



EARLY FIELD EXPERIENCE HANDBOOK

The policies and procedures stated in this handbook apply to all students admitted and/or active in the KWU education program. The contents of this handbook may be subject to change throughout the program. Faculty reserve the right to change policies when needed. If changes are made to contents of this handbook, you will be informed and the changes will be posted on the Teacher Education department website and the Teacher Education Program Canvas Page. In addition, you are responsible for other sources of policies, procedures, guidelines, and expectations, including the KWU Student Handbooks and Academic Catalog, class schedules, KWU website, and any other pertinent KWU resources.

(Approved 6/15/17, Finalized 8/7/17, Revised 8/19/18, 08.06.19)

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Kansas Wesleyan Education Department

Early Field Experience

EARLY FIELD EXPERIENCE REQUIREMENTS AND EXPECTATIONS

Kansas Wesleyan University provides opportunities for students to apply their content, professional, and pedagogical knowledge, skills, and dispositions in various classroom settings that reflect diverse student bodies. For those students who are considering a career in education, Early Field Experience assists them in making their career decision and understanding the application of theory to the classroom.

OBJECTIVES: Through attendance and participation in activities at the assigned grade level the student will:

- Demonstrate a professional interest in education
- Observe and work with students in various instructional situations
- Value and respect the diverse needs of all students
- Develop an understanding of the various organizational, instructional, administrative, and interpersonal tasks that teachers encounter during their work
- Develop a professional attitude toward pupils, teachers, and administrators
- Demonstrate effective communication skills necessary for working in the school and community
- Demonstrate ethical and moral behavior in the classroom
- Demonstrate the skill of reflection in developing and evaluating classroom practices
- Develop/demonstrate the ability to prepare and deliver lessons

GENERAL REQUIREMENTS

1. Students will be assigned a specific cooperating teacher and **a specific day and time** for the Early Field Experience. Release time during regular classes will be given to fulfill most of the hours required.
2. Students will keep a Guided Reflective Journal of the activities and observations during the field experience. Guidelines for the reflective journal will be provided by each course instructor.
3. Because teachers frequently identify discipline and classroom management for effective learning as problems in schools today, students will discuss with the teacher the discipline and management skills used in the classroom. This is an important component to your EFE. Through observation and participation, you will experience classroom management issues.
4. Students will record hours spent at the EFE placement on time sheets that must be signed by their cooperating teacher at the end of their experience.
5. Must carry professional liability insurance in the amount of \$1,000,000.
6. It is the students' responsibility to make travel arrangements to the Early Field or Clinical Practice site and bear any expenses that may occur.

GRADING PROCEDURES FOR EARLY FIELD EXPERIENCES

1. To earn a grade on Early Field Experience, ALL REQUIRED HOURS must be completed. The time log must be approved by your cooperating teacher, who will verify that all information on the log sheet is correct. Time Log must be submitted by the due date.
2. Each cooperating teacher will complete an Early Field Evaluation at the Mid-Term and at the end of the semester. These will be sent via email to the cooperating teacher. The student will receive a copy from the Teacher Education Office.
3. **Methods course are required to plan, teach, and reflect on lessons.**

Kansas Wesleyan Education Department

Early Field Experience

STUDENT EXPECTATIONS

First week of the semester:

- Contact your Cooperating Teacher via email or phone to introduce self. Give them some background information about your experiences in education
- Show your eagerness to work in their classroom. Schedule a meeting prior to the first assigned day to discuss assignments and deadlines with the cooperating teacher
- Verify all contact information for the cooperating teacher during your first visit. (Phone numbers, email address, etc.)
- Take responsibility for knowing and adhering to all policies, procedures, and requirements of the KWU's Early Field Experience program, the cooperating classroom, and the school district you will be working in
- Research directions to the placement site and make all travel arrangements to and from the EFE site and bear any expenses that may occur

During Field Experience:

- Arrive at the placement site 10-15 minutes early every day
 - Follow all visitor requirements. **You must sign in at the main office every day.**
 - Attend all expected and scheduled sessions
 - Complete and turn in required EFE journals and assignments on time
 - Discuss assignments and deadlines with cooperating teacher the first week
 - Record your hours of EFE on time sheet daily (Must be signed off by Cooperating Teacher)
 - Turn in the Time Sheet at the end of the semester as instructed in the course syllabus
- *IF an emergency arises, notify the cooperating teacher, your KWU professor and the EFE Director prior to 7:30 A.M.***

Appearance

- Dress professionally and appropriately for the school setting (e.g., No jeans, shorts, sweat suits, flip flops, spandex yoga pants, etc. Maintain a clean and neat appearance always)
- Do not wear clothing that is revealing in nature (showing cleavage/ sagging pants/short skirts)
- Cover any tattoos and remove facial piercings

Ethical Conduct

- Retain complete confidentiality concerning information from or about the placement site, students, or school faculty/staff (NOTE: Any concerns regarding K-12 student well-being should be immediately reported to the cooperating teacher, school counselor and/or building administrator, and university supervisor or instructor)
- Demonstrate professional dispositions by avoiding negative comments about KWU, placement site, staff, cooperating/mentor teacher, students, or student care-takers
- Address placement site staff, students, and parents courteously
- React objectively when authority or knowledge is challenged

- Be in control your emotions
- Accept criticism in a professional manner. The cooperating teacher is the classroom and content expert

Active Involvement

- Actively participate in classroom routines.
- Ask your cooperating teacher how you can help
- Be willing to work with individual students or in small groups
- Practice helping students stay focused and on task
- Observe your cooperating teacher's management style.
- Notice routines that are established in the classroom, as well as in the building

Teaching

- Share lesson plans/activities with cooperating teacher prior to the day of teaching
- Lessons taught must be turned in to KWU professor two days prior to your lesson.
- Notify your KWU Professor of the time and date you will be teaching one week prior to teaching your lesson
- Submit lesson reflection to KWU Professor by deadline stated in syllabus

Midterm

- Complete Midterm evaluation with cooperating teacher and submit with reflection to KWU Professor

After Field Experience Ends:

- ✚ Leave a letter thanking your cooperating teacher for their time and expertise

Kansas Wesleyan Education Department

Early Field Experience

Cooperating Teacher Expectations

- Introduce your EFE student to your class, colleagues, and other school personnel.
- Encourage your EFE student to interact with students in the classroom
- Be a mentor to your EFE student
- Provide opportunities for your EFE students to complete the requirements of EFE
- Provide opportunities for your EFE students to work with a variety of instruction settings and techniques
- Provide constructive and timely feedback to your EFE students regarding their performance on-site.
- Complete and discuss with your EFE students the EFE Mid-Term
- Complete the End of Term Evaluation. Information regarding evaluations will be emailed to each cooperating teacher during the students' Early Field Experience.
- Contact the Director of Early Field Experience (Julie Conley, julie.conley@kwu.edu) as soon as possible as problems arise, attendance becomes an issue, and/or the experience is not beneficial to either party.

Kansas Wesleyan Education Department

Early Field Experience

Requirements of Students in Foundational Courses

EDUC208 Foundations of American Education

EDUC250 Education of the Exceptional Child

These foundational courses are generally the first experiences KWU students have as pre-service teachers in the P-12 in the classroom.

A student during the field experiences should:

- ✚ Observe various teaching methods
- ✚ Assist in preparing teaching materials
- ✚ Assist in the instructional process with individual students and in small groups
- ✚ Be as interactive as possible in the classroom.

Cooperating teachers should:

- ✚ Share teaching philosophy
- ✚ Discuss classroom management style
- ✚ Share resources with their pre-service student
- ✚ Complete a midterm with the pre-service student
- ✚ Sign off on EFE time log
- ✚ Complete final evaluation

Students are expected to:

- ✚ Log hours of Field Experience (Signed by cooperating teacher to be accepted)
- ✚ Complete all journals and assignments
- ✚ Discuss midterm with the Cooperating teacher and submit a reflection of the midterm

After Field Experience ends:

- **Leave a letter thanking your cooperating teacher for their time and expertise**

Kansas Wesleyan Education Department

Early Field Experience

Requirements of Students in Methods Courses

Elementary Education Block 1 (Beginning Reader, Math)

Elementary Education Block 2 (Developing Reader, Science, Social Studies)

KICA Special Education Methods

These courses are for students that have been admitted into the Teacher Education Program. They have had at least 40 hours in the classroom. They are learning how to write lesson plans and prepare units.

A student during field experiences should:

- Observe various teaching methods
- Assist in preparing teaching materials
- Assist and teach in the instructional process with individual students, small groups, and whole group
- Be as interactive as possible

Cooperating teachers should:

- Share teaching philosophy
- Discuss classroom management style
- Share resources with their pre-service student
- Assist pre-service student in planning and teaching lessons
- Complete a midterm with the pre-service student
- Complete final evaluation

Students are expected to:

- Log hours of Field Experience (Signed by cooperating teacher to be accepted)
- Complete all journals and assignments
- Discuss midterm with the Cooperating teacher and submit a reflection of the midterm by deadline stated in the syllabus
- Plan, teach and reflect on a minimum of three lessons. All lessons plans must be submitted to the KWU Professor two days prior to teaching the lesson; lessons videotaped, reflection paper completed, and conduct a meeting with the KWU Professor to discuss the lesson

After Field Experience ends:

- **Leave a letter thanking your cooperating teacher for their time and expertise**

Kansas Wesleyan Education Department

Early Field Experience

Performance Improvement Policy

A Performance Improvement Plan is activated when a student shows an area of concern in the following:

- Attendance
- Dispositions
- Academic performance
- Academic dishonesty

A conference with the student will occur and may involve writing a Performance Improvement Plan. Follow up meetings will be scheduled and required as stated in the Performance Improvement Plan, and/or as deemed necessary by the EFE Director, KWU professor, and/or the cooperating teacher. If the Performance Improvement Plan is not successful or if required meetings are not attended, termination of the placement may occur.



Kansas Wesleyan Education Department

Early Field Experience

Procedures for Termination of Early Field Placement

The following policy pertains to candidates enrolled in KWU education courses. When there is cause to consider termination of an Early Field placement, the following procedure shall be followed:

- **The Department shall give the candidate notice in writing**
 - a) that consideration is being given to removing him/her from the placement,
 - b) of the date, time, and place of a hearing before the Teacher Education Committee whose responsibility it is to reach a decision concerning the possible termination of an placement;
 - c) that the candidate is invited to attend and participate in the hearing.
- The hearing shall be scheduled to be not more than three (3) days following the candidate being notified of the hearing
- If the candidate gives adequate reason, the Department may grant a continuance of the time limit specified above
- The place of the hearing shall be determined by the Department and shall be held at a location that is reasonably convenient for all parties involved
- The committee responsible for this hearing shall be the Teacher Education Committee with the Chair serving as the hearing officer. Included at the hearing will be a representative from the school district, if appropriate
- The candidate or person whom he/she designates shall be permitted to question witnesses who present evidence against him/her at the hearing
- The candidate shall have an opportunity to present his/her own case

While a decision in a case of termination is pending, the candidate may be removed from his/her assignment if the case presumes to involve

- immoral character
- conduct unbecoming a teacher in training
- ethical, legal, or professional misconduct
- insubordination, failure to obey reasonable rules outlined by the school district and/or the department
- inefficiency, incompetency, or failure to comply with the requirements of the school district and/or the Department.

Removal shall be by action of the University and/or the school district and may be based on recommendations of the school district's superintendent, principal, or other person of authority as duly authorized by the school district or University. When the hearing or the case is completed, the Department shall inform the candidate in writing of the decision involving his/her placement within 5 academic business days.

Kansas Wesleyan Education Department

Early Field Experience

PERFORMANCE IMPROVEMENT PLAN

Student Name:	Early Field Experience Site:
Department: Teacher Education	Date:

Performance in need of improvement (*List the goals the student will initiate to improve performance, as well as an action plan for how the student will achieve each goal. Include skill development and changes needed to meet expectations*):

Goals	Action Plan
1.	
2.	
3.	
4.	

Targeted Date for Improvement:

Goal 1:

Goal 2:

Goal 3:

Dates to review progress by the student and university supervisor: Student will initially meet with supervisor to discuss and review progress every week.

Providing your signature below acknowledges these were addressed with the student and will be filed in student's education file.

Student Signature: _____ Date: _____

University Supervisor Signature: _____ Date: _____

Kansas Wesleyan Education Department

Early Field Experience

Professional Liability Insurance

All students/candidates who participate in early field experiences or clinical practice must carry professional liability insurance in the amount of \$1,000,000. Proof of professional liability insurance in the required amount must be submitted to the Director of Early Field Experience before the student/candidate will be assigned to an early field experience or clinical practice.

Candidates who join the Kansas National Education Association Student Program (KNEA-SP) receive:
\$1,000,000 of professional liability insurance as part of their membership and will be verified as KNEA- SP members by the Department of Teacher Education.

The following link provides more information on the KNEASP membership:

<http://www.knea.org/home/651.htm>

Kansas Wesleyan Education Department

Early Field Experience

Statement of Understanding

As an Education Major at Kansas Wesleyan University, I understand that there are many responsibilities to which I must attend in order to successfully complete the program and become a certified teacher in Kansas. I have read the Kansas Wesleyan University TE Handbook and the Early Field Handbook carefully and understand the context. I have read the guidelines concerning field experience procedures, assignments, background self-disclosure, confidentiality/professionalism agreement, field experience evaluation and unsatisfactory field experience procedures. My signature below signifies my understanding and willful compliance with the policies and procedures established in these handbooks and that I will not be able to begin my field experience until the following forms have been completed:

___ Statement of Confidentiality and Professionalism

___ Statement of Disposition

___ Background Self Disclosure

___ Field Experience Disclosure

___ Proof of Professional Liability

Major: _____

Printed Name: _____

Signature: _____

Date: _____

Kansas Wesleyan Education Department

Early Field Experience

Code of Confidentiality and Professionalism

As an Education Major at Kansas Wesleyan University, I understand that I will have access to privileged and confidential information while participating in early field experience. I must always hold high expectations of myself in the community. I agree to maintain confidentiality and professionalism in all circumstances relating to the people I meet and work with during these experiences, the children with whom I interact, the school districts with which I participate, the community that I am living in, and the information and data with which I am entrusted. This statement of confidentiality encompasses all communication tools including online/social media and electronic communication. My signature below signifies my understanding and willful compliance with the expectations of Confidentiality and Professionalism.

I will: (Please initial)

___ Not use any form of online/social media or electronic communication to discuss my experience outside of my Cooperating Teacher, University Professors, and Director of Field Experience.

___ Present myself in a neat and clean fashion.

- Dress professionally and appropriately for the school setting (e.g., No jeans, shorts, sweat suits, flip flops, spandex yoga pants, holes, low neck lines, short skirts, hats, clothing inappropriate to children, etc.
- Always maintain a clean and neat appearance
- Avoid clothing that is revealing in nature (showing cleavage/ sagging pants/short skirts)
- Cover any tattoos and remove facial piercings

___ Not use cell phones in the P-12 classroom.

___ Not have food, drink, or gum in the P-12 classroom.

___ Arrive at the placement site 10-15 minutes early every day

___ Sign in at the main office every day and follow all visitor requirements

___ Attend all expected and scheduled sessions

***IF an emergency arises, notify the cooperating teacher and the KWU professor and EFE Director prior to 7:30 A.M.**

___ Conduct myself in a professional manner in my school and my community.

Printed Name: _____

Signature: _____

Kansas Wesleyan Education Department

Early Field Experience

Candidate's Statement of Commitment Regarding Dispositions

Dispositions are defined as “The habits of professional action and moral commitments that underlie an educator’s performance (InTASC Model Core Teaching Standards, p.6). “Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching.” (CAEP Standard 3.3) The dispositions listed below are expected of Kansas Wesleyan University candidates in the university classroom and in the schools.

Excellence

- Comes to class prepared
- Uses grades/rubrics/study guides to improve skills
- Justifies ideas with research/evidence
- Uses correct spelling, grammar, sentence structure
- Has respect, seriousness, and the intent to acquire knowledge

Personal Qualities

- Actively listens during class
- Asks/answers questions during class that demonstrates authentic interest
- Collaborates and contributes in group work
- Accepts and acts on constructive feedback
- Takes responsibility for actions

Commitment

- Gets things done despite hardships
- Is accountable and reliable
- Adheres to assignment guidelines/due dates
- Takes initiative to understand concepts
- Goes above minimum expectations

Leadership

- Interacts with others in a professional manner
- Actively involved with in the campus and community
- Approaches diversity with a positive attitude and remains open to differing opinions
- Demonstrates respect of cultural differences of others
- Collaborates with others

Ethics

- Represents the University positively
- Complies with University and Teacher Education policies and procedures
- Trustworthy in communication and interaction with others
- Accepts responsibility for personal actions and behaviors
- Demonstrates academic honesty

Kansas Wesleyan Education Department

Early Field Experience

Candidate's Statement of Commitment Regarding Dispositions

Signature page

I have read the dispositions and indicators. I agree that dispositions are important to being an effective, professional teacher. I am committed to both growth and excellence in demonstrating these dispositions. I understand that my progress in the teacher education program depends upon successful demonstration of these dispositions.

Student/Candidate Signature: _____ Date: _____

Printed Name: _____ Date: _____

Kansas Wesleyan Education Department

Early Field Experience

Background Check of Teacher Education Students/Candidates

In the State of Kansas, teaching is considered to be a profession. Therefore, the Kansas State Department of Education (KSDE) has a Professional Practices Commission to exercise disciplinary and advisory functions over those requesting licensure or working as a certified professional. Teacher licensure can be denied, suspended, or revoked for both felony and non-felony actions. (Legal Issues and Teacher Licensure updated June 2016)

We have compiled this information for students in all Kansas teacher preparation programs. The Kansas State Department of Education (KSDE) requires a fingerprint-based background clearance before they will issue any teaching license.

After a presentation in 2013 by a KSDE Office of General Counsel, it became abundantly clear that all teacher education students with ANY prior crime related to KSDE criminal questions (below) should try to get the record officially “expunged” before requesting a background clearance. It’s best to complete this process before applying for ANY license with KSDE.

1. Have you ever been convicted of a felony?
Yes No *If yes, please attach a copy of the court documents regarding conviction*
2. Have you ever been convicted of ANY crime involving dishonesty, drugs, or a child?
Yes No *If yes, please attach a copy of the court documents regarding conviction.*
3. Have you entered into a criminal diversion agreement after being charged with any offense described above?
Yes No *If yes, please attach a copy of the diversion agreement.*
4. Are criminal charges pending against you in any state involving any of the offenses described above?
Yes No *If yes, please attach a copy of the court documents regarding your case.*
5. Have you had a teacher’s or school administrator’s certificate or license denied, suspended or revoked in any state?
Yes No *If yes, please indicate the action taken: revoked denied suspended*

Which State(s)?

Please attach a copy of the documents regarding the official action taken.

6. Is disciplinary action pending against you in any state regarding a teacher’s or administrator’s certificate or license?
 Yes No

If yes, please attach a copy of the official documents regarding the action pending against you.

7. Have you ever been disbarred or had a professional license or state issued certificate denied, suspended, revoked, or been the subject of other disciplinary action regarding any profession in Kansas or any other state?

Yes No *If yes, please indicate the action taken:* revoked denied suspended

Which State(s)?

Please attach a copy of the documents regarding the official action taken.

8. Have you ever been terminated, suspended, or otherwise disciplined by a local Board of Education for falsifying or altering student tests or student test scores?

Yes No *If yes, which district(s)?* _____

When? _____

9. Have you ever falsified or altered assessment data, documents, or test score reports required for licensure?

Yes No *If yes, which states(s)* _____ *When?* _____

As you read these questions, note that alcohol is not indicated above, so you do not have to report alcohol-related incidents like an MIP (minor in possession), MIC (minor in consumption) or misdemeanor DUI due to alcohol. If any of these appear as your **only** charge/conviction, you can answer all questions on the Kansas licensure application “no”. (Be aware that in other states, like MO, alcohol crimes may impact licensure, and some school districts may consider alcohol crimes for student teachers and employees.) A DUI for Drugs or a felony DUI should be reported. If you are unsure, **WHEN IN DOUBT, REPORT IT!**

If you:

- assume or have been told your diversion took the crime off your record – **IT DOES NOT.**
- are “not sure” whether you had something expunged, **YOU PROBABLY DID NOT.**
- assume you don’t have to report it because you were a juvenile – **YOU MUST REPORT IT.**
- “forget” your past record and you don’t reveal it, this is considered dishonesty and creates another issue with KSDE who will aggressively review your case. **DO NOT LIE.**

If you receive a letter from the KSDE Office of General Counsel:

- follow all directions carefully and submit all documents they request. KSDE cannot provide you with advice or help you obtain those documents;
- you will need to contact the Clerk of the Court to obtain documents related to your case:

❖ **For Convictions-**

- obtain certified copies of the charging documents (complaint or citation/ticket); and
- obtain certified copies of the journal entry of conviction.

❖ **For Diversions-**

- obtain certified copies of the charging documents, and
- certified copy of the diversion agreement; and
- certified copy of the journal entry of dismissal.

KSDE may ask you to appear before the Professional Practices Commission (a KSDE committee of working teachers, KSDE and Higher Education representatives); and any decision from the Professional Practices Commission will go before the State Board of Education for final action. Just because you may have had an emergency sub license approved does not guarantee a teaching license will be!

Advice about getting a record expunged:

- It's often a simple process that may not require a lawyer;
- It can take a 4-8 weeks to complete;
- Start by contacting the court (county or municipal) where the conviction/diversion occurred OR look for the paperwork on the court website;
- Check to make sure of the time required for an expungement has been completed;
- If it can be completed before you apply for a license, work on completing the expungement;
- If it cannot be completed before you apply, REPORT the crime on your license application and include copies of the court documents;

Remember, an expungement can benefit you in more ways than just licensure!

If your crime happened in Salina Municipal Court, requesting expungement may be fairly easy: go online for the forms and instructions. In most courts, the typical cost for expungement would be \$100-200; with more serious cases, you might want to hire a lawyer.

If a student answers "Yes" to any of the above questions:

1. The student will be asked to submit appropriate documentation to the Teacher Education Committee.
2. The student may appear before the Teacher Education Department/Unit Committee if he or she wishes. The university attorney or student's attorney also may be present.

EACH CASE WILL BE CONSIDERED ON AN INDIVIDUAL BASIS.

The following factors will be taken in account: FACTORS:

1. Nature of the felony or crime
2. Recency of the felony or crime
3. Rehabilitation related to the felony or crime
4. Potential danger to students

Teacher Education Department/Unit Committee decides if the student/candidate is to:

- (1) participate in early field experiences,
- (2) be admitted into the Teacher Education Program,
- (3) be accepted for clinical practice,
- (4) be recommended for licensure.

The Teacher Education Committee/ Unit will take the above factors into account as they reach their decision concerning placement or acceptance of students. The Chairperson of the Teacher Education Department will notify the student, in writing, of the decision. In addition, copies of that notification will be sent to the Provost, the Director of Teacher Education, and Licensure Officer. As with all issues regarding teacher education decisions, the student/candidate has the right to appeal. The appeals process is listed in the KWU Catalog and the Teacher Education Handbook.

IMPLEMENTATION DATE JANUARY 15, 1996 Revised June 2016

Students will be required to answer the questions listed above:

- a. Prior to the end of first week of classes for early field placement in the Foundations and History of Education class,
- b. When they apply for admission into the Teacher Education Program,
- c. When they apply for clinical practice,
- d. When they apply for licensure

Students/Candidates who have been convicted of a felony involving the areas listed above may be denied licensure by the State of Kansas.

I certify that the information on this form is true and complete to the best of my knowledge. I understand that any misrepresentation of facts may result in the denial or revocation of my certificate by the Kansas State Department of Education.

Signature: _____

Printed Name: _____

Date: _____

Kansas Wesleyan Education Department

Early Field Experience

Additional Student Background Disclosure

The Education Department at Kansas Wesleyan University requires that you disclose relevant issues related to criminal history and licensure history. If you have had any misdemeanor or felony convictions, if you've been disciplined or discharged from a professional position, or if you had a license suspended, denied, revoked, or annulled, we need to know about it. Error on the side of self-disclosure, even if an issue occurred a long time ago or that was minor in nature. Failure to disclose and include supporting documents can delay the approval for Early Field and/or Clinical Practice Placement. Supporting documents should include Copies of the Law Enforcement Report, Court Charge Document, and Court Minutes Document. Kansas Wesleyan University reserves the right to request a background check at the expense of the student in question.

- Have you ever participated in a deferred prosecution agreement or program to dispose of charges resulting from a criminal investigation, including cases that have been expunged (removed) from your record?
 YES NO
- Are you currently on probation, parole, conditional release, supervised release, bail/bond, electronic monitoring, administrative supervision or any other court-ordered supervision in any jurisdiction?
 YES NO
- Is any criminal charge or investigation pending against you in any jurisdiction?
 YES NO
- Has any state, county, or local human services agency ever made a finding that you engaged in conduct that constituted abuse/maltreatment and/or neglect of any person, child, or adult?
 YES NO
- Have you ever been convicted of any criminal offense (including criminal traffic violations, not general traffic violations) in any jurisdiction, including cases that have been expunged (removed) from your record or for which you have been pardoned?
 YES NO

Kansas Wesleyan Education Department
Early Field Experience
Additional Student Background Disclosure

If you answered YES to any question above, briefly describe the incident below and attach Copies of the Law Enforcement Report, Court Charge Document, and Court Minutes Document.

Signature: _____ Date: _____

Students will be required to answer the questions listed above:

- prior to early field placement in the Foundations and History of Education class,
- when they apply for admission into the Teacher Education Program,
- when they apply for clinical practice,
- when they apply for licensure

Students/Candidates who have been convicted of a felony involving the areas listed above may be denied licensure by the State of Kansas.

I certify that the information on this form is true and complete to the best of my knowledge. I understand that any misrepresentation of facts may result in the denial or revocation of my certificate by the Kansas State Department of Education.

Signature: _____ Date: _____

Kansas Wesleyan Education Department
Teacher Education Program
Field Experience Disclosure

Have you ever failed a course with an Early Field Experience at KWU or any other higher education institution?

____ Yes

____ No

If yes, which class? _____ When? _____

Please attach an explanation.

Have you been dismissed from an Early Field Experience at KWU or any other higher education institution at KWU or any other higher education institution?

____ Yes

____ No

If yes, which class _____ When? _____

Please attach an explanation.

Have you dropped a course with an Early Field Experience at KWU or any other higher education institution?

____ Yes

____ No

If yes, which class _____ When? _____

Please attach an explanation.

Signature: _____ Date: _____

Printed Name: _____ Date: _____

Kansas Wesleyan Education Department

Early Field Experience

EFE Foundations Midterm/Final Evaluation

Pre-Service Teacher: _____ School: _____

Cooperating Teacher: _____ Grade/Subject: _____

Hours completed _____

Based on performance of a Pre-Service Teacher	Unsatisfactory 1	Developing 2	Proficient 3
Student Appearance	Rarely well-groomed and appropriately dressed.	Sometimes well-groomed and appropriately dressed.	Consistently well-groomed and appropriately dressed.
Student Attitude	Rarely attentive, respectful, and positive.	Sometimes attentive, respectful, and positive.	Consistently attentive, respectful, and positive.
Student Dependability	Rarely fulfills given tasks and responsibilities.	Sometimes fulfills given tasks and responsibilities.	Consistently fulfills given tasks and responsibilities.
Student Initiative	Rarely recognizes and takes advantage of opportunities to work with students.	Sometimes recognizes and takes advantage of opportunities to work with students.	Consistently recognizes and takes advantage of opportunities to work with students.
Student Promptness	Rarely on time.	Sometimes on time.	Consistently on time.
Student Responsiveness	Rarely accepts professional guidance.	Sometimes accepts professional guidance.	Consistently accepts professional guidance.
Student Ethics	Rarely demonstrates moral and ethical behavior in the classroom and honors the code of confidentiality.	Sometimes demonstrates moral and ethical behavior in the classroom and honors the code of confidentiality.	Consistently demonstrates moral and ethical behavior in the classroom and honors the code of confidentiality.
Student Confidence	Rarely displays high levels of poise and confidence through posture, gestures, facial expressions, and eye contact.	Sometimes displays high levels of poise and confidence through posture, gestures, facial expressions, and eye contact.	Consistently displays high levels of poise and confidence through posture, gestures, facial expressions, and eye contact.

Comments:

Signature of Cooperating Teacher: _____ Date: _____

Kansas Wesleyan Education Department

Early Field Experience

EFE Methods Midterm/Final Evaluation

Pre-Service Teacher: _____ School: _____

Cooperating Teacher: _____ Grade/Subject: _____

Hours completed: _____

Based on performance of a Pre-Service Teacher	Unsatisfactory 1	Developing 2	Proficient 3
Student Appearance	Rarely well-groomed and appropriately dressed.	Sometimes well-groomed and appropriately dressed.	Consistently well-groomed and appropriately dressed.
Student Attitude	Rarely attentive, respectful, and positive.	Sometimes attentive, respectful, and positive.	Consistently attentive, respectful, and positive.
Student Dependability	Rarely fulfills given tasks and responsibilities.	Sometimes fulfills given tasks and responsibilities.	Consistently fulfills given tasks and responsibilities.
Student Initiative	Rarely recognizes and takes advantage of opportunities to work with students.	Sometimes recognizes and takes advantage of opportunities to work with students.	Consistently recognizes and takes advantage of opportunities to work with students.
Student Promptness	Rarely on time.	Sometimes on time.	Consistently on time.
Student Responsiveness	Rarely accepts professional guidance.	Sometimes accepts professional guidance.	Consistently accepts professional guidance.
Student Ethics	Rarely demonstrates moral and ethical behavior in the classroom and honors the code of confidentiality.	Sometimes demonstrates moral and ethical behavior in the classroom and honors the code of confidentiality.	Consistently demonstrates moral and ethical behavior in the classroom and honors the code of confidentiality.
Student Confidence	Rarely displays high levels of poise and confidence through posture, gestures, facial expressions, and eye contact.	Sometimes displays high levels of poise and confidence through posture, gestures, facial expressions, and eye contact.	Consistently displays high levels of poise and confidence through posture, gestures, facial expressions, and eye contact.
Student Interest	Rarely demonstrates an interest in understanding the material related to the	Sometimes demonstrates an interest in understanding the	Consistently demonstrates an interest in understanding the

	content area.	material related to the content area.	material related to the content area.
Classroom Management	Rarely controls the classroom and responds to misbehavior appropriately.	Sometimes controls the classroom and responds to misbehavior appropriately.	Consistently controls the classroom and responds to misbehavior appropriately.
Instructional Strategies	Rarely uses a variety of organizational and instructional strategies without prompt.	Sometimes uses a variety of organizational and instructional strategies without prompt.	Consistently uses a variety of organizational and instructional strategies without prompt.
Preparation	Rarely demonstrates the ability to prepare teaching materials.	Sometimes demonstrates the ability to prepare teaching materials.	Consistently demonstrates the ability to prepare teaching materials.
Collaboration	Rarely demonstrates the ability to collaborate and confer with the teacher.	Sometimes demonstrates the ability to collaborate and confer with the teacher.	Consistently demonstrates the ability to collaborate and confer with the teacher.
Communication	Rarely use effective communication skills necessary for working in the classroom.	Sometimes use effective communication skills necessary for working in the classroom.	Consistently use effective communication skills necessary for working in the classroom.
Content Knowledge	Rarely demonstrates the ability to convey their knowledge of subject matter.	Sometimes demonstrates the ability to convey their knowledge of subject matter.	Consistently demonstrates the ability to convey their knowledge of subject matter.
Planning	Rarely demonstrates the ability to plan and prepare a lesson.	Sometimes demonstrates the ability to plan and prepare a lesson.	Consistently demonstrates the ability to plan and prepare a lesson.
Instructional Aids/Technology	Rarely demonstrates the ability to use teaching aids and/or technology in instruction.	Sometimes demonstrates the ability to use teaching aids and/or technology in instruction.	Consistently demonstrates the ability to use teaching aids and/or technology in instruction.
Teaching	Rarely demonstrates the ability to teach a lesson effectively.	Sometimes demonstrates the ability to teach a lesson effectively.	Consistently demonstrates the ability to teach a lesson effectively.

Comments:

Signature of Cooperating Teacher: _____ Date: _____
