



**KANSAS
WESLEYAN**
UNIVERSITY

2020-2021

TEACHER EDUCATION PROGRAM HANDBOOK

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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.

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MISSION STATEMENTS, PHILOSOPHIES, AND GOALS

KANSAS WESLEYAN UNIVERSITY MISSION

The mission of Kansas Wesleyan University is to promote and integrate academic excellence, spiritual development, personal well-being, and social responsibility.

Kansas Wesleyan University provides an education program characterized by excellence within a caring community, rooted in the liberal arts tradition. The call of the University is to develop both intellect and character, to stimulate creativity and discovery, to nurture the whole person - body, mind, and spirit. Diversity is encouraged in curriculum, faculty, and students.

Kansas Wesleyan University prepares students not only for careers and professions, but also for lifelong learning. The University equips its students for responsible leadership in their communities, for useful service in and to the world, and for stewardship of the earth.

Kansas Wesleyan University provides a setting in which faith and learning are integrated; encounter with the Christian proclamation is an integral part of the life of the University. The University fosters the lively discussion of faith and values, encouraging students to develop a thoughtful, personal world view informed by Christian tradition.

Kansas Wesleyan University serves the church, community, and the world by providing a variety of resources for educational, cultural, and spiritual enrichment. The aim of the University is to discover, to build, and to share a higher quality of life and a broader vision of the world.

KANSAS WESLEYAN TEACHER EDUCATION CONCEPTUAL FRAMEWORK

Kansas Wesleyan University prepares reflective teachers with the potential for professional leadership who: demonstrate academic and professional excellence, have sound personal qualities, have a commitment to education and life-long learning, demonstrate world citizenship, and are committed to faith.

TEACHER EDUCATION MISSION

The Teacher Education program at Kansas Wesleyan University is committed to the selection and preparation of future elementary and secondary teachers who reflect in a positive manner the essence of the mission statement of the university, i.e., academic excellence, spiritual development, personal well-being, and social responsibility. The Kansas Wesleyan University Teacher Education program provides prospective teachers a broad foundation of liberal studies complemented by an in-depth study in their teaching majors.

TEACHER EDUCATION PHILOSOPHY

It is the philosophy of the Teacher Education Program that a liberal arts education and professional training will produce a teacher candidate who has academic and professional excellence, a strong sense of spiritual and personal well-being, social responsibility, and the skills to be a reflective teacher with the potential for educational leadership.

DISPOSITIONS

BASED ON THE KWU CONCEPTUAL FRAMEWORK GOALS AND OBJECTIVES

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.

Goal 1. Academic Excellence

The candidate possesses the knowledge bases, in liberal arts and his/her content area, and in pedagogical skills necessary to be an effective teacher.

To meet this goal, the candidate will:

Objectives:

- Understand the fundamentals of liberal arts by demonstrating the formative liberal arts.
- Demonstrate knowledge of the processes of human development and learning.
- Demonstrate problem solving, reasoning, and critical thinking skills to make decisions when integrating curriculum.
- Demonstrate effective teaching and assessment strategies for all students

Dispositions:

1. The candidate comes to class prepared
2. The candidate uses grades/rubrics/study guides to improve skills
3. The candidate justifies ideas with research/evidence
4. The candidate uses correct spelling, grammar, sentence structure
5. The candidate has respect, seriousness, and the intent to acquire knowledge

Goal 2. Teacher Effectiveness

The candidate demonstrates the skills to create an effective learning environment.

To meet this goal, the candidate will:

Objectives:

- Demonstrate effective verbal, non-verbal communication, and listening skills.
- Demonstrate a proficiency in technological applications to education.
- Build cooperative relationships among all students for an effective learning environment.
- Develop collaborative relationships with other professionals and parents to support all students’ learning and well-being.
- Demonstrates appropriate strategies in classroom management.

Dispositions:

1. The candidate actively listens during class
2. The candidate asks/answers questions during class that demonstrates authentic interest
3. The candidate collaborates and contributes in group work
4. The candidate accepts and acts on constructive feedback
5. The candidate takes responsibility for actions

Goal 3. Professionalism

The candidate is dedicated to the school community in which he/she is a member.

To meet this goal, the candidate will:

Objectives:

- Participate in school community activities and service.

- Demonstrate support of all students, parents, and colleagues.
- Demonstrate responsibility, self-confidence, self-motivation and self-discipline.
- Demonstrate the ability to reflect on teacher and student performance.
- Acquire and demonstrate knowledge of world cultures and their impact on the school community.

Dispositions:

1. The candidate interacts with others in a professional manner
2. The candidate is actively involved with in the campus and school community
3. The candidate approaches diversity with a positive attitude and remains open to differing persons/opinions and beliefs
4. The candidate demonstrates respect of cultural differences of others
5. The candidate collaborates with others

Goal 4. Ethics

The candidate is respectful of spiritual values and demonstrates ethical behavior in creating caring learning environments for all students.

To meet this goal, the candidate will:

Objectives:

- Demonstrate ethical and moral behavior in the classroom
- Demonstrate respect for diversity within the school community.
- Demonstrate respect for spiritual values of all students and colleagues

Dispositions:

1. The candidate represents the University and cooperating schools in a positive manner
2. The candidate complies with University and Teacher Education policies and procedures
3. The candidate is trustworthy in communication and interaction with others
4. The candidate accepts responsibility for personal actions and behaviors
5. The candidate demonstrates academic honesty

Kansas Wesleyan Education Department

Teacher Education Program

Kansas Educator Code of Conduct

The professional educator shall work in the best interest of their students and honor their responsibilities to their students, school, district, community, state and profession as evidenced by:

- **Responsibilities to Student**
- **Responsibilities to District**
- **Responsibilities to Profession**
(www.ksde.org)

Responsibilities to Student:

- Refrain from disclosing confidential or damaging information that affects the student
- Make reasonable effort to protect the student from conditions detrimental to learning, health or safety
- Maintain professional relationships with students both inside and outside the classroom
- Refrain from soliciting, encouraging, participating or initiating inappropriate written, verbal, electronic, physical, sexual or romantic relationship with students

Appropriate conduct includes, but is not limited to the following:

- Keeping in confidence information about students that has been obtained in the course of professional service
- Creating, supporting, and maintaining a challenging learning environment for all students
- Advocating for fair and equitable opportunities for all children
- Nurturing the intellectual, physical, emotional, social and civic potential of all students
- Embodying for students the characteristics of honesty, diplomacy, tact, and fairness
- Fulfilling all mandatory reporting requirements for child abuse
- Fulfilling the roles of mentor and advocate for students in a professional relationship. A professional relationship is one where the educator maintains a position of teacher/student authority while expressing concern, empathy, and encouragement for students
- Providing professional education services in a nondiscriminatory manner
- Maintaining a professional relationship with parents of students and establish appropriate communication related to the welfare of their children

Inappropriate conduct includes, but is not limited to the following:

- Sharing confidential information concerning student academic and disciplinary records, health and medical information, family status/income, and assessment/testing results unless disclosure is required or permitted by law
- Failure to provide appropriate supervision of students and reasonable disciplinary actions
- Engaging in harassing behavior on the basis of race, gender, national origin, religion or disability
- Furnishing tobacco, alcohol or illegal/unauthorized drugs to any students or allowing a student to consume alcohol or illegal/unauthorized drugs
- Committing any act of child abuse
- Committing any act of cruelty

- Committing any act of cruelty to children or any act of child endangerment

Responsibilities to District:

- Adhere to conditions of contractual obligations with professional practice
- Fulfill reporting requirements honestly and accurately
- Appropriately use funds, personnel, property, and equipment committed to his or her charge
- Refrain from falsifying any documents related to the employment process
- Conduct school district business through established procedures

Appropriate conduct includes, but is not limited to the following:

- Maximizing the positive effect of school funds through judicious use of said funds
- Modeling for students and colleagues the responsible use of public property
- Insuring that school policies or procedures are not impacted by gifts or gratuities from any person or organization

Inappropriate conduct includes, but is not limited to the following:

- Revealing confidential health or professional information concerning colleagues unless disclosure serves lawful professional purposes or is required by law
- Harming others by knowingly making false statements about a colleague or the school system
- Being on school premises or at a school-related activity involving students while documented as being under the influence of, possessing or consuming alcoholic beverages. A school related activity includes, but is not limited to, any activity that is sponsored by a school or a school system or any activity designed to enhance the school curriculum such as club trips, etc. which involve students
- Falsifying, misrepresenting, omitting or erroneously reporting information submitted to local, state federal, and/or governmental agencies
- Using school property without the approval of the local board of education/governing body
- Submitting fraudulent requests for reimbursement of expenses or for pay
- Falsifying, misrepresenting, omitting or erroneously reporting reasons for absences or leave
- Tutoring students assigned to the educator for remuneration unless approved by the local school board
- Falsifying records or directing or coercing others to do so

Responsibilities to Profession:

- Demonstrate conduct that follows generally recognized professional standards
- Fulfill all of the terms and obligations detailed in the contract
- Maintain appropriate licensure for professional practice and employment
- Provide accurate information to state department
- Abide by all federal, state, and local laws and employing school board policies

Appropriate conduct includes, but is not limited to the following:

- Encouraging and supporting colleagues in developing and maintaining high standards
- Insuring that institutional privileges are not used for personal gain
- Maintaining diligently the security of standardized test supplies and resources
- Follow mandatory reporting requirements

Inappropriate conduct includes, but is not limited to the following:

- Harassment of colleagues
- Inappropriate language on school grounds or any school-related activity
- Accepting gifts or favors or offering gratuities that impair professional judgment or to obtain special advantage
- Violating confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, and violating local school board or state directions for the use of tests
- Being under the influence of, possessing, using or consuming illegal or unauthorized drugs
- Falsifying, misrepresenting, omitting or erroneously reporting employment history, professional qualification, criminal history, licensure/re-licensure
- A plea of guilty, nolo contendere or having been otherwise guilty of: any crime punishable as a felony; any crime involving a minor; any crime involving a theft; any crime involving drug related conduct; any crime defined in any section of article 36 of chapter 21 of the Kansas statutes annotated; or any attempts as defined by K.S.A 21-3301 and amendments thereto, to commit any crime specified in this subsection

Kansas State Department of Education, May 2014
(www.ksde.org)

TEACHER EDUCATION COMMITTEE

The Teacher Education Committee's main purposes is to develop and administer the policies and procedures of the Teacher Education Program. The committee will approve or disapprove all applications for admission to the Teacher Education Program based on the interview process. The committee will review and make recommendation for the candidate's continuation in the program; interview and accept or deny candidates for Clinical Practice; review and make recommendations for continuation in Clinical Practice. The committee will recommend the candidates for certification/license; conduct studies related to the program, review recommendations; and make recommendations for changes to the Teacher Education Program at Kansas Wesleyan University.

Appeals from this committee may be made to the Academic Affairs Committee of the Faculty.

Procedure for Selection of the Teacher Education Committee/Unit

The Chairperson of the Education Department will serve as the permanent chair of the committee unless there are extraordinary circumstances. Other faculty members of the Education Department will serve on the committee as well as faculty members from each of the other departments/ divisions that are members of the Teacher Education unit. These members will be selected in consultation with the Provost.

In addition, the Teacher Education Committee/Unit will select two candidate representatives, one elementary education major and one secondary/K-12 education minor, prior to or at their first meeting of the academic year. The Chairperson of the Teacher Education Committee/Unit will submit the names of candidates, elementary education major and secondary/K-12 education minor, to the committee for consideration. The committee will select candidates by a majority vote. After selection by the Teacher Education Committee/Unit, the Chairperson will submit the names to the president of the Student Congress for his/her approval.

Criteria for candidate selection are as follows:

- one candidate will be an elementary education major,
- one candidate will be a secondary/K-12 education minor,
- each candidate will have at least a 3.0 cumulative GPA
- each candidate will have demonstrated leadership ability through classes and campus activities,
- each candidate will have demonstrated mature, responsible behavior through classes and campus activities,
- each candidate will agree to serve in a responsible professional manner, and,
- each candidate will have been admitted to the Teacher Education Program and be in good standing.

Candidates may serve consecutive years if requested by the Teacher Education Department/Unit Committee.

TEACHER EDUCATION UNIT PROGRAMS

The following KWU approved programs lead to initial teaching licensure in the State of Kansas: Courses required for each program are found in the KWU Catalog and on the Teacher Education Department website.

Biology (6-12)

Chemistry (6-12)

Elementary Education (K-6)

English Language Arts (6-12)

History and Government (6-12)

Mathematics (6-12)

Music (PK-12)

Physics (6-12)

Physical Education/Health (PK-12)

Speech/Theatre (6-12)

Middle Level Endorsement – Can be obtained once an initial license has been issued and by passing Praxis Content test

English for Speakers of Other Languages - ESL Endorsement – Can be obtained once an initial license has been issued and by passing Praxis Content test

*Special Education Adaptive (K-6/K-12/6-12) ACCK Endorsement

*The Special Education Adaptive Program leads to an added endorsement for both Elementary and Secondary Licensure. The courses in this program are offered through the Kansas Independent College Association (KICA) online or on the McPherson College campus.

Kansas Wesleyan Education Department

Admission into the Teacher Education Program

It is the student's responsibility to adhere to all of the following policies and to meet all deadlines. Students may not enroll in 300 or 400 level professional education courses until they are admitted with full acceptance into the Teacher Education Program. In the event of extenuating circumstances, the student may bring forth a petition to the Teacher Education Committee/Unit.

In addition to completing a formal application and interview process, all candidates must meet the following criteria to gain admittance into the Teacher Education Program.

- **Achieve a minimum cumulative grade point average of 2.75 on a 4.0 scale**
- **Accomplish following (reading, writing, and math can be mixed between ACT, SAT or CORE :**

<i>Minimum national average ACT subscore</i>	<i>Minimum national average SAT subscore</i>
Reading 21	Critical Reading 202
English 20	Writing 494
Math 21	Math 515

Minimum CORE Academic Skills for Educators (CORE) scores of:

Reading 156
Writing 162
Math 142

Registration for the CORE is at www.ets.org/praxis

- **Taken these courses with a grade of C or higher**
- ❖ EDUC 100 Orientation to Education
- ❖ EDUC 208 Foundations & History of American Education
- ❖ EDUC 244 Developmental Psychology
- **Submit five recommendations (References and Dispositions should come from different people.)**

Elementary education major:

- ❖ one must come from an education instructor
- ❖ one recommendation must come from an advisor or chair of the dept.
- ❖ one recommendation must come from a liberal arts instructor
- ❖ two recommendations may come from current instructors or from colleges previously attended/work references

Secondary/K-12 education major:

- ❖ one recommendation must come from a major advisor (or content instructor if the advisor is the dept. chair)
- ❖ one recommendation must come from the content area dept. chair
- ❖ one recommendation must come from a liberal arts instructor
- ❖ one may come from an education instructor/and/or education advisor at colleges previously attended or work references.

Disposition:

- ❖ Submit two dispositions (References and Dispositions must come from different people.)
- ❖ one disposition must come from your advisor
- ❖ one disposition must come from your content area instructor

➤ **Submit signed Candidate's Statement of Commitment regarding Disposition**

- **Achieve an average of B or higher in early field experience.**
- **Interview, receive an average of 3.00 on the interview, and a vote of approval from the Teacher Education Committee/Unit based on the above criteria.**

TO MAINTAIN ELIGIBILITY TO CONTINUE IN TEACHER EDUCATION PROGRAM

The candidate must:

- Achieve a minimum cumulative grade point average of 2.75
- Achieve a minimum grade point average of 2.75 for content area
- Achieve grades of C or higher in all professional education and major courses
- Achieve a B average or better in early field experience.

The student does have the right to petition (in writing) the Teacher Education Committee and ask for permission to interview if not all of the requirements have been met. The petition must include documentation that explains reasons for the deficiencies.

- **Submit signed Candidate’s Statement of Commitment regarding Disposition**
- **Achieve an average of 3.00 or higher in early field experience.**
- **Interview, receive an average of 3.00 on the interview, and a vote of approval from the Teacher Education Committee/Unit based on the above criteria.**

TO MAINTAIN ELIGIBILITY TO CONTINUE IN TEACHER EDUCATION PROGRAM

The candidate must:

- Achieve a minimum cumulative grade point average of 2.75
- Achieve a minimum grade point average of 2.75 for content area
- Achieve grades of C or higher in all professional education and major courses
- Achieve a B average or better in early field experiences

Kansas Wesleyan University Liberal Studies Requirements For Degreed Individuals:

Liberal studies courses required of individuals with a bachelors and/or masters or PhD degree(s) from another institution or a bachelor degree from Kansas Wesleyan University Prior to May 2000, must meet the following requirements or equivalency:

- INTD 115 Wesleyan Heritage (1 Credit Hour)

CERTIFIED TEACHERS SEEKING SPECIAL EDUCATION ENDORSEMENT

You must be admitted into the KWU Teacher Education Program before being accepted into the KICA Teacher Education Program.

The individual seeking endorsement is responsible for the following procedures:

1. Provide a copy of teaching license.
2. Complete KWU Teacher Education Program Application for Admission.
3. Following submission of application and references, the KWU Teacher Education Department will review these items and make a decision regarding acceptance into the Teacher Education Program

Kansas Wesleyan Education Department

Teacher Education Program

POLICIES

APPEALS PROCESS

An appeals process is available to students/candidates at any stage of the Teacher Education Program. Students/candidates have 30 days after the Committee's decision to request, in writing, the committee's reason for current decision. If students/candidates are denied admission into courses, the program, clinical practice, or licensure, they may appeal, in writing, to the Chairperson of the Teacher Education Committee/Unit. The Committee will review the student's/candidate's appeal and reach a decision, which the Chairperson of the Teacher Education Committee/Unit will send, in writing, to the student/candidate. If the student/candidate wishes to appeal further, he/she may request, in writing, a review by the Academic Affairs Committee. After this committee's review, the decision will be sent, in writing, to the student and to the Chairperson of the Teacher Education Committee/Unit.

PROFESSIONAL LIABILITY INSURANCE

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

RECENCY

Due to the rapidly changing nature of education today, it is the policy of the Education Department not to accept education classes taken by students more than six years previously. However, each case will be considered on an individual basis by the Director of Teacher Education. The student and the university registrar will be notified of the decision by the Director of Teacher Education.

PERFORMANCE IMPROVEMENT POLICY FOR EARLY FIELD EXPERIENCE OR CLINICAL PRACTICE PLACEMENT

A performance improvement plan is activated when a student shows an area of concern in the following (but not limited to):

- Attendance
- Dispositions
- Academic performance
- Academic dishonesty

A conference with the student will occur and will involve writing a Performance Improvement Plan. Follow up meetings will be scheduled and required as stated in the Performance Improvement Plan. See the Procedures for Termination if the Performance Improvement Plan is not successful or required meetings not attended.

Kansas Wesleyan Education Department

Teacher Education Program

Academic Probation/Dismissal

A student who fails to maintain the teacher education program requirements at the end of a term will be placed on academic probation. If a student who is already on academic probation fails to meet program standards during the following semester, the student may be dismissed from the program.

Provisionally admitted students are considered to be on academic probation upon entry and must meet all program requirements by the end of the probation semester. Failure to do so can result in dismissal from the program.

Students dismissed after spring semester may not enroll in EDUC 300 level courses or above for the summer term or the next fall semester. Students dismissed after the fall semester may not enroll in EDUC 300 level courses or above for the spring semester. Students dismissed after the summer semester may not enroll in EDUC 300 level courses or above for the fall semester.

Students dismissed from the program who wish to re-apply for admission are encouraged to use the period of absence from the department for activities that will give evidence of their potential to improve performance, for example, successful completion of coursework institution in order to raise their cumulative grade point average or enroll in the Early Field Experience course for remediation.

A student may only be placed on Academic Probation twice before they are dismissed from the program.

*******For the 19-20 academic school year, the Teacher Education Committee approved to give those students in the program and that are below the original 2.5 GPA one probation semester to reach a 2.5 GPA and an additional probation semester to reach the new 2.75 GPA. And those that are between the original 2.5 GPA and the new 2.75 GPA range two semesters probation to reach the new GPA of 2.75*******

Kansas Wesleyan Education Department

Teacher Education Program

PROCEDURES FOR TERMINATION OF EARLY FIELD OR CLINICAL PRACTICE PLACEMENT

The following policy pertains to candidates enrolled in courses through the Education Department of Kansas Wesleyan University. When there is cause to consider termination of an early field placement or clinical practice placement, the following procedure will be followed:

- The Department will 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 a placement;
 - (c) that the candidate is invited to attend and participate in the hearing.
- The hearing will be scheduled to be not more than three (3) academic business 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 will 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 student may be accompanied by a counselor (parent, friend, attorney, faculty member, etc.) if the student so wishes. This person may consult with the student, but he or she may not cross-examine those giving testimony or otherwise participate in the meeting.
- The candidate will have an opportunity to present his/her own case. The candidate will be informed in writing of the decision of the committee within five (5) academic business days.

While a decision in a case of termination is pending, the candidate may be removed from his/her placement 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 school district and may be based on recommendations from 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 and of his/her candidacy for a degree and/or teacher certificate within five (5) academic business days.

Kansas Wesleyan Education Department

Teacher Education Program

Performance Improvement Plan

Student Name:	Early Field Experience or Clinical Practice 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

Teacher Education Program

Procedures of Student Complaint

The following policy pertains to students/candidates enrolled in courses through the Teacher Education Department of Kansas Wesleyan University. Students have the right to bring grievances against a faculty member or administrator in the Teacher Education Department. Such grievances may include, but are not limited to: failure to abide by the stated policies and procedures as stated in the course syllabus or University Catalog, unprofessional classroom practice, failure to respect a student's right to privacy, and discrimination.

The following guidelines must be met to proceed in submitting a complaint:

- The Student must exhaust remedies provided by the informal grievance procedure below.
- The Student may then elect to use the formal grievance procedure described below.
- When the complaint originates in a classroom setting between an instructor and a student, the complaint must be filed in a timely fashion; i.e., no later than ten academic working days into the semester following the semester in which the complaint originated.
- When the complaint does not originate in a classroom setting, the student must begin the complaint procedure in a timely fashion but no later than twenty academic working days following the incident.

(Because the Teacher Education department works with multiple education entities, a shorter deadline for submittal of complaints has been adopted).

Informal Complaint Procedure

If a student has a complaint against a faculty member, the student should attempt to resolve the complaint by an informal meeting with the faculty member involved. If the student believes that he or she cannot discuss the complaint with the instructor, the student should submit a written letter of complaint specifying the details of the grievance and the actions he or she is requesting to KWU's Director of Teacher Education Department. The student should file this complaint (as stated above) in as timely a manner as possible, but in no case can the complaint be filed later than the limits previously given.

If the student has an unresolved complaint against the Director, as an instructor of record, the student should submit a written letter to the Provost. The Provost should meet with the student within ten academic working days to discuss and attempt to resolve the complaint. If the student has an unresolved complaint against an instructor of record, the written letter of complaint should be submitted to the office of the Director of Teacher Education. Again, the student should file this complaint in as timely a manner as possible, but in no case can the complaint be filed later than ten academic working days after the beginning of the semester (the first day of classes) following the semester in which the incident occurred.

Upon receiving a written letter of complaint, the Director of Teacher Education or Provost has ten academic working days to notify the parties involved and to schedule a meeting. The student may be accompanied by a counselor (parent, friend, attorney, faculty member, etc.) if the student so wishes. This person may consult with the student, but he or she may not cross-examine those giving testimony or otherwise participate in the meeting. The purpose of this meeting is to resolve the student's complaint informally. The Director of Teacher Education or Provost will keep a written record of the meeting between the parties and within five academic working days will inform each in writing (by certified mail to the student) of the understanding reached at the meeting. This written record will be kept for a minimum of three years.

If after receiving the written communication of the result of the informal procedure the student is not satisfied, he or she may ask for a formal resolution of his or her complaint by filing a request with the Teacher Education Committee. A petition for a formal resolution must be filed no later than ten academic working days from the date of the postmark of the chair's letter stating the outcome of the informal resolution.

Formal Grievance Procedure

A student may not elect to use the formal grievance procedure until the student has met with the faculty member, the Director of Teacher Education, or the Provost. The only exception to this is when the student has submitted his/her written complaint for informal resolution and has received no response or action within the ten academic working days established by this policy.

A student has ten academic working days following his or her notification of the conclusion of the informal resolution to request a formal resolution. The request for a formal resolution, detailing the specifics of the complaint and attaching all previous correspondence generated during the informal resolution process, must be sent to the Teacher Education Department. The student must secure the signature of the Director of Teacher Education, on the petition for a formal hearing, to certify that the informal process has been completed. Within ten working days from receiving the complaint, the Director of Teacher Education shall submit the complaint to the Chair of the Teacher Education Committee for review and consideration.

The Chair of the Teacher Education Committee may request a Committee ruling on the validity of a student grievance or whether the Committee has jurisdiction. The Committee may rule that a formal hearing is unwarranted. Should the committee determine that a hearing is unwarranted, the student will be notified in writing within ten academic working days of the Committee's decision. The decision of the Committee regarding the validity of the complaint is final.

If a formal hearing is to be held, it will generally be heard at the next meeting of the Committee. The Chair of the Teacher Education Committee will inform the faculty member or the Provost or the Director of Teacher Education and the student (by certified mail to the student) of the date on which the case will be heard. The student and the faculty member, and Director of Teacher Education have the right to be physically present and be accompanied by a counselor. Such a counselor may consult with the student or the faculty member but cannot examine or cross-examine those giving testimony or otherwise participate in the hearing. It will be the Chair's decision as to whether or not attendance of either party is mandatory. At the Chair's discretion, either party can present his or her case in writing. All relevant documents should be in the hands of the Committee Chair no later than five academic working days before the Committee meets to take up the case. Any documents received after this date may be included at the discretion of the Chair of the Committee.

After hearing the case, the Committee will meet and make a recommendation which will be forwarded to the office of the Provost. Within ten academic working days, the office of the Provost will communicate the Committee's recommendation to all parties (by certified mail to the student.)

Right of Appeal

If any of the above outlined policies and procedures is violated, any of the parties involved has the right to appeal to the Provost. Any appeal must be made within ten working days from the date the Committee's decision is received by the student, faculty member, chair or dean. The Provost shall evaluate the complaint and render a decision and a course of action on behalf of the student no later than ten academic working days from the receipt of the complaint. In these matters, the decision of the Provost is final.

Kansas Wesleyan Education Department Teacher Education Program

Student Complaint Form

Complete steps 1-3 and return form to the Teacher Education Office. Step 4 is to be completed by the Director of Teacher Education.

Person bring complaint: (print full name) _____

Date: _____

Email: _____

Phone: _____

Signature: _____

Type of Complaint:

(check appropriate box) Academic Personnel Procedural

Statement of Facts: _____

Please write an explanation of your complaint and provide a detailed description of the facts. You may attach additional documentation if necessary.

Action to Resolve Complaint: (To completed by Director of Teacher Education)

Resolution: _____

Signature: _____

Printed Name: _____

Date: _____

Kansas Wesleyan Education Department

Teacher Education Program

Teacher of Promise Award

This award is established by the KSDE to recognize those students who have excelled in their Teacher Education Programs and hold the promise of being exemplary teachers.

The criteria for the Award include:

1. Achieved a GPA of 3.0 or higher.
2. Participated in a professional organization related to their certification area (KNEA-SP or other)
3. Involved in community service that is not required by coursework.
4. Demonstrated the potential to be an effective teacher.
5. Recommendation from Cooperating Teacher and University Supervisor

Kansas Wesleyan Education Department

Teacher Education Program

Admission Packet

Please complete the following items. All items are required to apply and must be submitted prior to October 1st for the fall semester and March 1st for the spring semester, before a student will be allowed to interview with the Teacher Education Committee.

Name: _____ Birth Date: _____

KWU ID: _____ Phone Number: _____

KWU BOX: _____ Email: _____

Current Address: _____

Permanent Address: _____

Current Status: (check appropriate box) Sophomore Junior Senior

Planned Graduation Semester and Year _____

Colleges Attended (Please list most recent college attended first)

Institution: _____ Location: _____ Dates: _____ to _____

Institution: _____ Location: _____ Dates: _____ to _____

Institution: _____ Location: _____ Dates: _____ to _____

Areas you expect to teach (check all that apply):

Elementary K-6

Secondary K-12 Subject:

Secondary 6-12 Subject:

SPED Adaptive K-6

SPED Adaptive 6-12

SPED Adaptive PK-12

Printed degree audit (dated within one week of application submission)

GPA of 2.5 or higher

Passing scores in reading, writing and math (can be mix between ACT/SAT/CORE). Write your score below:

WRITING/ENGLISH				MATH				READING			
ACT (20)	SAT (494)	CORE (162)	CAAP (62/3.0)	ACT (21)	SAT (515)	CORE (142)	CAAP (56)	ACT (21)	SAT (502)	CORE (156)	CAAP (60)

Completed EDUC 100 Grade: (must be a C or better) _____

Completed EDUC 208 Grade: (must be a C or better) _____

Completed EDUC 244 Grade: (must be a C or better) _____

Received a B average or better in Early Field Experience Evaluations

Submit in writing the response to the following questions (Typed, double spaced, 12 font):

1. Describe in 500 words or less why you wish to enter the field of teaching.

2. Describe in 350 words or less your prior experience working with children or youth. This can be paid, volunteer, or field experience.

Sign the Candidate's Statement of Commitment Regarding Dispositions

Submit Background Check/Early Field Disclosure

References (5): References and Dispositions must come from different people.

- One must come from an education instructor
Name: _____ Position: _____
- One recommendation must come from an advisor or chair of the dept.
Name: _____ Position: _____
- One recommendation must come from a liberal arts instructor
Name: _____ Position: _____
- Two recommendations may come from instructors at colleges previously attended/work references
Name: _____ Position: _____
Name: _____ Position: _____

Dispositions (2): References and Dispositions must come from different people.

> One disposition must come from your advisor
Name: _____ Position: _____

> One disposition must come from your content area instructor
Name: _____ Position: _____

Submit in writing an explanation for any program requirement deficiencies.

Due Date: October 1st for fall semester and March 1st for spring semester

Kansas Wesleyan Education Department

Teacher Education Program

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

Teacher Education Program

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: _____

Kansas Wesleyan Education Department

Teacher Education Program

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
Teacher Education Program
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.

Print Name: _____

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 provide 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 provide 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: _____

Please provide an explanation: _____

Kansas Wesleyan Education Department

Teacher Education Program

Teacher Education Program Reference Form

To be completed by candidate:

Student Name (please print) _____

Reference Name (please print) _____ Level (Elem/Sec/P-12)

Access to Reference I am aware of my rights of access to this reference, as stated in the Family Education Rights and Privacy Act of 1974. I am also aware that I may waive all rights of access to this reference. Recognizing that "right of access" may have pronounced effect on the nature of the reference written, after careful consideration, I chose to

_____ Retain my right to access of this reference

_____ Waive my right of access to this reference on the basis that it be more valid and acceptable to those who must make judgment about my suitability for teaching.

CANDIDATE SIGNATURE: _____ DATE: _____

To be completed by Reference:

1. What is the candidate's greatest strength?

2. Please describe the candidate's general attitude towards academic work, his/her reliability and ability to work in a group with other students.

3. What is your overall evaluation of this candidate's potential for becoming a successful teacher?
Recommend the candidate without reservations.
Recommend the candidate with moderate reservations.
Recommend the candidate but with serious reservations.
Cannot recommend this candidate for teaching.

Please explain:

Kansas Wesleyan Education Department

Teacher Education Program

Kansas Wesleyan University Teacher Education Dispositions

Name of Candidate: _____ Date: _____

Name of Rater: _____ Position: _____

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.

Directions: Mark 1, 2, 3, 4 on the line provided for each goal. Include comments if appropriate.

1	2	3	4
Unsatisfactory	Needs Improvement	Proficient	Distinguished
Candidate is not meeting expectations.	Candidate meets some expectations.	Candidate meets all expectations.	Candidate meets all expectations and goes above and beyond what is expected.

Goal 1 – Academic Excellence: Rating Scale from Above: _____

The candidate possesses the knowledge bases in liberal arts and his/her content area, and in pedagogical skills and demonstrates academic and professional excellence to teach all students.

- The candidate comes to class prepared
- The candidate uses grades/rubrics/study guides to improve skills
- The candidate justifies ideas with research/evidence
- The candidate uses correct spelling, grammar, sentence structure
- The candidate has respect, seriousness, and the intent to acquire knowledge

Comments:

Goal 2 – Personal Qualities Rating Scale from Above: _____

The candidate demonstrates the intra and interpersonal skills to create an effective learning environment.

- The candidate actively listens during class
- The candidate asks/answers questions during class that demonstrates authentic interest
- The candidate collaborates and contributes in group work
- The candidate accepts and acts on constructive feedback
- The candidate takes responsibility for actions

Comments:

Goal 3 – Commitment

Rating Scale from Above: _____

The candidate demonstrates a commitment to education and life-long learning.

- _The candidate complete tasks despite hardships
- _The candidate is accountable and reliable
- _The candidate adheres to assignment guidelines/due dates
- _The candidate takes initiative to understand concepts
- _The candidate goes above minimum expectations

Comments:

Goal 4 – Leadership

Rating Scale from Above: _____

The candidate is dedicated to the school community in which he/she is a member.

- _The candidate interacts with others in a professional manner
- _The candidate is actively involved with in the campus and school community
- _The candidate approaches diversity with a positive attitude and remains open to differing persons/opinions and beliefs
- _The candidate demonstrates respect of cultural differences of others
- _The candidate collaborates with others

Comments:

Goal 5 – Ethics

Rating Scale from Above: _____:

The candidate is respectful of spiritual values and demonstrates ethical behavior in creating caring learning environments for all students.

- _The candidate represents the University and cooperating schools in a positive manner
- _The candidate complies with University and Teacher Education policies and procedures
- _The candidate is trustworthy in communication and interaction with others
- _The candidate accepts responsibility for personal actions and behaviors
- _The candidate demonstrates academic honesty

Comments:

Kansas Wesleyan Education Department

Teacher Education Program

POSSIBLE TOPICS FOR TEACHER EDUCATION PROGRAM INTERVIEW

- Topics covered in EDUC 208 Foundation of Education
- Topics covered in EDUC 244 Developmental Psychology
- Early Field Experiences
- Issues in Education Today

Prepare for your interview based on the following rubric:

Unsatisfactory - 1	Basic - 2	Proficient - 3	Distinguished - 4
Candidate fails to demonstrate a grasp of the concept.	Candidate demonstrates a partial understanding of the concept however states these ideas in an imprecise and somewhat unclear manner	Candidate demonstrates solid understanding of several aspects of the concept and states these ideas in an acceptable manner	Candidate demonstrates depth of understanding of the multiple aspects of the concept, and articulates these ideas in a clear and concise manner.

Kansas Wesleyan Education Department

Teacher Education Program

Clinical Practice Intent Form

DUE Feb. 1st/Sept. 1st

Please complete the following items. All items are required and must be turned in one year before you will be allowed to apply for Clinical Practice Interviews.

Name: _____

KWU ID: _____

Phone Number: _____

KWU BOX: _____

Email: _____

Current Address: _____

Permanent Address: _____

Graduation Date: ____ December ____ May 20 ____

Student Teaching Date: ____ Fall ____ Spring 20 ____

____ **Elementary** ____ **Secondary**: Subject: _____

____ **Printed degree audit** (dated within one week of application submission) showing all program requirements as completed or in progress. A letter of action must accompany the degree audit if requirements are not met or in progress.

____ **Full Acceptance** into the Teacher Education Program

____ Cumulative **GPA of 2.75** or higher

____ Content Area **GPA of 2.75** or higher

____ Received a **C average** or better in Teacher Education Courses

____ Received a **B average** or better in Early Field Experience Evaluations

Signature of Applicant

Date submitted

*Signature of Advisor who has verified that
the candidate has completed courses and requirements in approved program
and recommended the candidate for clinical practice*

Date submitted

TEACHER EDUCATION DEPARTMENT USE ONLY:

Action Taken: Approved Disapproved

Director of Teacher Education/Certification

Date