

SOE/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 program 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 the host teachers with program information as they guide, and mentor teacher candidates placed in elementary classrooms. Every candidate receives a copy of the Handbook and is expected to maintain and reference the document throughout the program.

The Handbook provides a detailed description of the Elementary Teacher Education Program including the sequence of field and clinical experience and transition points. The content in the handbook is 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 due to 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 the Council for the Accreditation of Educator Preparation (CAEP) and the Kansas State Department of Education (KSDE). The Elementary Teacher Education Program is accredited by the 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 the Council for the Accreditation of Educator Preparation (CAEP).



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, opinions, 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 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.



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 solid 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 quality 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 PreK-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, research-based, and current best practices, the SOE Advisory Board and SOE faculty have adopted and use the ten Kansas Professional Education Standards as the Program Objectives. The Kansas State Board of Education (KSBE) adopted these revised standards in January 2015, as they were created to align closely with the ten InTASC Model Core Teaching Standards (April 2011). Small edits were made to the standards to include ESOL and virtual learning in April 2016. The Kansas Professional Education Standards 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 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:

The Learner and Learning

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. (Standard 1)
2. uses understanding of differences in individuals, languages, cultures, and communities to ensure inclusive learning environments that enable each learner to meet rigorous standards. (Standard 2)
3. works with others to create learning 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. (Standard 3)

Content

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. (Standard 4)
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. (Standard 5)

Instructional Practice

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. (Standard 6)
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. (Standard 7)
8. understands and uses a variety of appropriate instructional strategies and resources to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in relevant ways. (Standard 8)

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. (Standard 9)
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 members to ensure learner growth and to advance the profession. (Standard 10)

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 - CIRCLE (Dispositions)

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 CIRCLE categories and definitions can be found on page 4 of the SOE/ETEP Handbook. SOE faculty, staff, and candidates worked collaboratively to create the assessment tool (Rubric) defining the four proficiency levels (Novice, Apprentice, Accomplished Practitioner, and Exemplary) and its criteria and expected source of evidence for each category.

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 ETEP. The School of Education (SOE) Advisory Board recommends and guides program decisions regarding the Elementary Teacher Education Program, transition points, and curriculum. Significant policy additions or changes are vetted through the Faculty Senate's Academic Standards Committee. The SOE Admission Committee is comprised of three individuals – a Haskell faculty or staff member, a school principal, a classroom teacher, or a program graduate who review and recommend applicants of admission to the program. In addition, course approvals, changes to catalog course descriptions, and changes to programs are vetted through Faculty Senate's Curriculum Committee. The Dean of the College of Education and Health Sciences who reports to the Vice President of Academic Affairs of the University supervises the School of Education and Health, Sport, and Exercise Science faculty. Final authority regarding all issues related to the University lie with the President and/or Board of Regents.

Field and Clinical Experience Sequence

The School of Education has secured Memoranda of Understanding (MOUs) with the following local school districts in Kansas: USD 497 Lawrence Public Schools, USD 491 Eudora Public Schools, and USD 469 Lansing Public Schools for field and clinical experience. Candidates who select their home community for the one-year clinical experience must identify the state, superintendent, and school district by October of the junior year to initiate the MOU process. This process can take six months or longer to complete and secure placement for the clinical experience. Since the inception of the one-year clinical residency experience in the fall of 2019, the School of Education has partnered with public and private schools in the following states: Arizona, Indiana, New Mexico, Arkansas, Missouri, Nebraska, and Virginia for the clinical experience.

The School of Education collaborates with the school district's Human Resources Department to select host teachers for the field and clinical placement. Candidates are placed with a host teacher who meets the following criteria: veteran teacher with 3 or more years of teaching experience, hold a Kansas Seal of Literacy on his or her teaching license or have extensive training on Structured Literacy, and is teaching at the grade-level requested in the field or clinical experience. When possible, we place teacher candidates with Haskell alumni who are in their third year of teaching or higher for both field and clinical experience.

The unique aspect of the program is the number of field and clinical experience hours embedded within it. Candidates begin early observation in EED 102 Exploration in Education, completing 30 hours of observation across three grade bands to determine whether education is the career path of choice. Candidates begin with prekindergarten by observing in 3- and 4-year-old classrooms for 10 hours. Next, they spend 10 hours in a primary grade classroom (kindergarten, first, or second grade). Lastly, candidates spend the last 10 hours in intermediate grade classrooms (third, fourth, or fifth/sixth grade). By the conclusion of this course, candidates gain an overview of the education profession, learning, and development of learners, which influences their decision to pursue an education degree.

During the junior year, candidates will complete 175 hours of field experience each semester to build their knowledge base and begin to apply concepts and skills learned in methodology courses. Candidates will spend two full days in the classroom for 12 weeks each semester as part of EED 351 (fall semester) and EED 353 (spring semester). The fall semester will focus on primary grade classrooms (kindergarten, first grade, or second grade) as candidates learn the foundations of literacy and numeracy in methodology courses. The spring semester will focus on intermediate grade classrooms (third, fourth, and fifth/sixth grade) as candidates begin to apply content curriculum models, instructional procedures/strategies, and assessment practices and tools. At the conclusion of junior year, candidates commit to the education profession by successfully passing the licensure exam Praxis 7001 and identifying a grade preference for senior year.

In each semester of senior year, candidates will acquire 655 hours of clinical experience by engaging in full-time clinical practice, Monday through Friday, in their assigned host school. Candidates will commence at the start of the school year to experience the preparation and beginning activities that set the stage for a successful school year. Candidates and their host teachers will collaborate and co-teach lessons in the fall semester as the candidates gain understanding, exposure, and confidence with the grade level curriculum, instructional strategies, and assessment tools. This lays the foundation for 12 weeks of full-time student teaching in the spring semester as candidates assume all the responsibilities and duties of the host teacher under their guidance and mentorship. The spring semester will end with two to three weeks of observation in other grade levels and specialty areas (special education, reading specialist, art, music, PE) to provide a well-rounded clinical experience in a host school. Concluding the program with full-time clinical experience for the entire academic year- instills candidates with valuable knowledge and skills that ensure their readiness for the teaching profession.

A detailed description of each field and clinical experience can be found under each semester's description of the Program of Study later in the handbook.

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 that supports employment as a Para-Professional Educator in an elementary classroom setting. Education Academic Advisors are available to provide guidance as needed. Individuals are encouraged to apply for admission to the ETEP program during their sophomore year.

Applicants who transfer from other institutions with completed Associate of Arts or Science degrees in Early Childhood or Pre-Teacher Education will be eligible to apply for admission to the ETEP.

ADMISSION PROCESS

All applicants are advised to begin the application process in December. The ETEP Application Form can be requested by contacting SOE faculty/Dean. Incomplete and/or late application forms may delay the process or may not be considered.

All applicants must meet the following admissions requirements:

1. Complete an Associate of Arts or Science Degree with an emphasis in education fields such as Para-Professional Education, Early Childhood, or Pre-Teacher Education with 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. This exam measures academic skills and readiness in content areas of reading, writing, and mathematics. This is a proprietary exam developed by the Educational Testing Service (ETS) and should be scheduled through www.ets.org. The required cut scores are **Reading (5713) – 156, Writing (5723) – 162, Math (5733) – 150**. Applicants are encouraged to take the Praxis Core Exam between November – February to ensure test scores are received and recorded in the ETEP Application Form. The deadline for Praxis CORE retake and successful completion is April 30. If potential teacher candidates have taken and achieved high scores on the Reading, Writing, and Math portion of the **ACT** (Reading – 21, Writing - 6.6, Math – 21) or **SAT** (Reading – 543, Writing – 5.3, Math – 532) exam. These scores can be utilized in place of the CORE scores.
3. Complete **thirty** documented classroom observation hours. (Completed in EED 102 Explorations in Elementary Education via verification sheet.)
4. Submit two letters of recommendation - addressing applicant’s academic success, skills, personal characteristics, and potential and ability to be an educator.
5. Submit the application form and required documents by the first Friday in March. The SOE Admission Committee of three individuals (Haskell faculty or staff member, school principal, classroom teacher, or program graduate) will review and recommend

applicants based on the following criteria – Completion of AA or AS degree in education fields (para-professional, early childhood, or pre-teacher education), cumulative GPA, ETS Praxis CORE or ACT/SAT scores in all three content areas – Reading, Writing and Math, completion of observation hours, two letters of recommendation, and personal statement embedded in the application.

Applicants will receive an official notification of his or her status within ten working days following the application deadline.

The recommendations are as follows:

Full Acceptance – All criteria successfully met – 8 points.

Provisional Acceptance – Most criteria are met – 7 points. An applicant will be placed on a Candidate Support Plan (CSP) which identifies the area(s) needing improvement and monitored for progress. See Transition Point I for specific details regarding CSP.

No Acceptance – Limited to no criteria successfully met – 0-6 points.

Full acceptance moves the applicant to candidate status and eligible for enrolling in junior level courses.

FOUR TRANSITION POINTS

The SOE has identified four transition points where key assessments are administered, and data is collected for analysis, decision making, and program improvement. The key assessments range from proprietary to School of Education created assessments. The two proprietary assessments utilized are Education Testing Service (ETS) exams (Praxis CORE and Elementary Education exams) and two assessment evaluations (K-CAT and KTWS) created and redesigned by the Consortium of Kansas Private Colleges of Teacher Education (KAPCOTE). The School of Education created assessment is the Leadership Qualities – CIRCLE (Disposition) Evaluation.

Transition Point I – Entry to Program

There are two key assessments associated with Transition Point I of the Program of Study. These two 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 is identified as follows:

- **ETS Praxis CORE Academic Skills for Educators: Combined Test (Reading, Writing, and Mathematics)** – This exam measures the academic skills and readiness potential teacher candidates possess. This is a proprietary exam developed by the Educational Testing Service (ETS) and should be scheduled online through www.ets.org. The required cut scores are **Reading (5713); 156, Writing (5723); 162, Mathematics (5733); 150**. If potential teacher candidates have taken and successfully achieved high scores on the Reading, Writing, and Mathematics portion of the ACT (Reading – 21, Writing - 6.6, Math – 21) or SAT (Reading – 543, Writing – 5.3, Math – 532) exam. These scores can be utilized in place of the CORE scores.
- **Cumulative GPA** – At the conclusion of the AA or AS degree in education fields (Para-Professional, Early Childhood, or Pre-Teacher Education), potential teacher candidates must have achieved a cumulative GPA of 2.8 or higher.

Candidates must achieve acceptable level of performance for both key assessments to be fully accepted into the program. Candidates may be provisionally admitted, if they need to retake one of the three Praxis CORE exams or increase their cumulative GPA to a 2.8 or higher, if their current cumulative GPA is higher than 2.65. The provisional admittance will yield a Candidate Support Plan (CPS) based on achieving an acceptable rating on the key assessment in question.

If an applicant needs to retake two or more Praxis Core Exams or increase a cumulative GPA that is 2.5, the applicant will not be recommended and can reapply after a year, and all items are met.

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 candidates' professional skills for navigating educational dilemmas, analyzing related challenges, and formulating alternative solutions.

Transition Point II – Entry to Clinical Residency Experience

There are three key assessments associated with Transition Point II of the Program of Study. These assessments verify the teacher candidate's proficiency in content knowledge and pedagogical knowledge, skills, and dispositions in three 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 (April 2016), KSDE Elementary PreK-6 Educator Preparation Program Standards (February 2024) and InTASC Model Core Teaching Standards (April 2011). The description of each key assessment and acceptable levels of performance is identified as follows:

- **ETS Praxis Elementary Education: Teaching Reading, Mathematics, Social Studies, and Science (7001)** - The Kansas State Board of Education approved the use of this proprietary exam developed by the Educational Testing Service (ETS) effective September 2024. This is a complete change in the test's content, not just an adoption of a regenerated test. Any applicant seeking a generalist license for elementary education must meet the cut scores of the Elementary Education: Teaching Reading, Mathematics, Social Studies, and Science test (7001). This test was designed to assess the content knowledge that is important, necessary, and needed upon entry to the profession to teach reading, mathematics, social studies, and science to elementary learners. This test contains four sub-tests, and the required cut scores are as follows: **Reading sub-test (7002) – 143, Mathematics sub-test (7003) – 157, Social Studies sub-test (7004) - 155, and Science sub-test (7005) – 159.** Candidates must take and pass this test between April and June to have results prior to the start of the Clinical Residency Experience I semester.
- **Accumulation and Verification of Field Experience hours** - Teacher candidates are expected to accumulate 350 hours of field experience in their junior year.
- **Cumulative GPA** - The required cumulative GPA for admission to clinical residency is 3.0. This verifies that the teacher candidate has passed every education course with a "C" or higher grade.

Candidates must achieve the acceptable level of performance for each of the key assessments to be eligible for the clinical residency experience. Candidates who successfully meet all three key assessments will be assigned a clinical residency experience placement in an elementary classroom. Should a candidate receive an unacceptable rating in the first key assessment of Transition Point II, he or she will be

placed on a Candidate Support Plan. Below are feasible options for the Candidate Support Plan available to a teacher candidate based on his or her situation regarding key assessment ETS Praxis Exam 7001:

Option 1: Retake the Elementary Education: Teaching Reading, Mathematics, Social Studies, and Science (7001) exam thirty days after the first attempt to improve and meet the required cut scores for each sub-test. This will apply if the exam scores are below the required cut score of 2-3 Standard Measure of Error - SME.

Option 2: If the candidate is within 1 SME of meeting the cut score, he or she will be eligible for the ETS Praxis Bridge Pathway. The Praxis Bridge is an alternative passing option only for the content areas of Mathematics, Science, and Social Studies. Candidates complete a module to enhance content knowledge by reviewing gap areas, practicing items with detailed feedback, and completing knowledge check assessments. A certification of completion and “alt Pass” will be earned.

Option 3: If the candidate does not pass any of the sub-tests by June 15, he or she will defer the clinical residency experience for one academic year and continue to retake the exams until all sub-test scores are met.

If satisfactory progress is not accomplished with the support provided in the Candidate Support Plan, then the candidate will be placed on a Candidate Improvement Plan for an additional semester. 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 Clinical Residency Experience

There are two key assessments associated with Transition Point III of the Program of Study. These two assessments continue to verify target proficiency in content knowledge and pedagogical knowledge, skills, and dispositions as he or she exits the clinical residency experience. Each key assessment is carefully aligned with one or more standards: the KSDE Professional Education Standards (April 2016), the KSDE Elementary K-6 Educator Preparation Program Standards (February 2024), or the InTASC Model Core Teaching Standards (April 2011). The description of each key assessment and the proficiency levels of performance are identified as follows:

- **Kansas Clinical Assessment Tool (K-CAT)** - The Kansas Clinical Assessment Tool (K-CAT) was created by the Consortium of Kansas Private Colleges of Teacher Education (KAPCOTE). Candidates receive K-CAT ratings and feedback from the university supervisor and host teacher at mid-semester and end of semester during the clinical residency experience. These ratings will indicate the teacher candidate’s proficiency in fulfilling the duties and responsibilities of a classroom teacher as they relate to InTASC Model Core Teaching and KSDE Professional Ed. Standards. Information is shared and recorded between all evaluators at the mid-semester and end-of-semester conferences. Candidates are encouraged to complete a self-evaluation to compare with the ratings received.

The acceptable rating level for K-CAT is at the Accomplished Practitioner Level - 3 for each of the ten standards.

- **Leadership Qualities-CIRCLE (Dispositions)** - The Leadership Qualities – CIRCLE (Dispositions) tool is a SOE created assessment. Candidates receive leadership quality ratings and feedback from their university supervisor and host teacher at mid-semester and end-of-semester during the clinical residency experience. These ratings will verify the teacher candidate’s ability to display professionalism in the context of the elementary classroom setting and school. Information is shared and recorded between all evaluators at the mid-semester and end-of-semester conferences. Candidates are encouraged to complete a self-evaluation to compare with the ratings received. The acceptable rating level for Leadership Qualities-CIRCLE (Dispositions) is at the Accomplished Practitioner Level - 3 in all six dispositions.

Candidates must achieve an acceptable rating on each key assessment to be eligible to exit the clinical residency experience. Should a candidate receive an unacceptable rating in one of the key assessments, he or she will not complete clinical residency and will be placed on a Candidate Support Plan, which may require repeating the clinical residency experience. If progress is not achieved with the support identified in the Candidate Support Plan, the candidates will be placed on a Candidate Improvement Plan for another semester. If satisfactory progress is still not achieved, the candidate will not be eligible for program completion, licensure, or a degree in Elementary Education.

Transition Point IV – Program Completer and Licensure Eligibility

There is one key assessment 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. The key assessment is carefully aligned with one or more standards from the KSDE Professional Education Standards (April 2016), the KSDE Elementary Educator Preparation PreK-6 Program Standards (February 2024), or the InTASC Model Core Teaching Standards (April 2011). The description of the key assessment and the proficiency levels of performance are identified as follows:

Kansas Teacher Work Sample (KTWS) - The Kansas Teacher Work Sample (KTWS) was a redesign of the Kansas Performance Teaching Portfolio (KPTP) by the Consortium of Kansas Private Colleges of Teacher Education (KAPCOTE). Candidates are required to complete a teacher work sample during full-time student teaching to demonstrate their ability to plan and implement quality instruction while also showing the ability to modify instruction for the diverse needs of her/his students through reflective practices and narrative. Candidates must achieve a 2.5 or higher for each of the four Tasks.

Description of the KTWS

The Kansas Teacher Work Sample (KTWS) is the required teacher candidate work-sample measure used to demonstrate candidates' effect on students' learning during the student teaching semester. The KTWS is a key proprietary assessment created by the consortium, the Kansas Association of Private Colleges of Teacher Education. Education faculty from private institutions of higher education participated in the redesign. Haskell has been using this key proprietary assessment since 2019-20.

The KTWS is designed to provide the teacher candidates with an opportunity to demonstrate how they use contextual factors in a classroom to design and implement a unit of study. The teacher candidate will provide information about the unit's lesson plans and assessments. Specific details on how the instruction is modified for two individual students within the classroom are also required. In addition, the teacher candidate will reflect on the implementation of the unit for the whole class, a subgroup, and the two focus students. There are four distinct Tasks and multiple Subtasks associated with each Task. The contents of each Task and Subtask are defined below according to 2025-2026 KTWS Instructional Manual page 5.

Task 1: Contextual Demographic Information and Learning Environment Factors - In this Task, the candidate will demonstrate an understanding of the students in the class and how student characteristics are used for planning instruction and establishing a classroom environment conducive to learning. There are five subtasks involved. These five subtasks align to the Kansas Professional Education Standards and InTASC Standards 1, 2, and 3.

- Subtask 1.1 General Contextual Demographic Information contains prompts regarding the community in which the teaching takes place, the overall makeup of the district, the overall makeup of the school, and district/school requirements that impact and guide instruction (optional).
- Subtask 1.2 Class Contextual Demographic Information contains prompts regarding the overall makeup of the classroom where teaching takes place, identification of the subgroup, and the rationale.
- Subtask 1.3 Student Characteristics and Implications for Instruction contains prompts on the intellectual, social, and personal characteristics of the whole class and subgroup, and the implications of instruction based on the characteristics of these.
- Subtask 1.4 Focus Student Information includes prompts on the identification and characteristics of two focus students who could benefit from modified instruction, and the implications of instruction based on these factors.
- Subtask 1.5 Narrative on Classroom Learning Environment contains prompts regarding a plan and rationale for creating a positive learning environment for the whole class and adaptations for the subgroup and two focus students in the areas of self-motivation, cooperation, and productivity.

Task 2: Designing and Planning Instruction – In this Task, the candidate will demonstrate the ability to design a unit of study for the students in the classroom. Within this unit of study, the teacher candidate is required to plan for the use of assessment, technology, reading strategies, content integration, differentiation, and resources. There are six subtasks involved. These six subtasks align to the Kansas Professional Education Standards and InTASC Standards 1, 2, 3, 4, 5, 6, 7, and 8.

- Subtask 2.1 Grade Level, Content, Topic, and Rationale is a table in which candidates identify the grade level, the content, topic, and rationale of the unit. The major focus of the unit lessons will be within the identified content area. Overall goals are specified for this unit, and the amount of time available per lesson. Finally, a written rationale for topic selection, including how it addresses state standards and why it is appropriate at this point in the academic year.
- Subtask 2.2 contains two distinct tables for Unit Objectives with Alignment to Bloom’s Level of Learning, and an Overview of Unit Lessons with the Pre-Assessment, Formative, and Summative Assessments listed. There is a wealth of information provided in this section as candidates provide the following information regarding the unit – objectives, instructional activities/strategies, types of assessments, differentiation/adaptations to consider, the use of technology, literacy/reading strategies, integration of content within and across the curriculum, the utilization of community resources, and the identification of two unit lessons to be observed and video recorded.
- Subtask 2.3 Unit Design Narrative contains eight specific written prompts regarding the unit design. The information should provide insight into the why and how of the unit design.
- Subtask 2.4 Lesson Plan Design contains a narrative description of Lesson Plans 1 and 2, as well as two detailed lesson plans identified as Appendix B. There are specific elements that should be included in one of the lesson plans: teacher-centered and student-centered models of instruction, specific and appropriate literacy/reading strategy, integration within and across content areas, and a technology component. These lesson plans will be video recorded to allow the candidate to review and reflect on each lesson with specific details in Subtask 3.2.
- Subtask 2.5 Adaptive Plans includes a narrative description of modifications made for Focus Students A and B in Lesson Plans 1 and 2. The candidate will use the implications described in Subtask 1.4 for Focus Students to describe the specific adaptations/accommodations for Lesson Plan 1 and 2. If no lesson adaptation is necessary for the two focus students, then an explanation must be provided to justify why. If the paraprofessional will be providing accommodation, a detailed description of his or her role must be provided.
- Subtask 2.6 Unit Assessment Design Table contains a detailed explanation of assessments and how they will address unit objectives, including adaptations necessary for subgroup and focus students. The candidate will complete the table requirements for each assessment type – pre-assessment, formative (formal or informal), and summative.

Task 3: Teaching, Learning, Assessment, and Implementation - In this Task, the candidate will demonstrate an ability to implement an instructional unit (developed in Task 2) and then analyze and reflect on teaching. There are five subtasks associated with this task. These five subtasks align to the Kansas Professional Education Standards and InTASC Standards 3, 4, 5, 6, 7, 8, and 9.

- Subtask 3.1 Narrative Daily Teaching Reflection contains a daily log where the candidate responds to specific prompts each day a lesson is taught, focusing on the whole group, subgroup, and focus students. The candidate will provide a description, analysis, and reflection on plans for instruction, performance of the lesson, and implications for future instruction.
- Subtask 3.2 Narrative Reflection of Video Recorded Lessons 1 and 2. The candidate will reflect on the video recordings of the two detailed lesson plans created in subtask 2.4. There are specific prompts to be completed after viewing and reflecting on the video recorded lessons.
- Subtask 3.3 Narrative Reflection of Pre-Assessment and Post-/Summative Assessment involves the analysis and reflection on specific prompts for the Pre-Assessment and Post-/Summative Assessment.
- Subtask 3.4 Data Collection and Impact on Student Learning by Pre-service Candidates. The candidate will record individual student performance data by points or percentage for both the pre- and post-assessments and determine the impact on learning that has occurred.
- Subtask 3.5 Feedback to Students. For this subtask, the candidate will describe feedback provided to students regarding assessments, classroom behaviors, celebrations, or other interactions you have had with students as a whole and/or as individuals. If applicable, candidates can provide one to two examples of feedback to students.

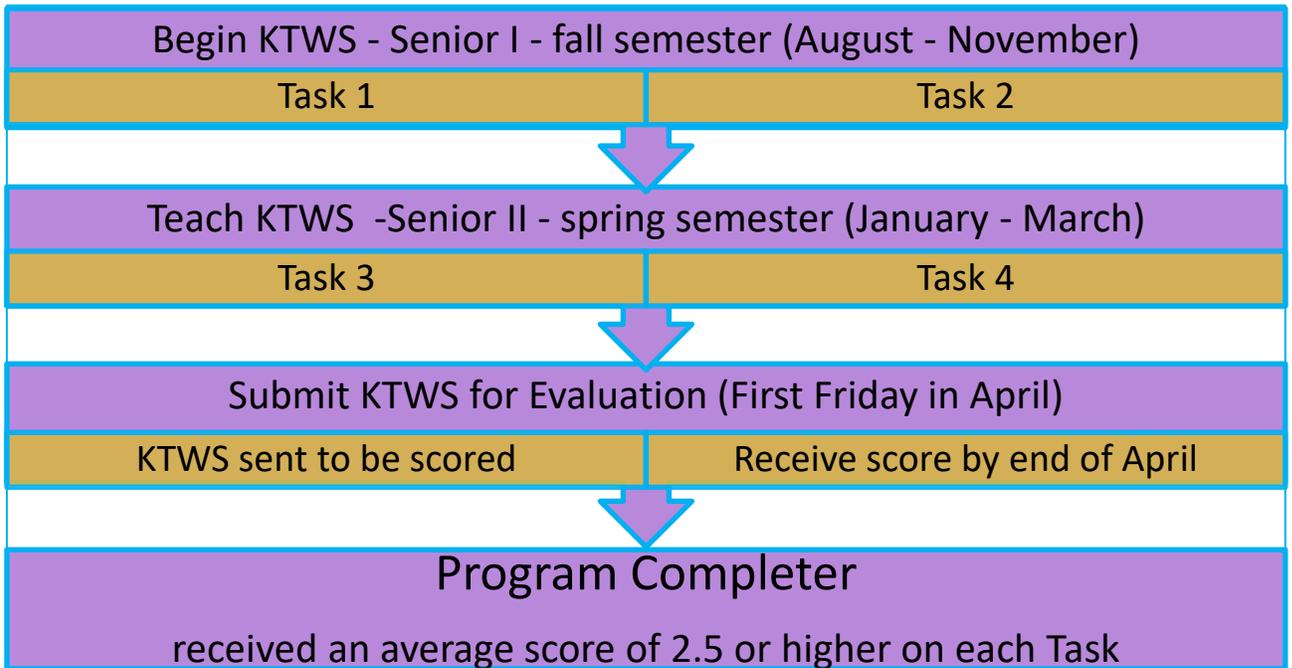
Task 4: Reflection and Professionalism – In this Task, the candidate will reflect on professional practice by responding to specific prompts. There are two subtasks associated with this task. These two subtasks align to the Kansas Professional Education Standards and InTASC Standards 8, 9, and 10.

- Subtask 4.1 Reflection on Teaching and Learning. For this subtask, the candidate will analyze the effects of instruction on student learning and determine which objectives were most and least successful.
- Subtask 4.2 Reflection on Future Professional Development by responding to specific prompts regarding the aspects of teaching to improve, and potential professional learning activities.

A crosswalk indicating the alignment of the InTASC Model Core Teaching Standards, the KSDE Professional Education Standards, and the crosscutting themes are provided on page 3 and 4 of KTWS Procedure Manual.

Candidates must complete the KTWS by the end of March. The completed KTWS are sent to the Dean for evaluation by the first Friday in April. The Dean submits the KTWS

to a KAPCOTE representative who sends it to a trained evaluator. The trained evaluator uses the KTWS rubric, a 4-point scale, to score. The EPP has identified the required cut score for each Task - an average of 2.5 or higher. Listed below is a flowchart outlining the progression of the Kansas Teacher Work Sample.



A candidate who meets the key assessment is seen as a Program Completer and may apply to the Kansas State Department of Education for initial teacher licensure. The candidate is encouraged to begin the licensure application during the final months of the clinical residency experience. The designated SOE licensure officer will provide information to applicants during a Professional Development Seminar session and/or an individually scheduled appointment.

If a candidate receives an unacceptable rating on this key assessment, he or she will not be identified as a program completer or eligible for Kansas Licensure, as this is a portion of the course grade for EED 492. The candidate will have to revise the Tasks and Subtasks in the KTWS document that require further development and clarity. The revised section will then be re-evaluated by a team of instructors and host teachers using the KTWS rubrics for the specific Task and Subtasks.

INITIAL TEACHING LICENSE

The Kansas initial licensure requirements are as follows:

1. Successful completion of an accredited teacher preparation program.
2. Possession of a bachelor's degree.

3. Successful completion of content exams (Elementary Education: Teaching Reading, Mathematics, Science, and Social Studies – 7001).
4. Fingerprinting and background clearance (fees may apply).
5. Completion of licensure application online and submission of licensing fee.

Teacher candidates must apply for a Kansas license even if they do not intend to teach in Kansas. Candidates who hold a teaching license from the state where they receive 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.

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 requirements and procedures described in the SOE/ETEP Handbook.

Be aware of application deadlines, requirements, required tests, passing scores, and fees.

Participate in all required meetings such as Leadership Qualities-CIRCLE (Dispositions) conference, bi-weekly meetings with University Supervisor, mid-semester and end-of-semester meetings with Host Teachers and University Supervisors, KTWS Sessions, and Professional Development Seminars.

Participate in all assessments in the SOE.

Meet regularly with assigned academic advisors to review progress.

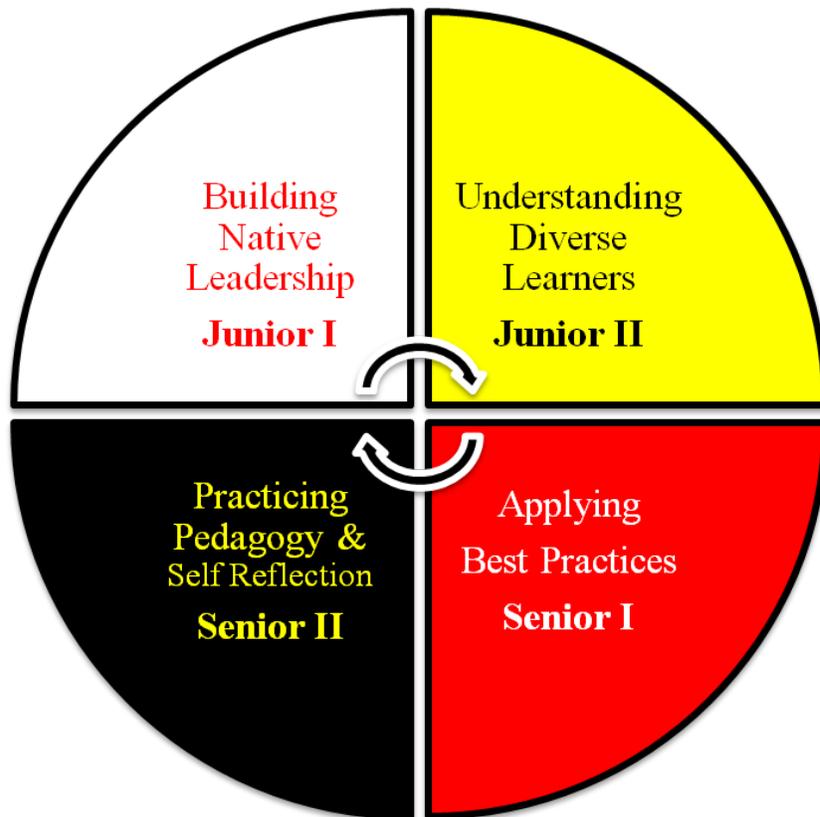
Become active on campus by attending programs sponsored by the ETEP, for example- Kansas National Education Association - Aspiring Educator (KNEA-AE) activities.

Consider membership in KNEA-AE 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, and/or assistant coach.

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 experience during the four semester blocks.

Junior through Senior Year Overview

Junior I	Junior II	Senior I	Senior II
Building Native Leadership 13 hrs.	Understanding Diverse Learners 16 hrs.	Applying Best Practice 15 hrs.	Practicing Pedagogy and Self-Reflection 15 hrs.
EED 327 – 3 hrs. Classroom Management and Design	EED 337 – 3 hrs. Math Methods III	EED 491 – 15 hrs. Clinical Residency Experience I	EED 492 - 15 hr. Clinical Residency Experience II
EED 333 – 3 hrs. Math Methods II	EED 347 - 3 hrs. Literacy Methods II		
EED 343 - 3 hrs. Literacy Methods I	EED 353 - 4 hrs. App of Curr, Instr/Assmt Comp – Field Exp		
EED 351 - 4 hrs. Intro to Curr, Instr/Assmt Comp – Field Exp	EED 357 – 3 hrs. Science Methods		
	EED 367 - 3 hrs. Social Studies Methods		
175 field experience hours in a PreK-2 classroom	175 field hours in 3-6 classroom	655 clinical hours in a PreK-6 classroom	655 clinical hours in a PreK-6 classroom which includes 12 weeks of Full-time Student Teaching

Bridging Sophomore and Junior Year

Candidates who are fully accepted will enroll in one junior level course for the summer session - **EED 311 Governance and Organization of Schools**, 3 credit hours
 This course explores the governance and organization of various schools operated in America. The focus will be on public, private, and BIA-funded/Tribally controlled elementary schools along with legislation and law issues affecting these schools. Students will actively participate in activities examining various aspects involved in the operation of elementary schools through visitation of school sites.

Building Native Leadership, Junior I Semester

Purpose – Developing and Building a Foundation for Teacher Candidate Pedagogical Knowledge, Skills, and Leadership Qualities - CIRCLE (Dispositions).

The Junior I semester focuses on providing teacher candidates with foundational knowledge of the field of education through coursework and field experience in a primary grade. 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

The coursework in Junior I includes learning added information and making connections to prior knowledge learned in the Para-Professional coursework. Candidates will engage in active study and participation in course activities and projects related to the methods of literacy and mathematics, and the introduction to the fundamentals of curriculum, instruction, and assessment. 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 and a conducive learning environment. Candidates also practice self-reflection, critical thinking, and professional behaviors and actions as they engage in field experience opportunities in a primary elementary classroom (Kindergarten through second grade).

Required Junior I Courses

EED 327 Classroom Management and Design, 3 credit hours

This course is designed to provide teacher candidates with best practices in classroom and behavior management. Candidates will focus on the creation of their own management plans for their future classrooms to include organizing physical space, maximizing time, materials, transitions, individual and group behaviors, active engagement, and utilization of technology as a tool for professional productivity. Various classroom management models, strategies, and techniques will be utilized and aligned with the Kansas State Department of Education Professional Educator Standards.

EED 333 Math Methods II, 3 credit hours

This course develops teacher candidates' content knowledge and pedagogical skills in elementary mathematics. Candidates will explore the structures of mathematics and content concepts in the domains of operations and algebraic thinking, number, and operations in base ten and fractions, measurement and data, and geometry. Emphasis is placed on planning instruction using tools of inquiry, the CRA model, representations, and learning progressions to support all students in building conceptual understanding and procedural fluency. Candidates will design learning experiences that are accessible, rigorous, and foster critical thinking, creativity, and collaborative problem-solving.

EED 343 Literacy Methods I, 3 credit hours

Literacy Methods I focuses on the identification and application of theoretical and foundational knowledge of reading, writing, listening, and speaking regarding the five pillars of literacy (phonemic awareness, phonics, vocabulary, fluency, and comprehension). The teacher candidates gain knowledge in the Science of Reading (the Simple View of Reading, the Simple View of Writing, Scarborough's Reading Rope, Ehri's Four Phases of Word Reading, and the Four-Part Language Processing Model) and Structured Literacy principles (explicit, systematic, cumulative, diagnostic) and elements (phonology, alphabetic principle, syllable types and division, morphology, syntax, and semantics) to plan and implement instruction. Teacher candidates will gather and analyze student data by implementing literacy assessments with a Pre-K-2nd grade student. Data information will guide the teacher candidate to plan future instruction, monitor student progress, and demonstrate the impact on student learning by teaching strategies that foster student literacy growth.

EED 351 Intro to Curr, Instr/Assmt Comp - Field Exp, 4 credit hours

This course is designed to introduce teacher candidates to various curriculum models, instructional procedures/strategies, and assessment frameworks based on research and current practices. These three components will be investigated and emphasized to help teacher candidates understand how all three components are interrelated and essential for teaching and learning. Candidates will have an opportunity to apply their understanding of how all three components are utilized to support the learning and development of students and their diverse needs through embedded field experience. The inclusion of various technology tools and resources will be explored to facilitate learning in the classroom and help our students become digitally aware in the 21st century.

Technology Integration

The integration of technology within the ETEP curriculum, instruction, and assessment occurs in all education courses at all levels of the program. Faculty play an integral role as they model, facilitate, and teach colleagues and teacher candidates about various technology platforms, resources, instructional tools, and models. The platforms being utilized are Blackboard, Microsoft Teams, Google Suite, and Zoom. The technology resources and interactive tools consist of Kahoot It, Pear Deck, Nearpod, Prezi, Seesaw, Epic Books, Reading A-Z, Study.com, Quizlet, Augmentative and Virtual Reality websites and virtual manipulatives (Toy Theater | Fun Online Educational Games for Kids and Virtual Manipulatives for Math(didax.com)). These resources and tools are not only embedded in the instruction of content, but teacher candidates are also required to use and model the resources and tools in their course assignments, microteaching, lesson plans, and the Kansas Teacher Work Sample (KTWS) - a capstone project. Candidates and faculty are experimenting with and utilizing Swivl hardware, tools, and resources to deliver lessons through various online models such as asynchronous, synchronous, hybrid, and hyflex classrooms. Candidates are expected to deliver lessons in various models to support diverse learners and their unique characteristics. The use of AI platforms to aid teachers is being explored.

Field Experience (175 hrs.)

Candidates are assigned to a local elementary school in a primary grade level classroom (Kindergarten through second grade). Candidates spend two full days per week in the classroom for 12 weeks, accumulating approximately 175 hours of field experience. This field experience provides candidates with the opportunity to observe, practice, and reflect on best practices, instructional strategies and techniques, and curriculum models discussed and learned in courses during junior semester I. Candidates will engage in a scaffold approach as they begin as an observer, transition to assistant status (interacting in one-on-one and small group settings), and moving toward leader by leading one micro-lesson to a small group. The observer role allows candidates to become familiar with the classroom routine, procedures, and sequence of the curriculum before helping students in the classroom. The assistant role provides candidates with the opportunity to interact one-on-one with students offering guidance with independent work. In some instances, candidates may be interacting with small groups to provide additional practice and guidance with skills. Eventually candidates will transition to the leader role and will lead a small group lesson. It is recommended that the lesson be tailored to one of the following content areas: mathematics (USD 497 Math Curriculum - Open Up Resources K-5) or literacy (USD 497 ELA/Reading Curriculum Heggerty) to apply the instructional strategies learned in the two methodology courses (EED 333 and EED 343). Field experience hours are a mandatory component of the course EED 351 and must be completed to pass the course.

Below is a visual representation of the field experience roles the student will encounter.



In addition to the assigned field experience, candidates will have additional teaching experience as they deliver unique lessons about their tribal affiliations to various schools within the district and the surrounding community. Candidates are encouraged to create lessons about their Indigenous tribe that would provide insight and enrichment to a topic that they are familiar with and can share. The average lesson can range from 20 to 30

minutes with an opportunity for questions and an answer session. These lessons are repeated 2 to 3 times, depending on the number of grades in the school. Topics could include – language, customs, food, dances, and/or games. This field experience opportunity provides teacher candidates with diverse elements as they experience different content areas, grade levels, school and classroom environments and structures, and student demographics.

Verification of Field Experience Hours (175)

Candidates complete and physically submit a Timesheet Log to the EED 351 instructor at the beginning of class every week. The timesheet contains the following information – teacher candidate and host teacher name, grade level, date of observation, arrival and departure times, total hours for the week and teacher candidate and host teacher signature.

Candidates failing to acquire 175 hours and/or who do not submit the Timesheet Log will earn a grade of Incomplete (I) for EED 351. 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.”

Daily Field Experience Reflections

Candidates compose reflections every day they attend field experience and submit their reflections on Blackboard every Sunday evening. Candidates are expect to address each of the following topics for every field experience: *describe the instructional activities observed or taught, record several student to teacher and/or student to student interactions and what made them unique interactions, describe key classroom procedures and classroom management strategies used and discuss their effectiveness, identify various types of verbal and nonverbal communication used throughout the day and provide examples, highlight bulletin board ideas or classroom arrangements that are creative, and explain any other teaching ideas or events that was observed each day in the host classroom.*

Micro-Lesson (Small Group)

Candidates will lead a small group lesson in either mathematics or literacy. The lesson should follow the prescribed sequence of the curriculum (Open Up Math or Heggerty) and align with the grade level standards. This lesson will be observed by the university supervisor who will provide constructive feedback regarding the strengths and areas of improvements associated with the delivery of the lesson.

Leadership Qualities – CIRCLE (Dispositions)

Each faculty member will assess each candidate’s Leadership Qualities-CIRCLE (Dispositions) at mid-semester and end-of-semester using the Leadership Qualities-CIRCLE (Disposition) rubric. Conferences will be held during those two time periods to discuss with the candidate the ratings, evidence, and feedback received. The assessment

and feedback are structured to help candidates become familiar with the dispositions and enhance growth and development in each of the leadership qualities. The end-of-semester ratings are factored in each course grade (10%).

Key Things to Remember

- The Certification of Health for School Personnel K. S. A. 72-5213 must be completed and signed by a physician prior to Junior I semester. 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 Dean.

- Teacher candidates must show proof of student liability insurance prior to the start of any school observations, field, and clinical experiences. 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 – Aspiring Educator (KNEA-AE) will provide the required liability insurance. The yearly membership costs \$15.00. 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-AE, he/she must provide the SOE office or university supervisor with proof of personal liability coverage insurance prior to the first school site visitation, field, and/or clinical experience.

- In preparation for the Junior II Semester, teacher candidates must complete a field experience request form from USD 497. A Google Form link is sent to teacher candidates’ emails with specific information requested. The placement form must be submitted to USD 497 by October 1. If placement is not secured by the end of the fall semester, due to failure to submit the form, a candidate will not be allowed to continue in the program. The field experience requirement of 175 classroom hours (EED 353) must be pre-arranged through collaboration with ETEP and local school district(s).

Understanding Diverse Learners, Junior II Semester

Purpose – Application and Practice of Pedagogical Knowledge, Skills, and Strengthening Leadership Qualities–CIRCLE (Dispositions)

Junior II Semester courses/coursework and field experience continues to support the development of Native Leaders who are becoming critical thinkers, high achievers, reflective practitioners, and caring leaders.

Overview

Candidates continue to expand their knowledge and understanding of core content areas as they enroll in four methodology courses in the spring semester. In addition to these four methodology courses, candidates gain an in-depth understanding of how curriculum, instruction, and assessment are interrelated and function to determine the effectiveness of how students learn and develop. Candidates will further apply their knowledge and understanding of content areas by microteaching lessons to peers and instructors and designing a thematic unit that is integrated across all disciplines. Micro-lessons are designed using the SOE Lesson Plan Template. Candidates will receive constructive feedback from their peers and instructors based on the lesson design and implementation. The thematic unit is an introduction to unit design based on a theme that integrates core and specialty content areas. Candidates are expected to design a unit in their senior year (KTWS), so providing an early opportunity generates pre-planning, creativity, and organization. Candidates will also observe veteran teachers applying “Theory into Action” as they observe the instructional practice and delivery of lessons in intermediate level classrooms (third through sixth grade). Candidates will follow the same field experience progression as in Junior I semester, as they will be placed in a different school and grade level.

Required Junior II Courses

EED 337 Math Methods III, 3 credit hours

This course prepares teacher candidates to assess, integrate, and extend mathematical learning across the elementary grades by emphasizing the use of formative and summative assessments, interdisciplinary strategies, and real-world applications. Candidates will engage with statistical reasoning, ratios and proportional relationships, and probability, while designing instruction that supports equity, inquiry, and critical thinking.

EED 347 Literacy Methods II, 3 credit hours

Literacy Methods II builds upon Literacy Methods I by continuing the identification and application of theoretical and foundational knowledge of reading, writing, listening, and speaking regarding the five pillars of literacy (phonemic awareness, phonics, vocabulary, fluency, and comprehension). The teacher candidates gain knowledge in the Science of

Reading (the Simple View of Reading, the Simple View of Writing, Scarborough’s Reading Rope, Ehri’s Four Phases of Word Reading, and the Four-Part Language Processing Model) and Structured Literacy principles (explicit, systematic, cumulative, diagnostic) and elements (phonology, alphabetic principle, syllable types and division, morphology, syntax, and semantics) to plan and implement instruction. Teacher candidates will gather and analyze student data by implementing literacy assessments with a 3rd – 5th grade student. Data information will guide the teacher candidate to plan future instruction, monitor student progress, and demonstrate the impact on student learning by teaching strategies that foster student literacy growth.

EED 353 App of Curr Instr/Assmt Comp – Field Exp, 4 credit hours

This course is designed to provide teacher candidates with hands-on and practical application of curriculum, instruction, and assessment as it relates to the teaching profession. Theoretical knowledge will be applied as candidates create and implement various lesson plans and units for content areas in the classroom and field experience setting. Units and lesson plans will follow a designated format that includes alignment to standards – CCRSS or CCSS, identification of technology tools and resources, reading and differentiated strategies to meet the diverse needs of learners, and detailed description of the assessment process. Candidates will micro-teach lessons and units to peers and elementary students and engage in peer and self-evaluations following implementation of lessons and units. Lastly, candidates will learn how to make data driven decisions to improve learning and achievement for all students.

EED 357 Science Methods, 3 credit hours

This course prepares teacher candidates to plan, teach, and assess inquiry-based science instruction for PK-6 learners. Grounded in the Next Generation Science Standards and KSDE Elementary Education Standards, candidates learn to engage students in scientific and engineering practices, crosscutting concepts, and core disciplinary ideas. Emphasis is placed on integrating formative assessment, addressing misconceptions, and creating culturally responsive lessons that reflect Indigenous knowledge systems and land-based learning. Through hands-on experiences, microteaching, and reflective practice, candidates develop the skills to foster curiosity, critical thinking, and equity in elementary science classrooms.

EED 367 Social Studies Methods, 3 credit hours

This course prepares teacher candidates to effectively design, implement, and assess social studies instruction for students in PK through 6th grade. Aligned with the KSDE Elementary Education Standards, the course emphasizes curriculum models, instructional strategies, and assessment tools relevant to elementary social studies education. Candidates will explore inquiry-based and interdisciplinary approaches that support civic engagement, critical thinking, problem-solving, decision-making, and historical consciousness. Special attention is given to culturally responsive teaching, the integration of Indigenous perspectives, and the use of technology to enhance instruction. Classroom

organization, accommodations for diverse learners and English Language Learners, and alignment with district-level standards are also addressed to ensure inclusive and impactful social studies.

Technology Integration

Faculty continues to model various technology platforms, software, and instructional tools as described in Junior I semester in the courses they teach. Candidates are also encouraged to model diverse types of technologies during their microteachings to gain exposure and experience instructing and using technology while teaching. Candidates also utilize the interactive CISCO whiteboard, die cut machine, laminator, and SWIVL.

Field Experience (175 hours)

Candidates are assigned to a local elementary school in an intermediate-grade classroom (third grade through sixth grade). Candidates spend two full days per week in the classroom for 12 weeks, accumulating approximately 175 hours of field experience. This field experience provides candidates with the opportunity to observe, practice, and reflect on best practices, instructional strategies and techniques, and curriculum models discussed and learned in courses during junior semester II. Candidates will continue to engage in a scaffolded approach as they begin as observers, transition to assistant status (interacting in one-on-one and small group settings), and move to a leader by leading two micro-lessons (small-group and whole-group). The rationale for following the same scaffold approach as Junior I semester is that candidates will be placed in a different grade level, classroom, and a different school. Therefore, candidates will need to gain exposure to classroom routine, procedures, and sequence of the curriculum before moving to the leader role and leading two micro-lessons. Candidates will be expected to teach two lessons tailored toward the content areas of mathematics (USD 497 Math Curriculum - Open Up Resources K-5) and a literacy lesson integrating either social studies or science topics (USD 497 ELA/Reading Curriculum). Field experience hours are a mandatory component of the course EED 353 and must be completed to pass the course.

Verification of Field Experience Hours (175)

Candidates complete a Timesheet Log indicating arrival and departure times from the field experience and a daily reflection of the week's field experience. Candidates are responsible for submitting a timesheet log to the EED 353 instructor by the end-of-semester or periodically as requested.

Candidates failing to acquire 175 hours and/or who do not submit Timesheet Log will earn a grade of Incomplete (I) for EED 353. 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."

Daily Field Experience Reflections

Candidates compose reflections every day of field experience and submit them on Blackboard every Sunday evening. Candidates are expected to address each of the following topics for every field experience: *Describe the instructional activities observed or taught, record several student to teacher and/or student to student interactions and what made them unique interactions, describe key classroom procedures and classroom management strategies used and discuss their effectiveness, identify various types of verbal and nonverbal communication used throughout the day and provide examples, highlight bulletin board ideas or classroom arrangements that are creative, and explain any other teaching ideas or events that was observed each day in the host classroom.*

Two Micro-Lessons

Candidates lead two micro lessons (one small and one whole group). Lessons will follow the prescribed curriculum for Mathematics and English Language Arts. Candidates are encouraged to integrate Science or Social Studies content within the ELA lesson. Lessons will be observed by the university supervisor, who will provide constructive feedback on the lesson implementation.

Leadership Qualities–CIRCLE (Dispositions)

Each faculty member will assess each candidate’s Leadership Qualities-CIRCLE (Dispositions) at mid-semester and end-of-semester using the Leadership Qualities-CIRCLE (Disposition) rubric. Conferences will be held during those two time periods to discuss with the candidate the ratings, evidence, and feedback received. The assessment and feedback are structured to help candidates become familiar with the dispositions and enhance growth and development in each of the leadership qualities. The end-of-semester ratings are factored into each course grade (10%).

Key Things to Remember

- Provide continued proof of student liability insurance prior to any school observation, field, and clinical experience. (Refer to Junior I Handbook section.)
- Provide proof of up-to-date health certification. (Refer to Handbook, Junior I section for details.)
- One exam is required for Kansas Generalist Licensure. Study sessions for Praxis Elementary Education Multiple Subject (7001) occur throughout the spring semester. Candidates are strongly encouraged to take the exam in April or May. Practice exams and review books are available. Candidates must meet the required cut scores for each of the subtest: Reading Subtest (7002) – 143, Math Subtest (7003) – 157, Social Studies Subtest (7004) – 155, and Science Subtest (7005) - 159 to be eligible for clinical residency experience by June 15. Candidates will receive a letter indicating entry to clinical residency experience.

- In preparation for Senior I and II Semesters, teacher candidates must complete a one-year clinical experience request form with USD 497 or a school in their home community. If a candidate selects their home community, they must begin the process in October so the MOU process can be initiated with the new partnering state and district. If placement is not secured by the end of spring semester due to failure to return the form or to receive an approved MOU with a new state and district, the candidate will be expected to remain in Lawrence, Kansas for the clinical residency experience.

Applying Best Practice, Senior I Semester

Purpose - Application of Best Practice/Preparation for Student Teaching

Senior I Semester provides extensive training and practice as candidates progressively engage in the application of best practice through their enrollment in EED 491 Clinical Residency Experience I. Candidates continue to apply content knowledge and practice teaching skills under the guidance and supervision of a veteran teacher (host teacher) and university supervisor. Offering this support to candidates increases their ability to utilize methods, instructional strategies and materials, technologies, and manipulatives to promote student engagement and learning. Candidates continue to practice and refine their Leadership Qualities-CIRCLE (Dispositions) in the elementary classroom and the school community. This full-time clinical residency experience lays the foundation for full-time student teaching in the spring semester.

Overview

Candidates begin their senior year in a year-long clinical residency experience to gain firsthand experience in the operation and functions of an elementary classroom in their home or local community. Candidates will be in their assigned school Monday through Friday, attending all required staff meetings, professional development days, collaborative/planning times/days, and all required teacher events (back-to-school night, music program, reading/math family night, parent/teacher conference). Candidates will assume the same arrival and departure times as his or her host teacher. They will become familiar with the school's policies, procedures, and expectations, which may lead to future employment opportunities. Part one of the clinical experiences will focus on establishing familiarity with the school procedures, classroom routines, and curriculum, building rapport and interactions with students, parents, teachers, staff, and other members of the community, and increasing preparation and confidence with content, instructional strategies, monitoring and assessing students, and student engagement. By establishing this extended clinical experience, the teacher candidate will begin to build positive relationships within the school - host teacher, principal, staff, students, and families to better understand the learning environment, the learners, and the learning.

Required Senior I Courses

EED 491 Clinical Residency Experience I, 15 credit hours

This course is part of a year-long clinical residency experience in an assigned elementary classroom for the entire school year. In part one, teacher candidates will gain a solid foundation of the preparation and collaborative planning process that occurs at the beginning of a school year as routines and procedures are established, curriculum is sequenced, and assessment of students' knowledge are conducted and analyzed. Being involved with these rudimentary tasks will allow teacher candidates the opportunity to gain insight of "behind the scenes activities" as well as being practicing content and

pedagogical knowledge, skills and dispositions under the guidance and mentorship of a veteran classroom teacher. The course will employ the models of applying theory into practice, co-teaching/team teaching, collaborative planning, and reflective teaching as the teacher candidate gradually assumes the role of the teacher in part two of the clinical residency experience. Candidates will plan and design their capstone project - K-TWS (Kansas-Teacher Work Sample) Task 1 and 2 during part one of the clinical residency experience.

Technology Integration

Candidates will further develop their use and implementation of technology to enhance instructional practices by describing the process and implementing diverse types of technology platforms and tools in the various lesson designs and the Kansas Teacher Work Sample (KTWS). For teacher candidates who are placed in their home communities, they will be expected to deliver virtual lessons using SWIVL. These lessons will be observed and evaluated by the University Supervisor on campus.

Clinical Residency Experience I (655 hours)

Teacher candidates are assigned to an elementary school, classroom, and host teacher in grades PreK-6 for the entire school year. Candidates will be in their school Monday through Friday, attend all required staff meetings, professional development days, collaborative/planning times/days and all required teacher events (music program, reading/math family night, parent/teacher conferences). Candidates will also assume the same arrival and departure times as his or her host teacher. The expected cumulation of contact time during clinical residency experience I is 655 hours. Candidates will be required to start at the beginning of the school year and will be expected to attend all new-teacher orientation sessions to become aware of information and to prepare for the new school year. Since candidates are placed at a new school and in a different grade, they will begin the clinical residency experience using the same scaffolding approach described in field experience – observer, assistant, leader. The observer phase is vital part of the experience as candidates become familiar with the school, classroom, and community. Once the classroom routine becomes customary the candidate will transition to the assistant phase and begin co-teaching with the host teacher. There are variations of co-teaching models to implement. Therefore, the host teacher and candidate can select a model that will work best with the students and curriculum. As soon as candidates are comfortable with the curriculum and sequence of instruction they will be expected to lead multiple lessons to help them prepare for the 12 weeks of student teaching in the spring semester.

Verification of Clinical Experience Hours (655)

Candidates are responsible for recording daily time and attendance in Blackboard. The fillable timesheet is utilized for this purpose and is submitted at the end of each week. A sample timesheet is provided on Blackboard to serve as a guide. The purpose of the detailed timesheet is for candidates to gain an understanding and appreciation of the number of hours dedicated to teaching, learning, and the profession.

Candidates failing to accumulate 655 hours and/or do not complete all course requirements will earn a grade of “Incomplete” (I) for EED 491. 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.”

Absences

In case of an absence (because of illness or emergency), the candidate must first notify the host teacher, school personnel, and university supervisor immediately. The candidate must submit a substitute plan for the host teacher describing the teaching responsibilities and roles to occur during the absence. The candidate is required to reschedule any absence, regardless of the classification of the absence.

Clinical Experience Assignments

Each required clinical experience assignment will be clearly described and posted on Blackboard. Assignments consist of lesson plans, implementation, and self-reflection, learning projects that are specific to the grade level and teacher candidate’s focus area, and the completion of Task 1 and 2 of the Kansas Teacher Work Sample (KTWS).

Required Key Assessments and Evaluation Period

During the clinical residency experience, there will be two types of evaluations conducted involving all participants - teacher candidate, host teacher, and university supervisor. Each type of evaluation, the key assessment, and evaluation period are described below:

Formal Evaluation

There are two key assessments formally evaluated at two distinct points within the semester -mid-semester and end-of-semester. These key assessments will verify the teacher candidate’s ability to display content and pedagogical knowledge, skills, and dispositions. All participants will be trained to use the key assessment tool at the beginning of the clinical experience. A review session of the assessment tool will be provided a week prior to the mid-semester and end-of-semester conferences. The two assessment tools are the Kansas Clinical Assessment Tool (K-CAT) and Leadership Qualities–CIRCLE (Dispositions). Each assessment tool is described below:

- Kansas Clinical Assessment Tool (K-CAT)
The K-CAT is an assessment tool measuring the knowledge and performance of the ten professional education standards which are the Professional and Pedagogical Knowledge and Skills that a Pre-service Candidate should exhibit. Sources of Evidence (for example, lesson plans, observation feedback sheets, progress notes, interactions with students and families) must be taken into consideration when evaluating the teacher candidate and selecting the corresponding rating criteria. The host teacher, teacher candidate, and university

supervisor will each complete ratings of the K-CAT at mid-semester and the end-of-semester. The mid-semester evaluation will identify teaching strengths and areas needing improvement and/or exposure. Evaluations and feedback are shared with teacher candidates at the mid-semester and end-of-semester conferences. The 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 growth and performance level for the semester.

○ Leadership Qualities-CIRCLE (Dispositions)

The Leadership Qualities–CIRCLE (Disposition) assessment tool consists of six leadership qualities (dispositions) - Communication, Integrity, Respect, Collaboration, Leadership and Excellence. Candidates are expected to display these dispositions at the clinical site. The mid-semester ratings serve as a benchmark for where the teacher candidate begins to exhibit the dispositions. The end-of-semester rating will mark the exposure and growth that has occurred. The host teacher, teacher candidate, and university supervisor will individually assess the teacher candidate's display of the dispositions and identify areas of strength and needing improvement. These ratings and feedback will be shared at the mid-semester and end-of-semester conferences 30 minutes to an hour, depending on the circumstance.

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 teacher candidate, host teacher, university supervisor, and Dean (when appropriate), to address the concern(s). A Candidate Improvement Plan will be created, and the candidate is responsible for documenting progress and improvements by an expected end date.

Listed below are the responsibilities for TC, HT, and US to serve as a guide for the Clinical Residency Experience.

Teacher Candidate Responsibilities

- Meet daily with the Host Teacher to discuss curriculum, instruction, and assessment plans or issues, student learning needs, and classroom management concerns.
- Assist host teacher in the supervision of classroom routines, i.e., roll taking, morning meetings, recording grades, and other duties.
- Participate in related school activities, faculty/staff meetings, in-service training, and other school related events – music program and parent/teacher conference.
- Become familiar with curriculum by co-teaching and teaching lessons. US or HT will formally evaluate lessons.
- Practice effective discipline and classroom management procedures.
- Consistently display Leadership Qualities CIRCLE (Dispositions).

- 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 in Blackboard. Be sure to provide descriptive narrative statements regarding the four areas identified on the timesheet.
- Maintain open communication and collaboration with host teacher and university supervisor.
- Meet bi-weekly with the University Supervisor to discuss required assignments (lessons, learning projects, and the KTWS) and debrief.
- Complete Task 1 and 2 of the KTWS.
- Complete self-evaluation of K-CAT and Leadership Qualities-CIRCLE (Dispositions) at mid-semester and end-of-semester. Be prepared to discuss ratings with HT and US.
- Attend mini conferences after lesson observations to discuss areas of Glows and Grows.

Host Teacher Responsibilities

- Meet daily with the Teacher Candidate providing professional guidance and expectations.
- Inform candidate of classroom/school rules.
- Introduce the teacher candidate to faculty, staff, parents, students.
- Engage in on-going dialogue to promote insight, problem solving, and reflection with the assigned teacher candidate.
- Provide exposure to and practice with teaching curriculum, strategies, materials, and assessment tools.
- Provide direction and/or assistance to Teacher Candidate regarding lesson planning (as appropriate).
- Provide constructive feedback and comments to lessons taught and evaluation tools used.
- Communicate and collaborate with university supervisor and teacher candidate.
- Complete candidate evaluation using K-CAT and Leadership Qualities-CIRCLE (Dispositions) at mid-semester and end-of-semester and share ratings with US and TC at mid-semester and end-of-semester conferences.

University Supervisor Responsibilities

- Schedule an initial meeting with the host teacher and teacher candidate to review the clinical residency experience I responsibilities and requirements, formal assessments, schedule observation dates, and answer questions or concerns.
- Monitor timesheets and verify completion of hours.
- Meet bi-weekly with the Teacher Candidate to discuss required assignments.
- Provide aid/direction with required assignments – learning projects and KTWS.

- Evaluate required assignments.
- Calculate final course grade.
- Communicate frequently with TC and HT.
- Schedule intervention conferences, if needed.
- Complete candidate evaluation using K-CAT and Leadership Qualities-CIRCLE (Dispositions) at mid-semester and end-of-semester and share ratings with US and TC at mid-semester and end-of-semester conferences.
- Schedule and attend mini conferences after lesson observations to discuss areas of Glows and Grows.

Key Things to Remember

- Provide continued proof of student liability insurance prior to any school observation, field, and clinical experience. (Refer to Junior I Semester for details.)
- Provide proof of up-to-date health certification. (Refer to Handbook, Junior I section for detail.)
- Dress as a professional - follow the example set by your host teacher.
- Know and practice the host school's emergency procedures and school rules.
- Always adhere to the NEA Professional Code of Ethic and conduct yourself as if you are under contract as a licensed teacher.
- Get plenty of rest and make every effort to stay healthy and strong.
- Keep an open mind and be ready to learn by exhibiting interest and passion in the profession.
- Arrive at school each day with a smile and be an outstanding Native Educator and Leader.

Practicing Pedagogy and Self Reflection, Senior II Semester

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

The Senior II Semester embarks on 12 weeks of full-time student teaching in EED 492 Clinical Residency Experience II. Candidates will assume all the roles and responsibilities of an elementary educator under the guidance and mentorship of a veteran teacher (host teacher). Candidates will also participate in all professional development opportunities provided by the school district and university.

Overview

The Clinical Residency Experience is designed to provide a strong bridge of support to candidates as they embark on full-time student teaching. By maintaining their clinical placement, candidates continue to support and engage in positive relationships with teachers, staff, principal, students, and families. Candidates will transition to full-time student teaching within one to two weeks upon returning from winter break. Candidates are required to spend 12 weeks of full-time teaching as required by Kansas legislation 91-1-236 a.2.b for program renewal. During this period, host teachers will be providing invaluable guidance as the candidates are practicing and refining their teaching skills and craft. A student teaching certificate will be given to the host school to mark the beginning and end of student teaching.

Required Senior II Course

EED 492 Clinical Residency Experience II, 15 credit hours

This course is part two of a year-long clinical residency experience in an assigned elementary classroom for the entire school year. In part two, teacher candidates will be able to further cultivate, refine, and practice content and pedagogical knowledge, skills, and dispositions as they assume the roles and responsibilities of a teacher. Teacher candidates will gain practical hands-on experience with everyday situations, impacting the learning and development of all learners under the mentorship of a veteran classroom teacher. Teacher candidates will also implement and reflect on their final capstone project – K-TWS during part two of clinical residency experience.

Professional Development Seminars

Candidates are required to attend and actively participate in Haskell Professional Development seminars held once a month on designated Wednesday evening. These seminars provide candidates opportunities to share classroom experiences and ideas in a supportive environment while participating in professional development activities focusing on topics such as resume writing, interviewing strategies, job application, process for acquiring teacher licensure, and preparation for the first teaching job.

Technology Integration

In Senior II semester the candidate will utilize a variety of technology platforms, resources, and tools as they prepare and implement lessons, engage in conversations with parents and families, other teachers and staff, work with students to increase practice and proficiency in math and literacy skills. Candidates must demonstrate their abilities to integrate technology with teaching and learning as described in the Kansas Teacher Work Sample (KTWS) Task 2 and 3.

Clinical Residency Experience II (655 hours)

Teacher candidates will resume their presence in their school Monday through Friday, attending all required staff meetings, professional development days, collaborative/planning times/days and all required teacher events (music program, reading/math family night, parent/teacher conferences). Candidates will continue to follow the same arrival and departure times as his or her host teacher. The expected cumulation of contact time during clinical residency experience II is 655 hours. Within a week or two, candidates will transition into full-time teaching status. They will be assuming all teacher roles, duties, responsibilities, and teaching every content area unless a modification is requested. After the candidate has completed the 12 weeks of student teaching, all teacher roles, duties, and responsibilities will be returned to the host teacher. During the last two to three weeks of the clinical residency experience, candidates will transition to the observer role and visit other grade level classrooms and other specialty areas (music, art, PE, special education, reading specialist) to gain a well-rounded clinical residency experience.

Verification of Clinical Experience Hours (655)

Candidates are responsible for recording daily time and attendance in Blackboard. The fillable timesheet is utilized for this purpose and is submitted at the end of each week. A sample timesheet is provided on Blackboard to serve as a guide. The purpose of the detailed timesheet is for candidates to gain an understanding and appreciation of the number of hours dedicated to teaching, learning, and the profession.

Candidates failing to accumulate 655 hours and/or do not complete all course requirements will earn a grade of “Incomplete” (I) for EED 492. 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.”

Absences

In case of an absence (because of illness or emergency) the candidate must first notify the host teacher, school personnel, and university supervisor immediately. The candidate must submit a substitute plan for the host teacher describing the teaching responsibilities and roles to occur during the absence. The candidate is required to reschedule any absence, regardless of the classification of the absence.

Clinical Experience Assignments

Each required clinical experience assignment will be clearly described and posted on Blackboard. Assignments consist of lesson plans, implementation, and self-reflection, learning projects that are specific to the grade level and teacher candidate's focus area, and the completion of Task 3 and 4 of the Kansas Teacher Work Sample (KTWS).

Required Key Assessments and Evaluation Period

During the clinical residency experience, there will be two types of evaluations conducted involving all participants - teacher candidate, host teacher, and university supervisor. Each type of evaluation, the key assessment, and evaluation period are described below:

Formal Evaluation

There are two key assessments formally evaluated at two distinct points within the semester -mid-semester and end-of-semester. These key assessments will verify the teacher candidate's ability to display content and pedagogical knowledge, skills, and dispositions. All participants will be trained to use the key assessment tool at the beginning of the clinical experience. A review session of the assessment tool will be provided a week prior to the mid-semester and end-of-semester conferences. The two assessment tools are the Kansas Clinical Assessment Tool (K-CAT) and Leadership Qualities (LQ)–CIRCLE. Each assessment tool is described below:

- Kansas Clinical Assessment Tool (K-CAT)
The K-CAT is an assessment tool measuring the knowledge and performance of the ten professional education standards which are the Professional and Pedagogical Knowledge and Skills that a Pre-service Candidate should exhibit. Sources of Evidence (for example, lesson plans, observation feedback sheets, progress notes, interactions with students and families) must be taken into consideration when evaluating the teacher candidate and selecting the corresponding rating criteria. The host teacher, teacher candidate, and university supervisor will each complete ratings of the K-CAT at mid-semester and the end-of-semester. The mid-semester evaluation will identify the candidate's teaching strengths and areas needing improvement and/or exposure. Evaluations and feedback are shared with teacher candidates at the mid-semester and end-of-semester conferences. The 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 growth and performance level for the entire clinical residency experience. Candidates will be expected to be at an Accomplished Practitioner Level – 3 in all ten standards of the assessment tool at the end of the clinical residency experience.

- Leadership Qualities–CIRCLE (Dispositions)
The Leadership Qualities–CIRCLE (Dispositions) assessment tool consists of six leadership qualities (dispositions) - Communication, Integrity, Respect,

Collaboration, Leadership and Excellence. Candidates are expected to display these dispositions at the clinical site. The mid-semester ratings serve as a benchmark for where the teacher candidate continues to exhibit the dispositions. The end-of-semester rating will mark the exposure and growth that has occurred for the entire clinical residency experience. The host teacher, teacher candidate, and university supervisor will individually assess the teacher candidate's display of the dispositions and identify areas of strength and needing improvement. These ratings and feedback will be shared at the mid-semester and end-of-semester conferences 30 minutes to an hour, depending on the circumstance. Candidates will be expected to be at an Accomplished Practitioner Level – 3 in all six dispositions at the end of the clinical residency experience.

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 teacher candidate, host teacher, university supervisor, and Dean (when appropriate), to address the concern(s). A Candidate Improvement Plan will be created, and the candidate is responsible for documenting progress and improvements by an expected end date.

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

Teacher Candidate Responsibilities

- Assume responsibility for all content areas. This involves planning instruction, delivering instruction, differentiating instruction as needed, assessing, evaluating, and recording student progress, and recommending grades and student feedback during the 12 weeks of full-time teaching.
- Assume host teacher's classroom routines, i.e., attendance, recording grades, professional communications, discipline procedures, and other duties during the 12 weeks of full-time teaching.
- Manage all routine tasks and classroom procedures/management and maintain an effective discipline plan.
- Participate in faculty meetings, parent/teacher conferences, parent/teacher associations, and in-service training offered through the school district.
- Consistently display Leadership Qualities-CIRCLE (Dispositions).
- Notify the 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 the Professional NEA Code of Ethics.
- Record time and attendance using the timesheet on Blackboard. Be sure to provide descriptive narrative statements regarding the four areas identified on the timesheet.

- Maintain open communication and collaboration with host-teacher and university supervisor.
- Meet bi-weekly with the University Supervisor to discuss required assignments (lessons, learning projects, and the KTWS) and debrief.
- Attend Professional Development Seminars as scheduled.
- Complete Task 3 and 4 of the KTWS and prepare KTWS Presentation to be presented the day before graduation to the Dean, SOE faculty, and teacher candidates (seniors and juniors)
- Complete self-evaluation of K-CAT and Leadership Qualities-CIRCLE (Dispositions) at midterm and end-of-semester. Be prepared to discuss ratings with HT and US.
- Attend mini conferences after lesson observations to discuss areas of Glows and Grows.
- Participate in the School of Education Exit Interview (after KTWS Presentation).

Host Teacher Responsibilities

- Maintain daily and open communication with the TC and US regarding questions, feedback, and concerns.
- Provide direction, guidance, and/or assistance to TC regarding lesson design and implementation, student differentiation, assessments and feedback, and classroom management (as appropriate).
- Provide constructive feedback and comments regarding lessons, interactions, and behaviors.
- Collaborate with the university supervisor and teacher candidate when modifications or changes occur.
- Complete candidate evaluation using K-CAT and Leadership Qualities-CIRCLE (Dispositions) at midterm and end-of-semester and share ratings with US and TC mid-semester and end-of-semester conferences.
- Attend mini conferences after lesson observations to discuss strengths and areas for improvement.

University Supervisor Responsibilities

- Schedule an initial meeting with the host teacher and teacher candidate to review the clinical residency experience II responsibilities and requirements, formal assessments, schedule observation dates, and answer questions or concerns.
- Attend mini conferences with host teacher and teacher candidate to discuss strengths and areas for improvements from lesson observed.
- Review and respond to candidate or host-teacher concerns and requests for assistance.
- Monitor timesheets and verify completion of hours.
- Meet bi-weekly with the Teacher Candidate to discuss required assignments.
- Provide aid/direction with required assignments – learning projects and KTWS.
- Evaluate required assignments.

- Calculate the final course grade.
- Attend KTWS Presentation.
- Complete midterm and end-of-semester evaluation using K-CAT, Leadership Qualities-CIRCLE (Dispositions) and attend conferences with Host Teacher and Teacher Candidate to share ratings and feedback.

Key Things to Remember

- Eligibility to exit from student teaching is achieved when the criteria in Transition Point III have been all met.
- Dress as a professional - follow the example set by your host teacher.
- Know and practice your host school's emergency procedures and school rules.
- Always adhere to the NEA Professional Code of Ethic and conduct yourself as if you are under contract as a licensed teacher.
- Get plenty of rest and make every effort to stay healthy and strong.
- Keep an open mind and be ready to learn by exhibiting interest and passion in the profession.
- Arrive at school each day with a smile and be an outstanding Native Educator and Leader.
- Keep the ETEP current on your employment and contact information. Your participation and continued interaction with the ETEP are 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 programs. Haskell has one EPP, the School of Education, and offers one degree program, Elementary Education (PreK-6). Within the degree program, there are EPP assessments required of all students and they align with InTASC Model Core Teaching Standards (April 2011) and the KSDE Professional Education Standards (April 2016). The Program assessments are specific to Elementary Education and focused on content areas that align with the KSDE Elementary Educator Preparation PreK-6 Program Standards (February 2024). All data are analyzed at least annually, and candidate progress data are analyzed and evaluated at transition points. The SOE meets 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 Candidate Support Plan has specific interventions and/or strategies for the teacher candidate to utilize as they work to improve the area in need of support. The Candidate Improvement Plan is the final intervention plan to assist the candidate with making significant improvements in areas of deficiencies. If the plan is not achieved, the teacher candidate will be counseled 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 review all program and EPP assessment data. The data is analyzed (compared, discussed) and is evaluated (judged). If the department does not find the results at an acceptable rating, decisions are made to modify and improve the program structure, curriculum, materials, assessment tools, time the assessment is administered, and transition point assessments. Once these decisions are made, the program changes and data are presented to the SOE Advisory Board for recommendations and guidance. 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 track teacher candidates' 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

- **ETS Praxis CORE Academic Skills for Educators: Combined Test (Reading, Writing, and Mathematic)** – This exam measures the academic skills and readiness potential teacher candidates possess. This is a proprietary exam developed by the Educational Testing Service (ETS) and should be scheduled online through www.ets.org. The required cut scores are **Reading (5713) – 156, Writing (5723) – 162, Mathematics (5733) – 150**. If potential teacher candidates have taken and successfully achieved high scores on the Reading, Writing, and Mathematics portion of the ACT (Reading – 21, Writing - 6.6, Math – 21) or SAT (Reading – 543, Writing – 5.3, Math – 532) exam. These scores can be utilized in place of the CORE scores.
- **Cumulative GPA** – At the conclusion of the AA or AS degree in education fields (Para-Professional, Early Childhood, or Pre-Teacher Education), potential teacher candidates must have achieve a cumulative GPA of 2.8 or higher.

Transition Point II – Entry to Clinical Residency Experience

- **ETS Praxis Elementary Education: Teaching Reading, Mathematics, Social Studies, and Science (7001)** - This exam assesses the content knowledge that is important, necessary, and needed upon entry to the profession to teach reading, mathematics, social studies, and science to elementary learners. This is a proprietary exam developed by the ETS and should be scheduled online through www.ets.org. The required cut scores are **Reading sub-test (7002) – 143, Mathematics sub-test (7003) – 157, Social Studies sub-test (7004) - 155, and Science sub-test (7005) – 159**.
- **Accumulation and Verification of Field Experience Hours** – Candidates must accumulate 350 hours of field experience in junior year.
- **Cumulative GPA** – Candidates must have a cumulative GPA of 3.0 or higher for admission to clinical residency.

Transition Point III – Exit from Clinical Residency Experience

- **Kansas Clinical Assessment Tool (K-CAT)** – The Kansas Clinical Assessment Tool (K-CAT) was created by the Consortium of Kansas Private Colleges of Teacher Education (KAPCOTE). Candidates receive ratings and feedback from their HT and US at mid-semester and end-of-semester. These ratings indicate the teacher candidate’s proficiency in upholding the duties and responsibilities of a classroom teacher as it relates to the InTASC Model Core Teaching and KSDE Professional Education Standards. Candidates are encouraged to complete a self-evaluation to compare with the ratings received. Candidates must achieve the Accomplished Practitioner Level - 3 for each of the ten standards.

- **Leadership Qualities–CIRCLE (Dispositions)** – The Leadership Qualities – CIRCLE (Dispositions) tool is a SOE created assessment. Candidates receive ratings and feedback from their HT and US at mid-semester and end-of-semester. These ratings verify the teacher candidate’s ability to display professionalism and leadership in the context of the elementary classroom setting and school. Candidates are encouraged to complete a self-evaluation to compare with the ratings received. Candidates must achieve the Accomplished Practitioner Level - 3 for each of the six dispositions.

Transition Point IV – Program Completer and Licensure Eligibility

- **Kansas Teacher Work Sample (KTWS)** – The Kansas Teacher Work Sample (KTWS) was a redesign of the Kansas Performance Teaching Portfolio (KPTP) by the Consortium of Kansas Private Colleges of Teacher Education (KAPCOTE). Candidates are required to complete a teacher work sample during full-time student teaching to demonstrate their ability to plan and implement quality instruction while also showing the ability to modify instruction for the diverse needs of her/his students through reflective practices and narrative. Candidates must achieve a 2.5 or higher for each of the four Tasks.

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 plans for future 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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