the mid-semester and end-of-semester conferences. The acceptable rating level for LQ-CIRCLE evaluation is at the Apprentice Level, a 2.

6. **Cumulative GPA:** The required cumulative GPA required for admission to student teaching is 3.0.

Candidates must achieve the acceptable level of performance for each of the key assessments in order to be eligible for student teaching. Candidates who successfully meet all six key assessments will be issued a student teaching certificate. Should a candidate receive a non-acceptable rating in one or more key assessments he or she will be placed on a Candidate Support Plan. Below are possible Candidate Support Plan options available to a teacher candidate based on his or her situation:

Option 1: Retake the Elementary CKT exam 30-days after the first exam and improve score to meet appropriate cut score for the appropriate sub-test.
Option 2: Allow teacher candidate one opportunity to revise a content specific lesson plan(s) to improve content or pedagogical deficiencies. Revised lesson plan(s) will be scored collaboratively by faculty.
Option 3: Place teacher candidate on a Candidate Support Plan to improve the performance and knowledge received for the specific K-CAT criteria.
Option 4: Place teacher candidate on a Candidate Support Plan to improve the Leadership Qualities – CIRCLE that receive an unacceptable rating with clear deadlines for improvement.

If satisfactory progress is not made with the Candidate Support Plan, then the candidate will be placed on a Candidate Improvement Plan. If satisfactory progress is still not achieved by the end of the semester, the candidate will be counseled to select another career path.

Transition Point III – Exit from Student Teaching
There are three key assessments associated with Transition Point III of the Program of Study. These three assessments continue to verify target proficiency in content knowledge and pedagogical knowledge, skills, and dispositions as he or she transitions from all day in clinical experience (exit from student teaching). Each key assessment is carefully aligned to one or more standards - KSDE Professional Education Standards (January 2015), KSDE Elementary K-6 Educator Preparation Program Standards (July 2017) and InTASC Standards (April 2011). The description of each key assessment and the proficiency levels of performance are identified as follows:

1. **K-CAT Evaluation:** Teacher candidates receive K-CAT ratings and feedback from the university supervisor, host teacher, and self-evaluation at mid-semester and end of semester during student teaching. These ratings will indicate the teacher candidate's proficiency in upholding the duties and responsibilities of a classroom teacher as it relates to InTASC and KSDE Professional Ed. Standards. Information is shared and recorded between all evaluators at the mid-semester and end-of-semester conferences. The acceptable rating level for K-CAT evaluation is at the Accomplished Practitioner level, a 3.
2. **Elementary Ed. Content Evaluation**: Teacher candidates receive rating and feedback from university supervisor, host, teacher, and self-evaluation at mid-semester and end-of-semester during student teaching. These ratings will verify the teacher candidate's

proficiency in content knowledge and professional skills related to the Elementary K-6 EPP Standards. Information is shared and recorded between all evaluators at the mid-semester and end-of-semester conferences. The acceptable rating level for Elementary Ed. Content evaluation is at the Accomplished Practitioner level, a 3.

3. **LQ- CIRCLE Evaluation:** Teacher candidates receive leadership quality ratings and feedback from their university supervisor, host teacher, and self-evaluation at mid-semester and end of semester during student teaching. These ratings will verify the teacher candidate's ability to display professionalism in the context of the elementary classroom setting. Information is shared and recorded between all evaluators at the mid-semester and end-of-semester conferences. The acceptable rating level for LQ-CIRCLE evaluation is at the Accomplished Practitioner level, a 3.

Candidates must achieve the acceptable rating of each key assessment to be eligible to exit student teaching. Should a candidate receive a non-acceptable rating in one or more key assessments, he or she will not complete student teaching and will be placed on a Candidate Support Plan which may require repeating the student teaching experience. If progress is not achieved with the Candidate Support Plan, candidates will be placed on a Candidate Improvement Plan which could result in being unable to graduate with a Bachelor of Science degree in Elementary Education.

Transition Point IV – Program Completer and Licensure Eligibility
There are two key assessments associated with Transition Point VI of the Program of Study. This is the final measure of a candidate's proficiency in content and pedagogical knowledge, skills, and dispositions which demonstrates that the teacher candidate is well-prepared and qualified for a teaching position. Each key assessment is carefully aligned to meet one or more standards associated with the KSDE Professional Education Standards (January 2015) and KSDE Elementary K-6 Educator Preparation Program Standards (July 2017) and InTASC Standards (April 2011). The description of the **two key assessments** and the proficiency levels of performance are identified as follows:

1. **Praxis PLT - Principles of Learning and Teaching: Grades K-6 (5622)**: Teacher candidates are required to take and successfully pass the Praxis PLT- Principles of Learning and Teaching: Grades K-6 (5622) to be eligible for program completion and licensure. The PLT exam will assess a new teacher's knowledge and understanding of educational practices that are foundational to beginning a career as a professional educator as topics of human development, learning processes, instructional processes, diverse learners, educational psychology and professional issues are covered. The exam consists of 70 selected response questions and 4 constructed response questions. The required cut score for the state of Kansas is 160 or higher.

2. **Kansas Performance Teaching Portfolio (KPTP):** The Kansas Performance Teaching Portfolio (KPTP) is the required teacher candidate work sample measure to demonstrate the teacher candidate's effects on student learning during the student teaching semester. The KPTP measures and provides evidence of the teacher candidate's ability to design, deliver and reflect on an entire unit of study and its impact on the learning of elementary students through four distinct sources of evidence called "Task." In each Task there are several Focus Areas. The KPTP has six defined Focus Areas that represent key

components of teaching practice which align with the KSDE Professional Education Standards (January 2015) and InTASC Standards (April 2011). Each Task and Focus Area relates to the requirements and progression of the KPTP document. The required cut score is 20 or higher.

Description of the KPTP

The Kansas Performance TeachingPortfolio (KPTP) is the required teacher candidate work sample measure to demonstrate the teacher candidate's effects on student learning during the student teaching semester. The KPTP is a key proprietary assessment created by Kansas State Department of Education with the involvement of many stakeholders such as education faculty from many Kansas Institutions of Higher Ed., K-12 teachers and adminstrators, and ETS representatives. Haskell's ETEP has been using this key proprietary assessment since its inception in 2010.

The KPTP measures the teacher candidate's ability to design, deliver and reflect on an entire unit of study through four distinct sources of evidence called Task. In each Task there are several Focus Areas. The KPTP has six defined Focus Areas that represent key components of teaching practice which align with the Kansas Professional Education Standards. Each Task and Focus Area relates to the requirements and progression of the KPTP document. The contents of each Task and Focus Area are defined below according to the KPTP Content Guidelines booklet (January 2013).

Task 1: Contextual Information and Learning Enviroment Factors - In this Task the teacher candidate will demonstrate an understanding of the students in the class and how student characteristics are used for planning instruction and establishing a classroom conducive to learning. This Task is measured by two focus areas. *Focus Area A*: Analysis of Contextual Information - The teacher candidate will have acquired a knowledge base of how students learn and develop, provide learning oppportunities that will support their understanding of child development, have knowledge to select developmentally appropriate differentiated instruction, and include multiple instructional strategies to meet the needs of all learners including those with exceptionalities. These components in Focus Area A align to the Kansas Professional Education Standards 1, 2, and 3. *Focus Area B*: Analysis of Learning Environment Factors -The teacher candidate demonstrates the ability to provide different approaches to learning, creates instructional opportunites that are equitable, that are based on developmental levels, and that are adapted to diverse learners; understand a variety of appropriate instructional strategies to develop various kinds of students' learning including critical thinking, problem solving, and reading; plans effective instruction based upon knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading; demonstrates the ability to integrate across and within content fields; understands the role of technology in society and demonstrates skills using instructional tools and technology to gather, analyze and present information. These components in Focus Area B align to the Kansas Professional Education Standards 3, 4, 7, 11, and 12.

Task 2: Designing Instruction - In this Task the teacher candidate will demonstrate the ablity to design a unit of study for the students in the classroom by planning for the use of assessment,

technology, reading strategies, integration of content, differentiation, and resources. This Task is measured by three focus areas. *Focus Areas A and B* which are both defined above and *Focus Area C*: Instructional Implementation - The teacher candidate understands and uses a variety of appropriate instructional strategies including a wide range of technological tools to develop various kinds of students' learning including critical thinking, problem solving, and reading. The teacher candidate ensures effective student use of technology. These components in Focus Area C align to the Kansas Professional Education Standards 4, 11 and 12.

Task 3: <u>Teaching and Learning</u> - In this Task the teacher candidate will demonstrate the skills of lesson delivery and assessment of student learning over the course of the entire unit of study that was designed in Task 2. Two lessons from this unit of study will be developed in detail in order to be observered as well as video recorded. This Task is measured by four focus areas. *Focus Area C* which is defined above and *Focus Area D*: Analysis of Classroom Learning Environment - The teacher candidate uses an understanding of individual and group motivation and behavior, including effective verbal and non-verbal communication techniques to create positive learning environment that fosters active inquiry, supportive interactions, collaboration, and self motivation in the classroom. These components align to the Kansas Professional Education Standards 5 and 6. *Focus Area E:* Analysis of Assessment Procedures - The teacher candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and othe aspects of personal development of all learners. The teacher candidate monitors his or her own teaching strategies and behavior in relations to student success, modify plans, and instructional approaches accordingly. These components align to Kansas Professional Education Standard 8. *Focus Area F*: Reflection and Self-Evaluation - The teacher candidate 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. The teacher candidate fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all students' learning and well-being. These components align to Kansas Professional Education Standards 9 and 10.

Task 4: <u>Reflection and Professionalism</u> - In this Task the teacher candidate will demonstrate the ability to critcally examine and reflect on his or her teaching performance and the impact of instruction on the students. Candidates will also evaluate professionalism and commitment to lifelong learning. This Task is measured by *Focus Area F* as defined above.

Each KPTP is sent to the KSDE Document Warehouse and electronically sent to two trained KPTP scorers who evaluate the content of the unit using a 3-point rubric which address the content identified in each Task and Focus Area described above. The required cut score is 20 or higher out of 30 points total.

Teacher candidates who meet both key assessments are seen as Program Completers and may apply to the Kansas State Department of Education for initial teacher licensure. Teacher candidates are encouraged to begin licensure applications during the final months of the student teaching semester. The designated SOE licensure officer will provide information to applicants during a Senior Seminar session and individually scheduled appointments.

If a teacher candidate receives an unacceptable rating in one or more of the two key assessments, he or she will not be a program completer or eligible for Kansas License and as these are part of courses EED 409 and EED 490, grades for these courses may be impacted. Teacher candidates will have one of the following options

- Option 1: Retake the Praxis PLT exam to improve his or her score to 160 or higher.
- Option 2: Revise the Task and Focus Area(s) in the KPTP document that is in need of further development and clarity. The revised section will then be re-evaluated by a team of instructors and host teachers using the KPTP rubrics for the specific Task and Focus Area(s).

The Kansas initial licensure requirements are:
1. Successful completion of an accredited teacher preparation program;
2. Possession of a bachelor degree;
3. Successful completion of pedagogy (PLT) and content exams (Elementary CKT);
4. Fingerprinting and background clearance (background fee and possible fingerprinting fee);
5. Completion of licensure application online and submission of licensing fee.
   Teacher candidates need to apply for Kansas license even if they do not intend to teach in Kansas. Candidates who hold a teaching license from the state where they received teacher training are more likely to obtain a teaching license from another state with ease.

Candidates seeking licensure in other states are individually responsible for contacting other state agencies to obtain official information and requirements. A directory is posted in the SOE or the Internet may be used to access information.

The Kansas State Department of Education currently has a formal licensure exchange agreement between Iowa, Minnesota, Missouri, Nebraska, North Dakota, Ohio, Oklahoma, South Dakota, and Wisconsin. This agreement means an individual holding a valid license in Kansas will be given a two-year provisional license in any of these states.
During the two year provisional period, the individual must fulfill the deficiencies needed for full licensure in the respective state. Deficiencies may include additional course work, alternative licensure exam, meeting higher cut scores on previously taken exams, or recency credit.

Teacher Candidate RESPONSIBILITIES

All HINU students are required to read and become familiar with university policies found in the University Catalog and are responsible for being familiar with the required rules and regulations contained therein. The Catalog is available on the University website: www.haskell.edu.

All teacher candidates are required to read and adhere to program policies and procedures described in the SOE/ETEP Handbook.

Be aware of application deadlines, requirements and fees.

Be aware of required tests, passing scores, and fees.

Participate in all required meetings such as Leadership Qualities-CIRCLE feedback meetings, meetings with Host Teachers and University Supervisors

Participate in all assessments in the SOE

Meet regularly with assigned academic advisor to review progress.

Become active on campus by attending programs sponsored by the ETEP, for example- Kansas National Education Association- Student Program (KNEA-SP) activities.

Consider membership in KNEA-SP or other professional organizations affiliated with education.

Attend lectures on education, workshops and symposiums.

Take advantage of opportunities to work with children and young adolescents in summer camps, as a volunteer tutor, assistant coach, and etc.

Attend Kansas Teacher of the Year presentations held each spring in the SOE.

Taskstream - All teacher candidates must subscribe and maintain enrollment in TaskStream beginning with the Junior I Semester. TaskStream is an on-line electronic management system utilized by faculty and teacher candidates. TaskStream provides services to candidates including: access to a variety of useful tools, the opportunity to view evaluation criteria prior to beginning assignments or projects, evaluation ratings for scored assignments with feedback, and verification of timely submission of candidate work.

Elementary Teacher Education Program of Study Overview
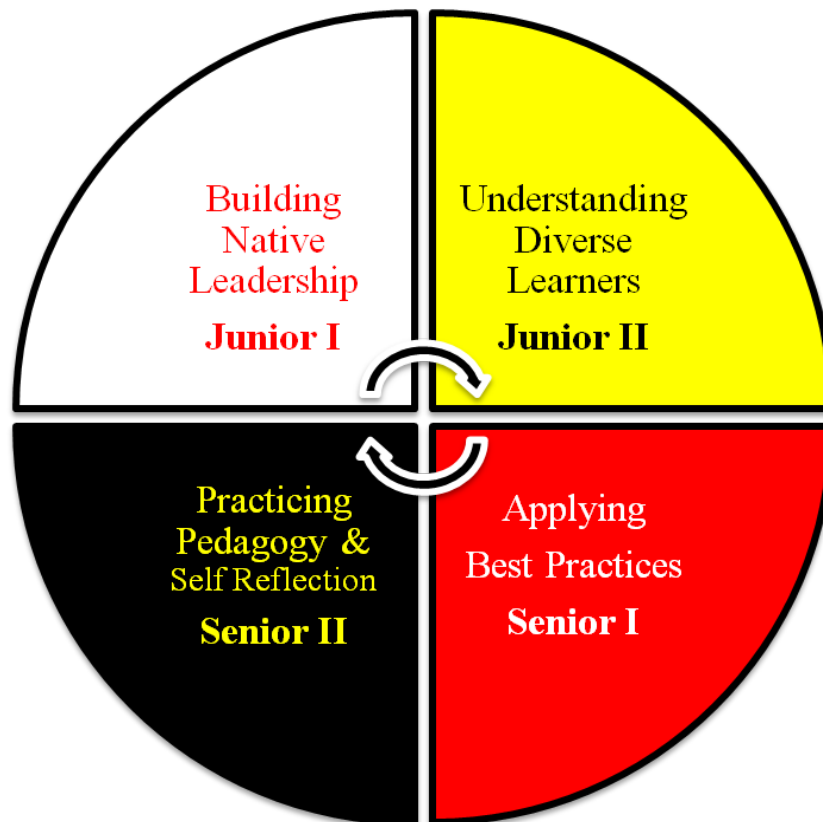
An integral part of the ETEP is the inclusion of American Indian/Alaska Native perspectives to enhance the development of Native Leaders who are critical thinkers, high achievers, reflective practitioners, and caring leaders for tomorrow's learners. The ETEP is divided into four specific semester blocks. Each block is identified by a focus domain which is embedded in each course. Candidates must earn a grade of "C" or better in each course to allow advancement to the next semester block of study. Candidates are provided with varying levels of elementary classroom field experiences during the four semester blocks

BS Degree ETEP Curriculum Overview

Junior I	Junior II	Senior I	Senior II
Building Native Leadership **18 hrs.**	**Understanding Diverse Learners** **18 hrs.**	**Applying Best Practice** **19 hrs.**	**Practicing Pedagogy and Self-Reflection** **16 hrs.**
EED 306 - 1 hr. Walking in Balance-Physical	**EED 327** - 3 hrs. Classroom Management and Design	**EED 404** - 1 hr. First Days of School Seminar	**EED 409**- 1 hr. KPTP Implementation Seminar
EED 305 - 3hrs. Developmental Psychology	**EED 330** - 3 hrs. Math Methods for K-3 Learners	**EED 408 -** 1 hr. KPTP Prep Seminar	**EED 490**- 15 hrs. Student Teaching in K-6 Classrooms
EED 311 - 3 hrs. Governance and Organizations of Schools	**EED 338** – 4 hrs. Curriculum, Instruction, and Assessment II: Application of Theory and Development	**EED 430** - 3 hrs. Math Methods for 4-6 Learners	
EED 319 - 4 hrs. Multiculturalism and English Language Learners in Classrooms	**EED 341**- 3 hrs. Language Arts Methods for K-3 Learners	**EED 441** - 3 hrs. Language Arts Methods for 4-6 Learners	
EED 323 - 3 hr. Understanding Exceptionalities	**EED 350** - 2 hrs. Field Experience in K-3 Classrooms	**EED 452** - 4 hrs. Science and Health Methods for K-6 Learners	
EED 307 - 4 hrs. Curriculum, Instruction, and Assessment I – Introduction to Theory and Development	**EED 472 -** 3 hrs. Physical Education and Music Methods for K-6 Learners	**EED 462** - 4 hrs. Social Studies and Art Methods for K-6 Learners	
		EED 480 - 3 hrs. Pre-Student Teaching in K-6 Classrooms	
42 field hours (6 school site visits)	**90 field hours in K-3 classroom**	**200 field hours in a K-6 classroom**	**Student Teaching 15 weeks - Phase I, Phase II, Phase III**

Building Native Leadership, Junior I Semester

Purpose - Developing a Foundation for Teacher Candidate Pedagogical Knowledge, Skills and Leadership Qualities (dispositions)

The Junior I Semester focuses on providing teacher candidates with foundational knowledge of the educational field through course work and school site visits. In addition, candidates receive faculty feedback, reflect on and compare personal leadership qualities to those qualities the Elementary Teacher Education Program (ETEP) believes are associated with becoming Native Leaders who are critical thinkers, high achievers, reflective practitioners, and caring professionals.

Overview
Junior I course work includes learning new information and making connections to prior knowledge through the study of and participation in activities and projects related to developmental psychology, exceptionalities including those who are English Language Learners and historical, philosophical, and social aspects that guide education. Fundamentals of curriculum, instruction and assessment, and diverse student populations found in various educational settings will also be examined. The ETEP requires candidates to engage in critical reflection as they develop knowledge and qualities essential for creating and managing the educational environment that supports positive human interaction. Candidates also practice self-reflection, critical thinking and actions to promote the balance of physical well-being and the demands of professional development.

Professional Development Activities
Teacher candidates are required to complete ten hours of professional development activities related to the teaching profession. Types of activities for consideration are: attending educational symposiums, conferences, workshops, school board meetings, and professional organization meetings, such as Kansas National Education Association-Student Program (KNEA-SP). Candidates are encouraged to become members of KNEA-SP and actively participate in the club's sponsored projects.

Verification of Completion
Candidates are required to submit a verification log to their university supervisor containing the professional development activities and hours. Candidates are required to obtain the signatures of a person in charge of the event/activity to validate their attendance.

Leadership Qualities-CIRCLE
Teacher candidates will be assessed with the LQ-CIRCLE rubric by faculty members and results will be shared with juniors four (4) times in the junior year during LQ-CIRCLE meetings. These meetings will be mid-semester and end-of-semester in the Junior I semester. The assessment and feedback are structured to help junior candidates become familiar with the dispositions and scoring with feedback to enhance growth in the dispositions.

Technology Integration

ETEP faculty model the use of technology as an instructional tool through course content delivery, classroom activities and assignments. Course assignments will require candidates to utilize technology and/or faculty may require candidate presentations related to course topics. Presentations require utilization of information that may include visuals, video, voice, and/or animation to enhance candidates' understanding of specific course topics and the presentation of their findings to peers.

ETEP Web-Based Subscription Programs

To support the integration of technology and related course work expectations, candidates will utilize a wide variety of web-based programs such as TaskStream, Blackboard, Padlet, Wordle, etc. Directions, due dates and evaluation rubrics, are posted on TaskStream to provide information for candidates. All candidates utilize TaskStream for electronic submission of designated assignments, viewing of individual rubric scoring and faculty feedback. TaskStream also provides candidates with a variety of tools, such as the Rubric Wizard, Common Core State Standards. Blackboard will be the main source for end of the semester course evaluations. The other web-based programs will be defined and explained in specific course syllabi.

Individual Course Evaluation

Technology requirements are described by ETEP faculty in course syllabi. Rating for knowledge and use of technology are embedded in a variety of course assignment evaluations. Composite scores for these assignments are reflective of a candidate's ability to apply technology in the classroom. These scores contribute to the course grade. (Refer to individual course syllabi.)

Field Experience

Candidates visit at least six school sites to observe, ask questions, gather information and reflect on their findings. Candidates observe educational structures and activities in a variety of settings and demographics. Experiences may include a visit to public, private, and tribal schools in various settings; urban, suburban, rural, low socio-economic settings or schools that provide ELL, dual language, special needs or other programs. Candidates are required to keep a journal to record information and reflections during each school visit. Following each site visit, candidates choose and respond to four out of six questions or statements posted on TaskStream. The questions or statements provide candidates with a variety of focus areas and are viewed on TaskStream prior to each visit.

Transportation is provided by the University and candidates are supervised by the course instructor. A candidate who does not attend a scheduled visit will be responsible for rescheduling and spending a day (5 hours) at the site or a comparable site on their own. Visits are primarily in Kansas, but may extend to other areas.

Diversity

Teacher candidates in their Junior I semester experience diversity through coursework and field experiences. Candidates are enrolled in the following courses: EED 305 Developmental Psychology, EED 323 Understanding Exceptionalities, and EED 319 Multiculturalism and English Language Learners in Classrooms. In these classes, candidates are exposed to individual differences and how those differences impact learning in the K-6 classroom and how to meet

needs of diverse learners. Candidates also interact with diversity during field experience visits to a variety of schools to include Montessori, Magnet, and tribal settings.

Candidates are actively engaged in service learning projects that place them in positons to interact with diverse individuals, during activities such as Halloween Carnivals, Boo for Bullying, and the Indian Art Market.

Key Things to Remember
- o The Certification of Health for School Personnel K. S. A. 72-5213 must be completed and signed by a physician <u>prior</u> to the first Junior I school site visitation. This certification documents proof of freedom from tuberculosis through a chest x-ray or TB skin test and no evidence of physical conditions that would conflict with the health, safety, and welfare of elementary school students. Forms must be returned to the SOE Department Chair.

- o Teacher candidates must show proof of student liability insurance prior to any school site visitations field experience and student teaching. Liability protection is crucial as unforeseen accidents may occur in or out of the classroom setting. Enrollment in the School of Education's student chapter of NEA- Kansas National Education Association-Student Program (KNEA-SP) will provide the required liability insurance. The yearly membership cost is $20.00 ($15.00 for student membership and $5.00 for the local chapter). Candidates are encouraged to apply for membership online at www.nea.org between August 1 and September 1. If a candidate chooses not to join KNEA-SP, he/she must provide the SOE office or university supervisor, proof of personal liability coverage insurance prior to the first school site visitation, field experience and/or student teaching. (Refer to Appendix B - Elementary Teacher Education Program Fees.)

- o In preparation for the Junior II Semester, teacher candidates must respond to an email regarding school placement for field experience in a K-3 classroom. The placement form must be returned to Jackie Boyd at jboyd@haskell.edu by October 1. If placement is not secured by the end of the fall semester, due to failure to return the form, a candidate will not be allowed to continue in the program. The field experience requirement of 90 classroom hours (EED 350) must be pre-arranged through collaboration with ETEP and local host school district(s). The placement fee must be paid by the beginning of the Junior II semester. (Refer to Appendix B - Elementary Teacher Education Program Fees.)

<u>Understanding Diverse Learners, Junior II Semester</u>

Purpose - Introduction to Design and Practice of Pedagogical Knowledge, Skills and Strengthening Leadership Qualities (dispositions)

Junior II Semester courses/coursework and other ETEP experiences continue to support the development of Native Leaders who are critical thinkers, high achievers , reflective practitioners, and caring leaders. Ninety (90) hours of field experience focus on the development of language arts and math skills for K-3 learners. Candidates acquire "hands-on" experience as they

participate in and reflect on classroom practices designed to meet the needs of all learners in today's classrooms.

Overview
Candidates learn about and engage in multiple activities to develop a solid understanding of the relationship between teaching and learning through the application of curriculum, instruction, and assessment. Candidates gain an in depth understanding of how curriculum, instruction, and assessment are interrelated and operate as one. Candidates specifically learn about fundamental skills and development of reading, writing, and math at the primary level. Candidates also learn how to teach Music and Physical Education in an interdisciplinary manner while practicing and managing the daily operations of a classroom. Field experience begins with candidates observing and assisting a host teacher with activities that do not require a full background of professional knowledge and skills. Candidates see theory in action as they observe the instructional practice of veteran teachers. As candidates progress, they begin co-teaching with host teachers then transition to small and whole group instruction as the lead teacher.

Microteaching Sessions
Teacher candidates engage in several microteaching (teaching to peers) activities in core courses during the Junior II semester. Teacher candidates learn the process of lesson design and implementation in EED 338 – Curriculum, Instruction, Assessment II: Application of Theory and Design. Course content emphasizes the elements of direct instruction and cooperative learning models. Candidates demonstrate their abilities to design and implement lessons, using these models, during microteaching sessions. Candidates receive constructive feedback from the course instructor and peers regarding their lesson design and implementation. Some microteaching sessions are digitally recorded and used by candidates for self-reflection. Microteaching sessions are a component of multiple courses within the Junior II program of study. (Refer to individual course syllabi for details and evaluation rubrics).

Methodology Courses
Candidates study mathematics and language arts core content areas taught within primary grade levels, in EED 330 Math Methods for K-3 Learners and EED 341 Language Arts Methods for K-3 Learners. Candidates select four scripted lessons which focus on critical skills (e.g. telling time, coin recognition, antonyms, and phonemic substitution) which will be taught in a two-step process. Lesson delivery includes a variety of formats (one-on-one, small group, and whole group). Candidates will present the scripted lesson to peers through microteaching sessions within the methodology courses. Candidates receive constructive feedback from the course instructor and peers regarding their lesson implementation skills. To further their teaching skills, candidates will teach their scripted lesson in their field placement classroom. Lessons will be evaluated by the host teacher, math instructor and language arts instructor. This process supports the development of candidates' teaching competencies and confidence. (Refer to EED 350 – Field Experience in K-3 Classroom syllabus for the specific sequence of requirements, instructional settings, content areas, and designated evaluators.)

Leadership Qualities - CIRCLE
The Elementary Teacher Education Program's belief in and commitment to the consistent development of teacher candidate Leadership Qualities to support effective interactions with

others; most specifically K-3 students, fellow educators, parents and community members, is maintained and supported in all ETEP semester blocks. A detailed description of the purpose and procedures connected to the Leadership Qualities, expectations and evaluations are provided in the Junior I Semester. Teacher candidates will attend LQ-CIRCLE conferences for feedback by faculty in mid-semester and end-of-semester meetings in the Junior II semester.

Technology Integration
Use of technology is modeled by faculty in courses. Candidates are also expected to use technology during their microteaching sessions during all Junior II coursework. Items candidates are exposed to include using application such as TaskStream, Kahoot, google docs, Microsoft Office Suite, video, and Reading A-Z. In addition, candidates use hardware such as overhead projector, Elmo, smartboard, die cut machine, laminator, desktop computers and iPads. Candidates are expected to use technology to enhance the instructional process, to aid in assessment collection/evaluation and in teaching their students to use technology in Senior I and II semesters.

TaskStream Requirements
Teacher candidates maintain continued enrollment in TaskStream. TaskStream is an on-line electronic management system utilized by the ETEP faculty and teacher candidates for collection, evaluation, and feedback on specific course assignments or projects. Information provided via TaskStream includes directions, due dates and evaluation rubrics for scoring assignments posted on TaskStream and providing feedback. All scoring rubrics are available to guide candidates in completing quality assignments. Host teachers also utilize TaskStream for candidate evaluation.

Field Experience II - EED 350 Field Experience in K-3 Classrooms (90 hours)
Field experience II will begin after successful completion of the Jr. 1 semester. Teacher candidates are assigned to an elementary classroom and host teacher in the primary grades (K-3). Candidates will accumulate 90 hours of field experience. The hours will be equally distributed throughout the semester; with the candidates attending his/her assigned classroom an average of 6-8 hours per week. This field experience allows candidates the opportunity to observe and reflect on classroom practices in the content areas of math and language arts. Candidates also experience a hands-on approach to teaching as they teach scripted math and language arts lessons in the primary grades through a scaffold sequence. The required weekly assignments are specifically designed and sequenced to support the introduction to teaching and the application of "theory-to-practice". The weekly assignments are embedded in the two components described below:

Component A: Knowing the School
Candidates complete an extensive school profile which supports the ability to understand the host school's policies and procedures (school handbook), calendar and schedule, demographics, culture, safety and emergency procedures.

Component B: Applying Theory to Practice
Weekly submissions - Candidates will observe, reflect and respond to math and language arts based topics in alternate weeks. These reflections will support the candidate's understanding and

knowledge of math and language arts methods at the primary levels. To further apply "theory to practice" candidates will follow the steps identified below:

Step 1 – Candidates teach a couple of scripted language arts or math lesson – one-on-one format

Step 2 – Candidates teach scripted language arts and math lesson – small group format

Step 3 – Candidates teach scripted language arts and math – whole group format

This scaffolding sequence provides candidates with an opportunity to experience teaching in various instructional settings while developing confidence in lesson delivery. Candidates can select scripted lessons from the teacher's manual or teacher websites such as www.readinga-z.com or www.fcrr.org. Candidates will have an opportunity to micro-teach the selected lessons to their peers in the methodology courses EED 330 (Math Methods for K-3 Classrooms) and EED 341(Language Arts for K-3 Classrooms). Candidates will then have the opportunity to engage students in discipline specific lessons taught during field experience hours (90). Weekly reflection responses must be submitted electronically via TaskStream for instructor evaluation.

Teacher Candidate Responsibilities
- Attend field experience meeting scheduled.
- Observe and follow classroom routines and procedures.
- Participate in related classroom activities (bulletin board construction, center activities, grading paper, creating homework packets, etc.)
- Become familiar with classroom content by engaging in teaching activities (one-on-one, small group and whole group).
- Consistently practice LQ CIRCLE
- Make up any excused or unexcused absence.
- Adhere to all elementary school district/university policies, procedures, and NEA Profession Code of Ethics.
- Record time and attendance using Observation Log A.
- Secure host teacher's signature and submit completed Observation Log A to methodology instructors.
- Maintain communication and collaboration with host teacher and methodology instructors.

Verification of Required Hours (90)
Candidates are responsible for recording weekly time and attendance and securing the host teacher's signature for verification of the 90 field experience hours. Observation Log A is utilized for this purpose and is submitted to the methodology instructors at the end of the semester or periodically as requested.

Candidates failing to acquire 90 hours and/or who do not submit observation log will earn a grade of Incomplete (I) for EED 350. See the University Catalog for Incomplete Grade Policy. The "Incomplete" must be resolved as stated according to the policy before the candidate can continue in the ETEP. Resolution of an "Incomplete" grade will result in a one-letter-grade

reduction of the final course grade. Failure to resolve the "Incomplete" will result in an automatic "F."

Host Teacher Responsibilities
- Co-select Host Teachers and University Supervisors, collaborate with Haskell University Supervisors on appropriate placements for teacher candidates in field experience, pre-student teaching and student teaching
- Co-evaluate site and university educators on participation in clinical program
- Co-plan and assess clinical process for continuous improvement and for a program that is mutually beneficial
- Attend field experience meeting scheduled on campus.
- Inform candidate of classroom/school rules and expectations.
- Provide guidance to the candidate as he/she selects students and scripted lessons to teach.
- Observe and evaluate two whole group lessons taught by candidate.
- Provide constructive feedback and comments on evaluation tools.
- Sign Observation Log A to verify candidate's attendance.
- Communicate and collaborate with methodology instructors and teacher candidate.

Kansas Clinical Assessment Tool (Formerly SOAR) (K-CAT)
The Field Experience Jr. II Evaluation occurs using the K-CAT Rubric. Host teachers, Teacher candidates, and University supervisors will complete and submit these evaluations at the end of week eight and sixteen. The mid-term evaluation provides a baseline (entry level score) which can be used to measure growth when compared to the end-of-semester. This end-of-semester evaluation will contribute to the final composite course grade.

Leadership Qualities (LQ CIRCLE)
Mid-term Leadership Qualities ratings are compared to end-of-semester ratings to measure candidates' progress and/or lack of progress as reflected in the final ratings. The Leadership Qualities End-of-Semester Evaluation rubric overall average rating contributes to the final composite grade for EED 350.

Informal Evaluation
Informal assessments will consist of open communication between the host teacher and methodology instructors. If there is an indication of an area of concern an intervention conference will be held with the teacher candidate, host teacher, methodology instructors and dean (when appropriate) to address the concern. An improvement plan may be created and the candidate is responsible for documenting progress and improvement.

Faculty EED 330, and Faculty EED 341 Responsibilities
- Co-select Host Teachers and University Supervisors, collaborate with Haskell University Supervisors on appropriate placements for teacher candidates in field experience, pre-student teaching and student teaching
- Co-evaluate site and university educators on participation in clinical program
- Co-plan and assess clinical process for continuous improvement and for a clinical program that is mutually beneficial

- Organize and attend field experience meeting scheduled.
- Provide feedback and evaluate weekly reflection responses.
- Monitor and collect completed Observation Log.
- Observe and evaluate small group and whole group lessons.
- Communicate with host teacher and teacher candidate.
- Schedule intervention conferences, if needed.
- Calculate final course grade.

Diversity

Candidates further explore diversity during their Junior II semester through interactions in various course content. Courses such as EED 327 Classroom Management and Design, EED 338 Curriculum, Instruction, and Assessment II, and the various methodology courses all focus on learner differences and how to engage individual students in the learning process. Candidates experience activities such as designing lessons with intentional differentiated instruction, mock parent-teacher conferences, research analysis on SES and learning, and classroom environment design for learning. In addition, candidates are placed in a variety of local classrooms during EED 350 Field Experience in K-3 Classrooms.

Candidates also engage in service learning projects that requires them to interact with diverse individuals. Activities such as Kansas National Education Association (KNEA) conferences/meetings, Pow Wows, and student affairs events.

 Key Things to Remember

o Teacher candidates must show proof of student liability insurance prior to any school observation, site visitation, field experience and student teaching. (Refer to Junior I Handbook section.)

o Teacher candidates must have proof of up-to-date health certification. (Refer to Handbook, Junior I section for detail.)

In preparation for Senior I Semester, teacher candidates must respond to an email regarding school placement in an elementary classroom for pre-student teaching. The placement form must be returned to jboyd@haskell.edu by March 1 for decision-making on placement with Host Teachers and Principal at Professional Development School (PDS). If placement is not secured by the end of spring semester due to failure to return the form, a candidate will not be allowed to continue in the program. The pre-student teaching experience requirement of 200 classroom hours is met in (EED 480) and must be pre-arranged. The placement fee must be paid by the beginning of Senior I Semester. (Refer to Appendix B - Elementary Teacher Education Program Fees.)

Applying Best Practice, Senior I Semester

Purpose - Application of Best Practice/Preparation for Student Teaching

The four Senior I methods courses provide extensive training, practice opportunities, and feedback regarding lesson design and implementation.

Candidates progressively engage in the application of best practice through their enrollment in EED 480 – Pre-Student Teaching in K-6 Classrooms. This field experience of 200 hours lays a foundation for student teaching. As the semester continues, candidates have four teaching opportunities in the field experience classroom to apply knowledge and practice teaching skills. This supports the candidates' ability to utilize methods, materials, technologies, and manipulatives to promote student learning. Supervision and guidance are provided by the university supervisor and host teacher. Candidates are expected to practice and refine their Leadership Qualities in the university environment, the elementary classroom and the school community.

Overview
The First Days of School Seminar (EED 404) begins one week before the official university start date. The seminar facilitates and supports the first week of pre-student teaching field experience placement. Teacher candidates <u>report to their assigned host school sites each morning</u>**.** Candidates assist the host teacher with beginning-of-the-year preparations, begin observations, and attend beginning-of-the-year meetings, trainings, and planning sessions. Candidates also attend seminar sessions held on campus in Parker Hall, and complete assigned projects and readings.

A second seminar, Kansas Performance Teaching Portfolio Preparation Seminar (EED 408), is held during the semester to introduce and prepare teacher candidates for the creation of the Kansas Performance Teaching Portfolio (KPTP). The final work sample and supporting documents created by teacher candidates for the Kansas Performance Teaching Portfolio has been selected by the ETEP to serve as one of two final requirements for program completion.

Methodology courses focus on the application of best teaching practice in preparation for student teaching. Candidates will refine content knowledge, teaching skills, and practice teaching approaches for a variety of diverse learners and situations. While learning to teach K-6 Language Arts (Reading/Writing), Math, Science, Social Studies, Art, Health, candidates participate in teaching experiences sequenced to provide practice of lesson design and lesson implementation skills.

The Senior I pre-student teaching placement will be maintained for the Senior II student teaching placement. In addition to strengthening grade level content knowledge, this consistent placement enhances candidate experiences by providing opportunities for year-long interactions with students, staff, parents, and other members of the school community. This placement promotes increased preparation for assuming additional teaching responsibilities and monitoring. The extended placement model also facilitates the development of a professional relationship between the host teacher and teacher candidate.

Leadership Qualities - CIRCLE
Candidates receive Leadership Qualities ratings at two progress monitoring points within the Senior I Semester. These ratings will denote the teacher candidate's ability to exercise his or her qualities in an effective and professional manner. Information is shared and recorded between all evaluators at the mid-semester and end-of-semester conferences.

Lesson Design & Implementation
Teacher candidates are required to design and submit eight lesson plans on TaskStream (English Language Arts, Math, Science & Health, and Social Studies & Art). Each lesson will assess the candidate's ability to organize and plan each content lesson following a structured lesson plan template developed by the university – SOE Lesson Plan Template. Lesson plans will be designed with details and specifics so that a substitute teacher could teach the lesson to include all attachments (checklist, rubrics, worksheets, PowerPoint Slides, technology links, etc.).

Content Lesson Evaluation
To assess candidate proficiencies and depth of content knowledge and skills for each specific content area (English Language Arts, Math, Science and Health, Social Studies and Art) each methodology faculty created a content evaluation rubric for their content area.

Technology Integration
Senior I courses and experiences support the integration of technology with teaching and learning. Coursework includes activities and projects related to the integration of technology as an instructional tool and to support professional practice. Candidates will further develop their use of technology to enhance instructional practices by describing the process in which they incorporate technology in the various lesson designs created for Senior I methodology courses.

TaskStream Requirements
Candidates must maintain continued enrollment in TaskStream. A new enrollment code will be provided at the beginning of the semester. In addition to ETEP faculty and candidates, TaskStream is utilized by host teachers (during EED 480 Pre-Student Teaching in K-6 Classrooms) to evaluate and provide feedback for candidates. Host teacher evaluations and feedback may be viewed by candidates on TaskStream.

Field Experience - EED 480 Pre-Student Teaching in K-6 Classrooms (200 hours)
Field Experience III will begin after successful completion of the Jr. II semester. Teacher candidates are assigned to an elementary classroom and host teacher in grades K-6. Candidates will accumulate 200 hours of field experience during this semester. They will be observing all day on Monday and Wednesday for 13 weeks. The hours will be equally distributed throughout the semester; with the candidates attending his/her assigned classroom an average of 18 hours per week. This experience allows candidates the opportunity to observe and reflect on classroom practices in all content areas. Candidates also develop further in the realm of "theory-to-practice" through a variety of weekly assignments. These weekly assignments are specifically designed and sequenced to support the development of "theory-to-practice" understandings. The weekly assignments are embedded in the four components described below:

Teacher Candidate Responsibilities
- Meet with Host Teacher and University Supervisor as needed or requested.
- Assist host teacher in supervision of classroom routines, i.e. roll taking, recording grades, and other duties.
- Participate in related activities, faculty meetings, in-service training, and other school related events.
- Become familiar with content by either co-teaching or teaching other lessons not formally evaluated by US or HT.
- Practice effective discipline.
- Consistently practice LQ-CIRCLE.
- Notify school/host teacher/ university supervisor of unavoidable absences as soon as possible. Make up any absence excused or unexcused.
- Adhere to all elementary school district/university policies, procedures, and Professional NEA Code of Ethics.
- Record time and attendance using the timesheet distributed by the instructor.
- Secure host teacher's signature and submit completed Observation Log to university supervisor.
- Maintain open communication and collaboration with host teacher and university supervisor.
- Complete self-evaluation of K-CAT and LQ-CIRCLE at midterm and end-of-semester &attend conferences with Host Teacher and University Supervisor.
- Attend mid-semester and end-of-semester attend mini-conferences after lesson observations.

Verification of Required Hours (200)
Candidates are responsible for recording weekly time and attendance and securing the host teacher's signature for verification of the 200 field experience hours. The fillable timesheet is utilized for this purpose and is submitted to the university supervisor at the end of each week or periodically as requested.

Candidates failing to accumulate 200 hours and/or do not complete all of the course requirements will earn a grade of "Incomplete" (I) for EED 480. See the University Catalog for Incomplete Grade Policy. The "Incomplete" must be resolved as stated according to the policy before the candidate can continue in the ETEP. Resolution of an "Incomplete" grade will result in a one-letter-grade reduction of the final course grade. Failure to resolve the "Incomplete" will result in an automatic "F". (Refer to Policies and Procedures – Dismissal from the ETEP.)

Host Teacher Responsibilities
- Co-select Host Teachers and University Supervisors, collaborate with Haskell University Supervisors on appropriate placements for teacher candidates in field experience, pre-student teaching and student teaching
- Co-evaluate site and university educators on participation in clinical program
- Co-plan and assess clinical process for continuous improvement and for a program that is mutually beneficial
- Meet with Teacher Candidate and University Supervisor as needed or requested.

- Provide professional guidance.
- Communicate expectations.
- Inform candidate of classroom/school rules.
- Introduce candidate to faculty, staff, parents, students.
- Engage in on-going dialogue to promote insight, problem solving, and reflection.
- Provide exposure to and practice with teaching materials.
- Sign Observation Log to verify candidate attendance.
- Provide assistance/direction with lesson planning (as appropriate).
- Provide constructive feedback and comments on evaluation tools.
- Evaluate candidate taught lesson.
- Communicate and collaborate with university supervisor and teacher candidate.
- Complete candidate evaluation using K-CAT and LQ CIRCLE at Midterm and end-of-semester.

Informal Evaluation
Informal assessments will consist of discussions held between the host teacher and university supervisor. If there is an indication of an area of concern, an intervention conference will be held with the candidate, host teacher, SOE supervisor, and SOE dean (when appropriate), to address the concern(s). An improvement plan may be created and the candidate is responsible for documenting progress and improvement.

University Supervisor Responsibilities
- Co-select Host Teachers and University Supervisors, collaborate with Haskell University Supervisors on appropriate placements for teacher candidates in field experience, pre-student teaching and student teaching
- Co-evaluate site and university educators on participation in clinical program
- Co-plan and assess clinical process for continuous improvement and for a program that is mutually beneficial
- Schedule and attend field experience collaborative meetings.
- Monitor time sheets-verification of 200 hours.
- Provide assistance/direction with weekly assignments (as appropriate).
- Evaluate weekly field experience assignments.
- Calculate final course grade.
- Communicate with candidate.
- Communicate with host teacher.
- Schedule intervention conferences, if needed.
- Complete candidate evaluation using K-CAT and LQ-CIRCLE at Midterm and end of semester.
- Complete self-evaluation of K-CAT and LQ-CIRCLE at midterm and end-of-semester & attend conferences with Host Teacher and Teacher Candidate.
- Attend mid-semester and end-of-semester attend mini-conferences after lesson observations.

Key Things to Remember

- o Teacher candidates must show continued proof of student liability insurance prior to student teaching. (Refer to Junior I Semester for details.)

- o <u>Two exams are required for Kansas Licensure</u>. A study session for Praxis II occurs in October. Candidates are strongly encouraged to take the ETS Praxis II exam in December or January. Practice examination and review books are on reserve at the Academic Support Center. (Refer to SOE Policies & Procedures – Program Fees)

Practicing Pedagogy and Self Reflection, Senior II Semester

Purpose - Application of Theory to Practice and Self Reflection on Classroom Practice

EED 490 Student Teaching in K-6 Classrooms is composed of a three-phase model that provides opportunities for teacher candidates to progressively perform the role and responsibilities of an elementary teacher in a K-6 classroom. During these three phases, teacher candidates demonstrate their teaching abilities as related to the knowledge and application of the fifteen program objectives, Kansas Professional Education Standards and Kansas Early Childhood – Late Childhood (K-6) Standards. EED 409 Kansas Performance Teaching Portfolio (KPTP) Implementation Seminar provides support for teacher candidate implementation of the KPTP requirements. Four Professional Development seminars scheduled throughout the Senior II semester offer professional growth opportunities for candidates.

Overview and the Bridge to Student Teaching
The ETEP is designed to provide a strong bridge to support student teaching success.
The Senior I pre-student teaching host classroom placement is maintained for the student teaching placement. This continued placement supports the building of positive relationships with staff, faculty, and students. Host teachers offer valuable information and guide the practice and refinement of the candidate's skills. The relationship between the host teacher and candidate must be built on respect, trust and honest feedback to ensure a beneficial experience for all participants.

A Student Teaching Orientation meeting is held to provide an overview of student teaching requirements and expectations. This meeting, held at the end of the Senior I semester, is attended by teacher candidates, host teachers, faculty, and the Dean of Professional Schools. The ETEP Handbook is distributed and discussed during this session. Special attention is given to policies regarding teacher candidate attendance requirements, absence policies, time sheets, the KPTP, Standards Based Lesson implementation, the Professional Development Seminar schedule, and the ETEP/public school calendar. The roles of all participants, including the Dean of Professional Schools, regarding problem solving strategies and conflict resolution are addressed.

The university supervisor and host teacher facilitate the student teaching process. The three-phase student teaching model, spanning 15 weeks, guides the progression of the teacher candidate's, host teacher's, and university supervisor's roles and responsibilities. Phase I (weeks 1-5) involves the gradual assumption of teaching responsibilities by the teacher candidate. Phase

II (weeks 6-10) involves the candidate assuming full teaching responsibility. Phase III (weeks 11-15) involves the gradual return of teaching responsibilities from candidate to host teacher.

Leadership Qualities
The ETEP's belief in and commitment to the consistent development of teacher candidate Leadership Qualities to support effective interactions with K-6 students, fellow educators, parents and community members is maintained and supported throughout the program. A detailed description of the purpose and procedures connected to the Leadership Qualities expectations and evaluations are provided in the Junior I - Leadership Qualities portion of this Handbook. Teacher candidates, host teachers, faculty and other interested parties, should refer to that portion to review such purposes and procedures. (Refer to Junior I Handbook section for mid-term evaluation detail.)

Leadership Qualities will be evaluated by the teacher candidate, host teacher, and university supervisor at midterm and end of semester. Results will be discussed during conferences.

Professional Development Seminars
Candidates are required to attend and actively participate in four Haskell Professional Development seminars held once a month on designated Wednesday afternoons. These seminars provide candidates opportunities to share classroom experiences and ideas in a supportive environment, participate in professional development activities focusing on resume writing, interviewing strategies, licensure information, licensure test preparations, etc. Candidates are to inform host teachers of seminar dates at the beginning of the semester.

TaskStream Requirements
Candidates must maintain continued enrollment in TaskStream for management of assignments, to submit lesson plans, access state standards, and to receive faculty and host teacher evaluations and feedback.

Technology Integration
Senior II student teaching responsibilities create a variety of opportunities for candidates to demonstrate their abilities to integrate technology with teaching and learning. These activities are observed by host teachers in the elementary classroom. University supervisors observe evidence of candidate use of technology in the three required lesson design plans and observation of candidate implementation of those lessons during student teaching (EED 490).

The Kansas Professional Teaching Portfolio (KPTP) requires candidates to demonstrate use of technology in one lesson to enhance instruction or to provide an avenue for students to further investigate the unit's topic. Candidates also continue to use TaskStream for management and documentation of assignments.

Candidates are required to submit a Kansas Professional Teaching Portfolio (KPTP) during the student teaching semester to serve as their final work sample. This portfolio will document the candidate's ability to plan and use technology in lessons for instructional purposes and to enhance student learning. Candidates are required to meet the cut score of 20.

Field Experience
Student Teaching Experience - EED 490 Student Teaching in K-6 Classrooms (15 weeks)
The student teaching experience allows teacher candidates the opportunity to progressively perform the role and responsibilities of an elementary teacher in a K-6 classroom under the supervision and guidance of a host teacher and university supervisor. The fifteen week experience is composed of a three-phase model. Phase I (weeks 1-5) involves the gradual assumption of teaching responsibilities by the teacher candidate. Phase II (weeks 6-10) involves the candidate assuming full responsibility for the teacher's role in the classroom. Phase III (week 11-15) involves the gradual return of teaching responsibilities from the candidate to host teacher as described in the Collaborative Goal Setting Plan.

An Overview of the Three Phases of Student Teaching including the Teacher Candidate Requirements: TC=Teacher Candidate, HT=Host Teacher, US=University Supervisor

PHASE I
Focus:
TC gradually assumes HTs teaching responsibilities and duties by adding and maintaining a new content area (planning, teaching, and assessing) each week as well as a duty (taking students to special, conducting morning business – attendance, lunch, etc.) .TC collaborates with HT and US to schedule a day and time for teaching Lesson 1 and 2 during Phase I. TC plans and designs Lesson 1 and Lesson 2. The two lessons cannot be scheduled during the same week and must be completed by end of week 5.
Required Assignments:
- CGSP – Collaborate with HT to complete a sketch of the fifteen weeks.
- Lesson 1 – Plan lesson using SOE Lesson Template and include all required documents.
- Lesson 2 – Plan lesson using SOE Lesson Template and include all required documents.
- Weekly Timesheets - *Email **weekly timesheet** to US and copy HT
US, HT, TC Evaluations, Feedback Sheet, Conferencing:
- CGSP Meeting to review and discuss CGSP and observation schedule
- Progress Notes by CT (HT)
- Observation Notes by US
- Reflection Prompts
- mini-conference to review and discuss Progress Notes by CT (HT) and Observation Notes by US with US, HT, TC following L1 and L2 observations.

PHASE II
Focus:
TC has assumes and maintains full HT teaching responsibilities and duties during phase II. TC plans and designs Lesson 3 and Lesson 4. TC teaches Lesson 3 during week 7 (midterm) and Lesson 4 during the remainder weeks of phase II. The two lessons will be taught in numerical order, cannot be taught in the same week and must be completed by end of week 10.
Required Assignments:
- Lesson 3 – Plan lesson using SOE Lesson Template and include all required documents.
- Lesson 4 – Plan lesson using SOE Lesson Template and include all required documents.
- Weekly Timesheets - *Email **weekly timesheet** to US and copy HT
US, HT, TC Evaluations, Feedback Sheets, and Conferences:

- Progress Notes by CT (HT)
- Observation Notes by US
- Reflection Prompts
- mini-conference to review and discuss Progress Notes by CT (HT) and Observation Notes by US with US, HT, TC following L3 and L4 observations
- K-CAT Evaluation at mid-semester
- Elementary Ed. Content Evaluation at mid-semester
- LQ – CIRCLE at mid-semester
- Midterm/Final Comments completed during the mid-semester conference
- Mid-Semester Conferences to review and discuss mid-semester evaluation scores (K-CAT, Elementary Ed. Content, and LQ-CIRCLE) from all evaluators

PHASE III
Focus:
TC gradually returns teaching responsibilities and duties back to HT during Phase III. Candidate plans and designs Lesson 5 and Lesson 6. Lesson 5 will be taught before Lesson 6. TC teaches Lesson 6 in week 13 or 14. Two lessons cannot be taught during the same week. The two lessons must be completed by the end of week 15.
Required Assignments:
- Lesson 5 – Plan lesson using SOE Lesson Template and include all required documents.
- Lesson 6 – Plan lesson using SOE Lesson Template and include all required documents.
- Weekly Timesheets - *Email **weekly timesheet** to US and copy HT
US, HT, TC Evaluations, Feedback Sheets, and Conferences:
- Progress Notes by CT (HT)
- Observation Notes by US
- Reflection Prompts
- mini-conference to review and discuss Progress Notes by CT (HT) and Observation Notes by US with US, HT, TC following L5 and L6 observations
- K-CAT Evaluation at end-of-semester
- Elementary Ed. Content Evaluation at end-of-semester
- LQ – CIRCLE at end-of-semester
- Midterm/Final Comments completed during the end-of-semester conference
- End-of-Semester Conferences to review and discuss end-of-semester evaluation scores (K-CAT, Elementary Ed. Content, and LQ-CIRCLE) from all evaluators

Kansas Clinical Assessment Tool - K-CAT
Teacher candidates are required to demonstrate their knowledge and performance of the professional education standards which are the Professional and Pedagogical Knowledge and Skills of Pre-service Candidate. Host teachers, teacher candidates, and university supervisors will complete and submit the student teaching evaluation (K-CAT) at mid-semester and the end of the semester (week 15). The mid-semester evaluation is used to identify teaching strengths and/or areas needing professional improvement. Evaluations and feedback are shared with teacher candidates. Mid-semester evaluations may result in modifications, assistance and/or additional requirements depending on candidate needs. The end of semester evaluation determines the candidate's overall performance level.

EE Content Evaluation

Teacher candidates are required to demonstrate their content knowledge of Language Arts, Math, Science, Social Studies, and Arts. Host teachers, teacher candidates, and university supervisors will complete and submit the Elementary Education Content Evaluation at mid-semester and the end of the semester. The mid-semester evaluation is used to identify teaching strengths and/or areas needing professional improvement. Evaluations and feedback are shared with teacher candidates. Mid-semester evaluations may result in modifications, assistance and/or additional requirements depending on candidate needs. The end of semester evaluation determines the candidate's overall performance level.

Leadership Qualities Mid-Semester and End-of-Semester Evaluation

Teacher candidate are required to demonstrate their ten leadership qualities (dispositions) at their field placement site. Host teachers, teacher candidates, and university supervisors will complete and submit the LQ-CIRCLE Evaluation at mid-semester and the end of the semester. The mid-semester evaluation is used to identify teaching strengths and/or areas needing professional improvement. Evaluations and feedback are shared with teacher candidates. Mid-semester evaluations may result in modifications, assistance and/or additional requirements depending on candidate needs. The end of semester evaluation determines the candidate's overall performance level.

Informal Evaluation

Informal assessments will consist of open communication between the host teacher and university supervisor. If there is an indication of an area of concern an intervention conference will be held with teacher candidate, host teacher, university supervisor and SOE Dean (when appropriate) to address the concern(s).   An improvement plan may be created and the candidate is responsible for documenting progress and improvement.

Teacher Candidate Responsibilities
- Collaborate with the host teacher and complete the Collaborative Goal-Setting Plan (CGSP) for Phase I, Phase II, and Phase III.
- Submit CGSP to university supervisor by end of week 1.
- Gradually assume responsibility for subject areas according to the CGSP. This involves becoming familiar with content, planning instruction, delivering instruction, evaluating and recording student progress.
- Assist host teacher in supervision of classroom routines, i.e. roll taking, recording grades, professional communications, discipline procedures and other duties.
- Communicate with parents via newsletter, personal letter or phone call regarding the progression of responsibilities.
- Attend Professional Development Seminars as scheduled.
- Notify school/host teacher/ university supervisor of unavoidable absences as soon as possible.
- Adhere to all elementary school district/University policies, procedures, and NEA Profession Code of Ethics.

- Manage all routine tasks and classroom procedures/management and maintain an effective discipline plan.
- Assume full instructional responsibility for the school day.
- Organize and develop all lesson plans with host teacher oversight.
- Develop instructional materials for lessons and provide differentiated instruction as needed.
- Assess student learning, record and recommend grades to the host teacher.
- Participate in faculty meetings, parent/teacher conferences, parent/teacher associations, and in-service training offered through the school district.
- Collaborate with the host teacher to gain feedback and mentorship.
- Maintain dialogue with host teacher and university supervisor regarding use of feedback.
- Attend Haskell Professional Development Seminars.
- Submit completed time sheets.
- Submit KPTP Portfolio in week 12.
- Prepare for KPTP Presentation in week 16.
- Participate in School of Education Exit Interview (after KPTP Presentation).
- Complete self-evaluation of K-CAT, Content Evaluation and LQ-CIRCLE at midterm and end-of-semester &attend conferences with Host Teacher and University Supervisor.
- Attend mid-semester and end-of-semester attend mini-conferences after lesson observations.

Host Teacher Responsibilities
- Co-select Host Teachers and University Supervisors, collaborate with Haskell University Supervisors on appropriate placements for teacher candidates in field experience, pre-student teaching and student teaching
- Co-evaluate site and university educators on participation in clinical program
- Co-plan and assess clinical process for continuous improvement and for a program that is mutually beneficial
- Oversee implementation of Collaborative Goal Setting Plan activities and collaborate with candidate regarding any needed adjustments to the plan.
- Communicate with the candidate regarding faculty meetings, in-service training, and other school schedules/activities.
- Discuss content standards with the candidate for planning purposes.
- Coach candidate's interaction with students in a one-on-one, small or whole group setting.
- Model a variety of instructional and classroom management techniques and assessment tools to support candidate's development and consistency.
- Give specific feedback to the candidate regarding performance of responsibilities and Leadership Qualities demonstrated in the classroom via the evaluation rubrics
- Provide feedback to TC for implementation of lessons.
- Respond to candidate's questions. Guide TC's professional development.
- Maintain communication with the university supervisor and notify of any concerns.
- Complete self-evaluation of K-CAT, Content Evaluation, and LQ-CIRCLE at midterm and end-of-semester &attend conferences with Host Teacher and Teacher Candidate.

- Attend mid-semester and end-of-semester attend mini-conferences after lesson observations.

University Supervisor Responsibilities
- Co-select Host Teachers and University Supervisors, collaborate with Haskell University Supervisors on appropriate placements for teacher candidates in field experience, pre-student teaching and student teaching
- Co-evaluate site and university educators on participation in clinical program
- Co-plan and assess clinical process for continuous improvement and for a program that is mutually beneficial
- Hold initial meeting with the host teacher and teacher candidate to review responsibilities, the CGSP, schedule observation dates, and answer questions.
- Respond to the candidate's or host teacher's requests for assistance.
- Observe candidate lesson implementations in the classroom and confer with the host teacher and candidate to provide feedback.
- Review and respond to candidate or host teacher concerns.
- Facilitate final review and evaluation with candidate and host teacher.
- Attend KPTP Presentation.
- Calculate final course grade
- Provide candidate or host teacher assistance as needed.
- Complete midterm and end-of-semester evaluation using K-CAT, LQ, and Content Evaluation.
- Complete self-evaluation of K-CAT, Content Evaluation and LQ-CIRCLE at midterm and end-of-semester &attend conferences with Host Teacher and Teacher Candidate.
- Attend mid-semester and end-of-semester attend mini-conferences after lesson observations.

Absences
If a candidate is absent (because of illness or emergency) from any scheduled field experience or student teaching hours, he/she must notify the Dean of Professional Schools. The candidate is also required to notify the host teacher and/or school office staff prior to the beginning of the school day. If an absence occurs during student teaching responsibilities, candidates must submit a substitute folder to the host teacher containing lesson plans, activities, student materials, and all other needed information. Each absence (excused and unexcused) must be made up by the end of the semester.

Key Things to Remember

o Eligibility to exit from student teaching is achieved when the criteria in Transition Point III have been all met.

- o Dress as a professional - follow the example set by your host teacher.

- o Know and practice your host school's emergency procedures and school rules.

- o Adhere to the NEA Professional Code of Ethic at all times and conduct yourself as if you are under contract as a licensed teacher.

- o Begin researching licensure requirements for Kansas and make plans to take the PLT exam.

- o Get plenty of rest and make every effort to stay healthy and strong.

- o Keep an open mind and be ready to learn by exhibiting your interest and passion in the profession.

- o Arrive at school each day with a smile on your face and the personal commitment to being an outstanding Native Teacher and Native Leader.

- o Keep the ETEP current on your employment and contact information. Your participation and continued interaction with the ETEP is important to maintaining a quality program for future teacher candidates.

SOE Assessment System

The SOE's assessment system is made up of operations and degree program. Haskell has one EPP, the School of Education, and offers one degree program, Elementary Education (K-6).

Within the degree program, there are EPP assessments (required of all students, and aligned to the Kansas Professional Education Standards) and Program assessments (specific to Elementary Education and focused on content.) All data are analyzed at least annually and candidate progress data are analyzed and evaluated at transition points. The SOE meet with individual candidates to share data at transition points and at each mid-semester and end-of-semester for Leadership Qualities feedback so candidates may know how they are progressing or whether there is any need for intervention and creation of a Candidate Support Plan (CSP) or Candidate Improvement Plan (CIP). The CSP has specific interventions or strategies for the teacher candidate and the CIP is a final intervention prior to counseling the teacher candidate out of the profession.

Operational assessment is focused on Records, Instruction, Faculty/Staff, Candidate Matters, Resources, and Organization. The SOE analyzes and evaluates this data annually and makes improvements to the operations of the SOE based on this evaluation. For operational assessment, the SOE utilizes the following assessments: number of program completers, Senior Exit Interviews, Senior Exit Surveys (student satisfaction), teacher observations, an annual Record Audit, up-to-date degree checklists, Student Complaints, Graduate Survey, and facility walk-throughs.

The SOE holds a Data Retreat on an annual basis during the summer. At this Data Retreat, faculty and the dean present all program and all EPP assessment data. The data is analyzed (compared, discussed, etc.) and is evaluated (judged) and if the department does not find the results shown by the data acceptable, decisions are made to modify and improve the program structure, curriculum, materials, assessment tools, time the assessment is administered, transition point assessments, etc. Once these decisions are made through the Data Retreat, significant program changes and the data are presented to the SOE Advisory Board for recommendations and any approvals. If there are curriculum changes, the SOE vets them through the Curriculum Committee of the Faculty Senate. If there are policy changes that impact other parts of the University, these are vetted through the Academic Standards Committee.

In addition to an annual Data Retreat, the SOE utilizes a Transition Point system to ascertain if teacher candidates will progress through the degree program. (This data is also analyzed/evaluated in the Data Retreat to make program improvements.) For teacher candidate progress, evaluation meetings occur at the four (4) transition points when faculty meet with the Dean to decide if teacher candidates will progress through to the next portion of the program. If a teacher candidate has not met the requirements, an intervention will be implemented.

Below are the data that are analyzed and evaluated at these respective transition points:

Transition Point I – Entry to Program
- Praxis Core Exam – Successful passing scores

- Cumulative GPA – 2.8 or higher
- Composite Interview Score – 2.4 or higher

Transition Point II – Entry to Student Teaching
- Elementary Content Knowledge for Teaching (CKT #7811) – 4 Sub-tests – Students must pass each Sub-test with the required cut scores: Social Studies #7815 with a cut score of 157; Reading/Language Arts #7812 cut score of 159; Mathematics #7813 cut score of 147; and Science #7814 cut score of 150
- Lesson Evaluation using criteria from Student Observation Assessment Record (K-CAT) by Methodology Instructors – Apprentice Level, 2
- Content Lesson Evaluation by Methodology Instructors – Apprentice Level,2
- K-CAT Evaluation by HT, US, & TC in Pre-Student Teaching Experience – Apprentice Level, 2
- LQ –CIRCLE Evaluation by HT, US & TC – Apprentice Level, 2
- Cumulative GPA – 3.0 or higher

Transition Point III – Exit from Student Teaching
- K-CAT Evaluation by HT, US & TC in Student Teaching Experience – Accomplished Practitioner Level, 3
- Elementary Ed. Content Evaluation by HT, US, and TC – Accomplished Practitioner Level, 3
- LQ –CIRCLE Evaluation by HT, US & TC –Accomplished Practitioner Level,3

Transition Point IV – Program Completer and Licensure Eligibility
- Praxis Principle of Learning and Teaching Exam (5622) – Successful passing scores
- Kansas Performance Teaching Portfolio (KPTP) – 20 or higher

Clinical Experiences

The teacher candidates have opportunity to observe how a school and classrooms operate, the practices of the classroom for different content areas, and how K-6 students learn, and they eventually have the opportunity to participate in student teaching. The SOE has entered into a Professional Development School (PDS) model with Prairie Park Elementary which is part of the Lawrence Public Schools (USD 497). Teacher Candidates' Field Experience, Pre-Student Teaching and Student Teaching will take place at this site ensuring a collaborative and quality experience.

The Junior I Semester focuses on providing teacher candidates with foundational knowledge of the educational field through course work and school site visits. The Field Experience I – EED 326 Diversity in Educational Settings course requires candidates to visit six school sites to observe, gather information, and reflect on their findings about the educational structures and activities of the schools. A varied experience is provided that includes visits to public, private, and tribal schools in various settings: urban, suburban, rural, low socio-economic settings or schools that provide ELL, dual language, special needs or other programs.

The Junior II Semester builds upon the first Field Experience and teacher candidates are placed in classrooms where they complete 90 hours of field experience that focus on the development of language arts and math skills for K-3 learners. Candidates acquire "hands-on" experience as they teach scripted math and language arts lessons in the primary grades through a scaffold sequence.

A unique aspect of Haskell's degree program is the placement of teacher candidates in the same classroom throughout their entire senior year. This provides them the opportunity to not only build rapport with students (before they do their student teaching) but also helps them to see the activities and routines of the school within an academic year and to see K-6 students achieve one year's growth. During the Senior I semester, they participate in EED 480 – Pre-Student Teaching in K-6 Classrooms. This field experience of 200 hours lays a foundation for student teaching. The candidate has 6 teaching opportunities to apply knowledge and practice teaching skills. This supports candidates' ability to utilize methods, materials, technologies, and manipulatives to promote student learning. Supervision and guidance are provided by the university supervisor and host teacher. Candidates are expected to practice and refine their Leadership Qualities in the university environment, the elementary classroom and the school community.

During the Senior II semester, candidates participate in the 15 week EED 490 Student Teaching in K-6 Classrooms course that is composed of a three-phase model that provides opportunities for teacher candidates to progressively perform the role and responsibilities of an elementary teacher in a K-6 classroom. During these three phases, teacher candidates demonstrate their teaching abilities as related to the knowledge and application of the fifteen program objectives, Kansas Professional Education Standards and Kansas Early Childhood – Late Childhood (K-6) Standards. EED 409 Kansas

Performance Teaching Portfolio (KPTP) Implementation Seminar provides support for teacher candidate implementation of the KPTP requirements. Four Professional Development seminars scheduled throughout the Senior II semester offer professional growth opportunities for candidates.

Concluding Comments

Faculty members in the School of Education, Elementary Teacher Education Program (ETEP), are committed to offering a quality program of study to every teacher candidate. The Elementary Teacher Education Program Handbook provides specific information about the program regarding courses and requirements, use of required forms, evaluation practices, policies and procedures and other information; however, teacher candidates are encouraged to maintain personal communication with faculty regarding questions, concerns, and future plans for employment.

Faculty believe that the ETEP offers teacher candidates quality academic experiences and multiple opportunities to demonstrate their knowledge and skills in a variety of activities. Practice and application of knowledge are emphasized throughout the university and, more specifically, in elementary classrooms. We expect that all teacher candidates will leave the ETEP and enter a teaching situation, in which they will experience success and meet challenges with their students.

Please contact any of the faculty or dean for questions.

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