



WICHITA STATE
UNIVERSITY
COLLEGE OF EDUCATION

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

Teacher Education Program's Six Guiding Principles

Guiding Principles

Professionalism and Reflection on the Vocation

Human Development and Respect for Diversity

The Connection of Teaching and Assessment

Technology Integration

Understanding Content Knowledge and Pedagogical Content
Knowledge and their Alignment with Standards

Collaboration with Stakeholders



**** Note:** *This handbook and additional resources are available online at:*
<http://webs.wichita.edu/?u=coedess&p=/services/handbooks/>

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The placement of a Teacher Intern is a cooperative venture involving both the University and the Placement School. Parties to this Agreement have the right and professional obligation to insist on standards of professionalism on the part of Teacher Interns that are consonant with prevailing standards in the school community. Neither party shall discriminate on the basis of age, color, disability, gender, gender expression, gender identity, genetic information, marital status, national origin, political affiliation, pregnancy, race, religion, sex, sexual orientation, or status as a veteran.



Teacher Education Mission and Values

University Mission

The mission of Wichita State University is to be an essential educational, cultural and economic driver for Kansas and the greater public good.

University Vision

The university's vision is to be internationally recognized as the model for applied learning and research.

University Values - At Wichita State University, we value...

- Seizing Opportunities
- Success for all stakeholders
- Diversity of culture, thought and experience
- Adaptive approaches
- Teamwork
- Positive risk-taking

University Strategic Plan

The history of Wichita State is built upon big ideas and the undaunted dreamers who turned them into reality. From the streets of Wichita to the far corners of space, Shockers have proven time and time again that, at Wichita State, anything is possible.

It was with this in mind that the university set out to create a strategic plan that capitalized on Wichita State's unique DNA in a way that would leave a lasting impact on its students, its city, its region and its world. The resulting document is a blueprint for the university's aspirations of obtaining greater global prominence and a declaration of its intentions to serve as the flag bearer for the future of higher learning. http://webs.wichita.edu/?u=wsustrategy&p=/wsu_strategy/

College Scope

The College of Education at Wichita State produces outstanding teachers and educational professionals — and we prepare excellent athletic trainers, sport and exercise professionals, as well.

Experience is everything in WSU's College of Education. That's why field experience is a vital part of every student's program of study. The college offers majors in a variety of areas relating to human development across the lifespan – teaching, counseling, educational leadership, athletic training, exercise science, sport management and more. Experience, combined with a solid

foundation of knowledge gained in the classroom, positions College of Education graduates for success in their chosen professions.

Mission of the College of Education

The Mission of the College of Education is to “prepare education and other professionals to benefit society and its institutions through the understanding, the facilitation, and the illumination of the learning process and the application of knowledge in their disciplines.” There are two identifying characteristics of the college—the hands-on, site-based learning that is present across each program in the college, and the strongly held belief of students and faculty in the “power of education to change the world.”

In order to carry out this mission, the College of Education has developed a conceptual framework and assessment system; has appointed committees to address the various aspects of the mission; and has established policies, procedures and accountability to guide the activities of the college.

Overview of Conceptual Framework

Conceptual Framework

The Professional Education Unit’s Conceptual Framework for the preparation of educational professionals is built upon the mission statement of the university supported by the missions of the colleges represented in the unit: the College of Education, College of Fine Arts, Fairmount College of Liberal Arts and Sciences, and the Graduate School. The Conceptual Framework informs governance, curriculum design, and learning activities at both the undergraduate and graduate level.

Vision and Core Values

The vision of the Professional Unit Conceptual Framework is to prepare teachers and other school personnel who exemplify the core values of “Highly Competent, Collaborative, and Reflective Professionals.” To fulfill this vision, the unit produces graduates who identify, understand and demonstrate the following six core values/guiding principles: 1) Professionalism and Reflection on the Vocation (PR); 2) Human Development and respect for Diversity (HDD); 3) the Connection of Teaching and Assessment (CTA); 4) Technology Integration (T); 5) Understanding of Content Knowledge, Pedagogical Content Knowledge and their alignment with Standards (CKS); and 6) Collaboration with Stakeholders (C).

Unit Vision Linked to Guiding Principles

The vision is directly connected to the guiding principles (core values): The Highly Competent Professional is reflected through explication of the guiding principles two through four: Human development and respect for diversity, the connection of teaching and assessment, technology integration, and understanding content knowledge, pedagogical content knowledge and their alignment with Standards. The vision of a collaborative professional is reflected in the guiding principle of collaboration with stakeholders. The vision of a reflective professional is shown in the guiding principle of professionalism and reflection on the vocation.

The Unit Vision/Core Values Graphic

The unit's philosophy for the preparation of education professionals and other school personnel is presented visually in a series of elliptical strands (values) that wrap around the vision. The entwined strands illustrate how the six guiding principles (values) working together create highly competent, collaborative, and reflective professionals. Together the unit vision and six guiding principles reflect a visual representation of commonly agreed upon ideas and commitments and provide direction for individual and corporate efforts. The intertwining of the strands, or guiding principles around the "core" vision, creates one powerful conceptual framework.

Unit Vision: The Development of Highly Competent, Collaborative, and Reflective Professionals

Guiding Principles

Professionalism and Reflection on the Vocation

Human Development and Respect for Diversity

The Connection of Teaching and Assessment

Technology Integration

Understanding Content Knowledge and Pedagogical Content Knowledge and their Alignment with Standards

Collaboration with Stakeholders



Guiding Principles Defined

The Professional Education Unit at Wichita State University focuses on preparing candidates who identify, understand, and practice the six guiding principles which in turn, lead to internalization of the core values of highly competent, collaborative and reflective professionals thus fulfilling the unit's vision. The Guiding Principles include proficiencies and dispositions.

- (1) Professionalism and reflection on the vocation (PR):** The WSU teacher preparation program uses a reflective model to develop professional dispositions in candidates for the improvement of professional practice. Candidates are expected to value knowledge and continuous learning to improve professional practice*. Candidates understand and implement the legal and ethical practices of the profession. Candidates are familiar with major learning theories and strategies to enhance educational knowledge and are able to evaluate instructional decisions for their impact on students/clients.
- (2) Human development and respect for diversity (HDD):** Candidates demonstrate a commitment to the basic principles and theories of human development, learning, and diversity and apply this knowledge to their own learning, teaching, guiding, and clinical situations which includes a commitment to "fairness" in all aspects of their work and the expectation that all students/clients can learn*. Candidates consider family, community, and school in advocating for students and clients* and have knowledge of relevant historical, philosophical, social and cultural factors.

- (3) The connection of teaching and assessment (CTA):** Candidates know and understand current theory, research and practice that inform the cyclical and interactive processes of good teaching (e.g., analysis, preparation, instruction, assessment [qualitative and quantitative], and decision making based on assessment results). The candidates apply this knowledge across all facets of their work. The candidates develop skills to plan, implement, and evaluate developmental, cultural, and ethically appropriate techniques and strategies for addressing student and client needs. Respects and holds high expectations and fairness for all learners*.
- (4) Technology integration (T):** Candidates can demonstrate skills in the use of technology appropriate to the respective disciplines. Technology is used to enhance professional productivity in planning, teaching, student learning, and assessment. The candidates seek opportunities to continually learn and improve professional practice*.
- (5) Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS):** Candidates identify, understand, and use and continue to build knowledge in the disciplinary field(s). Candidates apply this knowledge to teaching within the structure of the standards and seek opportunities to continually learn and improve professional practice*.
- (6) Collaboration with stakeholders (C):** Candidates identify, understand, and use processes to work, and advocate cooperatively and professionally, with students/clients, colleagues, parents and community to move toward mutual goals. Candidates collectively plan, gather, and build resources to create innovative solutions to existing problems. Candidates demonstrate effective communication and interpersonal skills and attitudes. The candidates plan, implement and sustain an appropriate environment that promotes effective professional practices. Candidates value working cooperatively with colleagues and others to advance best interest of students and clients*.

*Underlined portions designate dispositions

WSU Initial Teacher Education Program Standards* (Kansas Professional Education Standards)

Standard 1 - Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate, relevant, and rigorous learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of differences in individuals, languages, cultures, and communities to ensure inclusive learning environments that enable each learner to meet rigorous standards.

Standard 3: Learning Environment. The teacher works with others to create environments that support individual and collaborative learning, includes teacher and student use of technology, and encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates content-specific learning and literacy experiences that make the discipline accessible and relevant to assure mastery of the content.

Standard 5: Application of Content. The teacher understands how to engage learners through interdisciplinary lessons that utilize concept-based teaching and authentic learning experiences to engage students in effective communication and collaboration, and in critical and creative thinking.

Standard 6: Assessment. The teacher understands how to use multiple measures to monitor and assess individual student learning, engage learners in self- assessment, and use data to make decisions.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, technology, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in relevant ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, support staff, and community members to ensure learner growth, and to advance the profession.

Standard 11: The values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. For example, they might include a belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment. (NCATE, 2000).

*Standard 1-10 aligned to KSDE Professional Education Standards, Standard 11 is a Unit Standard, not one of the required KSDE Professional Education Standards

Kansas Educator Code of Conduct

Teacher Education Candidate Conduct Expectations

Teacher education candidates (TECs) in a teacher education program participating in a field experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. TECs should not engage in unprofessional conduct or unlawful behaviors in accordance to KSDE's Kansas Educator Code of Conduct

http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf

In view of these expectations, teacher education candidates participating in a field experience who are unable to meet these standards, as judged by university faculty and cooperating teachers, may receive a failing grade and/or face possible removal from the field experience. For a more complete description of expectations and procedures for dismissal from field experiences see related documents in the Teacher Education Application Packet.

Notice of Nondiscrimination

Wichita State University does not discriminate in its employment practices, educational programs or activities on the basis of age, color, disability, gender, gender expression, gender identity, genetic information, marital status, national origin, political affiliation, pregnancy, race, religion, sex, sexual orientation, or status as a veteran. Retaliation against an individual filing or cooperating in a complaint process is also prohibited. Sexual misconduct, relationship violence and stalking are forms of sex discrimination and are prohibited under Title IX of the Education Amendments Act of 1972. Complaints or concerns related to alleged discrimination may be directed to the Director of Equal Opportunity or the Title IX Coordinator, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3187.

Diversity in Field/Clinical Work

Diversity is a critical principle for WSU programs that prepare teachers and other school personnel, including diversity associated with the practical applications of professional knowledge and skills taught in those programs. In the context of such practical work, diversity refers to both variety among the recipients of professional practice (i.e., students or clients) as well as variety in the settings which professional knowledge and skills are being practiced. All WSU professional education programs provide and ensure that candidates systematically reflect upon and engage in professional practice with diverse students/clients and in a variety of settings, as relevant to the specific areas of professional expertise.

Teacher Intern Placement Guidelines

1. Teacher intern placements will be made to provide each candidate a wide range of diverse field experiences that reflect the individual's program levels and licensure requirements. Pre-K-12, dual middle-level, and Early Childhood Unified programs will be provided split placements at two levels.
2. Teacher interns will not be placed where either their teacher responsibilities or supervisory relationships could pose conflict of interest. Teacher interns will not be placed in schools where their children, spouses or significant others, relatives, or close friends are associated.
3. Teacher intern candidates will be placed at approved schools in groups, if possible, to minimize travel time for university supervisors and maximize teacher intern supervision time.

4. Teacher interns must meet all requirements of the COEd teacher education program, Wichita State University, Kansas State Department of Education, and the Kansas Board of Regents, to be eligible for their teacher internship (student teaching).
5. Teacher interns will be placed with cooperating teachers who are highly-effective professionals who have at least three years of successful teaching in their licensure field.
6. Secondary and Pre-K 12 teacher interns will not be placed in high schools from which they graduated if it has been less than ten years.

Cooperating Teacher & University Supervisor Responsibilities

Cooperating Teacher Responsibilities

1. Inform the teacher intern about the school's policies and procedures, including confidentiality with students and student records.
2. Maintain the confidentiality of the teacher intern information in accordance with the Family Educational Rights and Privacy Act.
3. Provide feedback to the teacher intern while creating lesson plans, including utilizing the recommended format and incorporating the required standards into the lesson plan.
4. Review the teacher intern's lesson plan prior to the lesson's delivery.
5. Set up a schedule with the teacher intern for the semester, starting with co-teaching (CT and TI), then progressing to full teaching responsibility for at least 10 days before returning to co-teaching.
6. Remain in the classroom during the teacher intern's teaching block to provide support, observation, and feedback.
7. Retain supervisory control of the class and the program of instruction at all times, while allowing the teacher intern to experience good teaching practice.
8. Observe at least 4 lessons (one of each: science, math, social studies and ELA) that are taught by the teacher intern. The CT will provide written feedback on the appropriate form and review the feedback with the teacher intern.
9. Complete the mid-term and final evaluations, using the appropriate on-line evaluation document and conferencing with teacher interns about the submitted responses.
 - **For elementary education**, the CT will only provide a summative evaluation. Four KEEP evaluations will provide formative feedback to be used when completing the summative evaluation in PASS. The CT will complete a final disposition (e.g., punctuality, respect, professionalism) rating in PASS at the end of the internship.
10. Provide on-going mentor support, including constructive feedback in an informal or formal setting.
11. Communicate regularly with the university supervisor (US) assigned to your school. Report behavioral patterns of concern by the student intern immediately to the university supervisor. If there is a serious concern or incident, report the information to administrator immediately. The principal will contact the US and the WSU COEd Chair of Curriculum and Instruction.
12. Notify the US If you have (will have) a long-term absence of more than five days.

University Supervisor Responsibilities

1. Inform the teacher intern concerning all policies and procedures regarding the university's student intern expectations.
2. Provide contact information to the cooperating teacher (CT) and teacher intern.
3. Communicate on a regular basis with CT and teacher intern.
4. Communicate with the building administration on a regular basis, fostering the PDS relationship between COEd and the school. Check with the administrator regularly about the student intern's progress.

5. Develop a relationship of trust with the teacher intern, providing on-going mentoring support, observation, feedback, and evaluations. Make frequent site visits to the teacher interns in accordance with the COEd's requirements.
6. Review intern lesson plans prior to a formal observation, providing constructive feedback after the student intern teaches the lesson.
7. Maintain confidentiality of the teacher intern information and partnership school's student information, according to the Family Educational Rights and Privacy Act (FERPA).
8. Determine the student teacher's final grade based on the teacher intern's performance throughout the internship semester.
9. Complete teacher intern evaluations for formative and summative assessments, according to the university's schedule and enter into PASS (college data management system)

The Teacher Intern Semester - Miscellaneous Rules and Regulations

A. Employment of the Teacher Intern

A teacher intern may not be hired to begin full-time teaching until after the last day of the semester as set forth in the Wichita State University Schedule of Courses. Since the teacher intern will not be eligible for Initial licensure until several weeks after graduation and completion of the program, he/she should obtain an Emergency Substitute license through KSDE in order to teach full-time.

B. Substitution for the Cooperating Teacher

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

C. Transportation

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

D. Confidentiality of Student Educational Records

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

E. Compensation to the Placement School's Personnel

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

F. School/District Policy

Teacher interns are required to follow all school and district policies at their placement school as required for all employees. This includes policies such as weapon, social media, student services, and crisis & prevention management.

For additional State of Kansas rules and regulations visit <http://www.ksde.org/Default.aspx?tabid=1648>

Materials for Teacher Intern Use & University Supervisor Use

Worksheet for Planning a Tentative Student Calendar

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

Tentative Teacher Intern Responsibility Calendar

Student Teaching Week	Dates	Activities
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		

All teacher interns are responsible for developing a weekly schedule for their supervisor's use. This schedule allows the US to make plans for visitation of all his/her teacher interns. If the schedule changes at any time, a new schedule should be given to the US as soon as possible.

Feedback and Required Evaluations

Guidelines for Completing Evaluations

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

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

The University Supervisor takes responsibility for issuing the letter grade for student teaching. Evaluative information supplied by the cooperating teacher is most important and is given full consideration. A plus minus grading system was adopted beginning the fall 2009. It applies to grades A, B, C, and D. For additional information concerning grading systems see the Undergraduate Catalog "General Information Grading System".

Candidates completing student teaching must earn a grade of "A, A-, B+, B or B-" to be recommended for licensure.

Guidelines for Elementary Teacher Intern Observations

16 weeks: Elementary Education Teacher Candidate

- 4-5 formal observations (with WSU lesson plan template) by Cooperating Teacher
- 2-3 formal observations (with WSU lesson plan template) by University Supervisor

9 weeks: Early Childhood Teacher Candidate (elementary school setting)

- Formal observations (with WSU lesson plan template) by Cooperating Teacher
- 1-2 formal observations (with WSU lesson plan template) by University Supervisor

7 weeks: Early Childhood Teacher Candidate (early childhood setting)

- Formal observations (with WSU lesson plan template) by Cooperating Teacher
- 1-2 formal observations (with WSU lesson plan template) by University Supervisor

Please recall that **ALL** formal observations must include WSU lesson plans attached to the observation forms.

Guidelines for Middle/Secondary Teacher Intern Observations

16 weeks: Middle/Secondary Teacher I

- Weekly observations with written feedback by the Cooperating Teacher (Mentor Teacher)
- 3-4 formal observations with WSU lesson plan template by University Supervisor

Please recall that **ALL** formal observations must include WSU lesson plans attached to the observation forms.

Guidelines for Evaluation Feedback

Mid Term / Final Student Teaching Evaluation Form

- Who: Completed by both CT and US in ECU program only.
- When: At the midpoint of the field experience.
- Why: To document teaching intern's progress and to show growth.
- How: Submitted online via the PASS system.

Final Intern KEEP Evaluation

- Who: Completed by both CT and US in all programs.
- When: In accordance with schedule, based on whether the teaching intern is completing a 15-week placement, a 9/7split placement for ECU teacher interns, or an 8/8-split placement.
- Why: To document the teaching intern's summative performance.
- How: Submitted online via the PASS system.

Special Note regarding the Midterm KEEP Teaching Intern Evaluation for 7-week placements:

- University Supervisors do **NOT** need to complete a midterm evaluation during the 7-week placement, but they do complete the final evaluation.
- Cooperating Teachers and teaching interns **DO** complete both the midterm and final KEEP Intern Evaluation during the 7-week placement.

Field Experience Disposition Rubric

- Who: Completed by the CT
- When: Completed at the conclusion of the internship.
- Why: Document the teaching intern's dispositions demonstrated during the teaching intern's field/teaching experience.
- How: The Field Experience Disposition Rubric is submitted online via the PASS system.

****Note:** All evaluations are available for teaching interns to review.

KEEP and KPTP Formative Observation Forms

- Who: Completed by the US and/or CT
 - US and/or CT -KPTP observation form (appendix C Form in KPTP content guidelines) should be completed at least once.
 - US- formative evaluations (written) should occur 2/3 times during the internship (and may include the KPTP observation).

- CT- formative evaluations (written) should occur 4/5 times during the internship.
- When: In conjunction with teaching intern evaluations, both summative and formative are submitted at the conclusion of the internship via PASS.
- Why: Document US visits the school for purposes of observing the teacher intern and documents feedback provided by CT.

*Note: If it is necessary to submit a paper copy of the dispositions or evaluations, please submit the form to the Assistant Dean. Forms should be delivered COEd Assistant Dean's Office, Corbin, Room 110, or mailed to the WSU COEd Assistant Dean's Office 1845 Fairmount, Campus Box #131, Wichita, KS 67260-0131.

Directions for PASS (Performance Assessment System for Students)

Performance Assessment System for Students (PASS) is a web-based data management system for Wichita State College of Education. University Supervisors and Cooperating Teachers use PASS to collect, store, analyze, and report assessment information for teacher interns. You can access PASS at <https://passdata.org/pass1.0/> Notifications will be sent to email addresses when assessments are ready for Cooperating Teachers to enter data. Cooperating teachers will log in using their school email address. If you have difficulty, please contact kim.davis@wichita.edu.

Guidelines for Professional Performance during Field/Clinical Experiences

Wichita State University College of Education Teacher Education Candidate

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

1. Communicating with the cooperating teacher the university supervisor on a routine and timely basis;
2. Adhering to all placement school policies and procedures;
3. Demonstrating academic and professional integrity as outlined by WSU's policies and procedures regarding student conduct (visit http://webs.wichita.edu/inaudit/ch8_05.htm);
4. Completing all assignments and projects as mutually agreed upon and assigned by the university supervisor, cooperating teacher, and/or the Teacher Education Program (e.g., KPTP, reflection evaluations, lesson plans);
5. Being punctual and regular in attendance;
 - a. If for any reason a teacher education candidate must be absent, he/she should notify the university supervisor, the cooperating teacher, the building principal, and the school contact person prior to the absence.
 - b. Absences should be limited to emergency situations only (e.g., illness or family emergencies).
 - c. If a teacher education candidate is ill for an extended absence, he/she should provide the university supervisor with documentation such as a confirmation from his/her doctor. Similarly, the teacher education candidate must provide documentation reflecting the non- illness related absences if documentation is available (e.g., obituaries).
 - d. The field experience requirement may be extended when absences occur.
 - e. If a teacher education candidate is absent when he/she is scheduled to teach, he/she must provide a set of detailed lesson plans for the teacher who will assume the classroom responsibilities.
6. Demonstrating a sensitivity to students' needs;
7. Demonstrating responsiveness to feedback;
8. Transporting him/herself to and from the placement school;
9. Maintaining the confidentiality of student information that must remain private in accordance with the Family Educational Rights and Privacy Act (FERPA); and
10. Any other appropriate assignment(s) or request(s) made by the cooperating teacher, university supervisor, or WSU faculty.

Grounds for Dismissal from Field Experiences

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

1. Candidates may not engage in any inappropriate interactions with pupils, guardians of pupils enrolled in the school, or school or university personnel during the clinical experience. If you feel you are under any pressure to engage in inappropriate social activity, contact your university supervisor.
2. Candidates' social interactions and communications, including use of cellular phones, Email, and the internet with school pupils, or guardians of pupils enrolled in the school, or school or university personnel, should be limited to those occurring in an official capacity at officially sponsored school events or sites.
3. Candidates may not be in the possession of or under the influence of alcoholic beverages, illegal drugs or dangerous weapons or substances on school property, nor with or in the presence of any school pupil(s).
4. Candidates may not use sexually explicit, obscene, profane, abusive, or derogatory language on school premises or at school sponsored events; nor may they suggest access to inappropriate material (e.g., on the Internet).
5. Candidates may not escort or transport pupils off school property unless accompanied by the cooperating teacher or another full-time employee assigned by the principal.
6. Candidates may not leave school early, be late to school or seminars, or have absences on a consistent basis.
7. Candidates may not falsify, forge, or alter any documents pertaining to academic records, including evaluation reports.

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

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

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

Printed Name: _____

Signature: _____

Date: _____

Procedures for Field Experience Concerns

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

1. Identification of the concern: The process described below provides initial documentation of any concern regardless of the severity. The documentation of a concern may be initiated by either the cooperating teacher and/or the university supervisor. Areas of concern may include but are not limited to the failure to:

- Demonstrate academic integrity
- Arrive on time and prepared to work
- Take responsibility for the safety and welfare of students
- Demonstrate respect for others
- Demonstrate sensitivity to the needs of others
- Consider and use suggestions and reflective feedback
- Take responsibility for his or her acts
- Generate and turn in work on time
- Use resources and materials appropriately
- Follow legal and ethical guidelines of the site and the University¹

¹ Depending upon the conduct of the candidate, WSU's *Student Disciplinary Procedures* may apply. Please see http://webs.wichita.edu/inaudit/ch8_05.htm.

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

3. Determine if an action plan is necessary:

- Following the identification of a concern, the cooperating teacher and university supervisor will discuss the concerns related to the candidate's performance and determine if an action plan is warranted.
- Depending upon the severity of the concern, the university supervisor makes contact with the building principal (usually within 24 hours) to confirm that concerns have been expressed and determine if it is necessary to devise a plan with the cooperating teacher and candidate as soon as possible.

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

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

supervisor—to oversee progress and give feedback to the candidate. The plan is to be documented on the Candidate Action Plan.

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

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

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

7. Meeting to report progress: Upon completion of the objectives or the conclusion of the scheduled time for the plan's end, the university supervisor will schedule a meeting with concerned parties to report on the candidate's progress. The meeting will determine either:

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

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

WSU Teacher Education Change of Placement Request Form

Date initiated: _____

Part I: Parties Involved

Teacher Intern _____ University Supervisor _____
Current School Placement _____ Cooperating Teacher _____

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

____ Teacher intern _____ University Supervisor _____ Cooperating Teacher
____ Principal _____ Other

Part III: Evidence Reviewed and Discussed

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

Part IV: Decision Recommended, Signatures

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

Teacher Intern _____ Yes ____ No ____ Date _____

Additional comments:

University Supervisor _____ Yes ____ No ____ Date _____

Additional comments:

Department Head _____ Yes ____ No ____ Date _____

Additional comments:

Additional signatures and title _____

Assistant Dean of Teacher Ed. _____ Yes ____ No ____ Date _____

Additional comments:

Part V: New Placement Information (if applicable)

School: _____

Cooperating teacher: _____

Date transfer will take effect: _____

Part VI: Plan of Study (if applicable)

Plan of study reviewed with student and on file with the ESS Office Yes ____ No ____

Date plan of study reviewed with student _____

College of Education Intern Exceptions Process

The Exception Process for COEd Interns

Approval must be granted by the COEd Exceptions Committee for all changes in program/graduation curriculum requirements, re-admission into College of Education, and field experience placements, etc. The curriculum and field experience exception forms can be found at <http://webs.wichita.edu/?u=coedess&p=/services/applicationsforms/>.

- COEd Curriculum Exceptions Committee will meet on the first and third Thursday of each month, except holidays. All exceptions should be received one week prior to the meeting date.
- **COEd Field Experience Exception forms must be submitted by mid-term week in the semester prior to the field experience request.**

Curriculum and field experience exception forms must be signed by advisor and submitted to Education Support Services, Room 107 Corbin.

Request for Alternative Field Placement Locations

Candidates who wish to complete an internship outside of the partnership schools must submit the exception form for review in a timely manner. The Exceptions Committee will consider each request and refer to the appropriate department head/chair for recommendation of approval. Decisions are made based on a strong emphasis with medical, financial, and family needs. The candidate must provide:

- Documented medical conditions.
- Proof of unanticipated, extenuating family circumstance or financial hardship.

Please note: If an approval for field placement outside of the identified schools is granted, a fee of \$500 may be added at the department's discretion to the candidate's tuition/fees account to cover the cost of additional support outside of the partnership.

For more information, contact

Sherena Langley

Director, Education Support Services – 107 CE,

sherena.langley@wichita.edu

316- 978- 6951

**College of Education
Wichita State University
Application for Field Experience Exception**

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

Part I: State your field placement request.

Part II: Provide justification for your field placement request - attach any documentation to support your request.

Name of Faculty Academic Advisor: _____

Applicant's Signature: _____ **Date:** _____

<p>Step 1: Faculty Academic Advisor Feedback</p> <p> <input type="radio"/> Approved <input type="radio"/> Denied <input type="radio"/> No Comment </p> <p>Comments:</p> <p>_____</p> <p>Faculty Academic Advisor Signature</p> <p>Date _____</p>	<p>Step 3: Department Decision</p> <p> <input type="radio"/> Approved <input type="radio"/> Denied </p> <p>Comments:</p> <p>_____</p> <p>Department Chair/Head</p> <p>Date _____</p>
<p>Step 2: Applicant submits form to ESS Office, Corbin 107.</p>	<p>Step 4: Department Chair Submits form with final decision to ESS Office, Corbin 107. Student is notified.</p>

All field exceptions should be received by mid-term week in the semester prior to the field experience request.

Field Experience Placement Exceptions Policy

Request for Alternative Field Placement Locations

Candidates who wish to complete an internship outside of the partnership schools must submit the exception form for review in a timely manner. The Exceptions Committee will consider each request and refer to the appropriate department head/chair for recommendation of approval. Decisions are made based on a strong emphasis with medical, financial, and family needs. The candidate must provide:

- Documented medical conditions
- Proof of unanticipated, extenuating family circumstance or financial hardship

Please note: If an approval for field placement outside of the identified schools is granted, a fee of \$500 may be added at the department's discretion to the candidate's tuition/fees account to cover the cost of additional support outside of the partnership.

**College of Education
Wichita State University
Application for Curriculum Exception**

Name:

Major:

MyWSU ID:

Email address:

Phone number:

Part I: State the nature of your request (e.g., readmission to the College of Education/ University, late drop of courses, waiver of graduation requirements, field placement, etc.).

Part II: Provide written justification for the curriculum exception request and attach any documentation to support your request. Please use additional pages, if necessary).

Applicant's Signature: _____ **Date:** _____

<p>EDUCATION COMMITTEE DECISION</p> <p>Date of Decision: _____</p> <p style="margin-left: 20px;"> <input type="radio"/> Approved <input type="radio"/> Denied </p> <p>Comments: _____</p> <p style="text-align: right;">_____ Chair</p> <p>person Signature</p>	<p>Faculty Academic Advisor Feedback</p> <p>Recommended?</p> <p style="margin-left: 20px;"> <input type="radio"/> Yes <input type="radio"/> No </p> <p>Comment: _____</p> <p>_____</p> <p>Faculty Academic Advisor Signature</p>
<p>UNIVERSITY COMMITTEE DECISION</p> <p>Date of Decision: _____</p> <p style="margin-left: 20px;"> <input type="radio"/> Approved <input type="radio"/> Denied </p> <p>Comments: _____</p> <p>_____</p> <p>Chairperson Signature</p>	<p>Department Chair/Head Feedback</p> <p>Recommended?</p> <p style="margin-left: 20px;"> <input type="radio"/> Yes <input type="radio"/> No </p> <p>Comment: _____</p> <p>_____</p> <p>Department Chair/Head Signature</p>

Application for Curriculum Exception Form must be signed by advisor and submitted to Education Support Services, Room 107 Corbin. **COEd Exceptions Committee will meet on the first and third Thursday of each month, except holidays. All curriculum exceptions should be received one week prior to the meeting date.**

Kansas Licensure (91-1-201, 203)

One-year non-renewable license

The one-year non-renewable license is available for applicants who have completed a teacher education program but do not have Praxis content and/or pedagogy assessments completed for the initial license. *This license would be appropriate, for example, for someone who has completed all degree requirements but has not taken the Praxis Content or PLT test.* **(Use KSDE online Form 1 to apply.)**

Initial license

Initial licenses are valid for two years and are available for teaching (ECU, Elementary, Middle School, Secondary, and PK12), school specialist, and school leadership levels. This license is received upon application approval, submission of fingerprint/background check, completion of all program and degree requirements, and successful completion of the Praxis Content and PLT exams for teaching licenses, and/or upon successful completion of the graduate degree program and the content assessment for school specialist/ leadership licenses. **The Initial license may be renewed for two years if you haven't taught two complete school years as an Initial licensee in an accredited school. (Use KSDE online Form 1 to apply.)**

Professional license

Professional licenses are valid for five years and are available for teaching (ECU, Elementary, Middle School, Secondary, and PK-12), school specialist, and leadership licensure levels. This license is received upon application approval and the successful completion of a one-year mentoring program, or the internship for school specialist/leadership licenses during the initial licensing period.

Accomplished license

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

Provisional license

Provisional licenses are available to licensed educators who are completing an approved preparation program in a new teaching field or endorsement area OR a school specialist program for school counselor, library media or reading specialist. A provisional license is available at the point where a prescribed portion of the new program is completed and a district wants to hire you in the new field. The provisional license is a two-year license and can be renewed for an additional two years by making appropriate progress on the remaining coursework.

Provisional teaching licenses are available only at the middle, secondary, and PK-12 licensure levels. Provisionals are not available for K-6 elementary endorsements. Provisional teaching licenses require (a) a current valid initial or professional license at the level, (b) completion of 50% of approved program in the requested field, (c) a deficiency plan, and (d) verification of employment and assignment in the provisional endorsement area. A *Special education provisional* (or) license must meet the same requirements except that instead of 50% of the approved program, completion of coursework in the areas of methodology, characteristics and a practicum in the special education field are required.

Provisional school specialist licenses are only available at the PK-12 licensure level. Provisional school specialist licenses require (a) a currently valid professional teaching license, (b) completion of 50% of an approved specialist program, (c) a deficiency plan, and (d) verification of employment and assignment in provisional licensure area. School counselor specialist also requires verification of supervision by a professionally licensed school counselor.

Restricted teaching license

Restricted teaching licenses are valid for a two-year period at the middle, secondary, and PK-12 licensure levels. These licenses are for individuals who have a degree in their content field and are working with a school district and a higher education institution to complete an alternative route to licensure. The restricted license cannot be renewed or reissued.

Emergency Substitute license

Emergency substitute licenses are valid for only the current school year at the PK-12 licensure level, whereas renewals of the first emergency substitute license are valid for two years. Emergency substitute licenses require a minimum of 60 semester credit hours and a KBI fingerprint/background check. The license is required by a local school district where the applicant will substitute.

Standard Substitute licenses

Standard Substitute licenses are valid for a period of five years at the PK-12 licensure level. Standard Substitute licenses require a bachelor's degree and verification of the completion of an approved teacher education program but do not require passing scores on the Praxis or PLT exams. The Standard Substitute license can be renewed.

Exchange teaching license

Exchange teaching licenses are valid for two years at all licensure levels. Exchange licenses are available for individuals who have completed approved programs and hold a full license from states participating in an exchange agreement. Kansas is a participant in the Central States Exchange Agreement with Iowa, Minnesota, Nebraska, South Dakota, North Dakota, Ohio, Wisconsin, Missouri, and Oklahoma.

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

Transitional teaching license

The transitional teaching license is available for candidates who were previously licensed in Kansas but whose license has been expired for six or more months. Candidates who meet this criteria may be issued a one-year non-renewable transitional teaching license to allow them to take a teaching position in the interim while they work to meet their licensure renewal requirements.

Licensure Requirements and Procedures

Eligibility for Licensure Recommendation

1. Completed all course and program related assessments
2. Successfully completed ALL coursework for designated program/major

3. Achieved GPA of 2.50 or higher overall and 2.50 or higher in major field(s)
4. Successfully completed KSDE required tests, i.e., Principles of Learning and Teaching (PLT), the Praxis II Content test(s), and State mandated performance assessment (KPTP).
Note: Fee Waiver may be available for college students who meet all eligibility requirements. https://www.ets.org/praxis/about/fees/fee_waivers/
5. Successfully met requirements identified in the teacher intern's degree audit
6. Degree posted by WSU Registrar
7. Submission of legible fingerprints for KBI criminal background check
8. Completed licensure application – KSDE online Form 1 (see below)
NOTE: If you are planning to teach in the fall academic year following your graduation (even if you haven't passed your Praxis/PLT exams), you must submit your Form 1 application by June 1 to ensure the timely issuance of your license.

Submitting the Licensure Application

1. Go to: <https://appspublic.ksde.org/AuthenticationPublic/>
2. Click on the “Register” button to display the KSDE User Registration Form.
3. Create a Username and password and enter all personal information (you will use this login information throughout your career, so write it down).
4. Once you have successfully logged in, you can access Form 1 for Initial Licensure, Added Endorsement, or One-Year Nonrenewable.
5. After submitting your Form 1 application, wait for a message stating that your application has been submitted to WSU for evaluation. The university will verify and recommend you for licensure and confirm the recommendation by e-mail.
6. After the licensure officer has recommended you for licensure, you will be contacted by e-mail for payment options. (KSDE will not process your application until payment has been made and fingerprints have been received.)

Note: Questions about licensure should be directed to the College of Education Licensure Officer, Stacie Ogborn (stacie.ogborn@wichita.edu)

Federal and State Statutes

Student Privacy Considerations

Family Educational Rights and Privacy Act (FERPA)

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

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

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

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

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

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

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

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

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

2. Except as provided in subsection (c),
 - a. The state board of education shall not knowingly issue a certificate to or renew the certificate of any person who: (1) Has been convicted of a felony under the uniform controlled substances act; (2) has been convicted of a felony described in any section of article 34 of chapter 21 of the Kansas Statutes Annotated or an act described in **K.S.A. 21-3412** or K.S.A. 2002 Supp. 21-3412a, and amendments thereto, if the victim is a minor or student; (3) has been convicted of a felony described in any section of article 35 of chapter 21 of the Kansas Statutes Annotated, other than an act specified in subsection (c) of **K.S.A. 21-4619** and amendments thereto, or has been convicted of an act described in **K.S.A. 21-3517** and amendments thereto, if the victim is a minor or student; (4) has been convicted of any act described in any section of article 36 of chapter 21 of the Kansas Statutes Annotated, other than an act specified in subsection (c) of **K.S.A. 21-4619** and amendments thereto; (5) has been convicted of a felony described in article 37 of chapter 21 of the Kansas Statutes Annotated; (6) has been convicted of an attempt under **K.S.A. 21-3301**, and amendments thereto, to commit any act specified in this subsection; (7) has been convicted of any act which is described in **K.S.A. 21-4301, 21-4301a or 21-4301c**, and amendments thereto; (8) has been convicted in another state or by the federal government of an act similar to any act described in this subsection; or (9) has entered into a criminal diversion agreement after having been charged with any offense described in this subsection.
 - b. The state board of education may issue a certificate to or renew the certificate of a person (1) who has been convicted of committing an offense or act described in subsection (2) or who has entered into a criminal diversion agreement after having been charged with an offense or act described in subsection (3) if the state board determines, following a hearing, that the person has been rehabilitated for a period of at least five years from the date of conviction of the offense or commission of the act or, in the case of a person who has entered into a criminal diversion agreement, that the person has satisfied the terms and conditions of the agreement.
 - c. The state board of education may consider factors including, but not limited to, the following in determining whether to grant a certificate:
 1. The nature and seriousness of the offense or act;
 2. The conduct of the person subsequent to commission of the offense or act;
 3. The time elapsed since the commission of the offense or act;
 4. The age of the person at the time of the offense or act;
 5. Whether the offense or act was an isolated or recurring incident; and
 6. Discharge from probation, pardon or expungement.
 - d. Before any certificate is denied by the state board of education for any of the offenses or acts specified in subsections (a) and (b), the person shall be given notice and an opportunity for a hearing in accordance with the provisions of the Kansas administrative procedure act.
 - e. The county or district attorney shall file a report with the state board of education indicating the name, address and social security number of any person who has been determined to have committed any offense or act specified in subsection (a) or (b) or to have entered into a criminal diversion agreement after having been charged with any offense or act specified in subsection (b). Such report shall be filed within 30 days of the date of the

determination that the person has committed any such act or entered into any such diversion agreement.

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

Relevant KSBE Regulations

KSBE #91-19-1 Definitions

- "Teacher education institution" means a college or university engaged in teacher preparation and accredited by the state board of education or a state authorized agency of the state in which the institution is located.
- "Approved educational agency" means an early childhood agency or an inter-local agency, which has been granted approved status by the state board of education
- This rule and regulation shall take effect on and after July 1, 1989. (Authorized by and implementing K.S.A. 72-1392; effective, E-70-36, July 31, 1970; effective Jan.1, 1971; amended May 1, 1979; amended July 1, 1989.

KSBE #91-19-2 Teacher intern certification

- Each individual serving as a teacher intern in an accredited or approved educational agency in Kansas shall hold a valid teacher intern certificate.
- Issuance of teacher intern certificates. Teacher intern certificates shall be issued only to students who have fulfilled the requirements of the teacher education institution and have been recommended by the designated official responsible for teacher education at the teacher education institution. Only teacher education institutions shall issue teacher intern certificates.

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

- **Form of certificate.** The form of the teacher intern certificate shall be as prescribed by the state board. This rule and regulation shall take effect on and after July 1, 1989. (Authorized by and implementing K.S.A. 72392; effective, E-70-36, July 31, 1970; effective Jan. 1, 1971; amended May 1, 1979; amended July 1, 1989.

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

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

- **Assignment of teacher interns.** Only teacher education institutions shall assign teacher interns to cooperating accredited or approved educational agencies for the purpose of student teaching.
- **Teacher intern responsibilities.** Accredited or approved educational agency administrators and cooperating teachers to whom the teacher interns are assigned, in cooperation with the designated officials of the teacher education institution and in conformity with the terms of the contract required by this rule and regulation, shall determine when and to what extent teacher interns shall assume responsibilities or enter into teaching activities in the assigned accredited or approved educational agency.
- **Supervision of teacher interns.** Teacher interns shall be under the supervision of cooperating teachers and administrators of the accredited or approved educational agencies to which they are assigned, and shall not be expected to assume tasks or responsibilities not generally assigned to teachers.
- **Compensation prohibited.** No compensation shall be paid to teacher interns performing assignments under contracts as provided in this rule and regulation.
- **Teacher interns are prohibited from serving as regular or substitute teachers.** Certified teacher interns shall be prohibited from serving as regular or substitute teachers in Kansas accredited or approved educational agencies. This rule and regulation shall take effect on and after July 1, 1989. (Authorized by and implementing K.S.A. 72-1392; effective, E-70-36, July 31, 1970; effective Jan. 1, 1971; amended May 1, 1979; amended July 1, 1989.

Sexual Harassment in the Schools

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

Sexual Harassment will not be tolerated in this school district.

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

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

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

The courts do not want to increase the EEOC’s backlog by making every complimentary or uncomplimentary remark or flirtatious approach to a member of the opposite sex the basis for a cause of action under Title VII. However, on the other hand, in recent decisions the courts have increasingly recognized there is a point beyond which a person in a supervisory position should not be permitted to go, thereby abusing his/her power by making a sexual demand on or a lewd or suggestive remark

to an employee. While the most frequent example of sexual harassment may well be that of the supervisor attempting to take advantage of his/her position, we must all be aware of the fact many other forms of sexual harassment can and do take place.

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

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

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

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

SEXUAL HARASSMENT: WHAT TO DO?

- Be assertive--At the first sign of trouble, be honest and direct in your disapproval. Don't hint. Without smiles, evasion, or apologies, say you find the behavior offensive. Say “no” clearly. Choosing to ignore the behavior isn't a clear enough signal of disapproval. Part of the problem can be that the harasser is accustomed to thinking the behavior is okay. Make it obvious that you believe it is not okay.
- Sexual harassment is a matter of perception. If you are offended by a comment or behavior, it is important to put the offender on notice. If you do not, how will the offender know the behavior is offensive to you? You must let him/her know that the line has been crossed.
- Check with others—See if this has happened before. You should assume there is no such thing as a first-time sexual harasser that the person has done it to others and after bothering you, will try it again on somebody else. Ask others if something similar ever has happened to them. A complaint that can be backed up by others makes retaliation less likely.
- Keep a record—Document the incident as it happens. Note the date, time, and place, and describe the harasser's words and behavior along with what you said, did, and felt. Be factual and thorough in your documentation. Time tends to dull even vivid experiences, so a record is a must.
- Employees should watch for downward changes in their evaluation—If work performance has continued at the same level, but you are involved in a sexual

harassment episode, watch for downward changes in your evaluation. Ask for specific explanations.

- Make a formal complaint—

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

Employees may contact their bargaining unit representative/or report their complaint to the Director of Title IX in Human Resources (978-3186).

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

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

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

To view more specific information and procedures regarding Policy and Procedures go to <http://webs.wichita.edu/inaudit/tablepp.htm>